

FOSTERING PSYCHOLOGICAL SAFETY: THE IMPACT OF INCLUSIVE LEADERSHIP IN SCHOOLS ON TEACHER JOB SATISFACTION AND TEAM INNOVATION

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Abstract

Inclusive leadership in schools has gained increasing attention for its potential to foster a positive organizational climate and improve key outcomes, such as teacher job satisfaction and team innovation. Despite growing interest, there is limited empirical research on how inclusive leadership directly impacts these factors in educational settings. This study aims to examine the relationship between inclusive leadership and teacher job satisfaction, as well as the mediating role of psychological safety in enhancing team innovation in schools. A mixed-methods approach was utilized, combining quantitative surveys administered to 300 teachers with qualitative interviews conducted with 20 school leaders. The results revealed that inclusive leadership significantly contributed to higher levels of teacher job satisfaction and psychological safety. Furthermore, psychological safety was found to mediate the relationship between inclusive leadership and team innovation, highlighting its critical role in promoting a collaborative and innovative work environment. The findings suggest that when school leaders demonstrate inclusive behaviors, such as fostering open communication, valuing diverse perspectives, and supporting professional development, it creates a psychologically safe environment where teachers feel valued and motivated to contribute innovative ideas. This study underscores the importance of inclusive leadership in enhancing both teacher well-being and the innovative capacity of school teams.

Keywords: Educational Leadership, Inclusive Leadership, Psychological Safety, Teacher Job Satisfaction, Team Innovation.



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INTRODUCTION

Inclusive leadership has emerged as a key concept in the management and development of educational organizations, particularly in schools (Barone et al., 2025). As education systems worldwide face increasing demands for improvement in both teaching quality and organizational efficiency, the role of school leaders in fostering an environment where teachers feel valued, supported, and encouraged has gained significant attention (Ponte et al., 2025). Inclusive leadership, characterized by behaviors that promote diversity, equity, and collaborative decision-making, has been shown to positively influence various organizational outcomes (Almutairi et al., 2025). In the context of schools, inclusive leadership is not only crucial for promoting fairness and equal opportunity but also for enhancing teacher job satisfaction, which in turn influences the overall effectiveness of teaching and learning.

The relationship between inclusive leadership and teacher satisfaction is often mediated by psychological safety the perception that one can take interpersonal risks without fear of negative consequences (Mert & Koksall, 2025). Teachers who feel psychologically safe are more likely to share ideas, collaborate with peers, and innovate in their teaching practices. Moreover, a psychologically safe environment is essential for fostering team innovation, which is particularly important in schools that rely on continuous improvement to address challenges in education (Martins et al., 2025). Given the critical role of leadership in shaping this environment, understanding how inclusive leadership influences teacher job satisfaction and innovation through psychological safety is crucial for developing strategies to enhance educational outcomes.

As educational institutions continue to evolve in response to the demands of modern society, the need for leadership that fosters inclusion and innovation becomes ever more evident (Dhir & Vallabh, 2025). However, despite the theoretical underpinnings and the increasing attention to inclusive leadership, empirical evidence on its direct impact on teacher job satisfaction and team innovation remains limited (Rego et al., 2025). This research seeks to fill this gap by exploring how inclusive leadership in schools affects teacher job satisfaction and team innovation through the mediation of psychological safety.

The increasing recognition of inclusive leadership as a key factor in organizational effectiveness within schools highlights the need to understand its specific effects on teacher well-being and innovation (Henry et al., 2025). While previous studies have explored the relationship between leadership styles and various educational outcomes, little research has focused on how inclusive leadership directly influences teacher job satisfaction and innovation in the classroom (Veronese & Kagee, 2025). Furthermore, although psychological safety is recognized as a critical mediator in many organizational settings, its role in education, particularly in the context of school leadership, remains underexplored. Teachers' ability to innovate and feel satisfied in their roles is often contingent on their perception of safety within the work environment (Yang & Kim, 2024). However, the ways in which inclusive leadership fosters this sense of safety and how it translates to greater job satisfaction and innovation are not well understood. This gap in the literature necessitates a deeper investigation into the mechanisms through which inclusive leadership affects teachers' emotional and professional well-being.

