

Green Human Resource Management and Employee Green Behaviour in Higher Education: A Structured Literature Review and Future Research Agenda

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Abstract: Green Human Resource Management (GHRM) has emerged as an important approach for integrating environmental sustainability into organizational human resource practices. While the literature has established relationships between GHRM and employee environmental outcomes, research remains comparatively fragmented regarding how green HR practices translate into Employee Green Behaviour (EGB), particularly within higher education institutions. This paper presents a structured literature review of research on GHRM, Employee Green Behaviour, behavioural mechanisms, organizational culture and sustainability in higher education. The review synthesizes the literature around four major dimensions: the evolution and conceptualization of GHRM, the role of individual green behaviour, psychological mechanisms underlying green action, and the contextual influence of organizational culture. The review indicates that green recruitment, green training, green performance management, green rewards and employee involvement constitute the principal dimensions of GHRM. The literature further suggests that GHRM can influence employee green behaviour by developing environmental knowledge and skills, strengthening motivation and creating opportunities for participation. Drawing on the Theory of Planned Behavior and the Ability–Motivation–Opportunity framework, the paper proposes that employee green behaviour is produced through the interaction of organizational practices and individual psychological processes. Evidence also indicates that green organizational or psychological climate can strengthen the translation of behavioural intentions into actual green behaviour. Higher education remains a comparatively underexplored setting despite the distinctive role of faculty members as both employees and educators. Based on the synthesis, the paper identifies sectoral, geographical, theoretical and methodological gaps and proposes a future research framework for examining GHRM and sustainability behaviour in higher education.

Keywords: Green Human Resource Management; Employee Green Behaviour; Higher Education; Sustainability; Theory of Planned Behavior; Green Organizational Culture; Structured Literature Review

1. Introduction

Environmental sustainability has increasingly moved from being a peripheral organizational concern to a strategic priority. Organizations are expected not only to reduce their environmental footprint but also to develop internal systems capable of encouraging environmentally responsible behaviour among employees. Human Resource Management (HRM) occupies an important position in this transition because employees are the actors who ultimately implement organizational policies and practices. This development has contributed to the emergence of Green Human Resource Management (GHRM), which integrates environmental considerations into HR functions and aligns people-management systems with organizational sustainability objectives. Renwick et al. (2013) positioned GHRM at the intersection of environmental management and HRM and highlighted the importance of integrating environmental objectives into people-management practices. Their framework connected GHRM with the Ability–Motivation–Opportunity (AMO) perspective, suggesting that HR systems can develop employees' environmental capabilities, motivation and opportunities to participate in environmental management.

The concept has subsequently developed from a largely conceptual area into an increasingly empirical research field. Tang et al. (2018), for example, developed and validated a multidimensional GHRM measurement framework comprising green recruitment and selection, green training, green performance management, green pay and rewards, and green involvement. This development has enabled researchers to examine the relationship between individual GHRM practices and employee- and organizational-level sustainability outcomes. One of the most important outcomes in this literature is Employee Green Behaviour (EGB). EGB refers to employee actions that contribute to environmental sustainability at work. Norton et al. (2015) distinguish between required green behaviour, which is formally expected by an organization, and voluntary green behaviour, which employees undertake beyond formal job requirements. This distinction is important because organizational sustainability cannot depend exclusively on formal compliance. Employees' discretionary participation, environmental initiatives and proactive behaviours can also influence sustainability performance.

Higher education institutions (HEIs) represent an especially relevant context for GHRM research. Universities and colleges function not only as workplaces but also as educational and social institutions. Faculty members therefore have a dual influence: they participate in institutional practices as employees while simultaneously shaping students' knowledge, attitudes and values. The research underlying this review similarly identifies faculty members as important recipients and enablers of GHRM and focuses on higher education institutions in Faridabad and Gurgaon. However, the existing GHRM literature has historically focused more heavily on corporate and industrial organizations than on educational institutions. The research identifies the limited empirical attention given to educational institutions, particularly in developing-country settings, as a significant research gap. The purpose of this paper is therefore to synthesize existing knowledge concerning GHRM and Employee Green Behaviour and to identify opportunities for future research in higher education.

