THE INFLUNCE OF INCLUSIVE LEADERSHIP ON ADAPTIVE PERFORMANCE : EXAMINING THE MEDIATING ROLE OF PSYCHOLOGICAL CAPITAL IN JORDANIAN PUBLIC HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The purpose of this research is to evaluate the influence of inclusive styles on adaptive performance among academic staff in Jordanian Higher Education Institutions (HEIs), with the mediating effect of psychological capital in shaping these relationships.

A quantitative study design was used, with a self-administered questionnaire provided to academic staff. The sample of the study consists of 222 participants in 10 Jordanian HEIs. The findings indicate that inclusive style significantly contributes to enhancing adaptive performance and psychological capital among academic staff in Jordanian HEIs. Additionally, it was suggested that psychological capital mediated this relationship.

Keywords: Adaptive Performance, Inclusive Leadership, Psychological Capital

INTRODUCTION

Psychological capital is seen as a potential factor for strengthening human resource productivity and gaining a competitive advantage with significant results. The first reason is that psychological capital is under people's control, and people are institutional actors who push the organization's operations. The positive attitude of the workforce of an organization will be followed by the smooth operation of other productive resources. The second reason is that psychological capital can be formed and operated at a low cost because it is related to the way leaders and employees persuade one another (Nanesa & Fatmala, 2022). Previous research has indicated that PsyCap plays as a mediator between leadership styles and positive outcomes of organizations, confirming that leaders who promote confidence, self-efficacy, and optimism in their employees increase their psychological resources, resulting in improved performance and creativity. (Wang, Chen & Zhu, 2021). Besides, higher education institutions are diverse environments where inclusivity can enhance collaboration, creativity, and a sense of belonging. Inclusive leadership develops an environment that values varied opinions, leading to richer and more innovative solutions. Inclusive leaders boost PsyCap by creating a sense of psychological safety, where workers are treated with dignity and feel appreciated, enhancing their optimism, resilience, and self-efficacy (Mather, 2020).

Inclusive leaders reduce the gaps among leaders and personnel and recognize the distinct qualities and contributions of every team member, regardless of their organizational level. (Hassan & Jiang, 2021). Furthermore, inclusive leaders value each employee, include employees in making decision, foster an inclusive workplace, and celebrate what they have achieved (Ağalday, 2022). Proactive employee actions, like limited and promotional voice behaviour, are significantly impacted by inclusive leadership (Guo et al., 2022), creativity (Zhu et al., 2020), and invention (Gupta et al., 2022).

Indeed, adaptive performance (AP) is critical for institutions and staff to understand how we can support employees' capacity to alter their behaviour to meet the requirements of an original environment; this is what we

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call in the current research adaptive performance (Kaltiainen & Hakanen, 2022a). Employee adaptive performance research contributes to a better understanding of how individual performance evolves quickly under unexpected conditions.

Problem Statement

Qurrahtulain et al. (2022) demonstrate that individuals are more inclined to show adaptive performance when they notice that their contributions are valued in the workplace and benefit from inclusive leadership characteristics, including openness and engagement in decision-making. Although there is an increasing amount of study on inclusive leadership style in many situations. Moreover, faculty and staff in higher education face continuous changes and challenges, from curriculum updates to technological advancements. PsyCap helps them navigate these changes effectively, fostering a positive and productive work environment (Wisetsri et al. (2022).

Correspondingly, there is a lack of studies on how leadership styles and psychological capital impact these behaviours, specifically in the Jordanian environment (Tarawneh & Abud Humeidan, 2020). Gaining a comprehensive understanding of these relationships can offer useful insights into the methods by which leaders in Jordanian higher education might foster an environment at work that is more innovative and adaptable.

Study Questions

The goal of this research is to assess the impact of inclusive leadership style on adaptive performance and the mediating function of psychological capital among academic staff in Jordanian public HEIs. To do this, the study explores, guided by the responses to the following research questions.

i. What is the influence of IL on PsyCap in Jordanian public HEIs?
ii. What is the influence of IL on AP in Jordanian public HEIs?
iii. Does PsyCap mediate the relationship between IL and AP in Jordanian public HEIs?

