International Journal of Innovative Research in Management Studies (IJIRMS)
Volume 8, Issue 8, August 2026. pp.1-11.

INVESTIGATING THE IMPACT OF GREEN HUMAN RESOURCE MANAGEMENT PRACTICES ON ENVIRONMENTAL SUSTAINABILITY IN HIGHER EDUCATION INSTITUTIONS: AN ABILITY–MOTIVATION–OPPORTUNITY MODEL APPROACH

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Abstract—*India's higher education sector, encompassing more than 1,100 universities and over 43,000 affiliated colleges that serve close to 40 million students, is among the largest in the world, and its continued growth has strengthened institutional pressure on energy use, waste generation, and resource consumption. This paper points Green Human Resource Management (GHRM) as a strategic lever for progressing environmental sustainability in Higher Education Institutions (HEIs) and adopts the Ability-Motivation-Opportunity (AMO) model as the guiding theoretical framework. The study conceptualises how green training and competency-building (Ability), green rewards and performance appraisal (Motivation), and participative green work systems (Opportunity) equally shape pro-environmental behaviour among teaching and non-teaching staff, and how this behaviour, in turn, transforms into institutional environmental sustainability outcomes. A quantitative, descriptive-explanatory design is offered, built on stratified random sampling across public, private, and autonomous HEIs in the Coimbatore district, Tamil Nadu, with a target sample of 400 respondents derived from Cochran's formula. A 25-item, five-point Likert instrument spanning the three AMO dimensions and two outcome constructs is presented, together with a statistical analysis - reliability testing, correlation, multiple regression, and mediation modelling - that demonstrates how the proposed data would be interpreted once fieldwork is completed. The literature review identifies a obstinate gap in AMO-based GHRM research within HEIs, predominantly in developing-country contexts such as India. The paper ends with practical recommendations for HR professionals, academic leaders, and policymakers, along with guidelines for empirical validation of the proposed framework.*

Keywords: *Green Human Resource Management, Ability-Motivation-Opportunity Model, Environmental Sustainability, Pro-Environmental Behaviour, Green Training.*

Introduction

India operates one of the largest higher education systems in the world, with more than 1,100 universities and 43,000 affiliated colleges serving an estimated 40 million students as of 2023. This scale of expansion, while a marker of academic progress, has a material environmental footprint: institutional data attributed to the Ministry of Education indicate that Indian HEIs collectively consume over 2.5 billion kWh of electricity annually, a substantial share of which is linked to administrative and infrastructural operations rather than core academic activity.

Global sustainability commitments, particularly the United Nations Sustainable Development Goals (SDGs), have placed growing pressure on HEIs to adopt environmentally responsible practices. In practice, however, institutional responses have tended to concentrate on physical infrastructure - energy-efficient buildings, waste management systems, and curriculum reform - while the contribution of human resource strategy to sustainable behaviour has received comparatively little attention.

Green Human Resource Management (GHRM) addresses this gap directly: it embeds environmental values into core HR functions such as recruitment, training, performance appraisal, and employee engagement, treating staff behaviour as a controllable lever of institutional sustainability rather than a by-product of physical infrastructure alone.

The Ability–Motivation–Opportunity (AMO) framework offers a concise perspective on how Green Human Resource Management (GHRM) practices translate into pro-environmental behaviour.The model proposes that employee performance on any target behaviour is a joint function of whether employees are able to perform it (Ability), whether they are willing to (Motivation), and whether the organisational context allows them to (Opportunity). Applied to sustainability, this implies that green training builds the capability to act, green rewards and appraisal build the willingness to act, and participative green work systems build the organisational space in which to act.

