

Effect of Responsible Leadership on Green Behaviour of University Teachers: Role of Psychological Capital as a Mediator

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ABSTRACT

Aim of the Study: The present article aim was to examine effect of responsible leadership on green behaviour of university teachers in Pakistani context and used psychological capital as a mediating variable to create a study model.

Methodology: Questionnaires were distributed among 563 university teachers applying simple random sampling as per (Mugenda & Mugenda, 2003). Statistics were together via survey by Google form, personal visits and whatsapp group. SPSS version 27 utilized for analyzing data, Process v5.0 applied for testing the mediating relations and regression study was conceded for checking the effect.

Findings: Findings and results revealed that responsible leadership has a optimistic and significant influence on the on green behaviour of university teachers. It has also revealed positive effect on psychological capital. Moreover, psychological capital showed optimistic result on university teachers green behaviour, while taking a mediator role among Responsible Leadership and Green Behaviour of university teachers. The present research article augments and enhances the literature on green behaviour of university teachers and also bridge gap in previously done research.

Conclusion: The conclusion is that, this research article conclusion enables the administrators and stakeholders' to thoroughly comprehend university teachers green behaviour and avails teachers with theoretic help to stimulating psychological capital and refining green behaviour of university teachers.

Keywords: Responsible Leaders, Green Behaviour, University Teachers, Psychological Capital, Mediator.

1. INTRODUCTION

Swift growth of industrialised evolution has made productivity much higher, but at the same time, has created severe environmental problems. The environment has become worse off, biodiversity has been reduced significantly and occurrence of natural disasters has also increased. These processes have made society more aware and concerned about issues in the environment (Inauen et al., 2021) and impacted the

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welfare of humans and their health in a negative way (Evans, 2019). Due to the growing worries regarding the long-term negative outcomes of global warming and environmental deterioration (Aguinis & Glavas, 2012), in the last several decades, organizations have become more active and more comprehensive in their endeavours to manage the environment (Wolff et al., 2018). Existing researches divulge that role of the green behaviour of personnel in making the atmosphere better is a significant one (Chen et al., 2002; Unsworth et al., 2021). Workers green behaviour is individual action that measured and done in the workplace and which helps in the environmental sustainability (Andersson et al., 2013). As a result, this has become a joint initiative of organizations and personnel to support the organizations and the natural atmosphere (Chaudhary, 2020; Tian et al., 2020).

Basic motives of for and non-profit groups are quite different, and the former is based more on the revenue collection and the latter is more focused on social missions (Quarter & Richmond, 2001). Thus, green behaviour formation processes in employee in educational institutions might be significantly different as compared to those in the business sphere, but such a difference has not been adequately investigated.

Green behaviour of employees is considered to be among the types of positive organizational behaviour, and employee green behaviour is a micro-level solution to the environmental and sustainability issues. It is also pro-social by nature (Zhang et al., 2021). Such a behaviour can manifest itself in such a practice as recycling, efficient usage of means, involvement in ecological doings and support of maintainable policy (De Roeck & Farooq, 2018). Grounded on the Social Learning Theory (Bandura, 1986), management can be considered by way of one of the antecedents that can affect the green behaviour of employees. Leaders as the agents and reps of an association stimulate the behaviour of their employees by performing and communicating (Afsar et al., 2020). Empirical research signposts that different leadership styles, including moral leadership (Ahmad et al., 2021), domestic leadership (Ying et al., 2020), and Taoist management (Xing & Starik, 2017) have an important stimulus on the green behaviour of employees. However, such studies usually concern the dyadic interaction between leaders and employees and provide little interaction with the necessities of the shareholders and is not completely reliable with overall organizational communal obligation and ethical standards (Tian & Suo, 2021).

Responsible leadership is also an important contribution to the research of headship qualities and management philosophies. It can not only deal with scandals in the individual, organizational, and systemic levels, but it can also face both ethical and environmental dilemmas that arise because of the modern day social and ecological problems (Pless & Maak, 2011). It is also characterized as a leadership style that fosters reciprocal conviction, cooperation amongst the inner and exterior shareholders of an institute in an effort to activate a group of shareholders to attain a collective business objective (Maak & Pless, 2006). In the perspective of the stakeholders, responsible leadership incorporates the aspects of communal duty, conscience and governance (Antunes & Franco, 2016; Waldman et al., 2020). Accountable leaders improve the mindfulness of the employees towards the societal obligation of the organization and embolden them to contribute actively in related programs (Voegtlin et al., 2012a). Additionally, the staff members practice green behaviour due to the call of social responsibility by the organization. Therefore, the effect of accountable management on green behaviour of university educators was one of the central incentives behind the proposed study.

