The Critical Review of Social Sciences Studies

Online ISSN: 3006-7170
Print ISSN: 3006-7162
Volume 4, Number 1, 2026, Pages 4769 – 4786
Journal Home Page
https://thecrsss.com/index.php/Journal/about

From Inclusion to Expression: The Mediating Mechanism of Psychological Ownership in Pakistani Higher Education Institutions

Mehtab Babar[1] & Sadia Ishaque[2]

[1]*PhD Scholar, Air University Multan Campus, Punjab, Pakistan, Email: mehtab.babar@gmail.com*
[2]*Assistant Professor, Air University Multan Campus, Punjab, Pakistan, Email: sadia.ishaque@aumc.edu.pk*

ARTICLE INFO

Article History:

Received:	*January*	*25, 2026*
Revised:	*March*	*02, 2026*
Accepted:	*March*	*11, 2026*
Available Online:	*March*	*23, 2026*

Keywords:

Inclusive leadership (IL), Psychological ownership (PO), Voice behavior (VB), Knowledge-sharing behavior (KSB), Social exchange theory (SET), Higher Educational Institutions (HEIs)

Corresponding Author:
Mehtab Babar
Email:
mehtab.babar@gmail.com

ABSTRACT

Purpose *– This study is based on the social exchange theory (SET) and intends to study the influence of inclusive leadership (IL) on employees' voice behaviors (VB) and knowledge-sharing behaviors (KSB). It particularly investigates the role of psychological ownership (PO) as a mediating mechanism between inclusive leadership, voice behavior, and knowledge-sharing behaviors.*

Design/methodology/approach *– A cross-sectional survey study was performed to gather data from 459 faculty members working in both public and private universities of the Punjab, Pakistan. SPSS and partial least squares path modeling (PLS-SEM) have been used for hypothesis testing.*

Findings *– The study findings showed a significant and positive association between IL and VB. However, the direct relationship between IL and KSB was insignificant. The direct relationship between IL and PO was also found to be significant and positive. Also, the relationships between IL and VB and IL and KSB were observed to be significant and positive in the presence of PO as a mediator.*

Originality/value *– This study enhances the present theory of SET by confirming the role of PO as a mediating mechanism between both IL and VB and IL and KSB simultaneously, specifically, in the context of higher education institutions (HEIs) operating in the province of Punjab, Pakistan.*

1. Introduction

True leadership is not about holding power — it's about empowering others, guiding with empathy, and uplifting every voice entrusted to the care of followers (Zhang et al., 2023). Organizational leaders have a strategic and wide role to perform within the organizations (Giacumo & Dolowitz, 2025). The organizational goals are likely to be achieved efficiently if the leaders are equipped with diverse competencies and expertise (Dash et al., 2023).

Nowadays, service and knowledge-centric organizations highly rely on those leaders who like to perform more than their official job duties and responsibilities (Gip et al., 2025). Such leaders dynamically contribute to the strategic performance of the organization (Hoxha & Ramadani, 2024). In such organizations, leadership is not limited to carrying out traditional activities only, such as task alignment and performance evaluation; rather, it has to play a significant role in forming individuals' internal psychological perceptions that amplify voluntary and extra-role behaviors (Kim & Yoon, 2025).

Accordingly, modern-day organization behavior studies have turned their attention to an inclusive and interpersonal leadership perspective that concentrates on openness, availability, accessibility, and reciprocal respect between institutional leaders and their followers (Alalak, 2023). In previous studies, several leadership approaches (transformational, transactional, servant, shared, and strategic leadership) have been widely investigated within the context of the higher educational landscape (Saif et al., 2025). However, an inclusive leadership approach in the context of higher education institutions (HEIs) has received limited scholarly attention, highlighting a significant research gap in the literature on relational leadership (Gbobaniyi, 2024).

In service and knowledge-centric institutions, higher education institutions (HEIs) are widely noted for their diverse and varied academic staff in terms of gender, age, qualification, experience, and financial status (Supriyanto et al., 2024). Traditional management techniques are unable to handle such diversity. It necessitates such a leadership perspective or style that enhances inclusion, psychological ownership, and employee participation (Younas et al., 2023a). Among various leadership perspectives, inclusive leadership has gained prominence as a more relevant leadership behavior for managing workplace diversity, fostering employee participation, and promoting optimistic behaviors (Gbobaniyi, 2024).

The current study intends to identify the influence of IL on employees' extra-role behaviors within the context of higher education institutions operating in Punjab, Pakistan. The prior research that has empirically identified the IL's influence on extra-role behaviors of academic members is limited (Aboramadan et al., 2022). This inclusive environment inevitably fosters voice VB, in which professors and staff feel comfortable expressing ideas and concerns (Fatoki, 2024; Younas et al., 2023b), as well as KSB, which promotes collaboration and innovation (Morinaga et al., 2023). When employees feel recognized and honored, it is highly likely that they enthusiastically share their knowledge with others and assist in achieving the organizational goals (Hao et al., 2024).

VB refers to an employee's voluntary and positive behavior, enabling him/her to freely speak up with the aim of boosting the functioning of the institution (Jaaffar & Kumar Samy, 2023). While KSB is a behavior whereby an employee shares his knowledge and expertise with his/her coworkers (Fauzi, Nguyen, and Malik, 2024). Despite contemporary developments in research on IL, the current state of knowledge draws scholarly attention to further exploring the influence of IL on employees' discretionary role behaviors within the institutions. Though the studies have shown useful insights, they mostly ignore followers' emotional bonding with their work or sense of psychological ownership, which is a state of mind where individuals feel that something, whether it has a physical presence or not, belongs to them (Renz, 2024). It has been suggested that scholars should use psychological ownership as a mediating construct to better understand the relationship between relational leadership and extra-role behaviors (Younas et al., 2023b). Therefore, psychological ownership in this study serves as a mediating variable to better understand the association between IL and extra-role behaviors.

In the context of Pakistan's HEIs, which are generally dominated by autocratic and power-distance cultures, and where the teaching faculty usually just mind their own business and are reluctant to

exhibit extra-role behaviors. In these HEIs, the role of inclusive leaders is very significant as they can transform them to exhibit positive and extra-role behaviors by creating a sense of ownership mindset among their faculty members, which is equally beneficial for both the faculty members and for the entire institution.

Based on the social exchange theory (Blau, 1964), the current research claims that IL establishes robust mutual exchanges that encourage followers to reciprocate through enhanced psychological bond and compliance. Inclusive leaders exhibit mutual respect and trust and also value their followers by inviting them to share their input (ideas and concerns), recognizing their efforts, and creating two-way communication. In response to this, a sense of ownership for the organization is likely to be developed among the employees, and as a result, they are likely to exhibit extra-role behaviors. Therefore, by incorporating PO as a mediator to understand the relationship between IL, VB, and KSB simultaneously, the current study provides a comprehensive description of leaders' effectiveness in the context of HEIs in Punjab, Pakistan.

