

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/6>

# THE IMPACT OF INCLUSIVE LEADERSHIP BEHAVIORS ON WORK PASSION: AN ANALYTICAL STUDY OF THE PERCEPTIONS OF A SAMPLE OF TEACHING STAFF AT TIKRIT UNIVERSITY

Asst. Prof. Dr. Nisreen Abdullah Bdowey

Dour Technical Institute Northern Technical University

Nsren.ab@ntu.edu.iq

### Abstract

**Research Objectives:** The current research aimed to identify the impact of inclusive leadership behaviors on work passion, through an analytical study of the opinions of a sample of teaching staff at Tikrit University.

**Research Methodology:** The research adopted the (descriptive analytical method), which is characterized by the great flexibility it provides, as it enables the diagnosis and study of reality in a more accurate manner.

**Data Collection Tools:** The questionnaire was used as the main tool for collecting data and information related to the researched sample.

**Research Population and Sample:** The research population consisted of teaching staff from all colleges at Tikrit University, numbering (3119) members. A purposive sample of (342) teaching staff was taken.

**Statistical Tools Used:** The statistical programs (SPSS V.23) and (AMOS V.20) were adopted to conduct statistical analysis, using methods such as arithmetic mean, standard deviation, Pearson correlation coefficient, and T-test, F-test.

**Most Important Results:** The results of the analytical study show that inclusive leadership behaviors have a positive and direct effect on work passion among teaching staff.



## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/6>

**Most Important Recommendations:** The necessity of adopting inclusive leadership behaviors, especially enhancing belonging, participation, and appreciating efforts and contributions, to enhance work passion (specifically harmonious passion) among teaching staff.

**Keywords:** Inclusive Leadership Behaviors, Work Passion, Harmonious Passion, Obsessive Passion, Teaching Staff at Tikrit University.

### First Section

#### Methodological Framework of the Research

##### Introduction

Educational organizations today face increasing challenges that require leadership styles capable of adapting to rapid changes. In this context, the concept of inclusive leadership has emerged as a modern administrative approach focusing on inclusiveness in dealing with individuals by enhancing trust, justice, empowerment, and stimulating creative performance. On the other hand, work passion is considered one of the vital concepts in positive psychology, as it expresses positive emotions, enthusiasm, and intrinsic motivation toward one's work, which in turn reflects on productivity and creativity.

The research problem stemmed from the main question: What is the impact of inclusive leadership behaviors on work passion among teaching staff at Tikrit University? This is in light of the scarcity of previous studies that addressed both variables together in the Iraqi environment, especially in the higher education sector.

### First: Research Problem

#### Preamble

The research problem represents the compass that determines the researcher's directions and orientations in selecting the research methodology and tools. It

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/6>

represents the true starting point upon which the completion of the study's requirements depends. Accordingly, the research problem must reflect a phenomenon from which a sector or organization suffers, necessitating an accurate identification of the obstacles facing the field under study. According to indicators of the Iraqi educational environment, teaching staff in Iraqi universities face pressures in the field of scientific research, both financially and practically, such as difficulties in providing primary materials for conducting laboratory experiments, obtaining data, as well as pressures of scientific publication in international journals. The research problem is represented by the following questions:

1. What is the level of adoption of inclusive leadership behaviors by the leaders of colleges at Tikrit University according to the opinions of a sample of teaching staff working therein?
2. What is the level of work passion among the surveyed sample?
3. What is the nature of the correlation and influence relationship between inclusive leadership behaviors and work passion according to the opinions of the surveyed sample?
4. Are there significant differences in the level of work passion according to the variation in the levels of inclusive leadership?

### Second: Importance of the Research

#### 1. Theoretical Importance

**a. Inclusive Leadership:** Shapiro (2011: 14) indicates that inclusive leadership behaviors contribute to stimulating the apparent capabilities of organizations and maximizing talent through adaptability and achieving the best outcomes. It is a leadership that is prepared to create a work environment in which organizations can thrive.

**b. Work Passion:** According to the dualistic model of (Vallerand et al., 2003), the first type of passion (harmonious passion) is associated with a range of

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/6>

benefits including improved performance, increased well-being, and organizational commitment, while the second type (obsessive passion) refers to the internal pressure that forces the individual to engage in work (Birkeland & Buch, 2015).

