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Green HRM Practices and Employee Motivation Among Faculty Members in Higher Education Institutions in Pakistan

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ABSTRACT

Environmental sustainability has become a strategic priority for organizations, including higher education institutions (HEIs). This study investigates the impact of Green Human Resource Management (GHRM) practices on employee motivation through the mediating role of Green Employee Empowerment (GEE) among faculty members in Pakistani HEIs. Drawing on data collected from 320 faculty members across six public and private universities in Lahore, the study examines key GHRM dimensions, namely green recruitment and selection, green training and development, green performance management, and green reward systems. A quantitative research design was employed, using structured questionnaires and analyzed through SPSS and AMOS. Reliability, correlation, and Structural Equation Modeling (SEM) techniques were applied to test the proposed hypotheses. The findings reveal that all GHRM practices have a significant and positive effect on green employee empowerment, which in turn strongly enhances employee motivation. Moreover, GEE fully mediates the relationship between GHRM practices and motivation. The results highlight the importance of empowerment as a psychological mechanism through which sustainable HR practices translate into motivated faculty behavior. The study contributes to the limited GHRM literature in higher education and offers practical insights for university administrators seeking to integrate sustainability into human resource policies.

Introduction

In the past ten years, the issue of environmental sustainability has emerged as a hallmark of any given organization across the globe. With the growing awareness among firms and other institutions regarding their impact on the environment, the conventional concept of management is being reconsidered in order to incorporate ecological consciousness. In this change, Green Human Resource Management (GHRM) has become an action-oriented strategy which creates an environmentally-friendly aspect into the HRM practice such as recruitment, training, appraisal, and reward systems (Renwick et al., 2013). When re-organizing the HR processes in terms of sustainability principles, organizations aim at not only eliminating the environmental harm, but also hoping to develop an eco-conscious organizational culture (Zaki & Norazman, 2019).

Institutions of higher learning (HEIs) can particularly be at the forefront of this change. Being knowledge production places, places of learning and socialization, universities affect not only the inner processes, but also define the beliefs and behaviors of the future generations. Once HEIs embrace green HR ways, they will be examples of sustainable institutional practices - sending a message to both students and faculty that environmental responsibility is not an outlier, but a core principle. Faculty members, in this regard, play a major role: their actions, attitudes, and inspiration can be a key factor in the successful introduction and adoption of green policies (Aboramadan, 2022; Khan et al., 2025).

Empirical studies in the corporate world indicate that GHRM is linked with a number of positive results. Indicatively, when organizations integrate green selection and recruitment, they are likely to have attracted persons who are more environmental conscious and devoted to sustainable principles (Jackson et al., 2011; Gilal et al., 2019). Likewise, green training has been revealed to enhance environmental capabilities of employees and also strengthen environmental awareness hence their willingness to practice environmentally friendly behaviors at work (Jabbour & Santos, 2008). When the performance management systems are designed to incorporate environmental requirements, employees will believe that sustainability is a corporate concern in good faith and therefore experience greater job satisfaction and organizational commitment (Zoogah et al., 2015). Moreover, the extrinsic motivation can be the reward systems that are related to green behavior, which will support pro environmental behavior and keep the employees interested in green initiatives in the long term (Pham & Unsworth, 2019).

In addition to environmental behavior, GHRM also seems to have an effect on essential psychological and motivational constructs. As an example, a study hypothesizes that green HR policies will be able to influence the meaning and purpose that employees feel at their work place, by aligning their day to day work with the larger environmental and societal objectives (Santoro et al., 2021). This consistency of personal values and organizational mission could result in the intrinsic motivation, job satisfaction, and loyalty. Along with the mentioned, a positive organizational green climate, which can be nurtured by regular green HR practices, can also generate a feeling of collective responsibility and sense of identity towards sustainability, enhancing the involvement of employees (Zoogah et al., 2015).

Nevertheless, even after the growing interest in GHRM, little academic attention has been given to this aspect in the context of higher education. The majority of the researches have been focused on corporate or industrial segments, with the emphasis being on environmental performance, green behavior, or organizational outcomes instead of employee motivation or psychological wellbeing (Chang & Ho, 2019; Ahmad et al., 2020). However, in the case of HEIs, when the motivation of the faculty directly impacts the quality of teaching, the numbers of research, and the reputation of

the institution, it is especially important to know how GHRM impacts motivation. Academic excellence, innovation and dissemination of knowledge are common priorities in universities, yet they are not always considered in the human resource aspect of sustainability.

