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# THE ROLE OF INCLUSIVE LEADERSHIP IN ENHANCING JOB ENRICHMENT: AN ANALYTICAL STUDY OF THE OPINIONS OF A SAMPLE OF EMPLOYEES IN THE KIRKUK EDUCATION DIRECTORATE IN KIRKUK GOVERNORATE

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### Abstract:

The present research aims at analyzing the correlation and impact between inclusive leadership and job enrichment in the Kirkuk Education Directorate in Kirkuk Governorate. The research problem included applied questions, with the main question represented in (Does inclusive leadership have a role in enhancing



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job enrichment among employees in the Kirkuk Education Directorate in Kirkuk Governorate?). The study employed the descriptive analytical approach, whereby the study variables and their dimensions were described, followed by the formulation of a hypothetical model reflecting the nature of correlation and influence relationships among the study variables and their dimensions. This resulted in a number of main and sub-hypotheses, all of which were subjected to a set of statistical analyses and tests using the programs (SPSS-26) and (AMOS-26). The Kirkuk Education Directorate in Kirkuk Governorate was selected as the research field, while the study population included all employees of the Directorate, totaling (278) individuals. A total of (200) questionnaires were distributed, of which (173) were retrieved, and (149) valid forms were suitable for analysis, meaning that the study sample consisted of (149) employees. The study reached several conclusions, most notably the existence of a positive relationship and a statistically significant effect between inclusive leadership and job enrichment. In light of these results, the study recommended strengthening inclusive leadership practices and effectively implementing them as a key strategy to enhance job enrichment in organizations.

**Keywords:** Inclusive Leadership, Job Enrichment, Kirkuk Education, Kirkuk Governorate.

### Introduction

The contemporary world is witnessing profound transformations in management concepts and work environments, where the focus has shifted from merely managing tasks and processes to managing the “human element” as a fundamental value and a non-imitable competitive advantage. In this context, the concept of inclusive leadership has come up as a leadership model that goes beyond traditional frameworks, focusing on creating a work environment in which every individual feels a sense of belonging, appreciation, and the ability to



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contribute effectively regardless of their background or job role. The importance of inclusive leadership lies in its ability to dismantle psychological and organizational barriers between leaders and their subordinates, thereby paving the way for enhancing job enrichment. By granting employees greater autonomy, deeper responsibilities, and opportunities for personal and professional growth, work is transformed from a routine obligation into a meaningful experience that fulfills individuals' needs for self-actualization and a sense of achievement.

The correlational relationship between leadership style and job content constitutes a cornerstone in improving organizational performance efficiency. An inclusive leader does not merely assign tasks but designs job roles in a way that makes the employee a partner in decision-making and accountable for outcomes. Accordingly, this study seeks to shed light on the core part played by inclusive leadership in enhancing the dimensions of job enrichment and how this integration gives rise to higher levels of satisfaction and organizational loyalty in modern institutions. This study consists of four main sections:

- The methodological framework of the research.
- The theoretical aspect of the research.
- The field aspect of the research.
- Conclusions and recommendations.

### **Section One: Methodological Framework of the Research**

#### **First: Research Problem**

Contemporary organizations, particularly educational institutions, are facing increasing challenges in managing human resources, manifested in low levels of motivation, a decline in the perceived value of work, and limited opportunities for career development among employees. This, in turn, negatively affects the level of organizational performance and the quality of educational outputs. In this context, inclusive leadership has come up as a modern leadership style that emphasizes respect for diversity, employee participation, valuing their opinions,

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and creating a supportive work environment that enhances their sense of belonging and importance within the organization. Despite the growing importance of inclusive leadership, the reality of leadership practices in Iraqi educational organizations, especially in education directorates, still suffers from shortcomings in adopting this leadership style. This may affect the level of job enrichment among employees in terms of task variety, autonomy, opportunities for learning and growth, and the sense of meaningful work. Preliminary reviews of the literature also indicate a scarcity of local studies addressing the relationship between inclusive leadership and job enrichment, particularly within the Iraqi educational environment. Accordingly, the researcher formulates the research problem through the following main question: (Do the capabilities of inclusive leadership contribute to enhancing job enrichment in the study sample regarding the research variables in the investigated field?), as follows:

1. To what extent are the dimensions of inclusive leadership and job enrichment available in the investigated field?
2. What is the level of correlation between inclusive leadership and the dimensions of job enrichment in the investigated field?
3. What is the level and nature of the impact of inclusive leadership, with its dimensions, on job enrichment in the investigated field?

### **Second: Importance of the Research**

1. Highlighting modern, vital, and significant topics and concepts for the success of educational organizations, namely inclusive leadership and job enrichment, as they are contemporary and influential variables in the fields of organizational behavior and human resource management.
2. Inclusive leadership is considered a modern leadership topic that can positively influence employees' behavior by involving them in decision-making, valuing their opinions, and respecting diversity among them, thereby contributing to

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improving the work environment and enhancing the spirit of cooperation and organizational belonging.

3. This study is conducted in a vital and influential sector, represented by the Kirkuk Education Directorate, which is considered one of the fundamental pillars in building human capital and developing the educational process. The importance also lies in raising awareness among the study population and sample regarding the research variables in terms of concepts, objectives, and mechanisms of application, especially in light of the administrative and organizational challenges facing educational institutions.