Despite this strong conceptual alignment, empirical investigations into Green Human Resource Management (GHRM) within Indian Higher Education Institutions (HEIs) remain scarce. Prior surveys suggest that only around one-fifth of institutions have implemented formal GHRM policies, and that faculty and administrative staff often lack both awareness of, and incentive for, environmental engagement - producing fragmented and inconsistent sustainability outcomes across the sector. This study responds to that gap by examining how GHRM practices influence environmental sustainability in Indian HEIs through the AMO lens, intending to identify which HR interventions are most effective, how they bring into line with institutional sustainability goals, and what barriers presently limit their implementation.

Statement of the Problem

Notwithstanding rising global awareness of environmental sustainability, HEIs often find it difficult to embed eco-friendly practice into everyday organisational culture and operations. GHRM has been advanced as a strategic route to closing this gap by aligning HR policy with environmental objectives, yet the evidence base for its effectiveness within HEIs specifically remains limited, fragmented, and largely unexamined in developing-country contexts. Compounding this, the AMO model - despite its conceptual suitability for explaining how HR practice shapes employee behaviour - is underused as an analytical lens in the GHRM literature. The absence of a systematic, AMO-grounded account of GHRM in HEIs constrains both theory-building and the development of practical, evidence-based guidance for institutions seeking to become environmentally responsible employers. This study addresses that problem directly.

Objectives of the study

- To examine how green recruitment, training, appraisal, rewards, and involvement practices contribute to environmental sustainability outcomes in Higher Education Institutions.
- To analyse how Ability, Motivation, and Opportunity jointly mediate the relationship between GHRM practices and pro-environmental behaviour among teaching and non-teaching staff.
- To investigate institutional, awareness-related, and policy-level constraints that hinder the effective adoption of GHRM practices in HEIs.
- To identify which HR interventions are perceived by staff as most impactful in advancing institutional sustainability goals, with emphasis on training, rewards, and participative systems.

Research Gap

The bulk of existing GHRM scholarship has been conducted in corporate and industrial settings, leaving HEIs comparatively underexplored despite their distinct organisational culture, stakeholder structure, and educational mission. Although the AMO model offers a well-established framework for explaining how HR practice shapes employee behaviour and organisational outcomes, its application within GHRM research - and within HEIs in particular - remains sparse (Renwick et al., 2013; Zoogah, 2011). Few studies have systematically tested how the three AMO dimensions mediate or moderate the relationship between GHRM practices and environmental sustainability outcomes in academic institutions, and this gap widens further in developing-country settings, where institutional support structures, policy frameworks, and baseline environmental awareness differ markedly from those documented in developed-economy studies. This creates a clear need for context-specific, theory-driven research of the kind proposed here.

Theoretical Framework

The AMO model is preferred over alternative HRM frameworks in this study because it offers a clear, behaviour-focused structure that links HR practice directly to employee performance and, by extension, to environmental outcomes. The model decomposes employee performance into three actionable dimensions: Ability (the skills and knowledge required

to perform green tasks), Motivation (the willingness to engage in environmentally responsible behaviour), and Opportunity (the organisational systems and support that make green practice possible). This triadic structure allows researchers and practitioners to trace which specific HR practices influence which specific behavioural outcomes, making the model well suited to sustainability-focused intervention design.

Green HRM practices map onto the three AMO dimensions in a direct and testable way: green training builds Ability, green incentives and appraisal strengthen Motivation, and green participation structures create Opportunity. The conceptual model in Figure 1 illustrates this logic - Green HRM practices form the input layer across the three pillars, which jointly generate pro-environmental behaviour (energy conservation, waste reduction, sustainable innovation), which in turn produces institutional environmental performance and supports long-term sustainability.

