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**CONCEPTUALIZING THE EFFECT OF WORK PASSION AND EMOTIONAL
COMPETENCE ON TEAM GREEN CREATIVITY WHEN APPLYING SOCIAL
INFORMATION PROCESSING THEORY: THE ROLES OF SOCIAL INFLUENCE,
PSYCHOLOGICAL BARRIERS, AND SUSTAINABLE TEACHER LEADERSHIP**

¹Salamatu Attahiru Maiyaki

Department of Cooperative Economics and Management
Kaduna Polytechnic, Nigeria

³*Corresponding author: sattahiru005@gmail.com*

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ABSTRACT

Based on social information processing theory, this paper formally defines the effect of sustainable teacher leadership on team green creativity. Also, to investigate the moderation of social influence and psychological barriers, which, according to previous study, play a major role in influencing the relationship of teacher leadership in the creation of team creativity in environmentally sustainable practices. Thus, the research will employ a quantitative approach, gathering data from educational institutions to test the proposed relationships. The study shows that sustainable teacher leadership increases organizational cooperation and improves the effectiveness of the creative teams most involved with the green projects. Furthermore, the findings show that social facilitation can enhance the beneficial impact of teacher leadership on green innovation. However, psychological factors may pose a challenge to this kind of relationship, which is why this paper seeks to identify such barriers and assess their impact on improving creativity. This proposed study can be considered a contribution to the analysis of leadership, social processes, and creative relationships in the educational context. It emphasizes the importance of maintaining sustainable practices by educational leaders and highlights the significance of the social context for the creative team. The findings may suggest directions for policy and practice including the development of supportive social contexts that facilitate the implementation of sustainable leadership and address the psychological barriers to increase the impact of this approach on encouraging green creativity among educational teams. The conceptual framework can be used in future empirical research, focusing on the relationships mentioned in various educational settings.

Keywords: teacher leadership, green creativity, social information, social influence, psychological barriers

INTRODUCTION

Green innovation is built upon and originates from green creativity (Wang & Wu, 2024). It will be essential in encouraging businesses to transition to low-carbon operations and will offer fresh inspiration for sustainable growth (Li et al., 2024). Consequently, investigating methods for augmenting collaborative green creativity holds crucial importance both theoretically and practically in advancing the sustainable growth of businesses (Farrukh et al., 2024). Several studies have demonstrated the importance of supporting workers' commitment to sustainability and environmentally friendly practices. Prior research has demonstrated that businesses that successfully incorporate green innovation into their growth processes can benefit both society and them while pursuing other objectives (Farrukh et al., 2023). In contrast to conventional innovation, green creativity places greater emphasis on the sustainability and friendliness of goods, services, and behaviors for the environment (Tuan, 2023). Green creativity can help businesses and society attain environmental sustainability (Alyahya et al., 2023). Furthermore, to maintain a competitive edge, green creativity is crucial for adapting to ecologically sustainable changes on a global scale.

A sizable body of research on environmental leadership has emerged since organizational leaders are essential to the development and execution of pro-environmental activities. Early studies by Portugal and Yukl (1994) supported the characteristics of effective leadership in ecological contexts, while more recent studies have begun to examine the impact of leaders' actions such as providing feedback, offering supervisor support, and engaging in spiritual practices, on their subordinates' environmentally conscious behavior. According to a large body of research on leadership studies, to function well and create a positive work environment, a person must exhibit authentic leadership (Iqbal & Piwovar-Sulej, 2023). The effects of teacher leadership can be seen in the curriculum of the school or education system, in the teacher leaders themselves, in their colleagues and professionalism, and in school reform (Ghamrawi et al., 2024). But the specifics of how these procedures are carried out remain unclear (Anselmus Dami, 2024). Teacher leaders typically don't have a formal title or position, but they nonetheless undertake a significant amount of work that extends beyond their students (Wang et al., 2023). While it is understood that teachers' collaborative learning needs to be strengthened, more systematic and long-term school improvement is required. Social influence is the 'subjective norm, which describes the amount of pressure that people perceive they are under from significant others to perform a specific behavior' (Al-Kfairy et al., 2024). Social influence relates to a measure of a person's perception of the importance of believing that they should use the system (Shahzad et al., 2023). Social influence is evident when someone modifies their behavior in reaction to cues from the actions of others (Kelman, 1974) and it can show itself at both the individual and organizational levels in a business.

