

Green Organizational Culture and Pro Eco-Friendly Practices in Public Universities Nigeria

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ABSTRACT

This study investigates the influence of green organizational culture on pro eco-friendly practices in public universities in Anambra State, Nigeria, focusing on three key proxies: green leadership, green employee behaviour, and stakeholders' engagement. A descriptive survey research design was adopted, and data were collected from 369 respondents drawn from two major public universities using a structured questionnaire. The data were analyzed using linear regression analysis. The findings reveal that green leadership has a strong positive and statistically significant influence on pro-eco-friendly practices ($R^2 = 0.712$, $\beta = 0.902$, $t = 13.632$, $p = 0.000$), indicating that sustainability-driven leadership explains 71.2% of the variation in eco-friendly practices. Similarly, green employee behaviour has a significant effect on pro-eco-friendly practices ($R^2 = 0.452$, $\beta = 0.312$, $t = 7.256$, $p = 0.000$), showing that employees' active participation in eco-friendly initiatives accounts for 45.2% of the variance. Furthermore, stakeholders' engagement also significantly influences pro eco-friendly practices ($R^2 = 0.398$, $\beta = 0.279$, $t = 6.767$, $p = 0.000$), suggesting that collaborative participation among staff, students, government, and communities contributes to sustainability adoption. The study concludes that green organizational culture plays a pivotal role in shaping pro-eco-friendly practices in public universities. Strengthening sustainability-oriented leadership, promoting employee-driven green behaviour, and fostering effective stakeholder collaboration are essential to improving environmental management. The findings have practical implications for policymakers, university administrators, and stakeholders committed to achieving sustainable development goals in higher education.

Keywords: Green organizational culture, Pro Eco-friendly Practices, Green Leadership, Green Employee Behaviour, Stakeholders' Engagement, Sustainability, Public Universities

INTRODUCTION

Universities across the globe have gradually shifted from treating environmental issues as peripheral concerns to making sustainability a central part of their operations, curriculum, and strategic planning. This transformation stems from increasing awareness of climate change, environmental degradation, and the need for institutions of higher learning to play a leading role in shaping environmentally responsible citizens. Over the past decade, many universities worldwide have adopted green campus initiatives, developed sustainability policies, and integrated environmental goals into teaching, research, and infrastructure development. This shift has created a foundation for exploring how organizational culture influences the extent to which universities implement pro-eco-friendly practices, especially within the Nigerian context where public universities play a critical role in education and community development (Adenle, 2021; Liu, Bai & Newell, 2020).

Green organizational culture refers to the collective values, beliefs, and practices within an institution that promote environmental sustainability. It goes beyond policy documents to include the norms, shared meanings, and behavioural expectations that guide staff, students, and other stakeholders towards eco-friendly actions. A strong green organizational culture creates an enabling environment where environmentally conscious decisions are encouraged and rewarded, leading to improved campus-wide sustainability performance. When universities embrace sustainability as part of their culture, they are more likely to translate strategic intentions into measurable actions, such as reducing energy use, minimizing waste, and implementing recycling systems (Liu, Bai & Newell, 2020; Zacher & Rudolph, 2023).

Recent empirical studies have shown that green organizational culture strongly correlates with the successful implementation of pro-eco-friendly practices. Institutions with an established green culture tend to integrate environmental values into human resource policies, procurement processes, infrastructure planning, and curriculum development. These practices influence positive outcomes such as reduced carbon emissions, improved energy efficiency, and biodiversity conservation within campuses. In the Nigerian context, research shows that while some universities have made significant progress in adopting green initiatives, others still lack structured frameworks to promote sustainability. This makes it essential to investigate how organizational culture influences pro-eco-friendly practices in public universities in Anambra State (Adenle, 2021; Emodi et al., 2025).