### Third: Research Objectives

This aspect of the objectives is determined in light of the integrated structure of the research variables and their field interaction within the investigated context, as follows:

1. Analyzing the level and nature of the impact of inclusive leadership, with its dimensions, on enhancing job enrichment in the investigated field.
2. Identifying the nature of the correlation between the dimensions of inclusive leadership and job enrichment in the investigated field.
3. Providing a set of proposals and recommendations that contribute to supporting the adoption of inclusive leadership and enhancing job enrichment in a way that serves the development of organizational performance in Kirkuk Education.

### Fourth: Hypothetical Research Model

For the purpose of methodologically addressing the research problem and achieving its objectives in a scientific manner, a hypothetical model for the study was designed to illustrate the relationship and impact between inclusive leadership and its dimensions as an independent variable, and job enrichment as a dependent variable, as shown in Figure (1).

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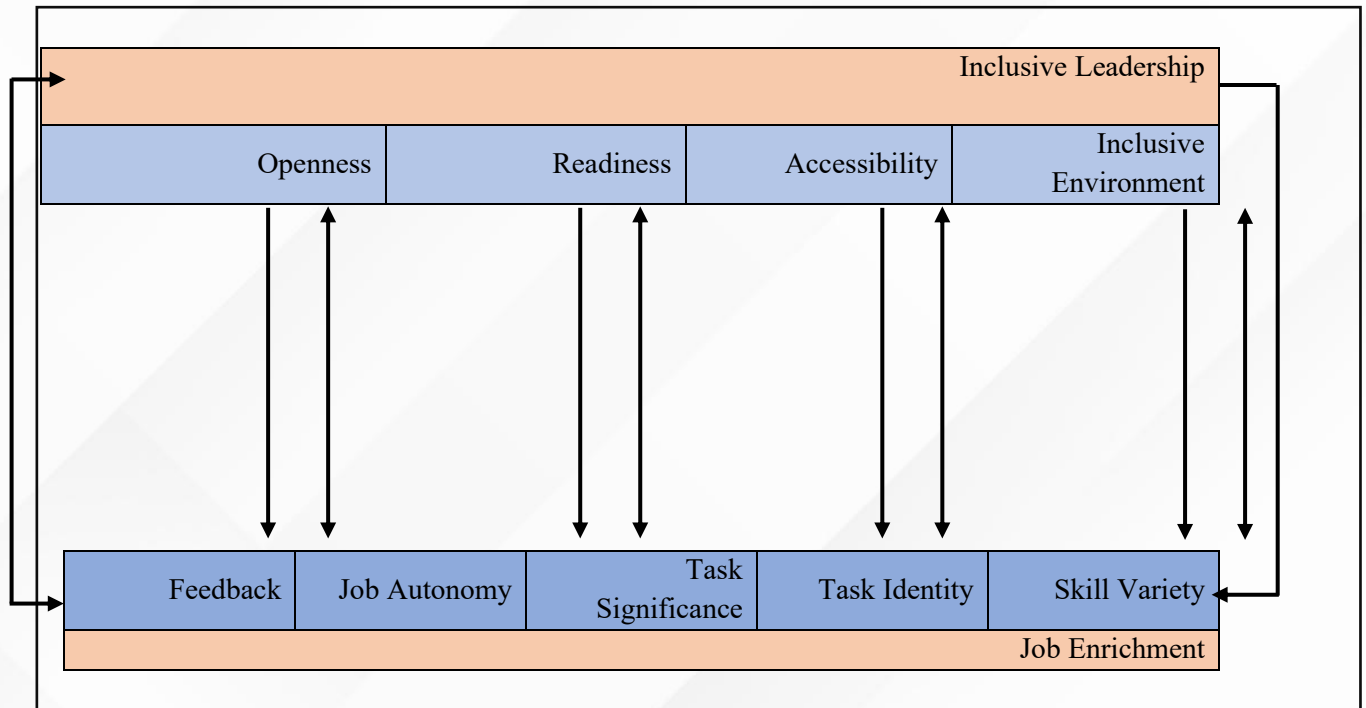


Figure (1): The Hypothetical Model of the Study Correlation Relationship Impact

Source: Prepared by the researcher

### Fifth: Research Hypotheses

The first main hypothesis: The relative importance of the inclusive leadership variable and its dimensions varies according to the nature of their adoption in the investigated field.

The second main hypothesis: The relative importance of the job enrichment variable and its dimensions varies according to the nature of their adoption in the investigated field.

The third main hypothesis: There is a positive, statistically significant correlation between inclusive leadership and job enrichment, both individually and collectively, at a significance level of (0.05).

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The fourth main hypothesis: Inclusive leadership and its dimensions have a statistically significant effect on job enrichment at a significance level of (0.05).

### Sixth: Study Limits

1. Objective limits: The current study is limited to inclusive leadership as an independent variable and job enrichment as a dependent variable. Accordingly, it falls within the knowledge fields of organizational behavior, as both are considered modern and important topics.
2. Human limits: A random sample of employees from the Kirkuk Education Directorate in Kirkuk Governorate was selected.
3. Spatial limits: The study was conducted in the Kirkuk Education Directorate in Kirkuk Governorate.
4. Temporal limits: These are represented by the period of data and information collection related to the study (the field aspect), starting from (3/1/2026) to (5/4/2026).