The review addresses three questions:

RQ1: How has the literature conceptualized and operationalized GHRM?

RQ2: What mechanisms explain the relationship between GHRM and Employee Green Behaviour?

RQ3: What are the major gaps and future research opportunities concerning GHRM and green behaviour in higher education?

2. Review Methodology

This study adopts a structured integrative literature review approach. An integrative review is appropriate because the purpose is not to calculate a statistical effect size but to synthesize conceptual, theoretical and empirical contributions across a developing research field. The literature base was derived primarily from the extensive literature review developed in the underlying research, which covers GHRM, Employee Green Behaviour, Theory of Planned Behavior (TPB), Theory of Reasoned Action (TRA), organizational culture and higher education. The research explicitly identifies GHRM, EGB and theoretical models as the central components of its literature review.

The literature was organized into five analytical themes:

- i. Conceptual development of GHRM;
- ii. Major GHRM practices;
- iii. Employee Green Behaviour;
- iv. Psychological and organizational mechanisms; and
- v. GHRM in higher education.

The review emphasizes peer-reviewed research and established theoretical contributions. Bibliographic information for major sources was also cross-checked against publisher or scholarly database records. For example, Tang et al. (2018), Norton et al. (2017), Renwick et al. (2013) and Aboramadan (2020) were verified through publisher or scholarly records. The approach is deliberately described as a structured literature review rather than a systematic review, because the study does not claim to have undertaken a fully reproducible PRISMA-style database search and screening process.

3. Literature Review

3.1 Evolution and Conceptualization of Green Human Resource Management

GHRM developed from the broader movement toward integrating environmental management into organizational strategy. Traditional HRM generally focused on acquiring, developing, motivating and retaining employees. GHRM extends these functions by incorporating environmental objectives into the employee lifecycle. Renwick et al. (2013) provided one of the foundational frameworks for GHRM and argued that HR practices can support environmental management through the acquisition, development, motivation and involvement of employees. The research literature similarly identifies recruitment, development, performance management and employee involvement as important components of GHRM. The conceptual development of GHRM was strengthened by Tang et al. (2018), who empirically developed a five-dimensional measurement instrument. Their framework identifies:

- i. Green recruitment and selection;
- ii. Green training;
- iii. Green performance management;
- iv. Green pay and rewards; and
- v. Green involvement.

These dimensions demonstrate that GHRM should not be understood as a single HR intervention. Instead, it represents a system of mutually reinforcing HR practices.

Table 1. Major Dimensions of Green Human Resource Management

GHRM Dimension	Main Purpose	Expected Employee Outcome
Green Recruitment and Selection	Attract employees with environmental awareness and competencies	Green values and environmental orientation
Green Training	Develop environmental knowledge and skills	Environmental capability
Green Performance Management	Include environmental objectives in appraisal	Accountability for green performance
Green Pay and Rewards	Recognize environmentally responsible behaviour	Motivation to engage in green activities
Green Employee Involvement	Encourage participation in environmental initiatives	Ownership and proactive behaviour

Source: Synthesized from Renwick et al. (2013) and Tang et al. (2018).

As shown in Table 1, GHRM covers both motivational and capability-building functions. Therefore, organizations seeking sustainability transformation should avoid implementing isolated green initiatives and instead develop an integrated HR system.