The existing study expands the IL literature by responding to numerous significant gaps. First, although inclusive leadership (IL) has been linked to positive employee outcomes, prior research has not empirically examined its simultaneous effects on voice behavior (VB) and knowledge-sharing behavior (KSB). Second, this study investigates the IL-behavior bilateral association in the context of HEIs of the Punjab, Pakistan, an area that has received limited scholarly attention. Third, this study enhances PO-related literature by investigating it as a mediating mechanism between IL and extra-role behaviors (VB and KSB) simultaneously. Finally, it also makes a valuable contribution to the scarce empirical support regarding IL practices of academic leaders/administrators (VC, Dean, HOD) of Pakistan's HEIs, where inclusive leadership behaviors have not been largely studied.

2. Literature Review and Hypothesis Development

2.1 Inclusive Leadership (IL)

Inclusive Leadership denotes a leadership style defined by openness, accessibility, and availability in engagements with subordinates (Qi et al., 2023). *Openness* refers to the fact that the leaders welcome new ideas from their followers, listen to them carefully, and encourage them to speak easily and freely without feeling any pressure or fear (Martin & Wu, 2023). *Accessibility* refers to the fact that inclusive leaders are more approachable to their employees. They always open their doors for their followers (Liu et al., 2025). *Availability* means that the leaders are always available for their members and give them time to support them both professionally and psychologically (Hohnsbehn et al., 2025). An inclusive leader creates a spiritually secure culture at the workplace that enables them to feel more empowered and valued (Alwali, 2024).

2.2 Voice Behavior (VB)

An employee's voice behavior refers to his or her voluntary articulation of views, concerns, and suggestions with the aim of boosting the institutional performance (Song et al., 2020). Voice behavior is employees' willingness to voice job-related issues positively (Fatoki, 2024). The promotive and prohibitive voice behaviors are two important forms of employees' voice behaviors. The promotive voice focuses on advocating for constructive improvements, while the prohibitive voice behavior emphasizes pinpointing the current issues and upcoming risks (Tian and Chae, 2024). Employees show more interest to voice when they feel inclusiveness and psychological security at the workplace (Qi, Xu, and Liu, 2023).

2.3 Knowledge Sharing Behavior (KSB)

Knowledge-sharing behaviors refer to employees' behaviors that allow them to share their valuable knowledge and expertise with their colleagues at the workplace (Salleh et al., 2025). The real essence of exhibiting this behavior is that they share their knowledge willingly, and they are not forced to do so. Employees usually exhibit such kind of behaviors within the organization when they perceive their managers as inclusive and trustworthy (Sun et al., 2024).

2.4 Psychological Ownership (PO)

Psychological Ownership is a cognitive-affective condition wherein individuals have a sense of possession over their organization, job, or work outcomes, but lack legal ownership (Halldorsson, 2025). Psychological ownership is an individual's mental and emotional sense of ownership towards and attachment to his or her job/organization. When individuals feel a sense of psychological ownership in the workplace, they begin to own their job and the organization (Zeng et al., 2023).

2.5 Inclusive Leadership and Voice Behavior

Exhibiting voice behaviors is risky and varies from person to person. Therefore, team members need the support of their leaders in demonstrating their voice behaviors (Qi et al., 2023). Those leaders who adopt an inclusive approach make sure that their subordinates feel valued, endorse fairness, and that their points of view are not only welcomed but also considered (Qi et al., 2023). The leaders' support encourages employees to speak up and deliver their ideas or concerns for the betterment of the institutions (Younas et al., 2023b).

Based on the social exchange theory (SET), individuals tend to reciprocate leaders' inclusive practices by showing positive role behaviors (Li & Tang, 2022; Qi et al., 2023). In this reciprocal exchange between inclusive leaders and employees, the IL approach is a social asset, and employees' voice behaviors are outcomes of this social exchange (Fatoki, 2024; Qi et al., 2023). So, based on this discussion, it may be hypothesized that:

H1: IL has a positive impact on employees' VB

2.6 Inclusive Leadership and Knowledge-Sharing Behavior

Inclusive Leadership has become a crucial administrative approach that advances positive behaviors, including knowledge-sharing behaviors, especially within knowledge-driven organizations like HEIs (Islam et al., 2024). The inclusive leaders actively create a secure and trustworthy environment that enables members to share their expertise, knowledge, and success stories with their co-workers more willingly (Lei et al., 2024).

In line with the social exchange theory (SET), when individuals are given a supportive and welcoming working environment, their reciprocal behavior is likely to respond positively by willingly sharing their innovative ideas and knowledge (Raziq et al., 2025). Inclusive leaders function as an important antecedent of knowledge-sharing behavior –KSB (Saleem et al., 2023). In the context of higher education institutions (HEIs), inclusive leadership might be crucial for motivating academic staff to embrace novel approaches and freely share knowledge, hence advancing the academic environment and enhancing institutional effectiveness and productivity (Bhuttah et al., 2024). This inclusive environment might boost a stronger drive for KSB within the institution (Gbobaniyi, 2024). Based on this, it may be hypothesized that:

H2: IL has a positive influence on KSB.

2.7 Inclusive Leadership and Psychological Ownership

Psychological ownership tends to develop a culture that gives value to employees' autonomy, self-respect, equity, and sense of belongingness or ownership (Jiang et al., 2022; Van Dyne & Pierce, 2004). Inclusive leadership advances a feeling of ownership among employees, thereby enhancing their mental and psychological attachment with their institutions (Dahleez et al., 2023; Qasim et al., 2022). Srivastava and Singh (2023) are also of the view that leadership boosts this mental ownership.

In the light of the social exchange theory (SET), when team members perceive leaders as inclusive, they tend to reciprocate with their optimistic behaviors, including proactive participation and more emotional attachment to their relevant jobs and the organization as a whole (Aboramadan et al., 2022; Umrani et al., 2024). Recent studies have practically proven the significant association between IL and PO, stressing IL as an important indicator of PO (Dahleez et al., 2023). Based on these arguments, it may hypothesize as:

H3: IL has a positive impact on employees' PO.

2.8 Psychological Ownership and Voice Behavior

Employees with a strong sense of PO are more inclined to exhibit positive voice behaviors for the smooth functioning of the organization (Somu & Ali, 2025). Previous research studies have suggested that PO encourages employees to actively play their role in institutional functioning by engaging in voice behaviors (Alves et al., 2024; Xiong et al., 2019).

Based on the SET, PO enhances employees' voice behaviors by increasing the sense of ownership and responsibility towards their jobs and the institutions. This sense of ownership motivates them to reciprocate positively by voicing constructive ideas and concerns in favor of the institution. Based on this, it can be hypothesized that:

H4: PO positively influences employees' voice behaviors.

2.9 Psychological Ownership and Knowledge-Sharing Behavior

Individuals' knowledge is their valued and personal asset. Generally, they are reluctant to share it with others. However, they are likely to share it when they undertake a heightened feeling of responsibility and accountability towards their respective institutions (Hao et al., 2024). The previous research shows that PO is a significant factor that drives knowledge-centric behaviors of employees at the workplace (Batool et al., 2023).

