



Mediating role of inclusive leadership in innovative teaching behavior

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ABSTRACT

Purpose The prime purpose of current research is to investigate the mediating role of inclusive leadership between teaching policy, teaching resources, and innovative teaching behavior. **Design/methodology / approach** This research has collected data on a Likert scale questionnaire and the structural equation modeling technique is applied in data analysis. The population of this research are teachers in Peru. **Findings** The findings of this research highlighted that the mediating role of inclusive leadership is significant between teaching policy, teaching resources, and innovative teaching behavior. Furthermore, the research highlighted that the direct impact of teaching policy, teaching resources, and inclusive leadership are significant in innovative teaching behavior. **Research**

limitations/implications This research has theoretical implications as it has enhanced the model of innovative teaching with mediating role of inclusive leadership. Furthermore, the practical implications of this research can improve teaching behavior innovatively by adopting new policies for teaching and utilizing appropriate resources for it. **Originality/value** This research is designed on the original idea to improve the model of innovative teaching behavior with inclusive leadership to provide remarkable implications in the knowledge and practice.

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Introduction

In this era, critically learning students has become a challenge. Many teachers are trying their best to provide appropriate knowledge to their students to enhance their learning and understanding. Indeed, teachers are required to improve the learning behavior of the students in a critical way for their better output in the future (Scull et al., 2020). However, the traditional set and norms of learning are not appropriate for modern students because they have a different kind of backgrounds and working patterns. The role of learning is necessary and to be improved in a productive way when the teachers are motivated to improve the performance of their students in the best way (Agélli Genlott, Grönlund, & Viberg, 2019). The students are required to work according to the requirement of the teachers and their instruction should be followed for better output. The teachers in the modern world are more advanced and their learning techniques are appropriate according to the mental ability of the students (Regmi, 2022).

The students are required to have appropriate knowledge from the teachers because this shared knowledge can improve their performance in a better way (Parlar, Polatcan, & Cansoy, 2020). The teachers are expected to perform appropriately in a different setting. Many teachers are required to adopt innovative techniques in their teachings to influence the personality of their students. The students are satisfied with the teaching material in modern countries; however, the teaching method in backward countries is not appropriate to the standards of the students (Hargreaves & Fullan, 2020). The students can improve their learning when they get a new method of teaching their teachers. The student's relationship with the teachers can be improved with better facilities provided to the students (Pozo-Rico et al., 2020). Indeed, it is noted that the education system in Peru is still struggling due to different kinds of challenges. The drawbacks in the teaching methods are also a challenge for the students who are studying in different institutes in Peru (Oliveira, Barcelos, & Siqueira, 2022).

Many studies demonstrated different predictors of innovative teaching and the role of teaching in the learning of students. The study Kim et al. (2018) reported that the performance of the teachers should be according to the level of the students. Indeed, the study Lecat, Beausaert, and Raemdonck (2018) highlighted that teaching can be improved when the appropriate methodology would be adopted for the students. Furthermore, the study Ilomäki and Lakkala (2018) highlighted that teaching to students can be improved in a better way when reasonable resources are utilized for it. Furthermore, the study Putra et al. (2020) reported that teachers are required to have better resources and classroom material for teaching the students. Accordingly, the research Garzon Artacho et al. (2020) concluded that teachers are required to work in a better way to enhance their learning of new methodologies and provide a better way of working.

The prime purpose of current research is to investigate the mediating role of inclusive leadership between teaching policy, teaching resources, and innovative teaching behavior. This research is designed to provide remarkable implications in the literature (Abremski & Roben, 2021). This research has collected data on a Likert scale questionnaire and the

structural equation modeling technique is applied in data analysis. The findings of this research highlighted that the mediating role of inclusive leadership is significant between teaching policy, teaching resources, and innovative teaching behavior. Indeed, this research has theoretical implications as it has enhanced the model of innovative teaching with mediating role of inclusive leadership. Furthermore, the practical implications of this research can improve teaching behavior innovatively by adopting new policies for teaching and utilizing appropriate resources for it. Accordingly, the future directions provided by this research may help scholars to improve their models of teaching and learning performance.