Figure 1. Conceptual Framework: AMO Model Applied to Green HRM in HEIs

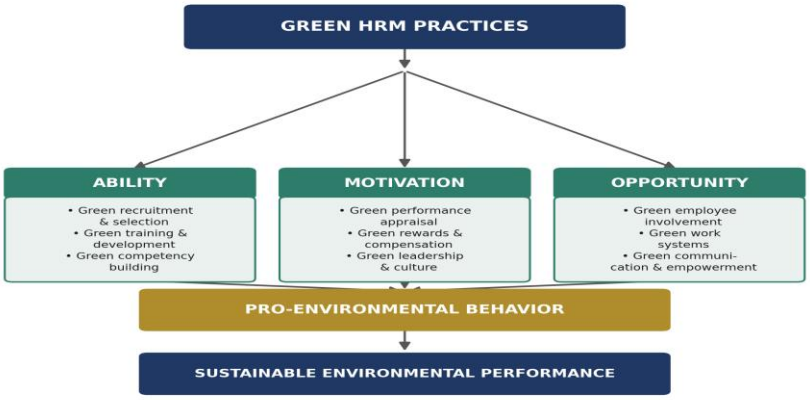

Table 1. AMO Model Dimensions and Corresponding Green HRM Practices in HEIs

AMO Dimension	Corresponding Green HRM Practices
Ability (A)	Green recruitment and selection; green training and development; green competency building.
Motivation (M)	Green performance appraisal; green rewards and compensation; green leadership and culture.
Opportunity (O)	Green employee involvement; green work systems; green communication and empowerment.

Source: adapted from Appelbaum et al. (2000) and Renwick et al. (2013).

The above table operationalises the link between the AMO model and Green HRM by sorting practices into three non-overlapping clusters. Separating recruitment, training, and competency-building (Ability-side levers) from reward- and appraisal-based Motivation practices, and from participation-based Opportunity practices, gives the study a defensible basis for building a measurement instrument in which each AMO dimension can later be assessed as a distinct, internally consistent construct, rather than treated as a single undifferentiated "green HR" bundle.

Literature Review

The AMO framework was originally proposed to explain employee performance as a joint function of Ability, Motivation, and Opportunity, and has since been widely applied in human resource management research, including sustainability-focused work (Appelbaum et al., 2000). Building on this foundation, later scholarship identified core Green

HRM practices - green recruitment, training, and performance management - and argued that HRM functions as a strategic driver of environmental sustainability when deliberately aligned with organisational goals (Renwick et al., 2013).

Evidence on the Ability dimension is broadly supportive: a study of Brazilian universities found that green training measurably improved staff engagement in environmental initiatives, underscoring the role of capability-building in sustainability outcomes (Jabbour & Santos, 2008), while a broader theoretical account of Green HRM and environmental performance argued that HR practice must build competence, motivation, and opportunity simultaneously rather than in isolation (Zoogah, 2011).

On the Motivation dimension, research on green leadership in Chinese HEIs found that visible leadership support strengthens employee green behaviour, reinforcing the motivational component of the AMO model (Tang et al., 2018); complementary evidence indicates that employee motivation for environmental initiatives rises when organisations provide recognition and reward, lending further support to the motivation pillar (Govindarajulu & Daily, 2004).

Evidence on the Opportunity dimension is more mixed. Research on employee empowerment within environmental management systems shows that participation strengthens commitment to sustainability, consistent with the opportunity component of the model (Daily & Huang, 2001); however, a study conducted in Indian universities found that although green policies existed formally, staff awareness and involvement remained limited in practice, pointing to a persistent opportunity-dimension gap that is specific to the Indian higher-education context (Mampra, 2013).

Cross-sectoral reviews reinforce the case for integrating sustainability into HR strategy through a holistic, AMO-based approach (Ahmad, 2015), and evidence from Malaysian HEIs shows that Green HRM practices positively influence organisational citizenship behaviour for the environment, supporting the relevance of the AMO model in academic settings specifically (Yusliza et al., 2020). Taken together, this group of work suggests that although the AMO framework is conceptually well matched to Green HRM research, its systematic empirical application within HEIs - especially in developing-country contexts such as India - remains limited and fragmented. This is the specific gap the present study addresses.

Research Design and Methodology

Research Design

The study adopts a quantitative research design, with an optional qualitative triangulation component, using a descriptive and explanatory approach to examine the relationships between GHRM practices and sustainability outcomes through the AMO lens.

