



Promoting Green Purchasing Behavior Through Environmental Culture, Study on A Sample of Professors at University of Skikda

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Abstract :

This study aims to examine the role of environmental culture in encouraging green purchasing behavior among professors of the Faculty of Economics, Business and Management Sciences at the University of 20th August 1955 in Skikda. To achieve this, we conducted a field study that included a sample of 113 professors, data were collected through a structured questionnaire and analyzed using SPSS software .

The results showed that environmental culture effectively contributes to promoting green purchasing behavior among professors, through its four main elements. The study also showed that professors adopt positive environmental behaviors, such as rationalizing resources and adopting renewable energy.

Key Words: Environmental culture, green purchasing behavior, green products, environmental practices, environmental education.

JEL Classification: Q56, Q50, M31.

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Introduction

It is widely acknowledged that pollution represents one of the major contemporary global challenges, primarily resulting from industrial development and the unsustainable exploitation of natural resources. While various solutions are being actively pursued, the concept of environmental culture has emerged as a significant approach to fostering pro-environmental behavior. This culture equips individuals with the necessary knowledge, values, and attitudes to engage effectively and responsibly with their environment. It is particularly relevant in promoting green purchasing behavior, which refers to consumer decisions that prioritize eco-friendly products by considering their entire life cycle from raw material sourcing and production to waste management and disposal. Such behavior reflects a growing environmental consciousness among both individuals and organizations.



Research Problem

Based on the above discussion, the central research problem can be formulated as follows: Does environmental culture have an impact on promoting green purchasing behavior among professors at the Faculty of Economic, Commercial, and Management Sciences at 20 August 1955 University of Skikda?

Research Hypotheses

As an initial response to the research problem, the following hypotheses can be formulated:

Main Hypothesis

H₀: There is no statistically significant effect at the $(0.05 \geq \alpha)$ significance level between environmental culture and the enhancement of green purchasing behavior among the professors under study.

Sub-Hypotheses

- **H₀₁:** There is no statistically significant effect at the $(0.05 \geq \alpha)$ significance level of environmental values on enhancing green purchasing behavior among the professors under study.
- **H₀₂:** There is no statistically significant effect at the $(0.05 \geq \alpha)$ significance level of environmental education on enhancing green purchasing behavior among the professors under study.
- **H₀₃:** There is no statistically significant effect at the $(0.05 \geq \alpha)$ significance level of environmental awareness on enhancing green purchasing behavior among the professors under study.
- **H₀₄:** There is no statistically significant effect at the $(0.05 \geq \alpha)$ significance level of environmental practices on enhancing green purchasing behavior among the professors under study.

Research Importance

The importance of this study lies in the relevance and timeliness of its topic. Environmental issues have become one of the most pressing concerns in contemporary academic and policy discussions. Owing to their significant implications, such issues contribute to shaping and strengthening environmental culture among individuals and communities. Each component of this culture including environmental values, education, awareness, and practices plays a vital role in encouraging sustainable behavior, particularly green purchasing behavior.



1. Literature Review

1.1. Environmental Culture

a. What is Environmental Culture?

Environmental culture can be defined as “the set of cultural contents formed and received by individuals from various sources, shaping their beliefs, perceptions, concepts, and values that influence their behavior and lifestyle toward the environment” (Val, 2002) .

It represents the embodiment of individuals’ values, attitudes, and behaviors aimed at protecting and conserving the environment from harmful human activities. Environmental culture is grounded in the fundamental principles of sustainability, which prioritize human health, ecosystem preservation, and the responsible use of natural resources such as water, air, soil, and climate. It also encompasses the protection of intangible resources such as cultural heritage and collective identity. Among its main objectives are maintaining a healthy planet for future generations, preserving biodiversity, and transitioning away from traditional energy sources. Reversing past environmental degradation and preventing future risks are therefore imperative priorities (Milfont & Tam, 2020) .