### Eighth: Research Population, Sample, and Justifications for Field Selection:

The Kirkuk Education Directorate in Kirkuk Governorate represents the research field for the current study. The research population consists of employees totaling (278) individuals. A total of (200) questionnaires were distributed, where (173) were retrieved. After review, (24) questionnaires were excluded as they were not better for statistical analysis using the (Outliers) test, leaving (149) valid forms for analysis. Thus, the study sample consists of (149) employees. The rationale for selecting this sector lies in the fact that the Kirkuk Education Directorate represents a work environment characterized by pressure and numerous challenges, making it an appropriate field for studying variables such as inclusive leadership and job enrichment. Additionally, this sector is witnessing noticeable development in Kirkuk Governorate and includes diverse professional



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competencies, which enhances the possibility of generalizing the study results to work environments within Kirkuk Governorate.

### Section Two: Theoretical Aspect

#### First: The Concept of Inclusive Leadership

Inclusive leadership revolves around building relationships through which tasks can be accomplished to achieve mutual benefit. Reaching this level of leadership means “doing things with subordinates, not through subordinates.” In other words, it is more oriented toward participation rather than manipulation of subordinates by those in authority. Respect, recognition, responsiveness, and responsibility are essential for the effective implementation of inclusive leadership (Hollander, 2008: 3). According to this concept, leadership should be concerned with the well-being of subordinates and partners served by the organization, which requires the development of the leader’s personality and skills such as systems thinking, persuasion, intuition, insight, and listening to others (Rojnik, 2016: 10).

Based on the above, it becomes clear that inclusive leadership centers on the necessity of building relationships with subordinates. Although the leader is often viewed as the central figure, leadership is a process rather than a person; therefore, leaders continuously evolve. It is key to notice that practicing leadership is a learning process and an unending cycle of collective learning between the leader and subordinates (Uhl-Bien, 2006: 655).

The researcher sees that inclusive leadership refers to leader behaviors that embody openness, support, respect for individual differences, and the involvement of employees in decision-making, thereby enhancing their sense of belonging, value, and psychological safety within the work environment.

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### Second: The Importance of Inclusive Leadership

Inclusive leadership is one of the vital supportive factors, as it contributes to fostering positive behaviors among employees, increasing their motivation to work, helping them achieve their professional and personal goals, developing their interpersonal relationships, and spreading enthusiasm. The inclusion of subordinates within the work environment supports their positive relationships with their managers and supervisors, and enhances their job satisfaction and organizational commitment (Shore et al., 2011: 1276).

Inclusive leadership also motivates subordinates to express their ideas and viewpoints, and encourages them to exchange opinions, which leads to the enrichment of work practices. It further supports employees' sense of belonging and facilitates each team member's contribution, in addition to creating suitable conditions to balance individuals' needs for uniqueness and belonging. Moreover, it helps establish a safe work environment that embraces diversity among its members, thereby reducing the negative effects of intergroup bias (Ashikali & Groeneveld, 2021: 501–502).

### Third: Dimensions of Inclusive Leadership

#### 1. Openness

Openness is one of the most prominent quality of inclusive leadership, as the leader demonstrates a willingness to listen to employees and discuss their diverse ideas, which enhances performance and organizational relationships. Open leaders strive to build strong relationships that go beyond mere communication to include supporting employees' experiences and developing their capabilities, thereby increasing organizational loyalty and teamwork to achieve goals. Openness reflects the leader's readiness to make decisions with a positive outlook, encouraging employees to engage in new experiences and take risks with confidence. It also reflects openness to values, including acceptance of change and flexibility in dealing with traditional norms, which helps create a safe work

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environment that motivates employees to present innovative ideas (Mohammed Saeed, 2023: 130).

### 2. Availability (Accessibility or Readiness)

A review of history shows that revolutions and progress do not occur in a short period but take years to bring about behavioral change, this is what characterizes successful leadership. Leaders need to operate with a future-oriented vision while acting in the present; with this intention, they invest their present efforts in preparing employees to make the future better. This is referred to as leadership readiness, which involves preparing a leader to be ready to seize future opportunities. Accordingly, leadership readiness is defined as a unceasing activity of guiding and motivating an individual in a way that enables them to create a state of preparedness or motivation by preparing themselves to take advantage of the opportunity to become a leader before it arises (Zainab Baig, 2011: 93).

### 3. Accessibility

Leadership practices within an organization play a central role in strategic management and in delivering core functions such as vision, motivation, defining learning, and creating an environment of capabilities. Organizational learning represents a top priority for strategic leadership, and knowledge-sharing behavior can be enhanced if the organization provides a supportive environment. Organizational norms are developed by top management, which highlights the role of leadership in making an environment of learning and participation. Various leadership practices serve as a source for developing a learning organization. In order to enhance employees' capabilities through human resource practices, particularly by ensuring accessibility and the ability to benefit from all available knowledge, the learning organization promotes readiness and support from top management. Establishing such an organization requires an

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understanding of leadership practices as a key to developing a culture of trust and collaboration (Jamal & Iqbal, 2011: 8).

