

# Green Mindfulness, Remote Work Attitudes, and Green Creativity: Insights from a Chinese Higher Education Institution

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## Abstract

**Purpose:** This study aims to examine the relationships between green mindfulness (GM), remote work attitudes (RWA), and green creativity (GC) among faculty members in Chinese higher education institutions. It explores how mindfulness fosters creativity and how remote work attitudes act as a psychological mechanism linking mindfulness and creativity within sustainability-focused academic environments. **Design/methodology/approach:** A quantitative, cross-sectional survey was conducted with 435 faculty members from a Chinese university. Data were analyzed using SPSS and SmartPLS to test direct and mediating relationships among green mindfulness, remote work attitudes, and green creativity under the Resource-Based View (RBV) framework. **Findings:** The results reveal that green mindfulness significantly enhances green creativity and positively influences remote work attitudes. Remote work attitudes also have a strong positive effect on green creativity and partially mediate the relationship between green mindfulness and green creativity. These findings suggest that mindfulness promotes sustainable innovation both directly and indirectly through favorable remote work perceptions. **Research limitations/implications:** The study was conducted within a single Chinese higher education institution using a cross-sectional design, which limits causal interpretation and generalizability. Future research could adopt longitudinal or multi-institutional designs to validate the observed relationships and explore additional mediators such as organizational support or leadership style. **Practical implications:** The findings provide actionable guidance for higher education institutions. Universities can promote green mindfulness training programs, develop flexible remote-work policies, and implement incentive systems that recognize sustainable teaching and research. These initiatives can foster creativity, enhance faculty well-being, and advance institutional sustainability goals. **Originality/value:** This study integrates the concepts of green

mindfulness, remote work attitudes, and green creativity under the Resource-Based View framework, providing a novel psychological perspective on sustainability-driven innovation in academia. By identifying remote work attitudes as a mediating mechanism, the study contributes both theoretical and practical insights into how higher education institutions can cultivate sustainable creative capacity.

**Keywords:** Green Mindfulness, Remote Work Attitudes, Green Creativity, Resource-Based View

### **Introduction**

Amid global efforts to achieve carbon neutrality and advance the United Nations' Sustainable Development Goals (SDGs), higher education institutions have emerged as critical platforms for fostering environmental awareness and advancing sustainable practices. Beyond their traditional functions in academic and professional development, higher education institutions are increasingly serving as laboratories for sustainability by embedding ecocentric values into teaching, research, and campus operations (Barnett-Itzhaki et al., 2025; Cai & Wolff, 2022).

In China, this mission has been strengthened through national strategies aimed at peaking carbon emissions by 2030 and achieving carbon neutrality by 2060. These objectives are at the heart of the 14th Five-Year Plan (2021–2025) and are actively supported by policies from both the State Council and the Ministry of Education that emphasize sustainable development in higher education (Bank, 2021; Hepburn et al., 2021). Faculty members play a pivotal role in this transformation by designing sustainability-focused curricula, engaging in environmental research, and modeling eco-friendly behaviors.

In this context, green creativity, defined as the generation of novel and valuable ideas that promote environmental sustainability, has gained prominence among university faculty (Srivastava et al., 2024). Evidence of green creativity in Chinese higher education institutions includes sustainability-focused curricula, eco-friendly teaching methods, interdisciplinary environmental research, and campus greening initiatives (Zhang et al., 2020). As higher education institutions align with national and global sustainability objectives, understanding the antecedents of green creativity among faculty is a scholarly and strategic imperative, especially in light of China's ambitious dual carbon commitments. Identifying the factors that stimulate faculty members to generate green ideas advances both theoretical understanding and practical strategies for fostering eco-oriented transformation in higher education.

Green mindfulness, defined as nonjudgmental and heightened attention to environmental issues, has emerged as a critical psychological driver of green creativity (Alshebami et al., 2023). Within academic settings, green mindfulness enables faculty to integrate ecological perspectives into pedagogy, identify sustainability opportunities in their research, and adopt environmentally responsible practices (Nguyen et al., 2022). Empirical evidence suggests that green mindfulness has a positive influence on environmental self-identity and creative problem-solving in sustainability contexts (Alshebami et al., 2023).

From the Resource-Based View (RBV), green mindfulness represents a valuable and inimitable psychological resource that enhances higher education institutions' environmental leadership (Barney, 1991). Embedded within faculty human capital, green mindfulness supports innovative sustainability practices, enabling Chinese higher education institutions to

differentiate themselves through curriculum innovation and environmental research (Chen & Chang, 2013). This internal capability fosters self-regulation, cognitive flexibility, and environmental awareness, enabling faculty members to leverage organizational resources for sustainability-oriented innovation. Ultimately, such psychological resources strengthen higher education institutions' ability to differentiate themselves through eco-friendly curricula, research initiatives, and campus projects, thereby contributing to both institutional competitiveness and national carbon neutrality goals.