However, not all employees have the same abilities of observing and imitating the leaders' behaviour, and previous studies have given little consideration to motivational resources on an individual level. Psychological traits of employees can also define the role-modelling effect of leaders (Bouckennooghe et al., 2015). The concept of psychological capital has developed one of the central constructs in optimistic structural behaviour studies (Luthans et al., 2010). It portrays an optimistic motivational state of a person created through psychological means, comprising usefulness, efficiency, positivity, confidence, and pliability (Luthans & Youssef, 2007). Leadership accountability fosters employees to be in line with community obligation goals of the institute by stating the vibrant and translucent expectations (Voegtlin, 2011) and as a result the followers' positive motivational capabilities like efficacy, expectation,

hopefulness and pliability (Luthans et al., 2007) are promoted through this process. Hence, it is important to consider psychological capital as a potentially important mediator in order to comprehend the correlation among responsible leadership and green behaviour in teachers. In that regard, the second aim of the research was to determine the mediator role of psychological capital in the relationship amid responsible leadership and green behaviour of teachers.

Keeping in view the aforementioned discussion, the key aim of the present research article is to examine the connection between responsible leaders and green behaviour of teachers in terms of social learning theory (SLT) and to confirm the mediator starring character of the psychological capital as a supplement of the previously conducted research in education.

1.1. Rational of the Study

Ecological sustainability has emerged as a burning issue in the world and institutions in various sectors should follow green practices. In this case, higher education institutions (HEIs), especially, are critical in forming society values, generation of knowledge and sustainable development. Not only are universities centers of academic excellence but also social institutions that have moral responsibilities in terms of ethics and environmental responsibility. In this respect, the teachers in the university are the main agents of change, as their behaviours are directly related to the environmental knowledge and behaviours in the students. It is hence important in theory and practice to understand what factors facilitate green behaviour when it comes to university teachers.

It is a well-known fact that leadership is one of the key contributors to employee attitudes and actions. Responsible Leadership is one of the modern management paradigms, which has been receiving growing academic interest because of its focus on stakeholder involvement, ethical decision-making and social responsibility. As opposed to the conventional leadership methods where the main emphasis is on the performance results, responsible leadership combines ethical responsibility and sustainability in organizational behaviours. Good leaders would develop trust between the stakeholders and would identify clear social responsibility objectives and support ethical behaviour. Such leadership can create an institutional atmosphere that can give rise to environmentally responsible practice in educational settings. Nevertheless, in spite of its theoretic significance and application, limited empirical research has analysed and examined the straight consequence of responsible leadership on green behaviour of university teachers.

Furthermore, the study of employee green behaviour has been dominated by previous studies focusing on corporate settings and diminutive consideration has been given to in the context of university teachers. Educational institutions are unlike businesses in terms of structure, mission and expectation of the stakeholders. Green behaviours of teachers are the ones that are discretionary and value-based, like conserving resources, engaging in classrooms advocacy on the environment, or involvement in sustainability activities. This implies that inner psychological processes could be quite essential in explaining how leadership influence is transformed into behavioural performance.

In this respect, Psychological Capital (PsyCap) that entails confidence, efficiency, elasticity and sanguinity, provides a valuable explanatory power. Based on the positive behaviour of an organization, psychological capital is the optimistic psychosomatic condition of a person that increases the motivation, persistence and adaptive ability. According to the SLT, employees would learn and internalize the behaviours and values of leaders. Good leaders who prioritize transparency, ethical conduct and social responsibility can support psychological resources of teachers by instilling confidence (efficacy), goal-focused energy (hope), positive expectations (optimism) and overcoming difficulties (resilience). Such psychological abilities in turn can motivate teachers to become voluntarily green.

Although it is logical to consider responsible leadership, psychological capital, and green behaviour as interconnected measures, there are still gaps in the empirical literature that would make it possible to combine these three constructs, especially in the higher education (HE) segment and the developing

countries. The moderating effects of psychological capital have not been adequately established in the translation of the responsible leadership into environmentally responsible behaviours among university teachers. This gap limits a holistic appreciation of the psychological mechanisms of sustainable behaviour in academic institutions.

