

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

Measures

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

Inclusive Leadership

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

Psychological Ownership

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

Innovative Work Behaviour

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

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

Data Analysis

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

RESULTS

Measurement Model Analysis

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

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

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

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

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

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

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

Table 3: Latent variable correlations

Variable	IL	IWB
IL	0.725	
IWB	0.186	0.846
PO	0.343	0.584

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

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

Variables	IL	PO
IL		
PO	0.471	

Note: IL = Inclusive Leadership; PO = Psychological Ownership

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

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

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

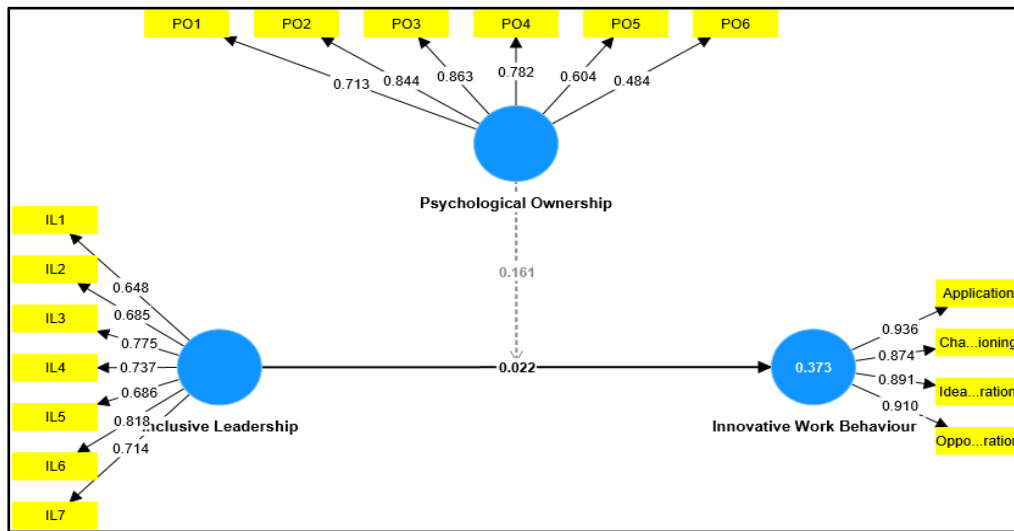


Figure 1: Measurement model

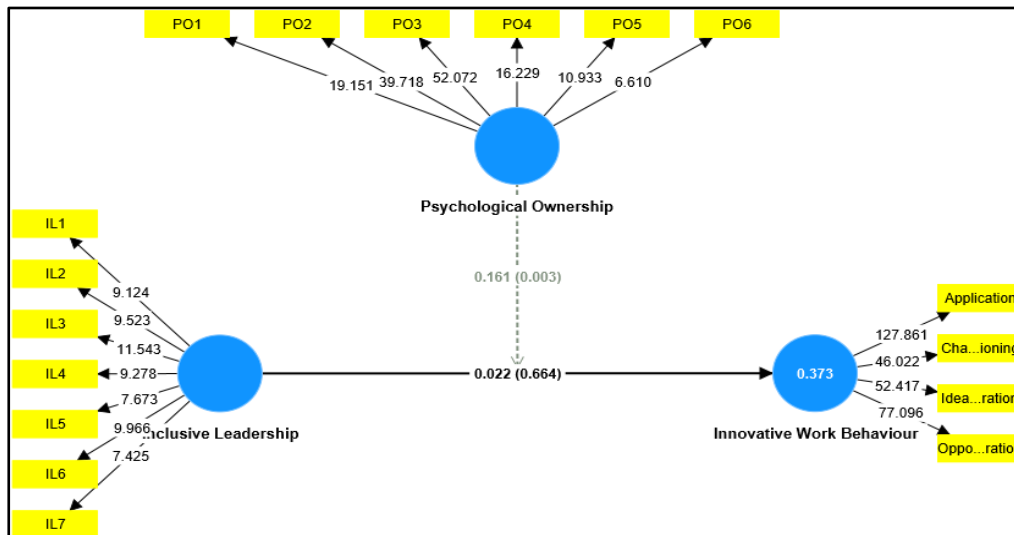


Figure 2: Structural model

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

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

Note: ^aInclusive Leadership; ^bPsychological Ownership

Furthermore, the model's predictive accuracy was assessed using the blindfolding procedure, specifically the predictive relevance (Q²), which yielded a value of 0.02 for innovative work behaviour. Since this value is greater than 0, the model is considered acceptable for predictive relevance according to Hair et al. (2014).

Table 6: Hypothesis testing

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

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

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

Assessing the Moderating Effect of Psychological Ownership

Table 7: Moderating effect of psychological ownership

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

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

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

DISCUSSION

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

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

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

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

Theoretical Implications

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

Practical Implications

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

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

LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

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

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

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

CONCLUSION

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

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