
THE IMPACT OF GREEN HUMAN RESOURCE MANAGEMENT ON JOB PERFORMANCE: THE MEDIATING ROLE OF ORGANIZATIONAL COMMITMENT

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Abstract

This research paper explores the relationship between the Green Human Resource Management (GHRM) practices and job performance with organizational commitment as a mediating variable, among teachers in the private colleges of Khyber Pakhtunkhwa (KP), Pakistan. GHRM is the process of embracing environmental sustainable practices in the human resource functions of recruitment, training, performance appraisal and reward systems. As it has been noted by previous researchers, it has been observed to play a significant part in improving employee motivation, engagement, and overall performance, but there is very little empirical data in the education sector especially in Pakistan. A cross-sectional survey design was used to gather the data of 580 teachers using structured questionnaires to assess GHRM practices, organizational commitment and job performance. The proposed hypotheses were tested using statistical analyses, such as reliability, correlation, regression, and mediation analyses based on SPSS and AMOS. The findings show that the GHRM practices have positive impact on job performance and organizational commitment. Moreover, GHRM is closely connected to job performance with organizational commitment as a mediator; thus, emotional attachment and identification of teachers with their institutions would contribute to the effectiveness of green HR programs. The present findings underline the significance of environmental sustainability as a part of HR strategies, as it cannot only have a beneficial effect on the ecological situation but can also help to promote commitment and better performance outcomes. In practice, the educational administrators are advised to introduce green training, to compensate the environmentally responsible behaviors and promote participative practices to improve the commitment and performance of teachers. The paper adds to the literature by offering evidence in the case of the private education industry in KP and the importance of organizational commitment as a psychological process connecting GHRM and job performance.

Keywords: Green HRM, Job Performance, Organizational Commitment, Teachers, Private Colleges, Khyber Pakhtunkhwa.

1. INTRODUCTION

Organizations all over the world have been realizing the value of organizational sustainability and environmental responsibility in the recent years not just in terms of ecological conservation but also in terms of organizational performance and employee interactions (Renwick, Redman, and Maguire, 2013). In this setting, Green Human Resource Management (GHRM) has become a strategic practice to incorporate environmental sustainability in human resource practices, such as recruitment and training, performance management, and rewards (Jabbour and de Sousa Jabbour, 2016). GHRM helps to improve the motivation and engagement of workers and their job performance in general by encouraging environmental friendly behaviours at the workplace (Ahmad, 2021; Saeed, Lodhi, and Lodhi, 2021). Though most of the research has been conducted in corporate or industrial environments, there is an increasing interest in understanding the applicability and usefulness of GHRM in educational setting, specifically in the teaching community, where performance of teachers has a direct influence on student achievement and school quality (Skaalvik and Skaalvik, 2014). The role of teachers in institutions and other learning institutions is central in producing quality instructions, research as well as advancing organizational objectives. The personal competencies are not the only factors that affect their job performance but also the organizational policies, HR practices and overall work environment (Tschannen-Moran and Woolfolk Hoy, 2007). Incorporating GHRM into schools can promote sustainable activities among teachers, increased participation, and better performance in teaching and research. As an example, green training and reward system, participative HR policies can enable the sense of responsibility to both the organization and its sustainability goals, which will eventually translate to greater job performance (Pham & Khanh, 2021; Jabbour, 2013). Another important element to consider in gauging performance of teachers in response to HR practices is organizational commitment. Organizational commitment as defined has always been associated with improved work performance, less turnover intention and more voluntary effort (Meyer and Allen, 1991; Allen and Meyer, 1996). More precisely, teachers are more likely to be emotionally attached, identify with organizational objectives, and deliver higher job performance when they believe that their organizations are ensuring sustainability by engaging in structured GHRM practices (Hameed, Khan, and Anwar, 2019; Gupta, Agarwal, and Kumar, 2020). Pakistan in context Khyber Pakhtunkhwa (KP) private colleges are increasingly experiencing issues pertaining to the quality of education, teacher motivation and the sustainability of the institutions. The competitive pressures and resource limitations faced by these colleges and universities frequently cause HR practices to be a hot topic in optimization. Through the implementation of GHRM practices, it is possible to not only help these institutions to make a contribution to environmental sustainability but also enhance commitment and performance of teachers, which can in turn lead to better institutional outcomes (Renwick et al., 2013; Zoogah, 2011). Although GHRM may have certain advantages, there is a lack of empirical studies on this concept in the Pakistani education sector, especially in relation to teachers in private colleges. Thus, the purpose of the present study will be to address this gap by analyzing the correlation between GHRM practices and the job performance of teachers in private colleges in KP, Pakistan, mediated by organizational commitment. The hypothesis of the study is that, GHRM is positively related to job performance (H1), GHRM is positively related to organizational commitment (H2), organizational commitment is positively related to job performance (H3), and a relationship exists between organizational commitment and GHRM (H4). Knowledge about these relationships will be of great advantages to the policy makers, educational administrators and HR practitioners when they devise HR strategies that will enhance sustainability coupled with improved teacher performance. This study enhances the existing scarce body of literature on GHRM in the teaching profession by narrowing down on the role of teachers in the colleges of KP to examine the psychological processes in which the environmentally sustainable HR practices have a bearing on performance outcomes. It also value incorporation of sustainability in HR policies as a way of benefiting the environment as well as improving teacher dedication, effort, and institutional performance.