While green mindfulness is a foundational driver of green creativity, its impact may be amplified by psychological mechanisms that enable individuals to translate awareness into actionable innovation. In contemporary academic contexts, remote work attitudes, faculty members' positive perceptions of flexibility, autonomy, and productivity associated with remote work, offer such a mechanism. Recent studies suggest that remote work policies and workplace flexibility significantly enhance creativity and productivity, underscoring the importance of autonomy and cognitive space in innovative outcomes (Boccoli et al., 2022). Faculty with higher green mindfulness are likely to perceive remote work more positively, as it provides autonomy and cognitive space conducive to idea generation. In turn, positive remote work attitudes create a psychological environment that facilitates green creativity, enabling faculty to develop novel sustainability-focused initiatives in teaching and research.

Despite the growing scholarly interest in green creativity, most empirical studies have focused on corporate or industrial contexts, leaving academic settings underexplored. Little is known about the psychological pathways through which green mindfulness translates into green creativity among university faculty. To address this gap, the present study investigates the mediating role of remote work attitudes in the relationship between green mindfulness and green creativity, grounded in the RBV framework. By examining this mechanism, the study advances theoretical understanding of how internal psychological resources stimulate sustainable innovation and offers practical insights for fostering green creativity in support of China's dual-carbon goals and the global sustainability agenda.

## **Literature Review**

### *Green Mindfulness*

Green mindfulness, characterized by nonjudgmental and present-focused awareness of environmental issues, represents a crucial psychological resource in higher education institutions for fostering sustainable practices. Previous studies, such as those by Gomez-Olmedo et al. (2020), have emphasized the positive impact of mindfulness on education for sustainable development. These studies have highlighted the importance of mindfulness in cultivating socio-emotional competencies and promoting sustainability efforts within educational contexts. Green mindfulness enhances intrinsic motivation and eco-innovative thinking, crucial for generating green creativity. Hensley (2020) emphasized the importance of green mindfulness in fostering creativity and innovation in higher education for sustainable development. This aligns with the objectives set out in China's educational guidelines on sustainability.

There is consistent empirical evidence supporting the positive influence of green mindfulness on green creativity, which is defined as the capacity to generate novel and environmentally friendly ideas. For example, Rathakrishnan et al. (2025) investigated the factors that influence

green mindfulness in educational settings. Meanwhile, Zhao et al. (2023) showed that green mindfulness enhances intrinsic motivation, thereby facilitating the connection between mindfulness and environmentally friendly behavior. These creative outputs are in direct alignment with the goals of China's Ministry of Education, which encourages faculty to contribute to sustainable development by conducting carbon-neutral research and adopting eco-friendly teaching practices.

Additionally, green mindfulness has been shown to significantly enhance engagement in sustainability-related tasks by improving psychological well-being, reducing burnout, and increasing job satisfaction among educators (Charoensukmongkol, 2013). Regular mindfulness practice mitigates stress and burnout, leading to improved job outcomes and overall mental health (Christodoulou et al., 2025). This positive reinforcement encourages faculty to integrate sustainability into their teaching and research activities, aligning with the global shift toward environmentally conscious educational practices. The integration of green mindfulness also supports the SDGs by fostering a culture of sustainability within educational institutions. For example, Rathakrishnan et al. (2025) highlighted how green mindfulness strengthens faculty commitment to green initiatives, while Fadeeva and Cherkasova (2021) demonstrated the role of green campus initiatives in contributing to regional sustainability.

From the Resource-Based View (RBV) perspective, green mindfulness functions not only as a static individual trait but also as a dynamic capability that enables institutions to transform psychological awareness into sustainable outcomes. Mindful faculty members exhibit greater self-regulation and cognitive flexibility, which enhance adaptation to new work modes such as remote teaching (Zou et al., 2020). This adaptability contributes to more positive remote work attitudes, which in turn facilitate creativity and innovation in sustainability-focused initiatives. Accordingly, green mindfulness indirectly promotes green creativity by shaping faculty attitudes toward remote work and by strengthening their capacity to translate awareness into actionable environmental innovation.

#### *Remote Work Attitudes*

Remote work attitudes reflect faculty members' positive perceptions of remote work, including its flexibility, autonomy, and potential to enhance productivity (Asriandi et al., 2024). In higher education institutions, remote work options such as online teaching, virtual research collaboration, and flexible academic schedules have become increasingly relevant in the post-pandemic era. A positive attitude toward remote work enables faculty to capitalize on cognitive space and self-directed time, which are conducive to sustained focus and creative environmental problem-solving (Yang, 2024).

From an RBV perspective, attitudes towards remote working act as a psychological mechanism that activates the potential of internal resources such as green mindfulness. Faculty with higher green mindfulness are more likely to remain self-regulated and environmentally conscious during remote work, enhancing their engagement in eco-innovative activities. Mindfulness has been found to improve cognitive flexibility and attention regulation, which are essential for productive remote work environments (Gowda, 2024). Furthermore, mindfulness promotes divergent thinking, which is an important aspect of green creativity and allows individuals to come up with original and effective solutions to environmental issues (Capurso et al., 2014; Rothouse, 2020).