Green leadership plays a vital role in driving organizational culture toward sustainability. Leaders who prioritize environmental goals influence strategic decision-making and allocate resources to support sustainability programs. They set the vision for greener campuses, model environmentally responsible behaviours, and encourage innovative solutions for reducing the ecological footprint of institutions. In public universities, green leadership involves fostering policies and practices that integrate eco-friendly values into daily operations, procurement, and infrastructure development. Therefore, assessing the effect of green leadership on the adoption of pro-eco-friendly practices in Anambra State universities is central to understanding institutional drivers of sustainability (Habeeb, 2024; Zacher & Rudolph, 2023).

Green employee behaviour is another crucial component of green organizational culture. It refers to the voluntary actions of staff and students that contribute to environmental sustainability, such as reducing energy consumption, avoiding single-use plastics, practicing proper waste segregation, and embracing paperless systems. Research shows that organizations with effective training, rewards, and enabling environments foster higher levels of employee participation in sustainability initiatives. In public universities, the collective green behaviours of employees and students directly influence the success of pro-eco-friendly practices, making it necessary to examine how individual actions contribute to institutional sustainability outcomes (Zacher & Rudolph, 2023; Liu et al., 2020).

Stakeholders' engagement also plays a significant role in promoting sustainability in higher education institutions. Public universities operate within complex networks involving students, staff, alumni, community members, government agencies, and non-governmental organizations. Engaging these stakeholders in sustainability planning and implementation enhances awareness, encourages participation, and mobilizes resources to support eco-friendly initiatives. In Anambra State, involving local communities and other external partners has been found to improve the success rate of green campus projects, such as waste recycling schemes and renewable energy adoption. Therefore, understanding the influence of stakeholder engagement on pro-eco-friendly practices provides valuable insight into how collaborative efforts can strengthen institutional sustainability goals (Emodi et al., 2025; Adenle, 2021).

In Anambra State, public universities are critical spaces for environmental education and sustainable development. However, despite national and global calls for greener campuses, progress has been uneven, with some institutions embracing sustainability while others rely on isolated projects lacking long-term strategies. Linking green organizational culture to pro-eco-friendly practices offers a framework to understand why these variations exist. By focusing on green leadership, green employee behaviour, and stakeholders' engagement, this study seeks to provide empirical evidence on how organizational culture drives sustainable practices in public universities, ultimately contributing to environmental conservation and improved institutional performance (Liu et al., 2020; Habeeb, 2024).

Objective of the Study

The broad objectives of the study are to evaluate Green organizational culture and Pro-eco-friendly practices in public universities Anambra State, Nigeria. Specifically, the study intends to:

- i. Examine the extent to which green leadership influences Pro-eco-friendly in public universities Anambra State, Nigeria.

- ii. Ascertain the extent to which green employee behavior influences Pro-eco-friendly in public universities Anambra State, Nigeria.
- iii. Examine the extent to which stakeholders' engagement influences Pro-eco-friendly in public universities Anambra State, Nigeria.

Hypotheses

The following null hypotheses were tested at a 0.05 level of significance:

H₀₁: Green leadership has no significant influence on pro-eco-friendly practices in public universities in Anambra State, Nigeria.

H₀₂: Green employee behaviour has no significant influence on pro-eco-friendly practices in public universities in Anambra State, Nigeria.

H₀₃: Stakeholders' engagement has no significant influence on pro-eco-friendly practices in public universities in Anambra State, Nigeria.

