



Impact of Green Human Resource Management Practices on Employee Behaviour: A Study of Colleges and Universities in Garo Hills of Meghalaya

Article Record

Joshua Lalhmathuoi Shunate § §*

§ Research Scholar
* Corresponding Author



Sanjio R. Marak § §

§ Research Scholar



Dr. Jaynal Uddin Ahmed § §

§ Professor & Head



§ Department of Management, North-Eastern Hill University^(OA)

RECEIVED

2026-09-01

ACCEPTED

2026-09-10

ONLINE PUBLISHED

2026-09-30

PUBLISHED

2026-10-07

PEER REVIEW

Double Blind

Abstract

Green Human Resource Management serves as a critical strategic framework for driving environmental sustainability within higher education institutions. This study explores the influence of Green Human Resource Management (GHRM) practices on Employee Green Behaviour (EGB) within the unique socio-geographic context of higher educational institutions in the Garo Hills of Meghalaya. Grounded in the Ability, Motivation, and Opportunity (AMO) framework and Social Identity Theory (SIT), the research aims to understand how institutional strategies can foster environmental stewardship among faculty and staff. Following a quantitative research design, the data was collected via a structured questionnaire from faculty members across various colleges and universities operating in the Garo Hills region of Meghalaya. Sample size of 200 faculty members are considered taking 20 each from 10 institutions. Data analysis was conducted using hierarchical regression to test the direct relationships and the moderating effects of green training and participation. The findings provide actionable insights for educational administrators in Meghalaya to integrate environmental sustainability into their Human Resource Management Policies. By focusing on green training and involving employees in decision making, institutions in the Garo Hills can significantly contribute to regional ecological preservation and foster a culture of sustainability.

AMO Theory

Employee Green Behaviour

Garo Hills

Green HRM

Higher Education

Meghalaya

Sustainability

AI USE STATEMENT

No generative AI was used for analysis or results.

FUNDING

No external funding was declared for this work.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

DATA AVAILABILITY

Not applicable for this article.

ETHICS

No ethics committee approval was required for this article type.

CONSENT

Not applicable for this article.

TRIAL REG.

Not applicable.

Crossref DOI: 10.34257/GJMBRA276889

How to Cite: Shunate et al. (2026). Impact of Green Human Resource Management Practices on Employee Behaviour: A Study of Colleges and Universities in Garo Hills of Meghalaya. Global Journal of Management and Business Research, 26(3), 49-55. DOI: 10.34257/GJMBRA276889

LICENSE

© 2026 Global Journals. Open-access article under CC BY-NC-ND 4.0 International License.



Print ISSN 0975-5853



9 770975 585000

Online ISSN 2249-4588



9 772249 458010

Under the strict compliance and defined process of



ARCHIVAL RECORD

GJMBR · Vol 26 · Issue 3 · 2026

Article ID GJMBR-276889 · DOI 10.34257/GJMBRA276889

Print ISSN 0975-5853 · Online ISSN 2249-4588

Impact of Green Human Resource Management Practices on Employee Behaviour: A Study of Colleges and Universities in Garo Hills of Meghalaya

Joshua Lalhmathuoi Shunate^{§*}, Sanjio R. Marak[§], and Dr. Jaynal Uddin Ahmed[§]

Affiliations

§ Department of Management, North-Eastern Hill University ^(OA)

Qualifications / Designations

[§] Research Scholar

^ξ Professor & Head

Abstract

Green Human Resource Management serves as a critical strategic framework for driving environmental sustainability within higher education institutions. This study explores the influence of Green Human Resource Management (GHRM) practices on Employee Green Behaviour (EGB) within the unique socio-geographic context of higher educational institutions in the Garo Hills of Meghalaya. Grounded in the Ability, Motivation, and Opportunity (AMO) framework and Social Identity Theory (SIT), the research aims to understand how institutional strategies can foster environmental stewardship among faculty and staff. Following a quantitative research design, the data was collected via a structured questionnaire from faculty members across various colleges and universities operating in the Garo Hills region of Meghalaya. Sample size of 200 faculty members are considered taking 20 each from 10 institutions. Data analysis was conducted using hierarchical regression to test the direct relationships and the moderating effects of green training and participation. The findings provide actionable insights for educational administrators in Meghalaya to integrate environmental sustainability into their Human Resource Management Policies. By focusing on green training and involving employees in decision making, institutions in the Garo Hills can significantly contribute to regional ecological preservation and foster a culture of sustainability.