### 2. Practical Importance

- a. Enabling university leaders to adopt inclusive leadership behaviors, ensuring the effective participation of individuals at various organizational levels.
- b. The results of the study may contribute to helping university leaderships increase work passion among teaching staff.
- c. The application of the above will make individuals in the university under study adhere to positive behaviors and reject negative behaviors.

### Third: Research Objectives

Guided by the research problem and its importance, the main and sub-objectives of the study can be identified as follows:

1. To identify the level of adoption of inclusive leadership behaviors by the leaders of colleges at Tikrit University.
2. To determine the level of work passion among teaching staff at Tikrit University.
3. To diagnose the nature of the correlation relationship between inclusive leadership behaviors and work passion.
4. To test the impact of inclusive leadership behaviors on work passion.
5. To diagnose the existence of significant differences in the level of work passion according to the variation in the levels of inclusive leadership.
6. To provide a set of recommendations that contribute to enhancing work passion through the adoption of inclusive leadership behaviors.

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/6>

### Fourth: Research Hypotheses

A set of hypotheses was formulated based on the research model to demonstrate the statistical relationship between the research variables and their sub-dimensions:

**First Main Hypothesis: There is a significant correlation between inclusive leadership behaviors and work passion at both the overall level and the sub-dimension level.**

#### Sub-hypotheses:

- There is a significant correlation between the dimension of promoting openness and uniqueness and work passion.
- There is a significant correlation between the dimension of promoting belonging and participation and work passion.
- There is a significant correlation between the dimension of appreciating efforts and contributions and work passion.

**Second Main Hypothesis: There is a significant effect of inclusive leadership behaviors on work passion at both the overall level and the sub-dimension level.**

#### Sub-hypotheses:

- There is a significant effect of promoting openness and uniqueness on work passion.
- There is a significant effect of promoting belonging and participation on work passion.
- There is a significant effect of appreciating efforts and contributions on work passion.

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/6>

**Third Main Hypothesis: The colleges of Tikrit University vary in the level of work passion among their teaching staff according to the variation in their levels of focus on inclusive leadership behaviors.**

### **Fifth: Statistical Methods Used in the Research**

A set of statistical methods was employed using the SPSS program to perform statistical analysis and test the research hypotheses. These methods included the following statistical processing techniques:

1. Arithmetic mean to determine the level of response.
2. Standard deviation, which shows the degree of dispersion of responses from their arithmetic mean.
3. Relative importance at the level of questionnaire items.
4. Correlation coefficient to determine the strength of the relationship between the research variables.
5. Simple linear regression to determine the significance of the effect of the independent variable on the dependent variable.

### **Sixth: Research Limitations**

The current study includes certain limitations, namely:

1. **Human limitations:** A sample of teaching staff from the colleges of Tikrit University.
2. **Spatial limitations:** The colleges of Tikrit University.
3. **Temporal limitations:** The period of preparing the analytical study in the surveyed field from 1 September 2025 to 5 May 2026.

### **Second Topic: Theoretical Framework of the Research**

#### **First Requirement: Inclusive Leadership Behaviors**

#### **First: Historical Roots of the Concept of Inclusive Leadership**

The concept of inclusive leadership was first proposed in 2006 by researchers Nembhard & Edmondson. It was later developed by Edwin Hollander in 2009,

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/6>

who described it as "a process based on a mutually beneficial relationship between the leader and the individuals working with them, with shared goals and a shared vision for the future" (Javed, et.al., 2019: 119). Inclusive leadership is still considered a new type of contemporary leadership that requires further scientific research (Al-Abaji, 2020: 36).

### **Second: The Concept of Inclusive Leadership**

Inclusive leadership is defined as "a set of positive leader behaviors that facilitate team members perceiving a sense of belonging in the group, while maintaining their uniqueness within the team and contributing fully to group processes and outcomes, and valuing individuals' efforts and accepting their ideas and contributions" (Randel, et.al., 2018: 191).

Inclusive leadership is distinguished from other leadership styles by its focus on achieving a balance between individuals' needs for belonging and uniqueness, while ensuring fairness and equality in treatment (Shore, et.al., 2011: 1265).

