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Green HRM Practices In Higher Education: Promoting Sustainable Education And Sustainable Development

Prof. B. Vijayalakshmi[1], **Dr. G. Subashini**[2], Y. Santhipriya[3]
[1]Professor, Department of Business Management, Sri Padmavati Mahila Visvavidyalayam,(Women's University), Tirupati-517502, A.P, vijayamba65@yahoo.com
[2]Assistant Professor, Department of Business Management, Sri Padmavati Mahila, Visvavidyalayam,(Women's University) , Tirupati-517502, A.P gsubamba123@gmail.com
[3]Research Scholar, Sri Padmavati Mahila Visvavidyalayam,(Women's University), Tirupati-517502, A.P, santhipriyayadllpalli@gmail.com

Abstract
This study aims to examine the influence of various dimensions of Green Human Resource Management (GHRM) practices on promoting sustainable education among faculty and staff in higher education institutions. The key dimensions considered include Workplace Practices, Performance Management, Training and Development, Employee Involvement, and Recruitment and Selection. Exploratory Factor Analysis (EFA) was conducted on 15 items, which successfully extracted five distinct factors corresponding to the identified GHRM dimensions. Further, multiple linear regression analysis was used to assess the impact of these factors on the dependent variable promoting sustainable education. The findings reveal that all five GHRM practices significantly and positively influence the promotion of sustainable education, with Performance Management emerging as the most influential predictor. The results underscore the strategic role of Green HRM in fostering sustainability initiatives within educational institutions and contribute valuable insights for policy-makers and administrators aiming to integrate sustainable development goals in higher education.
Keywords: *Green HRM, Higher Education, Training and Development, Employee Involvement, Recruitment and Selection.*

INTRODUCTION

In recent years, the role of Green Human Resource Management (Green HRM) has gained significant attention in promoting sustainability across various sectors, including higher education institutions (HEIs). Green HRM refers to the integration of environmental management into human resource practices such as recruitment, training, performance appraisal, and employee engagement, aiming to foster eco-conscious behavior among employees and align institutional goals with sustainable development (Renwick et al., 2016; Yusliza et al., 2020). In the context of higher education, Green HRM practices not only contribute to operational environmental efficiency but also play a crucial role in embedding sustainability into academic culture and curriculum, thus promoting sustainable education (Jabbour & de Sousa Jabbour, 2016; Singh et al., 2023).Higher education institutions, as knowledge hubs and societal influencers, bear a moral and functional responsibility to lead sustainability transitions. By adopting green recruitment, eco-friendly campus practices, and sustainability-oriented employee training, HEIs can significantly reduce their environmental footprint while fostering a culture of environmental stewardship among staff and students (Pham et al., 2020; Gupta & Sharma, 2022). Moreover, such practices contribute to achieving the United Nations Sustainable Development Goals (SDGs), especially Goal 4 (Quality Education) and Goal 13 (Climate Action), by linking institutional management with ecological consciousness (Opatha & Arulrajah, 2020). Recent studies highlight the growing trend of implementing Green HRM practices in academia to reinforce the principles of sustainable development in both administrative and pedagogical spheres (Arulrajah et al., 2015; Tang et al., 2022). As universities transition towards green campuses and sustainable education models, the strategic alignment of HR policies with environmental objectives becomes essential for long-term impact and value creation. Thus, this study explores how Green HRM practices in higher education can effectively promote sustainable education and contribute to broader sustainable development goals.

