# The Effect of Transformational Leadership Style and Organizational Identity on Employees' Green Behavior With the Mediating Role of Well-being

**Mojtaba Rajabi[1*]** iD | **Zahed Ghaderi[2]** iD | **Faezeh Abdollahnezhad[3]** iD | **Mohammad Javad Mahdavizadeh[4]** iD

1. Corresponding Author, Department of Sport Management, Shahrood University of Technology, Shahrood, Iran. Email: mrajabi35@gmail.com
2. Department of Tourism, Faculty of Arts & Social Sciences, Sultan Qaboos University, Muscat, Oman. Email: z.ghaderi@squ.edu.com
3. Department of Sport Management, Shahrood University of Technology, Shahrood, Iran. Email: faeze.abdolahnejad1992@gmail.com
4. Department of Business Management, Faculty of Management, Kharazmi University, Tehran, Iran. Email: m.j.mahdavi71@gmail.com

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## ABSTRACT

This study aimed at investigating the effect of transformational leadership and organizational identity on the green behavior of physical education teachers with the mediating role of well-being. A quantitative approach employing 176 respondents was applied and data were collected in West Azerbaijan, Iran. The results showed that transformational leadership and organizational identity positively affect physical education teachers' well-being and their green behaviors. The findings further revealed that well-being does not influence green behavior and has no mediating role in the relationship between transformational leadership and organizational identity with green behavior. The findings suggest that transformational leadership can be used as a medium to motivate employees to adapt green environmental behaviors. The study offers both practical and theoretical implications.

## 1. Introduction

Preventing the massive destruction and increasing the quality of the environment are main issues facing organizations. Researchers have considered green behavior of employees in workplace, and they suggest that employees' behaviors play an important role in the environmental performance of organizations. Employee-reinforcing or weakening environmental sustainability behaviors, voluntary or involuntary, are called employees' green behavior (Xiao et al., 2020). In addition, behaviors that contribute to environmental sustainability, such as saving resources, transforming and converting waste into valuable items, and protecting the environment, are likewise called green behavior (Peng et al., 2021). Employees' perception of their company as an environmental friendly firm, increases the likelihood of positive environmental behaviors and affects employees' actions (Hassanpoor & Ebrahimi, 2020).

In order to influence the green behavior of employees, personal and environmental factors should be investigated (Tian et al., 2020). Having Knowledge and concern for the environment and hosting environmental motivation can affect this green behavior (Ahmed et al., 2020).

The green behavior can be influenced by environmental factors such as leadership style (Cai et al., 2020). Leaders with reward systems can step up to encourage innovation and learning in government agencies (Tajeddini & Trueman, 2016). Leadership can also encourage employees to behave on a sustainable manner (Chen et al., 2015), and strengthen their green behavior by taking measures such as supporting employees' environmental suggestions, engaging them in green behavior, and appreciating employees' green behaviors (Farhadi Nejad et al., 2019). Similarly, leadership in organizations can increase employees' green motivation and encourage environmentally appropriate products and services (Li et al., 2020). In addition, transformational leadership style has a significant impact on employees' green behavior, and stimulates pro-environmental behavior of employees (Peng et al., 2020).

Another effective variable that has a significant influence on the workforce of organizations and their attitude, behavior, and responsibility is organizational identity, which can play a principal role in behaviors beyond the responsibility of human resources (Lee et al., 2015). Organizational identity is a person's cognitive process from a sense of membership and belonging in an organization that indicates the compatibility of values between individuals and organizations (Besharov, 2014). The more the positive identity is, the more commitment, effectiveness, and positive behaviors people might have in any organizations (Kline et al., 2017).

Given that environmental issues have gradually become a significant concern for companies, they have focused on sustainable development, making environmental protection an integral part of organizational identity. Organizational members can change their perception in the face of environmental changes or advance new conceptualization, and thus change organizational identity (Chang et al., 2019).

May et al. (2021) noted that organizational identity and trust partly mediate the relationship between social responsibility and employees' green behavior. Such behavior has a positive and significant impact on environmental sustainability. Employees' well-being has gained significant attention in the organizational behavior literature (Sharma et al., 2016). However, to motivate employees enhance their performance verities of well-being programs including financial and non-financial rewards are offered by many organizations, and these include all kinds of services, facilities, and benefits provided by the employer for the convenience and improvement of employees, well-being and satisfaction of employees, increasing efficiency, strengthening employees' morale, and creating a competitive advantage to receive timely results (Peace Nwakoby, 2020). Well-being helps employees meet their requirements, reduce the cost of the production units, improve morale, and increase employees' security (Peace Nwakoby, 2020).