### **Third: Dimensions of Inclusive Leadership**

According to the model of (Korkmaz, et.al., 2022: 7), inclusive leadership consists of three main dimensions:

**1. Promoting Openness and Uniqueness:** The inclusive leader is characterized by openness and communication to hear new ideas from individuals, providing them with opportunities to act on their unique nature at work, and supporting their learning and development for uniqueness (Korkmaz, et.al., 2022: 8).

**2. Promoting Belonging and Participation:** By facilitating group members' feeling that they are part of the group. This is achieved through supporting group members, ensuring fairness and equality, and shared decision-making (Randel, et.al., 2018: 195).

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/6>

**3. Valuing Efforts and Contributions:** By supporting the diverse contributions of individuals, encouraging them to collaborate and communicate, and creating an inclusive environment that recognizes and welcomes diverse approaches, methods, perspectives, and experiences (Carmeli, et.al., 2010: 252).

### Fourth: Theories Explaining Inclusive Leadership

**1. Optimal Distinctiveness Theory:** Proposed by (Brewer, 1991), it discusses the tension associated with the human need for belonging and uniqueness, as individuals seek to achieve a balance between these two needs (Ashikali, et.al., 2021: 500).

**2. Social Justice Theory:** Based on respect, honesty, and responsibility, where individuals receive consistent recognition, respect, and fair treatment (Siyal, et.al., 2023: 3).

**3. Relational Leadership Theory:** Describes leadership and organization as a social construct emerging from the rich connections and interrelationships between organizations and their members (Zhou, 2018: 30).

### Second Requirement: Work Passion

#### First: Historical Roots of the Concept of Work Passion

The concept of passion emerged in 2003 by Vallerand and his colleagues in the context of their dualistic model of passion, based on Self-Determination Theory. The concept of passion at work has witnessed increasing attention in the new millennium, with an increase in the number of research articles emphasizing the value of passion towards work, and how organizations can benefit from having passionate and enthusiastic individuals (Salas-Vallina, et.al., 2022: 12).

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/6>

### Second: The Concept of Work Passion

Work passion is defined as "a strong desire towards a specific activity that individuals prefer and love, and find important, investing all their efforts, energy, and time in it on a regular basis" (Vallerand, 2010: 4). It is also defined by (Butt, et.al., 2019: 209) as "a psychological state characterized by experiencing intense positive emotions, internal motivation to perform work, and a sense of meaningful connection towards one's work."

### Third: Dimensions of Work Passion (The Dualistic Model)

According to the dualistic model of (Vallerand, et.al., 2003), work passion is divided into two types:

- 1. Harmonious Passion:** An independent behavior resulting from individuals' voluntary acceptance of work regardless of any external contingencies. Individuals with harmonious passion enjoy autonomy and it is associated with many positive outcomes such as higher levels of focus and positive affect (Blau, 2016: 281).
- 2. Obsessive Passion:** Behavior arising from an uncontrollable internal feeling that dominates the individual's emotions when engaging in activities, describing the uncontrollable drive to participate in an activity (Vallerand, 2010: 5). This type is associated with negative outcomes such as burnout and organizational conflict (Chen, et.al., 2018: 165).

### Fourth: Factors Influencing Work Passion

(Wang & Pan, 2019: 289) and (Al-Mousawi, 2021: 109) identified two types of factors influencing work passion:

- 1. Personal Factors:** Including self-esteem, goal pursuit, values, and idealism.
- 2. Organizational Factors:** Including organizational support, leadership passion, work environment, and organizational culture.

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/6>

### Third Requirement: The Relationship between Inclusive Leadership and Work Passion

The theoretical literature indicates a positive relationship between inclusive leadership and work passion. This can be explained through:

**1. Self-Determination Theory:** This theory assumes three basic psychological needs: competence, relatedness, and autonomy (Deci, et.al., 2017: 580). Inclusive leadership meets these needs by providing autonomy, promoting positive relationships, and valuing efforts.

**2. Social Exchange Theory:** When individuals feel that their leaders are open and accepting of their differences and value their efforts, they reciprocate with positive feelings towards work (harmonious passion) and exert greater effort.

**3. The Effect of Inclusive Leadership on Obsessive Passion:** Inclusive leadership, which provides psychological support and safety and reduces external control, contributes to suppressing or limiting the generation of obsessive passion (Yukhymenko-Lescroart & Sharma, 2019: 4).