The goals of environmental culture extend beyond mere awareness; they involve developing a holistic understanding of the biological, physical, social, and cultural dimensions of the environment. This includes empowering individuals to participate in decision-making processes that affect environmental outcomes, promoting continuous engagement across generations, and integrating environmental education into everyday life. Furthermore, environmental culture highlights the crucial role of institutions, civil society, and non-governmental organizations (NGOs) in promoting environmental programs and ensuring ethical responsibility. Ultimately, it strives to foster sustainable behavior and guarantee the long-term conservation of natural resources for the benefit of future generations (Sami & Al-Shomali, 2010, p. 24).

b. Components of Environmental Culture

b.1. Environmental Values: Environmental values emerge from an individual’s environmental attitudes, which are shaped through social interaction and collective experiences. These values serve as guiding principles for human behavior toward the environment, its components, and its issues. They are strongly linked to individuals’ practices and actions in diverse environmental contexts, and are reflected in what people express and demonstrate in their daily interactions with the environment (Leung, 2023).

b.2. Environmental Education: Environmental education refers to the process of preparing individuals to interact effectively with their environment and its various resources. It involves acquiring environmental knowledge that enables individuals to



understand the interdependent relationships between humans and environmental elements on the one hand, and among these elements themselves on the other (Bora, 2000).

b.3. Environmental Awareness: Environmental awareness encompasses the feelings, emotions, and thoughts that influence an individual's behavior toward the environment. It reflects one's recognition of both internal emotions and external environmental responsibilities. Sociologists emphasize that environmental awareness is rooted in the understanding by individuals and society alike of the importance of protecting, adapting to, and developing the environment to meet human needs. Such awareness is strengthened through the acquisition of environmental knowledge and a positive emotional connection to nature (Halaweh, 2006, p. 477).

b.4. Environmental Practices: Environmental practices refer to the set of individual and collective actions aimed at enhancing environmental performance and sustainability. They are guided by values and principles that promote responsible interaction with the environment and the efficient use of natural resources (Ben Saïd, 2015, p. 9). More broadly, environmental practices encompass behaviors undertaken by individuals or institutions to preserve the environment such as the sustainable use of resources, raising awareness of biodiversity conservation, reducing waste and emissions, promoting clean energy, and embedding the concept of sustainability in everyday life.

2.2. The Concept of Green Purchasing Behavior

a. Definitions: The term consumer may refer to both individuals and institutions. Individuals purchase goods and services to meet their personal needs or the needs of others, whereas institutions acquire goods and services for resale, for production purposes, or for internal organizational use (Kardes, Cronley, & Cline, 2014, p. 8).

Consumer behavior encompasses the actions undertaken by individuals to seek, purchase, use, and evaluate goods, services, or ideas in order to satisfy their needs and desires (Solomon, Russell-Bennett, & Previte, 2013, p. 3). It includes product usage and post-consumption evaluation, which ultimately determine consumer satisfaction or dissatisfaction (Obaidat, 2012, p. 15).

Understanding consumer purchasing behavior, particularly green purchasing behavior, involves examining who makes the decision, when and where the decision occurs, and why certain products are chosen. Such understanding enables the prediction of how individuals respond to external stimuli and marketing influences.

In the context of green marketing, the consumer occupies a central position since the success of green products largely depends on consumers' awareness and willingness to adopt environmentally friendly alternatives. As environmental consciousness increases, consumers actively seek products associated with



sustainability. This shift is driven by both self-oriented and social motivations, including safety, belongingness, social approval, and moral self-actualization (Sapna, Narula, & Desore, 2016)

b. Components of Green Perception and Purchasing Behavior: Several factors contribute to the environmental perceptions that motivate individuals and shape their attitudes toward forming green purchase intentions. These factors can be summarized as follows (Kong, Amran, Sulong, & Lily, 2014, pp. 927–930):

b.1. Perception of Green Company: Consumers' perceptions of a company's environmental strategies significantly influence their overall evaluation of its products and consequently their intention to purchase green products.

b.2. Perception of Environmental Labeling: Environmental labeling provides consumers with essential information to differentiate green products from conventional ones. The effectiveness of environmental labels depends on consumer recognition and comprehension, which directly affect green purchasing decisions and help reduce the environmental footprint of consumption.

b.3. Perception of Green Advertising: Green advertising refers to promotional efforts that encourage consumers to purchase environmentally friendly products by emphasizing the positive ecological outcomes of their choices (Chan, 2004, p. 428). It encompasses two main dimensions:

- Corporate Green Advertising: Highlights the company's commitment to environmental protection through its policies and initiatives.
- Product-Based Green Advertising: Demonstrates how specific product features or production processes contribute to environmental preservation.

