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Green Organizational Culture, Organizational Justice, and Supervisor Support on Environmental Citizenship Behavior: The Mediating Role of Employee Well-Being

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ABSTRACT

Objectives: This study examines the effects of Green Organizational Culture, Organizational Justice, and Perceived Supervisor Support on Organizational Citizenship Behavior for the Environment (OCBE), both directly and indirectly through Employee Well-Being, in Adiwiyata schools. The study is motivated by the inconsistency of voluntary pro-environmental behavior despite the schools having attained Adiwiyata Mandiri status.

Methodology: This study employed an explanatory quantitative approach with a cross-sectional design. Data were collected through questionnaires administered to 110 teachers and educational staff at Adiwiyata Mandiri schools in the West Jakarta II area. The data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS 4.

Findings: Green Organizational Culture, Organizational Justice, and Perceived Supervisor Support had positive and significant effects on both Employee Well-Being and OCBE. Employee Well-Being also had a positive and significant effect on OCBE and partially mediated the effects of the three organizational variables on OCBE. The model explained 41.1% of the variance in Employee Well-Being and 46.0% of the variance in OCBE.

Conclusion: Strengthening a green organizational culture, promoting fair organizational practices, enhancing supervisor support, and improving employee well-being are essential for fostering voluntary and sustainable pro-environmental behavior in Adiwiyata schools.

Keywords: Employee Well-Being; Green Organizational Culture; Organizational Justice; Organizational Citizenship Behavior for the Environment; Perceived Supervisor Support.

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INTRODUCTION

Environmental crises, climate change, pollution, and the exploitation of natural resources require changes that extend beyond policy formulation to include the development of human behavior. Within the framework of the Sustainable Development Goals (SDGs),

education holds a strategic position in developing the knowledge, values, skills, and actions required to support sustainability. Education for Sustainable Development positions schools as agents of change that foster ecological awareness and responsible behavior. This role is closely related to SDG 3 on good health and well-being, SDG 4 on quality education, SDG 8 on decent work, SDG 12 on responsible consumption and production, and SDG 13 on climate action (Nations, 2023).

In Indonesia, the education sector's commitment to sustainability is implemented through the Adiwiyata Program, which integrates environmental education into classroom learning, participatory activities, and the management of energy, water, waste, and school facilities. However, obtaining Adiwiyata status does not necessarily ensure that pro-environmental behavior is internalized in daily activities. At the schools examined in this study, environmental activities tended to increase when instructions, supervision, or external assessments were provided, but they had not yet developed consistently into voluntary behavior. This condition indicates a gap between administrative achievement and the behavioral transformation of school community members (Indonesia, 2025).

The results of a preliminary survey involving 16 teachers and educational staff further confirmed this problem. Only 37.50% of respondents were willing to devote additional time or effort to environmental activities, while 50% reported participating voluntarily. Regarding Green Organizational Culture, only 31.25% of respondents believed that their schools had provided adequate environmental training or resources. The consistency of resource allocation and cross-unit collaboration each received positive responses from 43.75% of respondents. Furthermore, only 37.50% of respondents perceived that workload were distributed fairly, while 31.25% believed that management responded to complaints promptly and appropriately. Although general supervisor support was rated relatively highly, only 12.50% of respondents had received recognition for their environmental contributions. These findings indicate that pro-environmental behavior continues to be driven more strongly by formal obligations than by individual awareness and initiative.

Such voluntary behavior can be explained through Organizational Citizenship Behavior for the Environment (OCBE), which refers to pro-environmental behavior that is not explicitly required in formal job descriptions but collectively contributes to organizational sustainability. OCBE includes proposing environmental initiatives, conserving resources, assisting colleagues, and participating in environmental activities beyond formal job requirements. In the context of Adiwiyata schools, OCBE is particularly important because program sustainability cannot depend solely on policies, facilities, and administrative documentation; it also requires the active involvement of teachers and educational staff (Jankelová et al., 2024).