Review of Literature

The research [Singh and Sarkar \(2019\)](#) highlighted that the policies of any department have an impact on working behavior. The policies are designed to improve the performance of the employees. The modern-day is demanding to develop policies according to the modern requirement for teaching institutes. Accordingly, the study [Scherer et al. \(2021\)](#) reported that the less innovative policies are less productive for the employees, and they develop no interest in working with them. The innovation of the new policies and fair implementation in the education sector can increase the output from the education sector. Furthermore, [Klaeijnsen, Vermeulen, and Martens \(2018\)](#) asserted that teaching is a continuous process that requires changes over time. The changing in the teaching institutes can be developed in a better way to improve the performance of the leadership. The research [Waruwu et al. \(2020\)](#) asserted that policy development is necessary to improve the performance of instructors. Modern countries are working on different kinds of critical policies at the same time to enhance the educational sector input in the performance of the students ([Gnangnon, 2021](#)). The learning of the students is based on the educational policy, and it should be improved moderately. Reasonable actions are required to be taken over time for better results and appropriate performance. Meanwhile, the study [Kistyanto et al. \(2022\)](#) concluded that learning performance is key to social advancement that can be improved with the new policies in the educational institutes. Indeed, the educational policy is time taking and past data is required to develop it. However, when the policies would be implemented in the best way the consequences would be to improve the performance of the teachers. In addition, the [Lai, Hsiao, and Hsieh \(2018\)](#) asserted that the teaching policy should be developed by following the implemented policies in the modern world for enhancement of the teachers working in the educational sector.

H₁: *Teaching policy has a positive impact on inclusive leadership.*

H₂: *Teaching policy has a positive impact on innovative teaching behavior.*

The study [Kim et al. \(2018\)](#) demonstrated that the resources available for the teachers are significant for their teaching method. Indeed, the relationship between the resources with the performance of teachers in class is highlighted by different studies. Moreover, the availability of the necessary learning material helps the teachers to provide all resources to the students to enhance their performance. Furthermore, the study [Nikou and Economides](#)

(2019) concluded that the performance of the teachers and their methods would be failed when they would have no access to the learning performance. Accordingly, the students are demanding technical assistance in their learning from their teachers, but the limited availability of the resources is a hurdle in the way of innovative performance of the teachers. The teachers are required to be innovative and their teaching attitude toward the student should be acceptable, highlighted by Guillén-Gámez and Mayorga-Fernández (2020). In addition, the modern world is providing all the necessary resources to students to enhance their learning performance, but the educational sector of developing countries is limited in providing the resources. Digitalization has changed the traditional teaching method and modern techniques are required to improve the performance of teachers. Moreover, the research Pozo-Rico et al. (2020) concluded that the performance of the teachers can be improved better way when reasonable resources would be available by their institutes to design their learning methodologies. The learning methodologies of the teachers matter a lot in their performance, but the availability of the appropriate resources is supported by these methods. The teaching can become negative way when the resources available to the teachers are not appropriate for their product performance. Likewise, the research Androutsos and Brinia (2019) asserted that the limitation of resources to the teachers is restricting the teachers to improve their performance in a better way.