Objectives of the Study

In order to further comprehend the study's primary goal, which is to examine the impact of IL style on AP among academic staff at Jordanian public HEIs using PsyCap as a mediator, the following objectives build upon the research questions posed above:

i. To evaluate the influence of IL on psychological capital in public HEIs in Jordan
ii. To evaluate the impact of IL on AP in public HEIs in Jordan.
iii. To assess the mediating effect of Psy-Cap on the relationship between (IL) and AP in public HEIs in Jordan

LITERATURE REVIEW

Inclusive Leadership

Carmeli, Reiter-Palmon, and Ziv (2010) proposed a method for identifying the behavioural manifestations of these markers. They suggest that this measure conveys norms of accessibility and availability by emphasizing a leader's physical presence and willingness to consult on any subject. Furthermore, they feel that a leader's awareness of and support for possibilities to expand work processes and achieve group objectives indicate openness norms that enable others to take risks. Different experts have various perspectives on IL definitions, but it is clear that IL highlights the individual differences' importance via equality and respect (Bourke & Espedido, 2019). Hence, IL aims to achieve shared objectives by developing, adapting, and innovating while balancing requirements and recognizing diversity (Ackaradejruangsri et al., 2022).

Inclusive leadership (IL) has three dimensions, which are accessibility, availability, and openness (Carmeli et al., 2010). The first dimension is openness, which is based on how the leader will stand out by being

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responsive to fresh suggestions from staff members. Along with seeking out new chances to improve the organizational working processes, a leader must be able to interact with the employees at work. Participating individuals in the discussion of new approaches to achieving the desired goals. When a leader is more open and communicative, they pay attention to how openness can improve work efficiency while also listening to people's fresh perspectives. A global leader can assist people in obtaining employment and decrease incidents related to their assigned tasks (Rodriguez, 2018).

The second component is availability, which helps the leader communicate with employees better by knowing what goes through their minds and how they are involved in decision-making since they are more knowledgeable about their work (Hassan & Jiang, 2021). This means that employees can consult a leader at any time, not only for support and guidance but also to facilitate job participation and career independence. Leaders tolerate individuals' opinions and failures by listening to them, rationally tolerating their mistakes, and providing encouragement and guidance to support individuals when they make mistakes (Jasim et al., 2020). The third one is availability. This dimension identifies the way that a person can reach his/her leader at work, openly discuss his ideas, and reveal the challenges that he encounters while working as an incentive for him to build distinguished relationships between the leader and the working individuals. Based on self-determination theory, working individuals share three core psychological needs: competence, independence, and relevance. Working people strive to meet these needs and care for the environment that meets these needs, and when the basic psychological need is met, people perform better (Zhao et al., 2020a).

On the contrary, the negative impact will prevent the employee from continuing his work. When individuals exist in a supportive setting, they may achieve their objectives effectively, independence, and connectivity needs, and their procrastination behaviour is reduced as an open and encouraging leadership style. Based on the foregoing, we can conclude that accessibility in inclusive leadership fosters an environment supportive of individual worker needs (Rodriguez, 2018).

Inclusive leaders decrease the gaps between managers and staff and recognize the uniqueness and contributions of every team member, whatever his or her organizational position (Hassan & Jiang, 2021).

Bao et al. (2022) indicate that employees were more invested in their jobs when led by inclusive leaders; they highlighted that by strengthening leaders' inclusive leadership qualities, firms can enhance the alignment between job requirements and employee professional skills and reap the benefits of increased employee work engagement. Engagement. Leaders should maintain the IL style by emphasizing accessibility, openness, and empowerment and creating opportunities for workers to discuss innovative ideas, express opinions, and be motivated to execute beneficial concepts (Qurrahtulain et al., 2022).

Psychological Capital

Psychological resources are capabilities that can be measured, improved, and accomplished appropriately in today’s work to improve performance. According to COR theory's conceptualization of resources and the movement for Positive Organizational Behaviour (POB).

The first of four elements of psychological capital is self-efficacy (confidence and faith in one's domain-specific talents). Beliefs are changeable and may be created through four main sources: active mastery, vicarious experience, verbal persuasion, and emotional engagement (Bandura, 1997).

