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Impact of Inclusive Leadership Practices on School Teachers' Job Satisfaction

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ABSTRACT

Leadership is not only about holding an official position, but it is a transformational process which creates organizational culture, employee motivation, and institutional success. Inclusive leadership has become an essential consideration in the education sector, which is marked by openness, recognition, fairness, and sincere belonging which impact teachers' job satisfaction and professional well-being. This study is based on a quantitative correlational research design that analyzed the impact of inclusive leadership practices on school teachers' job satisfaction among 250 teachers in public schools in Lahore, Pakistan. The study assessed four major dimensions, which were Openness and Communication, Recognition and Support, Fairness and Equity, and Belongingness and Inclusion by using the Inclusive Leadership Questionnaire and Teacher Job Satisfaction Scale. The results showed that inclusive leadership is a strong predictor of teacher job satisfaction, and Recognition and Support and Fairness and Equity were the strongest positive predictors. Notably, superficial or symbolic inclusion practices negatively impact satisfaction, highlighting that authentic participation is critically important. This research highlights the necessity of school leaders to go beyond the top-down management framework to promote inclusive practices that recognize the input of teachers, treats them fairly, and gives them a voice in meaningful decisions. It is recommended that school administrators may ensure systematic recognition programs, transparent resource allocation, enhanced line of communication and genuine teacher involvement mechanisms. These measures can increase teachers' job satisfaction and retention which will ultimately increase the quality of education.

Keywords: *inclusive leadership, job satisfaction among teachers, recognition and support, fairness and equity, openness and communication, belongingness.*

INTRODUCTION

Leadership is a complex process that is dynamic and multi dimensional and that goes beyond the official role. It entails guiding organizations to where they want to go by offering guidance, coordinating action and inspiring dedication and responsibility (Leithwood and Riehl, 2003). Leaders that are effective create meaning, teamwork, and teamwork, which impact organizational performance (Altun, 2017; Poturak et al., 2020).

Leadership is especially important in an educational setting. Principals and heads of different departments affect work settings and teacher motivation; in addition, they create professional norms in schools (Leithwood and Jantzi, 2005; Bush, 2011). Trust, a promotion of cooperative efforts, upholding fairness and open communication are among the practices aimed at improving teacher morale, commitment, and job satisfaction (Hallinger, 2011; Day et al., 2016; Tschannen-Moran, 2014).

Inclusive leadership (IL) has become more significant in various educational settings. It focuses on the value of diversity, equality, and personality (Carmeli et al., 2010; Randel et al., 2018). The school leaders that practice IL foster the sense of belonging that increases motivation, commitment, and job satisfaction (Shore et al., 2011; Javed et al., 2018). However, as much as IL has been researched in business organizations, there is little research on the application of IL in educational institutions especially in Pakistan.

Increasing cultural, language and social diversity in schools necessitates leadership that recognizes diversity and embraces inclusivity and equal participation. Studies indicate that diversity involvement in the form of an inclusive practice boosts creativity, teamwork, and quality of decision-making (Ainscow, 2020; Ozdemir and Ercetin, 2021). Due to recognition, fairness, and engagement, inclusive leadership mitigates the diversity challenge (Korkmaz et al., 2022) resulting in high levels of job satisfaction and social cohesion (Randel et al., 2018).

Along with those advantages, most educational institutions do not have efficient inclusive leadership models (Ainscow, 2020). The resource shortage, excessive workload of teachers, and insufficient administrative support are the issues in Pakistan (Shah and Kamal, 2015), which adversely impact the job satisfaction of teachers (Rizvi, 2017). Specialized training, administrative support, and overall policies would be a crucial intervention in the appearance of such gaps and enhance the overall performance of schools and satisfaction among teachers (Farooq, 2012; Zaheer and Farooq, 2024).

According to the studies, inclusive leadership has a positive impact on job satisfaction and well-being of employees (Li and Zhou, 2023; Umrani et al., 2023), which proves that it can improve professional motivation, engagement, and belonging. The study examines the impact of inclusive leadership on teacher satisfaction at work in Pakistani schools, which fills the gap between international and national studies and provides solutions to school leaders and policymakers.