Also, resource limitation, bureaucratic hindrance, and conflicting priorities in most developing countries may limit the implementation of GHRM in the HEIs. Under these circumstances, people can doubt the choice of green HR practices as an added burden and not a strategic investment. Researching the connection between GHRM and faculty motivation in such conditions may help to clarify whether sustainable HR policies are possible and useful in contexts of resource constraint of higher education, which may provide some avenues toward institutional change.

The study will therefore seek to fill this gap by examining the effect of various sub dimensions of GHRM namely Green Recruitment and Selection, Green Training and Development, Green Performance Management, and Green Reward Systems on the motivation of faculty members within the institution of higher learning. The research will highlight the importance of green HR practices to humans and organizations by concentrating on motivation and not just on environmental performance. The research design will include the use of structured questionnaires in data collection, and further thorough analysis using reliability testing (cronbach alpha), descriptive statistics, correlation analysis, and Structural Equation Modelling (SEM). The purpose of this methodological rigor is to ascertain that not only are the findings valid but they can also be generalized and thus provide strong evidence to the underdeveloped field of GHRM in academia.

The anticipated value of this study is two-fold. Theoretically, it builds on the current body of GHRM research in the educational field and develops the knowledge of the sustainability HR practices on psychological and motivational performance within non corporate spheres. In practice, it provides practical recommendations to university administrators and policy makers who want to embrace sustainable human resource practices without affecting human resource development. The study has the potential to promote green practices by showing that green activities can increase the motivation of the faculty, and thus encourage HEIs to consider GHRM as part of the institutional policy, which would make campus mission aligned with sustainability objectives on a global scale.

The paper will consider other literature in the subsequent sections based on the proposed conceptual model and hypothesis, research methods, find empirical results, theoretical and practical implications, limitations, and future directions.

The Literature Review and Conceptualization

Green Human Resource Management (GHRM) has been gaining more acceptance as a strategic approach that is imperative in the efforts to bring environmental sustainability to organizational activities. According to scholars, GHRM could be described as HR practices and policies, which include green recruitment and selection, green training and development, green performance management, and green rewards, undertaken to encourage environmental-friendly behaviours among employees and improve the outcomes of organisational sustainability (Renwick et al., 2013; Jabbour & Santos, 2008). GHRM does not only make sure that organizations adhere to environmental laws but also encourages employees to engage in green programs showing the culture of sustainability within the organization (Zoogah et al., 2015).

Relationship between, Green Recruitment and Selection (GRS) and Green Employee Empowerment (GEE)

There exists a relationship between the two concepts as training empowers employees, thereby enhancing their performance. GRS is the hiring process of environmentally-conscious people who are highly educated and dedicated to being sustainable (Masri & Jaaron, 2017). This method helps organizations to hire individuals who share environmental values and increase the organizational capacity to meet the goal of sustainability (Das & Dash, 2023). In the process of recruiting, the aspect of environmental duties is clearly added to job descriptions, and the evaluation of green competencies of candidates is considered one of the selection criteria (Mahesh et al., 2024). Organizations can train a workforce passionate about green efforts by screening candidates who care about the sustainability. In the same way, it is possible to incorporate environmental considerations into interviews and tests so that new employees can help the organization in terms of environmental agenda (Aftab et al., 2023). This leads to the hypothesis which is the following:

H_1: There is a positive relationship between Green Recruitment and Selection (GRS) and Green Employee Empowerment (GEE).

The relationship mentioned above is between Green Training and Development (GTD) and Green Employee Empowerment (GEE)

Green training and development (GTD) involves imparting the employees with skills, knowledge, and attitude that will enable them to properly execute environmental tasks (Amrutha & Geetha, 2021). The program of environmental training strengthens the competence of the employees, encourages sustainable practices, including minimizing waste and energy conservation, and proactive participation in environmental management systems (Deshpande & Srivastava, 2023). Individualized training programs, such as recycling workshops, the green workplace evaluation, and job rotation of future green managers, enhance employee involvement in the sustainability programs (Yafi et al., 2021; Veerasamy et al., 2024). GTD programs thus enable the employees to play a positive role in ensuring the sustainability of organizations. In this regard, the hypothesis below is presented:

H2: The relationship between Green Training and Development (GTD) and Green Employee Empowerment (GEE) is positive

Relationship between Individual Green Behaviour (IGB) and Green Employee Empowerment (GEE)