OCBE is expected to be influenced by Green Organizational Culture, Organizational Justice, and Perceived Supervisor Support. A green organizational culture aligns organizational values, norms, and work practices with sustainability objectives and encourages voluntary pro-environmental behavior (Yesiltas et al., 2022). Organizational Justice fosters trust through the fair distribution of workloads, procedures, rewards, and interpersonal treatment. Employees who perceive that they are treated fairly are more likely to contribute beyond their formal responsibilities. Meanwhile, supervisor support provides assistance, role modeling, recognition, and legitimacy for employees' environmental initiatives (Charash & Spector, 2023).

The effects of these three organizational factors on OCBE are also expected to operate through Employee Well-Being. Employees who experience higher levels of well-being possess greater psychological resources to take initiative and make additional contributions. Previous research has demonstrated that employee well-being can promote green behavior and serve as a mechanism linking positive organizational experiences to pro-environmental behavior. This relationship can be explained through Social Exchange Theory, which proposes that organizational support, fairness, and resources are reciprocated by employees through positive attitudes and behaviors, including environmental extra-role behavior (Wan et al., 2025).

Although research on OCBE has continued to develop, most previous studies have been conducted in the business, manufacturing, and hospitality sectors. Research within educational institutions, particularly Adiwiyata schools in Indonesia, remains limited. Previous studies have also primarily examined the direct effects of green organizational culture, organizational justice, and supervisor support on pro-environmental behavior, whereas the integration of Employee Well-Being as a mediating mechanism has received relatively little attention. Furthermore, studies of environmentally oriented schools have rarely connected Adiwiyata status with the consistency of voluntary pro-environmental behavior among school community members (Nawangsari & Sutawidjaya, 2022).

Based on these problems and research gaps, this study aims to examine the effects of Green Organizational Culture, Organizational Justice, and Perceived Supervisor Support on Organizational Citizenship Behavior for the Environment, both directly and indirectly through the mediating role of Employee Well-Being, among teachers and educational staff at Adiwiyata Mandiri schools in the West Jakarta II area. This study is expected to extend the literature on OCBE within the education sector and provide a practical foundation for schools seeking to foster internalized, voluntary, and sustainable pro-environmental behavior.

LITERATURE REVIEW

Grand Theory

The theoretical foundation of this study is Social Exchange Theory, developed by Blau. This theory explains that relationships between individuals and organizations are established through the exchange of material and socioemotional resources based on trust, obligation, and the principle of reciprocity. When organizations and supervisors provide support, fair treatment, attention, and a positive working environment, employees tend to reciprocate through attitudes and behaviors that benefit the organization. In this study, Green Organizational Culture, Organizational Justice, and Perceived Supervisor Support are positioned as organizational resources that can enhance Employee Well-Being. This improved well-being subsequently encourages teachers and educational staff to reciprocate through pro-environmental extra-role behavior, known as Organizational Citizenship Behavior for the Environment (S et al., 2023).

Green Organizational Culture

Green Organizational Culture refers to a set of organizational values, beliefs, norms, policies, and practices that position environmental sustainability as an integral part of organizational identity and activities. A green organizational culture is reflected not only in an organization's vision and policies but also in its daily work practices, resource utilization, waste reduction, communication of environmental values, and opportunities for employees to participate in pro-environmental activities. In this study, Green Organizational Culture is represented by organizational environmental values, environmentally friendly policies, green

work practices, and an organizational climate that supports environmental participation. A strong green culture facilitates the internalization of sustainability values, develops an ecological identity, and directs employees to behave in accordance with the organization's environmental objectives (Mirahsani et al., 2024).

Organizational Justice

Organizational Justice refers to employees' perceptions of the fairness of organizational outcomes, decision-making processes, interpersonal treatment, and the information provided by the organization. Organizational Justice encompasses distributive, procedural, interactional, interpersonal, and informational justice. Distributive justice concerns the fairness of workload allocation, opportunities, and rewards. Procedural justice relates to the consistency and transparency of decision-making processes. Meanwhile, interactional, interpersonal, and informational justice concern respectful treatment and the transparent communication of relevant information (Colquitt & Zipay, 2023). Employees who perceive that they are treated fairly are more likely to develop stronger trust and reciprocal obligations, thereby increasing their willingness to make additional contributions to the organization.