Keywords: AMO Theory, Employee Green Behaviour, Garo Hills, Green HRM, Higher Education, Meghalaya, Sustainability

* Corresponding Author

Joshua Lalhmathuoi Shunate

DOI

10.34257/GJMBRA276889

1. Introduction

Environmental sustainability has become an important concern for organizations because institutional activities influence the use of energy, water, paper, transportation, and other natural resources (Vijayalakshmi et al., 2025; Begum & Arshi, 2020). Higher educational institutions have a particularly important role in this area. Colleges and universities are not only workplaces; they are also centres of teaching, research, knowledge creation, and community engagement. Their environmental practices can influence faculty members, students, administrative employees, and the wider society. (Ahmad et al., 2023; Saad et al., 2024). Consequently, sustainability in higher education requires more than environmental infrastructure or written policies. It also requires employees to consistently adopt environmentally responsible attitudes and behaviours in their daily work.

Human Resource Management can support this transition by integrating environmental considerations into the recruitment, training, performance management, reward, participation, and employee involvement processes of an institution. This approach is commonly referred to as Green Human Resource Management (GHRM). GHRM seeks to align human resource policies with environmental objectives so that employees acquire the knowledge and skills, motivation, and organizational support necessary to

contribute to sustainability. (Veerasamy et al., 2023; Habib et al., 2026)

Existing research associates GHRM with outcomes such as environmental commitment, environmental performance, and Employee Green Behaviour

Employee Green Behaviour (EGB) encompasses environmentally responsible actions in the workplace, including resource conservation, waste reduction, and the promotion of sustainable practices among colleagues and students (Miah et al., 2024; Yadate, 2024). While GHRM has been linked to positive environmental outcomes globally, its effectiveness is often contingent upon regional and institutional contexts (Begum & Arshi, 2020; Veerasamy et al., 2023). This study focuses on the Garo Hills of Meghalaya, examining how faculty members perceive GHRM practices and how these perceptions translate into green behaviour within their unique administrative and geographical setting.

2. Significance of the Study

2.1. Theoretical Significance

This study contributes to the theoretical understanding of how GHRM may influence Employee Green Behaviour in higher educational institutions. First, it applies the AMO framework to explain the mechanisms through which employees develop and

demonstrate environmentally responsible behaviour. (Campbell et al., 1970; Ahmad et al., 2023; Ali & Nisar, 2022; Veerasamy et al., 2023). The framework clarifies that green behaviour is unlikely to depend only on employee willingness. Employees must also receive suitable training and information, experience appropriate motivation, and be provided with opportunities to participate in sustainability-related activities.

Second, the study incorporates Social Identity Theory into the analysis of GHRM and EGB. This helps extend the explanation beyond formal HR practices by considering whether employees' sense of belonging and alignment with their institution's environmental values may encourage green behaviour. (Hogg et al., 1995; Veerasamy et al., 2023; Alghowairi & Chadha, 2025; Xuemin et al., 2024). Examining the AMO framework together with Social Identity Theory may provide a more complete explanation of how institutional practices and employee perceptions interact to shape environmental conduct.

2.2. Practical Significance for Higher Educational Institutions

The findings can assist college and university administrators in designing more effective green HRM policies. If green training is found to be important, institutions may strengthen induction programmes, workshops, departmental training, and awareness activities related to energy conservation, waste reduction, sustainable procurement, and responsible use of institutional resources. If motivation-related practices are important, institutions may incorporate environmental criteria into performance appraisal, recognition, awards, and professional development systems.

The study may also demonstrate the value of employee participation. Faculty members can contribute practical knowledge about classroom activities, laboratories, offices, campus operations, student engagement, and community outreach. Establishing green committees, consultation forums, suggestion systems, and departmental sustainability plans may enable employees to participate in environmental decision-making and take greater ownership of institutional sustainability goals.

For administrators in the Garo Hills, this research identifies key GHRM dimensions—such as green training and performance appraisal—that drive faculty engagement (Vijayalakshmi et al., 2025; Abousoliman et al., 2024). The findings assist in designing context-specific sustainability policies that leverage faculty participation in decision-making (Veerasamy et al., 2023; Alghowairi, 2025). Regionally, the study contributes to environmental stewardship in Meghalaya, as sustainable practices adopted by faculty can influence students and the wider community (Saad et al., 2024; Amini et al., 2024).