Addressing the well-being of employees and the way to satisfy the needs and demands of employees properly is a way to prevent retaliatory behavior. As a result, an employee who feels well-being is appreciative and probably would be more productive (McNulty & Fincham, 2012). Since the deviant behaviors of employees not only harm the organization but also cause employees to neglect the customer's affairs, determinant variables that play a role in creating welfare perceptions and reducing employees' deviant behavior should be investigated. In the meantime, the role of leadership in managing employees' deviant behaviors and well-being is also important (Kameli et al., 2016).

Appropriate leadership style can improve job satisfaction and employee's well-being, and reduce absenteeism and earlier retirement (Kuoppala et al., 2008).

As the future community leaders who should be passionate about the environment, students must learn about natural environment and how human activities lead to environmental quality degradation (Izadi et al., 2013). In this regard, one of the most critical and influential pillars of education in schools, i.e., teachers should be considered as they are among the most influential people in forming students' responsible and irresponsible behaviors (Ghoochani et al., 2015). In addition, physical education and sports are an essential part of the school's curriculum and programs (Mirhossseini et al., 2019). Physical education teachers play an essential role in training athletes and future generations. There is no doubt that the society requires physical education teachers with behavioral characteristics such as dedication, conscientiousness, and commitment to assist students to grow (Moradiani Gilani & Zardoshtian, 2020). Moreover, conducting outdoor sport activities demands greater responsibility of physical education teachers to protect the environment. Hence, the way they treat the environment can be a source of continuous and uninterrupted education for future generations of society (Ghoochani et al., 2015). According to the above discussion and the paucity of research, this study investigates the effect of transformational leadership style and organizational identification on employees' green behavior. The study contributes to the management science literature (transformational leadership, organization identification, and employees' well-being), sports and physical education and environment fields (environmental responsibility and green behaviors). Theoretically, exploring the associations between research variables from different disciplines and within the cultural context of Iran is a significant contribution that has not been investigated. To the best knowledge of the authors, this study is among the first which explores such relationships with the mediating role of employees' well-being.

## 2. Literature Review and Hypothesis Development
### 2.1 Transformational Leadership and Green Behavior
There is an ambiguous conceptualization used for the green behavior of employees in the literature (Ones et al., 2018). Therefore, Ones et al. (2018) highlight the relevance of using the Green Five Taxonomy to describe the green behavior of employees. The Green Five Taxonomy organizes green behavior into five categories: preserve, avoid harm, change, influence others, and take initiative (Crucke et al., 2022). Green employee behavior is defined as "willingness to engage in environmentally friendly activities" (Su & Swanson, 2019).

Transformational leadership is consisting of four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Riggio, 2006). Idealized influence happens when the leader acts as a role model and gets trust and respect of his or her followers. Inspirationally motivating leaders formulate a clear and attractive vision and hold high expectations that followers will attain more than they thought probable and eventually reach the vision. Intellectual stimulation comprises encouraging followers to create their own decisions, to find other means of working, and to be imaginative and innovative. Transformational leadership is an ethically-based leadership theory in which leaders inspire employees to change their value systems, move beyond self-interest, and elevate followers to a higher moral level (Kura, 2016). When it comes to the environmental transformational leadership, leaders use their employee relationships to consciously influence and encourage their employees to dedicate themselves to implementing green behaviors in the workplace (Robertson & Carleton, 2018). Therefore, according to the above discussion, the following hypothesis is proposed:

   **H1:** Transformational leadership has a positive impact on employees' green behavior.

### 2.2 Transformational Leadership and Well-being
The literature on subjective well-being generally defines the well-being as an emotional state beyond the absence of illness (Diener et al., 1999). Well-being is conceptualized as people's feelings about themselves and the settings in which they live and work (Van Horn et al., 2004). The theoretical start point behind studies of the leadership-well-being relationship was the assumption that leaders are an important aspect of the work environment, or are able to control the work environment (Skakon et al.,

2010), which in turn has been linked to employee well-being (De Jonge et al., 2000). A growing body of empirical research also supports the notion that leadership affects employees' well-being. A recent review of the three decades of research reported that leadership behaviors were associated with employee stress and emotional well-being (Skakon et al., 2010). A meta-analysis on leadership and work well-being concluded that leadership plays a principal role in employees' work well-being (Kuoppala et al., 2008).