The second dimension is hope (a feeling motivated and distinguished by action and pathways towards objective accomplishment). The hope process requires perseverance, motivation, and a proactive search for alternate paths. The third dimension is optimism is a general expectation of a positive outcome (Bannay et al., 2020).

The last dimension of resilience is the capacity to maintain and mend encounters, disagreements, failures, or circumstances that need an increase in commitment (Shakil et al., 2021).

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Scholars have examined psychological capital in a number of domains, such as management conduct. (Miao et al., 2021) and attitudes (Youssef and Luthans, 2013; Avey et al., 2022). Previous studies have examined the use of psychological capital in project management (Harms et al., 2017), banking (Khalid et al., 2020; Santos and Ponchio, 2021), and intellectual capital (Asare et al., 2023).

Adaptive Performance

Several research has identified three performance indicators: task, contextual, and counterproductive (Rotundo & Sackett, 2002).

Task performance refers to activities that are expressly defined in description of a job while contextual performance refers to activities that shape the culture of an organisation.(Northouse, 2022).

Scholars have added the concept of adaptive performance to the literature on an individual's performance. As, Allworth and Hesketh (1999) defined adaptive performance as actions that demonstrate the ability to deal with change and transfer knowledge from one task to another when the job needs change. Furthermore, Han and Williams (2008) define adaptive performance in organizations as a subset of work performance distinct from task performance and citizenship conduct. This concept supports the premise that people's capacity to adapt to workplace changes is indicated by how successfully they handle those adjustments.

Leadership appears to be one of the motivators of adaptive performance, and this is found in the literature. For example, paradoxical leadership (N. Li & Ding, 2022) and task-oriented leadership (Adams & Webster, 2022), shared leadership (Rousseau & Aubé, 2020), transactional leadership (Hoandră, 2017), servant leadership (Kaltiainen & Hakanen, 2022b; Kaya & Karatepe, 2020), self-leadership (Marques-Quinteiro et al., 2019), innovative leadership and creative leadership (Riza et al., 2020), and empowering leadership (Xu & Zhang, 2022).

METHODOLOGY

Research Hypotheses

The research hypothesis' descriptions and codes are shown in Table 0 1

Table 1
DESCRIPTIONS AND CODES FOR RESEARCH HYPOTHESES

Code	Description	Path
Causal Effect Hypotheses		
$H1^{+}$	Inclusive Leadership (IL) has a positive effect on Psychological Capital (PC)	ILà **Psy-Cap**
$H2^{+}$	Inclusive Leadership (IL) has a positive effect on Adaptive Performance (AP)	ILàAP
$H3^{+}$	Psychological Capital (**Psy-Cap**) has a positive effect on Adaptive Performance (AP)	**Psy-Cap** àAP
Mediation Effect Hypotheses of Psychological Capital (Psy-Cap)		
$H4^{+}$	Psychological Capital (**Psy-Cap**) mediates the relationship between (IL) and (AP)	ILà **Psy-Cap** àAP

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Theoretical Framework

This study constructed a theoretical framework to set the research hypotheses presented in Table 1. Figure 1 depicts the proposed causal and mediating impacts in the theoretical framework.