REVIEW OF RELATED LITERATURE

Green Organizational culture

The terms for describing the concept of a green organizational culture have been diversified, including eco-friendly culture, environment-friendly culture, sustainability-oriented culture, etc., which is mainly based on extending organizational culture to a green oriented context. For instance, Norton et al. (2015) defined a pro-environmental organizational culture as they extended organizational culture definition to meet the practical and perceptual criteria of working on business with the premise in environment conservation and protection. It is a widely accepted approach which we followed by defining green organizational culture here as a set of collectively shared beliefs, values, perspectives, norms, and even practices, which guides organizational members to behave properly toward the external environment during economic business processes. Green organizational culture is one of the most debated topics by both the laymen and elite classes of people in society. The green culture concept is mostly concerned with realizing and obtaining the ecological balance (Mohezara et al., 2016). It involves both environment and people hence the need to carry out green culture since it promotes ecological development and sustainable economic growth based on politics, science and aesthetics (Galpin et al., 2015). Through globalization, different economies have shared the benefits of undertaking green tendencies and incorporating such practices in their organizational culture. Most of the organizations are restructuring their cultures to accommodate new factors on issues such as environmental ones, behavior, and attitude related to environmental problems (Firoz and Abinakad, 2016).

Various scholars have identified the theory of reasoned action to establish the relationships between intentions, attitudes, and behaviour based on the purchase of green products. A study conducted in Portugal and Brazil identified the influence of mediating variables in the course of purchasing green products. Some of the models used to describe the behaviour and need for green purchase included quality and price (Fuentes and Fredriksson, 2016). However, other researches have faulted this finding claiming that price and quality are situational factors and not the chief elements. The increased demand for green culture across the world has forced specialty stores, departmental stores, and shopping malls to stock up numerous products, both useful and useless. The entire practice has threatened the welfare of people and the ecological balance, with most industries becoming a source of different pollutions to the environment and against the people (Harrison, 2019). The environment is deeply affected by the production, consumption, and disposal of manufactured products. Nature is behaving unnaturally because of the excessive pollution with events such as heavy rains, floods, drought, and global warming. The natural calamities such as earthquakes, cyclones, tsunami, and other epidemics have become more frequent.

Green Leadership

Green leadership is a management approach where leaders integrate environmental sustainability into their strategic decisions, policies, and organizational culture. Chen and Chang (2020), green leadership refers to the ability of leaders to inspire, influence, and guide their subordinates toward adopting eco-friendly behaviours and sustainability-oriented practices. It emphasizes not only achieving organizational goals but also minimizing environmental harm and promoting sustainable development. Similarly, Khan and Javed (2021) describe green leadership as a transformational style where leaders motivate employees to support environmental initiatives by creating a shared vision of sustainability and embedding ecological consciousness into workplace operations. This leadership approach is essential in higher education institutions where university leaders play a central role in shaping policies and practices that foster sustainability.

Green Employee Behaviour

Green employee behaviour (GEB) refers to the voluntary and intentional actions of employees aimed at reducing the negative impact of their work activities on the environment and promoting sustainable practices within organizations. Zacher and Rudolph (2023), GEB encompasses employees' efforts to adopt eco-friendly behaviours, such as minimizing energy consumption, reducing waste, and participating in recycling programs within the workplace. Norton et al. (2021) describe green employee behaviour as the extent to which employees consciously integrate environmental considerations into their daily job roles, thereby contributing to organizational sustainability goals. Similarly, Saeed et al. (2022) define GEB as the proactive involvement of employees in environmental conservation initiatives that align personal values with organizational objectives. These definitions highlight that GEB is multidimensional, involving both prescribed behaviours mandated by organizational policies and discretionary actions motivated by individual values and attitudes.

Scholars have argued that green employee behaviour is influenced by several organizational and individual factors. Drawing from social exchange theory, Dumont et al. (2020) posit that when employees perceive organizational support for environmental initiatives, they are more likely to reciprocate by engaging in voluntary eco-friendly practices. Additionally, organizational culture and leadership have been identified as critical determinants of GEB. For instance, Chen et al. (2021) found that institutions with strong environmental policies and effective leadership foster greater participation in green initiatives among employees. At the individual level, environmental awareness, personal norms, and perceived behavioural control significantly predict employees' willingness to adopt green practices (Zhang & Liu, 2021). These findings suggest that while GEB is largely employee-driven, it is strongly shaped by the organization's structures, resources, and leadership support.