Thus, this research study investigated the effect of Responsible Leadership on Green Behaviour of University Teachers and mediating variable is Psychological Capital. In this manner, the study can make contributions to the literature on leadership and sustainability in a number of ways. First, it transfers the responsible leadership theory to the setting of higher education. Second is the fact that it recognises psychological capital as a primary motivational process between leadership and environmental behaviour. Third, it adds value to the research on green behaviour since we (the researchers) concentrated on university teachers instead of corporate workers. Lastly, it offers an observed indication and sign in the perspective of an emerging state, thus increasing the generalizability and contextual applicability of sustainability researches.

Overall, the gap is significant as it combines concepts of responsible leadership, psychological capital, and green behaviour in a cohesive framework and provides both theoretical contribution to the research and practical implications on how to ensure the sustainability of university management.

1.2. Hypotheses of the Study

H₁: Responsible leadership has a optimistic and substantial influence over green behaviour of university teachers.

H₂: Responsible leadership has a significant and optimistic impact on psychological capital.

H₃: Psychological capital has significant impact on the green behaviour of university teachers.

H₄: Psychological capital act as mediator among responsible leadership and green behaviour of university teachers.

2. THEORIES AND HYPOTHESES

2.1. Social Learning Theory (SLT)

As per SLT, the majority of human behaviour can be learned through observation and modelling (Decker, 1986). By observing others, especially people they consider to be credible or acceptable, individuals learn to behave and have norms. In addition, according to SLT, the probability that people perceive others as protagonist and mimic them is mainly dependent on the supremacy and eminence that the other people possess (Manz & Sims, 1981).

Responsible leadership emphases on the welfares of numerous and varied shareholders correlated to institute operations and facilitates free sharing of information and opinions in the process of communicating with the staff (Witt & Stahl, 2016). In this interactive interaction, leaders deliver their values and vision, and employees take them over time and internalize them by watching and through imitations (Han et al., 2019). Leaders play main character of reference points to the employees in organizations (Tian & Suo, 2021).

According to (Voegtlin et al., 2012), responsible leaders are good models in that they respond to the needs of every stakeholder. Responsible leadership also serves as a good source of ethical role models by emphasizing ethical norms and behaving in agreement with the ethical principles (Shi & Ye, 2016). Resultantly, responsible leaders are capable of reducing unethical practice amongst employees (Voegtlin, 2011) and at the same time promote ethical practice.

Responsible leaders in educational institutions may get confidence and moral associations with the shareholders to make educational institutions and become part of the larger community in the area (Oplatka, 2017). McCullough (2012) pointed out that good leaders should build and maintain an

institutional ethos grounded on support of the internal administrators, tutors, parentages, pupils and other shareholders. Also, accountable frontrunners are concerned about their subordinates. In case teachers feel such support, their psychological capital can be mobilized, and they can focus their individual aims on organizational purposes and endeavour to attain goals (Tian & Suo, 2021). Thus, it is expected that the teachers should gain lessons through responsible leaders and apply them into actions that can satisfy school expectations and objectives. Educators receiving extraordinary notch of institutional welfare would lead to low turnover intentions (Yousaf, Saleem, et al., 2024).

2.2. *Responsible Leadership (RL) and Green Behaviour of Teachers*

RL is characterized as a interpersonal and moral marvel which takes place within the communal procedure of collaboration which is influenced stimulated by RL and is more or less connected to tenacity and hallucination of frontrunners (Maak & Pless, 2006). RL as a basically normative style of headship is not equal to other value-based theories of leadership, like moral leadership (Shakeel et al., 2019), service-oriented leadership (Eva et al., 2019), authentic leadership (Whitehead, 2009), and transformational leadership (Moradi Korejan & Shahbazi, 2016). Variance is mainly in the fact that RL is focused on communal and ecological objectives, sustainable value development and a positive social change. There is a very close association and relationship between organizational justice, motivation, creativity of employees and turnover intentions of university teachers and organizational justice significantly affect the university teachers turnover intentions (Yousaf, Quershi, et al., 2024). The quantifiable figures scrutiny discovered that educators of religious institutions thought the lack of seriousness in behaviours of the management concerning contemporary tutelage (Iqbal et al., 2023). Management stratagems much paid to institutional encroachment and accountable for a considerable modification in organizational headway (Yousaf, Shaheen, & Hussain, 2025).