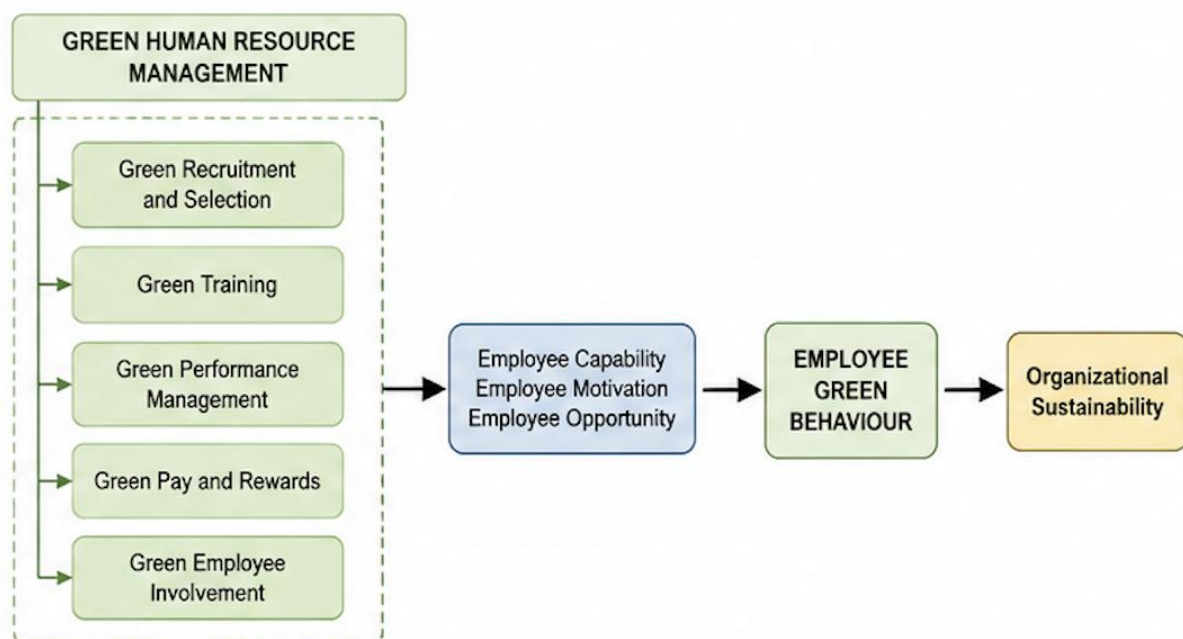
3.2 GHRM and Employee Green Behaviour

Employee Green Behaviour represents an important behavioural outcome of GHRM. Norton et al. (2015) conceptualized EGB as a broad category encompassing employee behaviours that contribute to environmental sustainability and distinguished between required and voluntary forms of green behaviour. This distinction has significant implications for GHRM. An organization may require employees to follow waste-management procedures, reduce paper consumption or comply with environmental policies. However, employees may also voluntarily initiate recycling programmes, suggest energy-saving practices or encourage colleagues to participate in sustainability activities.

GHRM can influence both forms of behaviour. Green training provides environmental knowledge; green performance management establishes behavioural expectations; green rewards reinforce desired actions; and employee involvement provides opportunities to participate. The literature reviewed in the research similarly emphasizes the role of green training, performance appraisal and employee participation in developing green behaviour. For example, the reviewed work on environmental training suggests that structured training can contribute to waste reduction, energy conservation and eco-efficiency behaviours. Dumont et al. (2017), discussed in the research literature, provide an important theoretical explanation through the AMO framework. Their work suggests that GHRM can develop employees' ability and motivation while providing opportunities for green action. The relationship can therefore be represented as:

GHRM Practices → Employee Capability + Motivation + Opportunity → Employee Green Behaviour

Figure 1. GHRM–Employee Green Behaviour Mechanism



Source: Author's synthesis based on the GHRM literature.

Figure 1 illustrates the central proposition emerging from the literature: HR practices influence green behaviour by creating the capabilities, motivation and opportunities required for employees to participate in sustainability.

3.3 Theoretical Perspectives

3.3.1 Ability–Motivation–Opportunity Framework

The AMO framework provides a useful explanation of how GHRM affects employee behaviour. Employees are more likely to engage in environmentally responsible behaviour when they possess the ability to act, are motivated to act, and receive opportunities to participate. Green recruitment and training primarily strengthen ability. Green performance management and rewards contribute to motivation. Employee involvement and participation provide opportunities. Renwick et al. (2013) explicitly used AMO theory to organize the GHRM literature. Thus, AMO offers a strong organizational-level explanation for GHRM outcomes.