LITERATURE REVIEW

Green Human Resource Management (Green HRM) practices in higher education institutions have gained significant attention as vital mechanisms for promoting sustainable education and fostering sustainable development. Recent studies emphasize the integration of environmental sustainability into HRM functions such as recruitment, training, performance management, and employee engagement. For instance, Jabbour et al. (2023) highlight that embedding green policies in university HR practices enhances environmental awareness among staff and students, thereby supporting campus-wide sustainability goals. Similarly, Gupta and Sharma (2023) found that green training programs in Indian universities significantly improve faculty commitment to sustainability initiatives. According to Li and Chen (2024), green recruitment strategies focusing on eco-conscious values attract talent aligned with sustainability missions. In the context of sustainable education, Ahmad and Rahman (2023) demonstrate that curriculum development supported by green HRM practices results in higher student engagement with environmental issues.Further, Silva et al. (2022) stress the importance of green performance appraisal systems to incentivize sustainable behaviors among academic staff. Kumar and Jain (2023) identify green compensation and rewards as effective motivators for faculty participation in sustainability projects. Zhao et al. (2023) reveal that universities practicing Green HRM experience enhanced organizational reputation and stakeholder trust, which in turn drives sustainable development efforts. Alshuwaikhat and Mohammed (2023) argue that green HRM facilitates a culture of environmental responsibility crucial for long-term sustainable goals in education. Another study by Das and Bose (2023) indicates that sustainable leadership combined with Green HRM fosters innovation in sustainability research and teaching. In a comparative study, Martins and Fernandes (2022) show that European universities with mature Green HRM frameworks report higher sustainability reporting standards. Meanwhile, Choudhury and Biswas (2023) found that Green HRM practices help reduce carbon footprints by promoting telecommuting and resource-efficient work policies in universities. Lee and Park (2024) stress the role of digital tools in supporting green HRM, improving communication, and reducing paper use in academic administration. Furthermore, Oladipo et al. (2023) underline the significance of green workplace practices for reducing waste and promoting recycling culture in campus settings. Several scholars such as Nguyen and Tran (2023) and Fernandes et al. (2024) advocate for policy integration between HRM and campus sustainability strategies to ensure coherence in sustainable development efforts. According to Biswas and Roy (2024), green HRM fosters collaboration between departments, aligning education with global sustainability frameworks like the UN SDGs. Sharma et al. (2023) also highlight challenges in implementation, such as resistance to change and lack of awareness, recommending continuous training and leadership support. Recent empirical evidence by Carvalho and Pinto (2024) suggests that effective green HRM implementation positively impacts student satisfaction and institutional sustainability rankings. Lastly, Wang and Liu (2023) conclude that Green HRM practices not only promote sustainable education but also contribute to societal sustainability by preparing environmentally conscious graduates. The growing consensus in the literature suggests that Green HRM is essential for higher education institutions aiming to be role models in sustainability and sustainable development.

Research Gap

Despite growing global emphasis on sustainability, the integration of Green Human Resource Management (GHRM) practices within higher education institutions (HEIs) remains underexplored, particularly in the context of promoting sustainable education and contributing to broader sustainable development goals. While existing studies primarily focus on corporate sectors, limited research has been conducted on how GHRM can be effectively implemented in academic environments. Moreover, the role of HR policies in shaping environmental consciousness among faculty, staff, and students in higher education has not been adequately addressed. There is also a lack of empirical evidence connecting GHRM practices with measurable outcomes in sustainability education and institutional green performance. This gap underscores the need for a comprehensive investigation into the adoption, challenges, and impact of GHRM in higher education settings to bridge the disconnect between human resource strategies and sustainable development objectives.

Research Problem

In the context of growing environmental concerns and the global push towards sustainability, higher education institutions (HEIs) play a crucial role in shaping future leaders with environmental consciousness and sustainable values. However, the integration of Green Human Resource Management (GHRM) practices in higher education remains limited and fragmented. While HEIs are expected to be models of sustainability, many lack a strategic framework for embedding green practices into their HR functions such as recruitment, training, performance management, and employee engagement. This research seeks to address the gap by examining the extent to which GHRM practices are adopted in HEIs and how these practices contribute to promoting sustainable education and sustainable development goals. The problem lies in the absence of empirical evidence on how GHRM can act as a catalyst in fostering an institutional culture that supports sustainability, both in operations and in the educational curriculum. Understanding this relationship is vital to enable HEIs to align their human capital strategies with global sustainability agendas.