Empirical findings have also suggested that employees with a higher sense of psychological ownership exhibit a greater tendency to share their knowledge and expertise because they are of the view that their knowledge-sharing behavior is an important means to support overall institutional success (Batool et al., 2023). In the context of HEIs' landscapes, where knowledge is crucial to faculty members' identity and effectiveness, PO might offer a significant role in promoting them to share their knowledge with their associates. Based on this, we may formulate the following hypothesis:

H5: PO has a significant influence on knowledge-sharing behavior.

2.10 The Mediating Role of Psychological Ownership

Recent organizational behavior literature has shown that psychological ownership is an important variable that is generally the outcome of different leadership perspectives (Ye *et al.*, 2022). This artificial sense of ownership, which is beyond the formal and legitimate ownership, causes an

emotional attachment that further leads to amplified positive behaviors within the organization (Khan & Gul, 2021; Larik, 2023). Owing to the leaders' inclusive behaviors, employees begin to own their work and the organization, hence exhibit positive behavior as a reciprocal exchange, which is in line with the SET.

2.11 Psychological Ownership as a Mediator between IL and Voice Behavior (VB)

It is a discretionary role behavior that enables them to speak up for better organizational performance, and they also talk about the potential risks that might be harmful to the institutions (Mahajan et al., 2024). Owing to the inclusive behaviors of institutional leaders, employees are likely to exhibit psychological/emotional attachment with their institutions, and as a result of psychological attachment, they begin to own their assigned tasks and responsibilities (Ren et al., 2024; Zeng et al., 2023). This sense of ownership encourages individuals to voice their opinions, question existing norms, and provide constructive and valuable feedback (Li & Tang, 2022). Based on this, we can formulate the following hypothesis.

H6: PO positively mediates the relationship between IL and VB.

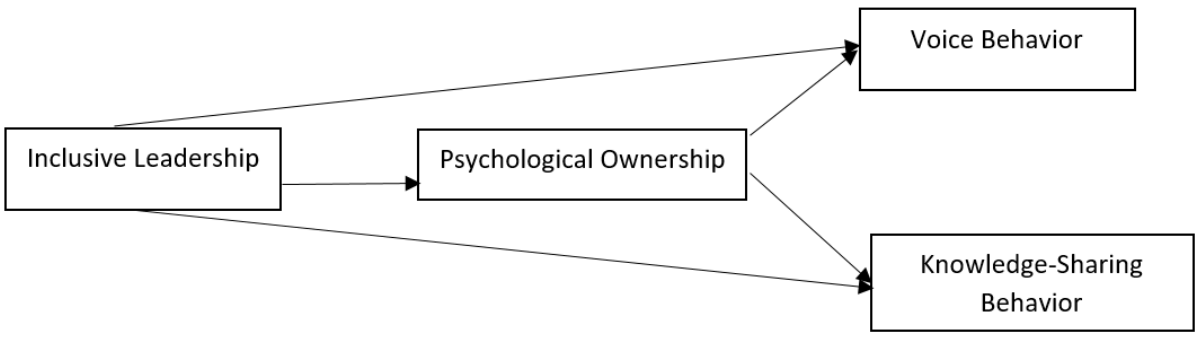
2.12 Psychological Ownership as a Mediator between IL and Knowledge Sharing Behavior (KSB)

Inclusive leaders appear to advance employees' knowledge-sharing behaviors (KSB) by creating a feeling of ownership (PO), which is known for self-investment and emotional attachment with the institutions (Dahleez *et al.,* 2023; Batool *et al.,* 2023). When employees perceive their work and organizations as "their own work/organization", they are likely to be more motivated to share their useful knowledge for mutual gains (Batool et al., 2023). This is specifically significant in the knowledge-centric environments, for example, HEIs, where knowledge is commonly regarded as an individual and strategic asset. Consequently, PO acts as a motivational technique that facilitates inclusive leaders to advance knowledge-sharing behaviors (Batool et al., 2023).

Based on the Social Exchange Theory, the connection between inclusive leadership and knowledge-sharing behavior is perceived as a bidirectional exchange, wherein employees exhibit good extra-role behaviors in response to supportive and enabling leadership (Qi et al., 2023; Siyal, 2023). This ownership encourages proactive information sharing, as employees perceive that their contributions directly influence the collective success of the institution (Ahmad, Ullah and Khan, 2022). Consequently, PO serves as an essential exchange mechanism, transforming IL into significant actions of KSB under the reciprocal principles of social exchange theory. So, the following hypothesis can be established:

H7:PO positively mediates the relationship between IL and KSB.

Figure: 1 Proposed Research Model



3. Methods

3.1 Procedure and participants

In the current study, the data have been collected from faculty members working in public and private universities in the province of Punjab, Pakistan. The academic staff (Lecturers, Assistant Professors, Associate Professors, and Professors) were approached through an online questionnaire (Google form).

Before distributing the questionnaire, it was sent to 12 faculty members through a pilot study to assess its validity. The members provided some comments, suggestions, and remarks, which were taken into consideration. The questionnaire was accompanied by a covering letter, mentioning the study's objectives. It was assured to all the respondents that their personal information would only be used for the study purpose and would not be shared with anyone else.

3.2 Measures

The scales of all the latent constructs have been assessed by employing a 5-point Likert scale, where 1 represents "strongly disagree", 2 represents "Disagree", 3 represents "Neutral", 4 represents "Agree", and 5 represents "strongly Agree" with the given statements.

Inclusive leadership (IL). This latent variable was measured by a 9-item scale developed by Carmeli et al (2010) to assess the inclusive style of the deans and HODs who are responsible for supervising the faculty members in HEIs. A sample question or item is "My supervisor is open to hearing new ideas.

Psychological ownership (PO). This latent construct was measured through a 4-item scale developed by Asatryan and Oh (2008). A sample item for this variable is "I feel personal ownership towards this organization.

Voice behavior (VB). This construct was evaluated via a 10-item scale, which was developed by Liang and Farh (2012). A sample indicator for this construct was "My HOD proactively develops and makes suggestions for issues that may influence the group.

Knowledge-sharing behavior (KSB). This latent variable was gauged through a 3-item scale developed by Yu and Lu (2010). For example: "I have contributed knowledge to this community.

3.3 Statistical Analysis Strategy

This study analyzed descriptive statistics, correlations, and reliability measures by utilizing SPSS v.23. To test the proposed hypotheses, partial least squares- structural equation modelling (PLS-SEM), has been used. PLS-SEM has been used because it is frequently used in several disciplines (Hair *et al.*, 2016). The PLS-SEM mechanism evaluates the path coefficients by making use of the ordinary least squares (Rigdon, 2016). Also, this model investigates correlated measurement errors and ordinal measures. The PLS-SEM can also handle more endogenous constructs than basic linear regression models, particularly in cases with a small sample size (Hair *et al.,* 2012). It offers more predictive precision in situations where data don't follow a normally distributed pattern (Hair *et al.,* 2012). This study employed a 5000-sample biased-corrected bootstrapping technique (with 95% C.I.) to assess the mediation effect of PO between IL and VB, as well as between IL and KSB.