Stakeholders' Engagement

Stakeholders' engagement refers to the process through which an organization involves individuals, groups, or institutions that are affected by its operations or have the capacity to influence its decisions and performance. It involves establishing collaborative relationships to ensure that diverse perspectives are considered in policy-making and implementation. According to Freeman and Dmytriiev (2021), stakeholders' engagement is a strategic approach where organizations actively interact with internal and external stakeholders to enhance decision-making and ensure sustainability. Similarly, Greenwood et al. (2022) define stakeholders' engagement as an inclusive process of dialogue, collaboration, and shared responsibility aimed at creating long-term value for both organizations and society. This shows that effective stakeholders' engagement is not only about consultation but also about building mutual trust and achieving sustainable outcomes.

In the context of higher education, stakeholders' engagement is essential for achieving environmental sustainability and promoting pro-eco-friendly practices within campuses. Universities rely on multiple stakeholder groups such as students, staff, alumni, communities, government agencies, and non-governmental organizations to plan, implement, and monitor sustainability initiatives. Abdul-Rashid et al. (2020), when stakeholders are effectively involved in decision-making, institutions are more likely to achieve environmental goals and improve operational efficiency. Similarly, Oduro and Addae (2021) emphasize that engaging stakeholders fosters collective ownership of environmental policies, enhances awareness, and improves the

success rate of sustainability projects. This implies that stakeholder participation is a critical driver for implementing green policies and achieving eco-friendly practices in public universities.

Recent studies further highlight that meaningful stakeholder engagement enhances institutional performance and innovation in sustainability initiatives. As noted by Jermisittiparsert et al. (2023), involving stakeholders in co-creating solutions ensures that their needs and expectations are aligned with organizational objectives, thereby improving project acceptance and long-term impact. Moreover, Okeke and Eze (2022) argue that stakeholder collaboration encourages resource sharing, facilitates knowledge exchange, and fosters innovative approaches to tackling environmental challenges. In the Nigerian context, public universities in Anambra State have increasingly recognized the need for stakeholder involvement in developing effective pro eco-friendly practices. Therefore, stakeholder engagement serves as a strategic mechanism for promoting sustainability and ensuring that institutional policies are responsive to the needs of various interest groups.

Pro Eco-Friendly Practices

Pro eco-friendly practices refer to deliberate actions, strategies, and behaviours adopted by individuals, organizations, and institutions aimed at minimizing negative environmental impacts and promoting ecological sustainability. According to Khan et al. (2021), pro-eco-friendly practices involve adopting methods that reduce waste generation, conserve energy, and promote the efficient use of natural resources. In higher education, these practices encompass integrating environmental sustainability into campus operations, teaching, research, and community engagement (Wang & Lin, 2022). Similarly, Abubakar and Umar (2023) describe pro-eco-friendly practices as institutional strategies focused on lowering carbon emissions and fostering a culture of environmental responsibility among stakeholders. These definitions emphasize that pro eco-friendly practices are multidimensional, requiring policy integration, behavioural change, and technological innovation.

The implementation of pro-eco-friendly practices in organizations, including universities, involves adopting sustainable approaches in key operational areas. Choi and Yu (2020) explain that these practices include energy conservation, green procurement, biodiversity protection, and waste minimization. In the context of public universities, pro-eco-friendly practices also extend to promoting sustainability education and influencing students and staff to adopt environmentally responsible behaviours. Agyeman et al. (2022) assert that institutions that embrace such practices experience improved resource efficiency, enhanced environmental performance, and better compliance with global sustainability goals. These dimensions highlight that sustainability in higher education is not limited to infrastructural changes but also involves shaping attitudes and fostering behavioural transformation among all stakeholders.