According to (Maak & Pless, 2006), responsible leaders are likened to a weaver who brings together the stakeholders. Such leaders serve the comforts of the local, national and international patrons, meet the communal farm duties and embolden personnel and staffs to engage in communal obligation missions (Voegtlin et al., 2012). They consider themselves responsible to the stakeholders, such as the future generations, and are always working to meet the needs of various patrons by prioritizing on varied results (Oplatka, 2017).

Green behaviour of employees is a strategic organizational measure towards improving the eco-friendly recital and attainment of maintainable growth objectives (DuBois and Dubois, 2012). It is any quantifiable personal behaviour that ensures sustainability of atmosphere in the work place (Andersson et al., 2013). According to (Ones & Dilchert, 2012), ecological sustainability necessitates encouraging and controlling employee behaviours towards the orientation to organizational environmental goals. According to them, such green behaviours of the environment are referred to as worker green behaviours and defined as accessible behaviours of worker contribution (Ones & Dilchert, 2012). Stern, (2000) also defined worker green behaviour as a planned behaviour of employees to diminish deleterious effect on atmosphere. Such activities are saving water, effectual usage of capitals, lessening of waste, redeemable energy and reprocessing (Norton et al., 2015). Gender, age and instruction skill grounded variances suggest that though local does might be transported in line, persons and capable features endure to result university educators' visions and connexions in their institutions (Yousaf, Qureshi, et al., 2025).

Empirical studies have shown that the style of management is strongly correlated to green behaviours of the workers (Ahmad et al., 2021; Hameed et al., 2022; Wang et al., 2018). Based on SLT (Bandura, 2002), workers observe, imitate and internalize the values of the leaders and behaviour of the frontrunners are replicated. Behaviour of leaders and that of their subordinates have a positive relationship (Robertson & Barling, 2013), because leaders are able to set an example in conveying their values to their subordinates. Managers are able to explain the need of sustainability, explain organizational strategy and established objectives (Banerjee et al., 2003; Colwell & Joshi, 2013; Young et al., 2015). Such measures upsurge the awareness of the employees towards sustainability (Banerjee et al., 2003; Colwell & Joshi,

2013; Young et al., 2015). Through the leadership of responsible leaders, the employees who adopt the behaviours of pro-environmental behaviour are aware and know the value of these behaviours by observing and learning the behaviours of their leaders (Steg & Vlek, 2009), increasing their green behaviours.

Grounded on the aforesaid concern, this article recommends study hypothesis:

H₁: RL has a significant and optimistic impact on psychological capital

2.3. *Responsible Leadership and Psychological Capital*

Psychological capital is also an academic topic that has gained significant academic focus as a strategic resource because of the impact that they have on human performance (Ardichvili, 2011). Just like the human capital, the psychological capital has been treated as a talent which should be nurtured and managed to facilitate good working behaviour and positive organizational results (Froman, 2010). It is termed as an optimistic psychological condition of growth which comprised of four elements namely self-efficacy, hope, optimism, and resilience (Luthans & Youssef, 2007).

Self-efficacy is a personal belief in his/her potential, inspiration, and mental means to achieve certain activities successfully in a particular situation (Stajkovic & Luthans, 1998). Optimism talk about a somebody having hope of optimistic things (Scheier et al., 2001). Snyder et al., (1996) demarcated hope as a optimistic inspirational condition erected on agency (purposeful vigour) besides courses (intention to reach the goalmouths). Resilience demonstrates ability to rise after misfortune, skirmish, catastrophe or even pleasant procedures, headway and added obligation (Luthans, 2002). Teachers who professed better and enriched organizational justice sensed that their hardships and hard work were being accredited, leading them to greater levels of Psychological Resilience (Yousaf et al, 2024).

Psychological capital of a person might be shaped via the environment factor such as responsible leadership. Leaders are known to be important causes of together optimistic and pessimistic sentiments at workplace (Dasborough & Ashkanasy, 2002). According to (Doh & Quigley, 2014), liable leaders upsurge reliance among employees by displaying accountable and ethically informed behaviour, which creates profits to both organizations and stakeholders, such as the creation of positive psychological conditions in employees.

Grounded on the aforesaid concern, this article recommends study hypothesis:

H₂: RL has significant and optimistic impact on psychological capital.

2.4. *Psychological Capital and Green Behaviour of University Teacher*

Psychological capital is a significant construct in explaining positive behaviour by individuals. People with high self-efficacy trust in own aptitude to efficaciously carry out assured chores (Miao et al., 2018) and their behaviour likewise depends on expected results (Bandura et al., 1999). Likewise, optimistic people tend to believe that there will be optimistic conclusions of their work (Bak et al., 2022).