### 4. Inclusive Environment

Collective perceptions of justice are highly important at the team level, as fair treatment of diverse employees is directly linked to the concept of inclusion. When individuals perceive that organizational policies and practices are fair and grounded in inclusive values, they feel that they are a valued part of the group (Le et al., 2020: 3). Achieving inclusion requires individuals to experience a sense of belonging while maintaining and freely expressing their unique identities, without the need to conform to the dominant group culture. Therefore, it is essential to create an environment that allows members to be themselves, while encouraging learning from and benefiting from their differences (Ashikali et al., 2021: 500).

### Fourth: The Concept of Job Enrichment

As a result of the inability of job rotation and job enlargement to generate sufficient interest in the tasks to be performed, job enrichment has been adopted as a more effective approach to addressing job design problems (Kavita, 2015: 166). Job enrichment adds a sense of satisfaction derived from the work itself. It also helps individuals within organizations feel that they are human beings rather than mere production units, while reducing pressures arising from the clear contradictions between social and technological changes (Vijay and Indradevi, 2015: 252).

Numerous organizations offer job enrichment via cross-training to learn novel skills and through job rotation to make novel tasks in different positions. Employees usually work with managers to define enrichment goals, determine required competencies, and identify suitable jobs (Robbins and Judge, 2013: 245).

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The researcher views job enrichment as a set of organizational practices aimed at expanding and developing job content by increasing task variety, enhancing autonomy, strengthening responsibility, and providing opportunities to use skills and capabilities, thereby contributing to higher levels of employee motivation and job satisfaction.

### **Fifth: The Importance of Job Enrichment**

Job enrichment allows employees to demonstrate their skills and abilities and improves their job satisfaction, while maximizing service quality, efficiency, and productivity (Mohamed, 2015: 121). It has a starring role in improving the qualitative experience of individuals at work and their efficiency during working time. Empowering employees, developing their vertical job roles, and increasing their authority and involvement in decision-making can enhance job satisfaction and motivation. Job satisfaction has positive effects on reducing absenteeism, improving efficiency, and enhancing job performance (Asl, 2015: 109).

### **Sixth: Dimensions of Job Enrichment**

#### **1. Skill Variety**

Skill variety is the different and diverse skills required by an individual or employee to accomplish multiple job tasks, enabling them to improve their working methods and performance. This variety makes tasks more challenging and acts as a motivating factor for the employee (Kenza and Al-Habib, 2019: 68). It represents the different types of skills used in performing a task and is defined as the opportunity to perform various job activities using diverse skills. It includes the range of skills from which the worker benefits, representing a real challenge (Miner, 2007: 56). It also indicates the extent where a job entails the use of various skills, abilities, and necessary job-related knowledge (Luthans, 2011: 181).

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### 2. Task Identity

Task identity is linked to motivating employees within the organization, especially when a task is completed in full, thereby genuinely empowering workers by enhancing the quality of their effort. Employees who participate in the production process from start to finish are more likely to find their jobs more meaningful and interesting (Salau et al., 2014: 176), in comparison to those who only perform part of a product. Task identity is defined as the completion of job activities in a whole and identifiable manner (Asl, 2015: 109). It refers to whether a job has a clearly defined beginning and end and the extent to which a complete unit of work is performed by the employee (Luthans, 2011: 181).

### 3. Task Significance

This characteristic refers to the extent whereby a job has a substantial effect upon the lives or work of other people, whether within or outside the organization (Miner, 2007: 56). It is the degree whereby a job significantly affects other individuals inside the organization, such as coworkers, or outside the organization, such as consumers (Riggio, 2017: 209). It also represents the importance of the job to the organization or society as a whole (Landy & Conte, 2019: 344). The more beneficial the task is perceived by the employee, the more status and recognition they receive from others, and the stronger their commitment to the job becomes (Kenza and Al-Habib, 2019: 68).

### 4. Job Autonomy

Job autonomy is the degree of decision-making authority employees have regarding the tasks they perform, how they schedule, assign, and execute them. The implementation of innovation largely depends on the degree of freedom an employee has while conducting their job (Orth & Volmer, 2017: 603). It is an indicator of the extent to which individuals feel personal responsibility for their work and consequently own its outcomes (Miner, 2007: 56). It also reflects the

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degree of freedom employees have in deciding how to perform their tasks and is a self-generated emotional experience when an individual performs a task well (Bauer & Erdogan, 2012: 249).

### 5. Feedback

Feedback is a very important element for employees' career development within the organization. It helps evaluate their performance and job responsibilities periodically, whether weekly, monthly, or annually, and should be linked to continuous progress in task performance. This reflects their performance level and degree of career development, and contributes to increasing their motivation (Al-Khayyat, 2017: 5). Jobs should provide information on performance levels, and feedback may be embedded within the task itself or come from external sources such as supervisors and coworkers (Miner, 2007: 56).