This suggests that attitudes towards remote working mediate the relationship between green mindfulness and green creativity. Specifically, mindful faculty develop positive perceptions of remote work, which in turn facilitates the translation of environmental awareness into green creativity outcomes. Studies have also shown that mindful leadership and work-life balance can influence the relationship between remote working and creativity. Leaders who promote environmentally friendly practices can encourage their subordinates to be more creative (Sun & Xi, 2024). Additionally, digital platforms and knowledge-sharing mechanisms in remote work environments have been found to enhance creativity, particularly in higher education, where flexibility and autonomy are essential for fostering innovation (Yang, 2024).

Recent research on the serial mediation model highlights the mediating role of work-life balance and psychological well-being in the relationship between remote work and creativity (Abualbasa et al., 2024). This aligns with the notion that a positive remote work attitudes, supported by mindfulness, leads to enhanced creativity in remote work settings. Furthermore, studies show that mindful leadership and workplace support also facilitate creativity, with mindfulness acting as a key psychological resource in balancing work and personal life (Lin et al., 2024; Palumbo et al., 2022). Taken together, these studies emphasise that attitudes towards remote working are a key mechanism through which mindfulness can encourage green creativity in higher education institutions.

### *Green Creativity*

Green creativity refers to the generation of novel and useful ideas aimed at promoting environmental sustainability (Bhutto et al., 2021). Within higher education institutions, green creativity plays a crucial role in driving curriculum innovation, green research, and the broader institutional greening process. Through creativity, faculty contribute to sustainability efforts by developing eco-friendly solutions and teaching sustainable practices, thereby fostering eco-conscious behaviors within their institutions. Research has shown that integrating sustainability into curricula and fostering a green innovation atmosphere significantly enhances faculty's creative contributions toward environmental goals (Awan et al., 2019; Cazacova, 2017).

Green creativity is shaped by various psychological and leadership factors. Mindfulness, particularly green mindfulness, and GTL have been shown to directly enhance green creativity by improving faculty's environmental awareness, intrinsic motivation, and innovative thinking abilities (Li et al., 2020). The RBV posits that creativity, as derived from unique internal resources like green mindfulness, is a strategic capability that provides higher education institutions with a competitive advantage through sustainable innovation (Barney, 1991). Similarly, studies suggest that green creativity allows institutions to distinguish themselves by integrating sustainability into their academic programs and research efforts, a process essential for achieving both national and global sustainability objectives (Liu, 2025).

Green creativity is not solely driven by individual psychological traits like mindfulness but is significantly shaped by organizational factors. A supportive environment, access to sustainable research resources, and incentives for green innovation are critical organizational drivers that encourage faculty engagement in eco-innovative activities (Nasir, 2023). This aligns with the findings of studies such as that of Abourokbah et al. (2024), which emphasized

the importance of supportive leadership in creating environments that encourage green creativity. They found that supportive leadership enhances green creativity by promoting green passion, fortifying organizational green climate, and reinforcing creative engagement. Additionally, faculty-generated green creative ideas in higher education institutions can have a far-reaching impact, influencing not only the academic community but also industry, policy-making, and broader environmental initiatives, thereby creating a ripple effect that extends well beyond the institution (Qahl & Sohaib, 2023).

Finally, emerging evidence underscores the mediating role of remote work attitudes in linking green mindfulness with green creativity. Faculty members who hold positive perceptions of remote work are better able to translate environmental awareness into innovative solutions, particularly when afforded autonomy and cognitive space (Abualbasa et al., 2024). In higher education contexts, this process is amplified by green mindfulness, which enhances self-regulation, focus, and sustained engagement in addressing sustainability challenges (Kalyar et al., 2021). Together, these findings position green creativity as both an outcome of psychological and organizational resources and a key driver of institutional sustainability and innovation.

#### *Theoretical Framework: Resource-Based View (RBV)*

The Resource-Based View (RBV) posits that organizations achieve sustainable competitive advantage by leveraging resources that are valuable, rare, inimitable, and non-substitutable (Barney, 1991). In higher education institutions, where intangible assets such as human capital and faculty psychological resources are central, RBV provides a robust framework for understanding how internal capabilities foster environmental sustainability. This study adopts RBV to examine how psychological resources, leadership capabilities, and innovative outcomes interact to drive sustainable development in Chinese higher education institutions, aligning with national “dual carbon” goals.

In Chinese higher education institutions, RBV underscores the strategic role of faculty-based resources, such as environmental awareness, and dynamic capabilities, such as leadership behaviors, in generating sustainability-oriented outcomes (Chen & Chang, 2013). These internal resources enable institutions to differentiate themselves through eco-friendly teaching, interdisciplinary research, and green campus initiatives, thereby contributing to both institutional competitiveness and national sustainability objectives. Moreover, RBV emphasizes that sustained advantage arises not merely from possessing VRIN resources but from effectively deploying them to achieve strategic outcomes (Teece et al., 1997).

Within the framework of this study, green mindfulness is conceptualized as an internal psychological resource, while remote work attitudes function as a psychological mechanism that facilitates the conversion of this resource into green creativity. Faculty members with higher levels of green mindfulness are more likely to perceive remote work positively, valuing its autonomy, flexibility, and cognitive space. These attitudes, in turn, enhance their capacity to generate innovative and environmentally sustainable ideas. Recent studies support this reasoning, showing that mindfulness fosters creativity through enhanced engagement and problem-solving (Kalyar et al., 2021), while positive attitudes toward flexible work environments promote creative outcomes (Boccoli et al., 2022).