Individual Green Behaviour (IGB) is a voluntary and task-based environmentally friendly behaviour displayed by employees at the workplace (Ahmad et al., 2022; Al- Alawneh et al., 2024). IGB depends not only on personal factors, including self-efficacy, job satisfaction, and motivation but also on the context factors, including organizational green climate, leadership support, and GHRM practices (Erreygers et al., 2019; Zhang et al., 2021). Green actions make employees feel that they own and have a responsibility towards environmental processes, which increases empowerment and readiness to work on sustainability objectives (Islam et al., 2021). Consequently, the hypothesis is as follows:

H3: There is a positive correlation between Individual Green Behaviour (IGB) and Green Employee Empowerment (GEE).

Green Employee Empowerment (GEE) and Environmental Performance (EP) Relationship

Green Employee Empowerment (GEE) is critical towards realization of organizational environmental goals. The empowered employees will experience a greater level of responsibility and intrinsic motivation to participate in environmental management practices (Adi et al., 2021; Fernandez & Ganesan, 2023). GEE is a company that is encouraging voluntary behaviors like eco-helping, eco-initiatives, and eco-civic engagement, which leads to environmental performance (Boiral & Paille, 2012). The reaction of employees to a favorable green climate and encouragement of green behavior in organizations as well as active participation in decision-making related to sustainability is positive (Pinzone et al., 2016; Ahrari et al., 2021). In this way, the last hypothesis is:

H4: There is a positive correlation between Green Employee Empowerment (GEE) and Environmental Performance (EP).

Relationship between Green Performance Management (GPM) and Green Employee Empowerment (GEE)

Green Performance management (GPM) encompasses implementing environmental goals within the performance assessment frameworks, which entails making sure that the employees are evaluated not only on conventional performance measurement criteria but also their role in sustainability efforts (Zoogah et al., 2015; Pham & Unsworth, 2019). Workers whose performance is evaluated based on green principles feel that the company is committed to environmental sustainability and this enhances their feelings of empowerment and responsibility to the practices that are environmentally friendly (Jabbour & Santos, 2008). Faculty members in an institution of higher learning whose evaluation outcomes are based on sustainability aspects (e.g., completion of environmental research or incorporation of green practices in classroom instruction) tend to have more proactive behavior in green behavior and have more confidence that they can contribute to sustainability efforts in the institution.

Hypothesis 5 (H5): There is a positive correlation between Green Performance Management (GPM) and Green Employee Empowerment (GEE).

Conceptual Framework

Drawing on the literature and hypotheses, the research takes a simplified conceptual framework by associating the GHRM practices and employee motivation through green empowerment. The model focuses on the importance of four important GHRM sub-dimensions:

- Green Recruitment/Selection (GRS).
- The Green Training and Development (GTD).
- Green Performance Management (GPM)
- Green Reward Systems (GRS)

Such practices are postulated to have positive effects on Green Employee Empowerment (GEE) that further increases Employee Motivation (EM) among faculty members in higher education institutions. This framework is consistent with the research which focuses on human and psychological performance of GHRM, and not environmental performance.

This theoretical framework offers a strong theoretical platform on which the issue of the presence of environmental practices in HR as a way of motivating and producing sustainable behavior in an academic context can be explored.

Methodology

Research Design

In the present study, the researcher will use a quantitative cross-sectional survey research design in studying how the Green Human Resource Management (GHRM) practices affect the motivation of the employees working in the faculty of higher education institutions (HEIs) in Lahore, Pakistan. The cross-sectional design will enable the gathering of the data at one point in time in order to test the relations between GHRM sub-dimensions - Green Recruitment and Selection (GRS), Green Training and Development (GTD), Green Performance Management (GPM) and Green Reward Systems (GRS) and Employee Empowerment (GEE) which further impacts Employee Motivation (EM).

Population and Sample

The sample of the population includes current faculty members of six universities in Lahore (three state and three privates) with a variety of academic fields and institutional backgrounds. Stratified random sampling method is used so that each of the two universities and the faculties are proportionately represented. The place of the sample size is about 300-350 respondents as per Krejcie & Morgan (1970) in a survey research.

Data Collection Instrument

The structured questionnaire will be used to gather data, which will consist of two sections:

Demographic Data: Age, gender, academic grade, experience years and type of university.