There is also an increasing research stream on transformational leadership theories related to well-being. In essence, transformational leadership is based on a strong identity between the manager and the social unit in which the leadership takes place (Rafferty & Griffin, 2004). In this process, leaders increase followers awareness and understanding of moral values and inspirational vision and encourage the followers to transcend their own personal goals and interests for the excellence of the community (Bass & Riggio, 2006). It is suggested that the way transformative leaders affect employee well-being is a process whereby the positive emotions experienced and expressed by the transformative leader are transmitted to employees through the process of emotional contagion (Bono & Ilies, 2006). This suggestion is supported by the research suggesting that employees of transformational leaders experience more optimism, happiness, and enthusiasm throughout the day than employees without a transformational leader (Dwyer et al., 2013). Additionally, studies have shown that transformative leaders use positive words in their written and verbal communication (Becker et al., 2022). Leaders' expressions of enthusiasm have also been associated with positive follower mood states (Bono & Ilies, 2006). Drawing from the above discussion, the following hypothesis is developed:

**H2:** Transformational leadership has a positive impact on employees' well-being.

### 2.3 Organizational Identification, Green Behavior and Well-being

Nowadays, the earth and our environment are at risk. That's why many protective policies and regulations have been issued and organizations have been enforced to abide them (Wolff et al., 2018). Businesses have begun to observe the link between environmental protection and its sustainability and effectiveness (Kuo et al., 2012). Organizations have made efforts to attract and encourage employees to get involved in pro-environmental behaviors and improve the environmental performance (Afsar et al., 2018).

Organizational identity reflects the psychological merging of self and organization. "The more people identify with an organization, the more the organization's values, norms, and interests are incorporated in the self-concept" (Van Knippenberg and hogg, 2003)

Several studies have found that organizational identity is likely to increase employees' pro-environmental and green behavior (Afsar et al., 2018). Hameed et al. (2021) found a relationship between human resources practices and organizational identity that ultimately improves the well-being of employees of government agencies. In a study, Su and Swanson (2019) showed that organizational trust and identity directly affect employees' well-being and green behavior. In other words, employees' well-being increases their green behavior. Therefore, according to the above discussion, the following hypotheses are proposed:

**H3:** Organizational identification has a positive impact on employees' well-being.

**H4:** Organizational identification has a positive impact on employees' green behavior.

### 2.4 Well-being and Employees' Green Behavior

Employee well-being is always strategically relevant to organizations and individuals (Pradhanand Hati, 2022). Ryan and Deci (2001) concluded that there are two philosophical views on well-being: one is happiness-oriented (i.e., hedonism), defining well-being as the subjective experience of happiness; the other concerns realizing human potential power (i.e., eudaimonism), which regards well-being as the result of personal achievement, self-actualization, or self-positioning. Most current research on well-being has accepted the validity of these two distinct paradigms (Zheng et al., 2015). Hence, different philosophical thinking leads to distinct theoretical models, research paradigms, or conceptual models to study well-being (Zheng et al., 2015). Knapp (2003) stated that employees are looking to feel good about their working lives and aspire to a high level of well-being. Previous research showed that employee well-being affects employee behaviors (e.g., Robertson & Carleton, 2018; Su & Swanson, 2019). Danna and Griffin (1999) pointed out that behavioral intentions are a positive result of well-being. In this study, we suggest that

teachers who have well-being act in a way that creates benefits for organizations such as learning green behaviors in the workplace. Accordingly, the fifth hypothesis is presented:

**H5:** Well-being has a positive impact on employees' green behavior.

### 2.5 Mediating Effects

Organizational identity is a particular form of social identification in which people consider themselves to be members of an organization; strong organizational identification can lead to favorable outcomes such as greater employee compliance and job satisfaction (Miao et al., 2019).