H₃: *Teaching resources have a positive impact on inclusive leadership.*

H₄: *Teaching resources have a positive impact on innovative teaching behavior.*

The research De Jong, Meirink, and Admiraal (2019) highlighted that the role of leadership in any sector is critical. Indeed, leadership in the educational sector matters a lot in improving the performance of the institute. The leadership is motivated to fulfill the goals and the tasks assigned by the board. However, the teachers are the key stakeholders that can fulfill the tasks of the leadership. In accordance, the study Kidd and Murray (2020) reported that the less productive attitude of the management can become a hurdle for the performance of the teachers. No doubt, the management is fully responsible to arrange all kinds of resources for the teachers for their teaching assistants. In the era of digitalization, the school management is also required to adopt new technology and provide all kinds of technical assistance to teachers. Furthermore, the study Suparno et al. (2023) demonstrated that the positive behavior of the management influences the performance of the teachers because a sense of understanding is developed. However, the less productive coordination between the management and the instructors can become a challenge for the performance of the learners. The positive relationship between the management and the teachers can be a way forward to enhance the learning of the students. Likewise, the research Androutsos and Brinia (2019) asserted that the teachers are required to be motivated by the administration of the schools for adopting the new methods for the appropriate performance of the learners. The less attention paid to the available resources can decrease the performance of the teachers, and the students working is also influenced negatively. The study Pozo-Rico et al. (2020) contributed that the availability of the necessary resources can enhance the performance of the teachers with integrating attitude of the teachers. The teachers are required to have a positive attitude towards the learning of the students, and new methodologies and practices

should be adopted for it. Meanwhile, the research [Hargreaves and Fullan \(2020\)](#) concluded that the input of the teachers in innovative ways can provide a reliable working attitude to the students for their learning performance. The teachers who have critical working methods are more innovatively working to enhance the performance of their students. The leadership of the institutes is required to provide all the resources and instruments to the teachers that would be helpful for their product performance. Yet, the study [Parlar et al. \(2020\)](#) also asserted that innovative methods are critical at every level of teaching to standardize the students to meet the modern requirement of learning.

H5: *Inclusive leadership has an impact on innovative teaching behavior.*

H6: *Inclusive leadership mediates the relationship between teaching policy and innovative teaching behavior.*

H7: *Inclusive leadership mediates the relationship between teaching resources and innovative teaching behavior.*

The model of this research is reported in Figure 1.

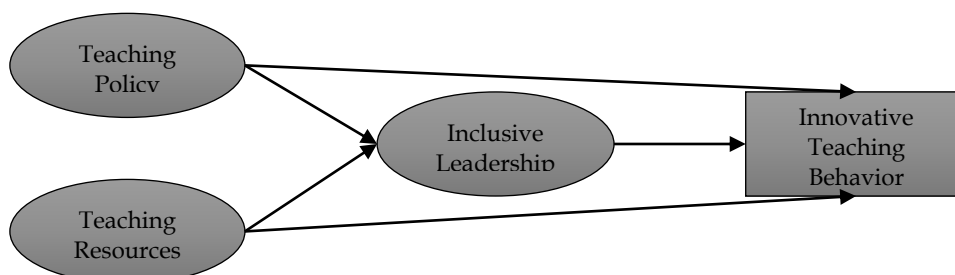


Figure 1. *Conceptual Framework*

Methodology

This research has collective “quantitative data” for findings and supporting the hypotheses. The “population” of this research is the teachers of different educational institutes in Peru. The “population” of this research is large, and the researchers have collected a “sample of 384” respondents to provide support to the hypotheses. This research has developed a “Likert scale questionnaire” and the data is collected from different teachers in Peru with a “random sampling technique”. The data collection is done by adapting the “measurement scale” from the existing studies in the literature. These studies are critically reviewed and the context of the research is identified before the collection of data. Furthermore, the items are considered for the “validity and reliability”, and the factor of “Cronbach’s alpha is considered to check it. Furthermore, the items for teaching policy are adapted from the study [Dymont et al. \(2014\)](#) and “Cronbach’s alpha > 0.81” is reported for validity. Accordingly, the items for teaching resources are adapted from the study [Ivanov, Ivanova, and Saltan \(2018\)](#) and “Cronbach’s alpha > 0.89” is reported. Likewise, the items for inclusive leadership are adapted from the study [López-López, León Guerrero, and Crisol-Moya \(2021\)](#) and “Cronbach’s alpha > 0.79” is reported. Finally, the items for innovative teaching behavior are adapted from the study [Chou et al.](#)

(2019) and “Cronbach’s alpha > 0.86” is reported. In this way, the data is collected on a valid “measurement scale” questionnaire. The “Smart PLS 3.0” is utilized in this research for “data analysis and empirical evidence.”