3.3.2 Theory of Planned Behavior

The Theory of Planned Behavior provides a complementary individual-level explanation. Ajzen (1991) proposes that behavioural intention is influenced by:

- i. Attitude;
- ii. Subjective norms; and
- iii. Perceived behavioural control.

These factors shape the intention to perform a particular behaviour, which subsequently influences actual behaviour. The research applies TPB to green behaviour and defines behavioural attitude, subjective norms, perceived behavioural control and behavioural intention as central constructs. The application of TPB to GHRM is useful because organizational HR practices may influence employees' psychological conditions.

For example:

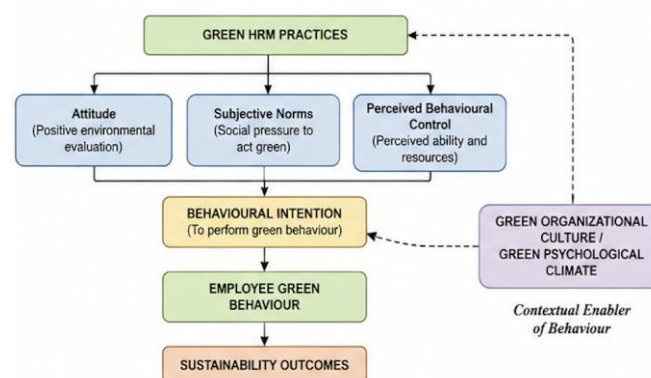
Green Training → greater perceived capability

Green Policies → stronger subjective norms

Green HR communication → positive environmental attitudes

These factors can then influence behavioural intention and ultimately green behaviour.

Figure 2. Integrated Theoretical Framework



Source: Author's synthesis based on Ajzen (1991), Renwick et al. (2013), and the theoretical framework developed in the research.

Figure 2 integrates the organizational and individual perspectives. GHRM provides the institutional stimulus, TPB explains the psychological mechanism, and organizational culture provides the contextual environment in which behaviour is enacted.

3.4 Major Themes Emerging from the Literature

3.4.1 Green Recruitment and Selection

Green recruitment allows organizations to communicate their environmental values before employees enter the organization. Environmentally oriented job descriptions, employer branding and selection criteria can help attract individuals whose values are compatible with sustainability. This is particularly relevant to higher education because faculty recruitment can incorporate environmental competencies alongside academic and professional qualifications. However, green recruitment alone is unlikely to create sustainable behaviour. It needs to be supported by training, performance systems and institutional culture.

3.4.2 Green Training and Development

Training is one of the most frequently discussed GHRM practices. Environmental training can provide employees with knowledge about resource conservation, waste reduction, energy efficiency and organizational environmental policies. The research literature identifies environmental training as a mechanism through which HR can translate environmental policy into employee behaviour.

For universities, training could involve:

- i. sustainable campus operations;
- ii. energy conservation;
- iii. paperless administration;
- iv. sustainable procurement;
- v. waste segregation;
- vi. digital teaching practices; and
- vii. environmental awareness programmes.

Training therefore contributes to the ability component of AMO.

3.4.3 Green Performance Management

Performance management can transform sustainability from an informal expectation into an institutional responsibility. Tang et al. (2018) include green performance management as a distinct GHRM dimension.

Within higher education, environmental criteria could potentially be incorporated into:

- i. faculty appraisal;
- ii. departmental sustainability targets;
- iii. participation in environmental initiatives;
- iv. resource-efficiency practices; and
- v. sustainability-related institutional contributions.

However, performance systems must be designed carefully. Excessive emphasis on formal targets may encourage symbolic compliance rather than genuine environmental commitment.

3.4.4 Green Rewards and Recognition

Green rewards can reinforce desired behaviour by recognizing employees who contribute to environmental initiatives. Such rewards may be monetary or non-monetary.