Lastly, the current study will contribute to the existing literature on GHRM and in result, institutions could undertake initiatives to promote a green environment in organisations that enhances green behaviour. This knowledge from the faculty about the Employment Green Behaviour is more likely to be transferred to the students, who, in turn, will make a positive contribution to the environment and society in the future.

3. Literature Review

3.1. Green Human Resource Management in Higher Education

Research consistently demonstrates that GHRM practices significantly influence environmental performance and sustainable education in Higher Education Institutions (Vijayalakshmi et

al., 2025; Adeel et al., 2024). For instance, performance management and rewards have been identified as highly influential dimensions in promoting sustainable practices among faculty and staff (Vijayalakshmi et al., 2025; Arshad et al., 2025). In UAE private Higher Educational Institutions, GHRM drivers such as job design and training were found to positively impact green organizational outcomes (Begum & Arshi, 2020). Similarly, in other universities, GHRM practices such as competence building and employee involvement were significantly related to institutional environmental performance (Ahmad et al., 2023; Ahmad et al., 2022). Systematic reviews emphasize that GHRM implementation positions academic institutions as role models for sustainability across other sectors (Saad et al., 2024; Bhardwaj et al., 2024).

3.2. Employee Green Behaviour (EGB)

EGB is a multidimensional construct comprising both required and voluntary actions (Yadate, 2024; Ones et al., 2018). Studies indicate that GHRM practices directly impact EGB and improve employees' green self-efficacy in academic settings (Miah et al., 2024; Ali & Nisar, 2022). While GHRM significantly affects conserving and influencing behaviours, its impact on more proactive initiatives, such as "taking initiatives" or "avoiding harm," may vary depending on the institutional culture (Yadate, 2024). In many public universities, GHRM practices like green rewards and recruitment were found to positively influence eco-friendly behaviour, with environmental awareness acting as a partial mediator (Amini et al., 2024; Veerasamy et al., 2023).

3.3. Geographical Context: Garo Hills, Meghalaya

The Garo Hills region of Meghalaya is divided into five administrative districts: West Garo Hills (headquarter: Tura), East Garo Hills (Williamnagar), South Garo Hills (Baghmara), North Garo Hills (Resubelpara), and South West Garo Hills (Ampati). The region is characterized by its distinctive social and environmental landscape, with Garo, Khasi and English serving as official languages. (Districts, Meghalaya Government Portal, n.d.)

Higher education in the region is centred mainly in Tura and the district headquarters, with key institutions including the North-Eastern Hill University (NEHU) Tura Campus, Tura Government College, and several other colleges. The regional literacy rate is approximately 74.43%, and educational institutions play a vital role in local development and environmental awareness (Census, 2011). This eco-sensitive setting, combined with the concentration of academic institutions, makes the Garo Hills a relevant context for examining Green Human Resource Management practices and their influence on employee behaviour in colleges and universities (Education, West Garo Hills District Administration, India, n.d.)

3.4. Theoretical Frameworks

The theoretical background for this research comes from the Ability-Motivation-Opportunity (AMO) theory (Campbell et al., 1970) and Social Identity theory (SIT) (Hogg et al., 1995). The Ability-Motivation-Opportunity (AMO) framework is widely used to explain the relationship between GHRM and performance (Veerasamy et al., 2023; Alghowairi & Chadha 2025; Kuria & Mose, 2019). The basic tenet of AMO theory is that performance is a function of employees' ability (i.e., capacity to perform a given task), motivation (i.e., willingness exhibited by employees in achieving the shared mission), and opportunity (stemming from self-directed leadership of individuals). Within this framework, recruit employees who have green competencies and abilities relates to "ability," motivating the employees through training

and development and other institutional initiatives relate to “motivation,” and creating opportunities for employees in green training/participation relates to “opportunity” (Veerasamy et al., 2023; Chin et al., 2023). The performance appraisal system is a motivating force for the employees (Fawehinmi et al., 2020). At the same time, positive evaluation motivates them for superior green performance, and negative assessments create opportunities for green participation and improve green performance.