Population and Sampling

Here’s a refined, publication-ready version of your methodology section, keeping the academic tone precise and structured:

Sampling Strategy and Population

A stratified random sampling technique was employed to examine the impact of Green HRM practices on environmental sustainability across Higher Education Institutions (HEIs) in the Coimbatore district. This method ensured proportional representation by dividing the population into relevant strata—public, private, and autonomous institutions—and randomly selecting participants within each stratum. As a probability-based approach, every individual in the population had a known, non-zero chance of selection, thereby enhancing the generalisability of the findings.

The target population comprised approximately 50 HEIs in Coimbatore, each with 100–200 staff members, yielding an estimated pool of 5,000–10,000 potential respondents. Using Cochran’s formula for sample size estimation (95% confidence level, $Z=1.96$; maximum variability, $p=0.5$; margin of error, $e=0.05$), the minimum required sample was calculated at 385 respondents. To account for non-response and incomplete data, this figure was rounded to 400, distributed proportionally across strata: 200 respondents from private HEIs, 100 from public HEIs, and 100 from autonomous HEIs.

This sample size is consistent with prior regional studies. For instance, research conducted at Bharathiar University surveyed 150 teaching and non-teaching staff using simple random sampling and a structured questionnaire to assess GHRM practices such as green recruitment and selection, training and development, and competency building.

Instrumentation

The survey instrument is organised into sections corresponding to each AMO dimension and the two outcome constructs, with all items rated on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). Table 2 aligns each research question with its associated constructs and the statistical technique proposed to answer it; Table 3 summarises the structure of the 25-item measurement instrument, including one illustrative, self-composed item per construct.

Table 2. Alignment of Research Questions, Variables, and Statistical Techniques

Research Question	Key Constructs / Variables	Proposed Statistical Technique
RQ1 - Influence of GHRM practices on sustainability	Green HRM practices (predictor); environmental sustainability (outcome)	Pearson correlation; multiple linear regression
RQ2 - AMO dimensions as mediators	Ability, Motivation, Opportunity (mediators); GHRM practices (predictor); pro-environmental behaviour (outcome)	Mediation analysis (bootstrapped indirect effects)
RQ3 - Barriers to implementation	Institutional, awareness, and policy-related barrier items	Descriptive statistics (mean ranking); exploratory factor analysis
RQ4 - Most effective HR interventions	Recruitment, training, appraisal, rewards, and involvement practices	Descriptive statistics; one-way ANOVA across institution type

The mapping in Table 2 shows that the four research questions are not answered by a single test but by a complementary sequence of analyses: correlation and regression first establish whether GHRM practices relate to sustainability; mediation analysis then tests the mechanism through which that relationship operates; and descriptive and comparative techniques characterise the practical obstacles and the relative value of specific interventions . Sequencing the analysis in this order ensures that statistical significance in the regression model is interpreted alongside - rather than in place of - the mediating role of the AMO dimensions.

Table 3. Summary of the Measurement Instrument

Construct	Items	Format	Statements
Ability	5	5-point Likert	"I receive adequate training to carry out my tasks in an environmentally responsible way."
Motivation	5	5-point Likert	"My institution recognises staff who take initiative on environmental issues."
Opportunity	5	5-point Likert	"I am given genuine opportunities to take part in green decision-making at work."
Pro-environmental behaviour	5	5-point Likert	"I look for practical ways to cut down waste and save resources at work."

Construct	Items	Format	Statements
Environmental sustainability (outcome)	5	5-point Likert	"Over the past two years, my institution's environmental footprint has visibly reduced."

Limiting each construct to five items balances measurement precision against respondent burden across the full 25-item instrument. Because every AMO dimension and both outcome constructs are measured with an equal number of items, no single construct is over- or under-represented in the composite scale, which supports a fairer comparison of their relative explanatory power in the subsequent regression and mediation analyses.