Examples include:

- i. sustainability awards;
- ii. recognition certificates;
- iii. green innovation awards;
- iv. additional professional-development opportunities; and
- v. institutional recognition.

The literature suggests that reward mechanisms are most effective when employees perceive environmental initiatives as authentic rather than merely symbolic.

3.4.5 Employee Involvement

Employee involvement is important because sustainability frequently requires behavioural adaptation at the operational level. Faculty members may identify environmental problems that administrators cannot easily observe.

Employee involvement can therefore include:

- i. green committees;
- ii. sustainability suggestion schemes;
- iii. departmental environmental projects;
- iv. campus audits; and
- v. employee-led sustainability campaigns.

This dimension is particularly important in higher education because faculty members can act as sustainability champions.

3.5 Empirical Evidence from Existing Literature

Table 2. Representative Literature on GHRM and Green Behaviour

Study	Context/Focus	Major Contribution
Renwick et al. (2013)	GHRM conceptual development	Integrated HRM and environmental management through AMO
Norton et al. (2015)	Employee Green Behaviour	Distinguished required and voluntary green behaviour
Tang et al. (2018)	GHRM measurement	Identified five major GHRM dimensions

Robertson & Barling (2013)	Leadership and green behaviour	Demonstrated importance of leadership influence
Norton et al. (2017)	Green psychological climate	Showed that climate can strengthen intention–behaviour relationships
Aboramadan (2020)	Higher education	Examined GHRM and employee green behaviours through green work engagement
Suhaimi et al. (2021)	Academics	Developed a framework concerning GHRM and pro-environmental behaviour among academics
Roscoe et al. (2019)	GHRM and green culture	Examined mechanisms through which GHRM contributes to green organizational culture

Source: Author's synthesis.

The studies summarized in Table 2 demonstrate that the literature has progressively shifted from conceptual discussions of GHRM toward employee-level behavioural outcomes. Particularly important is Aboramadan's (2020) study of employees in Palestinian higher education organizations. The study used data from 208 employees and examined the effect of GHRM on in-role, extra-role and green innovative work behaviour through green work engagement. This provides direct evidence that higher education can be an appropriate empirical setting for GHRM research.

3.6 Green Psychological Climate and the Intention–Behaviour Gap

One of the most important developments in the literature concerns the gap between intention and actual behaviour. Employees may possess positive environmental attitudes and intend to act sustainably but may not always convert those intentions into actual behaviour. Organizational conditions can determine whether behavioural intentions are successfully enacted. Norton et al. (2017) provide particularly relevant evidence. Their daily diary study examined 74 employees over 10 working days and found that green psychological climate moderated the relationship between daily green behavioural intentions and subsequent green behaviour. The relationship was positive when employees perceived a positive green psychological climate. This finding has important implications for GHRM. Simply asking employees to "be green" is insufficient. Organizations must create conditions in which green behaviour is:

- i. supported;
- ii. socially accepted;
- iii. practically possible;
- iv. recognized; and

v. aligned with organizational expectations.

The research similarly conceptualizes Green Organizational Culture as an important contextual factor that can strengthen the translation of behavioural intention into Employee Green Behaviour.

3.7 GHRM in Higher Education

Higher education presents a distinctive environment for sustainability research. Universities consume energy, water, paper and other resources, while simultaneously influencing wider society through education and research. Faculty members are therefore not ordinary employees. They also influence students and contribute to institutional knowledge production. The research identifies faculty members as the unit of analysis because they are both recipients and enablers of GHRM practices. Despite this importance, the literature remains comparatively limited.