The study by (Salas-Vallina, et.al., 2022: 12) confirmed that work passion mediates the relationship between shared leadership and psychological resilience and performance. The study by (Li, et.al., 2017: 2) also indicated that passionate leaders show their passion positively, and over time individuals begin to internalize these emotions and demonstrate passion for work.

### Summary of the Second Topic

This topic addressed the theoretical aspect of the two study variables. It showed that inclusive leadership focuses on achieving a balance between individuals' needs for belonging and uniqueness, and consists of three dimensions: promoting openness and uniqueness, promoting belonging and participation, and valuing efforts and contributions. As for work passion, it consists of two dimensions: harmonious passion (positive) and obsessive passion (negative). A close theoretical relationship exists between inclusive leadership and work passion, as

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/6>

inclusive leadership contributes to enhancing harmonious passion and reducing obsessive passion.

### Third Topic

#### First Axis: Field Aspect

#### First: Testing the Main Correlation Hypothesis and Related Sub-Hypotheses

#### 1. Testing the First Main Hypothesis

**Table (1): Correlation Results Between Inclusive Leadership Behaviors and Work Passion (Overall Level)**

Calculated $\alpha$ Value	Work Passion	Dependent Variable
		Independent Variable
0.000	** 0.856	Inclusive Leadership Behaviors
Positive, statistically significant correlation exists		Type of Relationship

**Specified  $\alpha$  value (0.01)**

**Confidence level (0.99)**

**N = 342**

Table (1) indicates a strong, positive, statistically significant correlation between inclusive leadership behaviors and work passion ( $r = 0.856$ ), leading to the acceptance of the first main hypothesis.

#### 2 Testing Sub-Correlation Hypotheses

**Table (2): Correlation Results Between Inclusive Leadership Behaviors and Work Passion**

Appreciating Efforts and Contributions	Promoting Belonging and Participation	Promoting Openness and Uniqueness	Independent Variable
			Dependent Variable
0.818**	0.829**	0.801**	Work Passion
0.000	0.000	0.000	Calculated $\alpha$ Value

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/6>

**Specified  $\alpha$  value (0.01)      Confidence level (0.99)      N = 342**

From Table (2), the following is evident:

1. A positive, significant correlation exists between promoting openness and uniqueness and work passion ( $r = 0.801$ ) at a significance level of 0.000.
  2. A positive, significant correlation exists between promoting belonging and participation and work passion ( $r = 0.829$ ) at a significance level of 0.000.
  3. A positive, significant correlation exists between appreciating efforts and contributions and work passion ( $r = 0.818$ ) at a significance level of 0.000.
- All correlation values are high and positive, meaning all sub-correlation hypotheses are accepted.

### Third: Testing the Main Impact Hypothesis and Related Sub-Hypotheses

**Table (3): Analysis of the Impact Relationship Between Inclusive Leadership and Work Passion (Overall Level)**

R <sup>2</sup>	Calculated F Value		Work Passion	Constant	Dependent Variable
	Sig. F	Calculated	B <sub>1</sub>	A	Independent Variable
0.733	0.000	340.28	0.856	0.763	Inclusive Leadership Behaviors

**N=342**

**d.f.=340**

**\*\*p ≤ 0.01**

The results of Table (3) indicate a significant effect of inclusive leadership on work passion, supported by the F-value (340.28) at a significance level of (0.000), which is lower than the study's assumed significance level (0.01). The explanatory power of the estimated model is high, with an R<sup>2</sup> coefficient of (0.733), meaning that inclusive leadership explains 73.3% of the total changes in work passion, while the remaining 26.7% is attributed to other variables not

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/6>

included in the model. The regression coefficient (Beta = 0.856) indicates a strong positive relationship: for every one-unit increase in inclusive leadership, work passion increases by 0.856 standard deviation units. This confirms the second main hypothesis.