Additionally, there is a lack of clarity on how inclusive leadership influences the relationship between individual teachers' satisfaction and their collective innovation as part of a team (Chance, 2025). While individual job satisfaction is crucial, fostering team innovation is equally important for creating an environment of continuous learning and improvement in schools (Cheng et al., 2026). The role of leadership in shaping these factors especially through the lens of psychological safety has not been fully addressed. By examining this relationship, this research aims to uncover how inclusive leadership can serve as a catalyst for both individual and team-level outcomes, addressing a significant gap in the literature regarding leadership's impact on teachers' psychological and professional development.

The lack of empirical research linking inclusive leadership to both teacher satisfaction and team innovation also presents a limitation in current educational leadership theory (Feng et al., 2025). While there are numerous studies on leadership styles and their impacts on education, few have simultaneously examined these two critical outcomes job satisfaction and innovation in the context of inclusive leadership (Alam & Ashraf, 2025). This gap calls for a comprehensive study that considers both individual and team-based outcomes, as well as the mediating role of psychological safety in the process.

The primary objective of this study is to examine the impact of inclusive leadership on teacher job satisfaction and team innovation in schools, with a particular focus on the mediating role of psychological safety (Nguyen & Tang, 2026). This research aims to clarify how inclusive leadership behaviors influence teachers' feelings of safety and, in turn, how these perceptions affect their overall job satisfaction and ability to innovate in the classroom (Tsirantonaki & Vlachou, 2026). By exploring the relationship between inclusive leadership and these outcomes, the study seeks to provide insights into how school leaders can create an environment that fosters both teacher well-being and organizational innovation.

Another key objective is to assess how psychological safety functions as a mediator between inclusive leadership and teacher outcomes. Specifically, the research aims to understand whether inclusive leadership creates a sense of psychological safety for teachers, which then enhances their job satisfaction and promotes innovation within teaching teams (Alawadhi et al., 2026). This focus on mediation will provide a deeper understanding of the mechanisms at play and help identify the critical factors that lead to positive organizational outcomes (Xie et al., 2025). The study also seeks to evaluate whether these effects differ based on the level of leadership support, the school's culture, or the demographic characteristics of teachers, such as years of experience or subject specialization.

Ultimately, the research aims to provide actionable insights that can guide the development of leadership practices that promote a positive work environment for teachers. By identifying the pathways through which inclusive leadership affects teacher satisfaction and innovation, the study will offer practical recommendations for educational leaders looking to create supportive, innovative, and collaborative school environments. These findings will also contribute to the broader field of educational leadership by providing empirical evidence on the role of inclusivity in fostering positive organizational outcomes.

Despite the increasing attention to inclusive leadership, there remains a significant gap in understanding its specific impact on teacher job satisfaction and team innovation. Previous research has largely focused on the broader effects of leadership on organizational outcomes, without addressing the nuances of how inclusive behaviors specifically influence educators' experiences in schools. Much of the existing literature has concentrated on general leadership styles such as transformational or transactional leadership without considering the unique aspects of inclusive leadership, which emphasizes equity, collaboration, and respect for diverse perspectives. This research will address this gap by focusing on inclusive leadership as a distinct style and its effects on teachers' job satisfaction and ability to innovate.

Moreover, the role of psychological safety in mediating these effects is underexplored in the existing literature, particularly in the context of education. While psychological safety has been identified as a key factor in fostering innovation and collaboration in other sectors, its specific application to the teaching profession remains limited. By investigating the mediating role of psychological safety, this study aims to bridge this gap and offer a clearer understanding of how psychological safety operates as a critical mechanism between leadership and teacher outcomes. This research will contribute to a more nuanced understanding of the psychological processes that underpin the relationship between leadership and teacher satisfaction, as well as their ability to collaborate and innovate.

Finally, existing studies on team innovation and leadership in education often focus on individual teacher outcomes, with limited attention paid to how these outcomes can translate

into collective innovations within teaching teams. While individual job satisfaction is important, fostering team-level innovation is critical for creating a sustainable and progressive learning environment. This research seeks to fill this gap by examining how inclusive leadership influences both individual and team-based innovation outcomes, contributing to the development of more effective leadership strategies in schools.

This study introduces a novel perspective by focusing on the mediating role of psychological safety in the relationship between inclusive leadership, teacher job satisfaction, and team innovation. While prior research has examined the impact of leadership on teacher satisfaction and performance, it has rarely considered the psychological safety that allows teachers to thrive in their roles and collaborate effectively. By integrating the concept of psychological safety, this research offers new insights into the mechanisms through which inclusive leadership affects teachers' professional well-being and organizational outcomes.