Under RBV, resources contribute to sustained competitive advantage only when they meet the VRIN criteria (Barney, 1991). Psychological constructs such as green mindfulness and remote work attitudes meet these criteria within higher education institutions.

**Valuable:** The integration of environmental awareness into teaching, research, and campus initiatives by faculty members is enhanced by green mindfulness, thereby directly supporting universities' sustainability and innovation goals. In addition, remote work attitudes have been shown to engender value by means of enhancing productivity, cognitive flexibility, and job satisfaction. These elements are of pivotal importance in ensuring the continued generation of innovative output within the context of a post-pandemic academic environment.

**Rare:** It is rare for such psychological resources to be universally distributed. However, it is important to note that only a limited proportion of faculty members possess a sustained capacity for mindful environmental awareness or a positive orientation towards flexible work arrangements. These tendencies are developed through individual experience, training, and intrinsic motivation, rendering them uncommon even within similar institutional contexts.

**Inimitable:** Psychological resources like mindfulness cannot be easily replicated or transferred. They are embedded in personal cognition, values, and behavioral patterns that evolve through reflection and experience. As such, they cannot be imitated or acquired through traditional organizational practices, making them a source of enduring differentiation.

**Non-substitutable:** Institutional strategies such as incentives or policy reforms cannot fully substitute for the intrinsic motivation, environmental awareness, and cognitive engagement derived from green mindfulness and positive remote work attitudes. These internal capacities uniquely enable faculty to translate sustainability policies into creative, actionable practices. Therefore, by fulfilling the VRIN criteria, green mindfulness and remote work attitudes represent strategic psychological resources that strengthen higher education institutions' capacity for sustainable innovation and long-term competitive advantage. RBV thus provides the theoretical foundation for hypothesizing the interrelationships among green mindfulness, remote work attitudes, and green creativity in this study.

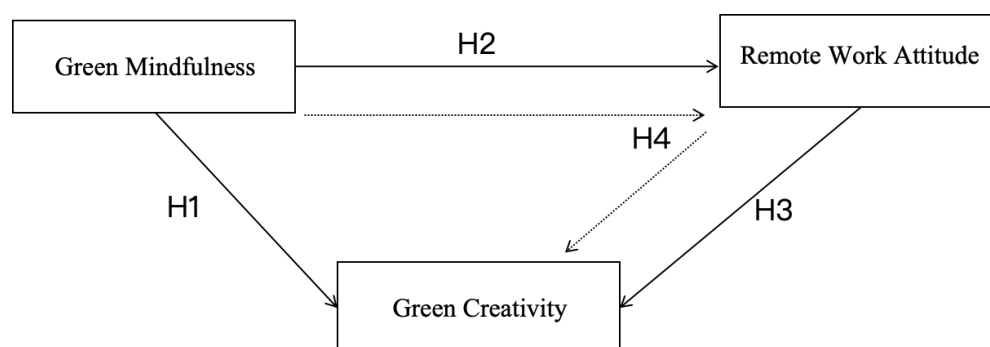


Figure 1 is the conceptual framework of this study

#### *Hypothesis Development*

H1: Green mindfulness positively influences green creativity among faculty in Chinese higher education institutions.

H2: Green mindfulness positively influences remote work attitude among faculty in Chinese higher education institutions.

H3: Remote work attitude positively influences green creativity among faculty in Chinese higher education institutions.

H4: Remote work attitude mediates the relationship between green mindfulness and green creativity among faculty in Chinese higher education institutions.

## **Research Methodology**

### *Research Paradigm and Design*

This study adopts an objectivist ontological stance and a positivist epistemological orientation. According to this perspective, phenomena such as green mindfulness, remote work attitudes, and green creativity are regarded as objective realities that exist independently of the researcher and can be systematically observed and measured. In line with positivism, the research emphasizes empirical testing of hypotheses through structured data collection and statistical analysis, ensuring scientific rigor.

Consistent with this orientation, a quantitative, cross-sectional research design was employed. The quantitative approach is well-suited for examining hypothesized relationships among constructs, testing mediation effects, and ensuring the reliability and generalizability of findings. The cross-sectional design, which involves data collection at a single point in time, is particularly appropriate for capturing a snapshot of faculty members' perceptions and behaviors within Chinese higher education institutions.

### *Population and Sample*

The study's population consisted of faculty members at a higher education institution in Zhengzhou, China. While the university employs over 2,500 staff members, including administrative and support personnel, this study focused specifically on the approximately 800 teaching faculty. Faculty members were selected as the target population because they play a key role in advancing teaching, research, and sustainability initiatives within higher education. Their attitudes toward remote work and potential for green creativity are particularly relevant for understanding how universities can promote sustainable management practices.

To calculate the minimum sample size, this study adhered to the recommendations of Hair (2014), which recommended at least 200 valid responses for robust statistical analysis. With a total population of around 800 faculty members, additional questionnaires were distributed to increase statistical power and ensure sufficient representation. The questionnaires were sent to faculty members through an online survey platform. To ensure equal selection chances for each faculty member, a simple random sampling strategy was employed. This method minimized sampling bias and improved representativeness. Questionnaires were distributed across departments, disciplines, and academic ranks, enabling voluntary and anonymous participation.