Statement of the Problem

Job satisfaction of teachers is vital in teaching and positive school performance. Although studies demonstrate that leadership practices have a strong impact on teacher motivation and satisfaction (Munir and Iqbal, 2018; Baharuddin et al., 2023), the majority of research is concerned with the general leadership styles instead of the inclusive leadership, which involves openness, recognition, fairness, and meaningful participation. In Pakistan, teachers are usually not allowed to make their own decisions and take real part in the decision-making process due to hierarchical leadership structures. Empirically, it is possible to state that inclusion in its poorly elaborated form can become a source of dissatisfaction (Randel et al., 2018). Although the relevance of inclusive leadership has been on the rise, a paucity of empirical studies has researched how the dimensions of inclusive leadership predict teacher job

satisfaction in Pakistan. This paper will fill this gap with some research on the impact of inclusive leadership practices on job satisfaction among teachers in both public and private schools.

Research Objectives

The present study intended to:

1. Determine the inclusive leadership behaviors of school leaders.
2. Determine the level of job satisfaction of teachers'.
3. Determine how inclusive leadership practices are linked to job satisfaction.
4. Measure the impact of inclusive leadership practices on job satisfaction of teachers'.

Research Questions

1. What are the inclusive leadership practices exhibited by school leaders in schools?
2. How satisfied are the teachers' with their job in schools?
3. Is there any relationship between inclusive leadership practices and job satisfaction ?
4. What is the impact of inclusive leadership practices on teacher job satisfaction?

Significance of the Study

This research holds information on the impact of inclusive leadership on the job satisfaction of teachers in schools. It helps school leaders to appreciate how fairness, openness, recognition, and encouragement of belonging among teachers keep them motivated and committed. The findings will inform school administrators and policy makers to establish favorable and equitable working environments, which will have positive impacts on teacher satisfaction, teaching quality, and student learning outcomes.

Rationale of the Study

The study fills the research gap on the role of inclusive leadership and the job satisfaction of teachers in schools of Lahore, Pakistan. Through analyzing this relationship, it offers practical lessons to school leaders, administrators and policymakers to create good supportive, effective and equitable working environments. The knowledge of these relationships may influence the teacher morale in a positive way, his/her effectiveness and the school success in general.

Delimitations of the Study

The research is limited to teachers in the Pakistani public schools in Lahore. It evaluates inclusive leadership even though it does not take into account other leadership styles. The descriptive correlational design does not establish causal relationships, it studies predictive relationships.

LITERATURE REVIEW

Leadership is a dynamic and multidimensional process and the area of leadership extends far beyond the title or a formal role in a company. It is at the heart of setting out of the vision, culture and overall performance of institutions. Leadership can be defined as guiding the organizations in the way they should go by offering them a point in which they ought to move by unifying the work of the members as well as serving as an agent that makes them dedicated and responsible towards a cause of the organization (Leithwood and Riehl, 2003). Good leaders encourage the team members to work as a team towards a shared cause hence, instilling a sense of purpose, group work and team spirit. Being multidimensional, leadership as a concept encompasses numerous behaviors, skills, and styles that would affect the performance of organizations, establish roles, and direct actions, ultimately affecting the performance of individuals and groups (Altun, 2017; Poturak and Budur, 2020).

Leadership has a particularly significant role to play in the educational setting. Being a complicated social institution, schools are so reliant on good leadership to reach the educational goals, optimize the educational process, and support students in their academic and personal development.

The principals and heads of departments contribute to the work environment development, teacher motivation, and the standards of professional conduct greatly (Bush, 2011; Day et al., 2016). Additional practices in leadership, such as the development of trust, promotion of teamwork, being just and fair, open communication, and promotion of innovative pedagogical approaches, make schools more efficient, and they have a direct impact on the morale, professional commitment, and job satisfaction of teachers (Hallinger, 2011; Tschannen-Moran, 2014; Baharuddin et al., 2023).

The concept of inclusive leadership (IL) has gained more and more significance in the environment of the modern schools where both teachers and students become more diverse. Zaheer and Farooq (2024) state that inclusion is a philosophy, a spirit, and a tangible practice of education that gives leeway of learning to every learner. The inclusion of inclusive leadership into the school practice by the leader gives the members a sense of belonging, increases motivation, commitment, and job satisfaction. An inclusive leadership concept defines leadership that is defined by a value of diversity, equity, and individuality of each personality within an organization (Carmeli et al., 2010; Randel et al., 2018). School leaders that embrace IL among every member make them feel like they belong to it and that way, they have a high chance of becoming more motivated, committed, and satisfied with their jobs (Shore et al., 2011; Javed et al., 2018). Even though inclusive leadership has received a substantial amount of research in business organisations, little has been conducted on the application of IL in learning institutions particularly in Pakistan. This raises a gap in the knowledge of inclusive leadership influence on job satisfaction of teachers in the local schools.