4. Results

4.1 Demographic Profile of Respondents

The demographic insights of all the 459 respondents have been shown in Table I. As far as the designation of faculty members is concerned, we got responses from 169 lecturers (37%), 204 assistant professors (44%), 71 associate professors (15%), and 15 professors (3%) of the selected universities. Of these, 22 respondents belonged to public universities (49%) and 234 belonged to private universities (51%).

In terms of gender-wise responses, there were 335 males (77%) and 104 female respondents (23%). With respect to age, 12 respondents were below 25 (3%), 55 respondents were between 25 and 30 (35%), 47 were between 31 and 34 (10%), and 345 were 35 and above (51%). Education breakdown includes 72 respondents having Master's degrees (16%), 277 had MS/MPhil degrees (60%), and the remaining 110 (24%) were PhD/Post-Doc degree holders. The experience-wise information is also presented in Table 1.

Table I: Demographic Profile of Respondents

Variable	Category	Frequency	Percentage
Designation	Lecturer	169	37
	Assistant Professor	204	44
	Associate Professor	71	15
	Professor	15	3
University Ownership	Public	225	49
	Private	234	51
Gender	Male	355	77
	Female	104	23
Age	Below 25	12	3
	25---30	55	12
	31---34	47	10
	35 & Above	345	75
Experience	Less than 5 years	60	13
	5---10	76	17
	11---15	88	19
	16 or Above	235	51
Experience-ii	Less than 1 year	100	22
	1---2	93	20
	2---3	85	19
	3---4	66	14
	4 & Above	115	25
Education	Master's (16 years)	72	16
	MS/M.Phil	277	60
	PhD/Post-Doc	110	24

Source(s): Analysis of demographic characteristics

The descriptive statistics and the association between the underlying constructs have been presented in Table II. The observed values for descriptive statistics as given here: inclusive

leadership (Mean= 3.742, SD: 1.000), psychological ownership (Mean= 4.086, SD: 1.000), voice behavior (Mean= 3.885, SD: 1.000), knowledge-sharing behavior (Mean= 4.164, SD: 1.000), Age (Mean= 3.584, SD: 0.802), Experience (Mean= 3.089, SD: 1.096) and Gender (Mean= 1.227, SD: 0.419).

In the current study, the relationships between IL, PO, and VB have been found to be significant. In Table 1, the documented correlations are as follows: between IL and KSB (r = 0.272, p = 0.000), IL and VB (r = 0.399, p = 0.000), IL and PO (r = 0.509, p = 0.000), PO and VB (r = 0.515, p = 0.000), and PO and KSB (r = 0.485, p = 0.000). These results clearly indicate that there exists a significant and positive correlation among the observed latent constructs in our study. The p-values shown along with the correlation coefficient (r) were taken from Pearson's correlation analysis in SPSS by employing a 2-tailed significance test.

Table II: Descriptive Statistics, Correlation, Fornell- Larcker Criterion in the diagonal

Constructs	Mean	SD	IL	PO	VB	KSB	Age	Experience	Gender
IL	3.742	1.000	***0.821***						
PO	4.086	1.000	0.509	***0.841***					
VB	3.885	1.000	0.399	0.515	***0.719***				
KSB	4.164	1.000	0.272	0.485	0.520	***0.844***			
Age	3.584	0.802	-0.031	-0.017	0.013	0.057	***1.000***		
Experience	3.1089	1.096	-0.045	-0.045	-0.034	-0.044	0.382	***1.000***	
Gender	1.227	0.419	0.076	0.047	0.028	0.039	-0.219	-0.115	***1.000***

Note: N = 459. αs on the diagonal. IL= Inclusive Leadership, PO= Psychological Ownership, VB= Voice Behavior, KSB= Knowledge-Sharing Behavior; Age coded 1=Below 25, 2= 25 -30, 3= 30 – 35, 4= Above 35; Experience coded 1= Less than 5 Years, 2= 5 -10 years, 3= 11 -15 years, 4= 15 & Above; Gender coded 1= Male, 2= Female

4.2 Assessing the PLS-SEM model

Factor loadings of each indicator have been measured to investigate their internal consistency. The factor loading of each indicator can be seen in Table III and is found to be acceptable, that is, above 0.7 (Hair *et al.,* 2016). However, the values of VB7, VB8, and VB9 are below 0.7 but not deleted because it did not affect the constructs' validity and reliability. The values of CRs and AVEs were found above 0.700 and 0.500, respectively, found acceptable (Hair *et al.,* 2016). Hence all the constructs used in the study are both consistent and reliable.

Table III. Loadings, AVEs, and CRs

Construct	Items	Loading	T-Statistics	CR	AVE
Inclusive Leadership (IL)				0.949	0.674
	1L1	0.849	50.515		
	1L2	0.791	29.924		
	1L3	0.822	42.190		
	1L4	0.803	34.891		
	1L5	0.789	32.938		
	1L6	0.842	53.421		
	1L7	0.830	44.153		
	1L8	0.829	45.081		
	1L9	0.833	46.820		
Psychological Ownership (PO)				0.906	0.707
	PO1	0.818	39.572		

	PO2	0.865	50.273		
	PO3	0.874	55.485		
	PO4	0.803	28.490		
Voice Behavior (VB)				0.894	0.517
	VB1	0.760	25.742		
	VB2	0.759	24.227		
	VB3	0.809	39.845		
	VB4	0.779	30.736		
	VB5	0.744	24.070		
	VB6	0.743	22.345		
	VB7	0.683	17.568		
	VB8	0.584	16.582		
	VB9	0.600	11.108		
	VB10	0.735	11.859		
Knowledge-Sharing Behavior (KSB)				0.881	0.713
	KSB1	0.873	48.220		
	KSB2	0.880	53.133		
	KSB3	0.776	19.989		

Note(s): N = 459 IL= Inclusive Leadership, PO= Psychological Ownership, VB= Voice Behavior, KSB= Knowledge-Sharing Behavior, CR=Composite Reliability, AVE= Average Variance Extracted

Discriminant validity has also been assessed with the help of the Fornell and Larcker Criterion. The discriminant validity involves examination of the square-root of the AVE and its comparison with correlations among the examined constructs. The results shown in Table IV demonstrate that the discriminant validity was achieved because all the square roots of AVE were above than the correlations within the observed variables. To provide further evidence of the existence of discriminant validity, the HTMT (Heterotrait-Monotrait) Ratio was computed in Table IV. As all values are below 0.85, discriminant validity was achieved in this study (Hulland, 1999).

Table: IV Discriminant Validity

	Fornell and Larcker				**HTMT-Criterion**			
Variable	IL	PO	VB	KSB	IL	PO	VB	KSB
IL	**0.821**							
PO	0.509	**0.841**			0.561			
VB	0.399	0.515	**0.719**		0.433	0.576		
KSB	0.272	0.485	0.52	**0.844**	0.314	0.576	0.617	

Source (s): Author's own work

Note(s): N = 459. αs on the diagonal. IL= Inclusive Leadership, PO= Psychological Ownership, VB= Voice Behavior, KSB= Knowledge-Sharing Behavior

4.3 Structural Model

For structural model assessment, the values of R^2*(predictive power) and* Q^2 (predictive relevance) need to be calculated. In table V, all values of R^2 and Q^2 are above zero, hence predictive power and relevance have been achieved, as suggested by (Hair *et al.*, 2016).