This has been attributed to the fact that employee behaviours that result in organizational development and sustainability have been associated with resilience, especially in the dynamic and globalized environment where employees are not only required to deal with uncertainty and challenges but also successfully come out of the setbacks and significant transitions (Luthans et al., 2007; Quick & Feldman, 2014). More so, highly buoyant workforces are extra willing to work towards accomplishing their goals, innovativeness, and seeking alternative ways of goal achievement; like green action plans, among others (Luthans et al., 2007; Rego et al., 2012; Sweetman et al., 2011). A research study carried out in Pakistani context by researchers which has found that psychological elasticity, inspiration and enactment are considerably and definitely linked to one another. This outcome likewise backings the link amid managerial backing and manage capabilities of academia educators (Yousaf et al., 2025). Together, the four features of psychological capital, that is self-efficacy, optimism, hope and resilience promote positive

behaviour among employees. There is evidence that staffs having extraordinary positive psychological capital would be more persuaded to exhibit ecologically answerable behaviours in the office (Afshar Jahanshahi et al., 2021). All in all, persons having high psychological capital tend to go afar the formal job demands and do voluntary, context-dependent actions, such as environmentally friendly activities.

According to the consideration above, this research offers investigation hypothesis:

H₃: Psychological capital has significant impact on the green behaviour of university teachers.

2.5. Psychological Capital Mediating Role

In an institutional milieu, staff having greater psychological capital are further expected to have a healthier toil product than staff having poorer psychological capital (Newman et al., 2014). Conversely, the less psychological capital is linked to damaging consequences, including turnover intention (Zhu et al., 2022). One is that high self-efficacy oriented people ensure that their goals match their abilities and dedicate more effort to goal achievement (Bandura, 2012; Seo & Ilies, 2009). Moreover, large optimists tend to have additional proficient and psychosocial sustenance in ones professions than smaller optimists (Higgins et al., 2010).

The RL will take part in communal accountability doings (Shi & Ye, 2016), that is developing conducive functioning conditions to the educators, positive learning conditions to the students, educating and advising the parents, working equally and ethically with other schools, resource conservation, and environmental protection. As a result of the teacher feeling such leadership support, they develop positive emotions, which make them more motivated to embrace environmental practices that would be beneficial to achieving the goal of sustainable development and lasting modest benefit of the school (Tian & Suo, 2021).

Mediating effect of the psychological capital amongst management and employee behaviour is supported by a growing number of studies. To give an example, a study in Sri Lanka found psychological capital as an intermediary amid reliable management and an institutional social conscience behaviour (Sri Ramalu & Janadari, 2022). On the same note, an Indian research study examined that psychological capital was significant mediator of the connexion that existed amid earnest management and added role behaviour of nurses (Malik & Dhar, 2017). Research by Turkish scholars affirmed that mediating position of psychological capital between relationships among principled management and service novelty behaviour (Özsungur, 2019). Furthermore, a study by Pakistani scholars confirmed that leadership approach significantly effects on university advancement, the findings of their research stressed the connection among leadership styles and its effect on university enhancement. It was found that team building leadership style is more effective for university improvement (Yousaf, Shaheen, & Hussain, 2025).

On the basis of the consideration above, the study comes up with a research hypothesis:

H₄: the mediating relationship exists between psychological capital and the responsible leadership on green behaviour of teachers.

3. RESEARCH METHODOLOGY

3.1. Study population and Methods

Data has been composed within a period of two months, between October 2025 and December 2025. The research population and sample was the university teachers from Quetta, Balochistan and Southern Region of Khyber Pakhtunkhawa, Pakistan. The methodological aspect of determining a proper sample is vital aspect of investigation because it influences the validity and reliability of research findings. (Mugenda & Mugenda, (1999) suggest that a sample that is between 10 percent and 50 percent of the population can be suitable to represent the target population. Sample magnitude of 30 percent was applied; it was chosen because it was determined to be representative and also because of the practicality of the sample size considering the resources available and the exact desired precision. Data was collected

through personal visits, Google Form, email and WhatsApp. Once aim study, steps involved, anonymity and discretion were explained. Simple random sampling utilized for distributing questionnaires.

The questionnaires sent were 601 out of which 563 were filled in all aspects. The response rate was 94% (Table-1). Analysis of data was therefore done based on the answers of 563 teachers. This method of sampling boosted the credibility and validity of the findings, and it is possible to interpret the collected data meaningfully.