### 2. Testing the Sub-Hypotheses of the Effect

**Table(4) Analysis of the influential relationship between inclusive leadership behaviors and work passion**

R <sup>2</sup>	Calculated F Value		Work Passion	Constant	Dependent Variable
	Sig. F	Calculated	B <sub>1</sub>	A	Independent Variable
	0.000	234.65	0.801	0.642	Fostering openness and uniqueness
	0.000	290.43	0.829	0.698	Fostering belonging and participation
	0.000	265.17	0.818	0.675	Recognizing efforts and contributions

N=342

d.f.=340

\*\*p ≤ 0.01

From Table (4), the following is evident:

**1. The effect of fostering openness and uniqueness on work passion:**

The F-value was (234.65) at a significance level of (0.000). This dimension succeeded in explaining (64.2%) of the variance in work passion ( $R^2 = 0.642$ ), with a Beta coefficient of (0.801). This indicates that the first sub-hypothesis is supported.

**2. The effect of fostering belonging and participation on work passion:**

The F-value was (290.43) at a significance level of (0.000). This dimension succeeded in explaining (68.7%) of the variance in work passion ( $R^2 = 0.687$ ),

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/6>

with a Beta coefficient of (0.829). This indicates that the second sub-hypothesis is supported.

### **3. The effect of recognizing efforts and contributions on work passion:**

The F-value was (265.17) at a significance level of (0.000). This dimension succeeded in explaining (66.9%) of the variance in work passion ( $R^2 = 0.669$ ), with a Beta coefficient of (0.818). This indicates that the third sub-hypothesis is supported.

### **Second Axis: Conclusions and Recommendations**

As a continuation of the research methodology, the intellectual frameworks of its variables, and the results of the statistical analysis used in line with its limits and hypotheses, this axis is dedicated to presenting the most important conclusions and recommendations put forward by the research, through the following two paragraphs:

#### **First: Conclusions**

1. The results of the statistical analysis of the research showed a positive and strong correlation between inclusive leadership and work passion among the teaching staff at Tikrit University, with a correlation coefficient of (0.856). This means that any improvement in inclusive leadership behaviors will be positively reflected in increasing the level of work passion.
2. The results revealed variation in the availability levels of inclusive leadership dimensions within the study field. The dimension "Appreciation of efforts and contributions" received the highest mean (3.73), followed by the dimension "Promoting openness and individuality" (3.71), and then the dimension "Fostering belonging and participation" (3.62). This indicates that university leadership focuses more on appreciating efforts compared to involving teaching staff in decisions.

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/6>

3. The results showed that the level of harmonious passion among teaching staff (4.02) was higher than the level of obsessive passion (3.45), indicating that teaching staff possess positive internal motivation and autonomy in performing their academic tasks, while experiencing moderate internal pressures.
4. Regression analysis results proved a positive significant effect of inclusive leadership on work passion, explaining approximately (73.3%) of the total changes occurring in work passion. This confirms that adopting inclusive leadership behaviors significantly contributes to enhancing teaching staff's passion for their work.
5. Results of the effect analysis at the dimensional level showed that the dimension "Fostering belonging and participation" had the greatest impact on work passion (Beta = 0.829,  $R^2 = 0.687$ ), followed by the dimension "Appreciation of efforts and contributions" (Beta = 0.818,  $R^2 = 0.669$ ), then the dimension "Promoting openness and individuality" (Beta = 0.801,  $R^2 = 0.642$ ). This confirms that the teaching staff's sense of belonging and participation in decisions is most capable of generating their passion.
6. The study found significant differences between the colleges of Tikrit University in the level of work passion depending on the varying levels of their focus on inclusive leadership behaviors, meaning that colleges with more inclusive leaders have teaching staff more passionate about their work.
7. The results indicated that the item "Involving teaching staff in making important decisions" received the lowest mean (3.35) within the fostering belonging and participation dimension. Similarly, the item "Rewarding outstanding ideas and achievements" received the lowest mean (3.42) within the appreciation of efforts and contributions dimension. This reflects deficiencies in these two areas within current leadership practices.
8. The results showed that the item "I feel that work controls my life excessively" recorded the lowest level within obsessive passion (3.18), indicating that teaching

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/6>

staff do not significantly suffer from work dominating their personal lives, a positive result reflecting a relative balance.