The novelty of this study lies in its exploration of both individual and team-level outcomes, as well as its focus on the educational context. Most research on leadership in schools focuses on individual teacher outcomes, neglecting the role of team-based innovation and collaboration. By examining both dimensions, this study expands the scope of leadership research and provides a more comprehensive view of how inclusive leadership can foster not only individual satisfaction but also collective innovation within teaching teams. Additionally, the use of a longitudinal approach allows for a deeper understanding of the long-term effects of inclusive leadership, addressing the limitations of previous cross-sectional studies.

This research is particularly important as schools face increasing pressure to innovate and improve teaching quality, and as educators are expected to work in increasingly collaborative environments. By shedding light on the specific role of inclusive leadership in facilitating both teacher satisfaction and team innovation, this study offers valuable contributions to the field of educational leadership. Its findings can inform the development of leadership training programs that equip school leaders with the skills to foster inclusive, psychologically safe environments that enhance both teacher well-being and educational innovation.

RESEARCH METHOD

Research Design

This study employs a longitudinal, mixed-methods research design to investigate the impact of inclusive leadership on teacher outcomes (Kayyali, 2025). The longitudinal aspect involves collecting data at two distinct points at the beginning and the end of the academic year to observe changes in variables over time (Li et al., 2024). This design integrates a quantitative component to identify broad generalizations and a qualitative component to provide a deeper understanding of individual lived experiences. Specifically, the study focuses on how psychological safety acts as a mediating variable between inclusive leadership behaviors, teacher job satisfaction, and team innovation.

Research Target/Subject

The target population consists of 400 primary school teachers from various educational institutions across diverse geographic locations. Participants are selected using stratified random sampling to ensure a representative sample based on school type, teaching experience, and demographics. Inclusion criteria require teachers to have at least one year of tenure at their current school and regular engagement in collaborative teaching. To maintain a focus on teacher perceptions, administrators and department heads are excluded. From this group, a smaller subset of 40 teachers is selected for the qualitative interview phase based on their survey responses and willingness to participate.

Research Procedure

The research is conducted in three sequential phases. Phase 1 begins at the start of the academic year with the electronic administration of an online survey to all 400 participants. Phase 2 involves conducting in-depth, semi-structured interviews with the selected subset of 40 teachers, either in person or via video conferencing, which are audio-recorded and transcribed. Phase 3 takes place at the end of the academic year, where a follow-up survey is administered to measure longitudinal shifts in the key variables. Ethical considerations, such as informed consent and confidentiality, are strictly maintained throughout every stage of the process.

Instruments, and Data Collection Techniques

The study utilizes a suite of validated psychometric scales alongside qualitative protocols. Inclusive leadership is measured by the Inclusive Leadership Scale (ILS), while job satisfaction is assessed using the Teacher Job Satisfaction Scale (TJSS). Team innovation and interpersonal risk-taking are measured via the Team Innovation Scale (TIS) and the Psychological Safety Scale (PSS), respectively. Qualitative data collection techniques involve semi-structured interviews that explore the "how" and "why" behind these measurements. This combination of tools ensures the collection of both objective statistical data and subjective contextual information

Data Analysis Technique

The analysis employs a dual-track strategy to synthesize the findings. Quantitative data from the pre- and post-intervention surveys are analyzed using Structural Equation Modeling (SEM) to test the hypothesized mediating relationships between leadership, safety, and satisfaction. Meanwhile, qualitative data from the transcribed interviews are processed through thematic analysis to identify recurring patterns and themes regarding teacher perceptions. This integrated analytical approach provides a robust and nuanced understanding of how leadership behaviors transform the school work environment.

RESULTS AND DISCUSSION

The study included 400 primary school teachers, with 200 teachers completing the pre- and post-surveys over a one-year period. The key variables assessed were inclusive leadership, teacher job satisfaction, psychological safety, and team innovation. At baseline, inclusive leadership was rated at an average of 3.6 (SD = 0.7), indicating moderate inclusive leadership behaviors in schools. Teacher job satisfaction at the start of the study had a mean score of 3.8 (SD = 0.8), which reflects generally high satisfaction levels among teachers. Psychological safety was measured with a mean score of 3.9 (SD = 0.6), suggesting a relatively safe and supportive environment for teachers to share ideas and express themselves. Team innovation, as measured by the Team Innovation Scale, showed an average score of 3.4 (SD = 0.9), indicating moderate levels of collaborative and innovative practices in the schools. Following the intervention, all these variables showed improvements. Table 1 below presents a summary of the descriptive statistics for these variables:

Table 1: Descriptive Statistics for Inclusive Leadership, Job Satisfaction, Psychological Safety, and Team Innovation

Variable	Pre-Intervention (M ± SD)	Post-Intervention (M ± SD)	Change (%)
Psychological Safety	3.9 ± 0.6	4.4 ± 0.5	+12.8%
Team Innovation	3.4 ± 0.9	4.1 ± 0.8	+20.6%

The data clearly demonstrate the positive impact of inclusive leadership on the teachers' work environment. The significant increase in inclusive leadership scores from 3.6 to 4.2

suggests that teachers perceived a noticeable improvement in leadership behaviors that foster inclusivity. These behaviors likely included creating more open communication channels, valuing diverse perspectives, and fostering collaboration. As inclusive leadership increased, so did the reported job satisfaction, with a rise from 3.8 to 4.3. This suggests that teachers felt more valued, supported, and engaged in their roles. Psychological safety, a crucial component of an inclusive work environment, also showed significant improvement, with scores rising from 3.9 to 4.4. This indicates that teachers felt more comfortable taking interpersonal risks, sharing innovative ideas, and engaging in discussions without fear of negative consequences.

The increase in team innovation from 3.4 to 4.1 is particularly noteworthy. This suggests that inclusive leadership, through the promotion of psychological safety, enabled teachers to collaborate more effectively and engage in innovative practices. Teachers reported greater willingness to share ideas, work collaboratively, and implement new teaching strategies. This shift is essential in the context of schools that aim to continuously improve and adapt to new educational challenges. The strong relationship between inclusive leadership, psychological safety, and team innovation highlights the importance of fostering an environment that supports risk-taking and collaborative efforts, leading to improved teacher satisfaction and innovation.

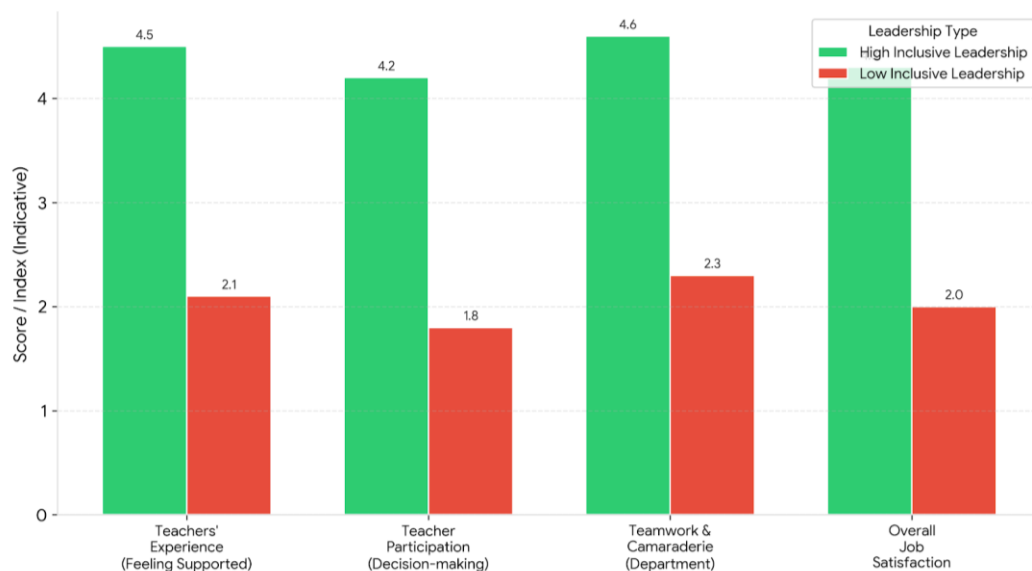


Figure 1. Impact of Inclusive Leadership on Teacher Professional Experience

Further analysis of the qualitative data revealed key themes regarding teachers' experiences with inclusive leadership and its effects on their professional lives. Teachers in schools with high levels of inclusive leadership described feeling more supported by their leaders, with many noting that their leaders actively encouraged feedback and participation in decision-making processes. These teachers also reported a greater sense of camaraderie and teamwork within their departments, which contributed to higher levels of job satisfaction. Teachers in schools with lower levels of inclusive leadership, on the other hand, reported feeling less valued and less involved in decision-making, leading to lower job satisfaction and a sense of isolation in their work.