### *Research Instrument Measures*

This study employed a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree to measure all constructs. The instruments were adapted from well-established scales used in prior research to ensure both validity and reliability. Specific details can be found in

Table 1.

Green Mindfulness was measured using six items that were derived and adapted from the original scale developed by Williams and Seaman (2010). This scale reflects the extent to which members of the organization are attentive, communicative, and proactive in addressing environmental issues.

Remote Work Attitudes were measured using five items adapted from Chatterjee et al. (2022), which capture employees' satisfaction, productivity, enjoyment, and perceived flexibility associated with remote work.

Green Creativity was measured using six items adapted from Chen and Chang (2013), focusing on employees' ability to generate, propose, champion, and implement innovative green ideas, products, and practices.

To ensure both linguistic and conceptual equivalence, the questionnaire was initially translated into Chinese and then back-translated into English, following the method outlined by Brislin (1980). A pilot test involving 30 faculty members was carried out to evaluate the clarity of the items and the reliability of the scale.

Table 1

*Summarizes the Constructs, Sources, and Measurement items used in this study*

Construct	Source	Items
Green Mindfulness	Williams and Seaman (2010)	<ol style="list-style-type: none"> <li>1. Members of the organization feel free to discuss environmental issues and problems.</li> <li>2. Members are encouraged to express different views with respect to environmental issues and problems.</li> <li>3. Members pay attention to what is happening if unexpected environmental issues and problems arise.</li> <li>4. Members are inclined to report environmental information and knowledge that have significant consequences.</li> <li>5. Members are rewarded if they share and announce new environmental information and knowledge.</li> <li>6. Members know what is readily available for consultation if unexpected environmental issues and problems arise.</li> </ol>
Remote Work Attitudes	Chatterjee et al. (2022)	<ol style="list-style-type: none"> <li>1. I like remote working.</li> <li>2. I feel more satisfaction in working remotely.</li> <li>3. I think remote working improves productivity.</li> <li>4. I enjoy remote working.</li> <li>5. I think remote working option provides better flexibility to employees.</li> </ol>
Green Creativity	Chen and Chang (2013)	<ol style="list-style-type: none"> <li>1. Members suggest new ways to achieve environmental goals.</li> </ol>

2. Members propose new green ideas to improve environmental performance.
  3. Members promote and champion new green ideas to others.
  4. Members develop adequate plans for the implementation of new green ideas.
  5. Members rethink new green ideas.
  6. Members find out creative solutions to environmental problems.
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### *Data Collection Procedure*

Participants were provided with information regarding the study's purpose, the voluntary nature of their participation, and the guarantee of confidentiality. Informed consent was obtained from all respondents prior to their participation in the survey. The data collection period spanned two weeks, during which two reminder emails were sent to encourage participation.

Upon completion of the data collection period, over 510 responses were received. After screening for incomplete and inconsistent responses, 435 valid questionnaires were retained for analysis. This process ensured that only reliable and usable data were included, thereby enhancing the quality of the statistical analysis.

### *Data Analysis Techniques*

Data analysis was conducted using SPSS 27.0 and SmartPLS 4.1.0.3 SPSS was used for data screening and descriptive statistics, including checks for missing values, outliers, and normality, as well as reliability testing through Cronbach's alpha.

The hypothesized model was then tested using PLS-SEM in SmartPLS. The analysis followed a two-step procedure: assessment of the measurement model and assessment of the structural model.

This combined approach allowed for both descriptive insights and rigorous testing of the direct and mediating effects among green mindfulness, remote work attitudes, and green creativity.

## **Data Analysis and Results**

### *Demographic Profile of Respondents*

Table 2 presents the demographic profile of the 435 respondents. In terms of gender, the sample consisted of 182 males 41.8% and 253 females 58.2%, indicating a slightly higher representation of female faculty members. With respect to age, the largest group of respondents was between 31 and 40 years old, 46.2%, followed by those aged 20 to 30, 40.2%. Only a small proportion of respondents were aged 41–50, 10.3% or 51 and above, 3.2%, suggesting that the majority of the faculty members were relatively young. Regarding educational qualifications, most respondents held a Master's degree 78.6%, while 10.8% had a Bachelor's degree and 10.6% possessed a Doctorate degree.

Table 2 Demographic Characteristics of the Respondents (n = 435)

Characteristics	Frequency	Percentage (%)
<b>Gender</b>		

Male	182	41.8
Female	253	58.2
<b>Age</b>		
Between 20 and 30	175	40.2
Between 31 and 40	201	46.2
Between 41 and 50	45	10.3
51 and above	14	3.2
<b>Education</b>		
Bachelor's Degree	47	10.8
Master's Degree	342	78.6
Doctorate Degree	46	10.6

### *Reliability and Validity of Measures*

To evaluate the quality of the measurement model, both reliability and validity were assessed. Reliability and Convergent Validity. As shown in Table 3, all constructs achieved satisfactory values. Cronbach's alpha and composite reliability values exceeded the recommended threshold of 0.7, confirming internal consistency. The AVE values for green creativity 0.597, green mindfulness 0.564, and remote work attitudes 0.726 were all above 0.5, supporting convergent validity.