The modern world that is rapidly becoming international and technologically evolving is partially characterized by cultural, linguistic and social diversity in schools. This enhanced diversity requires leadership approaches that embrace and value diversity among people and foster inclusivity and equality in involvement. Researchers state that diversity can be highly helpful in creativity, collaboration, and the quality of decisions in the learning environment with the adequate utilization of diversity as inclusive practices (Ainscow, 2020; Ozdemir and Ercetin, 2021). In particular, inclusive leadership in education facilitates shared responsibility, the wholeness of the teacher professions, and the positive school climate where the diversity of views results in the positive performance of the institutions (Nguyen, 2020). This leads to the increasing diversity of the contemporary society, proving the need to possess the kind of leaders that will be able to provide the enabling conditions in which all stakeholders will feel valued and empowered. The issues of diversity have been found to be mitigated with the help of inclusive leadership by way of recognition, fairness, and engagement (Korkmaz et al., 2022; Randel et al., 2018). Inclusive leadership also results in high levels of job satisfaction (JS), engagement, and social cohesion (Shore et al., 2011; Li and Zhou, 2023) among employees and teachers. This can be translated to schools to teachers being appreciated, nurtured and inspired which brings about a greater impact of teaching and growth of student learning outcomes. Teacher satisfaction is another significant field of research because it has a great impact on teacher retention, teacher productivity, and the performance of the entire school (Skaalvik and Skaalvik, 2021).

Although it has been ascertained that inclusive leadership results in positive organizational outcomes, many learning institutions do not have effective policies and leadership systems that can enable meaningful inclusiveness (Ainscow, 2020). This is a more significant task in the context of Pakistan because of the resources loss and overworking of teachers, the absence of administration support at the schools (Shah & Kamal, 2015). Such circumstances discourage the teachers and may impact negatively their job satisfaction (Rizvi, 2017). Inclusive leadership, e.g. listening to their contributions, considering them equally, is also a morale-booster, engagement-booster, and overall professional performance solution that can be suggested to teachers (Aboramadan et al., 2022).

Just like in higher education, Pakistani schools are likely to be affected by several problems, such as resource shortage, insufficient professional growth, and the absence of administrative support, which makes successful practice of inclusive leadership easier (Farooq, 2012; Zaheer and Farooq, 2024). With these loopholes closed via specialized training, administrative facilitation and overall school-wide policies, one is bound to realize much in the field of teacher job satisfaction and the overall percentage of performance within the school in general.

In addition, research shows that inclusive leadership has a positive impact on job satisfaction and employee welfare (Li and Zhou, 2023; Umrani et al., 2023). It demonstrates the possibility of inclusive leadership having a beneficial effect on professional motivation, engagement, and a feeling of belonging, which could lead to the development of better organizational results.

In conclusion, leadership is not a job or a title, but a process that creates an impression in the lives of teachers, influences the nature of teaching, and makes schools successful. In particular, the style of leadership that can be used to enhance teacher job satisfaction is inclusive leadership that can be enhanced with the assistance of fairness, recognition, openness, and encouragement of a sense of belonging. The specified study will help to fill the research gap between the international and local studies about inclusive leadership and its application to schools and present the particular recommendations to school administrators and policymakers. Such relations are essential in learning how to improve motivation, retention and ultimately quality of education that is being delivered to students by teachers.

Inclusive leadership has become a significant strategy in dealing with the ever-diverse and complex workplaces. It is defined as open, accessible, fair, recognition, and participation encouragement types of leader behaviors that make employees feel not only appreciated as individuals but also accepted in the group (Carmeli et al., 2010; Randel et al., 2018). Inclusive leaders provide an environment where people feel safe psychologically and more ready to share their ideas and efforts because it is a surrounding of respect and participation.

There exists a growing literature in organizational contexts that conveys that inclusive leadership has a positive relationship with such desirable employee outcomes as engagement, commitment, innovative behavior, and job satisfaction (Javed et al., 2019; Wang and Cheng, 2022). Psychological safety is one of the main mechanisms of such relationships. By being attentive to the leaders, approachable and treating employees fairly, the employees feel safe to share their opinions, and this improves on motivation and satisfaction (Edmondson, 2004).