Table V. R2 (predictive power) and Q2 (predictive relevance)

	R^2	Q^2
PO	0.259	0.250
VB	0.290	0.148
KSB	0.236	0.064

Note(s): N = 459. PO= Psychological Ownership, VB= Voice Behavior, KSB= Knowledge-Sharing Behavior, R^2= Predictive Power, Q^2= Predictive Relevance

4.4 Hypothesis Testing

Figure 2 and Table VI present the outcomes of both direct and intervening effects. The outcomes demonstrated that IL has a positive and significant influence on VB (B= 0.185, p=0.001). But the impact of IL on KSB is insignificant (B= 0.035, p=0.555). The results further showed that the impact of IL on PO is positive (B= 0.509, p=0.000), PO has a positive influence on VB (B= 0.421, p=0.000) and KSB (B= 0.468, p=0.000). According to the indicated results, our H1, H3, H4, and H5 were supported. H2 was not supported, indicating that IL's influence on employee behaviors is heterogeneous. In the context of HEIs of Punjab, Pakistan, only inclusiveness is not enough to encourage knowledge-sharing behavior. It calls for the need of a ownership mechanism to ensure a significant influence of IL on employee behaviors (Younas et al., 2023b). To investigate the mediating effect of PO, we computed the indirect effects using the 5000-bootstrapping technique, following the suggestions of (Hair *et al.*, 2016).

Figure. 2: Model with Estimates

Inclusive Leadership: **Workplace Culture** **Discretionary Role Behaviors**

A leadership style (relational) Psychological ownership i- Voice behavior

HEIs of Pakistan ii-Knowledge-sharing behavior

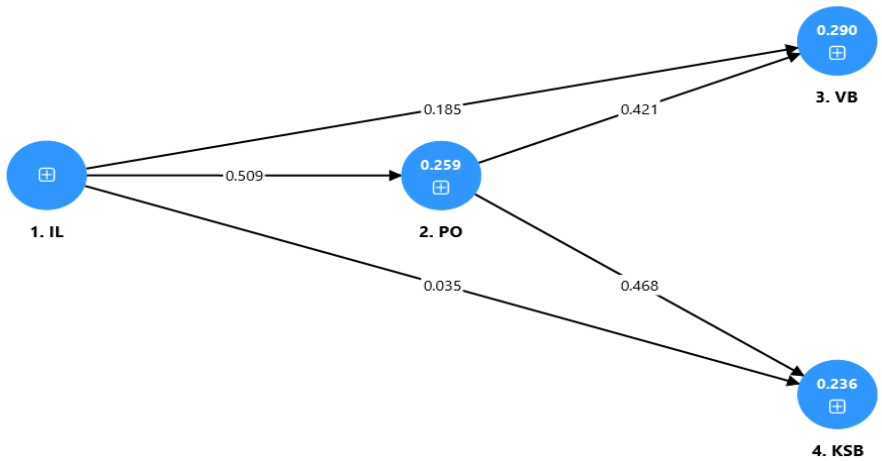


Table VI demonstrated that psychological ownership (PO) had a positive and significant influence on inclusive leadership (B= 0.214, p=0.000). Also, PO significantly and positively influenced the relationship between IL and KSB (B= 0.238, p=0.000). Based on these results, our H6 and H7 were supported, suggesting that PO acted as a significant mediating construct between IL and additional-role behaviors, including VB and KSB.

Table VI: Direct, Indirect & Total effects

	Standard Coefficients	T-Statistics	Lower Bound	Upper Bound	p-values
Direct Effects					
IL ->PO	0.509	10.872	0.415	0.597	0.000
IL ->VB	0.185	3.209	0.069	0.296	0.001
IL ->KSB	0.035	0.590	-0.082	0.151	0.555
PO ->VB	0.421	7.435	0.306	0.530	0.000
PO ->KSB	0.468	7.480	0.341	0.584	0.000
Indirect Effects					
IL -> PO -> VB	0.214	6.405	0.153	0.283	0.000
IL -> PO -> KSB	0.238	5.753	0.161	0.322	0.000
Total Effects					
1. IL -> VB	0.399	7.623	0.297	0.502	0.000
1. IL -> KSB	0.272	4.536	0.155	0.389	0.000

Note: N = 459. αs on the diagonal. IL= Inclusive Leadership, PO= Psychological Ownership, VB= Voice Behavior, KSB= Knowledge-Sharing Behavior

5. Discussion

The current research has studied the impact of inclusive leadership on two extra-role behaviors of institutional employees, named as voice behaviors and knowledge sharing behaviors. Also, the study investigates the impact of IL on both VB and KSB in the presence of psychological ownership as a mediating mechanism. The study has been carried out in the context of higher education institutions (Public and Private) operating in the province of the Punjab, Pakistan. The study results provide multiple important intuitions regarding when and how IL would likely influence faculty members' behaviors in knowledge-based settings.

Our findings reveal that IL influences VB significantly, but its impact on KSB is insignificant (indicating full mediation). Additionally, inclusive leadership significantly enhances psychological ownership, which in turn positively influences both voice and knowledge-sharing behaviors. Collectively, the research findings indicate that IL has different effects on different forms of outcomes/extra-role behaviors and that PO plays a major inspiring role, specifically for KSB.

5.1 Theoretical implications

It has also made significant advances in the theoretical understanding of psychological ownership, employee voice, and knowledge-sharing behaviors. First, our findings expand the leadership perspective by demonstrating that IL does not exercise a homogeneous impact across different discretionary work behaviors. At one time, the direct relationship between IL and VB is significant, but on the other hand, the direct influence of IL on KSB is insignificant. This conceptual dissimilarity emphasizes the need to address both voice and knowledge-sharing behaviors as different from each other, rather than considering that IL treats all the extra-role behaviors in a similar manner.

Second, the current research extends the prior theoretical understanding by employing psychological ownership as a mediating mechanism associating IL with employee extra-role behaviors. While associating IL with KSB, the results indicate full mediation, demonstrating that

an inclusive approach alone is not enough to motivate employees to share their valuable knowledge and expertise within the context of higher education institutions in Pakistan. It necessitates the need to create such a culture whereby they may feel a sense of ownership and emotional bonding towards their jobs and the organization. By empirically investigating the stated complete mediation, this research enriches the understanding of the psychological ownership perspective and refines its critical role in demonstrating that PO motivates employees to exhibit extra-role behaviors (voice & Knowledge-sharing) as a result of inclusive behaviors of the institutional leaders.

Thirdly, the study findings provide significant context-specific understanding by enhancing IL research to higher education institutions (public and private) operating in the province of Punjab, Pakistan. In educational contexts, an individual's knowledge is a professional asset and also a source of competitive edge. Here, academic leaders' effects are largely influenced by such contextual limitations as concerns over perceived ownership of intellectual work, performance demands, and promotion pressures. By demonstrating that inclusive leadership influences employees' knowledge-sharing behaviors only in the presence of psychological ownership as a mediating mechanism, this research has explored a fundamental conditional limitation of IL and advances the prior literature with strong evidence from a non-Western, knowledge-driven framework (HEIs of Pakistan).