The number of respondents was 394 males (70%) and 169 females (30%) as shown in Table-2. In terms of the age distribution, 100 partakers (17.76%) aged between 21 to 30 years, 249 (44.23%) between 31 to 40 years, 149 (26.47%) between 41 to 50 years and 65 (11.54%) above 50 years (Table-3).

3.2. Measures

This research used scales, which have been known and largely proven scales to assess the variables. In questionnaire 5-Likert scale was applied where one was strongly disagreeing and five strongly agree. Greater scores showed greater agreement and the levels of the measured construct.

3.3. Research Instrument

The five-item Responsible Leadership was calculated via scale that was created by (Voegtlin, 2011). Some of the sample questions are as follows: "My superiors state that they know the interests of the stakeholders" and My superiors take into account to the full extent the result of stakeholder decisions. The alpha coefficient of Cronbach in a study on Chinese samples is 0.847 (Han et al., 2019). The constancy coefficient was 0.70 in this study.

Workplace Environmentally-Friendly Behaviour scale created by (Robertson & Barling, 2013) was used to evaluate the green behaviour of teachers. This scale is one dimensional and consists of seven questions, including "I print on both sides whenever I can switch on the computer light when it is not on use. The coefficient of constancy reliability of this scale was 0.75.

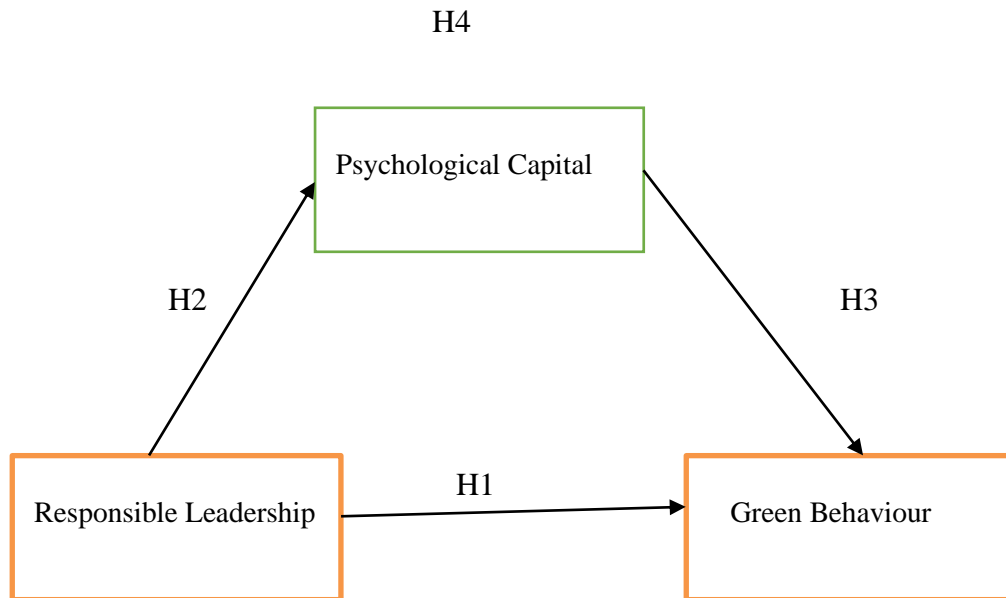
The scale of 16 items created by Luthans et al. (2006) was applied in measuring psychological capital. This scale comprised of four dimensions. The examples include: I now believe I have become quite successful in my effort, I am able to think of several techniques to escape the hard circumstances at work, and I continually see the optimistic aspect of things at work. Coefficient of constancy reliability was 0.92 in this study.

Demographic characteristics were also used as control variables. In particular, the gender and age of teachers were put under control.

3.4. Statistical Analysis

SPSS version-27 was utilized for conducting descriptive statistical analysis and Pearson correlation on RL, green behaviour of teachers and psychological capital. Then, the correlation between the three pairs of variables was analyzed, and mediating role of psychological capital in correlation between RL and the green behaviour of teachers also tested. Lastly, the mediation effect was checked by the use of Processv5.0.

3.5. Conceptual Framework



4. ANALYSIS OF DATA AND RESULTS

This section covers analysis of data which is a significant section of research. After data assortment, SPSS version-27 was utilized for varied statistical test.