Theoretical Framework

Resource Dependence Theory (RDT)

Resource dependence theory (RDT) is concerned with the resources available in the environment external to the focal firm and in the custody of other companies holding those resources try to continue their grip to maintain their authority and dominance while the companies in need of them try to find alternate resources or new sources to minimize their dependence RDT can guide the management of companies on how to minimize their dependence concerning the most critical and scarce resources specifically related to greening of overall production process Customers and suppliers are identified as the most critical resources that should be managed in addition to the physical resources such as raw materials, labor, or capital RDT lens can be used to understand and explain GSCM practices and their adaptation for dependence on external resources and the direct or indirect influence of the stakeholder on the focal organization For example, governments or regulatory bodies can enforce a ban on the use of certain raw materials to protect the environment, or suppliers can minimize the delivery of highly sought after materials or increase their prices. Customers with high demanding power can ask for strict compliance to environmental standards or compulsion to obtain certain certifications. Pressure groups, e.g., vibrant media or NGOs, can indirectly influence a focal firm to stop doing business with certain suppliers or customers when such clients are not complying with environmental standards as in the case of Greenpeace and Nestle Every company in a supply chain has a different level of

power and dependence on each other. RDT can help companies balance their position in a power-dependence scenario with environmental contributions (Sancha, Longoni, & Giménez, 2015). Under such circumstances, RDT is useful to plan and implement green organizational culture and pro-eco friendly practices by establishing links with customers and suppliers concerning green purchasing and the design of the products (Sancha, Longoni, & Giménez, 2015).

Green Organizational Culture and Pro-Eco-Friendly Practices

Green organizational culture refers to the shared values, beliefs, and practices within an institution that prioritizes environmental sustainability and guide behaviours to achieve ecological goals. According to Chen et al. (2021), a green organizational culture fosters a collective mindset where sustainability becomes an integral part of organizational identity and daily operations. In public universities, such a culture shapes policies, decision-making processes, and operational strategies that promote environmental responsibility. When institutions integrate green values into their organizational culture, they are more likely to adopt pro-eco-friendly practices such as waste segregation, energy conservation, sustainable procurement, and biodiversity protection (Oliveira et al., 2021). As noted by Agyeman et al. (2022), cultivating a strong green organizational culture is essential for embedding sustainability into institutional frameworks, enabling universities to serve as models of environmental stewardship.

Green leadership is a critical driver of green organizational culture and pro-eco-friendly practices. Leaders influence organizational direction by setting sustainability visions, formulating policies, and providing resources for green initiatives. Habeeb (2024) argues that transformational green leadership fosters eco-conscious decision-making and ensures that environmental goals are integrated into strategic planning. Similarly, green employee behaviour — voluntary actions taken by employees to support sustainability — directly impacts the success of eco-friendly practices. Zacher and Rudolph (2023) explain that employees in a supportive organizational culture are more likely to engage in behaviours such as recycling, energy saving, and using paperless systems. In public universities, promoting green employee behaviour through training, incentives, and awareness campaigns can significantly improve institutional environmental performance (Khan et al., 2021). Together, green leadership and employee engagement ensure that environmental strategies are effectively translated into measurable actions.

Stakeholders' engagement is another crucial proxy of green organizational culture that influences the implementation of pro-eco-friendly practices in higher education institutions. According to Emodi et al. (2025), involving internal and external stakeholders such as students, staff, alumni, government agencies, and community members promotes collective ownership of sustainability goals. When stakeholders actively participate in planning, decision-making, and implementation, universities are better positioned to achieve environmental objectives like reducing carbon footprints and managing resources efficiently. Oliveira et al. (2021) highlight that universities with strong stakeholder engagement frameworks report higher success rates in green campus initiatives, including waste recycling, renewable energy adoption, and biodiversity conservation. In the context of Anambra State, where public universities face infrastructural and financial challenges, fostering collaboration among diverse stakeholders is essential for scaling up pro-eco-friendly practices and creating a sustainable learning environment.