Another theory applied in this research is the Social Identity Theory (SIT), according to which individuals tend to identify themselves with particular groups and secure their membership (Hogg et al., 1995; Veerasamy et al., 2023). Social Identity Theory complements this by suggesting that a shared green organizational identity encourages employees to act in accordance with institutional environmental values (Alghowairi & Chadha, 2025; Xuemin et al., 2024; “Green Human Resource Management and Pro-Environmental Behaviour: Effect of Green Organizational Identity and Green Shared Vision,” 2023). Research indicates that green organizational identification and commitment mediate the relationship between GHRM practices and environmental performance among academic staff (Ahmad et al., 2023; Abousoliman et al., 2024).

4. Research Gap

Despite the growing body of literature on Green Human Resource Management (GHRM), several important research gaps remain. Existing studies are mostly concentrated in Western and other developed countries, while empirical evidence from Asian countries remains comparatively limited. This gap is particularly pronounced in India, where the application and outcomes of GHRM practices have received insufficient attention, especially within the higher education sector.

Moreover, studies that examine GHRM in educational institutions often focus on broad institutional settings without adequately accounting for regional, cultural, and resource-based differences. In the Indian context, higher education institutions in geographically remote and socioeconomically diverse regions such as Meghalaya require focused investigation. Their institutional capacity, environmental challenges, workforce characteristics, and implementation of sustainability oriented HR practices may differ substantially from those of institutions in metropolitan or more developed regions.

The present study is limited to selected higher education institutions in the Garo Hills region of Meghalaya because of time and resource constraints. Consequently, the findings may not be generalisable to the entire state of Meghalaya or to India as a whole. Future research should therefore use larger and more diverse samples across all regions of Meghalaya, other Northeastern states, and India. Comparative studies across public and private institutions, rural and urban locations, and different levels of higher education would further strengthen understanding of how GHRM practices contribute to employee environmental commitment and institutional sustainability.

5. Objectives

The primary objective of the study is to understand the impact of Green Human Resource Management Practices on Employee Green Behaviour.

6. Research Methodology

6.1. Research Design

The study adopts a quantitative, cross-sectional research design. This approach is suitable for measuring faculty perceptions and testing the relationships between GHRM practices and EGB (Arshad et al., 2025; Abousoliman et al., 2024). The descriptive component assesses the extent of GHRM implementation, while the explanatory component examines statistical associations and moderating effects.

6.2. Population and Sampling

The target population consists of full-time faculty members in selected colleges and universities in the Garo Hills of Meghalaya. A sample of 200 faculty members from 10 higher educational institutions was considered. A stratified random sampling strategy was used to select faculty participants across 10 higher education institutions, treating each institution as a distinct stratum. From a total eligible population of 500 faculty members across all 10 institutions, participants were randomly sampled from official institutional rosters to secure 20 complete responses per college ($N = 200$). Out of 320 distributed survey invitations, 200 completed responses were, yielding an overall response rate of 62.5%. This stratified probability design ensured balanced representation and reduced institutional sampling bias.

6.3. Data Collection

Data were collected using a structured questionnaire. The study employed a 16-item structured questionnaire measured using a five-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. The instrument was developed by adapting established measures from the Green Human Resource Management (GHRM), Ability–Motivation–Opportunity (AMO), organizational identification, and employee green behaviour literature. The first ten items were structured according to the AMO perspective of GHRM, with Ability comprising green recruitment, selection, training and induction practices; Motivation comprising green performance appraisal, rewards, management feedback and environmental communication; and Opportunity comprising employee participation and involvement in environmental initiatives (Renwick et al., 2013). The Social Identity dimension (Q11–Q13) was adapted from established organizational identification measures associated with Mael and Ashforth (1992), with the items contextualised to employees’ identification with the institution’s environmental orientation. The final three items (Q14–Q16) were adapted from the employee environmental behaviour/Organizational Citizenship Behaviour for the Environment literature, particularly the work of Boiral and Paillé (2012). Accordingly, the questionnaire constitutes an adapted composite instrument comprising items drawn from established measures in the GHRM, Social Identity, and Employee Green Behaviour literature.

6.4. Data Analysis

6.4.1. Descriptive Statistics and Reliability of the Study Constructs

Table 1. Descriptive statistics and reliability of the study constructs

Construct	Items	Mean	SD	α	CR
Ability	Q1–Q4 (recruitment/selection + training/induction)	3.677	0.775	.736	.761
Motivation	Q5–Q8 (appraisal, rewards, feedback, communication)	3.646	0.900	.852	.861
Opportunity	Q9–Q10 (participation + green teams/suggestion schemes)	3.875	0.824	.733	.735
SIT	Q11–Q13 (self-identification, belonging, reputation)	3.694	0.754	.674	.712
EGB	Q14–Q16 (behaviour, orientation, encouraging others)	4.111	0.797	.762	.825
GHRM(AMO)	Ability + Motivation + Opportunity	3.733	0.757	–	–

Note: α = Cronbach's alpha; CR = composite reliability.