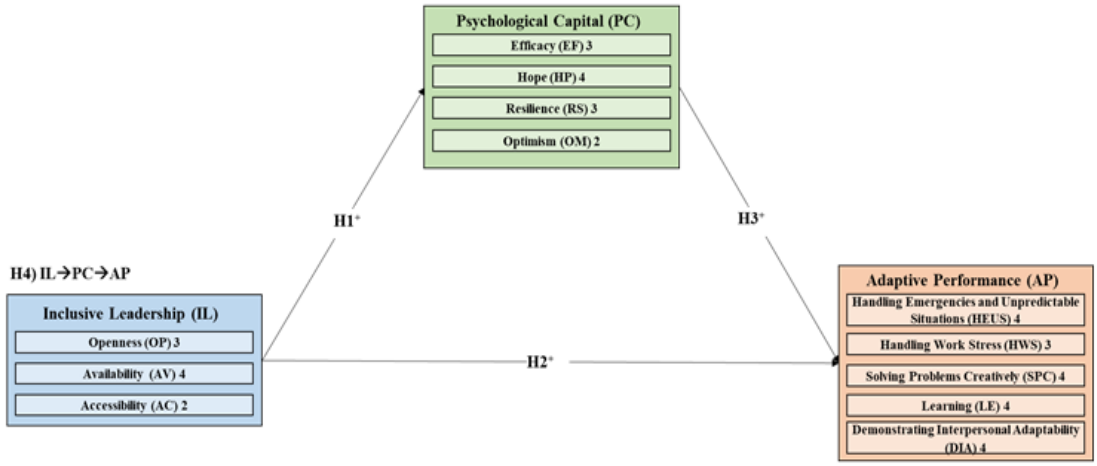

FIGURE 1
RESEARCH HYPOTHESES IN THEORETICAL FRAMEWORK

Study Population

The study's population includes all faculty members (assistant lecturers, lecturers, assistant professors, associate professors, and full professors) working at Jordan's ten public higher education institutions The study's population consists of 7,429 academics and staff from public universities.

Sample Size

In every statistical investigation, sample size is critical. This inquiry makes use of a clustering method. Because of the size of the target population, the sample size is utilized in this research. Additionally, proportionate random sampling is used in this investigation. Determining the number of academics in the study's sample is the aim. 222 professors from ten Jordanian public universities made up the study sample.

Research Instrument

The responder in this study is based on a 5-point Likert scale, which is well known. Inclusive leadership has three dimensions: openness, availability, and accessibility. This study used the Carmeli et al. (2010) scale. Psychological capital is assessed using twelve measures taken by Luthans et al. (2007) (self-efficacy, hope, optimism, and resilience). The work adaptability inventory, which is based on the Charbonnier-Voirin & Roussel (2012) scale, has nineteen questions that assess adaptive performance.

Construct Measures

Existing instruments served as the foundation for the primary build measurements. The research latent constructs' measuring items are summarized in Table 2

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Table 2
LIST OF CONSTRUCTS AND MEASUREMENT ITEMS

Role	2nd Order Construct	1st Order Construct	Items' Number	Measurement Scale
IV	Inclusive Leadership (IL)	Openness (OP)	3	5-Point Likert Scale [a]
		Availability (AV)	4	
		Accessibility (AC)	2	
DV	Adaptive Performance (AP)	Handling Emergencies and Unpredictable	4	5-Point Likert Scale [a]
		Handling Work Stress (HWS)	3	
		Solving Problems Creatively (SPC)	4	
		Learning (LE)	4	
		Demonstrating Interpersonal Adaptability (DIA)	4	
MEV	Psychological Capital (Psy-Cap)	Efficacy (EF)	3	5-Point Likert Scale [a]
		Hope (HP)	4	
		Resilience (RS)	3	
		Optimism (OM)	2	
	Single Item Variable			
	Age		1	5-Ordinal Groups [b]
	Gender		1	2-Nominal Groups [c]
	Educational Level		1	2-Nominal Groups [d]
	Academic Rank		1	6-Ordinal Groups [e]
	Work Experience		1	6-Ordinal Groups [f]
	Marital Status		1	4-Nominal Groups [g]

N = 222; IV = independent variable; DV = dependent variable; MEV = mediating variable
[a]: 1 = Totally Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Totally Agree
[b]: 1 = below 30, 2 =30-39, 3 = 40-49, 4 = 50-59, 5 = 60 or above
[c]: 1 = male, 2 = female
[d]: 1 = Bachelor Degree, 2 = Master's Degree, 3 = PhD Degree
[e]: 1 = Lecturer, 2 = Senior lecturer, 3 = Assistant Professor, 4 = Associate Professor, 5= Professor
[f]: 1 = below 5, 2 = 5-10 years, 3 = 11-15 years, 4 = 16-20 years, 5 = 21-25 years, 6 = more than 25 years
[g]: 1 = Married, 2 = Divorced, 3 = Separated, 4 = Widowed, 5 = Single

FINDINGS AND DISCUSSION

This section summarizes the empirical data and analyses the analysis performed to evaluate the study's hypotheses, using SMART-PLS 4.0 and SPSS 26 software.