Regarding current and rising environmental issues and the implementation of sustainable practices in education, sustainable teacher leadership, a key aspect of team green creativity, has become an important area for research study (Oppi et al., 2023). Nevertheless, existing research overlooks the intricate relationship between sustainable leadership and team creativity, particularly in learning organizations. Though prior work has identified a relationship between leadership patterns and organizational performance, little is known about how sustainable teacher leadership can facilitate team green creativity (Pineda-Báez et al., 2020; Taylor et al., 2019). Furthermore, the use of Social Information Processing Theory (SIPT) enhances the understanding of how interactions and information sharing within a team can either support or hamper the creativity of sustaining projects (Liu & Hallinger, 2024). While explicit research on these processes can be expected from the framework underlying SIPT, the moderating functions of social influence and psychological barriers in this context remain insufficiently studied. In particular, the nature of social relations of educational teams raises the question of the extent to which

sustainable leadership facilitates green creativity and the role of psychological factors, fear, or resistance to change, that may hinder the achievement of this goal (Saleem et al., 2021).

The trend towards an act or activity that people enjoy, value, and devote a substantial amount of time and energy to is called work passion. Passion provides purpose to people's lives, boosts well-being, and promotes motivation (Lu, 2019). Academic studies in management have shown a connection between passion and successful work outcomes, identifying it as necessary for growth, well-being, and entrepreneurial achievement (Horwood et al., 2021). People who are passionate about their work are more inclined to be dedicated to it, which enables them to persevere through difficulties and attain excellence. Work is significant because it shapes a person's identity and provides purpose to their existence (Gilal et al., 2019). Studies reveal that while people respect their work, there are individual differences in how engaged they are with it, and these differences have significant implications. From a motivational standpoint, passion offers tools for identifying patterns of energy and time spent on various activities that influence people's behaviours and feelings of affection. In the process of producing excellent leaders, the concept of emotional competence has gained considerable momentum (Ibrahim et al., 2019). Even though the elements of emotional competence have been the subject of numerous studies and theories, it is generally acknowledged that “Emotional competence involves the capacity for recognizing our feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships” (Cherniss et al., 1998). According to research, the foundation of transformational leadership is the understanding that arises from emotional awareness, a crucial and integral element of transformational change (Egan et al., 2019).

The claim made in earlier research that despite increased interest in work passion, emotional competence, social influence, and psychological barriers on team green creativity, research in this field is still in its infancy, and that our understanding of its causes needs to be expanded, inspired the current study (Cherkowski et al., 2020). How organizations can thrive on these variables is yet unknown and requires clarification. Consequently, this research seeks to address the following questions: In what ways does Sustainable Teacher Leadership Contribute to Team Green Creativity? What roles do social influence and psychological barriers play in this relationship as moderators? How do work passion and emotional competence influence team creativity via sustainable teacher leadership? In response to these questions, this study aims to enrich theoretical capital related to sustainable leadership in education and offer useful information to educational practitioners and policymakers interested in developing environmental creativity in schools.

THEORETICAL POSTULATION

The current study can be most easily explained using the Social Information Processing Theory (SIPT) proposed by Walther in 2008. It postulates that people constantly perceive stimuli existing in their social context and, on this basis, act in certain ways and develop certain orientations. The Sustainability Integrated Professional Teacher (SIPT) helps map the relationships between teachers' leadership and team green creativity, enabling a grounded analysis of sustainable teacher leadership and team green creativity. Sustainable teacher leadership is obligated to develop environmental stewardship in school contexts. Therefore, based on the above model formulated by SIPT, it can be understood that teachers can influence team members' perception of their public roles and responsibilities through communication of sustainability vision and values in their practice. For instance, when teachers demonstrate appropriate behaviors toward the environment and encourage group members to discuss various environmental problems, the social context is designed to change and influence all the team members to exhibit a similar positive attitude toward project sustainability ideas.