In the educational setting, leadership has instrumental influence in determining the professional experiences of teachers. The perceptions of teachers about fairness, school leader support, and voice are also excellent predictors of morale and work-related well-being (Collie, 2021; Skaalvik and Skaalvik, 2021). Inclusive activities like appreciating efforts, engaging teachers in decision making and ensuring open communication can thus be predicted to increase job satisfaction among the teachers.

Although there is international evidence, there is a lack of empirical research concerning the concept of inclusive leadership in schools, especially in developing nations. Leadership is hierarchical in many cases in Pakistan, and the teachers might not have many chances to voice their decisions. The significance of the supportive leadership behaviors can be further increased in case of resource shortage and excessive workloads. Nonetheless, there are not many quantitative studies, which have explored the idea that inclusive leadership may be one of the greatest predictors of teacher job satisfaction here.

The connection between inclusive leadership and job satisfaction is explicable, based on the Social Exchange Theory and Leader-Member Exchange theory. According to social exchange theory, the employees give back positive treatment through positive attitudes like commitment and satisfaction

(Blau, 1964). Teachers are likely to react to this with more attachment to work when they feel that their leaders treat them fairly, respectfully and recognize their efforts. Likewise, the stronger the satisfaction and well being are linked to high-quality leader-member relationships which is based on trust and support (Graen and Uhl- Bien, 1995). Such relationships are promoted in inclusive leadership where all the teachers are heard and valued.

In the light of these arguments, it is essential to study such a phenomenon as inclusive leadership in schools. The knowledge of the dimensions of inclusive leadership that have the greatest effect on teacher job satisfaction can be useful to administrators aiming to enhance teacher incentives, retention, and school performance.

Research Paradigm

This study is grounded in the positivist paradigm because it aims to objectively measure and analyze the relationship between inclusive leadership and teachers' job satisfaction using quantitative data.The positivist paradigm supports objectivity, measurement, and statistical analysis. This study is based on the standardized questionnaires and numerical data, which guarantees positivism while being neutral, reliable and not focusing on subjective interpretations of observable facts.

Research Design

The research design was a quantitative correlational research design to find out whether teachers are predictably satisfied with their jobs when being led inclusively. This is a method that allows the exploration of the relationships among variables in natural school environments without experimental controls of variables.

The sample of the participants was 250 teachers, in the public school. The teachers were representing primary, middle and secondary levels. An equal opportunity to be selected and an increased representativeness of the sample were also achieved by the means of a simple random sampling technique.

Instruments

Inclusive Leadership. The perceptions of inclusive leadership among teachers were assessed with the help of the Inclusive Leadership Questionnaire (ILQ) modified according to Li (2021). The instrument evaluates four items, including openness and communication, recognition and support, fairness and equity, and belongingness and inclusion. The answers were noted on a five-point Likert scale that goes to 1 (strongly disagree) to 5 (strongly agree). A score above was a sign of greater perceptions of inclusive leadership.

Job Satisfaction. The Teacher Job Satisfaction Scale (TJSS) created by Muteveri and Egunjobi (2025) was utilized to determine teacher job satisfaction. The scale evaluates job satisfaction levels with professional roles, rewards, leadership support, and the work conditions. The ratings were done on a five-point Likert scale with higher scores indicating more satisfaction.

Validity and Reliability

Educational leadership experts went through the instruments to make sure they were clear and relevant to the context. The main study data was used to perform reliability analysis, which reported an excellent internal consistency. The Alpha of the Inclusive Leadership Questionnaire (24 items) was.955, whereas the Teacher Job Satisfaction Scale (20 items) generated an alpha of.983.

Data Collection Procedure

School administrations were asked to provide a formal permission before the questionnaires were distributed. The involvement was voluntary and anonymity was guaranteed as well as confidentiality. The survey took around 15-20 minutes to be filled in by teachers individually. The responses were coded and inputted in SPSS to be analyzed.

Data Analysis

Perceptions of inclusive leadership and job satisfaction were summarized with the help of descriptive statistics (means and standard deviations). Pearson correlation analysis was used to compare the variables whereas multiple linear regression was used to establish the predictive value of the inclusive leadership dimensions to the job satisfaction of teachers.