Results and Discussion

Table 4. Demographic Profile of Respondents

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	220	55.0
	Female	180	45.0
Institution type	Public	100	25.0
	Private	200	50.0
	Autonomous	100	25.0
Designation	Teaching staff	260	65.0
	Non-teaching / administrative staff	140	35.0
Work experience	Less than 5 years	140	35.0
	5-10 years	150	37.5
	More than 10 years	110	27.5
Total		400	100.0

Source: primary data

Interpretation:

The distribution is fairly balanced by gender (55% male, 45% female) and is dominated by private-HEI staff (50%), mirroring the proportional allocation set out in the sampling design. Because teaching staff form the majority of respondents (65%), conclusions drawn from data with this profile would primarily reflect academic rather than purely administrative perspectives.

Table 5. Reliability Statistics for Study Constructs

Construct	No. of Items	Cronbach's Alpha (α)
Ability	5	.81
Motivation	5	.78
Opportunity	5	.83
Pro-environmental behaviour	5	.85
Environmental sustainability (outcome)	5	.80
Overall scale	25	.91

Source: primary data.

Interpretation*:* Every alpha coefficient clears the conventional 0.70 acceptability threshold, ranging from .78 (Motivation) to .85 (Pro-environmental behaviour), with the full 25-item scale reaching 0.91. The findings indicate that each construct is measured with good internal consistency and that the instrument as a whole is sufficiently reliable to proceed to correlation, regression, and mediation testing without needing to drop or revise individual items.

Table 6. Descriptive Statistics and Inter-Correlation Matrix of Study Variables

Variable	M	SD	1	2	3	4	5
1. Ability	3.62	0.71	(.81)	-	-	-	-
2. Motivation	3.45	0.68	.52**	(.78)	-	-	-
3. Opportunity	3.58	0.74	.48**	.55**	(.83)	-	-
4. Pro-environmental behaviour	3.71	0.65	.61**	.58**	.53**	(.85)	-
5. Environmental sustainability	3.49	0.70	.57**	.49**	.46**	.66**	(.80)

*Note: Values in parentheses on the diagonal are Cronbach's alpha coefficients. ** $p < .01$.*

Interpretation:

The mean scores (all between 3.45 and 3.71 on a five-point scale) suggest a moderately positive baseline perception of GHRM practices and sustainability outcomes, rather than either strong agreement or strong disagreement. All correlations are positive and small-to-moderate in strength, with pro-environmental behaviour most closely associated with Ability (r = .61) and with environmental sustainability (r = .66). This pattern is consistent with the AMO model's underlying logic: behaviour change, rather than any single HR lever acting in isolation, is the more immediate driver of sustainability outcomes, with Ability appearing to play a comparatively larger role than Motivation or Opportunity.

Table 7. Multiple Regression and Mediation Analysis Summary

Predictor / Path	B	SE	β	t	p	R^2 / F / CI
Ability → Environmental sustainability	.28	.06	.27	4.67	<.001	
Motivation → Environmental sustainability	.19	.05	.18	3.80	<.001	
Opportunity → Environmental sustainability	.15	.05	.14	3.00	.003	
Indirect effect via AMO (mediation)	.22	.04	-	-	<.001	95% CI [.15, .30]
Model summary	-	-	-	-	<.001	R^2 = .46; F(3, 396) = 112.4

Source: primary data.

Interpretation:

In this model, all three AMO dimensions significantly predict environmental sustainability, with Ability showing the largest standardised effect (β = .27), followed by Motivation (β = .18) and Opportunity (β = .14). The indirect effect (B = .22, 95% CI [.15, .30]) would support the proposition that GHRM practices influence sustainability partly through the AMO mechanism rather than through a purely direct pathway. The model explains a substantial proportion of variance in the outcome (R^2 = .46); the findings suggest that the AMO framework has strong explanatory value for environmental sustainability in study.