Perceived Supervisor Support

Perceived Supervisor Support refers to employees' perceptions of the extent to which their supervisors value their contributions, care about their well-being, understand their needs, provide assistance, and support the performance of their work. Supervisors are perceived as representatives of the organization because they interact directly with employees and translate organizational policies into employees' day-to-day work experiences. Supervisor support may take the form of concern for employee well-being, recognition of employee contributions, assistance when employees encounter difficulties, open communication, and clear work-related guidance. Such support can foster feelings of appreciation, security, and trust, thereby encouraging employees to demonstrate positive work-related and extra-role behaviors (Khairina & Trinanda, 2025).

Recent studies indicate that OCBE is determined not only by individual environmental awareness but also by organizational values, perceptions of fairness, supervisor support, and employees' psychological conditions. Green Organizational Culture can shape employees' green identity and behavior, Organizational Justice can encourage citizenship behavior by strengthening trust, and supervisor support can provide the social resources that enable employees to undertake environmental initiatives (Mirahsani et al., 2024); (Choong et al., 2024); (Jankelová et al., 2024). However, studies integrating these three organizational factors with Employee Well-Being as a mediating variable remain limited, particularly within the context of Adiwiyata schools. Therefore, this study positions Employee Well-Being as a psychological mechanism that explains how positive organizational experiences can be transformed into OCBE.

Employee Well-Being

Employee Well-Being describes employees' state of well-being in relation to how individuals experience, interpret, and perform their roles within the working environment. This concept does not merely refer to temporary happiness or satisfaction but also reflects an individual's ability to function in a healthy, adaptive, and sustainable manner when facing occupational demands (Guest, 2022). This study adopts Ryff's psychological well-being framework, which comprises self-acceptance, positive relationships with others, autonomy,

environmental mastery, purpose in life, and personal growth (Ryff, 2022). Employees with higher levels of well-being possess stronger emotional conditions, greater energy, and greater psychological capacity to demonstrate engagement and extra-role behavior that benefits the organization.

Organizational Citizenship Behavior for the Environment

Organizational Citizenship Behavior for the Environment (OCBE) refers to voluntary employee behavior that extends beyond formal job responsibilities and is consciously directed toward supporting environmental protection and organizational sustainability. Such behavior is not necessarily included in formal job descriptions and may not receive direct formal recognition; nevertheless, it contributes to improving an organization's environmental performance. OCBE consists of eco-initiatives, which refer to personal initiatives aimed at improving environmental practices; eco-helping, which involves assisting colleagues in adopting environmentally responsible behavior; and eco-civic engagement, which refers to voluntary participation in organizational environmental activities (Boiral et al., 2021). Within school settings, OCBE may be demonstrated through conserving energy and water, reducing and sorting waste, proposing environmental initiatives, assisting colleagues, and participating in environmental activities without waiting for formal instructions (Norton et al., 2022).

Hypotheses Development

H1: Green Organizational Culture Has a Positive Effect on Organizational Citizenship Behavior for the Environment

Green Organizational Culture establishes values, norms, and work practices that direct employees to behave in accordance with organizational sustainability objectives. When environmental values are internalized in daily activities, employees are more likely to develop an ecological identity and demonstrate a greater willingness to participate voluntarily in pro-environmental behavior. (Mirahsani et al., 2024) demonstrated that a green organizational culture shapes employees' green identity, while (Boiral et al., 2021) explained that organizational environmental values and role modeling encourage OCBE. Therefore, the stronger the Green Organizational Culture within a school, the higher the level of OCBE demonstrated by teachers and educational staff.

H2: Organizational Justice Has a Positive Effect on Organizational Citizenship Behavior for the Environment

Organizational Justice creates trust and strengthens the quality of exchange relationships between employees and their organization. Employees who perceive that workloads, procedures, treatment, and organizational information are managed fairly are more likely to feel valued and become motivated to contribute beyond their formal job responsibilities. (Qi et al., 2023) demonstrated that Organizational Justice enhances voluntary behavior, while (Choong et al., 2024) found that perceptions of justice affect teachers' organizational citizenship behavior. In the context of Adiwiyata schools, fair treatment is expected to increase the willingness of school community members to participate in environmental activities.