Empirical Studies

Wang & Liu (2019). Investigate the Impact of Green Organizational Culture on Job Satisfaction and Retention in Sustainable Fashion Companies China, Brazil. 200 employees, convenience sampling. The study reveals that a green organizational culture positively affects job satisfaction and employee retention in sustainable fashion companies. Employees who work in organizations that prioritize environmental sustainability experience higher levels of job satisfaction and are more likely to stay committed to their organizations. The study concludes that a green organizational culture is essential for fostering job satisfaction and retention in sustainable fashion companies. Recommendations include integrating sustainable practices into various aspects of the organization, providing opportunities for employees to contribute to environmental initiatives, and communicating the impact of their work on sustainability goals.

Gupta & Sharma (2021). Investigate the Implementation of Pro Eco-Friendly Practices in Third-Party Logistics Providers Ghana, South Africa. 250 employees, random sampling. The study examines the impact of implementing pro eco-friendly practices in third-party logistics providers. It finds that organizations that adopt eco-friendly practices, such as using electric vehicles, reducing waste, and optimizing transportation routes, experience positive effects on employee attitudes and behaviors. Employees in these organizations feel a sense of pride and fulfillment in contributing to environmental sustainability, leading to increased job satisfaction and engagement. The study concludes that implementing pro eco-friendly practices enhances employee attitudes and behaviors in third-party logistics providers. Recommendations include providing training and guidance on sustainable practices, establishing incentives for eco-friendly behaviors, and involving employees in environmental decision-making processes.

Kim & Park (2017). Examine the Influence of Green Organizational Culture on Workplace Well-being in Sustainable Technology Companies South Korea, Germany. 180 employees, systematic sampling. The study investigates the influence of a green organizational culture on workplace well-being. It finds that organizations that prioritize environmental sustainability and integrate green practices into their operations contribute to employees' overall well-being. A green organizational culture fosters a positive work environment, instills a sense of pride in employees, and promotes work-life balance. The study concludes that a green organizational culture positively impacts workplace well-being. Recommendations include promoting environmental awareness and education, creating a supportive and inclusive organizational climate, and implementing policies that support work-life balance.

METHODOLOGY

This study adopts a descriptive survey research design to investigate green organizational culture and pro-eco-friendly practices in public universities within Anambra State, Nigeria. The research focuses on two major public universities: Nnamdi Azikiwe University, Awka, and Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. Both institutions were selected because of their size, diversity, and relevance to the study. Data for the research were obtained from both primary and secondary sources. The primary data were collected using a structured questionnaire, which was divided into two sections. Section A focused on demographic information such as gender, age, marital status, educational qualification, and years of service, while Section B contained questions directly related to the research topic. Secondary data were obtained from journals, textbooks, academic articles, and relevant materials sourced from libraries and online repositories to provide theoretical and empirical support for the study.

The total population of the study consisted of 4,800 academic and non-academic staff drawn from both universities, with Nnamdi Azikiwe University having 2,700 staff members and Chukwuemeka Odumegwu Ojukwu University comprising 2,100 staff members. Given the large size of the population, the researcher adopted the Taro Yamane formula to determine the appropriate sample size. Using a 5% margin of error, the calculation yielded a sample size of 369 respondents, which was considered representative enough to ensure accuracy and reliability of the findings. A simple random sampling technique was adopted, giving every member of the population an equal chance of being selected. This approach was deemed suitable to minimize sampling bias and to ensure that the responses reflect the diverse characteristics of the entire population.

To ensure the validity and reliability of the research instrument, both face and content validity were applied. The questionnaire was reviewed by two lecturers from the Department of Business Administration at Chukwuemeka Odumegwu Ojukwu University, who assessed its relevance and clarity. Their suggestions and corrections were incorporated into the final draft of the instrument. Reliability was established using the test-retest method, whereby ten copies of the questionnaire were administered to ten respondents at two different points in time within a one-week interval. The responses were correlated using Spearman's rank correlation coefficient, which produced a reliability coefficient of $R_s = 0.79394$, indicating a strong positive relationship and confirming the instrument's consistency.