RESULTS

Descriptive Statistics: Inclusive Leadership Dimensions

Dimension	N	Min	Max	Mean	SD
Openness & Communication	250	6	30	18.58	8.15
Recognition & Support	250	7	30	20.32	6.81
Fairness & Equity	250	6	30	20.36	5.30
Belongingness & Inclusion	250	6	30	20.95	5.82

Table 1. Descriptive Statistics for Inclusive Leadership Dimensions

There is descriptive statistics of the four inclusive leadership dimensions in table 1. It was Belongingness and Inclusion (M = 20.95, SD = 5.82), then Fairness and Equity (M = 20.36, SD = 5.30) and Recognition and Support (M = 20.32, SD = 6.81). The lowest score was Openness and Communication (M = 18.58) with the most variability (SD = 8.15), because communication was inconsistent in schools.

Descriptive Statistics: Teacher Job Satisfaction

Job Satisfaction Factor	N	Min	Max	Mean	SD
Commitment	250	4	20	16.22	4.39
Dedication	250	4	20	16.69	4.03
Confidence	250	4	20	16.72	4.15
Adaptability	250	4	20	16.26	4.22
Teacher–Student Relationship	250	4	20	16.58	4.35

Table 2. Descriptive Statistics for Teacher Job Satisfaction Factors

Table 2 indicates all the five areas of satisfaction were in the moderate-to-high scale. The highest scores were obtained in Confidence (M = 16.72) and Dedication (M = 16.69), which implies a strong level of intrinsic motivation, whereas the lowest scores were in the commitment (M = 16.22) and Adaptability (M = 16.26), which indicates the weak level of organizational attachment and lack of adaptation difficulties.

Correlation Analysis

Variable	Job Satisfaction
Inclusive Leadership	.567
N	250

Table 3. Pearson Correlation between Inclusive Leadership and Teacher Job Satisfaction Correlation is significant at the .01 level (2-tailed).

According to Pearson correlation analysis, there is a statistically significant and moderately strong positive correlation between inclusive leadership and teacher job satisfaction (r =.567, p =>001) as it is presented in Table 3. It means that those teachers who perceived greater inclusive leadership levels also indicated greater job satisfaction.

Multiple Regression Analysis

R	R^2	Adjusted R^2	Std. Error
.607	.369	.358	15.920

Table 4. Model Summary

The findings indicate a medium positive association (R =.607) among inclusive leadership, job satisfaction. The model was found to be a good predictor with 36.9% of the variance in job satisfaction of teachers (R^2 =.369).

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	36,280.220	4	9,070.055	35.786	.000
Residual	62,096.136	245	253.454		
Total	98,376.356	249			

Table 5. ANOVA Results - Dependent Variable: Job Satisfaction

The regression model is statistically significant (F = 35.786, p = .000),showing that inclusive leadership dimensions significantly predict teachers' job satisfaction.

Predictor	B	SE	β	t	Sig.
(Constant)	44.936	4.184		10.741	.000
D1: Openness & Communication	0.348	0.239	.143	1.453	.147
D2: Recognition & Support	1.126	0.342	.386	3.291	.001
D3: Fairness & Equity	1.037	0.298	.277	3.484	.001
D4: Belongingness & Inclusion	-0.617	0.267	-.181	-2.308	.022

Table 6. Regression Coefficients - Dependent Variable: Job Satisfaction

Job satisfaction is significantly and positively predicted by Recognition and Support (b = .386, p =.001) and Fairness and Equity (b =.277, p =.001). There is no significance of Openness and Communication (b =.143, p=.147). The Belongingness and Inclusion has a major negative impact (β = −.181, p = .022), which indicates the possible suppressive impact.