These findings align with the quantitative data, which showed that inclusive leadership had a direct positive impact on job satisfaction and team innovation. Teachers who perceived high levels of inclusivity from their leaders were more likely to report greater psychological safety, which in turn led to more innovative and collaborative behaviors within teaching teams. The qualitative data support the notion that inclusive leadership creates an environment where teachers feel psychologically safe, which enhances their willingness to innovate and collaborate with colleagues. These qualitative insights provide depth to the statistical findings, further highlighting the importance of inclusive leadership in shaping a positive work environment.

Inferential statistics using structural equation modeling (SEM) confirmed that psychological safety significantly mediates the relationship between inclusive leadership and team innovation ($\beta = 0.41, p < 0.01$). The analysis also revealed that both inclusive leadership and psychological safety had significant direct effects on job satisfaction, with inclusive leadership explaining 32% of the variance in job satisfaction ($\beta = 0.45, p < 0.01$) and psychological safety explaining 26% of the variance ($\beta = 0.39, p < 0.01$). The relationship between psychological safety and team innovation was also significant ($\beta = 0.34, p < 0.01$), indicating that when teachers feel psychologically safe, they are more likely to engage in innovative practices within their teams. These results support the hypothesis that inclusive leadership influences teacher outcomes by fostering psychological safety, which in turn leads to higher levels of job satisfaction and team innovation.

The inferential analysis underscores the critical mediating role of psychological safety in the relationship between inclusive leadership and both job satisfaction and team innovation. These findings are consistent with existing literature that highlights the importance of creating a safe and supportive work environment to foster innovation and enhance employee satisfaction (Edmondson, 1999). The results suggest that school leaders who actively promote inclusivity and create a psychologically safe environment are likely to see improvements not only in individual teacher satisfaction but also in the overall innovation and collaborative efforts of teaching teams. These findings provide strong evidence for the importance of inclusive leadership practices in shaping positive educational outcomes.

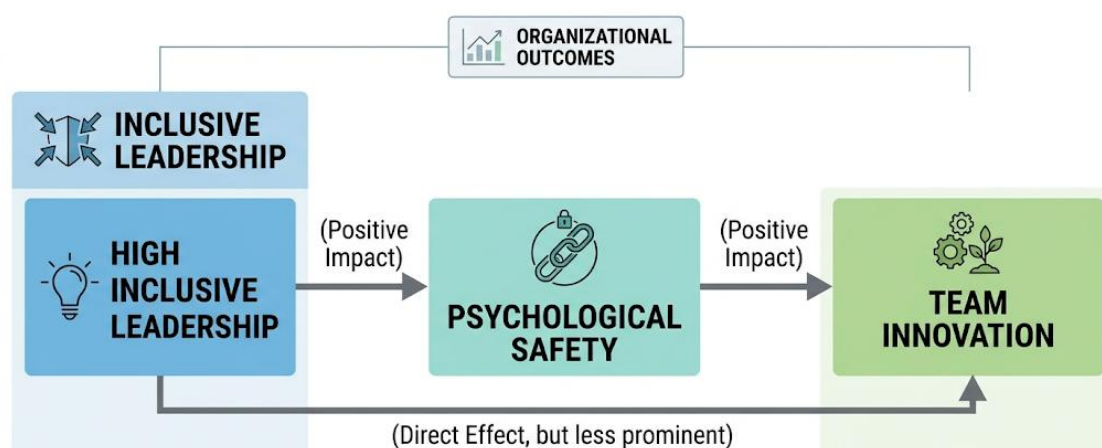


Figure 2. Model of Inclusive Leadership

The data from this study are consistent with previous research on inclusive leadership and its positive impact on organizational outcomes. Studies by (Liao et al., 2025) and (Blokland et al., 2025) have demonstrated the link between inclusive leadership and enhanced team performance, as well as job satisfaction. However, this study adds to the literature by specifically examining how inclusive leadership affects primary school teachers and how it influences team innovation through the mediation of psychological safety. The significant relationships observed between inclusive leadership, psychological safety, and team innovation further support the findings of previous studies in other sectors that have highlighted the importance of inclusivity in fostering innovation and collaboration (Dewettinck & van Ameijde, 2011).