Also, leaders play an essential role in the success of any organization. They are not only responsible for an organization's strategy and how it is operationalized and implemented, but they are also responsible for the welfare of employees, so the relationship between the organization, the supervisor, and the employee has an important impact on the well-being of the employees (Arnold & Connelly, 2013). Employees well-being is important for the success of organizations. Low sense of well-being leads to reduced productivity. Therefore, it is necessary for organizations to know how their programs affect employees' well-being (Ahmed et al., 2020). Many studies have shown that employees who are more committed to their organization are likely to participate in green activities (Wang, 2016). When organizations create a positive work environment for employees, employees are more likely to participate in the organization's green plans. Accordingly, the present study shows the transformational identity and leadership as two important variables that indicate the relationship between leadership style, organization, and its employees. In this vein, we suggest that employees' welfare can mediate the impact of transformational leadership and organizational identity on employees' green behavior. Therefore, we present the following hypotheses:

**H6:** Well-being has a mediating role between transformational leadership and green behavior

**H7:** Well-being has a mediating role between organizational identity and green behavior.
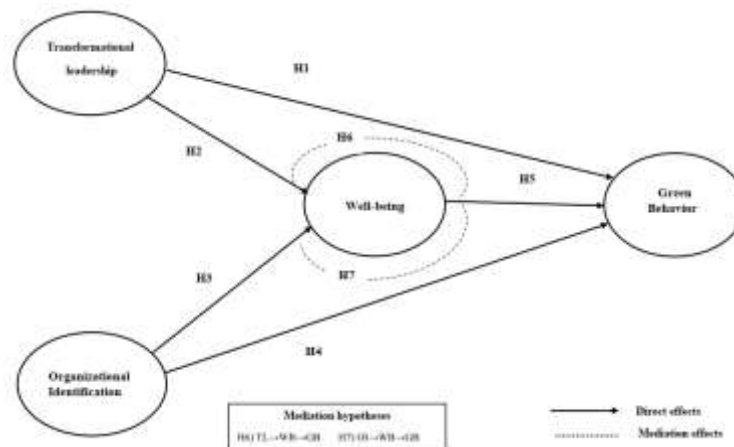
All these relationships are shown in Figure 1



**Figure 1**. Research Model

### 3. Materials and Methods

The current study employed a quantitative approach to investigate the relationships between transformational leadership, organization identity, and employee's green behavior with the mediating role of well-being. The instrument of this study was a self-administrated questionnaire. In this study, transformational leadership with seven items and organizational identity with four items were measured based on Buil et al.'s (2019) study. Green behavior construct was assessed using Su and Swanson's study (2019) with five items. The questionnaire was set up in a 5-point Likert-type scale ranging from strongly disagree (1) to strongly agree (5).

In addition, employee well-being had three items and was measured based on Su and Swanson's (2019) study. These items were also evaluated based on a 5-point Likert scale (very dissatisfied (1) to

very satisfied (5)). Seven sports management experts were asked to assess the questionnaires' face and content validity. Moreover, the reliability of the questionnaire was obtained in a pilot study (n=30) using Cronbach's alpha correlation coefficient. As the alpha coefficient of all variables was higher than 0.7, the reliability of the questionnaire was confirmed. The statistical population of this study consisted of all physical education teachers of West Azerbaijan. The G*Power software was used to determine the sample size. Based on a maximum influential independent variable and the level of significance of 5%, the test power of 0.95 and the effect size of 0.1, a sample size of 176 was determined by the software as the minimum sample size. After determining the minimum sample size, the questionnaire was designed online. After coordination with the education department of West Azerbaijan province, the link of the questionnaire was placed in the virtual channels – in which physical education teachers were members – to be answered.

Finally, 202 questionnaires were completed by physical education teachers. After deleting the questionnaires that were not completed properly and had outlier data, analysis was performed on 176 questionnaires. Data were analyzed using descriptive statistics methods such as frequency and frequency percentage, mean, and standard deviation in SPSS software version 26. To investigate and test the research hypotheses, the PLS software version 3 was also used.

## 4. Results

Descriptive statistics were used to determine the demographic information of respondents. From 176 respondents, 99 were female (56.3%) and 77 were male (43.8%). Based on the age factor, 16 (9.1%) of respondents were between 20-30 years old, 94 were between 31-40 years old (53.4%), 58 were between 41-50 years old (33%), and 8 (4.5%) were over 50 years old. Most of the respondents were married (i.e., 155 (88.1%)) and 21 (11.9%) were single. The education level of most respondents 87 (49.4%) was Masters, 82 had associate and bachelor's degrees (46.6%), and 7 had the PhD degree (4%). The working experience of most respondents was below 15, with 98 (55.7%) being the highest amount. Likewise, 76 respondents (44.3%) had work experience over 15 years.