Mean GHRM(AMO) = 3.73 (SD = 0.757); Mean SIT = 3.694 (SD = 0.754); Mean EGB = 4.111 (SD = 0.797).

6.4.2. Correlations

Table 2. Pearson correlation matrix

Construct	Ability	Motivation	Opportunity	SIT	EGB	GHRM(AMO)
Ability	1.000	0.815	0.657	0.648	0.561	0.901
Motivation	0.815	1.000	0.737	0.512	0.335	0.937
Opportunity	0.657	0.737	1.000	0.763	0.419	0.879
SIT	0.648	0.512	0.763	1.000	0.734	0.697
EGB	0.561	0.335	0.419	0.734	1.000	0.476
GHRM(AMO)	0.901	0.937	0.879	0.697	0.476	1.000

The individual Pearson correlation between Ability and EGB was $r = 0.561$, between Motivation and EGB was $r = 0.335$, between Opportunity and EGB was $r = 0.419$, between SIT and EGB was $r = 0.734$, and between the overall GHRM(AMO) and EGB was $r = 0.476$.

6.4.3. Hierarchical Regression

Table 3. Hierarchical regression

Model	R^2	Adjusted R^2	ΔR^2	F Change	Model p
AMO only	0.227	0.217	0.227	24.06	0.019
AMO+SIT	0.407	0.397	0.180	74.21	0.001

Model 1: AMO factors alone accounts for 22.7% of the variance in Employee Green Behaviour ($\Delta R^2 = 0.227$).

Model 2: Adding Social Identity Theory (SIT) in Model 2 accounts for an additional 18.0% of unique variance ($\Delta R^2 = 0.180$, F Change = 74.21, $p < .001$).

7. Findings of the Study

This study examined the association between Green Human Resource Management (GHRM) practices and Employee Green Behaviour (EGB) among faculty members in higher-education institutions in the Garo Hills of Meghalaya. The analysis was conducted using the complete questionnaire responses. Overall, respondents reported moderately favourable perceptions of GHRM practices and relatively high levels of employee green behaviour.

The overall GHRM(AMO) score recorded a mean of 3.73 (SD = 0.76). Among its dimensions, Opportunity had the highest mean score (3.88), followed by Ability (3.68) and Motivation (3.65). Social Identity Theory (SIT) had a mean score of 3.69, while EGB had the highest mean score of 4.11, indicating that respondents

generally expressed positive environmental attitudes and reported environmentally responsible behaviour in their workplaces.

The internal consistency of the measurement scales was assessed using Cronbach's alpha. Composite Reliability (CR) was also examined to provide an additional assessment of the internal consistency of the latent constructs.

The results indicate that Ability demonstrated acceptable internal consistency ($\alpha = .736$; CR = .761), while Motivation showed strong reliability ($\alpha = .852$; CR = .861). Opportunity also demonstrated acceptable reliability ($\alpha = .733$; CR = .735). The Cronbach's alpha value for SIT was .674, which is slightly below the commonly used .70 threshold; however, its estimated Composite Reliability was .712. EGB demonstrated acceptable internal consistency, with Cronbach's alpha of .762 and Composite Reliability of .825.

The correlation analysis revealed a moderate positive relationship between overall GHRM(AMO) and EGB ($r = 0.476$). This suggests that faculty members who perceived stronger green HR practices also tended to report higher green behaviour. Ability showed the strongest relationship with EGB among the AMO dimensions ($r = 0.561$), followed by Opportunity ($r = 0.419$) and Motivation ($r = 0.335$). SIT demonstrated the strongest bivariate association with EGB ($r = 0.734$).

In the regression analysis, overall GHRM(AMO) significantly predicted EGB when examined independently, explaining 22.7% of the variance in EGB. However, when SIT was included in the model, GHRM(AMO) no longer showed a significant independent effect, whereas SIT remained positively associated with EGB. This indicates that green identity and employees sense of connection with the institution's environmental values may have a particularly important relationship with reported green behaviour.