4.1. Respondents- Demographic Characteristics

Table 1: Response Rate (Respondents)

Questionnaires Distributed	Received Back	Response Rate
601	563	94%

Table-1 reveals about the response rate of the respondents. Sample of the research article was 601 and 563 questionnaires were received back which were completed from all aspects. The 38 incomplete questionnaires were not analysed. Therefore, the respondents' response rate was 94%.

Table 2: Gender wise Frequency

Male	Female	Total	Percentage
394 (70%)	169 (30%)	563	100%

Table-2 shows university teachers who were designated as sample for this research article. In table, it is shown that 563 teachers from universities were finally nominated as sample for this research article. The ratio was 394 male university teachers and 169 female university teachers.

Table 3: Teachers Frequency- Age wise

Age	Number of Respondents	Percentage
21 to 30years	100	17.76%
31 to 40years	249	44.23%
41 to 50years	149	26.47%
Above 50years	65	11.54%

G.Total	563	100%
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In table-3 result, it is obvious that maximum university teachers were between 31-50 years of age. 100 teachers are between age 21-30 years, 249 teachers are between age 31-40 years, 149 teachers are between age 41-50 years and 65 teachers are above 50 years of age.

4.2. Descriptive Statistics and Correlation Analysis

Table 4: Descriptive Statistics and Correlation Analysis of variables

Variables	Mean	S-Deviation	RL	GB	PR
RL	3.706	0.470	1		
GB	4.030	0.575	0.308***	1	
PC	3.972	0.516	0.172**	0.316***	1

*** means ($p < 0.001$), ** shows ($p < 0.01$), * indicates ($p < 0.05$). RL (responsible leadership); GB (green behaviour); PC (psychological capital).

The descriptive statistics show that, the perceptions of respondents regarding RL, green behaviour of university teachers and their psychological capital are all above average. Shown in Table-4, RL positively and significantly linked to green behaviour of university teachers where $r = 0.306$, and p-value ($p < 0.001$). Psychological capital is also positively related with responsible leadership as the value of $r = 0.172$ and p-value ($p < 0.01$). Correspondingly, there is a strong optimistic relation amongst psychological capital and green behaviour of university teachers as $r = 0.316$ and $p < 0.001$.

Correlation coefficients vary between 0.172 and 0.316, which means that the issue of multicollinearity should not be considered. In other words, the statistical results proved small but still statistically significant positive relations, which are reliable with behavioural research where multifaceted psychological paradigms and constructs usually yield modest correlations.

4.3. Regression Analysis

Hypotheses were examined through multiple regression analysis. Mediating role of psychological capital in interaction concerning responsible leadership and green behaviour of university teachers was considered by controlling effect of gender and age.

Table 5: Psychological Capital as a Mediator on the Connection and Responsible Leadership on Teacher Green Behaviour.

Variable	Model-1		Model-2		Model-3		VIF
	GB		PC		GB		
	β	t	β	t	β	t	
Male	0.015	0.302	0.226	4.031***	-0.046	-0.848	1.148
20-30	-0.120	-1.053	-0.219	-1.865	-0.057	-0.545	4.759
31-40	0.016	0.132	0.109	0.829	-0.015	-0.107	5.282
41-50	0.287	2.853**	0.018	0.156	0.283	2.924**	3.752
RL	0.283	5.237***	0.219	3.908***	0.224	4.198***	1.127
PC					0.275	5.079***	1.175
R ²	0.209		0.148		0.272		
Adj R ²	0.195		0.135		0.258		
F	15.497***		10.263***		18.287***		

*** shows ($p < 0.001$), ** indicates ($p < 0.01$), * demonstrate ($p < 0.05$). β (S-regression coefficient), Dummy variables are gender and age. Investigational collection in gender cluster are male and reference group are females. 20–30, 31–40, and 41–50 are the investigational collection in age group, while ≥ 50 years are reference group.

Model 1, perception of the university teachers of leadership significantly positive impact on green behaviour university of teachers ($\beta = 0.283$, $t = 5.237$, $p < 0.001$), which proves hypothesis H_1 .

University teachers in Model 2 whose view on responsible leadership is perceived positively influence psychological capital ($b = 0.219$, $t = 3.908$, $p = 0.001$), which proves hypothesis H_2 .

When psychological capital was introduced as mediating variable in Model-3, RL still had strong positive influence on the green behaviour of teachers ($b = 0.224$, $t = 4.198$, p value less than 0.001). Additionally, H_3 is correct since the psychological capital had significantly positive influence on green behaviour among university teachers ($b = 0.275$, $t = 5.079$, p -value less than 0.001).