### Section Three: Field Aspect of the Study

#### First: Description and Diagnosis of Research Variables and Preliminary Analysis of Results

##### 1. Analysis of the Respondents' Opinions on the Inclusive Leadership Variable and Their Responses:

This section presents and analyzes the responses of the study sample regarding the inclusive leadership variable based on the results of statistical analysis using appropriate software programs. It includes the arithmetic mean and standard deviation of the sample responses. Table (1) uncovers the concluding findings related to each dimension of the inclusive leadership variable, including percentages, weighted means, standard deviations, coefficients of variation, relative importance, and the ranking of items and dimensions, through which the level of consistency in the responses of the study sample can be identified. In order to determine the levels of agreement depending on the arithmetic mean values, the categories of these levels were calculated by determining the range of

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the weights of the 5point Likert scale adopted in this study, and then dividing the result by the number of scale categories, as shown in Table (1).

Table (1) Estimated Levels for Describing Opinions

No.	Arithmetic Mean Value	Estimation
1	1 – 1.8	Very Low
2	1.8 – 2.6	Low
3	2.6 – 3.4	Moderate
4	3.4 – 4.2	High
5	4.2 – 5	Very High

Source: Abdul Fattah, Ezz Hassan (2017), *Introduction to Descriptive and Inferential Statistics Using SPSS*, 3rd edition, Al-Khwarizmi Scientific, Jeddah – Saudi Arabia.

Table (2) Arithmetic Means, Standard Deviations, Coefficients of Variation, Relative Importance, and Ranking of Inclusive Leadership

No.	Dimensions	No. of Items	Weighted Mean	Std. Deviation	Coefficient of Variation %	Relative Importance %	Rank (Order of Importance)	Level
1	Openness	5	3.737	1.094	29.282	74.739	1	High
2	Readiness	5	3.646	1.070	29.357	72.913	2	High
3	Accessibility	5	3.537	1.159	32.782	70.738	4	High
4	Inclusive Environment	5	3.616	1.105	30.548	72.322	3	High
Weighted mean, standard deviation, coefficient of variation, and relative importance of the independent variable (inclusive leadership)		20	3.634	1.107	30.50	72.678	-----	High

Source: The table was made by the researcher depending on outputs of SPSS-26.

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The results of the analysis presented in Table (2) indicate a set of indicators related to identifying the level of the inclusive leadership variable in the Kirkuk Education Directorate in Kirkuk Governorate. The overall weighted arithmetic mean of the inclusive leadership variable reached (3.634), with a standard deviation of (1.107), a coefficient of variation of (30.5%), and a relative importance level of (72.678%).

The indicators revealed that the ranking importance of all dimensions came at a high and very high level. The dimensions of (openness) and (readiness) obtained a very high level of ranking importance, indicating a strong focus on these dimensions by leadership in the investigated field. Meanwhile, the dimensions of (accessibility) and (inclusive environment) obtained a high level of importance. It is observed that there is a strong emphasis on openness in the investigated field according to the respondents' opinions, as it ranked first with the highest weighted arithmetic mean of (3.737), a standard deviation of (1.094), a coefficient of variation of (29.282%), and the highest relative importance of (74.739%).

The dimension of readiness ranked second with a mean of (3.646), a standard deviation of (1.070), and a relative importance level of (72.913%). The inclusive environment dimension, consisting of (5) items, ranked third with a weighted mean of (3.616), a standard deviation of (1.105), and a relative importance level of (72.322%). Finally, the accessibility dimension ranked fourth with a weighted mean of (3.537), a standard deviation of (1.159), and a relative importance of (70.738%).

Since all arithmetic means range between (3.537–3.737) and are higher than the hypothetical mean (3), and the standard deviations of the variable range between (1.070–1.159), indicating no significant dispersion in the responses of the study sample, this reflects the effective availability of inclusive leadership dimensions and a reasonable level of attention from leaders in the Kirkuk Education Directorate. Moreover, the relative importance values were very close to each other, which may be due to the consistent adoption of these behaviors in a

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balanced manner. Accordingly, these results confirm the acceptance of the first main hypothesis, stating “The relative importance of the inclusive leadership variable and its dimensions varies according to the nature of their adoption in the Kirkuk Education Directorate in Kirkuk Governorate.”

### 2. Analysis of the Respondents’ Opinions on the Job Enrichment Variable and Their Responses

This section presents and analyzes the responses of the study sample regarding the dependent variable (job enrichment) based on statistical analysis using appropriate programs, including the arithmetic mean and standard deviation of the sample responses. Table (3) shows the final findings linked to every dimension of the job enrichment variable, including percentages, weighted means, standard deviations, coefficients of variation, relative importance, and ranking of items and dimensions, whereby the level of consistency and homogeneity in the responses of the study sample can be recognized.

Table (3) Arithmetic Means, Standard Deviations, Coefficients of Variation, and Relative Importance of Job Enrichment.