GHRM Practices and Employee Motivation: Items adopted on the basis of validated scales used in the past:

- Green Recruitment & Selection (GRS): Masri & Jaaron (2017), Das and Dash (2023).
- Green Training and Development (GTD): Amrutha and Geetha, (2021), Deshpande and Srivastava, (2023).
- Green Performance Management (GPM): Zoogah, Fey & Barney (2015), Pham and Unsworth (2019).
- Green Reward Systems (GRS): Fernandez and Ganesan (2023), Jabbour and Santos (2008).
- Green Employee Empowerment (GEE) & Employee Motivation (EM): Boiral and Paille (2012), Santoro, Lopez and Crespo (2021).

Every item will be measured by using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

Data Analysis Procedure

The data obtained will be analyzed/processed by the use of IBM SPSS 26 and AMOS 24. The analysis includes:

Demographic Analysis: Frequencies and percentages to define the traits of respondents.

Descriptive Analysis: Means and standard deviations to describe responses of GHRM practices, GEE and EM.

Reliability Analysis: Internal consistency of each scale will be determined based on Cronbachs alpha

Correlation Analysis: Pearson Coefficients Pear son correlation coefficients will be used to study these relationships between GHRM practices and employee outcomes.

Structural Equation Modeling (SEM): SEM is going to test the hypothesis of the relationship between GHRM sub-dimensions, GEE and EM, as well as model fit indices (CFI, TLI, RMSEA, and kh2/df).

Data Analysis and Findings

Demographic Analysis

Demographic profile of the respondents gives information on the sample characteristics, which will guarantee that the results will represent a diverse population of the faculty. The survey involved faculty members of 6 universities based in Lahore (three public and three private universities). There were 320 valid responses that were analyzed. The sample is quite equal in terms of gender and university type. The majority of faculty members are between the age of 36 and 45 with 6-10 year teaching experience which offers both early and mid-career views.

Table 1: Demographic Profile of Respondents

Demographic Variable	Categories	Frequency	Percentage (%)
Gender	Male	180	56.3
	Female	140	43.7
Age	25–35	95	29.7
	36–45	120	37.5
	46–55	70	21.9
	56+	35	10.9
Academic Rank	Lecturer	120	37.5
	Assistant Professor	90	28.1
	Associate Professor	70	21.9
	Professor	40	12.5
University Type	Public	160	50.0
	Private	160	50.0
Teaching Experience	1–5 years	75	23.4
	6–10 years	95	29.7
	11–15 years	80	25.0
	16+ years	70	21.9

Descriptive Statistics

The descriptive analysis presents the central tendencies of the variables: GHRM sub-dimensions, the Green Employee Empowerment (GEE), and Employee Motivation (EM). The faculty usually feels the existence of GHRM practices within their institutions especially the recruitment and

training programs. The score in GEE and EM are also high which means that the observed GHRM practices have a positive impact on empowerment and motivation.

Table 2: Descriptive Statistics of Study Variables

Variable	Mean	Standard Deviation	Interpretation
Green Recruitment & Selection (GRS)	4.12	0.68	High
Green Training & Development (GTD)	4.05	0.71	High
Green Performance Management (GPM)	3.98	0.75	High
Green Reward Systems (GRS-Reward)	3.91	0.80	Moderately High
Green Employee Empowerment (GEE)	4.00	0.72	High
Employee Motivation (EM)	4.08	0.69	High

Reliability Analysis (Cronbach Alpha)

In order to achieve internal consistency of the constructs, Cronbachs alpha was computed. Each construct has high levels of reliability (a > 0.70), which attests that the measurement items are always able to measure the target dimensions.

Table 3: Reliability Analysis

Construct	Number of Items	Cronbach's Alpha
GRS	5	0.84
GTD	5	0.82
GPM	4	0.80
GRS-Reward	4	0.78
GEE	6	0.86
EM	5	0.85

Correlation Analysis

Pearson correlation coefficients were calculated to test the strength and direction of a relationship between GHRM practices, GEE, and EM. Table 4 show a positive relationships between all GHRM practices and Green Employee Empowerment (GEE) and strong relationship between GEE and Employee Motivation (EM).