H3: Perceived Supervisor Support Has a Positive Effect on Organizational Citizenship Behavior for the Environment

Supervisor support provides legitimacy, recognition, and practical assistance that enable employees to undertake environmental initiatives. When supervisors demonstrate

environmentally responsible behavior, provide assistance, maintain effective communication, and recognize employees' environmental contributions, employees are more likely to perceive that their pro-environmental behavior is valued by the organization. (Jankelová et al., 2024) demonstrated that direct supervisor support enhances OCBE, while (Paillé & Raineri, 2022) confirmed that organizational support for environmental initiatives encourages voluntary pro-environmental behavior.

H4: Green Organizational Culture Has a Positive and Significant Effect on Employee Well-Being

Green Organizational Culture can create a meaningful working environment that is aligned with employees' moral and social values. This alignment can strengthen employees' sense of pride, organizational identification, meaningfulness of work, and positive work experiences. (Mirahsani et al., 2024) explained that a green culture strengthens employees' identity and work experiences within an environmental context. Therefore, the consistent implementation of environmental values and practices is expected to enhance the well-being of teachers and educational staff.

H5: Organizational Justice Has a Positive and Significant Effect on Employee Well-Being

Perceptions of justice can reduce uncertainty, conflict, and psychological pressure while simultaneously increasing employees' feelings of security and appreciation. Proportional workload distribution, transparent decision-making processes, and respectful interpersonal treatment create more positive work experiences. Based on Social Exchange Theory, justice is perceived as a social resource that improves the quality of relationships between employees and their organization. Therefore, higher perceptions of Organizational Justice are expected to result in higher levels of Employee Well-Being (Fransiska & Turangan, 2025).

H6: Perceived Supervisor Support Has a Positive and Significant Effect on Employee Well-Being

Supervisor support provides social and psychological resources that help employees cope with occupational demands. Supervisory attention, empathy, open communication, assistance, and flexibility can strengthen employees' sense of security and reduce work-related pressure. Such support also indicates that employees' contributions and well-being are valued by the organization. Therefore, higher Perceived Supervisor Support is expected to enhance the positive work experiences and well-being of teachers and educational staff (Guest, 2022); (Herminingsih & Nurhayati, 2022).

H7: Employee Well-Being Has a Positive and Significant Effect on Organizational Citizenship Behavior for the Environment

Employees with higher levels of well-being possess more positive emotions, greater energy, stronger engagement, and greater psychological capacity to perform behaviors beyond their formal job requirements. (Herminingsih & Nurhayati, 2022) explained that psychological well-being supports employee engagement and performance. Within an environmental context, well-being enables employees to allocate additional time and energy to proposing environmental initiatives, assisting colleagues, and voluntarily participating in environmental activities. Therefore, Employee Well-Being is expected to enhance OCBE.

H8: Employee Well-Being Mediates the Effect of Green Organizational Culture on Organizational Citizenship Behavior for the Environment

Green Organizational Culture creates a working environment characterized by sustainability-oriented values, identity, and meaning. Such an environment can strengthen employees' sense of pride and psychological well-being. Employees who experience higher levels of well-being subsequently possess greater resources to reciprocate these positive experiences through voluntary pro-environmental behavior. Therefore, Green Organizational Culture is expected to enhance OCBE not only directly but also indirectly through increased Employee Well-Being (Skúladóttir et al., 2021).

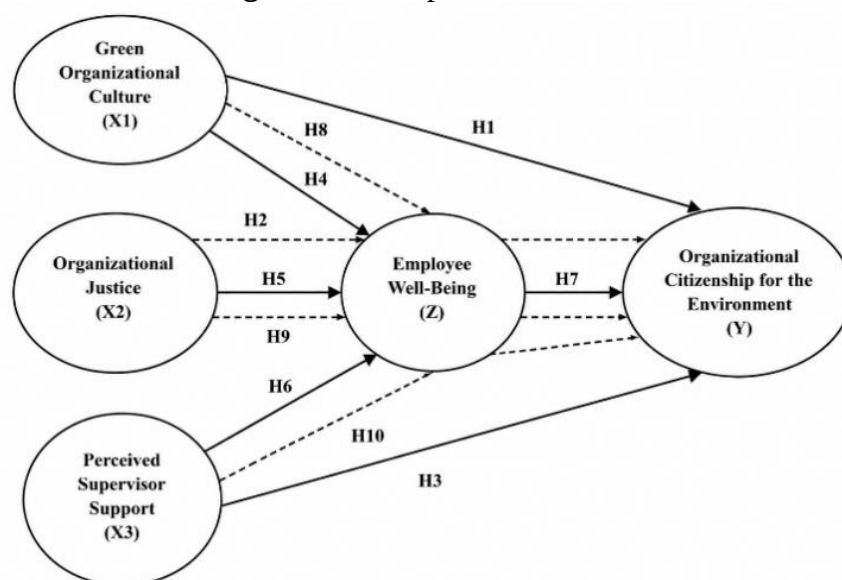
H9: Employee Well-Being Mediates the Effect of Organizational Justice on Organizational Citizenship Behavior for the Environment