No.	Dimensions	No. of Items	Weighted Mean	Std. Deviation	Coefficient of Variation %	Relative Importance %	Rank (Order of Importance)	Level
1	Skill Variety	5	3.796	1.213	31.952	75.191	1	High
2	Task Identity	5	3.749	1.178	31.434	74.980	3	High
3	Task Significance	5	3.787	1.106	29.206	75.732	2	High
4	Job Stability	5	3.617	1.165	32.205	72.349	4	High
5	Feedback	5	3.553	1.187	33.400	71.060	5	High
Weighted mean, standard deviation, coefficient of variation, and relative importance of the independent variable (job enrichment)		25	3.70	1.170	31.64	74	----	High

Source: made by the author depending on SPSS-26 outputs

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The findings of the analysis presented in Table (3) indicate the level of the job enrichment variable in the Kirkuk Education Directorate in Kirkuk Governorate. The overall arithmetic mean of the job enrichment variable reached (3.70) with a standard deviation of (1.170), and a high level of importance amounting to (74%). The skill variety dimension, consisting of (5) items, ranked first with the highest weighted mean of (3.796), a standard deviation of (1.213), a coefficient of variation of (31.952%), and the highest relative importance of (75.191%), which is higher than the relative importance of the other dimensions.

The task identity dimension ranked second with a weighted mean of (3.749), a standard deviation of (1.178), and a relative importance level of (74.980%). The task significance dimension came in third place with a weighted mean of (3.787), a standard deviation of (1.106), and a relative importance level of (75.732%). The job autonomy (independence) dimension ranked fourth with a weighted mean of (3.617), a standard deviation of (1.165), and a relative importance level of (72.349%). Finally, the feedback dimension ranked fifth and last with a weighted mean of (3.553), a standard deviation of (1.187), and a high level of importance of (71.060%). Centered upon the outcomes of the analysis and the weighted arithmetic means ranging between (3.553–3.796), which are higher than the hypothetical mean, and standard deviations ranging between (1.106–1.213), which indicate no dispersion in the responses of the study sample, it can be concluded that there is a good level of focus and attention from the investigated field. Accordingly, these results confirm the acceptance of the second main hypothesis, stating “The relative importance of the job enrichment variable and its dimensions varies according to the nature of their adoption in the investigated field.”

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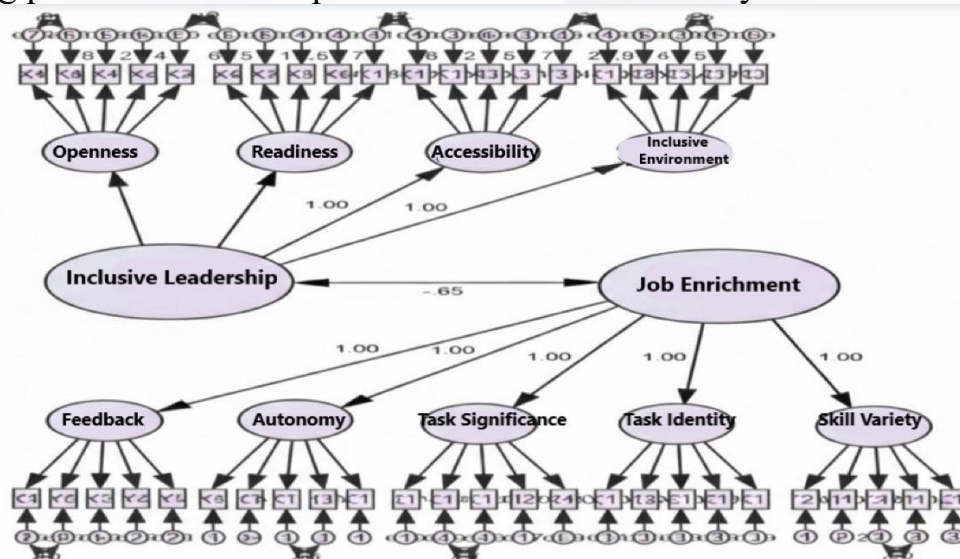
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### Second: Testing the Hypotheses of Correlation Relationships Between Research Variables

#### 1. Analysis of the Correlation Between Inclusive Leadership and Job Enrichment:

This section examines the nature of the correlation among inclusive leadership and job enrichment at the overall level, aiming to attest the second main hypothesis, stating “There is a positive, statistically significant correlation between inclusive leadership and job enrichment, both individually and collectively, at a significance level of 0.05.” The researcher constructed a structural model representing the correlation relationships between the two main variables (inclusive leadership and job enrichment), as shown in Figure (2). The results presented in Table (4) indicate the existence of a positive, statistically significant correlation at the (0.05) level between inclusive leadership as an independent variable and job enrichment as a dependent variable. The correlation coefficient between them reached (0.65), which is a significant value, indicating a strong positive relationship between the two main study variables.



$\chi^2/d.f = 2.474$ ,  $P = 0.05$ ,  $RMSEA = 0.078$ ,  $NFI = 0.902$ ,  $TLI = 0.903$ ,  $CFI = 0.906$ ,  $IFI = 0.909$

Figure (2): The Structural Model of the Correlation Relationship Between the Study Variables