Table 3. Key Research Gaps

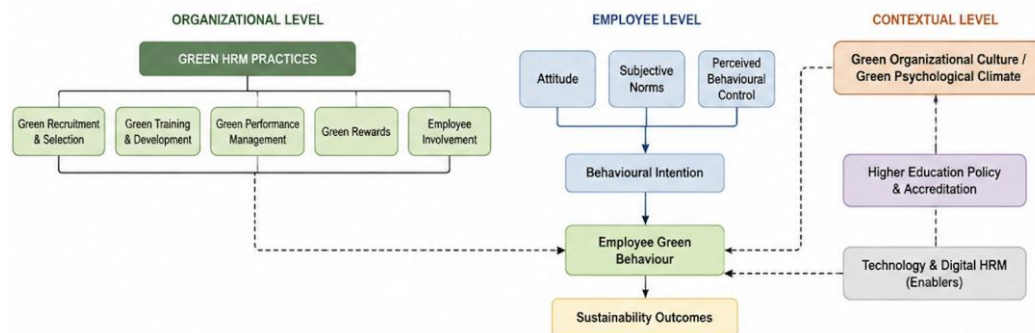
Research Gap	Current Literature	Future Opportunity
Sectoral gap	Greater emphasis on corporate organizations	More HEI-focused research
Geographical gap	Strong evidence from selected international contexts	More evidence from India
Employee group gap	Many studies focus on general employees	Greater focus on faculty
Psychological gap	GHRM often examined as a direct predictor	Greater integration of TPB mechanisms
Contextual gap	Organizational culture receives uneven attention	Study green organizational culture
Methodological gap	Cross-sectional surveys are common	Longitudinal and mixed-method studies
Policy gap	Limited integration with HEI policy	Link GHRM with accreditation and sustainability policies
Technology gap	Limited attention to digital HRM	Examine digital and AI-enabled green HRM

As indicated in Table 3, the most important opportunity lies in moving from a simple GHRM → EGB relationship toward a multilevel explanation incorporating HR practices, employee psychology, institutional culture and policy.

4. Proposed Future Research Framework

Based on the literature synthesis, this paper proposes an integrated framework.

Figure 3. Future Research Framework for GHRM in Higher Education



Source: Author's synthesis from the reviewed literature.

Figure 3 proposes that future research should move beyond isolated relationships and examine sustainability behaviour across three levels: organizational practices, individual psychology and institutional context.

5. Future Research Agenda

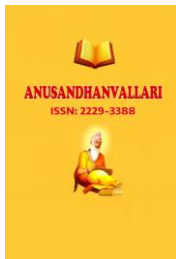
The literature reviewed in this study indicates that GHRM and Employee Green Behaviour (EGB) have developed into important areas of sustainability research. However, several questions remain insufficiently explored, particularly in the context of higher education. Existing research has largely relied on cross-sectional surveys and has concentrated on organizational settings outside higher education. Future research should therefore broaden the contextual, methodological and theoretical scope of GHRM research.

5.1 Comparative Public–Private Research

Future studies should compare GHRM implementation across public universities, private universities, and government or semi-government colleges. Differences in institutional governance, availability of resources, administrative structures, decision-making autonomy, and organizational priorities may influence the adoption and effectiveness of green HR practices. Comparative studies could examine whether practices such as green recruitment, environmental training, green performance appraisal, rewards, and employee involvement operate differently across institutional types. Such research would help identify whether institutional ownership and governance act as important contextual factors in determining the success of GHRM initiatives.

5.2 Longitudinal Research

Another important direction is the use of longitudinal research designs. A large proportion of existing GHRM studies use cross-sectional data, which provide information about relationships at a particular point in time but offer limited evidence regarding behavioural change over time. Longitudinal studies could examine faculty members before and after the introduction of specific GHRM interventions, such as environmental training, green performance indicators, or employee sustainability programmes. This approach would help determine whether GHRM produces sustained changes in employee attitudes, behavioural intentions, and actual green behaviour rather than short-term responses to specific environmental campaigns. Longitudinal research could also help



establish stronger evidence concerning the direction and durability of relationships among GHRM, behavioural intention, and EGB.