Cross Loadings

Figure 2 displays the measurement model for all associated items and latent components with standardized factor loadings

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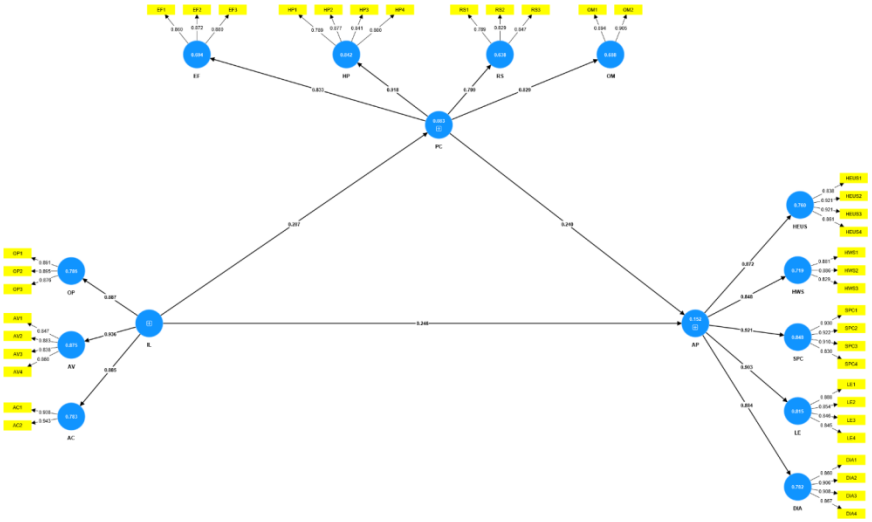

FIGURE 2
MEASUREMENT MODEL WITH STANDARDIZED FACTOR LOADINGS

Examining Causal Effect Hypotheses

The structural model was used to study both causal and mediating effects. Figure 4.2 depicts a SmartPLS 4.0-PLS graph of the structural model used to investigate the causal effects of the recommended features.

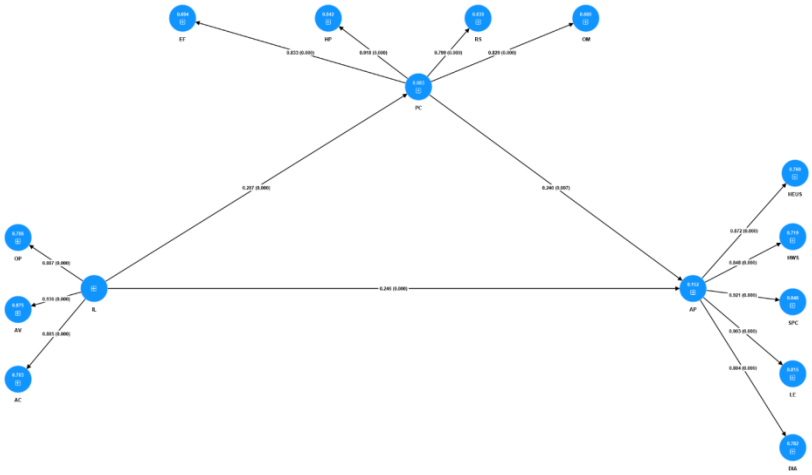

FIGURE 3
PLS GRAPH OF STRUCTURAL MODEL

The values of R^2 for Psychological Capital (Psy-Cap) and Adaptive Performance (AP) were 0.083 and 0.152, respectively, representing weak and moderate values, respectively, per suggestions by Cohen (1988). It means, for example, 15.2% of variations in Adaptive Performance (AP) are explained by its two predictors: Inclusive Leadership (IL) and Psychological Capital (Psy-Cap).

The values of Q^2 for Psychological Capital (**Psy-Cap**) and Adaptive Performance (AP) were 0.516 and 0.664, respectively, far more than zero, indicating the model's predictive value, as shown by Chin (2010). In conclusion, the model has an acceptable fit and strong predictive relevance.

As recommended by Wetzels, Odekerken-Schroder, and Oppen (2009), the model's goodness of fit measure (GOF) was 0.297, suggesting a high goodness of

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$$GOF = \sqrt{[\frac{1}{2}*(0.083+0.152)]*[\frac{1}{2}*(0.714+0.783)]} = 0.297$$

Since it is so near to the cutoff value of 0.08 (Hair et al., 2016), the present structural model's SRMR value with 95% CI is 0.071, demonstrating an acceptable fit.