Consumers' perceptions of these messages play a crucial role in shaping attitudes toward green products and forming green purchase intentions .

b.4. Perception of Green Packaging: Packaging serves as a vital communication medium between companies and consumers, capable of attracting attention and stimulating interest in products (Draskovic, Temperley, & Pavicic, 2009, p. 154). Consumers' perceptions of green packaging depend on various environmental aspects such as design, color, materials, information transparency, and recyclability.

b.5. Perception of the Green Value of the Product: The perceived green value represents the consumer's holistic evaluation of the benefits obtained from a product or service, based on environmental needs, sustainable expectations, and personal well-being. Green consumers tend to assess products not only for their functional utility but also for their environmental and health benefits such as reduced pollution, energy efficiency, or organic ingredients when comparing them with conventional alternatives.



2. Methodology and Tools Used in the Study

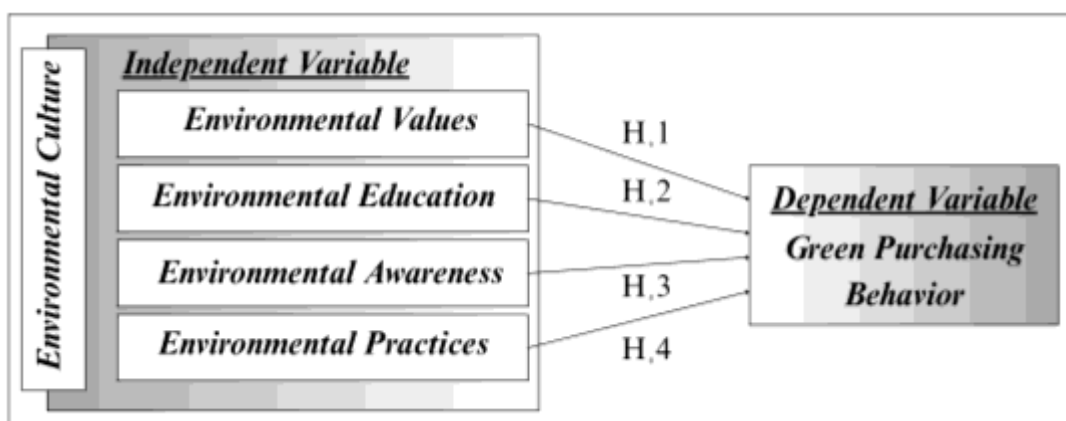
2.1. Study Population

In line with the research problem, the study population comprises the faculty members of the Faculty of Economic, Commercial, and Management Sciences at the University of 20 August 1955, Skikda. The total population includes 145 professors. A structured questionnaire was distributed to the target respondents, and a total of 113 valid responses were collected and considered suitable for statistical analysis.

2.2. Study Variables

The following is the model of the study, which investigates the role of environmental culture in enhancing green purchasing behavior.

Fig. 1: Environmental Culture Elements



Source: Prepared by the researchers.

2.3. Data Collection Tools

a. Tools Used for Data Collection: A structured questionnaire was developed comprising 36 items, organized into two main sections:

Section One: This section collects demographic and personal information about the respondents, focusing on their key individual characteristics.

Section Two: This section represents the core of the questionnaire and includes the study variables divided into two main themes:

- **Theme One : Environmental Culture:** This theme measures the environmental culture of the professors participating in the study and encompasses four dimensions:

- Environmental Values (Items 1–5);
- Environmental Education (Items 6–10);
- Environmental Awareness (Items 11–15);
- Environmental Practices (Items 16–20).