Organizational Justice creates a secure and transparent work experience in which employee contributions are valued. These conditions reduce psychological pressure while simultaneously enhancing employee well-being. Employees who experience higher levels of well-being are subsequently motivated to reciprocate the organization's fair treatment through extra-role contributions, including pro-environmental activities. Therefore, Employee Well-Being is expected to serve as a mechanism linking Organizational Justice to OCBE (Aggarwal & Mittal, 2021).

H10: Employee Well-Being Mediates the Effect of Perceived Supervisor Support on Organizational Citizenship Behavior for the Environment

Perceived Supervisor Support enhances Employee Well-Being through attention, recognition, assistance, and concern for employees' needs. The resulting state of well-being provides employees with the energy and psychological capacity required to demonstrate extra-role behavior. Based on the principle of reciprocity, employees are likely to reciprocate supervisor support by engaging in voluntary pro-environmental behavior that benefits the school. Therefore, Employee Well-Being is expected to mediate the effect of Perceived Supervisor Support on OCBE (Majumdar & Kumar, 2022).

Figure 1. Conceptual Framework



METHOD

This study employed a quantitative approach with an explanatory, cross-sectional design to examine the effects of Green Organizational Culture, Organizational Justice, and Perceived Supervisor Support on Organizational Citizenship Behavior for the Environment, with Employee Well-Being serving as a mediating variable. The study population comprised all 110 teachers and educational staff employed at Adiwiyata Mandiri schools in the West Jakarta II area. Given the relatively small population size, a census sampling technique was applied, whereby all members of the population were included as respondents. Primary data were collected using a structured, closed-ended questionnaire measured on a five-point Likert scale. The data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with SmartPLS software to assess construct validity and reliability, evaluate the structural model, and test both the direct effects among variables and the indirect effects through the mediating variable (Hair et al., 2022).

RESULTS AND DISCUSSION

Results

The presentation of respondent characteristics aims to provide an overview of the teachers and educational staff involved in this study. Of the 110 respondents, the majority were male, over 40 years of age, held a bachelor's degree, and had worked for more than four years.

Table 1. Result Characteristics

Characteristic	Frequency	Percentage
Gender		
Male	62	56%
Female	48	44%
Age		
25–30 years	17	16%
30–40 years	30	27%
>40 years	63	57%
Highest Educational Qualification		
Senior high school	11	10%
Diploma	3	3%
Bachelor's degree	71	64%
Master's degree	25	23%
Length of Service		
<1 year	1	1%
1–2 years	4	4%
3–4 years	8	7%
>4 years	97	88%

Most respondents had worked for more than four years and were therefore considered to have sufficient experience to understand the organizational culture, school policies, supervisor support, workplace well-being, and implementation of environmental programs in Adiwiyata schools.

Measurement Model Assessment

The measurement model was assessed to ensure that the research indicators measured their respective constructs validly and consistently. The SmartPLS results showed that all indicators had outer loading values above 0.70. The Average Variance Extracted (AVE) values for all constructs were also greater than 0.50, thereby satisfying the criteria for convergent validity (Hair et al., 2022).