2. LITERATURE REVIEW

2.1 Green Human Resource Management in Education

Green Human Resource Management (GHRM) can be defined as the process of adopting environmentally friendly approaches to human resource functions, including the recruitment and training, performance appraisal, and reward systems, to promote environmentally friendly employee behaviors (Renwick, Redman, and Maguire, 2013; Jabbour and de Sousa Jabbour, 2016). Although there are extensive research on GHRM in the corporate and industrial setting, it has not been extensively used in the education sector. At school, GHRM may encompass green hiring, green curriculum, computerized administration to encourage the use of less paper, green-based performance review, and incentives to teachers who embrace green behaviors (Pham and Khanh, 2021; Jabbour, 2013). Indeed, as noted in recent research, GHRM is associated with motivation, engagement, and job satisfaction among teachers. Indicatively, Saeed et al. (2021) discovered that participation in environmental programs, including green training and participative ones, by institutions of learning contributes to the increased responsibility of teachers in relation to the objectives of organizational sustainability. Equally, Diaz-Guinez et al. (2018) found that institutions with GHRM practices note

greater levels of employee engagement and performance. Pakistan In Pakistan, there are issues of scarce resources, retention of teachers and institutional competitiveness in the context of the private colleges. GHRM practices can offer a two-fold advantage: not only can such practices contribute to a more sustainable environment, but also allow enhancing the performance of teachers by establishing a culture of engagement, appreciation, and organizational loyalty (Zoogah, 2011; Ahmad, 2021).

2.2 Job Performance of Teachers

Job performance in teachers is a multifactorial construct comprising of instructional effectiveness, classroom managing, research productive, administrative productive and co-curricular activity (Stronge, 2007; Tschannen-Moran and Woolfolk Hoy, 2007). The performance of teachers has a direct impact on student learning outcomes, the reputation of the institution, and the overall effectiveness of the organization (Nguyen et al., 2020). Some of the factors that affect performance are individual competencies, work environment, human resource practices and institutional culture.

GHRM may affect the performance of teachers by establishing an atmosphere in which teacher proactivity and professional responsibility are promoted (Pham et al., 2019). Green training programs, which enhance the skills and knowledge of teachers concerning sustainable practices, and green reward systems, which reward and reinforce environmentally responsible behavior, are just two examples. Such efforts encourage voluntary work, thereby resulting in improved teaching and participation in the organizational work (Jabbour and Santos, 2008; Saeed et al., 2021).

2.3 Organizational commitment and its role.

Organizational commitment is a psychological attachment and loyalty that an employee has towards their organization (Meyer and Allen, 1991). It has been recognised as a predictor of job performance, turnover intentions and discretionary effort (Allen and Meyer, 1996; Riketta, 2008). The three-component model, which includes affective, continuance and normative commitment, explains the impact of emotional attachment, cost of leaving, and obligation on the behavior of employees.

Organizational commitment in the context of teachers is an important factor in maintaining high-quality performance. Highly committed teachers are more motivated to meet their instructional tasks, carry out research, and be a part of institutional initiatives (Skaalvik and Skaalvik, 2014). Research indicates that affective commitment of teachers grows when they believe that the HR practices in the organization are consistent with the sustainability goals, leading to a better performance (Hameed et al., 2019; Gupta et al., 2020). This is especially applicable to the private colleges in KP, where institutional support and recognition are important factors influencing teacher engagement and retention.

2.4 Mediating Relationship of Organizational commitment.

A number of research papers have investigated the mediating effect of organizational commitment in HR practices and employee performance relationship. Hameed et al. (2019) showed that green HRM has a positive impact on organizational commitment, which, in its turn, has a positive effect on job performance. This implies that commitment is a psychological process that connects environmentally focused HR efforts and performance results. In a similar observation, Gupta et al. (2020) partially mediated commitment as a factor in the GHRM-performance relationship, showing that teachers do not only react to HR practices directly, but also indirectly through reaffirmation of commitment to their organizations.