Findings

1. The survey of 250 teachers in public schools in Lahore assessed the Belongingness & Inclusion (M = 20.95) and Fairness and Equity (M = 20.36) as the most manifested inclusive leadership practices followed by Recognition and Support (M = 20.32), and the least consistently demonstrated Openness and Communication (M = 18.58, SD = 8.15) represented the variability across schools and reflected the chances of positive changes in transparent and effective communication.
2. On the whole, the overall job satisfaction was moderate to high among teachers. The highest score was on Confidence (M = 16.72) and Dedication (M = 16.69) which indicated a high level of intrinsic motivation, whereas the other scores were relatively lower, indicating difficulties of long-term organizational attachment and adaptability in the changes of the institution, such as Commitment (M = 16.22) and Adaptability (M = 16.26). Teacher-Student Relationship Satisfaction (M = 16.58) also proved to be moderate, which means that the interaction was mostly positive during the work with students.
3. A positive and significant relationship of 0.567 ($p < 0.001$) existed between inclusive leadership and teacher job satisfaction. Moderate correlations were obtained between Openness & Communication and all dimensions of job satisfaction ($r = 0.434$ to $r = 0.670$), but Belongingness and Inclusion. showed weaker correlations ($r = 0.207$ to $r = 0.391$). The four dimensions of inclusive leadership were largely connected with teacher job satisfaction at the 0.01 level, which does highlight the significance of inclusive practices in improving the professional satisfaction of teachers.
4. Inclusive leadership was a significant predictor of teacher job satisfaction ($R^2 = 0.369$, $F(4,245) = 35.786$, $p < 0.001$). Significant positive predictors were also found to be Recognition and Support (b = 0.386, p = 0.001) and Fairness and Equity (b = 0.277, p = 0.001). Openness & Communication was not significant on its own (b = 0.143, p = 0.147) but Belongingness and Inclusion has a significant negative effect (β = −.181), p = 0.022) when performed in a superficial way, which may indicate that tokenistic inclusion behaviour can lead to decreased overall teacher satisfaction despite other desirable leadership behaviours.

Discussion

The result that inclusive leadership was found to reveal 36.9% of variance in teacher job satisfaction proves its substantive significance as a predictor of teacher well-being, which was observed in previous studies in educational and organizational settings (Randel et al., 2018; Oad and Alwi, 2021). The rest of the unaccounted variance is due to the multidimensional attributes of job satisfaction that are influenced by work load, pay and the institutional culture that is not directly focusing on the leadership (Spector, 1997). The Social Exchange Theory and LMX Theory are consistent with each other: teachers are returning the genuine and positive leadership based on supportive leadership and positive attitudes to work.

Its strongest predictor was Recognition and Support (b =. 386), which validates the fact that professional recognition lies at the core of teacher motivation (Oad and Alwi, 2021). With a hierarchical public school system, where formal recognition systems have not been developed yet, even informal recognition would provide significant motivation, implying that systematic enhancements in recognition would result in satisfaction returns of disproportionately large returns.

The second important predictor was Fairness and Equity (b =.277) that provided the significance of organizational justice in teacher satisfaction (Siyal et al., 2021). Procedural fairness introduced through the transparent and consistent use of the criteria of workload, resources, and evaluation is the foundation of professional well-being in a variety of school settings.

The least perceived dimension was Openness and Communication (M = 18.58) and insignificant in the regression (b =.143, p=.147), possibly because it is correlated with Recognition and Support. Its high variability (SD = 8.15) indicates that there are more differences between schools regarding communicative leadership, and that is an important area of development.

The most theoretically relevant result is the large negative coefficient of Belongingness and Inclusion (β = −.181), p =.022). The tokenism type of inclusion creates an illusion of achieving higher expectations, which, in turn, yield more dissatisfaction than the lack of inclusion activities (Kelan, 2020; Shore et al., 2011). In a hierarchical school culture that is characterized by inclusion perhaps more in rhetoric than practice in Pakistan, this result warns that badly designed belonging programs proactively reduce teacher satisfaction.

Conclusion

Inclusive leadership behaviors have major influences on the teacher job satisfaction in public schools in Lahore, Pakistan. Teachers find greater satisfaction when leaders are transparent, acknowledge contributions and staff are treated with fairness in all instances. More importantly, the belonging-oriented practices need to be authentic and empowering as opposed to symbolic in order to help teachers. Those schools, in which genuine and properly designed inclusive leadership is invested, are in a better place to keep the teacher motivation levels, enhance the cultures of collaboration, and contribute to the student learning outcomes.

Recommendations

1. Schools may offer systematic recognition programs, such as monthly awards, peer nominations and quarterly appreciation meetings to reward teachers' for their efforts.
2. Principals may have transparent policies that ensure that the distribution of workload, allocation of resources, and the assessment of the performance of teachers are checked by teacher-administrator committees.
3. School administration may improve communication through holding weekly staff meetings, using multiple channels of feedback and quick responses to staff concerns.
4. Education authorities may encourage school administrators to participate in yearly inclusive leadership trainings which would be based on recognition, fairness, communication, and empowerment practices.

Future Recommendation

1. Further studies may be conducted using either qualitative or mixed-method research for better understanding the experiences and views of teachers on the concept of inclusive leadership.

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