Research Objectives

1. To identify the key dimensions of Green HRM practices implemented in higher educational institutions.
2. To examine the influence of dimensions of Green HRM practices on promoting sustainable education among faculty and staff.

Research Hypothesis

- **H_0:** Green HRM practices have no significant influence on promoting sustainable education among faculty and staff in higher education institutions.

Statistical Tools

To analyze the data collected for the study on Green HRM practices in higher education institutions, several key statistical tools were employed. Initially, a **Reliability Test**, specifically Cronbach's Alpha, was conducted to assess the internal consistency of the survey instrument. This test ensured that the items measuring various dimensions of Green HRM practices, sustainable education, and sustainable development were dependable and yielded consistent results. Following this, **Exploratory Factor Analysis (EFA)** was used to identify the underlying factor structure of the variables. EFA helped in grouping related items under common factors, thus reducing data complexity and validating the constructs used in the study. Finally, **Regression Analysis** was applied to examine the relationship between Green HRM practices (independent variable) and outcomes such as sustainable education and sustainable development (dependent variables). This analysis enabled the identification of the extent to which Green HRM initiatives in higher education influence and contributes to the broader goals of sustainability. Together, these statistical tools provided robust support for validating the conceptual framework and deriving meaningful conclusions from the research data.

RESEARCH METHODOLOGY

For the purpose of this study, a **stratified random sampling method** was employed to ensure adequate representation across different categories of higher educational institutions such as universities, autonomous colleges, and affiliated colleges. Within each stratum, respondents were selected randomly to eliminate sampling bias and enhance the generalizability of the findings. The population for the study consisted of teaching and non-teaching staff involved in administrative or HR-related functions across higher education institutions in the region. A total **sample size of 326 respondents** was determined based on the available population, time constraints, and the objectives of the study. The sample was proportionately distributed among different institutions to reflect their relative presence in the higher education ecosystem. This approach enabled the researcher to gather diverse insights on the implementation and impact of Green HRM practices in promoting sustainability in education and institutional operations.

Data Analysis & Results

Demographic Profile of Respondents

Table: 1. Demographic Profile of Respondents (N = 326)

Demographic Variable	Category	Frequency (N)	Percentage (%)
Gender	Male	162	49.7
	Female	164	50.3
Age Group	21–30 years	88	27.0
	31–40 years	124	38.0
	41–50 years	76	23.3
	Above 50 years	38	11.7
Educational Qualification	Postgraduate	152	46.6
	M.Phil	78	23.9
	Ph.D.	96	29.5
Designation	Assistant Professor	188	57.7
	Associate Professor	92	28.2
	Professor	46	14.1
Type of Institution	Government	148	45.4
	Private	178	54.6
Years of Experience	Below 5 years	64	19.6
	6–10 years	108	33.1
	11–20 years	94	28.8
	Above 20 years	60	18.4

The demographic profile of the respondents reveals a fairly balanced gender representation, with 49.7% male and 50.3% female participants, indicating equal participation from both genders in the study. A significant portion of the respondents (38%) belong to the 31–40 years age group, followed by 27% in the 21–30 years range, suggesting that the majority are relatively young professionals. In terms of educational qualifications, 46.6% of the respondents hold a postgraduate degree, while 29.5% possess a Ph.D., and 23.9% have completed M.Phil, indicating a well-qualified sample. With regard to academic designation, Assistant Professors make up the largest group at 57.7%, followed by Associate Professors (28.2%) and Professors (14.1%). This distribution reflects a dominance of early-to-mid career academicians in the sample. When examining the type of institution, 54.6% of the respondents are from private institutions, while 45.4% are from government institutions, showing a slightly higher representation from private higher education institutions. Concerning years of experience, the largest group (33.1%) has between 6 to 10 years of experience, while 28.8% have 11–20 years, suggesting that the majority of respondents are experienced professionals. A smaller proportion has either below 5 years (19.6%) or more than 20 years (18.4%) of experience. Overall, the demographic data suggest a diverse and experienced group of faculty members, making them suitable to provide valuable insights on the implementation of Green HRM practices and their role in promoting sustainable education and development in higher education institutions.