Additionally, as mentioned, SIPT emphasizes the impact of the collective people and social context on the behavior of every individual and the group. In possible educational teams, the availability of a solvable teacher leader produces a social signal that encourages all team members to engage in imaginative thinking and involves them in proper innovative processes related to sustainability. To this effect, team members' creative self-efficacy, which the leader might build by encouraging and facilitating communication within the team, will play a key role in developing innovative ideas and solutions. This is according to the rationale provided by Marmat (2022), which links leadership to employee innovation through social processes. However, sustainable teacher leadership may not always foster team green creativity due to psychological factors that range from fear of failure to resistance to change, among others. These barriers can inhibit team members from fully engaging in creative processes, even in the presence of supportive leadership. SIPT suggests that individuals' perceptions of their social environment, including the potential consequences of their actions, can significantly influence their willingness to participate in creative endeavors. Therefore, addressing these psychological barriers is crucial for maximizing the impact of sustainable teacher leadership on team creativity.

HYPOTHESIS DEVELOPMENT

The Relationship between Work passion and Sustainable Teacher Leadership

People internalize passion primarily in two forms: harmonious and obsessive (Çayak, 2021). Harmonious passion is defined as an autonomous internalization that enables people to choose to engage in an activity they enjoy; obsessive passion, on the other hand, is the controlled internalization of an activity into one's identity, resulting in internal pressure to partake in the activity one enjoys. One of a leader's most important responsibilities is properly guiding their organization and followers, and utilizing their leadership abilities to inspire them to take enthusiastic action and achieve remarkable outcomes (Horwood et al., 2021). Iftikhar et al. (2024) assert that a leader's contagious passion motivates staff members to undertake daring and novel projects. An inspiring leader kindles the flame within the workforce, igniting a fervor for the organization and the work. Employees can relate to the leader's vision in this way. With these arguments in mind, the researchers propose the following:

H1: Work passion has a positive impact on sustainable teacher leadership

The Relationship between Emotional Competence and Sustainable Teacher Leadership

Their review investigates the relationship between emotional competencies and effective leadership, building on the work of Berkovich and Eyal. The concept of emotional skills is based on the abilities outlined in the Mayer (2004) model and Brackett et al. (2019) research, which addresses the identification, comprehension, labeling, expression, and regulation of emotions in oneself and others. The Livesey (2017) framework of self-awareness, social awareness, self-management, and relationship management is the foundation for reference to emotional skills. According to research, several key characteristics are essential for effective leadership including self-control, time management, influence, decision-making, dedication, communication, and empathy (Karakus et al., 2024). Emotional intelligence is at the core of these competencies, informing how they approach leadership and shaping their actions (Tian & Guo, 2024). Due to the complexity of schools, administrators must possess a wide range of skills to prevent resistance, health issues, and even external threats, in addition to enhancing student performance on tests. Therefore, this study hypothesizes that:

H2: Emotional competence has a positive impact on sustainable teacher leadership

The Relationship between Sustainable Teacher Leadership and Team Green Creativity

Certain authors contended that managers' creative thinking skills contribute to their environmentally friendly results. For example, Shah et al. (2020) contended that the four qualities of transformational leaders are critical to organisational green creativity because they influence environmental performance through green behavior. Similar findings were reported by Bhutto et al. (2021), who found that green creativity, along with competencies in green behavior and leadership, affects green product production. The social, economic, and environmental aspects of sustainability are important considerations for leaders in green building. Green transformational leadership is crucial for inspiring followers and fostering creativity and new ideas during challenging times. Effective leadership may help achieve industrial and environmental goals (Alzoraiki et al., 2023). Accordingly, research on sustainability in the construction sector has consistently indicated that an organization needs green leadership qualities to guide the team in a way that encourages followers to put significant effort towards sustainable development. Thus, we hypothesize that:

H3: Sustainable teacher leadership has a positive effect on team green creativity

The Moderating Role of Social Influence

The presence of a supportive leader who models sustainable behaviors creates an environment where team members feel socially validated in their efforts to contribute creatively to sustainability goals. Moreover, social influence can manifest through peer interactions within the team. Team members who observe their colleagues actively engaging in green practices may be inspired to adopt similar behaviors, thereby fostering a collective sense of responsibility towards sustainability. This phenomenon is supported by Zahrani (2022) who argues that green employee involvement strategies are used to enhance team creativity. Suppose a team member believes that other team members are committed to sustainability. In that case, they will engage positively with such matters and contribute positively and creatively to the accomplishment of the group's tasks. Nonetheless, using social influence as a moderator may depend on the psychological barriers. For instance, a fear of being singled out or of failure will likely prevent a team member from offering innovative suggestions, even to team leaders. Consequently, this study suggests that. The work of Zahrani (2022) emphasizes the significance of green employee involvement techniques in fostering team creativity. When team members perceive that their peers are committed to sustainability, they are more likely to participate actively and contribute innovative ideas, reinforcing the overall creative output of the team. However, the effectiveness of social influence as a moderator can be contingent upon psychological barriers. For example, if team members experience fear of judgment or failure, they may hesitate to share their creative ideas, even in a supportive environment. Therefore, the following hypotheses are proposed:

H4: Social influence moderates the relationship between work passion and team green creativity

H5: Social influence moderates the relationship between emotional competence and team green creativity

The Moderating Role of Psychological Influence

The second half of the barriers are categorized as psychological barriers, encompassing mental and moral restrictions that prevent people from embracing certain favorable actions such as contributing to the creative process or adopting sustainable courses of action. Such factors may include fear of failure, organizational resistance, low self-efficacy, and a negative attitude towards sustainability. According to SIPT, psychological barriers may affect how the team members understand social stimuli provided by their sustainable teacher leader and other team members. For example, suppose the teacher leader embraces sustainability while translating it to mean that everyone should support new ideas, change, or innovation

in the learning process. Team members fear their ideas will be criticized or that change is unachievable. In that case, their fears limit their predisposition to engage in creative thought processes or discuss ideas. This concurs with Gifford (2011) who lists diverse human psychological factors that prevent a person from making a change to address environmental problems, including limited cognitive capacity and perceived risks associated with change. Further, the cross-tabulation between psychological variables and social pressure is crucial. This underscores the need to overcome psychological factors to realize the benefits of social influence on the creativity of team green. Additionally, the psychological factors can vary among team members due to their individual attitudes. Main self-psychological barriers include past experiences with green projects, personal values, perceived self-efficacy to perform sustainable practices at work, and self-organization. For example, when team members believe they will make valuable contributions to the creative process, they may be less influenced by psychological barriers than those with low self-esteem. These fluctuations in student learning indicate that stable teacher leaders need to create a suitable climate that recognizes and adapts to these psychological factors from the team members, making them confident to embrace creative processes. Thus, the following hypotheses are proposed:

H6: Psychological barrier moderates the relationship between work passion and team green creativity

H7: Psychological barrier moderates the relationship between emotional competence and team green creativity