Findings and Analysis

The “normality of data” is necessary for the appropriate results of the research. The “skewness and kurtosis” values are checked for the data normality. Bai and Ng (2005) asserted, “skewness is a measure of symmetry, or more precisely, the lack of symmetry, and kurtosis is a measure of whether the data are heavy-tailed or light-tailed relative to a normal distribution.” Likewise, Mardia (1974) asserted, “a general guideline for skewness is that if the number is greater than +1 or lower than -1, this is an indication of a substantially skewed distribution, and for kurtosis, the general guideline is that if the number is greater than +1, the distribution is too peaked.” The output data of this research is normal (see Table 1).

Table 1

Skewness and Kurtosis

	Mean	Standard Deviation	Excess Kurtosis	Skewness
TP1	3.267	1.500	-0.424	0.086
TP2	3.267	1.761	-0.546	0.419
TP3	3.511	1.879	-0.803	0.308
TP4	3.511	1.893	-0.784	0.380
TP5	3.542	1.710	-0.443	0.306
TP6	3.511	1.777	-0.663	0.219
TP7	3.507	1.826	-0.895	0.124
TR1	3.689	1.848	-0.763	0.187
TR2	3.729	1.838	-0.731	0.288
TR3	3.671	1.923	-0.766	0.354
TR4	3.564	1.880	-0.712	0.380
TR5	3.591	1.853	-0.625	0.364
TR6	3.631	1.831	-0.680	0.307
IL1	3.493	1.777	-0.487	0.425
IL2	3.547	1.885	-0.887	0.187
IL3	3.489	1.804	-0.623	0.302
IL4	3.667	1.741	-0.566	0.252
IL5	3.058	1.488	-0.124	0.601
ITB1	3.191	1.501	0.444	0.862
ITB2	3.236	1.434	0.847	0.937
ITB3	3.164	1.453	0.441	0.752
ITB4	3.142	1.369	0.607	0.683
ITB5	3.222	1.501	0.303	0.688
ITB6	3.138	1.462	0.536	0.825
ITB7	3.022	1.431	-0.256	0.419

Furthermore, the “factor loadings” is investigated for the “validity” of scale items. Peterson

(2000) asserted, “factor loading shows how well an item represents the underlying construct and it must be over 0.70.” The findings of this study reveal the research items got appropriate factor loadings. The results highlighted in Figure 2 and Table 2 show accepted “validity”.

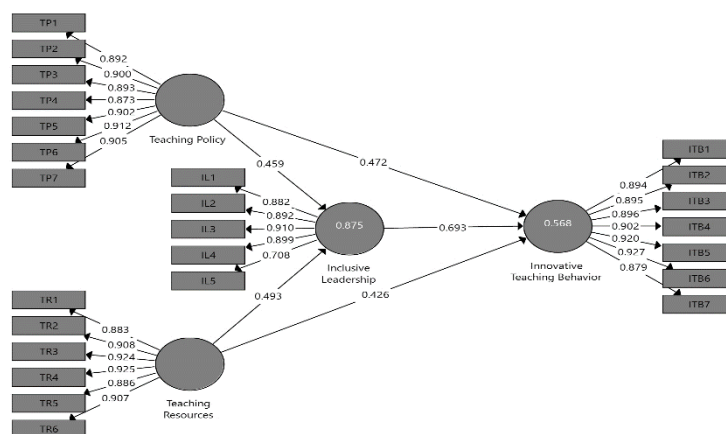


Figure 2. Measurement Model

Table 2

Factor Loading

	Inclusive Leadership	Innovative Teaching Behavior	Teaching Policy	Teaching Resources
IL1	0.882			
IL2	0.892			
IL3	0.910			
IL4	0.899			
IL5	0.708			
ITB1		0.894		
ITB2		0.895		
ITB3		0.896		
ITB4		0.902		
ITB5		0.920		
ITB6		0.927		
ITB7		0.879		
TP1			0.892	
TP2			0.900	
TP3			0.893	
TP4			0.873	
TP5			0.902	
TP6			0.912	
TP7			0.905	
TR1				0.883
TR2				0.908