Table 2. Construct Validity and Reliability Results

Construct	AVE	Cronbach's Alpha	Composite Reliability	Result
Employee Well-Being	0.780	0.944	0.945	Valid and reliable
Green Organizational Culture	0.758	0.893	0.894	Valid and reliable
Organizational Justice	0.815	0.943	0.951	Valid and reliable
OCBE	0.813	0.943	0.946	Valid and reliable
Perceived Supervisor Support	0.802	0.939	0.949	Valid and reliable

The Cronbach's alpha and composite reliability values for all constructs exceeded 0.70. Therefore, the research instrument demonstrated satisfactory internal consistency and was suitable for structural model assessment. Discriminant validity was also established based on the Fornell Larcker criterion, cross-loadings, and the heterotrait monotrait ratio (HTMT).

Structural Model Assessment

The Standardized Root Mean Square Residual (SRMR) value was 0.054, which was below the recommended threshold of 0.08, indicating an acceptable model fit. The R^2 value for Employee Well-Being was 0.411, indicating that Green Organizational Culture, Organizational Justice, and Perceived Supervisor Support explained 41.1% of the variance in Employee Well-Being. Meanwhile, the R^2 value for OCBE was 0.460, indicating that all variables included in the model explained 46.0% of the variance in OCBE.

The Q^2 values were 0.313 for Employee Well-Being and 0.363 for OCBE. Because both values were greater than zero, the model demonstrated predictive relevance. Hypothesis testing was performed using a bootstrapping procedure. A hypothesis was considered supported when the t-statistic exceeded 1.645 and the p-value was below 0.05.

Figure 2. Bootstrap Inner Model Hypothesis Testing Results

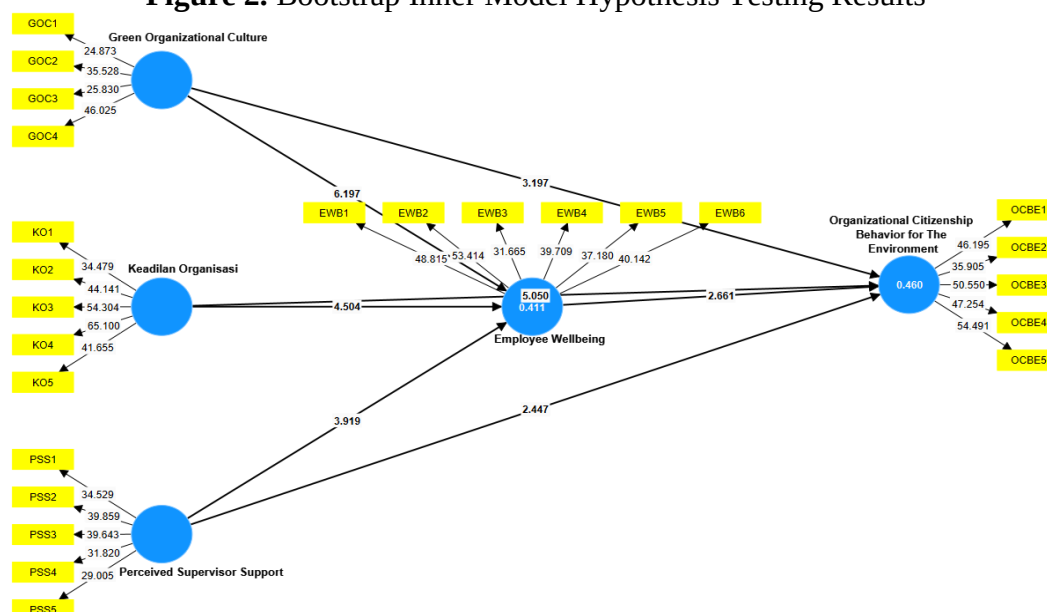


Table 3. Hypothesis Test

Direct Effect					
Hypothesis	Relationship	Original Sample	T-statistic	P-value	Effect
H1	GOC → OCBE	0.248	3.197	0.001	Significant
H2	Organizational Justice → OCBE	0.361	5.050	<0.001	Significant
H3	PSS → OCBE	0.218	2.447	0.007	Significant
H4	GOC → EWB	0.435	6.197	<0.001	Significant
H5	Organizational Justice → EWB	0.328	4.504	<0.001	Significant
H6	PSS → EWB	0.258	3.919	<0.001	Significant
H7	EWB → OCBE	0.224	2.661	0.004	Significant

Indirect Effect					
Hypothesis	Relationship	Original Sample	T-statistic	P-value	Effect
H8	GOC → EWB → OCBE	0.097	2.312	0.010	Significant
H9	Organizational Justice → EWB → OCBE	0.073	2.229	0.013	Significant
H10	PSS → EWB → OCBE	0.058	2.335	0.010	Significant

Note: GOC = Green Organizational Culture; PSS = Perceived Supervisor Support; EWB = Employee Well-Being; OCBE = Organizational Citizenship Behavior for the Environment.