### Second: Recommendations

1. The necessity of adopting inclusive leadership behaviors more broadly by college deans and leaders at Tikrit University, especially behaviors fostering belonging and participation (such as involving teaching staff in making important decisions) and behaviors appreciating efforts and contributions (such as rewarding outstanding ideas and achievements), to enhance work passion among teaching staff.
2. Work to increase the level of harmonious passion among teaching staff by providing a supportive work environment for autonomy, enhancing feelings of competence and positive relationships, according to Self-Determination Theory, while continuing to support work-life balance.
3. Attempt to reduce factors leading to obsessive passion by reducing uncontrolled internal pressures, providing psychological support and job security, and avoiding the creation of an unhealthy competitive work environment that drives teaching staff to compulsive work engagement.
4. Promote a culture of openness and autonomy in performing academic tasks by allowing teaching staff the space to act according to their individual nature, accepting different opinions, and supporting free expression of new ideas.
5. Establish a clear system of incentives and rewards to appreciate the outstanding ideas and achievements of teaching staff, whether in scientific research, teaching, or university service, ensuring the system is fair and transparent.
6. Involve teaching staff in decision-making concerning the academic and educational process by forming advisory committees that include teaching staff representatives and conducting periodic surveys to learn their opinions and suggestions.

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/6>

7. Conduct training programs and workshops for academic leaders at Tikrit University colleges to develop their awareness of inclusive leadership dimensions and their impact on enhancing work passion, and to train them in effective communication, active listening, and accepting individual differences.
8. Continuously promote a culture of moral appreciation through public praise of efforts made, thanking teaching staff for their contributions, and highlighting their achievements in internal newsletters and official events.
9. Conduct future studies examining the relationship between inclusive leadership and work passion in other Iraqi universities, and use diverse research methodologies (such as experimental approaches or longitudinal studies) to deepen understanding of how inclusive leadership affects passion.
10. Benefit from the results of this study in designing preparation and qualification programs for academic leaders in Iraqi universities, focusing on inclusive leadership behaviors as an effective approach to improving job performance, job satisfaction, and organizational commitment.

### References

1. Al-Abaji, S. (2020). Inclusive leadership: Concepts and applications. Baghdad: Dar Al-Hikma.
2. Al-Mousawi, H. (2021). Work passion in organizations: An applied study. Amman: Dar Al-Yazouri.
3. Ababneh, O. M. A., & Macky, K. (2015). The meaning and measurement of employee engagement: A review of the literature. *New Zealand Journal of Human Resources Management*, Vol. 15.No.1.
4. Alwazzan, L. (2019). Saudi Arabian Women in Medical Education: A Mixed Method Exploration of Emergent Digital Leadership (Doctoral dissertation, Université d'Ottawa/University of Ottawa).

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/6>

5. Bao, Y., Zhao, Y., Xiao, Z., Liang, F., Wang, W., & Li, B. (2020). Fusion of "You and Me": Cultural Mixing Promotes Intergroup Psychological Compatibility. *Journal of Cross-Cultural Psychology*, Vol. 51.No. 5.
6. Beytekin, Osman, F. (2014). High school administrators' perception of their technology leadership preparedness. *Educational Research and Review*. Vol. 9, No. 14.
7. Bican . Peter M And Brem Alexander , 2020 , MDPI - Digital Business Model, Digital Transformation, Digital Entrepreneurship: Is There A Sustainable "Digital"?, Chair of Technology Management, University of Erlangen-Nuremberg, Germany
8. Bordi Laura, 2018 , Communication in the Digital Work Environments: Implications for Wellbeing at Work place , University of Tampere, Faculty of Communication Sciences, Finland.
9. Bounfour, A. 2016 . Digital Futures, Digital Transformation, Progress in IS. Springer International Publishing, Cham, ISBN: 978-3-319-23279-9,.
10. Caena, F., & Redecker, C. (2019). Aligning teacher competence frameworks to 21st century challenges: The case for the European Digital Competence Framework for Educators (Digcompedu). *European Journal of Education* , Vol. 54, No. 3.
11. Cuhadar, C. (2013). Examining university students' cognitive absorption levels regarding to web and its relationship with the locus of control. *Turkish Online Journal of Distance Education*, Vol. 14. No. 3.
12. Hapha, Yingsan and Kanokorn Somprach, 2019, A Study of Digital Leadership and Creative Leadership that affect Innovation in Thai Higher Education, *Journal of Critical Reviews*, Vol 6, No. 4.
13. Hazar, E. (2019). A Comparison between European Digital Competence Framework and the Turkish ICT Curriculum. *Online Submission*, 7(4), 954-962.