Table 3

### *Reliability and Validity Results*

Constructs	Cronbach's $\alpha$	rho_A	CR	AVE
GC	0.864	0.873	0.898	0.597
GM	0.845	0.85	0.886	0.564
RWA	0.905	0.909	0.93	0.726

Discriminant Validity. Discriminant validity was assessed using both the Fornell-Larcker Criterion and the Heterotrait-Monotrait Ratio (HTMT). As shown in Table 4, this condition was satisfied for all constructs. Additionally, the HTMT values for all constructs were below the conservative threshold of 0.85, confirming the discriminant validity of the constructs. These results ensure that the constructs are empirically distinct.

Table 4

### *Discriminant Validity (Fornell-Larcker Criterion)*

Constructs	GC	GM	RWA
GC	0.772		
GM	0.709	0.751	
RWA	0.848	0.709	0.852

Note: Diagonal values represent  $\sqrt{AVE}$ ; off-diagonal values represent correlations between constructs.

Furthermore, Table 5 presents the HTMT results, where all HTMT values are below the threshold of 0.85, further confirming discriminant validity. As shown in Table 5, the HTMT values for all construct pairs were well within the acceptable range, supporting the conclusion that the constructs are distinct and that no multicollinearity issues exist.

Table 5

*Discriminant Validity (HTMT Results)*

Constructs	GC	GM	RWA
GC	–		
GM	0.822	–	
RWA	0.848	0.709	–

Note: All HTMT values are below 0.85, confirming discriminant validity.

*Structural Model-Direct Effects*

The direct relationships between green mindfulness, remote work attitudes, and green creativity were examined using PLS-SEM. Table 5 summarizes the path coefficients, t-values, and p-values obtained through bootstrapping.

Table 5

*Results of Direct Effects*

Hypothesis	Path	$\beta$	p-value	Result
H1	GM $\rightarrow$ GC	0.385	0	Accepted
H2	GM $\rightarrow$ RWA	0.624	0	Accepted
H3	RWA $\rightarrow$ GC	0.517	0	Accepted

The path coefficient for green mindfulness (GM) to green creativity (GC) was  $\beta = 0.385$  ( $p < 0.001$ ), indicating a significant and positive effect. Therefore, H1 is supported, suggesting that higher levels of green mindfulness among faculty members positively influence their green creativity.

For H2, the results show a strong positive effect ( $\beta = 0.624$ ,  $p < 0.001$ ). Therefore, H2 is supported, suggesting that faculty members with higher levels of green mindfulness are more likely to hold positive attitudes toward remote work.

The path from remote work attitudes to green creativity was also significant ( $\beta = 0.517$ ,  $p < 0.001$ ). Thus, H3 is supported, confirming that more favorable remote work attitudes are positively associated with greater green creativity.

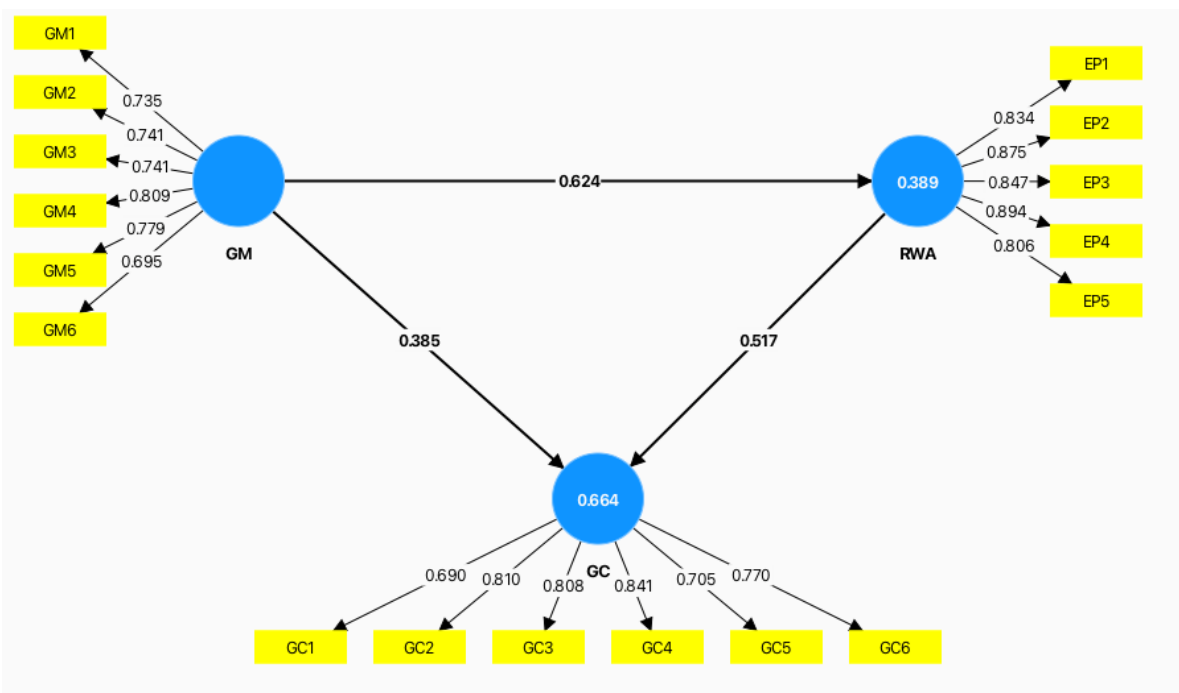


Figure 2. Structural model results with standardized path coefficients (SmartPLS output).