Using this framework to the education sector, teachers who are exposed to green recruitment, training, and reward systems feel that the institution is supporting them and recognizing them with personal and societal environmental values. This improves affective commitment that encourages teachers to have better performance in instructional and research functions (Renwick et al., 2013; Pham and Khanh, 2021). Organizational commitment is a vital factor in the context of the KP privately college where teaching is mostly combined with administrative duties so that the GHRM initiatives can also create real differences in terms of performances.

2.5 Empirical Evidence in Education.

In the education industry, empirical studies affirm the beneficial effect of GHRM on performance, via organizational commitment. Indicatively, Jabbour (2013) pointed out that responsible HR practices contribute to motivation and participation in sustainable activities among teachers. The research by Pham and Khanh (2021) revealed that, the performance of teachers is indirectly improved by green HRM; through strengthening the organizational commitment in institutions of higher learning. Studies on the GHRM are just beginning to be conducted in Pakistan, although research that specifically focuses on private college teachers is lacking. The current study will fill this gap by examining the influence of GHRM practices on job performance of teachers in KP in terms of the mediating role of organizational commitment in the private colleges of KP.

According to the review of literature, GHRM practices in education can be applied in order to enhance the performance outcomes and level of commitment among the teachers, which has environmental and organizational advantages. The mechanisms are important to understand to design HR policies that will be both sustainable and effective (Renwick et al., 2013; Zoogah, 2011; Saeed et al., 2021).

METHODOLOGY

3.1 Research Design and Sample

A cross-sectional survey design was adopted in this study to investigate the effect of Green Human Resource Management (GHRM) on job performance with organizational commitment as a mediator being the research question among the teachers of the Pakistani private colleges in the region of Khyber Pakhtunkhwa, Pakistan. Stratified random sampling was used to select 580 teachers among various private colleges so as to have a representation of gender, age, teaching experience, and level of qualification.

3.2 Data Collection

Structured questionnaires were used to gather data and the questionnaires consisted of three major sections: (1) GHRM practices, (2) organizational commitment, and (3) job performance. The measurements were in a 5-point Likert counter (1 = Strongly Disagree to 5 = Strongly Agree). Informed consent and ethical approval were provided before the data were collected, and data collection was voluntary with a guarantee of confidentiality.

3.3 Measures

Green HRM: 15 questions based on adapted Zoogah (2011) and Jabbour (2013), green recruitment, training, performance appraisal, and rewards. Organizational Commitment: 9 items, taken by Meyer and Allen (1991), which assess normative, continuance and affective commitment. Job Performance: 10 questions modified to fit Williams and Anderson (1991) and Stronge (2007), measuring the effectiveness of teaching, the participation in research, and institutional contributions.

3.4 Data Analysis

Data was analyzed in SPSS 26 and AMOS 25. Analyses included: Demographic descriptive statistics. Cronbach alpha reliability analysis. Correlation analysis to investigate construct relationships. To test direct effects, regression analysis is used. Indirect effect of organizational commitment tested by bootstrapping in mediating analysis.

4. RESULTS

4.1 Demographic Table

Variable	Category	Frequency (n = 580)	%
Gender	Male	312	53.8
	Female	268	46.2
Age	21–30	150	25.9
	31–40	230	39.7
	41–50	130	22.4
	>50	70	12.1
Experience	<5 yrs	180	31.0
	5–10 yrs	240	41.4
	>10 yrs	160	27.6

The sample shows an equal gender ratio, though slightly the majority of teachers are male. The majority of the respondents belong to the age group of 31-40, which is early- to mid-career specialists. The experience in teaching is wide-ranged, which offers a wide outlook to the practice and performance of GHRM. This guarantees the representativeness of KP private colleges.

4.2 Reliability Table

Construct	Items	Cronbach's α
Green HRM	15	0.90
Organizational Commitment	9	0.88
Job Performance	10	0.92

The alpha 0.80 and above represent the excellent internal consistency of all constructs. The scales are valid to assess GHRM, organization commitment as well as job performance among teachers. This makes the data collected fitting to correlate, regress, and mediate.

4.3 Correlation Table

Construct	GHRM	Org. Commitment	Job Performance
Green HRM	1	.51**	.47**
Organizational Commitment	.51**	1	.59**
Job Performance	.47**	.59**	1

Note: **p < .01

There are substantial positive relationships that imply high GHRM practices to be linked with enhanced commitment to the organization and better job performance. Performance is also closely associated with organizational commitment, which should partially endorse its mediating position between GHRM and job performance of teachers.