TR3	0.924
TR4	0.925
TR5	0.886
TR6	0.907

“Cronbach’s alpha (α)”, “composite reliability (CR)”, “and average variance extracted (AVE)” values are investigated for “validity and reliability” reported in Table 3. [Taber \(2018\)](#) asserted, “Cronbach’s alpha ($\alpha > 0.70$) is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability.” [Moonen-van Loon et al. \(2013\)](#) also asserted, “composite reliability (CR > 0.70) is a measure of internal consistency in scale items, much like Cronbach's alpha.” [Alarcón, Sánchez, and De Olavide \(2015\)](#) meanwhile asserted, “average variance extracted (AVE > 0.50) is a measure of the amount of variance that is captured by a construct with the amount of variance due to measurement error.” The data is reliable and normal to the findings.

Table 3

Reliability and Validity

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Inclusive Leadership	0.911	0.935	0.742
Innovative Teaching Behavior	0.962	0.968	0.814
Teaching Policy	0.959	0.966	0.804
Teaching Resources	0.956	0.965	0.820

[Alarcón et al. \(2015\)](#) demonstrated, “discriminant validity tests whether concepts or measurements that are not supposed to be related are unrelated.” [Li et al. \(2020\)](#) asserted, “cross-loading is to establish discriminant validity at the item level means there is a high correlation between items of the same construct and a very weak correlation between items of a different construct.” Accordingly, [Alarcón et al. \(2015\)](#) asserted, “Heteritrait-Monotrait (HTMT) is a measure of similarity between latent variables.” [Roemer, Schubert, and Henseler \(2021\)](#) explained, “the threshold of HTMT is arguable, most of the publications recommend value should be below 0.90.” The “HTMT” findings are available in Table 4 and “cross-loading” findings are available in Table 5 that claim the “normality of data”.

Table 4

HTMT

	Inclusive Leadership	Innovative Teaching Behavior	Teaching Policy	Teaching Resources
Inclusive Leadership				

Innovative Teaching Behavior	0.788		
Teaching Policy	0.781	0.740	
Teaching Resources	0.685	0.678	0.697

Table 5

Cross Loadings

	Inclusive Leadership	Innovative Teaching Behavior	Teaching Policy	Teaching Resources
IL1	0.882	0.534	0.816	0.857
IL2	0.892	0.601	0.868	0.871
IL3	0.910	0.604	0.832	0.832
IL4	0.899	0.602	0.812	0.812
IL5	0.708	0.695	0.607	0.571
ITB1	0.685	0.894	0.654	0.599
ITB2	0.631	0.895	0.607	0.560
ITB3	0.655	0.896	0.627	0.567
ITB4	0.672	0.902	0.653	0.618
ITB5	0.654	0.920	0.642	0.590
ITB6	0.676	0.927	0.681	0.611
ITB7	0.662	0.879	0.630	0.560
TP1	0.827	0.697	0.892	0.832
TP2	0.812	0.595	0.900	0.829
TP3	0.814	0.597	0.893	0.840
TP4	0.816	0.658	0.873	0.850
TP5	0.849	0.655	0.902	0.827
TP6	0.813	0.644	0.912	0.840
TP7	0.829	0.621	0.905	0.817
TR1	0.826	0.575	0.853	0.883
TR2	0.860	0.610	0.848	0.908
TR3	0.861	0.588	0.874	0.924
TR4	0.835	0.613	0.849	0.925
TR5	0.796	0.597	0.810	0.886
TR6	0.820	0.552	0.816	0.907

The empirical evidence for the hypotheses is reported with the “structural equation model” results reported in Table 6 and Figure 3. The research investigated that inclusive leadership is influenced positively by teaching policy. Furthermore, innovative teaching behavior is influenced positively by teaching policy. Thirdly, the results show that inclusive leadership is influenced positively by teaching resources. In addition, the results

show that innovative teaching behavior is influenced positively by teaching resources. Moreover, the outcomes show that innovative teaching behavior is influenced positively by inclusive leadership.