Finally, our study is making a methodological contribution by employing a sophisticated mediational mechanism utilizing PLS-SEM. This study clearly distinguishes between full mediation (between inclusive leadership and knowledge-sharing behaviors) and partial mediation (between inclusive leadership and voice behaviors), and hence exhibits robust analytical standards and delivers a better and focused understanding of the association between inclusive leadership and extra-role behaviors.

5.2 Practical implications

The research results provide key implications for practice, specifically in HEIs of Punjab, Pakistan. The academic leaders/administrators need to adopt an inclusive style that enhances mutual respect, psychological ownership, social exchange, and faculty members' commitment and participation. This enables them to voice their ideas and potential concerns. They should also involve faculty members in educational decisions, as it would promote faculty cooperation and positive role behaviors. While recruiting faculty members, the educational administrators and agencies should prefer an inclusion-oriented and diversity-supportive mindset.

The study results have identified the crucial role of PO in advancing both voice and knowledge-sharing behaviors. So, educational leaders need to formulate and employ policies that promote employees' psychological ownership by recognizing their contributions, giving fair credit for their academic achievements, and reinforcing mutual organizational targets. Furthermore, the universities need to promote psychological ownership not only within the academic but also at the administrative level. Also, faculty members should be provided opportunities for continuous collaboration and dialogue, as it will result in positive and valuable individual and institutional outcomes.

6. Limitations and Future Recommendations

Although the current study has revealed specific empirical insights, it also has some limitations. *First*, our study has been carried out in HEIs operating in Punjab, Pakistan, therefore, limiting the generalizability of the study (Hofstede, 2011). *Second*, it is a cross-sectional study, due to which it is not easy to ensure the existence of cause & effect relationships among the underlying constructs.

Third, it emphasizes the role of psychological ownership as a mediating construct, hence, ignoring the effect of other factors related to psychological cognition. To effectively investigate the mediating mechanism triggering the influence of inclusive leadership on discretionary behaviors, future researchers should try to study some other mediating constructs, such as intrinsic motivation, green workplace, and trust in leadership. *Fourthly*, our study did not use any moderating construct, hence, leaving an avenue for future researchers to test the proposed model with suitable moderators such as organizational diversity and employees' personal characteristics. *Finally*, our study is restricted to the education sector only, which might limit its sectoral generalizability. Future studies might investigate the proposed model in other sectors such as finance, banking, sports, and health.

7. Conclusion

The current study has suggested a framework of the influence of inclusive leadership on faculty members' extra-role behaviors, which are voice and knowledge-sharing behaviors. Psychological ownership was employed as a mediating mechanism between IL and VB, and also between IL and Knowledge-Sharing behaviors. Using data gathered from the academic faculty serving in Punjab, HEIs. The results show that IL has a positive influence on extra-role behaviors exhibited by the faculty members.

Also, the study has used PO as a mediating construct between IL and VB, and also between IL and KSB. The results of the study have shown a positive and significant role of PO as a mediator between inclusive leadership and extra-role behaviors of faculty members. Our study advises future researchers to replicate our model in other academic and corporate environments. Future researchers may also investigate other mediating constructs, such as organizational commitment, academic loyalty, and psychological safety, to better explore the relationships between IL and extra-role behaviors.

References

1. Aboramadan, M., Dahleez, K. A., & Farao, C. (2022). Inclusive leadership and extra-role behaviors in higher education: does organizational learning mediate the relationship? *International Journal of Educational Management*, *36*(4), 397–418. https://doi.org/10.1108/IJEM-06-2020-0290
2. Ahmad, I., Ullah, K., & Khan, A. (2022). The impact of green HRM on green creativity: mediating role of pro-environmental behaviors and moderating role of ethical leadership style. *International Journal of Human Resource Management*, *33*(19), 3789–3821. https://doi.org/10.1080/09585192.2021.1931938
3. Alalak, A. A. (2023). *Journal of Economics and Administrative Sciences (JEAS) Ministers - An analytical research*. *29*(137), 76–94.
4. Alves, D., Duarte, A. P., Rosa, M., & da Silva, S. (2024). Do they need us? Linking functional indispensability and voice behavior: The role of psychological ownership, job insecurity and organizational ambidexterity. *Economic and Industrial Democracy*, *45*(2), 363–388. https://doi.org/10.1177/0143831X231157866
5. Alwali, J. (2024). Innovative work behavior and psychological empowerment: the importance of inclusive leadership on faculty members in Iraqi higher education institutions. *Journal of Organizational Change Management*, *37*(2), 374–390. https://doi.org/10.1108/JOCM-03-2023-0084
6. Batool, U., Raziq, M. M., Obaid, A., & Sumbal, M. S. U. K. (2023). Psychological ownership and knowledge behaviors during a pandemic: role of approach motivation. *Current Psychology*, *42*(29), 25089–25099. https://doi.org/10.1007/s12144-022-03450-y