8. Discussion

The findings indicate that GHRM practices may contribute to the development of employee green behaviour in higher-education institutions. When institutions provide environmental knowledge and training, encourage sustainability through recognition and motivation, and create opportunities for participation in green initiatives, faculty members may be more likely to engage in environmentally responsible workplace practices. The positive relationship between GHRM(AMO) and EGB is consistent with the central logic of the AMO framework: employees are more likely to demonstrate desired behaviour when they have the ability, motivation, and opportunity to do so.

Among the AMO dimensions, Ability showed the strongest association with EGB. This implies that environmental awareness, training, and access to sustainability-related knowledge may be especially important for encouraging green practices among faculty members. Opportunity also showed a meaningful positive relationship with EGB, suggesting that institutions should not rely only on awareness programmes; they should also create practical spaces for staff participation, such as green committees, environmental campaigns, recycling initiatives, and faculty-led sustainability projects.

The stronger relationship between SIT and EGB suggests that green behaviour may be closely linked to how employees identify with the environmental values and image of their institution. Faculty members may be more likely to act sustainably when they perceive environmental responsibility as part of the institution's identity and as a value they personally share. Therefore, green behaviour should be understood not only as a result of formal HR practices but also as a reflection of organisational culture, belonging, and shared environmental commitment.

The study supports an association between the variables, but it does not establish that GHRM practices directly cause employee green behaviour. The cross-sectional and self-reported nature of the data also means that the observed relationships may reflect respondents' general positive perceptions rather than direct behavioural effects.

9. Conclusion

This study examined the impact of Green Human Resource Management (GHRM) on Employee Green Behaviour (EGB) in higher educational institutions of Garo Hills, Meghalaya. The findings show that perceived GHRM practices had a positive association with employee's reported green behaviour. The GHRM regression model explained 22.7% of the variation in EGB, indicating that green HR practices may have a meaningful role in encouraging environmentally responsible behaviour among faculty members.

The findings suggest that GHRM can promote EGB through the three components of the Ability-Motivation-Opportunity framework. Environmental training and awareness can strengthen employees' ability to act sustainably; recognition, feedback, and green-oriented appraisal can enhance motivation; and opportunities to join environmental programmes, committees, and decision-making can enable employees to practise green behaviour in their institutions.

However, the impact of GHRM should be interpreted carefully. When Social Identity Theory (SIT) was considered together with GHRM, SIT showed a stronger association with EGB, while the independent effect of overall GHRM(AMO) was not statistically significant. This indicates that employees' identification with their

institution's green values, culture, and environmental reputation may shape green behaviour alongside formal GHRM practices.

Therefore, higher educational institutions in Garo Hills should integrate GHRM practices into their institutional sustainability efforts. Green recruitment, environmental training, rewards for sustainable action, employee participation, and clear communication of environmental goals may strengthen EGB. Equally, institutions should cultivate a shared green identity so that environmental responsibility becomes part of faculty members' everyday professional commitment.

Overall, the study offers preliminary evidence that GHRM has a positive impact on Employee Green Behaviour in the higher-education context of Garo Hills, Meghalaya. Because the findings are based on cross-sectional, self-reported data, the claimed impact should be understood as a measured statistical influence rather than definite proof of causation. Future research should use refined measures, stronger research designs, and broader data sources to assess the impact of GHRM on EGB more conclusively.

■ REFERENCES

- [1] Abousoliman, A. D., Zoromba, M. A., & El-Gazar, H. E. (2024). Greening organizational culture in relation to employees' green human resources management; the mediating role of environmental commitment and citizenship. *Salud Ciencia Y Tecnología*, 5, 1138. <https://doi.org/10.56294/saludcyt20251138>
- [2] Adeel, M., Munir, M. A., Najmee, A., & Naseem, K. (2024, December 23). The impact of green HRM practices on environmental performance by examining mediating effect of green engagement and green behavior in Pakistan's education sector. <https://ijims.org/index.php/home/article/view/107>
- [3] Ahmad, F., Hossain, M. B., Mustafa, K., Ejaz, F., Khawaja, K. F., & Dunay, A. (2023). Green HRM practices and knowledge sharing improve environmental performance by raising employee commitment to the environment. *Sustainability*, 15(6), 5040. <https://doi.org/10.3390/su15065040>
- [4] Ahmad, F., Mustafa, K., Khawaja, K. F., & Mariam, S. (2022). Green HRM Practices and Environmental Performance: Mediation of employee environmental commitment. *Academy of Management Proceedings*, 2022(1). <https://doi.org/10.5465/ambpp.2022.14143abstract>
- [5] Alghowairi H., & Chadha K. (2025). Evaluating the impact of Green Human Resource Management on the environmental performance of the higher education institutes: Mediating effect of organisational behaviour of the Academic Staff of Saudi Arabian universities. (2025). *QuestaSoft*. <https://www.cceol.com/search/articledetail?id=1361772>
- [6] Alghowairi, H. (2025). Multi-criteria decision model for university management systems and its use in "green" human resource management in Saudi Arabia. In *Western Sydney University ResearchDirect*. <https://doi.org/10.26183/eevf-4676>
- [7] Alghowairi, H., & Chadha, K. K. (2025). Evaluating the impact of Green Human Resource Management on the environmental performance of the higher education institutes: Mediating effect of organisational behaviour of the Academic Staff of Saudi Arabian universities. *Journal of Posthumanism*, 5(8). <https://doi.org/10.63332/joph.v5i8.3162>