*Structural Model-Mediation Effects*

This section tests H4, which hypothesizes that remote work attitudes mediate the relationship between green mindfulness and green creativity.

As reported earlier, green mindfulness significantly predicts remote work attitudes ( $\beta = 0.624$ ,  $p < 0.001$ ) and green creativity directly ( $\beta = 0.385$ ,  $p < 0.001$ ). Remote work attitudes also significantly predict green creativity ( $\beta = 0.517$ ,  $p < 0.001$ ). Furthermore, the indirect effect of green mindfulness on green creativity through remote work attitudes was found to be significant ( $\beta = 0.322$ ,  $p < 0.001$ ), based on bootstrapping with 5,000 resamples. H4 is supported. These findings indicate that remote work attitudes partially mediate the relationship between green mindfulness and green creativity. Specifically, they suggest that faculty members' green mindfulness not only directly enhances their green creativity but also indirectly contributes to it by fostering more positive remote work attitudes.

Indirect Path	$\beta$	p-value	Mediation Type
GM → RWA → GC	0.322	0	Partial

**Discussion and Conclusion**

This study aimed to explore the relationships between green mindfulness, remote work attitudes, and green creativity among faculty in Chinese higher education institutions. The empirical results provided strong support for all four proposed hypotheses, reinforcing the theoretical framework derived from the resource-based view (RBV).

*Discussion of Findings*

The results of this study confirmed that green mindfulness has a significant positive impact on green creativity. Specifically, faculty members who are more attuned to environmental issues are better positioned to generate, propose, and implement innovative green solutions. This aligns with previous research suggesting that mindfulness enhances individuals' capacity

for divergent thinking, openness, and problem-solving, all of which are essential for fostering creativity (Dane, 2011). In the context of sustainability, these practices extend beyond individual well-being, as green mindfulness also plays a key role in promoting environmentally oriented creativity within organizational settings. This finding extends prior research by highlighting the dual role of mindfulness in both improving personal well-being and encouraging innovative, green practices in the workplace (Arslan et al., 2022).

The second hypothesis was also supported, indicating that green mindfulness significantly enhances positive attitudes toward remote work. Specifically, faculty members who are more attuned to environmental issues tend to value the flexibility, autonomy, and eco-friendly aspects of remote work, such as reduced commuting and lower carbon emissions. This finding is consistent with research indicating that mindfulness in the workplace can positively impact employees' attitudes and behaviors, thereby enhancing job satisfaction and well-being (Malinowski & Lim, 2015). Additionally, research on green mindfulness suggests that individuals who are mindful of environmental concerns are more inclined to adopt sustainable work practices and value eco-friendly work environments (Williams & Polito, 2022). In the context of higher education institutions, this result suggests that fostering green mindfulness can enhance not only sustainability but also improve faculty adaptability to new working arrangements, such as remote work. Therefore, incorporating green mindfulness into organizational cultures may help educational institutions promote both environmental and work-related benefits.

The third hypothesis was confirmed, showing that positive attitudes toward remote work significantly predict green creativity. This indicates that faculty members who perceive remote work as flexible, productive, and satisfying are more likely to engage in innovative green practices. This finding resonates with studies suggesting that remote work can improve employee autonomy and creativity, which are key factors in fostering innovative behavior (Maitlo et al., 2022). Furthermore, remote work provides employees with the freedom and autonomy to integrate environmentally sustainable practices into their work processes, which enhances green creativity (Han et al., 2025). Thus, positive remote work attitudes may provide the psychological and structural conditions that support environmentally innovative behaviors.

Finally, the mediation analysis revealed that remote work attitudes partially mediate the relationship between green mindfulness and green creativity. This suggests that green mindfulness not only directly fosters green creativity but also indirectly enhances it through more positive remote work attitudes. In other words, faculty members with higher green mindfulness tend to adopt favorable attitudes toward remote work, which in turn promotes their engagement in green creative activities. This finding enriches the RBV perspective by demonstrating that employees' cognitive resources (mindfulness) can be translated into innovative outcomes (green creativity) through attitudinal mechanisms (remote work attitudes). Moreover, this study contributes to the growing literature on the mediating role of work attitudes in linking psychological resources and creative performance (Arslan et al., 2022; Zhao et al., 2023).