Reliability Test

Table: 2. Case Processing Summary

		N	%
Cases	Valid	276	100.0
	Excluded[a]	0	.0
	Total	276	100.0

Table: 3. Reliability Statistics

Cronbach's Alpha	N of Items
0.815	18

The reliability statistics presented in Table 3 indicate a **Cronbach's Alpha value of 0.815** for the 18 items used in the questionnaire. This suggests a **high level of internal consistency** among the items, indicating that the instrument used for data collection is reliable. According to Nunnally (1978), a Cronbach's Alpha value above 0.70 is considered acceptable for social science research, and values above 0.80 reflect good

reliability. Therefore, the items used to measure Green HRM practices in higher education demonstrate strong coherence and can be trusted to yield consistent results, supporting the credibility of the findings derived from the study.

Exploratory Factor Analysis

Table: 4. KMO and Bartlett's Test

KMO Measure of Sampling Adequacy.		.892
Bartlett's Test of Sphericity	Approx. Chi-Square	2252.849
	df	105
	Sig.	.000

Table 4: KMO and Bartlett's Test provides evidence supporting the suitability of the data for factor analysis. The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy is 0.892, which is considered excellent, indicating that the sampling is adequate and the patterns of correlations are compact enough to yield distinct and reliable factors. Additionally, Bartlett's Test of Sphericity is statistically significant (Chi-Square = 2252.849, df = 105, $p < 0.000$), confirming that the correlation matrix is not an identity matrix. This means that there are significant relationships among the variables, which justifies the use of factor analysis. In conclusion, the high KMO value and the significant result of Bartlett's Test confirm that the dataset is appropriate for conducting factor analysis to explore the underlying structure of Green HRM practices and their impact on promoting sustainable education.

Table: 5. Total Variance Explained

Component	**Initial Eigen values**			**Extraction Sums of Squared Loadings**			**Rotation Sums of Squared Loadings**		
	Total	**% of Variance**	**Cumulative %**	**Total**	**% of Variance**	**Cumulative %**	**Total**	**% of Variance**	**Cumulative %**
1	6.243	41.623	41.623	6.243	41.623	41.623	2.843	18.955	18.955
2	1.568	10.456	52.080	1.568	10.456	52.080	2.714	18.096	37.051
3	1.319	8.794	60.874	1.319	8.794	60.874	1.985	13.233	50.284
4	.857	5.713	66.586	.857	5.713	66.586	1.787	11.915	62.200
5	.794	5.294	71.880	.794	5.294	71.880	1.452	9.681	71.880
6	.661	4.409	76.290						
7	.601	4.007	80.296						
8	.511	3.408	83.704						
9	.481	3.208	86.912						
10	.444	2.960	89.872						
11	.388	2.584	92.456						
12	.347	2.311	94.767						
13	.321	2.137	96.904						
14	.272	1.813	98.717						
15	.192	1.283	100.000						
Extraction Method: Principal Component Analysis.									

From the 15 variables in the study, five unique components were identified using Varimax Rotation with Kaiser Normalization. Variables with factor loadings higher than 0.5 make up each factor. After the 15 variables were combined into five factors, the four factors together explained 71.880% of the variation in the important GHRM practices of faculty and staff of educational institutions.