Significantly, β coefficient of effect of perception of university teachers on green behaviour regards responsible leadership was lower in Model 3 than in Model 1, though it was still statistically significant (0.224). This decrease shows that psychological capital is one of the aspects that mediate linking among notion of RL and green behaviour of university teachers, which confirms H_4 .

The models of VIF are between 1.128 and 5.282 in Model 3, which is less than the threshold value of 10. This indicates that the regression model does not have any severe cases of multicollinearity.

5. CONCLUSION AND DISCUSSION

Aim of the research was to reconnoitre how responsible leadership effect green behaviour of university teachers and test empirically mediating effect of psychological capital. Results showed that RL had optimistic outcome on the green behaviour of university teachers. Moreover, responsible leadership subsidize to the improvement of psychological capital to a considerable extent, and this positive effect, in turn, effect green behaviour in university teachers. Besides, a part of the connexion amid RL and green behaviour of teachers is mediated by psychological capital.

5.1. Theoretical Contributions

To begin with, this study looks at the connection among RL and the green behaviour of university teachers. With environmental issues becoming more and more serious and most countries focusing more on green development still, widely held current investigation has fixated on the green behaviour of enterprise employees, where the focus on university teachers is minimal. Teachers are not just workers but also teachers who have the role of moulding the values and behaviour of students. Their autonomous environmental sensitivity and behaviour do not only make their schools sustainable but also serve as role models to the students. The green behaviour of university teachers is identified as outcome variable, so current investigation proved optimistic effect of RL on green behaviour of university teachers and thus adds to current literature in same arena.

Secondly, underlying mechanism in which RL influences the green behaviour of university educators is examined in this study by establishing mediating character of psychological capital. This widens the range of application of psychological capital and it leads to field of positive psychology. The study succeeds in illuminating the previously unknown mechanism between the two constructs by incorporating a mediating variable, i.e. the psychological capital, to elucidate the connexion amid RL and green behaviour of university teachers.

Thirdly, investigation examines correlations amid RL, psychological capital and green behaviour of university teachers in the Pakistani context. Even after decades of modernization in Pakistan, the leadership and under command relations are still primary in the workplace relations and tend to be viewed through the prism of ruler-subject relationship of the past (Wei et al., 2010). Thus, role of the style of leadership can rather have important influence on behaviour of staffs in this situation, which emphasizes the topicality of the obtained results.

5.2. Practical Implications

To begin with, responsible leadership may be used to foster green behaviour and environmental awareness among teachers. Based on this, the educational institutions that want to develop green practices among teachers and make better performances in terms of environmental performance should nurture responsible leaders and reinforce their social responsibility by designing systematic training programs. Educational institutions may also offer environmental training to teachers in order to promote their knowledge on green management along with to equip educators with awareness and expertise obligatory to discharge their ecological roles effectively.

Secondly, educational institutions need to put more emphasis on candidates who will exhibit the high intellect of obligation and ecological cognizance during the recruitment processes. This can include evaluating the attitude of candidates towards ecological fortification, educators perception of societal obligation and educators participation in their day to day behavioural activities on green matters.

Thirdly, since psychological capital is mediating between responsible leadership and green behaviour of university teachers, the management practices should aim at enhancing the psychological capital of the educators. RL are expected to involve in environmental activities, educate about environmental values, and be exemplary. Meanwhile, leaders may make strategic investments and build the psychological capital of educators so that they can realize their potential. Psychological capital of teachers can be enhanced which will contribute to their motivation, initiative and interest in environmental events.

5.3. Limits and Impending Commendations

In spite of fact that present research is an addition to literature on the RL and green behaviour of the university teachers, a number of limitations can be outlined.

The research also utilized cross-sectional data as a research scheme to test cause and effect connexions among variables. But cross-sectional designs give lower causal inference than the longitudinal research. Longitudinal designs can be used in future studies to add explanatory power.

Secondly, this research study concentrated on psychological capital as a mediating variable only. Further studies can be conducted to examine other mediating variables among responsible leadership and various green behaviour of the university teachers and also examine the possibility of boundary conditions that can affect the responsible leadership and the green behaviour of university teachers in other scenarios.

Lastly, this work broadens the discussion to teachers, however, much of the general green behaviour literature focuses on the university teachers from specific regions of two provinces. Future research studies can focus on the manipulating conditions behind green behaviour within various universities (public and private) to promote generalizability and comparative knowledge.

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