- **Theme Two : Green Purchasing Behavior:** This theme measures the green purchasing behavior of the professors (Items 21–36).



b. Statistical Methods Used: Data analysis was carried out using the Statistical Package for the Social Sciences (SPSS). The following statistical techniques were employed:

- **Pearson Correlation Coefficient:** Used to assess internal consistency validity and examine the relationships between variables.
- **Cronbach's Alpha (α):** Used to evaluate the reliability and internal consistency of the questionnaire items.
- **Percentages and Frequencies:** Used to describe the demographic characteristics of the sample.
- **Arithmetic Mean:** Used to measure the central tendency of respondents' answers.
- **Standard Deviation:** Used to assess the degree of dispersion and agreement among responses.
- **Simple Linear Regression:** Used to test the main and sub-hypotheses of the study.

c. Validity and Reliability of the Study Tool

c.1. Measurement of Internal Consistency Validity for the Environmental Culture Dimension Items

- Environmental Values

Table 1: Correlation of Environmental Values Items with Overall Score

Item	Pearson Correlation Coefficient	Significance Level
1	0.639	0.000
2	0.734	0.000
3	0.789	0.000
4	0.753	0.000
5	0.610	0.000

Note: The correlation is statistically significant at the 0.01 level.

Source: Prepared by the researchers based on SPSS v22 results.

The results indicate that all items related to environmental values exhibit a positive correlation with their corresponding overall dimension. Moreover, all correlations were statistically significant at the 0.05 level, confirming the validity of the items and their internal consistency.

- Environmental Education

Table 2: Correlation of Environmental Education Items with Overall Score

Item	Pearson Correlation Coefficient	Significance Level
6	0.975	0.000
7	0.192	0.042
8	0.975	0.000
9	0.230	0.014
10	0.254	0.007

Note: The correlation is statistically significant at the 0.01 level.

Source: Prepared by the researchers based on SPSS v22 results.

The results reveal that all items related to environmental education exhibit positive correlations with their respective overall dimension. Furthermore, all correlations were



statistically significant at the 0.05 level, confirming that the items are valid and internally consistent.

- Environmental Awareness

Table 3: Correlation of Environmental Awareness Items with Overall Score

Item	Pearson Correlation Coefficient	Significance Level
11	0.524	0.000
12	0.660	0.000
13	0.693	0.000
14	0.762	0.000
15	0.572	0.000

Note: The correlation is statistically significant at the 0.01 level.

Source: Prepared by the researchers based on SPSS v22 results.

The results show that all items related to environmental awareness exhibit positive correlations with their corresponding overall dimension. Moreover, all correlations were statistically significant at the 0.05 level, indicating that the items are valid and demonstrate internal consistency.

- Environmental Practices

Table 4: Correlation of Environmental Practices Items with Overall Score

Item	Pearson Correlation Coefficient	Significance Level
16	0.775	0.000
17	0.748	0.000
18	0.691	0.000
19	0.789	0.000
20	0.761	0.000

Note: The correlation is statistically significant at the 0.01 level.

Source: Prepared by the researchers based on SPSS v22 results.

The results indicate that all items related to environmental practices exhibit positive correlations with their respective overall dimension. Furthermore, all correlations were statistically significant at the 0.05 level, confirming that the items are valid and demonstrate internal consistency.



c.2. Measurement of Internal Consistency Validity for Green Purchasing Behavior Items

Table 5: Correlation of Green Purchasing Behavior Items with Overall Score

Item	Pearson Correlation Coefficient	Significance Level
21	0.548	0.000
22	0.470	0.000
23	0.372	0.000
24	0.570	0.000
25	0.715	0.000
26	0.481	0.000
27	0.717	0.000
28	0.736	0.000
29	0.527	0.000
30	0.602	0.000
31	0.608	0.000
32	0.679	0.000
33	0.548	0.000
34	0.591	0.000
35	0.696	0.000
36	0.662	0.000

Note: The correlation is statistically significant at the 0.01 level.

Source: Prepared by the researchers based on SPSS v22 results.

The results reveal that all items related to green purchasing behavior exhibit positive correlations with their corresponding overall dimension. Moreover, all correlations were statistically significant at the 0.05 level, confirming that the items are valid and demonstrate internal consistency.

c.3. Reliability of the Study Tool

To assess the reliability of the questionnaire, the Cronbach's Alpha coefficient was calculated. The results indicate a good level of internal consistency and correlation among the questionnaire items. The following table presents a summary of the results:

Table 6: Reliability of the Study Tool

Dimension	Items	Cronbach's Alpha Coefficient
Environmental Values	1-5	0.737
Environmental Education	6-10	0.642
Environmental Awareness	11-15	0.635
Environmental Practices	16-20	0.806
Environmental Culture	1-20	0.750
Green Purchasing Behavior	21-36	0.875
Overall	1-36	0.853

Source: Prepared by the researchers based on SPSS v22 results.