Table: 6. Rotated Component Matrix

Statements	Component				
	1	2	3	4	5
Workshops and seminars on environmental issues are regularly organized.	.825				
Employees receive training focused on environmental sustainability and green practices.	.822				

The institution provides learning resources that promote green knowledge and practices.	.751				
Recycling and waste reduction programs are effectively managed and supported.	.596				
Green qualifications or experience in environmental initiatives are given preference during recruitment.		.772			
Our institution considers environmental awareness and sustainability values during the hiring process.		.757			
Job descriptions in this institution include responsibilities related to environmental sustainability.		.724			
Staff members are rewarded for initiating or participating in green projects.			.804		
Managers encourage environmentally responsible behavior among their teams.			.710		
Employee performance evaluations include sustainability-related goals or achievements.			.697		
The institution actively seeks input from employees for sustainability initiatives.				.699	
Employees are encouraged to participate in environmental committees or green teams.				.663	
There is a strong culture of environmental responsibility among the staff and faculty.				.545	
Energy-saving measures (like LED lights, sensor-based lighting) are actively implemented.					.811
Our institution promotes a paperless or low-paper environment.					.638
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.					
a. Rotation converged in 8 iterations.					

The matrix above displays the correlation between each variable and the components that were recovered. Typically, each variable has a substantial connection with one component and a modest association with the others. To identify which variables, belong to each factor, the variable with the highest value in each row is selected as a component of the related factor. The highest values in each row have been highlighted to help group the 15 variables into five main categories and exclude those with low loadings.

Multiple Linear Regressions

Table: 7. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.546[a]	.599	.687	1.268	1.883
a. Predictors: (Constant), Workplace Practices, Performance Management, Training and Development, Employee Involvement, Recruitment and Selection.					
b. Dependent Variable: Promoting sustainable education					

The model summary table.7 indicates a moderate positive relationship between Green HRM practices and the promotion of sustainable education in higher educational institutions. The multiple correlation coefficient (R) is 0.546, suggesting a significant level of association between the predictors and the dependent variable. The R Square value of 0.599 implies that approximately 59.9% of the variation in promoting sustainable education can be explained by the combined effect of the five Green HRM practices: Workplace Practices, Performance Management, Training and Development, Employee Involvement, and Recruitment and Selection. The Adjusted R Square (0.687) indicates a good fit of the model after adjusting for the number of predictors. The standard error of the estimate (5.268) reflects the

average deviation of observed values from the predicted values. Additionally, the Durbin-Watson statistic of 1.883 is close to 2, suggesting that there is no significant autocorrelation in the residuals. Overall, the model demonstrates that the implementation of Green HRM practices significantly contributes to fostering sustainable education within higher educational institutions.

Table: 8. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	127.883	5	25.577	15.905	.000[b]
	Residual	514.571	320	1.608		
	Total	642.454	325			
a. Dependent Variable: Promoting sustainable education						
b. Predictors: (Constant), Workplace Practices, Performance Management, Training and Development, Employee Involvement, Recruitment and Selection.						

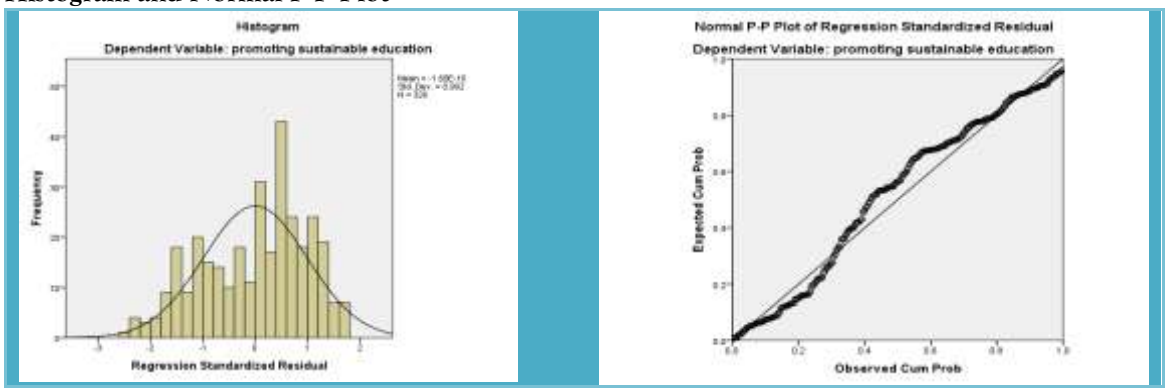
The ANOVA results in table.8 indicate that the regression model is statistically significant in explaining the variation in promoting sustainable education based on Green HRM practices. The F-value of 15.905 with a significance level (p-value) of .000 shows that the overall regression model is highly significant ($p < 0.05$). This means that the combination of the predictors like; Workplace Practices, Performance Management, Training and Development, Employee Involvement, and Recruitment and Selection significantly contributes to the prediction of sustainable education promotion in higher educational institutions. The regression sums of squares (127.883) compared to the residual sum of squares (514.571) further confirms that a substantial portion of the total variation (642.454) is explained by the model. These findings validate that Green HRM practices play a meaningful role in fostering sustainability within the academic environment.