The Mediating Role of Sustainable Teacher Leadership

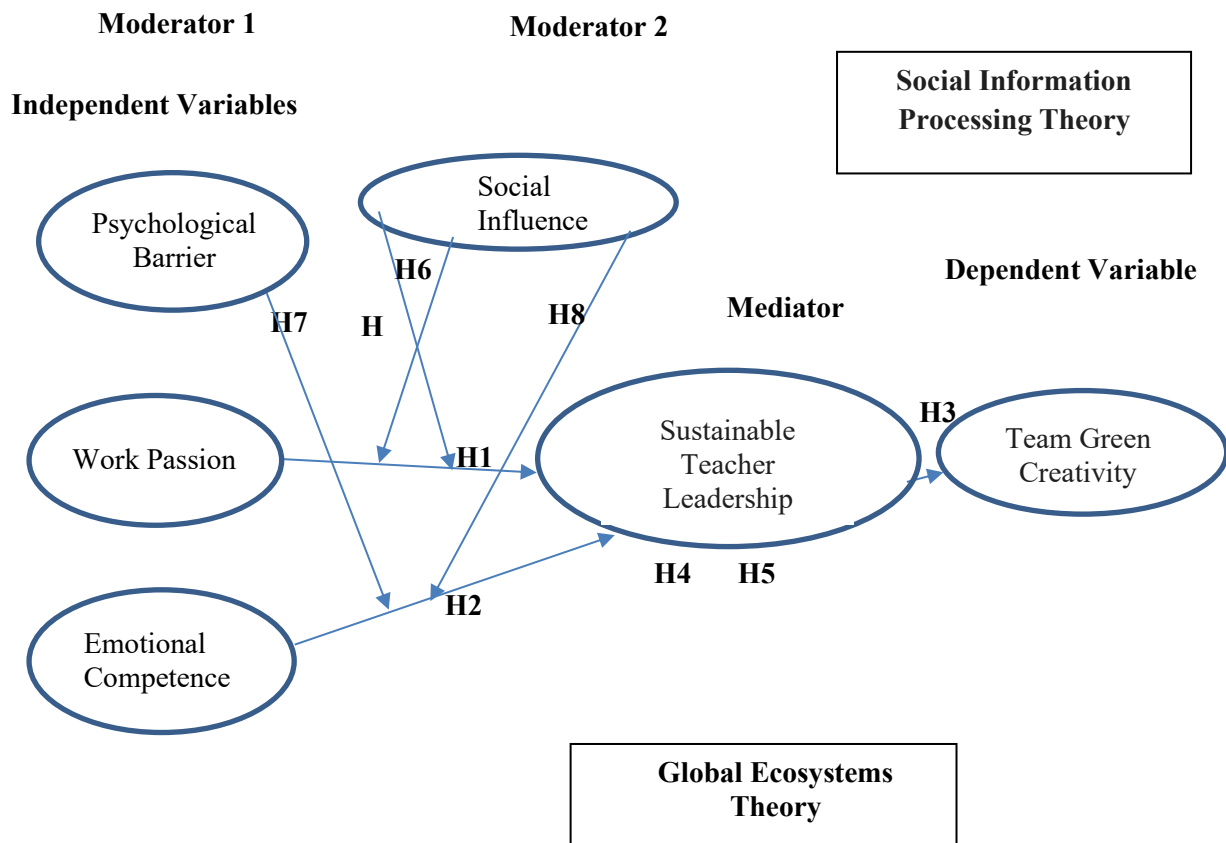
This study demonstrates that research supports the notion that sustainable teacher leadership leads to a change in teachers' environmental beliefs and behavior. For example, Nartgün et al. (2020) pointed out that sustainable leadership acts as a mediator between the amount of work effort exerted by teachers and the perceived organizational effectiveness, mainly stressing how leadership intervenes to ensure teachers care about sustainability (Nartgün et al., 2020). This implies that when teachers have a positive attitude towards their leaders, viewing them as supportive and committed to environmental conservation policies, teachers are likely to put in extra effort in their line of duty, resulting in enhanced school performance. Furthermore, Bellibaş et al. (2020) demonstrate that the level of teacher agency moderates the relationship between principals' learning-oriented leadership and teacher leadership. This finding supports the call for increased sustainable leadership in empowering teachers to engage more in environmentally sustainable practices. Teacher agency and sustainable leadership are towards a fruitful relationship for creating sustainability-oriented school cultures. Additionally, in the study conducted by Iqbal et al. (2020), it is revealed that sustainable leadership impacts organizational citizenship behavior, which can have a mediated effect on teacher creativity, mediates the relationship between teachers' work effort and perceived school effectiveness, highlighting how leadership practices can enhance teachers' commitment to sustainability (Nartgün et al., 2020). This suggests that when teachers perceive their leaders as supportive and committed to sustainable practices, they are more likely to invest effort into their work, thereby improving overall school effectiveness.