The results show that the Cronbach's Alpha coefficient exceeds 0.60 for all questionnaire dimensions, with an overall reliability coefficient of 0.853. This



demonstrates that the measurement instrument possesses good internal consistency and is therefore reliable and appropriate for the purposes of this study.

3. Results and Discussion

3.1. Response Trends by Questionnaire Theme

a. Descriptive Analysis of Environmental Culture Dimension

a.1. Environmental Values

Table 7: Descriptive Analysis Results for Environmental Values

N	Statement	Mean	Standard Deviation	Agreement Level	Rank
01	I make sure to participate in environmental protection seminars	3.30	1.132	Moderate	5
02	I aim to instill environmental preservation values in my purchasing behavior	3.99	0.958	High	1
03	I strive to acquire skills to identify and solve environmental problems	3.74	0.884	High	3
04	I aim to enhance others' skills in preserving the environment	3.71	0.860	High	4
05	I strive to improve energy efficiency	3.84	0.785	High	2
Environmental Values		3.71	0.650	High	

Source: Prepared by the researchers based on SPSS v22 results.

The responses related to environmental values indicated a generally high level of agreement, with mean scores ranging from 3.71 to 3.99. The overall mean for this dimension was 3.71 (SD = 0.650), reflecting a high level of acceptance. These findings suggest that most respondents actively participate in environmental protection seminars and strive to incorporate environmental preservation into their daily behaviors, particularly in purchase-related decisions. Moreover, they seek to develop skills that enable them to address environmental issues effectively, promote environmental values among others, and enhance energy efficiency in both their personal and professional lives.

a.2. Environmental Education

Table 8: Descriptive Analysis Results for Environmental Education

N	Statement	Mean	Standard Deviation	Agreement Level	Rank
06	I ensure the safety of my surroundings from pollution	4.60	1.735	Very High	1
07	I commit to maintaining the cleanliness of my home	4.46	0.732	Very High	3
08	I strive to reduce water consumption	4.60	1.735	Very High	1
09	I use social media to spread environmental awareness	3.30	0.885	Moderate	5
10	I watch television programs on environmental safety	3.59	0.969	High	4
Environmental Education		4.11	1.575	High	

Source: Prepared by the researchers based on SPSS v22 results.

The responses related to environmental education demonstrated a high to very high level of agreement, with mean values ranging from 3.59 to 4.60. The overall mean was



4.11 (SD = 1.575), reflecting a high level of acceptance. These findings indicate that most respondents prioritize pollution control, household cleanliness, and water conservation. Additionally, they actively use social media to promote environmental awareness and frequently engage with television programs focused on environmental protection.

a.3. Environmental Awareness

Table 9: Descriptive Analysis Results for Environmental Awareness

N	Statement	Mean	Standard Deviation	Agreement Level	Rank
11	I have a strong sense of the need to protect the environment	4.09	0.875	High	1
12	I prefer joining environmental protection associations	3.30	1.061	Moderate	5
13	I contribute to raising my own environmental awareness	3.95	0.929	High	2
14	I strive to spread environmental culture in society	3.69	0.802	High	3
15	I try to use renewable energy as much as possible	3.65	0.952	High	4
Environmental Awareness		3.74	0.592	High	

Source: Prepared by the researchers based on SPSS v22 results.

The responses related to environmental awareness were generally high, with mean scores ranging from 3.65 to 4.09. The overall mean of 3.74 (SD = 0.592) indicates a strong sense of environmental responsibility among respondents. Most participants reported engaging in environmental activities, promoting awareness, and encouraging others to adopt sustainable practices.

a.4. Environmental Practices

Table 10: Descriptive Analysis Results for Environmental Practices

N	Statement	Mean	Standard Deviation	Agreement Level	Rank
16	I make sure to turn off lights when leaving a room	4.38	0.839	Very High	1
17	I make sure to dispose of waste in designated places	4.30	0.962	Very High	2
18	I use email as an alternative to paper publications	3.99	0.949	High	5
19	I use both sides of paper when printing	4.05	0.884	High	4
20	I use sunlight to light my room	4.07	0.979	High	3
Environmental Practices		4.16	0.693	High	

Source: Prepared by the researchers based on SPSS v22 results.