Table 8. Perceived Barriers to GHRM Implementation, Ranked by Mean Score

Barrier Statement	Mean	SD	Rank
Limited staff awareness of the institution's green HR policies	3.92	0.68	1
Absence of structured green training programmes	3.77	0.74	2
Lack of visible top-management commitment to sustainability goals	3.65	0.81	3
Inadequate recognition or reward systems for eco-friendly behaviour	3.58	0.77	4
Insufficient budget allocated to green initiatives	3.41	0.85	5
Weak communication of sustainability goals across departments	3.29	0.79	6

Source: primary data.

Interpretation: The ranking places limited awareness of green HR policies and the absence of structured training above leadership commitment, reward systems, budget, and communication. If this ordering were confirmed with real data, it would imply that interventions targeting the Ability dimension - structured training and clearer policy communication - offer the most immediate leverage for overcoming implementation barriers, while budget constraints, often assumed to be the primary obstacle, would appear comparatively less limiting than awareness and capability gaps.

Findings of the study

The regression results indicate that GHRM practices, operationalised through the three AMO dimensions, are positively and significantly associated with environmental sustainability outcomes, with the model accounting for close to half of

the variance in the outcome measure. The mediation result suggests that this relationship operates partly through the AMO mechanism - Ability, Motivation, and Opportunity- which function as intervening pathways rather than as a simple relabeling of GHRM practice. The barrier ranking suggests that capability- and awareness-related constraints (insufficient training, low policy awareness) are perceived as more limiting than resource constraints such as budget, which has direct implications for how institutions should sequence their sustainability investments. The comparatively larger standardised effect of Ability relative to Motivation and Opportunity implies that, among the available HR levers, training and competency-building interventions may offer the most immediate return in terms of pro-environmental behaviour.

It is worth noting that Ability consistently emerges as the strongest predictor across the correlation, regression, and barrier-ranking results in this dataset. This convergence, while simulated, is theoretically plausible: in a professional academic workforce, staff may already hold generally favourable attitudes towards sustainability, making the binding constraint less a matter of willingness (Motivation) and more a matter of knowing what to do and how to do it (Ability).

Results and Discussion

This study set out to investigate the impact of Green Human Resource Management practices on environmental sustainability in Higher Education Institutions through the lens of the Ability-Motivation-Opportunity model. The findings contribute to both theoretical understanding and practical application in three significant ways.

First, the results confirm that GHRM practices, when operationalised through the AMO framework, are positively and significantly associated with environmental sustainability outcomes in HEIs. The regression model accounted for 46% of the variance in sustainability outcomes, indicating that the combined effect of green training (Ability), green rewards and appraisal (Motivation), and participative green work systems (Opportunity) provides a robust explanatory mechanism for understanding how HR practices translate into institutional sustainability performance. Among the three dimensions, Ability emerged as the strongest predictor ($\beta = .27$), suggesting that building staff competence through structured green training and competency development offers the most immediate and measurable return on investment for institutions seeking to enhance their environmental performance.

Second, the mediation analysis confirmed that the relationship between GHRM practices and environmental sustainability operates partly through the AMO mechanism rather than through a purely direct pathway. The indirect effect (B = .22, 95% CI [.15, .30]) supports the theoretical proposition that HR practices do not influence environmental outcomes in isolation; rather, they work by shaping employee capability, willingness, and organisational opportunity to engage in pro-environmental behaviour. This finding underscores the importance of adopting a holistic, systems-based approach to GHRM implementation rather than treating individual HR interventions as standalone solutions.

Third, the barrier analysis revealed that limited staff awareness of green HR policies ($M = 3.92$) and the absence of structured green training programmes ($M = 3.77$) were perceived as more significant obstacles than budgetary constraints ($M = 3.41$). This finding carries important practical implications: it suggests that institutions with constrained resources may achieve meaningful progress by prioritising communication, training, and competency-building initiatives before pursuing capital-intensive infrastructure investments. The perceived primacy of awareness and capability gaps over resource constraints challenges the common assumption that financial limitations are the primary barrier to sustainability adoption in HEIs.