After drawing the model in the software, two models of measurement fitting and structural model were used to investigate the research model and test the hypotheses. Reliability and validity criteria were used to evaluate the measurement model. Three criteria of factor load coefficients, Cronbach's alpha, and Composite reliability were used to measure the model's reliability. For model validity, convergent and discriminant validity criteria were used. As it is evident in Table 1, all questions have a factor load higher than 0.7 (Ghasemy et al., 2020); hence, other tests could be examined. Table 1 shows that the composite reliability and Cronbach's alpha for all variables are higher than 0.7, (Ghaderi et al., 2021) and it can be said that the measurement model has acceptable reliability. The average variance extracted should be larger than 0.5 (Ghasemy et al., 2020). The results of Table 1 showed that all convergent validity conditions are established; therefore, there is convergent validity for the measurement model.

**Table 1.** Results of Reliability and Validity of the Research Measurement Model

| Construct | Item | Loading | CA | CR | AVE |
|---|---|---|---|---|---|
| Transformational Leadership | Q1 | 0.801 | 0.891 | 0.912 | 0.621 |
| | Q2 | 0.816 | | | |
| | Q3 | 0.821 | | | |
| | Q4 | 0.844 | | | |
| | Q5 | 0.723 | | | |
| | Q6 | 0.766 | | | |
| | Q7 | 0.721 | | | |
| Organizational Identity | Q8 | 0.823 | 0.871 | 0.914 | 0.736 |
| | Q9 | 0.851 | | | |
| | Q10 | 0.886 | | | |
| | Q11 | 0.871 | | | |
| Green Behavior | Q12 | 0.832 | 0.912 | 0.921 | 0.724 |
| | Q13 | 0.867 | | | |
| | Q14 | 0.868 | | | |
| | Q15 | 0.851 | | | |
| | Q16 | 0.861 | | | |
| Well-being | Q17 | 0.721 | 0.723 | 0.831 | 0.632 |
| | Q18 | 0.801 | | | |
| | Q19 | 0.853 | | | |

**Note:** CR= Composite reliability; CA=Cronbach's Alpha; AVE= Average variance extracted

HTMT index was used to assess discriminant validity. This indicator is only available in the third version of smart PLS. It was required to complete the bootstrapping procedure to calculate this indicator. The permissible limit for this index is 0.85 to 0.9. The values of this criterion are less than 0.9, thus discriminant validity is acceptable (Ghasemy et al., 2020). The values obtained in Table 2 are less than 0.9, and the discriminant validity of the model is confirmed. Furthermore, by confirming convergent and discriminant validity, the overall validity of the measurement model was confirmed.

**Table 2. Discriminant Validity**

|  | GB | OI | TL | WB |
|---|---|---|---|---|
| GB |  |  |  |  |
| OI | 0.484 |  |  |  |
| TL | 0.519 | 0.645 |  |  |
| WB | 0.301 | 0.447 | 0.464 |  |

*Note:* GB= Green Behavior; OI= Organizational Identity;
TL= Transformational Leadership; WB= Well-Being

After confirming the measurement model, the hypothetical relationships were estimated in the structural model. The relationships between the studied structures were evaluated using path coefficients in this study. If the T value is higher than 1.96, the hypothesis is confirmed at a 95% confidence level. Additionally, if it is above 2.58, the hypothesis is confirmed at the 99% confidence level.

According to Table 3 and Figure 2, the first, second, third, and fourth hypotheses were confirmed based on the significant value and coefficients of the path, and the fifth hypothesis was not confirmed.

Moreover, the sixth and seventh hypotheses of employee well-being mediation were also investigated. VAF was used to investigate the mediating variable of job well-being. According to this method, the path coefficient of the total, indirect, and direct pathways should be placed in the formula for measuring VAF. To confirm the mediating hypotheses, the VAF value must be higher than 0.20. According to Table 4, given that the VAF value of both hypotheses is less than 0.2, the mediating hypotheses were not approved.