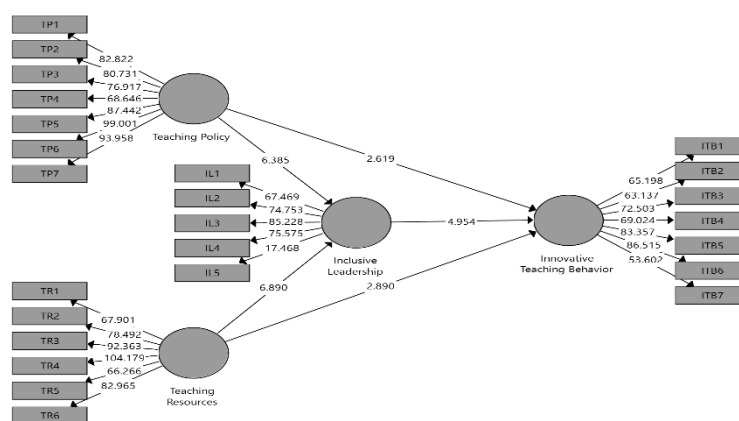


Figure 3. Structural Model

Table 6

Direct Effects

	Original Sample	Standard	T	P	
	Sample Mean	Deviation	Statistics	Values	
Teaching Policy -> Inclusive Leadership	0.459	0.461	0.072	6.385	0.000
Teaching Policy -> Innovative Teaching Behavior	0.472	0.468	0.18	2.619	0.009
Teaching Resources -> Inclusive Leadership	0.493	0.493	0.072	6.890	0.000
Teaching Resources -> Innovative Teaching Behavior	0.426	0.424	0.147	2.890	0.004
Inclusive Leadership -> Innovative Teaching Behavior	0.693	0.695	0.14	4.954	0.000

"Threshold $p < 0.50$ "

Similarly, the empirical evidence for the mediating paths is also taken finally by this research (see Table 7). In this way, the results show that inclusive leadership mediates the relationship between teaching policy and innovative teaching behavior. Finally, the outcomes report that inclusive leadership mediates the relationship between teaching resources and innovative teaching behavior.

Table 7

Indirect Effects

	Original Sample	Standard	T	P
	Sample Mean	Deviation	Statistics	Values

Teaching Policy -> Inclusive Leadership -> Innovative Teaching Behavior	0.318	0.320	0.080	3.995	0.000
Teaching Resources -> Inclusive Leadership -> Innovative Teaching Behavior	0.342	0.343	0.088	3.881	0.000

“Threshold $p < 0.50$ ”

Discussion and Conclusion

Accordingly, the research objective is significantly achieved and the hypotheses tested in this research have empirical evidence. Firstly, the results show that inclusive leadership is influenced positively by teaching policy. The outcomes of this hypothesis (H1) are tested with compare to the existing studies. [Klaeijssen et al. \(2018\)](#) made clear that working behavior is impacted by departmental policies. The goals of the policies are to raise staff productivity. The modern era requires that policies be developed in line with current standards for educational institutions. Similarly, the study by [Waruwu et al. \(2020\)](#) found that employees are less productive under less inventive policies, and they lose interest in using them. The production from the education industry can be increased by the development of new policies and their equitable application. [Putra et al. \(2020\)](#) further argued that teaching is a continual process that calls for adjustments throughout time. It is possible to enhance the teaching institutions with a better approach to boost leadership performance. Therefore, the findings demonstrated that the results are significantly accepted.