The results related to environmental practices indicate a high to very high level of agreement, with mean scores ranging from 3.99 to 4.38. The overall mean of 4.16 (SD = 0.693) demonstrates a strong adoption of environmentally friendly behaviors, such as turning off lights when leaving a room, practicing proper waste disposal, minimizing paper usage, and utilizing natural light to conserve energy.



b. Descriptive Analysis of Green Purchasing Behavior Dimension

Table 11: Descriptive Analysis Results for Green Purchasing Behavior

N	Statement	Mean	Standard Deviation	Agreement Level	Rank
21	I prefer purchasing local products	3.41	1.099	High	12
22	I tend to buy products with long lifespans	4.14	0.692	High	4
23	I prefer shopping in stores near my home	3.56	1.109	High	10
24	I check the environmental labels on products before purchasing	3.34	1.075	Moderate	13
25	I prefer buying clothes made from organic materials	3.20	0.974	Moderate	14
26	I prefer using public transportation	2.81	1.106	Moderate	15
27	I commit to purchase products that provide information about their environmental and social impact	3.58	0.951	High	9
28	I prefer buying products with recyclable packaging	3.61	0.975	High	8
29	I buy energy-saving light bulbs despite their higher price	4.17	0.947	High	3
30	I buy electronics with the ENERGYSTAR/FSC label	3.46	1.009	High	11
31	I prefer using organic materials for personal care products	3.70	0.951	High	7
32	I buy energy-efficient household appliances despite their higher price	4.02	0.930	High	6
33	I prefer cleaning my home with organic materials	3.56	0.914	High	10
34	I commit to avoiding excessive consumption	4.24	0.829	Very High	1
35	I prefer buying organic food	4.05	0.894	High	5
36	I make sure to dispose of waste in sorting bins	4.23	1.011	Very High	2
Green Purchasing Behavior		3.69	0.574	High	

Source: Prepared by the researchers based on SPSS v22 results.

The results related to green purchasing behavior indicate generally high to very high agreement levels, with mean scores ranging from 3.20 to 4.24. The overall mean of 3.69 (SD = 0.574) reflects a high level of engagement in green purchasing behavior. Respondents demonstrated a clear preference for buying local, energy-efficient, and environmentally friendly products, even when such options are more expensive.

3.2. Hypothesis Testing

a.1. First Sub-Hypothesis

Table 12: Simple Linear Regression Analysis for First Sub-Hypothesis

Environmental Values	Green Purchasing Behavior						
	R	R ²	T	Sig Level	F	B	Hypothesis Test
	0.493	0.243	5.976	0.000	35.716	0.435	Reject H ₀ , Accept H ₁

Source: Prepared by the researchers based on SPSS v22 results.

From the table above, it is evident that the correlation coefficient (R) between the independent variable (environmental values) and the dependent variable (green purchasing behavior) is 0.493. The coefficient of determination (R²) is 0.243, indicating that 24.3% of the variance in green purchasing behavior can be explained



by changes in environmental values. Furthermore, the regression coefficient (B) is 0.435, suggesting that higher environmental values are associated with increased levels of green purchasing behavior. The significance value ($\text{sig} = 0.000$) is below the threshold of 0.05, confirming the statistical significance of this relationship. Accordingly, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted, stating that: “There is a statistically significant relationship at the ($\alpha \leq 0.05$) level between environmental values and the enhancement of green purchasing behavior among the studied professors.”

a.2. Second Sub-Hypothesis

Table 13: Simple Linear Regression Analysis for Second Sub-Hypothesis

Environmental Education	Green Purchasing Behavior						
	R	R ²	T	Sig	F	B	Hypothesis Test
	0.207	0.043	2.231	0.028	4.979	0.076	Reject H_0 , Accept H_1

Source: Prepared by the researchers based on SPSS v22 results.