Source: Prepared by the researcher depending on AMOS-26 outputs

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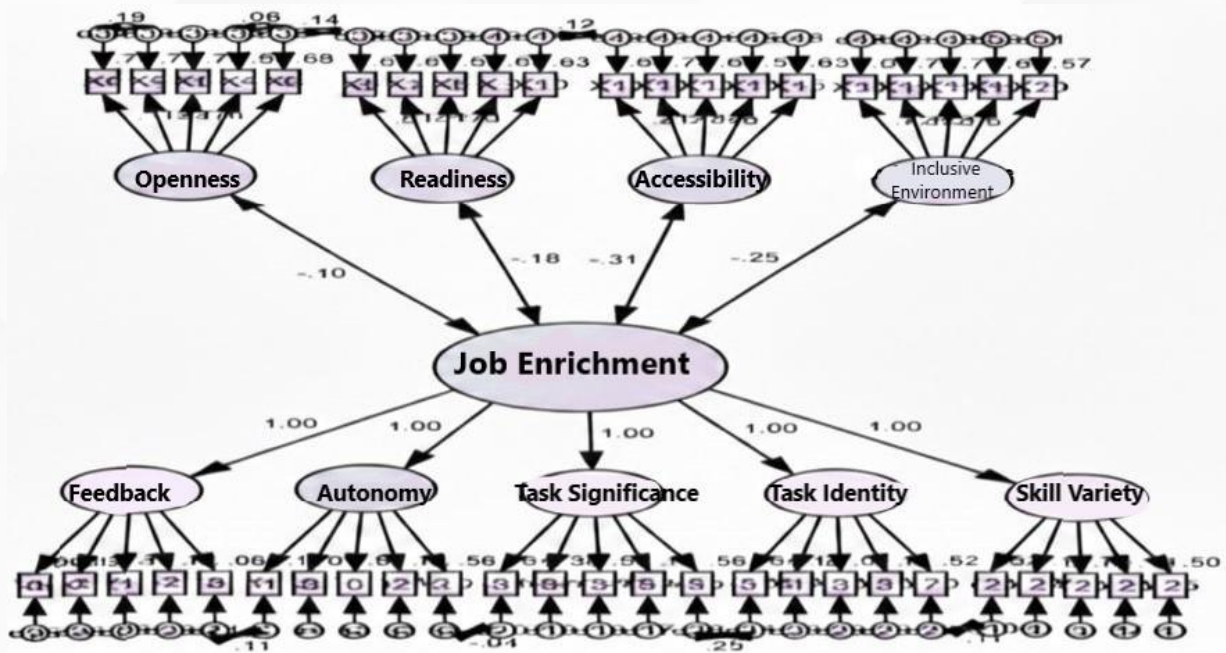
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To determine the correlation values among the main and sub-variables, tables and the correlation matrix of the research variables' dimensions were used. The significance of the correlation coefficient was verified via goodness-of-fit measures to maintain the quality of the structural model of the correlation relationship among the study variables. The following presents the testing of the hypotheses related to the correlation among the study variables and their sub-dimensions, as in Figure (3).



$\chi^2/df = 2.683$ ,  $P = 0.056$ ,  $RMSEA = 0.077$ ,  $NFI = 0.901$ ,  $TLI = 0.906$ ,  $CFI = 0.910$ ,  $IFI = 0.913$

Figure (3): The Structural Model of the Correlation Relationship Between the Dimensions of the Independent Variable and the Dependent Variable

Source: made by the researcher depending on AMOS-26 outputs

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Table (4): Correlation Relationships Between Inclusive Leadership (with Its Dimensions) and Job Enrichment

Sig. (2-tailed)	C.R.	S.E.	Estimate	Job Enrichment		
				Standardized Estimate		
***	-5.599	0.192	-1.073	-0.65	INCLE	Inclusive
0.067	0.43	0.335	-0.144	-0.10	OPP	Openness
0.033	-0.964	0.256	-0.247	-0.18	AVA	Readiness
0.046	-1.878	0.232	-0.436	-0.31	ACC	Accessibility
0.026	-1.123	0.301	-0.338	-0.25	INC	Inclusive

Source: made by the researcher counting on AMOS-26 outputs

Based on the statistical analysis results presented above, all correlation relationships identified between the independent variable (with its dimensions) and the dependent variable were positive and statistically significant, except for the openness dimension, which showed a negative but non-significant relationship. These results indicate a strong field-level consistency and harmony among the study sample members regarding the two main variables, inclusive leadership and job enrichment. This confirms their practical importance and the possibility of benefiting from them in practice by ensuring the application of inclusive leadership dimensions by administrative leaders, which in turn contributes to enhancing job enrichment. Accordingly, the third main hypothesis is supported.

### Third: Testing the Impact Hypotheses Between the Study Variables

1. The fourth main hypothesis: This hypothesis states that “Inclusive leadership and its dimensions have a statistically significant effect on job enrichment at a significance level of 0.05.” Thus, the association between the two main variables