Secondly, the results show that innovative teaching behavior is influenced positively by teaching policy. The findings of this hypothesis (H2) are tested with compare to the existing studies. According to the research of [Ilomäki and Lakkala \(2018\)](#), policy development is required to enhance the performance of the instructors. Modern nations are simultaneously working on a variety of essential policies to improve the contribution of the educational sector to student performance. The educational policy serves as the foundation for student learning, which should be improved equitably. For better outcomes and suitable performance, reasonable measures must be taken over time. According to the study [Garzon Artacho et al. \(2020\)](#), new educational institute policies can enhance student learning performance, which is essential for social growth. The development of an educational policy takes time, and historical data is necessary. However, when the policies are executed properly, the results will be an increase in the instructors' productivity. Additionally, the [Scull et al. \(2020\)](#) argued that to improve the effectiveness of teachers' work in the educational sector, teaching policies should be devised by observing those already in place in the modern world. Consequently, the findings demonstrated that the results are significantly accepted.

Furthermore, the results show that inclusive leadership is influenced positively by teaching resources. The outcomes of this hypothesis (H3) are tested with compare to the previous studies. According to the study [Agélii Genlott et al. \(2019\)](#), instructors' access to materials has a big impact on how they educate. Different studies have shown that there is a connection between the resources and the effectiveness of the teachers in the classroom. Additionally, having access to the required learning materials enables teachers to give

pupils all the tools they need to improve their performance. [Agéllii Genlott et al. \(2019\)](#) also concluded that if teachers were denied access to student performance data, both their performance and their methods would suffer. As a result, the students are asking their teachers for technical support in their learning, but the restricted resources are a barrier to the teachers' inventive performance. [Parlar et al. \(2020\)](#) emphasized that teachers must be creative and that their teaching stance toward the students must be acceptable. Additionally, children in the modern world have access to all the materials they need to improve their academic performance, but the educational system in underdeveloped nations is restricted from offering these tools. Thus, the findings demonstrated that the results are significantly accepted.

Fourthly, the results show that innovative teaching behavior is influenced positively by teaching resources. The results of this hypothesis (H4) are tested with compare to the existing studies. Traditional teaching methods have altered as a result of digitization, and modern tactics are needed to boost teachers' effectiveness. Additionally, the study by [Scherer et al. \(2021\)](#) found that when institutions have adequate resources to create their teaching methods, instructors' performance may be increased more effectively. Teachers' teaching strategies have a big impact on how well they perform, but these strategies are only effective if the right resources are available. When instructors do not have the resources, they need to accomplish their jobs effectively, teaching can take a negative turn. Similarly, the study by [Hargreaves and Fullan \(2020\)](#) claimed that the lack of resources for instructors is preventing them from enhancing their performance. Therefore, the findings demonstrated that the results are significantly accepted

Similarly, the outcomes show that innovative teaching behavior is influenced positively by inclusive leadership. The findings of this hypothesis (H5) are tested with compare to the existing studies. The study by [Guillén-Gámez and Mayorga-Fernández \(2020\)](#) showed how important leadership is in every industry. Indeed, enhancing the performance of the institute depends greatly on leadership in the educational sector. The board has given the leadership certain objectives and duties to complete. Nevertheless, the important participants who can carry out the leadership's duties are the teachers. According to the study by [Lai et al. \(2018\)](#), the management's underproductive attitude may be a barrier to the effectiveness of the teachers. Without a doubt, the administration is entirely accountable for organizing every type of material for the teachers to use in their instruction. In the time of digitization, the school administration must also adopt new technology and offer all forms of technical support to the instructors. Hence, the findings demonstrated that the results are significantly accepted.

Importantly, the results show that inclusive leadership mediates the relationship between teaching policy and innovative teaching behavior. The outcomes of this hypothesis (H6) are tested with compare to the existing studies. [Nikou and Economides \(2019\)](#) also showed that instructors' performance is influenced by the management's effective behavior because a sense of understanding is created. The learners' performance, however, may be hampered by the less effective coordination between the management and the teachers. A good working relationship between the administration and the teachers

can be a step in the right direction for improving the students' learning. The research by [Kistyanto et al. \(2022\)](#) also claimed that for instructors to embrace new techniques for the proper performance of the students, the school administration must motivate them for it. Less consideration given to the existing funds might have a detrimental impact on both the working students and the performance of the teachers. The study by [Kim et al. \(2018\)](#) added to the idea that having the required tools on hand can improve teachers' effectiveness when combined with a collaborative approach. Indeed, this relationship is new in the literature but, the findings demonstrated that the results are significantly accepted.