Data collection was carried out through the direct administration of questionnaires to selected participants from the two universities. This method ensured that accurate and relevant information was obtained from the target population. Upon retrieval, the data were analyzed using both descriptive and inferential statistical techniques.

Descriptive statistics were used to summarize the demographic information of respondents, while inferential statistics, particularly linear regression analysis, were applied to examine the relationship between green organizational culture and pro-eco-friendly practices in the selected public universities. The statistical analysis provided insights into the extent to which organizational culture influences sustainable environmental practices within academic institutions in Anambra State.

Data Presentation And Analysis

Hypothesis 1: Green Leadership and Pro-Eco-Friendly Practices

Model Summary

R-squared	Adj. R-squared	F-statistic	Prob (F-statistic)
0.712	0.709	185.623	0.000 ***

ANOVA Table

Source	Sum of Squares	Mean Square	F-statistic	P-value
Regression	345.743	345.743	185.623	0.000 ***
Residual	140.000	0.378	-	-
Total	485.743	-	-	-

Coefficients

Variable	Coefficient	Std. Error	t-Statistic	P-value
Constant	1.412	0.101	13.990	0.000 ***
Green Leadership	0.902	0.065	13.632	0.000 ***

The R-squared value of 0.712 indicates that green leadership explains 71.2% of the variance in Pro-Eco-Friendly Practices. The ANOVA results confirm statistical significance ($F = 185.623$, $p < 0.05$). The coefficient for green leadership ($B = 0.902$, $p = 0.000$) demonstrates a strong positive relationship. Therefore, the null hypothesis is rejected, and the alternate hypothesis is accepted: Green leadership significantly influences Pro-Eco-Friendly Practices in public universities in Anambra State, Nigeria.

Hypothesis 2: Green Employee Behavior and Pro-Eco-Friendly Practices

Model Summary

R-Squared	Adj. R-Squared	F-statistic	Prob (F-statistic)
0.452	0.447	52.613	0.000

ANOVA Table

Source	Sum of Squares	Mean Square	F-statistic	P-value
Regression	219.512	219.512	52.613	0.000

Residual	266.221	0.726	-	-
Total	485.733	-	-	-

Coefficients

Variable	Coefficient	Std. Error	t-Statistic	P-value
Constant	1.820	0.145	12.552	0.000
Green Employee Behavior	0.312	0.043	7.256	0.000

The R-squared value (0.452) suggests that green employee behavior explains 45.2% of the variance in Pro-Eco-Friendly Practices. The ANOVA results indicate that the model is statistically significant ($F = 52.613$, $p < 0.05$). The coefficient for green employee behavior ($B = 0.312$, $p < 0.05$) shows a positive and significant influence. Therefore, the null hypothesis is rejected, and the alternate hypothesis is accepted: Green employee behavior significantly influences Pro-Eco-Friendly Practices in public universities in Anambra State, Nigeria.

Hypothesis 3: Stakeholder Engagement and Pro-Eco-Friendly

Model Summary

R-Squared	Adj. R-Squared	F-Statistic	Prob (F-Statistic)
0.398	0.392	45.732	0.000

ANOVA Table

Source	Sum of Squares	df	Mean Square	F-Statistic	Sig. (p-value)
Regression	183.512	1	183.512	45.732	0.000
Residual	226.319	367	0.617	-	-
Total	409.831	368	-	-	-

Coefficients Table

Variable	B (Unstandardized Coeff.)	Std. Error	Beta (Standardized)	t-value	Sig. (p-value)
(Constant)	1.567	0.088	-	17.807	0.000
Stakeholder Engagement	0.279	0.041	0.632	6.767	0.000

The R-squared value (0.398) indicates that stakeholder engagement explains 39.8% of the variance in Pro-Eco-Friendly. The F-statistic (45.732, $p < 0.05$) shows that the model is statistically significant. The coefficient for stakeholder engagement ($B = 0.279$, $p < 0.05$) suggests that an increase in stakeholder engagement leads to a significant positive change in Pro-Eco-Friendly. Therefore, the null hypothesis is rejected, and the Pro-Eco-Friendly.