Table 2
RESULTS OF EXAMINING CAUSAL EFFECT HYPOTHESES

Relationship	Path Coefficient (β)	Standard Deviation	t	p	95% LL-CI	95% UL-CI	f^2	VIF	Hypothesis Result
IL→PC	0.287***	0.058	4.959	0	0.168	0.397	0.09	1	H1+)
IL→AP	0.246***	0.058	4.219	0	0.126	0.354	0.065	1.09	H2+)
PC→AP	0.240**	0.09	2.678	0.007	0.072	0.427	0.062	1.09	H3+)

*p< 0.05, **p< 0.01, ***p< 0.001

The following section discusses the results of path analysis concerning the causal effect hypotheses:

H1+) Inclusive Leadership (IL) has a positive effect on Psychological Capital (Psy-Cap).

With a t-value of 4.959 and a p-value of 0.000, Table 4.1 shows that Inclusive Leadership (IL) predicts Psychological Capital (Psy-Cap). It indicates that there is a 0.000 per cent possibility of having an absolute t-value greater than 4.959. As a consequence, at the 0.001 level, the regression weight for Inclusive Leadership (IL) in the Psychological Capital (Psy-Cap) prediction is significantly different from zero. Furthermore, no intervals were straddling 0 in the bias-corrected 95% confidence intervals.

The standard path coefficient (0.287) shows that the connection is positive. The predicted Psychological Capital (Psy-Cap) increases by 0.287 standard deviations for every standard deviation increase in Inclusive Leadership (IL). Furthermore, Inclusive Leadership (IL) had a minimal influence on predicting Psychological Capital (Psy-Cap), with a f2 value of 0.090. Furthermore, the results showed that Inclusive Leadership (IL) had a VIF of 1.000 in predicting Psychological Capital (Psy-Cap), which was lower than the 3.3 criteria. As a result, the model may be regarded as free of collinearity, and single-source bias is not a significant concern in the data. With β = 0.287, 95% LL-CI = 0.168, 95% UL-CI = 0.393, t = 4.959, p < 0.001, f2 = 0.090, and VIF = 1000, the results support H1.

H2+) Inclusive Leadership (IL) has a positive effect on Adaptive Performance (AP)

In the expected result of Adaptive Performance (AP), there is no chance of getting a t-value of 4.219 in absolute value for Inclusive Leadership (IL). There are no intervals that span zero, and the regression weight deviates significantly from zero at the 0.001 level. The standard route coefficient (0.246) indicated a good link. The impact magnitude was low (f^2=0.065). There was no collinearity because the VIF was 1.090, below the 3.3 criterion. With β = 0.246, 95%LL-CI = 0.126, 95%UL-CI = 0.354, t = 4.219, p < 0.001, f2 = 0.065, and VIF = 1.090, the findings demonstrate that H2 is supported.

H3+) Psychological Capital (Psy-Cap) has a positive effect on Adaptive Performance (AP)

In the prediction of Adaptive Performance (AP), the likelihood of receiving a t-value as big as 2.678 in absolute value is 0.007 for Psychological Capital (PC). With no intervals straddling a zero, the regression weight is statistically different from zero at the 0.01 level .

The association was positive, as indicated by the standard path coefficient of 0.240. The effect magnitude was minimal, as indicated by the f^2 of 0.062. The VIF was 1.090, which was below the 3.3 threshold and showed no signs of collinearity. With β = 0.240, 95%LL-CI = 0.072, 95%UL-CI = 0.427, t = 2.678, p = 0.007,

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f2 = 0.062, and VIF = 1.090, these findings showed that H3 is supported .

The estimated coefficient parameters are then contrasted with the variables' postulated causal effects. The outcome and the path coefficients of investigating hypothesized causal impacts are revealed in Table 3

Table 3
RESULTS OF EXAMINING CAUSAL EFFECT HYPOTHESES

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ILàAP	0.246***	0.058	4.219	0	0.126	0.354	0.065	1.09	H2+)

(H1+) Inclusive Leadership (IL) has a positive effect on Psychological Capital (PsyCap)

The major purpose of the study was to investigate the relationship between psychological capital and inclusive leadership in Jordanian institutions. The study found a positive link between psychological capital and inclusive leadership; however, it is approaching statistical significance (β = 0.201, t = 2.848, p = 0.004). As a result, the findings provide strong empirical support for the link between psychological capital and inclusive leadership in higher education. In conclusion, we found that inclusive leadership properly predicts psychological capital in Jordanian universities.