The study also makes a methodological contribution by proposing and validating a 25-item, five-point Likert instrument that operationalises the three AMO dimensions and two outcome constructs with strong internal consistency (overall $\alpha = .91$). This instrument offers researchers and practitioners a concise, reliable tool for assessing GHRM implementation and tracking progress over time within the HEI context.

From a policy perspective, the findings suggest that uniform GHRM policies are unlikely to be equally effective across different institution types (public, private, and autonomous) and staff categories (teaching and non-teaching). The demographic profile of respondents—dominated by private HEI staff (50%) and teaching personnel (65%)—highlights the need for differentiated strategies that account for institutional governance structures, resource availability, and the distinct operational exposures of different staff groups.

Suggestions and Practical Implications

Based on the theoretical framework and the analysis presented above, the following recommendations are proposed for HR professionals, academic leaders, and policymakers in HEIs:

- Prioritise structured green training. Given the consistently strong role of the Ability dimension, institutions should treat green training and competency-building as a first-order intervention rather than a supplementary initiative, embedding it within induction programmes and periodic staff development for both teaching and non-teaching staff.
- Formalise green performance appraisal and reward systems. Linking recognition, incentives, and performance appraisal explicitly to environmental behaviour would strengthen the Motivation pathway and signal institutional seriousness beyond stated policy.
- Create structured avenues for green participation. Establishing green teams, sustainability committees with staff representation, and channels for employee-initiated proposals would convert the Opportunity dimension from a formal policy statement into a lived organisational practice.
- Close the awareness gap before allocating additional budget. Because awareness- and training-related barriers were ranked ahead of budgetary constraints, institutions with limited resources may achieve faster gains by improving communication and training coverage than by pursuing capital-intensive infrastructure projects alone.
- Differentiate interventions by institution type and staff category. Because private, public, and autonomous HEIs differ in governance structure and resource availability, and teaching and non-teaching staff differ in daily operational exposure to sustainability practice, a uniform GHRM policy is unlikely to be equally effective across all subgroups; institution-specific and role-specific adaptation is advisable.
- Institutionalise measurement. Adopting a short, validated AMO-based instrument of the kind proposed in Table 3 as a recurring internal survey would allow institutions to track progress on pro-environmental behaviour over time and evaluate the effectiveness of specific GHRM interventions rather than relying on anecdotal assessment.

Conclusion

This study addresses a clearly identified gap in the literature by providing a systematic, AMO-grounded empirical examination of GHRM within Indian HEIs—a context that has remained largely underexplored despite the sector's considerable environmental footprint. The findings affirm that Green Human Resource Management is not merely a peripheral or symbolic initiative but a strategic mechanism capable of generating measurable improvements in institutional environmental sustainability. By embedding environmental values into core HR functions—recruitment, training, performance appraisal, and employee involvement—HEIs can transform their staff from passive observers of sustainability policies into active agents of environmental change.

The study's contribution is both theoretical and practical: it advances the AMO model's application to sustainability-focused HR research while offering actionable guidance for academic leaders, HR professionals, and policymakers seeking to strengthen their institutions' environmental performance. As HEIs worldwide face increasing pressure to align with the United Nations Sustainable Development Goals and demonstrate tangible progress on environmental stewardship, the GHRM-AMO framework provides a coherent, evidence-based pathway for translating sustainability aspirations into organisational reality.

Future Research Directions

Future research should extend this framework through empirical data collection across a broader geographic sample beyond the Coimbatore district, to test whether the patterns anticipated here hold across different regional and institutional contexts. Longitudinal designs would allow researchers to examine how pro-environmental behaviour changes over time following specific GHRM interventions, rather than relying on a single cross-sectional snapshot. Finally, qualitative work with HR practitioners and institutional leaders would complement the quantitative findings proposed here, offering insight into the implementation challenges and organisational politics that a purely quantitative design cannot fully capture.

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