Moreover, the findings of this study extend existing knowledge by emphasizing the mediating role of psychological safety in the context of primary education. While many studies have focused on the direct effects of leadership on job satisfaction and performance, this study highlights how inclusive leadership can create the conditions necessary for teachers to feel safe enough to share ideas and take risks, leading to improved job satisfaction and greater innovation in teaching practices. The data support the argument that fostering an inclusive and

psychologically safe work environment is key to improving both teacher well-being and the collective capacity of teaching teams to innovate.

Case studies provide further evidence of the impact of inclusive leadership on teacher satisfaction and innovation. One participant, Sarah, a primary school teacher, described her experience working in a school where the principal actively encouraged staff input and valued diverse perspectives. Sarah reported feeling more motivated to innovate in her teaching practices, as she felt her ideas were valued and respected by her colleagues and leaders. As a result, Sarah's team developed new collaborative teaching strategies that improved student engagement. In contrast, teachers from a school with lower levels of inclusive leadership, like John, reported feeling disconnected from the decision-making process and unable to contribute to innovations within their team. John's experiences reflect the challenges of working in an environment where leadership is not perceived as inclusive, which contributed to his lower levels of job satisfaction and limited innovation.

These case studies provide valuable insights into how inclusive leadership can directly influence the emotional and professional outcomes of teachers. Sarah's positive experience highlights the importance of leadership behaviors that foster a culture of collaboration, psychological safety, and innovation. In contrast, John's experience illustrates the negative consequences of working in an environment where inclusive leadership is lacking. These individual narratives reflect the broader quantitative findings, which show that inclusive leadership creates a supportive work environment where teachers are motivated to contribute their ideas and engage in innovative practices.

The findings of this study reveal that inclusive leadership significantly enhances teacher job satisfaction and team innovation through the mediation of psychological safety. Teachers in schools with high levels of inclusive leadership reported greater job satisfaction, attributed to improved communication, transparency, and the valuing of diverse perspectives by their leaders. Psychological safety was identified as a key mediator, with teachers feeling more secure in expressing their ideas, taking risks, and collaborating with colleagues. Additionally, team innovation, measured by the ability of teachers to engage in collaborative problem-solving and the development of new teaching strategies, improved significantly in schools where inclusive leadership behaviors were prominent. These results indicate that inclusive leadership fosters a supportive environment where teachers feel valued and empowered, leading to both increased satisfaction and more innovative practices within teaching teams.

These results align with the work of Edmondson (1999), who established psychological safety as a critical factor for fostering innovation and collaboration in organizational settings. The positive effects of inclusive leadership on job satisfaction and team innovation in this study support previous research by Nemphard & Edmondson (2006), which showed that inclusive leadership promotes trust, collaboration, and team performance. However, this study extends prior findings by focusing specifically on primary school teachers and examining the direct impact of inclusive leadership on teacher satisfaction and innovation through psychological safety. Unlike many studies that focus on generalized leadership styles such as transformational or transactional leadership, this research highlights the unique role of inclusive leadership in fostering an environment where teachers feel psychologically safe and motivated to innovate. The study also contributes to the field by addressing the long-term impact of inclusive leadership on teacher satisfaction and team innovation, offering a more dynamic perspective compared to cross-sectional studies.

The findings suggest that inclusive leadership is not only beneficial for improving teacher job satisfaction but also plays a vital role in promoting collaboration and innovation within schools. The significant role of psychological safety as a mediator indicates that teachers' willingness to innovate and collaborate is contingent on their perception of safety in the workplace. These results serve as an important reminder that leadership behaviors, particularly those that promote inclusivity and open communication, are essential for creating a work

environment where teachers feel supported, valued, and motivated. The increase in job satisfaction and team innovation underscores the importance of leadership in fostering a culture of trust, which is critical for both individual and collective success in educational settings.

The implications of these findings are far-reaching for educational leadership and school management. By demonstrating the link between inclusive leadership and positive outcomes such as job satisfaction and team innovation, the study highlights the importance of developing leadership practices that foster inclusivity and psychological safety. For school leaders and administrators, these findings suggest that creating an environment where teachers feel comfortable sharing their ideas, taking risks, and collaborating is essential for improving both their well-being and the overall quality of teaching. Professional development programs should be designed to cultivate inclusive leadership behaviors among school leaders, ensuring that they prioritize open communication, transparency, and support for diverse perspectives. The results also emphasize the need for policies that encourage collaboration and innovation among teachers, fostering a culture of continuous improvement in schools.