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/6>

- 14.Hitka, M., Vetráková, M., Balážová, Ž., & Danihelová, Z. (2015). Corporate culture as a tool for competitiveness improvement. *Procedia Economics and Finance*, 34, 27-34.
- 15.Kelly A. Moore, 2018 'Teachers' Perceptions Of Principal Digital Leadership Behaviors That Impact Technology Use In The Classroom 'Published by ProQuest LLC.
- 16.Kieser, H. (2017). The influence of digital leadership, innovation and organisational learning on the digital maturity of an organisation (Doctoral dissertation, University of Pretoria)
- 17.Krčo, S., Kranenburg, R. V., Lončar, M., Ziouvelou, X., & McGroarty, F. (2019). Digitization of value chains and ecosystems. In *Digital business models* , Palgrave Macmillan, Cham.
- 18.Levin, B. B., & Schrum, L. (2014). Lessons learned from secondary schools using technology for school improvement: It's just not that simple! *Journal of School Leadership*, Vol.24.No. 4.
- 19.Masek, A., Ismail, A., Hashim, S., & Mohd, S. F. (2021). Defining students' active participation in a group discussion session from different perspectives. *Academia*, Vol.23,No.24.
- 20.Reimers, H., & King, James. W.,( 2009). Six questions for entrepreneurial leadership and innovation in distance education, online journal of distance, learning Administration, University of west Georgia, Distance Education Center, ,Vol :XII, No: IV.
- 21.Ross, J. W., Beath, C. M., & Sebastian, I. M. (2017). How to develop a great digital strategy. *MIT Sloan Management Review*,Vol. 58, No. 2.
- 22.Rudito, P., & Sinaga, M. F. (2017). *Digital Mastery, Building Digital Leadership to Win the Era of Disruption*. Gramedia Pustaka Utama.
- 23.Salem, N. H., & Helmi, G. F. (2016). Dialogue Culture and Its Relationship with Psychological Compatibility of Students of; Learning Disabilities;±Course

## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/6>

at the College of Education, Najran University. *Journal of Social Science Studies*, Vol.3. No.2.

24.Sesmiyanti, S. (2016). Student's cognitive engagement in learning process. *Journal Polingua: Scientific Journal of Linguistics, Literature and Language Education*, Vol. 5.No2 .

25.Shin, M., & Back, K. J. (2020). Effect of cognitive engagement on the development of brand love in a hotel context. *Journal of Hospitality & Tourism Research*, Vol. 44. No. 2.

26.Shukor, N. A., Tasir, Z., Van der Meijden, H., & Harun, J. (2014). A predictive model to evaluate students' cognitive engagement in online learning. *Procedia-Social and Behavioral Sciences*, Vol, 11. No.6 .

27.Shum, K. Z. (2017). Exploring the facilitators and barriers of cognitive engagement among ninth grade students in accelerated curricula .A Thesis Submitted in Partial Fulfillment of The Requirements For The Degree of Education Specialist, College of Education, University of South Florida.

28.Submitter, G. A. T. R., Saputra, N., & Saputra, A. M. (2020). Transforming into Digital Organization by Orchestrating Culture, Leadership and Competence in Digital Context. *Journals and Saputra, Nopriadi and Saputra, Aldy Maulana, Transforming into Digital Organization by Orchestrating Culture, Leadership and Competence in Digital Context (December 31, 2020). Reference to This Paper Should Be Made as Follows: Saputra, No.208.*

29.Toth, I., Heinänen, S., & Nisula, A. M. (2019). Personal resources and knowledge workers' job engagement. *International Journal of Organizational Analysis*.

30.Yoshimura, A. (1996)." A review and proposal of job involvement. *Keio Business Review*."

31.Zhong, L. (2017). The Effectiveness of K-12 Principal's Digital Leadership in Supporting and Promoting CoMunication and Collaboration Regarding CCSS



## Eureka Journal of Business, Economics & Innovation Studies (EJBEIS)

ISSN 2760-4950 (Online) Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/6>

Implementation. Journal of Educational Technology Development and Exchange (JETDE), Vol.10.No.2.

32.Zupancic, T., Herneoja, A., Schoonjans, Y., & Achten, H. (2018). A Research Framework of Digital Leadership. Computing for a better tomorrow, Vol. 2.