From the table, it is observed that the correlation coefficient (R) between the independent variable (environmental education) and the dependent variable (green purchasing behavior) is 0.207. The coefficient of determination (R^2) is 0.043, indicating that 4.3% of the variance in green purchasing behavior can be explained by variations in environmental education. The regression coefficient (B) is 0.076, suggesting that an increase in environmental education contributes to the enhancement of green purchasing behavior. The significance value ($\text{sig} = 0.028$) is below the 0.05 threshold, confirming the statistical significance of this relationship. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted, stating that: “There is a statistically significant relationship at the ($\alpha \leq 0.05$) level between environmental education and the enhancement of green purchasing behavior among the studied professors.”

a.3. Third Sub-Hypothesis

Table 14: Simple Linear Regression Analysis for Third Sub-Hypothesis

Environmental Awareness	Green Purchasing Behavior						
	R	R ²	T	Sig	F	B	Hypothesis Test
	0.492	0.242	5.952	0.000	35.430	0.477	Reject H_0 , Accept H_1

Source: Prepared by the researchers based on SPSS v22 results.

The table shows that the correlation coefficient (R) between the independent variable (environmental awareness) and the dependent variable (green purchasing behavior) is 0.492. The coefficient of determination (R^2) is 0.242, indicating that 24.2% of the variance in green purchasing behavior can be explained by changes in environmental awareness. The regression coefficient (B) is 0.477, suggesting that higher levels of environmental awareness lead to an increase in green purchasing behavior. The significance value ($\text{sig} = 0.000$) is below the 0.05 threshold, confirming the statistical significance of this effect. Therefore, the null hypothesis (H_0) is rejected, and the



alternative hypothesis (H1) is accepted, stating that: “There is a statistically significant relationship at the ($\alpha \leq 0.05$) level between environmental awareness and the enhancement of green purchasing behavior among the studied professors.”

a.4. Fourth Sub-Hypothesis

Table 15: Simple Linear Regression Analysis for Fourth Sub-Hypothesis

Environmental Practices	Green Purchasing Practices						
	R	R ²	T	Sig	F	B	Hypothesis Test
	0.336	0.113	3.755	0.000	14.097	0.278	Reject H ₀ , Accept H ₁

Source: Prepared by the researchers based on SPSS v22 results.

As shown, the correlation coefficient (R) between the independent variable (environmental practices) and the dependent variable (green purchasing behavior) is 0.336. The coefficient of determination (R²) is 0.113, indicating that 11.3% of the variance in green purchasing behavior can be attributed to environmental practices. The regression coefficient (B) is 0.278, suggesting that improvements in environmental practices lead to an increase in green purchasing behavior. The significance value (sig = 0.000) is below the 0.05 threshold, confirming the statistical significance of this effect. Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted, stating that: “There is a statistically significant relationship at the ($\alpha \leq 0.05$) level between environmental practices and the enhancement of green purchasing behavior among the studied professors.”