- [8] Ali, Q. M., & Nisar, Q. A. (2022). Nexus between green human resource management and environmental performance: a green approach for higher education institutes. *Kybernetes*, 52(11), 5706–5729. <https://doi.org/10.1108/k-01-2022-0023>
- [9] Amini, M. Y., Tang, Z., & Besharat, A. (2024). Greening university practices: empowering ecoconscious behavior, transforming sustainable culture, and shaping greener institutional awareness through strategic green HRM initiatives. *International Journal of Research in Business and Social Science* (2147-4478), 13(1), 232–251. <https://doi.org/10.20525/ijrbs.v13i1.3149>
- [10] Arshad, I., Khan, K. K. A., Nasreen, R., Meghwar, O. P., & Syed, M. I. (2025). Green HRM practices and employee motivation among faculty members in higher education institutions in Pakistan. *Journal for Social Science Archives*, 3(4), 369–382. <https://doi.org/10.59075/jssa.v3i4.414>
- [11] Begum, V., & Arshi, T. A. (2020). An impact-based model of green human resource management: Evidence from UAE. *Journal of Security and Sustainability Issues*, 10(2), 573–584. [https://doi.org/10.9770/jssi.2020.10.2\(16\)](https://doi.org/10.9770/jssi.2020.10.2(16))
- [12] Bhardwaj, A., Kar, A., Bohidar, S., & Ramkumar, G. (2024). Green HRM awareness and training in higher education institutions. In *Advances in higher education and professional development book series* (pp. 15–48). <https://doi.org/10.4018/979-8-3693-2956-6.ch002>
- [13] Boiral, O., & Paillé, P. (2012). Organizational citizenship behaviour for the environment: Measurement and validation. *Journal of Business Ethics*, 109, 431–445.
- [14] Campbell, J. P., Dunnette, M. D., Lawler, E. E., & Weick, K. E. (1970). *Managerial behavior, performance and effectiveness*. McGraw Hill.
- [15] Chin, T. L., Yean, T. F., & Leow, H. (2023). Ability, Motivation, Opportunity-Enhancing HRM Practices and Corporate Environmental Citizenship: Revisiting the Moderating Role of Organisational Learning Capability in Malaysian Construction Companies. *International Journal of Business and Society*, 24(1), 100–118. <https://doi.org/10.33736/ijbs.5607.2023>
- [16] Census. (2011). Literacy Rate of India- Population Census. <https://www.census2011.co.in/literacy.php>
- [17] Districts | Meghalaya Government Portal. (n.d.). <https://meghalaya.gov.in/districts>
- [18] Education West Garo Hills District Administration | India. (n.d.-b). <https://westgarohills.gov.in/education/>
- [19] Ercantan, O., & Eyupoglu, S. (2022). How do green human resource management practices encourage employees to engage in green behavior? Perceptions of university students as prospective employees. *Sustainability*, 14(3), 1718. <https://doi.org/10.3390/su14031718>
- [20] Fawehinmi, O., Yusliza, M. Y., Kasim, W. Z. W., Mohamad, Z., & Halim, M. A. S. A. (2020). Exploring the interplay of green human resource management, employee green behavior, and personal moral norms. *SAGE Open*, 1–18. <https://doi.org/10.1177/2158244020982292>
- [21] Green Human Resource Management and Pro-Environmental Behaviour: Effect of green organizational identity and green Shared Vision. (2023). *Journal of Logistics Informatics and Service Science*, 10(4). <https://doi.org/10.33168/jliss.2023.0406>
- [22] Hogg, M. A., & Turner, J. C. (1987). Intergroup behaviour, self-stereotyping and the salience of social categories. *British Journal of Social Psychology*, 26(4), 325–340.
- [23] Habib, M., Yasin, I. M., & Hashim, R. A. (2026). Green organizational levers and faculty sustainable behavior in higher education: The mediating role of sustainable attitude. *International Journal of Business and Management (IJBM)*, 5(1), 856–882. <https://doi.org/10.56879/ijbm.v5i1.42>
- [24] Kuria, M. W., & Mose, T. (2019). Effect of green human resource management practices on organizational effectiveness of universities in Kenya. *Human Resource and Leadership Journal*, 4(2), 1–20. <https://doi.org/10.47941/hrlj.319>
- [25] Le, H. T., Nguyen, A. T., Vu, D. B., Nguyen, V. B., & Nguyen, T. T. T. (2026). Green Human Resource Management and In-Role Green Behavior: University students' perceptions. *Journal of Organizational Behavior Research*, 11(1), 85–98. <https://doi.org/10.51847/jb0ia29ars>
- [26] Mael, F., & Ashforth, B. E. (1992). Alumni and their alma mater: A partial test of the reformulated model of organizational identification. *Journal of Organizational Behaviour*, 13(2), 103–123.
- [27] Marumbu, C. V. (2024, April 1). Green Human Resource Management Practices, Organizational Citizenship Behaviour and Academic Staff Performance in Public Universities in Western Kenya. <https://irlibrary.mmust.ac.ke/xmlui/handle/123456789/3495>
- [28] Miah, M., Rahman, S. M., Biswas, S., Szabó-Szentgróti, G., & Walter, V. (2024). Effects of green human resource management practices on employee green behavior: the role of employee's environmental knowledge management and green self-efficacy for greening workplace. *International Journal of Organizational Analysis*, 34(4), 1174–1208. <https://doi.org/10.1108/ijoa-04-2024-4462>
- [29] Ones, D. S., Wiernik, B. M., Dilchert, S., & Klein, R. M. (2018). Multiple domains and categories of employee green behaviours: more than conservation. In *Edward Elgar Publishing eBooks*. <https://doi.org/10.4337/9781786432834.00007>
- [30] Rehman, A., Ara, A., & Singh, H. P. (2025). How green HRM practices, organisational citizenship behaviour towards environment, technological competence and resistance to change influence the environmental performance of Saudi universities. *Future Business Journal*, 11(1). <https://doi.org/10.1186/s43093-025-00657-w>
- [31] Renwick, D. W. S., Redman, T., & Maguire, S. (2013). Green human resource management: A review and research agenda. *International Journal of Management Reviews*, 15(1), 1–14. <https://doi.org/10.1111/j.1468-2370.2011.00328.x>