Outstandingly, the outcomes report that inclusive leadership mediates the relationship between teaching resources and innovative teaching behavior. The outcomes of this hypothesis (H7) are tested with compare to the existing studies. New approaches and practices should be introduced for student learning, and teachers must have a favorable attitude toward them. In the meantime, the study by [Singh and Sarkar \(2019\)](#) found that teachers' contributions to creative methods can give pupils a dependable working attitude for their academic achievement. Instructors that use critical working approaches are more creative in their efforts to improve their pupils' performance. The management of the colleges must give the teachers all the materials and equipment necessary for their effective performance. However, [Lecat et al. \(2018\)](#) also argued that using cutting-edge teaching techniques is essential for improving students' learning to fulfill contemporary demands. Undeniably, this relationship is new in the literature but, the findings demonstrated that the results are significantly accepted.

Theoretical and Practical Implications

This research has theoretical implications as it has enhanced the model of innovative teaching with mediating role of inclusive leadership. The research reported in the literature that inclusive leadership is influenced by the teaching policy developed by the institute's board of directors. The nature of this relationship is new in the literature on inclusive leadership. Furthermore, the study also contributed to the knowledge that the teaching resources are significantly and positively influencing inclusive leadership, and this relationship is innovatively developed in the body of knowledge. Accordingly, the study reported the knowledge that the teaching policy is a significant influencer for innovative teaching behavior that was not reported by the research works that existed in the literature. Furthermore, the research also highlighted that the teaching resources are significantly influencing innovative teaching behavior. These two new relationships are added to the body of knowledge. Accordingly, the one significant contribution of this research is it reported that inclusive leadership is positively influencing innovative teaching behavior. Likewise, this research has enhanced the knowledge of the mediating role of inclusive leadership between teaching policy and innovative teaching behavior. Finally, the mediating influence of inclusive leadership between innovative teaching behavior and teaching resources is also a contribution of this research. In this way, the significant and positive relationship developed by this research is new in the knowledge of teaching behavior.

Accordingly, this research has remarkable practical implications that are necessary to

be considered in an innovative way for the teachers and educational institutes in Peru and the rest of the world. The research asserted that teachers are required to be motivated by the teaching policies developed by the management of the institutes. These policies should be realistic and applicable to improve the productive performance of the teachers. Furthermore, the study asserted that teachers are required to have all the resources that could be utilized in the innovative way of teaching. In this way, the teachers are recommended to work on their abilities and learn new skills to apply modern resources in their learning. Accordingly, the study asserted that the leadership of the schools including the principals and deans is required to be supportive leadership for improving the performance of the students. Indeed, the leadership is providing direction to the employees, and the school leaders are required to motivate the teachers to their product performance and better results. In addition, the relationship between the school leaders and teachers in Peru should be fair to improve the learning of the students in a better way. Indeed, these implications are not limited to the schools in Peru, but the generalization of these findings can improve the teachers' innovative behavior across the world.

Future Directions

This study's outcomes highlighted that the mediating role of inclusive leadership is significant between teaching policy, teaching resources, and innovative teaching behavior. Additionally, the research highlighted that the direct impact of teaching policy, teaching resources, and inclusive leadership are significant in innovative teaching behavior. No doubt, this research has theoretical implications as it has enhanced the model of innovative teaching with mediating role of inclusive leadership. However, the future directions provided by this research may help scholars to improve their models of teaching and learning performance. The research asserted that the scholars may be advised to determine the moderating role of highlighter education policy between the teaching policy and the innovative behavior of the teachers. Furthermore, scholars are advised to investigate the moderating role of digital transformation between teaching resources and the innovative behavior of teachers. Accordingly, the mediating impact of appraisal performance is also required to be determined between inclusive leadership and innovative behavior of the teachers in the studies in future. Importantly, these directions are recommended based on the literature review to improve the knowledge related to the innovative behavior of the teachers.

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