a.5. Main Hypothesis

Table 16: Results of Multiple Linear Regression Analysis for the Main Hypothesis

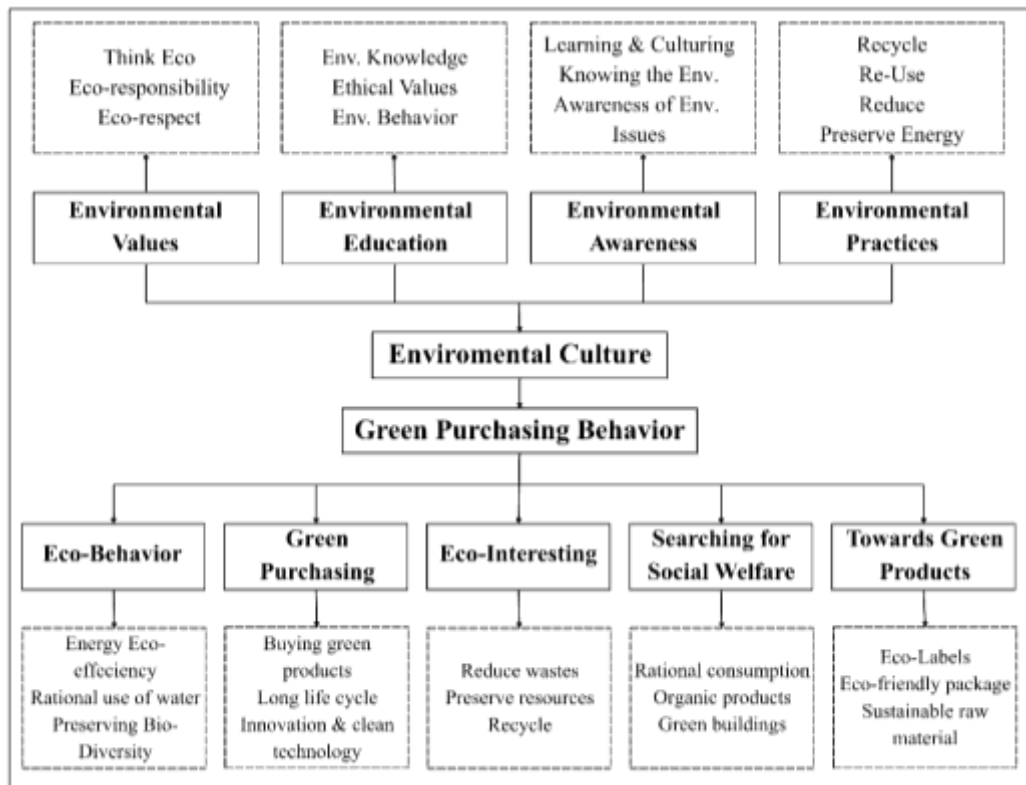
Environmental Culture	Green Purchasing Practices				
	R	R ²	Sig	F	Hypothesis Test
	0.575	0.331	0.000	13.364	Reject H ₀ , Accept H ₁

Source: Prepared by the researchers based on SPSS v22 results.

Table 16 presents the results of the multiple linear regression analysis for the main hypothesis. The correlation coefficient (R) between environmental culture and green purchasing behavior is 0.575, indicating a strong positive correlation. The coefficient of determination (R²) is 0.331, meaning that 33.1% of the variance in green purchasing behavior can be explained by changes in environmental culture. The significance value (sig = 0.000) is below the 0.05 threshold, confirming the statistical significance of this effect. Consequently, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted, stating that: “There is a statistically significant relationship at the ($\alpha \leq 0.05$) level between environmental culture and the enhancement of green purchasing behavior among the professors in the study.”

3.3. Final Model of the Study

Based on the theoretical and empirical findings, the following figure was developed to summarize and conclude the study:

**Fig. 2: Final Model of the Study**

Source: Prepared by the researchers.

Conclusions

Based on the participants' responses and the results of the hypothesis tests for the study's main themes, the following suggestions and recommendations are proposed for professors to consider in order to achieve the desired objectives:

- Encourage faculty members to participate in environmental seminars and initiatives both within and outside the university community.
- Promote environmental education as a primary focus, particularly given the increasing influence of social media within the university.
- Encourage membership in active environmental protection organizations to enable professors to serve as advocates for social and environmental responsibility.
- Implement programs aimed at reducing social pollution in the workplace.
- Foster habits of conservation, especially regarding water and electricity usage.
- Encourage responsible purchasing by developing buying habits that prioritize products with eco-labels.
- Increase attention to eco-friendly clothing and other sustainable products, promoting them as viable and desirable alternatives.
- Strive to minimize waste and practice proper waste separation using designated recycling bins.
- Facilitate the use of public transportation by improving comfort, route coverage, and speed to help overcome existing barriers.



These recommendations, if implemented, can significantly contribute to fostering green purchasing behavior and environmental sustainability among professors and the broader community.

This study is limited by its sample, which included only professors from the Faculty of Economic, Commercial, and Management Sciences at the University of 20th August 1955, Skikda. Therefore, the findings may not fully represent the perspectives of professors from other faculties or universities. Future research should expand the sample to include participants from different regions, institutions, and academic disciplines to enhance the generalizability of the results. Additionally, future studies could employ mixed-method approaches to provide deeper insights into the factors influencing green purchasing behavior and environmental culture.

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