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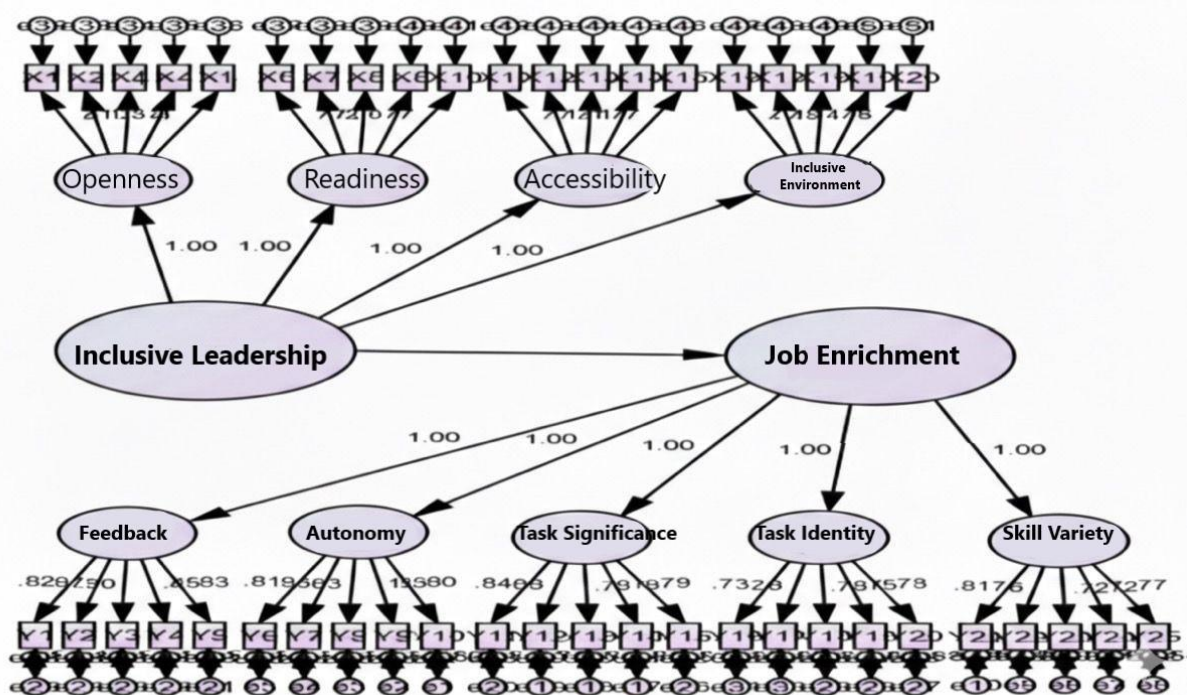
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was modeled, as Figure (4) presents the findings of testing the impact relationship between inclusive leadership and job enrichment.



$\chi^2/d.f = 2.322$ ,  $P = 0.074$ ,  $RMSA = 0.065$ ,  $NFI = 0.902$ ,  $TLI = 0.917$ ,  $CFI = 0.924$ ,  $IFI = 0.926$

Figure (4) The Structural Model of the Impact Coefficient Between Inclusive Leadership and Job Enrichment

Source: made by the researcher depending on AMOS-26 outputs

It is evident from Figure (4) that all goodness-of-fit indices fall within acceptable thresholds. The findings of the impact analysis are in Table (5).

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Table (5) Regression Analysis Between Inclusive Leadership and Job Enrichment

Dependent Variable \ Independent Variable	Job Enrichment					
	R <sup>2</sup>	Standardized Estimate	Estimate	S.E.	C.R.	P-Value
Inclusive Leadership	0.41	0.64	0.647	0.088	7.319	***

Source: Prepared by the researcher based on AMOS-26 outputs

Founded on the results shown in Table (5), it is clear that inclusive leadership has a positive and statistically significant effect on job enrichment. The impact value reached (0.647) with a standardized coefficient of (0.64), showing that an increase of one standard deviation in inclusive leadership causes an increase in job enrichment by (64%). The coefficient of determination (R<sup>2</sup>) reached (0.41), signifying that inclusive leadership explains a significant proportion of the variation in job enrichment.

### Section Four: Conclusions and Recommendations

#### First: Conclusions

1. The outcomes uncovered a high level of employees' awareness of inclusive leadership practices and a good level of job enrichment, reflecting a positive work environment in the Kirkuk Education Directorate.
2. It was found that the dimension of openness was the most prominent among administrative leaders, indicating that leaders accept new ideas and encourage employees to express their opinions, followed by the readiness dimension, which enhances employees' sense of support.
3. The results confirmed the existence of a strong positive association between inclusive leadership and job enrichment. This shows that as leaders increasingly adopt inclusive behaviors (such as presence, accessibility, and openness), employees' sense of job value and autonomy increases.

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4. The statistical analysis results showed that inclusive leadership has a significant and direct impact on enhancing job enrichment. This effect represents a strong indicator confirming that inclusive leadership behaviors are the primary driver for developing job characteristics in the investigated environment.
5. The low coefficients of variation and the convergence of standard deviations around one indicate a high level of consistency and agreement among the sample responses, which enhances the reliability of the results.

### Second: Recommendations

1. Strengthening accessibility and autonomy dimensions: Although results were high, the accessibility dimension in leadership and feedback in job enrichment ranked last. Therefore, it is recommended to further activate the open-door policy and reduce bureaucratic barriers between top management and employees.
2. Enhancing job enrichment programs that allow employees to participate in decision-making and assume additional responsibilities within their job scope.
3. Developing a feedback system by establishing clear mechanisms that ensure employees are regularly informed about their performance level (positively to reinforce it and negatively to improve it), in order to increase their engagement with work.
4. Leveraging inclusive leadership openness by utilizing leaders' open attitudes to involve employees in developing the directorate's strategic plans, thereby enhancing task identity and making employees feel part of organizational success.
5. Implementing moral and material reward programs linked to employee creativity and initiative, in a way that bolsters the correlation between inclusive leadership and job enrichment.

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