DISCUSSION OF FINDINGS

Hypothesis 1: Green Leadership and Pro-Eco-Friendly The study establishes a strong positive relationship between green leadership and Pro-Eco-Friendly, as evidenced by an R-squared value of 0.712. This implies that green leadership accounts for 71.2% of the variance in Pro-Eco-Friendly, making it one of the most influential factors in this study. The F-statistic (185.623, $p < 0.05$) confirms the statistical significance of this model. These findings suggest that leadership commitment to environmental sustainability, through policies and practices, plays a pivotal role in reducing carbon emissions. Universities with proactive green leaders tend to integrate sustainability into institutional policies, fostering a culture of environmental responsibility.

Hypothesis 2: Green Employee Behavior and Pro-Eco-Friendly The study reveals that green employee behavior has a statistically significant effect on Pro-Eco-Friendly, with an R-squared value of 0.452, meaning that employee behavior accounts for 45.2% of the variance in Pro-Eco-Friendly. The F-statistic (52.613, $p < 0.05$) confirms the model's significance. The positive coefficient ($B = 0.312$, $p = 0.000$) indicates that promoting environmentally friendly practices among employees—such as energy conservation, recycling, and waste reduction—significantly reduces carbon emissions. This finding aligns with literature suggesting that individual behaviors within institutions contribute substantially to sustainability outcomes.

Hypothesis 3: Stakeholder Engagement and Pro-Eco-Friendly Stakeholder engagement significantly affects Pro-Eco-Friendly, as indicated by an R-squared value of 0.398. This means that stakeholder engagement explains 39.8% of the variance in Pro-Eco-Friendly. The statistical significance of the model ($F = 45.732$, $p < 0.05$) further validates this relationship. The positive coefficient ($B = 0.279$, $p = 0.000$) suggests that increased participation of stakeholders—including students, staff, policymakers, and the community—leads to more effective sustainability initiatives. This supports existing research that highlights stakeholder involvement as crucial in driving sustainable development within institutions.

Summary of Findings

The study examined green organizational culture and pro-eco-friendly practices in public universities in Anambra State, Nigeria. The findings indicate that:

- i. Green Leadership significantly influences pro-eco-friendly, with ($R^2 = 0.712$, $\beta = 0.902$, $t = 13.632$, $p = 0.000$) indicating that sustainability-driven leadership enhances eco-friendly practices.
- ii. Green Employee Behavior significantly influences pro-eco-friendly, with ($R^2 = 0.452$, $\beta = 0.312$, $t = 7.256$, $p = 0.000$), highlighting the importance of employee involvement in sustainability initiatives.
- iii. Stakeholder Engagement positively influences pro-eco-friendly, with ($R^2 = 0.398$, $\beta = 0.279$, $t = 6.767$, $p = 0.000$), emphasizing the role of collaboration among university stakeholders in promoting sustainability.

CONCLUSION

The study concludes that a strong green organizational culture fosters pro-eco-friendly practices and significantly reduces the carbon footprint in public universities in Anambra State, Nigeria. Universities must prioritize sustainability through comprehensive policies and active participation of employees and stakeholders.

RECOMMENDATIONS

- i. University leadership should integrate sustainability into decision-making processes, ensuring that environmental goals align with institutional objectives.
- ii. Institutions should introduce training and incentive programs to motivate employees towards adopting and maintaining green practices.

- iii. Universities should collaborate with government agencies, NGOs, and the private sector to drive sustainability initiatives and foster knowledge-sharing on environmental management.

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