The coefficient of determination ($R^2$) value is the second criterion for evaluating the structural model fit in every research. $R^2$ is a criterion that shows the effect of exogenous variables on the endogenous variable. In this research, $R^2$ is the green behavior of employees (0.28), which shows that 28% of the changes in the green behavior of employees are based on transformational leadership, organizational identity, and employee well-being variables, and these changes are vital. In order to determine how much $R^2$ value is related to which independent variables, the effect size ($F^2$) criterion was used. The results showed that $F^2$ variables of transformational leadership, organizational identity, and employee well-being were 0.10, 0.04, and 0.003, respectively.
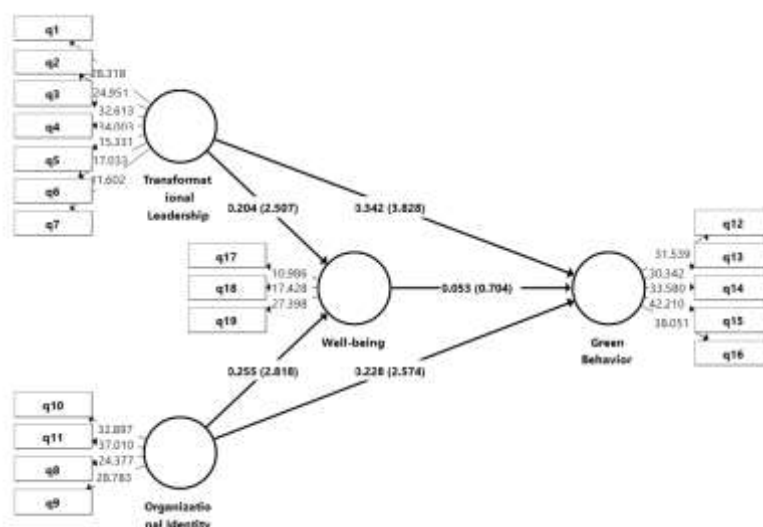


**Figure 2.** Model of Path Coefficients and T Statistic

Further, $R^2$ is the employees' well-being (0.16), a medium prediction. $F^2$ was determined for this variable. The effect size of transformational leadership and organizational identity was 0.03 and 0.05, respectively. However, the value is weak. Two values were used for the fit model. In the Standardized Root Mean Square Residual (SRMR), the index likewise changes between 0 and 1. In this study, the value was 0.07, which – according to Ringel (2016) – is less than 0.1, indicating an acceptable fitness of the model.

Further, the NFI index value in this model was 0.92, which is approved for values above 0.9. Stone and Geisser's index (Q2) was consulted to assess the quality of the structural model. This index determines the model's predictive quality in endogenous or dependent structures and is evaluated with three values of 0.02, 0.15, and 0.35 as low, medium, and robust predictive quality. Its value is 0.18, indicating that the prediction of the behavior of the primary dependent variable by independent variables has a medium quality.

Goodness-of-Fit (GOF) is used as an index for the overall fitness of the model. This index is obtained by using the average $R^2$ root and the average communality. The amount obtained in this study is 0.38, which shows that the quality of the overall research model is strong.

**Table 3.** Structural Model Results

| Hypothesis | Path coefficient | T values | P values | Support |
|---|---|---|---|---|
| H1: TL -----> GB | 0.342 | 3.828 | 0.00 | YES |
| H2: TL -----> WB | 0.204 | 2.507 | 0.012 | YES |
| H3: OI -----> WB | 0.255 | 2.818 | 0.005 | YES |
| H4: OI -----> GB | 0.228 | 2.574 | 0.01 | YES |
| H5: WB -----> GB | 0.053 | 0.704 | 0.481 | No |
| Mediator | Direct Path | Indirect path | Total Path | VAF |
| H6:TL---> WB---> GB | 0.011 | 0.010 | 0.352 | 0.028 |
| H7:OI --->WB --->GB | 0.228 | 0.013 | 0.241 | 0.054 |

*Note:* GB= Green Behavior; OI= Organizational Identity;
TL= Transformational Leadership; WB= Well-Being

## 5. Discussion

Environmental protection has become an important issue for countries due to the massive degradation of resources. One of the tools that organizations have is promoting green behaviors among employees to protect the environment. However, integrating environmental policies into human resources activities is one of the most critical challenges of organizations (Farrokhi et al., 2020). In this context, human resource management and leadership can make it easier to successfully implement environmental management by coordinating practices such as selection, performance evaluation, and environmental goal training (Jabbour et al., 2013). In addition, educational institutions are one that have significant role in human life (Dibaei & Lahijian, 2009); thus, this study aimed to investigate the effect of transformational leadership style and organizational identity on green behavior of physical education teachers in schools with the mediating role of well-being.