7. Bhuttah, T. M., Xusheng, Q., Abid, M. N., & Sharma, S. (2024). Enhancing student critical thinking and learning outcomes through innovative pedagogical approaches in higher education: the mediating role of inclusive leadership. *Scientific Reports*, *14*(1), 24362. https://doi.org/10.1038/s41598-024-75379-0
8. Blau, P. M. (1964). Justice in Social Exchange. *Sociological Inquiry*, *34*(2), 193–206. https://doi.org/10.1111/j.1475-682X.1964.tb00583.x
9. Carmeli, A., Reiter-Palmon, R., & Ziv, E. (2010). Inclusive leadership and employee involvement in creative tasks in the workplace: The mediating role of psychological safety. *Creativity Research Journal*, *22*(3), 250–260. https://doi.org/10.1080/10400419.2010.504654
10. Dahleez, K. A., Aboramadan, M., & Abdelfattah, F. (2023). Inclusive leadership and job satisfaction in Omani higher education: the mediation of psychological ownership and employee thriving. *International Journal of Educational Management*, *37*(4), 907–925. https://doi.org/10.1108/IJEM-07-2022-0274
11. Dash, N. R., Koutaich, R., Khalaf, H. A. Al, Hani, M. J., Koutaich, R., & Guraya, S. Y. (2023). *The Framework of Leadership in Academic Medicine (FLAM); a mixed-methods study to develop leadership skills and competence*. https://doi.org/10.21203/rs.3.rs-2532822/v1
12. Fatoki, O. (2024). Inclusive Leadership and Employee Voice Behaviour: Serial Mediating Effects of Psychological Safety and Affective Commitment. *Administrative Sciences*, *14*(9), 199. https://doi.org/10.3390/admsci14090199
13. Fauzi, M. A., Nguyen, M., & Malik, A. (2024). Knowledge sharing and theory of planned behavior: a bibliometric analysis. *Journal of Knowledge Management*, *28*(2), 293–311. https://doi.org/10.1108/JKM-11-2022-0933
14. Gbobaniyi, O. (2024). *The Increasing Need for Inclusive Leadership for Academic Loyalty in Higher Education Institutions*. https://doi.org/10.5772/intechopen.1005298
15. Giacumo, L. A., & Dolowitz, A. R. (2025). The ORANGE Framework for Facilitating Difficult Dialogues : How Organizational Leaders , Researchers , and Practitioners , Can Increase Good Will and Improve Performance. *TechTrends*, *69*(5), 876–880. https://doi.org/10.1007/s11528-025-01133-6
16. Gip, H., Russen, M., & Guchait, P. (2025). International Journal of Hospitality Management Climate perceptions for underrepresented leaders : Influencing service employees ' proactive behaviors through psychological safety and knowledge sharing. *International Journal of Hospitality Management*, *129*(October 2023), 104204. https://doi.org/10.1016/j.ijhm.2025.104204
17. Hair, J. F., Ringle, C. M., & Sarstedt, M. (2016). Identifying and treating unobserved heterogeneity with FIMIX-PLS: part I – method. *European Business Review*, *28*(1).
18. Hair, J. F., Sarstedt, M., Ringle, C. M., & Mena, J. A. (2012). An assessment of the use of partial least squares structural equation modeling in marketing research. *Ournal of the Academy of Marketing Science*, *43*(3), 414–433. https://doi.org/10.1007/s11747-011-0261-6
19. Halldorsson, F. (2025). Psychological ownership to improve work environments. In *Research Handbook on Psychological Ownership and Management* (pp. 213–232). Edward Elgar Publishing. https://doi.org/10.4337/9781035319862.00021
20. Hao, J.-X., Chen, Z., Mahsud, M., & Yu, Y. (2024). Organizational psychological ownership and innovative work behavior: the roles of coexisting knowledge sharing and hiding across organizational contexts. *Journal of Knowledge Management*, *28*(8), 2197–2219. https://doi.org/10.1108/JKM-12-2022-0965
21. Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context, Volume 2, Issue 1 2011. *Online Readings in Psychology and Culture*, *2*(1), 1–26.

22. Hohnsbehn, J. M., Pauels, E., & Schneider, I. K. (2025). Correction to: Open for business: how leader ambivalence facilitates upward follower communication via perceptions of increased cognitive flexibility and responsiveness (Current Psychology, (2024), 43, 48, (37026-37043), 10.1007/s12144-024-07127-6). *Current Psychology*, *44*(5), 4083. https://doi.org/10.1007/s12144-025-07570-z
23. Hoxha, S., & Ramadani, R. (2024). The Impact of Intrinsic Motivation on the Sustainable Extra-Role Performance with the Mediating Role of Job Engagement. *Sustainability*, *16*(17), 7643. https://doi.org/10.3390/su16177643
24. Hulland. (1999). Use of partial least squares (PLS) in strategic management research: a review of four recent studies. *Strategic Management Journal*, *20*(2), 195–204.
25. I'lan Abbas*, M., & Hatyta Raheemah, S. (2024). High Involvement Management Practices and Their Impact on Contextual Performance: An Analytical Study in the General Secretariat of the Council of Ministers. *Journal of Economics and Administrative Sciences*, *30*(141), 173–187. https://doi.org/10.33095/t14sjz13
26. Islam, T., Ahmed, I., & Alkharabsheh, O. H. M. (2024). Fostering a knowledge sharing culture: the role of fun, empowerment, and inclusive leadership. *Global Knowledge, Memory and Communication*. https://doi.org/10.1108/GKMC-12-2023-0471
27. J Liang, CIC Farh, J. F. (2012). PSYCHOLOGICAL ANTECEDENTS OF PROMOTIVE AND PROHIBITIVE VOICE : A TWO-WAVE EXAMINATION. *Academy of Management Journal*, *55*(1), 71–92.
28. Jaaffar, T., & Kumar Samy, N. (2023). Nurses' voice behaviour: an empirical study in Malaysian public hospitals. *Kontakt*, *25*(3), 207–216. https://doi.org/10.32725/kont.2023.034
29. Jiang, Y., Liao, J., Chen, J., Hu, Y., & Du, P. (2022). Motivation for users' knowledge-sharing behavior in virtual brand communities: a psychological ownership perspective. *Asia Pacific Journal of Marketing and Logistics*, *34*(10), 2165–2183. https://doi.org/10.1108/APJML-06-2021-0436
30. Khan & Gul. (2021). The Relationship between Psychological Ownership and Subjective Happiness of the Employees: Mediating Role of Work Engagement. *Journal of Professional & Applied Psychology*, *2*(1), 10–20.
31. Kim, S.-S., & Yoon, D.-Y. (2025). Impact of empowering leadership on adaptive performance in hybrid work: a serial mediation effect of knowledge sharing and employee agility. *Frontiers in Psychology*, *16*. https://doi.org/10.3389/fpsyg.2025.1448820
32. Larik, A. R. (2023). Role of Organizational Culture in Improving Employee Psychological Ownership. *Pakistan Journal of Applied Social Sciences*, *14*(2), 107–131.
33. Lei, H., Saeheng, P., & Le, P. B. (2024). Stimulating knowledge sharing behaviors for frugal innovation: the roles of inclusive leadership and competitive intensity. *Journal of Knowledge Management*, *28*(5), 1468–1489. https://doi.org/10.1108/JKM-02-2023-0138
34. Li, T., & Tang, N. (2022). *Inclusive Leadership and Innovative Performance : A Multi-Level Mediation Model of Psychological Safety*. *13*(June), 1–13. https://doi.org/10.3389/fpsyg.2022.934831
35. Liu, Y., Fang, Y., & He, G. (2025). The effect of inclusive leadership on employee wellbeing. *Scientific Reports*, *15*(1), 1–10. https://doi.org/10.1038/s41598-025-23703-7
36. Mahajan, V., Sharma, J., Singh, A., Bresciani, S., & Alam, G. M. (2024). Knowledge sharing behavior of service sector's employees to attain sustainable development goals. *Journal of Knowledge Management*, *28*(8), 2253–2274. https://doi.org/10.1108/JKM-12-2023-1293
37. Martin, G., & Wu, F. (2023). Openness in healthcare leadership. In *Research Handbook on Leadership in Healthcare* (pp. 288–304). Edward Elgar Publishing. https://doi.org/10.4337/9781800886254.00024