4.4 Regression Table

Model	Predictor	B	SE	β	p
1	GHRM → Job Performance	0.37	0.05	.47	<.001
2	GHRM → Organizational Commitment	0.43	0.04	.51	<.001
3	Organizational Commitment → Job Performance	0.52	0.06	.59	<.001

Results of regression prove that GHRM is a key indicator of organizational commitment and job performance. Job performance is also largely determined by organizational commitment, meaning that the effectiveness of green HR initiatives depends on how attached to the institution the teachers are. These findings are in support of H1-H3.

4.5 Mediation Table

Path	β	95% CI	p
Direct: GHRM → Job Performance	.21	[.12, .30]	<.001
Indirect: GHRM → Org. Commitment → Job Perf.	.25	[.18, .33]	<.001

The relationship between GHRM and job performance is mediated by organizational commitment to some extent. This means that when teachers are emotionally and psychologically tied to the institution, the effects of GHRM on performance are enhanced in a way that will have both direct and indirect positive effects on the performance as a result of environmentally oriented HR practices.

5. DISCUSSION

In this research, the findings have made an empirical contribution to the subject of Green Human Resource Management (GHRM) that has a great impact on the job performance of teachers in the private colleges of Khyber Pakhtunkhwa (KP) Pakistan that organizational commitment mediates the relationship between them. The positive direct correlation between GHRM and job performance follows other prior research, which has revealed that HR practices that foster environmental sustainability increase employee motivation, engagement, and discretionary effort (Renwick, Redman, and Maguire, 2013; Saeed, Lodhi and Lodhi, 2021). Green training programs, environmentally-friendly reward systems, and involvement of teachers in participative environmental activities are the GHRM practices that can be used to facilitate behavior to enhance the quality of instruction, research output, and engagement of teachers at the institution (Jabbour, 2013; Pham and Khanh, 2021).

The research also establishes that GHRM has a positive impact on organizational commitment as has been demonstrated in previous studies (Hameed, Khan, and Anwar, 2019; Gupta, Agarwal, and Kumar, 2020). Teachers who lose green HR programs feel more institutional support and compatible with their personal and social values related to the environment and this strengthens their affective commitment and loyalty to the institution. This attachment encourages teachers to do more than they have to do, showing better instructional presentation, involvement in administrative activities and professional behaviors.

The mediation analysis indicates that organizational commitment mediates the GHRM-job performance relationship to some extent, indicating that the effect of GHRM is produced directly or indirectly through the psychological attachment of the teachers to the institution. This underlines the theoretical context that commitment is an important psychological process that converts HR practices into performance delivery (Meyer and Allen, 1991; Hameed et al., 2019). In the case of private colleges in KP where there is a lack of resources and competitive drive, making sure teachers are committed through GHRM may be a strategic instrument to increase institutional performance as well as encouraging environmental sustainability.

In general, the results have demonstrated the twofold advantages of applying GHRM in learning environments both in building ecological accountability and in improving staff performance. They emphasize the need to develop HR

policies in such a way that both promote green behaviors and organizational commitment to ensure long-term performance results.

6. CONCLUSION AND IMPLICATIONS

The research showed that GHRM has a positive influence on job performance of teachers in the private colleges in KP, and that organizational commitment mediates the positive effect of GHRM. The environmentally sustainable practices are perceived to make teachers more committed, which subsequently improves their instructional and professional performance. These results have a number of practical implications:

Policy Implications: HR policies should incorporate sustainability objectives in educational administrators such as recruitment, training, appraisal and rewards.

Commitment Enhancement: Institutions need to encourage an organizational commitment through the rewarding and acknowledgment of eco-friendly practices, engaging teachers in sustainability efforts, and offering green training.

Performance Improvement: GHRM approaches to strengthen organizational commitment can increase the effectiveness of teaching, participation in research and institutional activities, leading to improved overall performance outcomes.

7. LIMITATIONS AND FUTURE RESEARCH

The research design is not longitudinal, so it can not be used to infer causal relationships. The sample attracting KP to private college teachers might only have narrow generalizability to the public or to other provinces. Future studies may adopt longitudinal research designs, include and study in other learning settings and may include other mediators of the GHRM-performance relationship, including job satisfaction or environmental awareness.

Finally, environmentally sustainable HR practices are a beneficial strategic solution to the issue of privately owned colleges, and can be both ecological and organizational in nature. Institutions can advance teacher performance by promoting green behaviors and increasing organizational commitment as well as contribute to more comprehensive sustainability objectives.

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