The results indicated that all direct and indirect effects were positive and statistically significant. Because the direct effects of the three independent variables on OCBE remained significant after Employee Well-Being was incorporated into the model, Employee Well-Being was identified as a partial mediator.

Discussion**The Influence of Green Organizational Culture on Organizational Citizenship Behavior for the Environment**

The H1 testing results showed that Green Organizational Culture had a positive and significant effect on OCBE, with a coefficient of 0.248 and a p-value of 0.001. This result indicates that strengthening environmentally oriented values, policies, and work practices can increase teachers' and educational staff members' willingness to engage voluntarily in pro-environmental behavior.

The indicator that most strongly reflected Green Organizational Culture was a supportive green climate. Therefore, a working environment that supports ecological participation is an important factor in encouraging resource conservation, participation in environmental programs, and initiatives to maintain school cleanliness. This finding is consistent with (Kakar & Khan, 2022), who demonstrated that green organizational practices enhance OCBE, and (Boiral et al., 2021), who emphasized the importance of organizational environmental values and role modeling in fostering environmental citizenship behavior.

The Influence of Organizational Justice on Organizational Citizenship Behavior for the Environment

The H2 results showed that Organizational Justice had a positive and significant effect on OCBE, with a coefficient of 0.361 and a p-value of less than 0.001. This relationship represented the strongest direct effect on OCBE. The finding suggests that voluntary behavior among teachers and educational staff is more likely to develop when they perceive that workloads are distributed proportionally, decision-making processes are transparent, and interpersonal treatment respects their dignity.

The dominant indicator of Organizational Justice was interpersonal justice. Courteous, open, and respectful treatment can foster trust in the school, which subsequently encourages employees to contribute beyond their formal responsibilities. This finding supports (Choong et al., 2024), who found that Organizational Justice influences teachers' organizational citizenship behavior.

The Influence of Perceived Supervisor Support on Organizational Citizenship Behavior for the Environment

The H3 results demonstrated that Perceived Supervisor Support had a positive and significant effect on OCBE, with a coefficient of 0.218 and a p-value of 0.007. Support from school principals or supervisors in the form of guidance, assistance, concern, appreciation, and recognition of environmental contributions encourages school community members to participate voluntarily in sustainability programs.

Supervisors function as representatives of the organization. When supervisors demonstrate a commitment to environmental sustainability, employees perceive pro-environmental behavior as an action that is supported and valued by the organization. This finding is consistent with (Jankelová et al., 2024) and (Islam et al., 2023), who demonstrated that environmentally oriented support and leadership enhance OCBE.

The Influence of Green Organizational Culture on Employee Well-Being

The H4 results showed that Green Organizational Culture had a positive and significant effect on Employee Well-Being, with a coefficient of 0.435 and a p-value of less than 0.001. This coefficient represented the strongest effect on Employee Well-Being. A consistently

implemented green culture can make work more meaningful, strengthen employees' pride in their schools, and create a more positive working environment.

Teachers and educational staff who perceive alignment between their personal values and the school's environmental commitment are likely to experience greater meaningfulness at work. Therefore, Green Organizational Culture not only supports environmental performance but also provides psychological benefits to members of the school community (Mirahsani et al., 2024).

The Influence of Organizational Justice on Employee Well-Being

The H5 results indicated that Organizational Justice had a positive and significant effect on Employee Well-Being, with a coefficient of 0.328 and a p-value of less than 0.001. Perceptions of fair task allocation, consistent procedures, transparent communication, and respectful interpersonal treatment can reduce tension and psychological uncertainty.

When teachers and educational staff perceive that they are treated fairly, they are more likely to feel secure and valued and to develop a positive relationship with the organization. These conditions strengthen their psychological well-being and their ability to cope with occupational demands (Fransiska & Turangan, 2025).