More precisely, the authors of the Ain, Baig, and Afaq (2023) study found that inclusive leadership significantly and favourably affects the psychological capital of particular upper secondary schools in Azad Jammu & Kashmir. Furthermore, one of the main antecedents of psychological capital in South Chinese colleges was shown to be inclusive leadership (Dai & Fang, 2023). Zhou (2018) investigated the connections between psychological capital and inclusive leadership in a similar study. They discovered that workers in financial intermediation in southwest China have high levels of psychological capital and inclusive leadership. Furthermore, Fang, Chen, Wang, and Chen (2019) discovered that inclusive leadership boosts Zhejiang business employees' psychological capital. Furthermore, it was discovered that inclusive leadership considerably increased Umrani's psychological capital. Bachkirov, Nawaz, Ahmed, and Pahi (2025) investigate.

(H2+) Inclusive Leadership (IL) has a positive effect on Adaptive Performance (AP)

The association between inclusive leadership and adaptive performance in Jordan's public higher education institutions was investigated. To do this, the researcher developed Hypothesis H8, which states, "Inclusive leadership and adaptive performance are significantly correlated." The PLS-SEM bootstrapping study found a significant positive association between inclusive leadership and adaptive performance (β=0.303, t-value=3.857, p-values=0.000). It may be inferred that there is a positive correlation between the variables because this result is positive and significant at 1%. To put it simply, inclusive leadership has a favourable and significant relationship with adaptive performance in Jordanian public higher education institutions, which supported H8. This outcome is in line with other research that looked at inclusive leadership at Jordanian public higher education institutions (Al-Khateeb, Ayasrah, & Beirat, 2023; Shaqra, 2021). According to Qurrahtulain, Bashir, Hussain, Ahmed, & Nisar (2022), for example, inclusive leadership helps to accurately predict adaptive performance (Ain et al., 2023; Bataineh et al., 2022). Therefore, researchers may infer that inclusive leadership would assist Jordanian universities in succeeding and has a favourable link with adaptive performance.

By fostering an atmosphere that values candid communication, respect for one another, and cooperative problem-solving, inclusive leadership greatly improves faculty members' adaptive performance at Jordanian institutions. By actively encouraging faculty members to freely voice fresh viewpoints and ideas, inclusive leaders help them feel appreciated and included in the decision-making process.

Faculty members' enthusiasm for their jobs is increased by this encouraging environment, which also

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encourages them to adjust more easily to new situations and difficulties. Faculty members are more inclined to act outside of regular operating procedures when they believe their superiors are approachable and cooperative rather than domineering, which enhances their capacity for adaptation and productive work. A culture of adaptability and creativity is therefore encouraged by inclusive leadership, which eventually results in improved adaptive performance at Jordanian universities.

Mediation Effect Hypotheses

The SEM approach is preferred over regression techniques for examining mediation because it produces overall fit indices and allows for the modelling of both measurement and structural interactions (Garver and Mentzer, 1999) .

To determine the presence of mediation effects, the regression coefficients between IVs, M, and DVs were evaluated. After testing the mediation effect hypothesis, Table 4-3 displays the standardised effects of several routes.

*p< 0.05 , **p< 0.01, ***p< 0.001; IL = Inclusive Leadership; AP = Aadaptive Performance; PSY-CAP= Psychological Capital

Table 6
RESULTS OF EXAMINING MEDIATION EFFECT HYPOTHESES

Path: IVàMàDV	Path Coefficient (β)	Standard Deviation	T-value	P-value	Hypothesis Result
ILàPCàAP					
Total Effect of IL on AP without PSY-CAP(path a)	0.315***	0.059	5.341	0	
Direct Effect of IL on AP with PSY-CAP(path a')	0.246***	0.058	4.219	0	
Indirect Effect of IL on AP through PSY-CAP (path bc)	0.069*	0.032	2.183	0.029	H4) Supported / Partial Mediation
Effect of IL on PSY-CAP (path b)	0.287***	0.058	4.959	0	
Effect of PSY-CAP on AP (path c)	0.240**	0.09	2.678	0.007	