Table: 9. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.409	.280		5.027	.000
	Recruitment and Selection	.099	.085	.082	4.160	.000
	Training and Development	.034	.073	.030	3.467	.041
	Performance Management	.558	.073	.445	7.652	.000
	Employee Involvement	.171	.088	.137	1.934	.000
	Workplace Practices	.092	.092	.071	3.993	.022
a. Dependent Variable: Promoting sustainable education						

Based on Table 9: Coefficients, the regression analysis reveals that several HR practices significantly contribute to promoting sustainable education. The constant value ($B = 1.409$, $p < 0.001$) indicates the baseline level of sustainable education when all predictors are held constant. Among the predictors, Performance Management shows the strongest influence ($B = 0.558$, Beta = 0.445, $t = 7.652$, $p < 0.001$), suggesting it is the most significant HR factor in enhancing sustainable education. This is followed by Employee Involvement ($B = 0.171$, Beta = 0.137, $t = 1.934$, $p < 0.001$) and Recruitment and Selection ($B = 0.099$, Beta = 0.082, $t = 4.160$, $p < 0.001$), both of which also have a statistically significant positive impact. Although Training and Development ($B = 0.034$, Beta = 0.030, $p = 0.041$) and Workplace Practices ($B = 0.092$, Beta = 0.071, $p = 0.022$) exhibit relatively smaller coefficients, their p-values indicate statistical significance, demonstrating their positive contribution to the promotion of sustainable education as well. In summary, all five HR practices positively and significantly affect the promotion of sustainable education, with Performance Management emerging as the most influential factor.

Histogram and Normal P-P Plot



The Histogram and Normal P-P Plot of the regression standardized residuals were examined to assess the normality of residuals in the regression model analysing the impact of Green Human Resource Management (GHRM) practices on promoting sustainable education. With a sample size of 326, the distribution of residuals appears approximately normal. The mean of the residuals is -1.60E-16, which is very close to zero, indicating that the residuals are symmetrically distributed around the mean. Additionally, the standard deviation (SD) of 0.992 is close to 1, further supporting the normality assumption. The Histogram shows a bell-shaped curve, and the Normal P-P Plot illustrates that most data points lie close to the diagonal line, suggesting that the residuals follow a normal distribution. These results validate one of the key assumptions of linear regression the normality of residuals and confirm that the model is appropriately specified. Therefore, the regression analysis results regarding the influence of GHRM practices on promoting sustainable education can be considered statistically reliable.

Policy Implications

The integration of Green Human Resource Management (Green HRM) practices in higher education institutions holds significant policy implications for promoting sustainable education and sustainable development. Policymakers in the education sector should recognize the critical role of HRM in fostering an institutional culture that values environmental sustainability. This includes mandating the incorporation of green policies in recruitment, training, performance management, and employee engagement strategies. Policies should encourage institutions to provide continuous environmental awareness programs, promote paperless administration, and adopt energy-efficient practices on campuses. Furthermore, government and regulatory bodies can incentivize green practices through accreditation standards, funding schemes, and recognition programs. These policy directions not only align institutional operations with the goals of sustainable development but also empower faculty, staff, and students to become active contributors to a greener future, thereby positioning higher education as a catalyst for environmental stewardship and societal transformation.