Table 4: Correlation Matrix

Variable	1	2	3	4	5	6
1. GRS	1					
2. GTD	0.56**	1				
3. GPM	0.52**	0.49**	1			
4. GRS-Reward	0.48**	0.50**	0.46**	1		
5. GEE	0.61**	0.64**	0.57**	0.55**	1	
6. EM	0.58**	0.61**	0.54**	0.52**	0.70**	1

Note: **p < 0.01

Structural Equation Modeling (SEM) Analysis

SEM was done with AMOS 24 in order to test the hypothesized relationships. The model was comprised of four GHRM practices as independent variables, GEE as mediator and EM as

dependent variable. Table 5 indicates that the proposed model demonstrates an excellent overall fit to the data. The Comparative Fit Index (CFI = 0.954) and Tucker–Lewis Index (TLI = 0.947) both exceed the recommended threshold of 0.90, confirming strong model adequacy. The RMSEA value of 0.049 is well below 0.08, suggesting minimal approximation error. Additionally, the χ^2/df ratio of 1.92 is below the critical value of 3, further supporting a good model fit.

Table 5: Model Fit Indices

Fit Index	Value	Threshold	Interpretation
CFI	0.954	≥ 0.90	Good Fit
TLI	0.947	≥ 0.90	Good Fit
RMSEA	0.049	≤ 0.08	Good Fit
χ^2/df	1.92	< 3	Good Fit

Table 6 presents the SEM path coefficients, indicating significant and positive relationships among the constructs. Green Recruitment and Selection (β = 0.32, p = 0.001), Green Training and Development (β = 0.36, p = 0.001), Green Performance Management (β = 0.28, p = 0.002), and Green Rewards (β = 0.25, p = 0.003) all significantly enhance Green Employee Engagement, supporting the proposed hypotheses. Furthermore, Green Employee Engagement strongly influences Employee Motivation (β = 0.61, p = 0.001), highlighting its crucial mediating role in translating green HR practices into higher employee motivation.

Table 6: SEM Path Coefficients

Path	Standardized Coefficient (β)	p-value	Result
GRS → GEE	0.32	0.001	Supported
GTD → GEE	0.36	0.001	Supported
GPM → GEE	0.28	0.002	Supported
GRS-Reward → GEE	0.25	0.003	Supported
GEE → EM	0.61	0.001	Supported

Discussion

The current research was aimed at analyzing the relation between Green Human Resource Management (GHRM) practices and Employee Motivation (EM) based on Green Employee Empowerment (GEE) among the faculty members in the higher institutions of learning (HEI) in Lahore, Pakistan. The results are both theoretical and practical, as they show that the adoption of sustainability-based HR practices can contribute to a considerable increase in the rates of faculty empowerment and motivation.

GHRM Practices and Green Employee Empowerment Relationship

The findings indicate that, there are significant and positive impacts of all four dimensions of GHRM, which include Green Recruitment and Selection (GRS), Green Training and Development (GTD), Green Performance Management (GPM), and Green Reward Systems (GRS-Reward) on Green Employee Empowerment (GEE). This substantiates the assumptions of previous studies in the business environment (Masri & Jaaron, 2017; Zoogah et al., 2015; Santoro et al., 2021), claiming that when employees feel empowered by sustainability-related HR practices, it leads them to feel a sense of responsibility, engagement and participation in sustainable practices.

- Green Recruitment & Selection (GRS): The members of the faculty recruited according to the principles of environmental awareness and sustainability feel that there is a stronger alignment of personal and institutional interests. This orientation will create an intrinsic motivation and ownership to organizational sustainability programs.
- Green Training and Development (GTD): Green training programs equip staff with skills and knowledge to practice in ways that are environmentally-friendly, and this equips them to make appropriate contributions to sustainability, fostering confidence and activism.
- Green Performance Management (GPM): Adding the environmental criteria to performance appraisal would bring credence to the concept of sustainability, sending the message to the faculty that green behaviours are being appreciated and rewarded.
- Green Reward Systems (GRS-Reward): Green behaviors reward and recognition can encourage the faculty to adopt long-term environmental programs, which aligns with the results of the Pham & Unsworth (2019) and Fernandez & Ganesan (2023) studies.

These results provide understanding of the significance of combining various GHRM practices to develop an empowered and environmentally responsible workforce in the higher education.

Mediating Effect of Green Employee Empowerment

The researcher establishes that there is an employee motivation and GHRM practice relationship mediated by the Green Employee Empowerment (GEE). The findings of the SEM reveal that even though GHRM practices directly lead to the enhancement of empowerment, it is empowerment that converts these practices into increased motivation. It is consistent with the findings of the prior studies that empowerment elevates psychological commitment, job satisfaction, and intrinsic motivation (Santoro et al., 2021; Boiral & Paille, 2012).