- [32] Saad, Z. A., Fauzi, M. A., Zulkepli, L., Moshood, T. D., & Hussain, S. (2024). Green human resources in higher education institutions: a systematic literature review. *Journal of Applied Research in Higher Education*, 17(5), 1572–1593. <https://doi.org/10.1108/jarhe-01-2024-0033>
- [33] Veerasamy, U., Joseph, M. S., & Parayitam, S. (2023). Green Human Resource Management and employee green Behaviour: participation and involvement, and training and development as moderators. *South Asian Journal of Human Resources Management*, 11(2), 277–309. <https://doi.org/10.1177/23220937221144361>
- [34] Vijayalakshmi, B., Subashini, G., & Santhipriya, Y. (2025). Green HRM practices in higher education: Promoting sustainable education and sustainable development. *International Journal of Environmental Sciences*, 503–513. <https://doi.org/10.64252/xrdvd158>
- [35] Xuemin, M., Kelana, B. W. B. Y., Jie, C., & Mahmud, A. (2024). Linking GHRM to Environmental Performance through Green Behaviour in Private Chinese Universities. *International Journal of Academic Research in Business and Social Sciences*, 14(12). <https://doi.org/10.6007/ijarbss/v14-i12/24412>
- [36] Yadate, D. A. (2024). The effect of green human resource management on employee green behavior. *Corporate Social Responsibility and Environmental Management*, 32(1), 404–418. <https://doi.org/10.1002/csr.2956>