The first hypothesis showed that transformational leadership style had a positive and significant effect on the green behavior of physical education teachers (β=0.342, t=3.828). The results of this study is aligned with the results of Cai et al. (2020), Farhadi Nejad et al. (2019), Li et al. (2020), and Peng et al. (2020). This result shows the positive effect of transformational leadership style on the green behavior of physical education teachers. Transformational leadership makes teachers more willing to do environmentally friendly activities and strengthens their green behavior in organizations. Employees of organizations are the core of each organization's activities, and their green behavior will reduce environmental pollution at different individual and group levels of the organization. Transformational leadership style increases employee motivation, enabling employees to express and take environmental action based on passion, expertise, and self-efficacy in addressing environmental issues (Chen et al., 2014). As the results displayed, trust and participation among employees as well as their recognition, support, and encouragement can lead to employees' green behaviors in the organization and significantly contribute to the environmental protection. Transformational leadership includes four basic behaviors of intelligent mobility, ideal impact, inspirational motivation, and individual interventions, each of which can affect employees' environmental behaviors (Bass &

Riggio, 2006). Further, this hypothesis showed that the highest factor load of employees' green behavior variable was related to the third question (job tasks expected of me, with environmentally friendly methods) (0.86). The results also showed that the $F^2$ transformational leadership variable is equal to 0.10, which among other independent variables, has the most effect on the green behavior of employees. Hence, it is suggested that organizations use a transformational leadership style to strengthen the green behavior of their employees.

According to the results of the second hypothesis, it was found that transformational leadership style has a positive and significant effect on the well-being of physical education teachers (t=2.507, β=0.204). This result is consistent with the investigation of the following research (binti Mosbiran, 2021; Koon & Ho, 2021; Kuoppala et al., 2008). Transformational leadership style can encourage them by recognizing their employee's needs. Transformational leadership will make physical education teachers feel positive about themselves and increase their work performance. In a study, Gillet et al. (2013) found a direct relationship between transformational leadership and employee well-being. According to the obtained results, it can be said that one of the factors affecting the well-being of employees in organizations is leadership. Moreover, a transformational leadership style can positively impact employees' well-being and lead to their satisfaction and well-being. Hence, transformational leadership improves employees' performance and work participation by increasing employees' well-being (Koon & Ho, 2021). According to the study results, it was found that the highest factor load of employees' well-being variable was the third question (how satisfied you are with your work capacity) (0.85), which shows the positive impact of transformational leadership on the well-being of physical education teachers. It makes physical education teachers feel better about themselves and more confident in their work capacity.

The third hypothesis showed that organizational identity had a positive and significant effect on the well-being of physical education teachers (β=0.255, t=2.818). This result is also aligned with the finding of binti Mosbiran (2021), Boyd and Nowell (2020), Hameed et al. (2021), and Su and Swanson (2019). Belonging to the organization creates the feeling of employees being more satisfied with the work environment. Further, the sense of identity of physical education teachers towards their organization makes them try more in their field of work. Hence, organizational identity can increase teachers' well-being and lead to their satisfaction from their workplace, which will increase their satisfaction and well-being.

The results of the fourth hypothesis showed that organizational identity had a positive and significant effect on the green behavior of physical education teachers (β=0.228, t=2.574). This finding is also consistent with the results of Chang et al. (2019), May et al. (2021), and Su and Swanson (2019). As the findings showed, employees' sense of identity toward their organization causes them to promote their green behaviors and perform their work duties in environmentally friendly ways. Organizational identity makes employees look for opportunities to be actively involved in protecting the environment in their workplace. Further, organizational identity can lead to initiatives in the green behaviors of employees and thus contribute to the environment. The sense of belonging to the organization and strong relationship with the organization encourage employees to comply with the organization's rules and make a double effort to achieve the organization's goals. The feeling of happiness and proud of being a member of the organization will make physical education teachers feel better and improve their efforts.

The results of the fifth hypothesis showed that well-being does not affect the green behavior of physical education teachers (β=0.053, t=0.704), which was contrary to the results of Su and Swanson (2019). This contradiction might be attributed to different research populations and samples. Besides, it can be due to the effect of the two variables of transformational leadership and organizational identity on the green behavior of employees.