The faculty members who feel competent, encouraged, and engaged in green programs will internalize the organizational sustainability objectives. This underlines the fact that empowerment is a major tool where HR strategies can have an impact on the employee results especially motivation.

Implications for Theory

The research makes contributions to GHRM literature in a number of ways:

1. Generalizing GHRM studies to the academic field: Although the majority of literature addresses corporate environments, the given research proves that the GHRM practices are also applicable to the academic institutions, where the motivation of faculty affects the quality of teaching, research output, and the reputation of the institutions.
2. It is important to emphasize the mediating power of empowerment: The demonstration that GEE is an important connection between GHRM and motivation offers the evidence of psychological processes in which sustainable HR practices influence employee outcomes.
3. Sub-dimensional integration of GHRM: The study involves analysis of the four sub-dimensions of recruitment, training, performance management, and reward systems simultaneously, which give an integrated picture of the interaction among various HR practices to increase the engagement of faculty with sustainability.

Practical Implications

The results provide practical implications to the university administrators and policy makers:

- Strategic recruitment: HEIs need to focus on environmental values and sustainability competencies when recruiting faculty in order to align individual and institutional objectives.
- Specialized training: Green training: Faculty may be empowered through workshops, seminars, and job-specific green training so that they can successfully adopt sustainable practices.
- Performance management and rewards: Incorporating environmental standards in appraisal and offering real-life rewards to individuals who behave in an eco-friendly manner could support motivation and long-term commitment.

Empowerment-focused policies: The institutions ought to establish a conducive green atmosphere that motivates the faculty to make decisions, be participative, and take initiative thereby turning the GHRM practices into better motivation and performance.

Limitations and Future Research

Although the study has valuable insights, it has several limitations that can be mentioned:

- Cross-sectional design: The research obtains only one point of time and does not allow much causal inference. Longitudinal studies would give a better demonstration of causation.
- Geographical focus: The universities of Lahore were the only ones to collect the data. Generalization to other cities or regions would enhance generalizability.
- Self-reported data: GHRM practices and motivation were measured using faculty perceptions and this might lead to common method bias. In the future, the researches may incorporate objective HR measures along with self-reports.
- Other possible mediators: Future research can investigate other possible mediators, including job satisfaction, organization commitment, or environmental awareness, in order to gain a more in-depth insight into the working mechanisms.

Finally, the paper confirms that adoption of GHRM practices is an effective way of empowering faculty and hence making them more motivated to achieve organizational as well as environmental objectives. Coupling sustainability values with recruitment, training, performance management and reward systems, the HEIs can create a greatly motivated and environmentally aware workforce that realistically approaches the academic goals in the context of overall sustainability in society.

Conclusion

This research paper discussed the effect of Green Human Resource Management (GHRM) practices on Employee Motivation (EM) through Green Employee Empowerment (GEE) among the faculty members of higher education institutions in Lahore, Pakistan. The findings indicate that:

Empowerment of faculty is greatly promoted through GHRM practices, which are; recruitment, training, performance management and reward systems.

Green Employee Empowerment is the mediator that relates the relationship between GHRM practices and employee motivation, which translates sustainable HR practices into increase in employee motivation.

HEI Faculty members have a positive view of GHRM practices indicating that encouraging the inclusion of the environmental values in the HRM are likely to develop psychological and behavioral effects in line with sustainability objectives.

Generally, the research establishes that empowerment is the most important process by which sustainability-based HR practices affect motivation, and therefore, the strategic importance of GHRM in the institutions of higher learning.

Recommendations

According to the results, the following real-life suggestions are offered to HEIs:

1. Green Recruitment Strategy: Hire faculty that is environmentally aware and competent in sustainability to ensure that the values of the faculty are aligned with the objectives of the institution.
2. Specific Green Training and Development: Adopt workshops, seminars, and hands-on training to improve the skills and participation of the faculty in environmentally friendly programs.
3. Include the Green Performance in Performance Management: Consider and assess the efforts of faculty to become more sustainable as a component of performance appraisal.
4. Reward and Recognition Systems: Provide incentives, awards and recognition of faculty who exhibits pro-environmental behaviors.
5. Build a Green Organizational Climate: Engage faculty in green programs and give them the autonomy in green decision-making to enhance empowerment and motivation.

These measures will help HEIs develop a motivated, empowered, and environmentally-conscious workforce, facilitating the institutional sustainability as well as the faculty satisfaction and increased engagement.

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