The Influence of Perceived Supervisor Support on Employee Well-Being

The H6 results showed that Perceived Supervisor Support had a positive and significant effect on Employee Well-Being, with a coefficient of 0.258 and a p-value of less than 0.001. Supervisor support provides emotional and instrumental resources that help employees manage work-related pressure.

Attention to employees' needs, willingness to provide assistance, open communication, and recognition of their contributions can strengthen their feelings of security and appreciation. This finding reinforces the argument that supervisor support is an important factor in maintaining Employee Well-Being and sustainable work engagement (Guest, 2022); (Herminingsih & Nurhayati, 2022).

The Influence of Employee Well-Being on Organizational Citizenship Behavior for the Environment

The H7 results demonstrated that Employee Well-Being had a positive and significant effect on OCBE, with a coefficient of 0.224 and a p-value of 0.004. Teachers and educational staff who demonstrate self-acceptance, positive social relationships, autonomy, adaptability, a sense of purpose, and opportunities for personal growth tend to possess greater psychological resources for engaging in extra-role behavior.

A high level of well-being enables employees to propose environmental initiatives, assist colleagues, participate in environmental activities, and conserve school resources without waiting for formal instructions. This finding supports the view that psychological well-being can strengthen employee engagement and contributions beyond core job responsibilities (Herminingsih & Nurhayati, 2022).

The Influence of Green Organizational Culture on Organizational Citizenship Behavior for the Environment through Employee Well-Being

The H8 results showed that Employee Well-Being mediated the effect of Green Organizational Culture on OCBE, with an indirect-effect coefficient of 0.097 and a p-value of 0.010. A green culture not only directly encourages environmental behavior but also enhances

meaningfulness at work and psychological well-being, which subsequently strengthen voluntary pro-environmental behavior (Skúladóttir et al., 2021).

The Influence of Organizational Justice on Organizational Citizenship Behavior for the Environment through Employee Well-Being

The H9 results indicated that Employee Well-Being mediated the effect of Organizational Justice on OCBE, with an indirect-effect coefficient of 0.073 and a p-value of 0.013. Fair treatment enhances employees' feelings of security and appreciation. These positive psychological conditions subsequently encourage teachers and educational staff to make environmental contributions beyond their formal responsibilities (Aggarwal & Mittal, 2021).

The Influence of Perceived Supervisor Support on Organizational Citizenship Behavior for the Environment through Employee Well-Being

The H10 results demonstrated that Employee Well-Being mediated the effect of Perceived Supervisor Support on OCBE, with an indirect-effect coefficient of 0.058 and a p-value of 0.010. Supervisor support enhances employee well-being through attention, assistance, and recognition. This improved well-being subsequently provides the psychological resources required to engage in OCBE.

All three mediating effects were partial because the direct effects of Green Organizational Culture, Organizational Justice, and Perceived Supervisor Support on OCBE remained statistically significant. These findings support Social Exchange Theory, which proposes that positive treatment from organizations and supervisors enhances employee well-being and is subsequently reciprocated through extra-role behavior that benefits the school environment (Majumdar & Kumar, 2022).

CONCLUSION

This study addresses the limited literature on Organizational Citizenship Behavior for the Environment within the education sector, particularly in Adiwiyata schools, by positioning Employee Well-Being as a mediating mechanism. The findings demonstrate that Green Organizational Culture, Organizational Justice, and Perceived Supervisor Support have positive and significant effects on both Employee Well-Being and OCBE. Employee Well-Being was also found to enhance OCBE and partially mediate the effects of the three organizational factors. These findings confirm that the sustainability of pro-environmental behavior cannot depend solely on Adiwiyata status or formal policies. It also requires an internalized green culture, fair organizational treatment, supervisor support, and the well-being of school community members. Therefore, schools should strengthen environmental training and practices, implement equitable workload allocation, recognize environmental initiatives, and develop employee well-being programs. Future studies should expand the research setting to include a larger number of schools and geographical areas, employ longitudinal or mixed-method designs, and examine additional variables such as green leadership, organizational commitment, a green psychological climate, and work engagement.

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