*Theoretical Implications*

The confirmation of a positive direct effect of green mindfulness on green creativity extends existing theories on mindfulness and creativity. Specifically, it shows that environmentally oriented mindfulness is not only a personal psychological resource but also a key driver of sustainable innovation. This result supports the argument that mindfulness enhances individuals' awareness, attention, and openness, all of which foster divergent thinking and novel problem-solving (Acar & Runco, 2015). The significant mediating role of remote work attitudes offers a novel contribution to the literature by revealing a psychological and attitudinal pathway through which mindfulness translates into creativity. Previous research has examined the role of mindfulness in shaping individual well-being and job performance, yet few studies have explored its connection to remote work attitudes and subsequent creative outcomes (Ho et al., 2022). By identifying remote work attitudes as a partial mediator, this study highlights the importance of work attitudes as mechanisms that transform cognitive resources into creative behaviors. These findings contribute to the RBV by conceptualizing green mindfulness and remote work attitudes as intangible but valuable resources that enhance organizational sustainability. Green mindfulness represents a cognitive capability that equips individuals with the awareness and attentiveness to environmental issues, while remote work attitudes reflect a positive attitudinal orientation toward flexible work practices. Together, these resources strengthen faculty members' capacity to generate innovative green solutions, thereby creating a unique competitive advantage for higher education institutions pursuing sustainable development.

*Practical Implications*

The findings of this study provide several actionable insights for higher-education institutions seeking to enhance sustainability and creativity. Beyond general recommendations, universities can implement structured green-mindfulness training programmes. For example, they can incorporate short mindfulness sessions or workshops focused on environmental awareness and reflective practice into regular faculty-development schedules. Such initiatives can help educators cultivate eco-attentive thinking and integrate sustainability into teaching and research.

At the institutional level, administrators can design flexible and hybrid work policies that allow remote-teaching options, promote work-life balance, and reduce commuting-related carbon emissions. Providing autonomy in work scheduling and access to digital collaboration platforms (e.g., Teams, Zoom, institutional LMS) can create a supportive psychological environment that fosters creativity and green innovation.

Furthermore, universities may consider the introduction of incentive mechanisms that recognize and reward faculty contributions to green initiatives, including sustainability-oriented research, eco-friendly course design, and carbon-neutral campus projects. Establishing these programs not only supports mindful and creative behavior but also aligns with China's dual-carbon and SDG targets.

Collectively, these strategies translate green mindfulness and positive remote work attitudes into actionable institutional practices that foster both faculty well-being and sustainable innovation in higher-education environments.

*Comparison with Previous Studies*

The findings of this study align broadly with previous research on mindfulness, creativity, and sustainability. Existing literature suggests that mindfulness fosters enhanced awareness and attentional control, which contribute to creative problem solving. For example, Hensley (2020) found that mindfulness helps foster creativity by encouraging divergent thinking and innovative solutions. Similarly, Siqueira and Pitassi (2016) showed that mindfulness promotes pro-environmental behaviors and supports sustainability. This study extends these findings by showing that green mindfulness, focused on environmental concerns, positively influences green creativity among faculty members in higher education. This research highlights the role of mindfulness in driving creativity within sustainability and organizational contexts.

Moreover, the identification of remote work attitudes as a mediator between green mindfulness and green creativity resonates with earlier studies that emphasize the role of positive work attitudes in enhancing job performance and creativity. Arslan et al. (2022) found that green mindfulness enhances creativity through work engagement and green identity. Previous research has shown that flexible work arrangements and favorable work attitudes contribute to higher levels of employee creativity (Arslan et al., 2022). This study advances the literature by demonstrating that remote work attitudes act as a psychological mechanism through which green mindfulness translates into green creativity. This highlights a unique pathway that has not been systematically examined, especially within the context of higher education in China.

Taken together, these results not only reinforce existing theories on mindfulness and creativity but also extend them by introducing the mediating role of remote work attitudes and embedding these constructs within the broader framework of sustainability and higher education institutions.

**Limitations and Future Research**

Despite offering valuable insights, this study has several limitations. Firstly, the data were collected from faculty members in Chinese higher education institutions, which may restrict the generalizability of the findings. Future research should replicate this study across different cultural, institutional, and regional contexts to evaluate the robustness of the observed relationships. Second, the study used a cross-sectional design, which prevents causal inferences. While PLS-SEM offers strong evidence of associations, future research using longitudinal or experimental designs would better capture the dynamic effects of green mindfulness on green creativity over time. Additionally, testing structured mindfulness interventions in higher education settings would provide insight into their long-term impact on faculty creativity and sustainability. Finally, this study focused on remote work attitudes as a mediator, but other mediators and moderators remain unexplored. Future research could examine variables like environmental values, organizational support, leadership styles, or job satisfaction to understand the mechanisms linking green mindfulness and green creativity. It could also explore moderating factors such as age, academic rank, or discipline to identify conditions under which mindfulness is most effective in promoting green creativity.

## Conclusion

This study explored the relationships between green mindfulness, remote work attitudes, and green creativity among faculty in Chinese higher education. The findings indicate that green mindfulness has a positive impact on green creativity, with remote work attitudes serving as a partial mediator in this relationship. These results extend existing mindfulness research into the realm of sustainability and organizational innovation. While the study highlights the importance of green mindfulness in promoting eco-friendly creativity, its limitations suggest the need for future research in diverse settings using longitudinal and multi-source data to validate the findings. In conclusion, green mindfulness can play a key role in fostering sustainable innovation in higher education, enhancing faculty creativity and supporting environmental responsibility.

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