*p< 0.05 , **p< 0.01, ***p< 0.001; IL = Inclusive Leadership; AP = Aadaptive Performance; PSY-CAP= Psychological Capital

H4) Psychological Capital (Psy-Cap) mediates the relationship between Inclusive Leadership (IL) and the Adaptive Performance (AP)

According to the results, which are displayed in Table 4-3, Inclusive Leadership (IL) significantly improves Adaptive Performance (AP) both directly (path a': $\beta = 0.246$, $t = 4.219$, $p < 0.001$) and overall (path a: $\beta = 0.315$, $t = 5.341$, $p < 0.001$).

Inclusive Leadership (IL) had positive and substantial impacts on (Psy-Cap) (path b: $\beta = 0.287$, $t = 4.959$, $p < 0.001$) and (Psy-Cap) on Adaptive Performance (AP) (path c: $\beta = 0.240$, $t = 2.678$, $p = 0.007$).

These findings suggested that the link between (IL) and (AP) is partially mediated by (Psy-Cap). H4 was validated by the phenomena. Additionally, the results showed that (IL) significantly improved (AP) indirectly through (Psy-Cap); $\beta = 0.069$, $t = 2.183$, $p = 0.029$.

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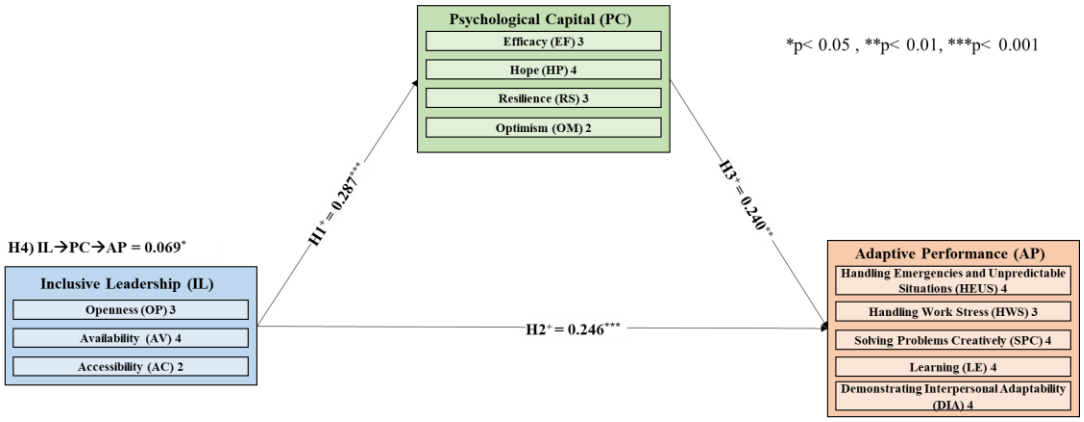

FIGURE 4
MODEL OF FINDING

CONCLUSION

As a result, a structural model was created to investigate one mediation effect hypothesis (H3) as well as three proposed causal effects (H1 and H2). This was accomplished by doing the path analysis and evaluating the dependability of the path coefficients for every suggested path using SMART-PLS 4.0.

The findings of the route analysis suggest that IL greatly enhances Psy-Cap and AP levels. The mediation research found that the effects of Inclusive Leadership (IL) on Adaptive Performance (AP) are partially mediated by Psychological Capital. H3 was therefore supported.

RECOMMENDATIONS

This study was conducted in public sector universities in Jordan. Therefore, future researchers could carry out a comparative study between universities in Jordan and other countries such as Palestine or Malaysia. This will allow future researchers to compare the performance of Jordanian universities in all aspects with universities in other countries that have better reputations, performance, and ranking in world university rankings. This will also provide an opportunity to validate the results of this study on a broader spectrum. Second, since the sampling unit in this study was faculty members, there is a possibility that faculty members may have overrated their responses. Therefore, future researchers could include other stakeholders, such as administrative managers in their studies to gain a more realistic view of the performance of Jordanian universities.

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