38. Morinaga, Y., Sato, Y., Hayashi, S., & Shimanuki, T. (2023). Inclusive leadership and knowledge sharing in Japanese workplaces: the role of diversity in the biological sex of workplace personnel. *Personnel Review*, *52*(5), 1405–1419. https://doi.org/10.1108/PR-02-2021-0111
39. Oh, A. and. (2008). *PSYCHOLOGICAL OWNERSHIP THEORY: AN EXPLORATORY APPLICATION IN THE RESTAURANT INDUSTRY* (pp. 363–386).
40. Qasim, S., Usman, M., Ghani, U., & Khan, K. (2022). Inclusive Leadership and Employees' Helping Behaviors: Role of Psychological Factors. *Frontiers in Psychology*, *13*(July), 1–9. https://doi.org/10.3389/fpsyg.2022.888094
41. Qi, L., Xu, Y., & Liu, B. (2023). Does justice matter in voice? Inclusive leadership and employee voice: the moderating role of organizational justice perception. *Frontiers in Psychology*, *14*(December), 1–16. https://doi.org/10.3389/fpsyg.2023.1313922
42. Raziq, M., Raziq, M. M., Moazzam, M., & Shamout, M. D. (2025). Leadership styles, knowledge sharing (attitudes and behaviors) and project success: insights from theory of reasoned action and social exchange theory. *International Journal of Productivity and Performance Management*, *74*(8), 2815–2836. https://doi.org/10.1108/IJPPM-10-2023-0575
43. Ren, Q., Topakas, A., & Patterson, M. (2024). Attachment and self-regulation in the workplace—a theoretical integration. *Frontiers in Psychology*, *15*. https://doi.org/10.3389/fpsyg.2024.1387548
44. Renz, F. M. (2024). *From HR Practices to HR Performance : A Psychological Ownership Meta-Analysis Across Cultures*. 277–301.
45. Rigdon, E. E. (2016). Choosing PLS path modeling as analytical method in European management research : A realist perspective. *European Management Journal*, 1–8. https://doi.org/10.1016/j.emj.2016.05.006
46. Saif, N., Ali, S., Hussain, M., Rubin, A., Yawar, R. B., Guan, G., & Goh, G. (2025). Exploring the psychology of transformational leadership : pathways to citizenship in higher education. *Future Business Journal*, 1–15. https://doi.org/10.1186/s43093-025-00466-1
47. Saleem, T., Rubbab, D. U., Shahab, D. H., & Irshad, D. M. (2023). High-Performance Work System and Innovative Work Behavior: The Mediating Role of Knowledge Sharing and Moderating Role of Inclusive Leadership. *International Journal of Business and Economic Affairs*, *8*(1), 43–59. https://doi.org/10.24088/ijbea-2023-81005
48. Salleh, S., Hamzah, S. F. M., Ali, N. M., Wan Abd Rahman, W. Z., Muhammad Khodri Harahap, A. Z., Mohamed Nor, R., & Mohd Noor, H. (2025). Understanding Knowledge Sharing Behavior through Self-Efficacy and Social Motivation Factors. *International Journal of Academic Research in Business and Social Sciences*, *15*(10). https://doi.org/10.6007/IJARBSS/v15-i10/26725
49. Siyal, S. (2023). Inclusive leadership and work engagement: Exploring the role of psychological safety and trust in leader in multiple organizational context. *Business Ethics, the Environment & Responsibility*, *32*. https://doi.org/10.1111/beer.12556
50. Somu, S., & Ali, N. A. (2025). Remote onboarding and beyond: Fostering organizational citizenship behavior through psychological channels. *Journal of Economics and Management*, *47*, 413–448. https://doi.org/10.22367/jem.2025.47.16
51. Song, Y., Peng, P., & Yu, G. (2020). *I Would Speak Up to Live Up to Your Trust : The Role of Psychological Safety and Regulatory Focus*. *10*(January), 1–14. https://doi.org/10.3389/fpsyg.2019.02966
52. Srivastava, S., & Singh, L. B. (2023). Role of inclusive leadership in employees' OCB in hospitality industry: a social cognitive perspective. *Journal of Management Development*, *42*(7/8), 548–567. https://doi.org/10.1108/JMD-01-2023-0021
53. Sun, P., Zuo, X., Liu, X., Huang, H., & Wen, M. (2024). Inclusive Leadership: Beyond

Diversity to True Equity. *International Journal of Science and Business*, *33*(1), 34–43. https://doi.org/10.58970/ijsb.2313

54. Supriyanto, A. S., . S., Suprayitno, E., Ekowati, V. M., Johari, F. B., Taqiuddin, M., Ridwan, M., Ali, N., & Hasibuan, L. (2024). Navigating the interplay between Sustainable Leadership, Relational Capital, and Academic Performance in Higher Education. *International Journal of Religion*, *5*(10), 2009–2019. https://doi.org/10.61707/yrk92z02
55. Tian, Chae, K. (2024). political skill. *Humanities and Social Sciences Communications*, *11*(1), 1–11. https://doi.org/10.1057/s41599-024-03740-9
56. Umrani, W. A., Bachkirov, A. A., Nawaz, A., Ahmed, U., & Pahi, M. H. (2024). Inclusive leadership, employee performance and well-being: an empirical study. *Leadership and Organization Development Journal*, *45*(2), 231–250. https://doi.org/10.1108/LODJ-03-2023-0159
57. Van Dyne, L., & Pierce, J. L. (2004). Psychological ownership and feelings of possession: Three field studies predicting employee attitudes and organizational citizenship behavior. *Journal of Organizational Behavior*, *25*(4), 439–459. https://doi.org/10.1002/job.249
58. Xiong, L., So, K. K. F., Wu, L., & King, C. (2019). Speaking up because it's my brand: Examining employee brand psychological ownership and voice behavior in hospitality organizations. *International Journal of Hospitality Management*, *83*(February 2018), 274–282. https://doi.org/10.1016/j.ijhm.2018.11.006
59. Ye, Q. (2025). *Digital leadership enhances organizational resilience by fostering job crafting : the moderating role of organizational culture*. 1–12.
60. Ye, Z. X., Shang, X., Shafait, Z., & Xu, Y. (2022). Impact of Leading by Example on Employees' Organizational and Job Psychological Ownership: A Moderated Mediation Study. *Frontiers in Psychology*, *13*(July), 1–16. https://doi.org/10.3389/fpsyg.2022.888653
61. Younas, A., Wang, D., Javed, B., & Haque, A. U. (2023a). Inclusive leadership and voice behavior: The role of psychological empowerment. *The Journal of Social Psychology*, *163*(2), 174–190. https://doi.org/10.1080/00224545.2022.2026283
62. Younas, A., Wang, D., Javed, B., & Haque, A. U. (2023b). Inclusive leadership and voice behavior: The role of psychological empowerment. *Journal of Social Psychology*, *163*(2), 174–190. https://doi.org/10.1080/00224545.2022.2026283
63. Yu, Lu, & L. (2010). Exploring factors that influence knowledge sharing behavior via weblogs. *Computers in Human Behavior*, *26*(1), 2001–2003.
64. Zeng, D., Wang, B., & Chen, W. (2023). Inclusive leadership can improve nurses' psychological ownership and reduce their turnover intention under the normalization of COVID-19 prevention. *Frontiers in Psychology*, *13*(January), 1–13. https://doi.org/10.3389/fpsyg.2022.1100172
65. Zhang, J., Wang, Y., & Gao, F. (2023). The dark and bright side of laissez-faire leadership: Does subordinates' goal orientation make a difference? *Frontiers in Psychology*, *14*(March), 1–12. https://doi.org/10.3389/fpsyg.2023.1077357