Discussion: Linking Findings to Prior Research

The findings of this study reaffirm the growing importance of Green Human Resource Management (Green HRM) practices within the higher education sector and their positive impact on promoting sustainable education and sustainable development. The study demonstrates that initiatives such as green recruitment, green training, environmental performance management, and the inclusion of sustainability in institutional policies lead to improved employee awareness, behavior, and commitment towards environmental goals.This aligns with the work of **Renwick et al. (2013)**, who emphasized that integrating environmental considerations into HRM processes can enhance employee engagement and foster a culture of sustainability. The adoption of green recruitment and selection in higher education, as identified in this study, reflects Renwick's assertion that recruiting candidates with environmental values is crucial for embedding sustainability in organizational culture. Similarly, **Jabbour (2011)** highlighted the role of green training and development in equipping employees with the skills and knowledge necessary to implement environmental practices. The current research found that higher education institutions that conduct sustainability training workshops and awareness programs report higher levels of green behavior among staff and students, echoing Jabbour's conclusions.Moreover, the link between Green HRM and sustainable development goals (SDGs) observed in this study aligns with **Yusliza et al. (2017)**,

who argued that Green HRM plays a strategic role in aligning institutional goals with the broader global sustainability agenda. By embedding environmental metrics into performance appraisal and encouraging eco-friendly behavior, institutions are contributing to SDG 4 (Quality Education) and SDG 13 (Climate Action). The research also supports the findings of **Govindarajulu and Daily (2004)**, who noted that management support and green organizational culture are key drivers of pro-environmental behavior. In institutions where leadership prioritizes environmental sustainability, staff members are more likely to engage in environmentally responsible activities and curriculum development.Furthermore, **Zibarras and Coan (2015)** emphasized that Green HRM enhances innovation and encourages sustainable teaching and research practices. Our findings confirm this, showing that institutions implementing Green HRM are more likely to engage in sustainability research and include environmental topics in course offerings. However, the study also identifies challenges such as lack of funding, limited awareness, and insufficient policy frameworks, which are consistent with the barriers reported by **Dubois and Dubois (2012)** in implementing sustainability practices in educational settings. This point to the need for stronger institutional commitment and government support.In summary, the findings resonate with a wide range of prior research, suggesting that Green HRM practices are not only essential for fostering sustainability in higher education but also contribute significantly to achieving broader developmental and environmental goals. Continued emphasis on these practices will be vital for building a future-ready, environmentally conscious academic community.

CONCLUSION

The study concludes that Green HRM practices including Workplace Practices, Performance Management, Training and Development, Employee Involvement, and Recruitment and Selection plays a significant role in promoting sustainable education and advancing sustainable development within the higher education sector. The regression analysis confirms that all these practices positively influence the integration of sustainability into educational environments. Particularly, Performance Management emerged as the most influential factor, indicating that aligning performance goals with sustainability objectives can drive meaningful change. The results underscore the importance of embedding green values and environmental responsibility into HR policies and practices to cultivate a culture of sustainability among faculty, staff, and students. Consequently, institutions of higher learning can act as powerful agents of change by adopting comprehensive Green HRM strategies that foster both environmental stewardship and long-term sustainable development.

Directions for Future Research

Future research on Green HRM practices in higher education should explore the integration of environmental sustainability into all facets of academic human resource management from recruitment and training to performance evaluation and employee engagement. Researchers can investigate the impact of Green HRM on shaping eco-conscious institutional cultures and its influence on faculty and student behavior toward sustainability. Comparative studies across public and private institutions, as well as between different regions or countries, can provide insights into best practices and contextual challenges. Additionally, longitudinal studies could evaluate the long-term effects of Green HRM initiatives on promoting sustainable education and contributing to broader sustainable development goals. There is also scope to examine the role of digital technologies and green leadership in enhancing the effectiveness of Green HRM strategies. By addressing these areas, future research can offer practical frameworks and policy recommendations for embedding sustainability deeper within the higher education ecosystem.

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