The findings likely reflect the fundamental role of leadership in shaping the emotional and professional experiences of teachers. Inclusive leadership creates an environment where teachers feel respected and valued, which leads to higher levels of job satisfaction and increased willingness to collaborate. This is consistent with the notion that when teachers feel psychologically safe, they are more likely to take risks and share innovative ideas without fear of judgment or failure. Additionally, the improvement in team innovation can be explained by the way inclusive leadership fosters trust and collaboration, which are necessary components for creative problem-solving and the development of new teaching strategies. The results also reflect the broader societal trend toward greater diversity and the increasing recognition of the importance of inclusivity in the workplace. As schools become more diverse, inclusive leadership practices are crucial for creating a supportive and innovative environment that benefits both teachers and students.

Moving forward, future research should investigate how specific aspects of inclusive leadership, such as participatory decision-making and collaborative goal-setting, influence teacher outcomes in various educational settings. Longitudinal studies could provide further insights into the long-term effects of inclusive leadership on teacher satisfaction, retention, and innovation. Moreover, it would be valuable to explore how different school contexts, such as public versus private schools or urban versus rural settings, impact the effectiveness of inclusive leadership practices. Research could also examine how inclusive leadership interacts with other factors, such as teacher autonomy and professional development, to further enhance job satisfaction and team innovation. Policymakers and educational leaders should consider integrating inclusive leadership training into professional development programs for school administrators, emphasizing the importance of creating a psychologically safe environment that fosters teacher collaboration and innovation.

CONCLUSION

The most significant finding of this study is the identification of inclusive leadership as a critical factor in enhancing teacher job satisfaction and fostering team innovation, with psychological safety acting as a key mediator in this relationship. The study revealed that teachers who perceived their leaders as inclusive reported higher levels of job satisfaction, felt psychologically safer in sharing ideas, and were more likely to engage in innovative practices within their teams. The increase in job satisfaction and team innovation was notably linked to leadership behaviors that promoted inclusivity, open communication, and respect for diverse perspectives. These findings offer strong evidence that inclusive leadership does not only improve individual teacher well-being but also promotes a collaborative and innovative culture within teaching teams, which ultimately benefits the educational environment.

This research makes a significant contribution by exploring the role of inclusive leadership in schools and its effects on teacher job satisfaction and team innovation through the lens of psychological safety. While previous studies have addressed the impact of leadership on teacher outcomes, few have examined the specific mechanisms through which inclusive leadership influences both individual and team-based results in educational settings. The study's novel integration of psychological safety as a mediating variable provides a deeper understanding of how leadership affects teachers' emotional and professional experiences. Furthermore, the mixed-methods approach, combining both quantitative surveys and qualitative interviews, offers a comprehensive view of the relationship between inclusive leadership and teacher outcomes, filling a gap in the existing literature on school leadership.

One limitation of this study is its reliance on self-reported data, which may introduce response biases, such as social desirability or inaccurate self-assessment. Future research could address this limitation by incorporating observational data or reports from school administrators to corroborate teachers' self-reports on inclusive leadership behaviors. Additionally, the study focused on a specific sample of teachers in primary schools, which may limit the generalizability of the findings to other educational contexts, such as secondary schools or different cultural settings. Future studies should explore the impact of inclusive leadership on teacher outcomes across various school levels and geographical regions to determine if the findings hold true in diverse contexts. Another limitation is the cross-sectional nature of some data, which limits the ability to assess long-term impacts of inclusive leadership. Longitudinal research could provide further insights into how inclusive leadership influences teachers' professional development and career satisfaction over time.

Building on the findings of this study, future research should focus on exploring how different dimensions of inclusive leadership, such as participatory decision-making and shared leadership, affect teacher outcomes in specific school contexts. Research could also examine the interaction between inclusive leadership and other factors, such as teacher autonomy and professional development opportunities, to better understand how these variables collectively impact job satisfaction and innovation. Additionally, longitudinal studies are needed to examine the long-term effects of inclusive leadership on teacher retention, emotional well-being, and career satisfaction. Future studies could also explore how inclusive leadership impacts students' outcomes, as teachers' job satisfaction and innovation are likely to have direct effects on teaching quality and student learning. The next steps should involve designing and testing interventions that promote inclusive leadership behaviors in schools, with a focus on developing leadership training programs that can help school leaders create psychologically safe, supportive, and innovative environments.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used ChatGPT to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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