The sixth and seventh hypotheses showed that employees' well-being had no mediating role in the relationship between transformational leadership style and organizational identity with the green behavior of physical education teachers. These results were inconsistent with Ahmed et al. (2020). In their research, Ahmed et al. (2020) noted that well-being fully mediates the relationship between environmental awareness and the green behavior of employees. Subsequently, the sixth and seventh hypotheses of this study are rejected, and the zero hypothesis is confirmed. In addition, all paths should be significant to investigate the mediation of well-being. However, because the effect of well-

being on employees' green behavior was not significant, the well-being variable could not have a mediating role in the relationship between identity and transformational leadership variables on the green behavior of employees. It can be concluded that there is no indirect path to the effect of transformational leadership and organizational identity on employees' green behavior, so the results of this study showed that only these two paths could affect the green behavior of employees.

## 6. Conclusion

Human resources are core organizational assets that can take fundamental measures to green organizations. According to the results, if an organization wants to motivate employees with green behavior, it must first inform its leaders about environmental issues. Leaders can inspire their followers to adopt the organization's vision as if it belongs to themselves and focus their energy on achieving goals. Creating a work environment that is accompanied by compassion and appropriate behavior increases employees' commitment and leads to creative behaviors of employees (Tajeddini et al., 2020). Furthermore, this requires training in this area. Due to their incredible power and impact on their employees, transformational leaders can use environmental education to change their followers' view of the environment towards conservation, which will eventually lead to green behaviors of employees. The green behavior of employees will initially lead to the environmental improvement of the organization itself and ultimately improve the environment of society. Besides, it was found that organizational identity is one of the other factors affecting the green behavior of physical education teachers. Teachers have a double effort to achieve the organization's goals because of their identity. Organizations can consider financial and non-financial rewards for employees who are more mindful of green behavior to increase employee motivation for environmental protection.

In addition, organizations can remind employees of the importance of green behavior by preparing banners with the theme of green behavior and its results in the success and survival of the organization and installing them in different parts of the organization. Teachers are one group of the people who have a significant impact on the behavior of their students, principally physical education teachers who are active in different sports and are considered a source for students. Most students follow their behavior, exclusively in elementary school at young ages. Thus, environmental behaviors of physical education teachers in sports environments can lead students to have environmental behaviors.

## 7. Practical and Theoretical Implications

This study contributes to the literature by investigating the relationships between transformational leadership and organizational identity with job well-being and green behavior of employees. Furthermore, the results explored simultaneous relationship between transformational leadership and organizational identity on job well-being and employee welfare in a well-established model that has not been tested in previous research. Our findings suggest that job well-being of employees does not affect the green behavior of employees and has no mediating role in the relationship between transformational leadership and organizational identity with green behavior. These results are challenging the current established literature, which has revealed that the strong and positive associations between these variables and well-being completely mediate the relationship between environmental awareness and the green behavior of employees (Ahmed et al., 2020; Su & Swanson, 2019). The implementations of this study are valuable for decision makers in teaching institutions, physical teaching schools, and other relevant agencies.

First, the use of transformational leadership and organizational identity as influencing factors on employees' positive performance is recommended and can be useful in educational organizations in less developed countries like Iran. Second, the present study has implications for management style as well. One of the approaches to motivate employees to participate in green behaviors can be the transformational leadership style as confirmed by the results of this study. Hence, it is advised that physical teaching institutions apply and practice the new ways of transformational leadership rather than the traditional method of managing employees, which still is common in Iran. Third, the social environments in which employees are being recruited can guide green behaviors in the workplace. Employees who feel connection and belonging to the organization can essentially strengthen the employee-organization relationship and contribute to the organization's environmental sustainability programs. Fourth, investment can be made to meet the psychological needs of employees by creating a

dynamic and positive work environment. Through training and team-building activities as well as leadership style, pleasant conditions can be created to increase employees' job well-being.

## 8. Limitations and Research for the Future

As with all research, there are limitations to this study. First, the study is cross-sectional; therefore, longitudinal research can provide more insight into the creation of possibilities and facilitate a better understanding of the relationships explored in the study. Moreover, this study relies solely on the self-reporting actions of employees. Therefore, future research can adopt methods to analyze the viewpoints of managers and employees. In addition, the specific characteristics of the organization studied and its difference with other governmental organizations cannot be extended to other organizations, but the results of this study can be used for other physical education teachers in schools in other provinces and the results of this study can be generalized to them. It is suggested that in future research, physical education teachers of other locations in Iran be selected as the statistical population. In this study, $R^2$ value of green behavior variable was at a relatively good level, which showed that most of the variables affecting dependent variables were selected correctly and can be relied upon as a model that has a good fit and can be used in other studies.

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