Bellibaş et al. (2020) demonstrate that teacher agency mediates the relationship between principals' learning-centred leadership and teacher leadership practices. This finding underscores the importance of empowering teachers through sustainable leadership, which can lead to increased engagement in environmentally sustainable practices. The interplay between teacher agency and sustainable leadership is crucial for fostering a culture of sustainability within schools. Furthermore, the work of Iqbal et al. (2020) emphasises that sustainable leadership influences organizational citizenship behavior, which can indirectly affect teachers' creative contributions. For a sustainable system, teacher leaders can promote psychological safety, enabling teachers to take risks and solve contemporary problems as they arise. This study postulates that:

H8: Sustainable teacher leadership mediates the relationship between work passion and team green creativity

H9: Sustainable teacher leadership mediates the relationship between emotional competence and team green creativity.

Figure 1
Research Model



RECOMMENDATION

The theoretical framework must be strong and stable, and firmly define all the connections between sustainable teacher leadership, team green creativity, social power, and psychological factors that may become barriers. This framework should incorporate elements drawn from related research, including the findings divulged by Nartgün et al. in the article on sustainable leadership and perceived effectiveness (Nartgün et al., 2020) and Farrukh’s work on team factors influencing green creativity (Farrukh, 2023). To enhance the efficiency and comprehensiveness of the analyses of the interconnection of the defined variables, it is proposed that a mixed-method research approach be used. This method can utilize quantitative surveys to measure the effects of sustainable teacher leadership on team green creativity, and qualitative interviews to describe the nature and social impact, as well as the psychological barriers involved. The study's design reflects Wenner and Campbell's suggestions for using various methods for researching teacher leadership development (Wenner & Campbell, 2016). This dual approach will allow for offering a broad vision of the phenomena under investigation while simultaneously increasing the generalizability of the results. It is therefore recommended to conduct the study at different educational

levels, including primary, secondary, and tertiary education. This diversity will enable the researcher to paint a picture of how STL diversity underpins the context regarding outcomes on team green creativity. The literature review has demonstrated that teacher leadership is crucial to advancing sustainability at various levels of education (Chen et al., 2021; Çalışkan, 2022). That is why using multiple contexts will contribute to a broader understanding of the study and its impact. Continuing research should extend knowledge to the characteristics of social influence, including interactions and collaborative and organizational cultures. This aligns with Zahrani's conclusion, which highlights the relevance of team creativity in green human resource management studies (Zahrani, 2022). His study also needs to consider sections that will review the psychological factors that may impact the efficiency of sustainable teacher leadership in enhancing the team's green creativity. This involves investigating concerns, addressing resistance, overcoming fear of failure, and identifying motivating factors. Using Dooley et al.'s work to investigate barriers relating to job stress and its effects on well-being, the research should seek to highlight potential solutions for overcoming such obstacles.

CONCLUSION

In conclusion, the research has highlighted ways in which sustainable teacher leadership revolutionizes team green creativity. Using the Social Information Processing Theory, this research elucidates how various signals and interactions between team members affect creative outcomes in sustainability projects. Of these moderating factors, social influence and psychological barriers are particularly interesting (group dynamics) can improve sustainable TL effectiveness by encouraging team members' self-organization for creative problem-solving and adopting sustainable behaviors. Within the framework of meaning-making, teachers should adopt environmentally friendly practices, which can foster open discussions about sustainability and encourage students to engage in collaborative creativity. However, this creative engagement is often constrained by psychological factors such as fear of failure or resistance to change. To maximize the positive effects of sustainable leadership on team creativity, these barriers need to be broken down. In addition, this research advances the knowledge of educational leadership by highlighting the need to adopt sustainability as an overarching framework that can be integrated into leadership processes. Teacher leadership for sustainable practices builds team capability while resonating with schools' greater need to respond to environmental issues. As indicated in the literature, it is essential to differentiate the organisational culture based on leadership practices that can contribute to educators' and students' innovation and ethical responsibility.

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