5.3 Green Leadership

Leadership is another important area requiring greater attention. The effectiveness of GHRM may depend considerably on whether institutional leaders demonstrate genuine commitment to sustainability. Leaders influence how employees interpret organizational policies and whether environmental initiatives are perceived as meaningful or symbolic. Future research could therefore examine the role of transformational, ethical, servant, and green leadership in strengthening the relationship between GHRM practices and employee green behaviour. Leadership may also influence organizational culture by acting as a behavioural role model. In higher education institutions, where decision-making can be decentralized across departments and administrative units, leadership commitment may be particularly important for ensuring consistent implementation of sustainability initiatives.

5.4 Digital Green HRM

The increasing digitalization of HRM creates an emerging opportunity for research on Digital Green HRM. Digital recruitment, electronic documentation, online training, virtual meetings, digital performance management, and sustainability dashboards can potentially reduce paper consumption and other resource requirements while improving the monitoring of environmental objectives. Future studies could investigate whether digital HR systems complement conventional GHRM practices and whether technology can improve employee participation in sustainability initiatives. Emerging technologies such as artificial intelligence, HR analytics, mobile applications, sustainability-tracking platforms, and gamification could also be examined to determine whether they influence environmental awareness, behavioural intentions, and actual green behaviour.

5.5 Faculty and Student Spillovers

Future research should also examine the potential spillover of faculty green behaviour into student behaviour. Faculty members occupy a distinctive position because they are simultaneously employees, educators, and institutional role models. Their participation in recycling, energy conservation, sustainable transportation, paperless teaching, or environmental initiatives may influence students' perceptions of sustainability. Future studies could therefore investigate whether faculty members' green behaviour contributes to student environmental awareness, sustainability intentions, and pro-environmental behaviour. This would expand the GHRM literature beyond employee-level outcomes and connect organizational sustainability practices with the broader educational mission of higher education institutions.

5.6 Accreditation and Policy

The relationship between GHRM and institutional policy also requires greater attention. Higher education institutions operate within regulatory, accreditation, quality-assurance, and ranking frameworks that can influence their sustainability priorities. Future research could examine how national sustainability policies, accreditation requirements, university rankings, and institutional sustainability standards influence the adoption of GHRM practices. Researchers could specifically investigate whether sustainability indicators included in accreditation and quality-assurance frameworks encourage universities to translate environmental commitments into recruitment policies, training programmes, performance appraisal systems, and employee participation mechanisms. Such research could provide useful evidence for policymakers and accreditation bodies seeking to encourage meaningful sustainability transformation within higher education.

5.7 Mixed-Methods Research

Finally, greater methodological diversity is required. Quantitative studies are useful for identifying relationships among GHRM practices, psychological variables, organizational culture, and employee green behaviour, but they

provide limited insight into why employees respond differently to similar interventions. Future research could therefore combine surveys with interviews, focus groups, case studies, or ethnographic approaches. For example, researchers could first survey faculty members to identify significant relationships and subsequently interview faculty, HR managers, and institutional administrators to understand the reasons behind those findings. Such mixed-method research could reveal practical barriers including inadequate resources, weak communication, limited leadership support, lack of training, or differences in institutional culture.

Future GHRM research should move toward more multi-level, longitudinal, comparative, and context-sensitive approaches. Greater integration of HR practices, employee psychology, leadership, organizational culture, digital technologies, and institutional policy can provide a more comprehensive understanding of how higher education institutions can transform sustainability from a formal policy objective into sustained employee and institutional behaviour.

6. Discussion

The literature reviewed in this study indicates that GHRM has evolved from a conceptual extension of HRM into a multidimensional sustainability mechanism. The evidence consistently suggests that recruitment, training, performance management, rewards and employee involvement can influence employee environmental behaviour. However, a simple direct relationship between GHRM and EGB does not fully explain the behavioural process. The AMO framework demonstrates how GHRM can create employee ability, motivation and opportunity, while TPB explains how attitudes, social norms and perceived control contribute to behavioural intention. These perspectives are complementary rather than competing.

The literature also highlights the importance of organizational context. Norton et al. (2017) demonstrate that green psychological climate can determine whether behavioural intentions are translated into actual behaviour. Consequently, institutions should not rely solely on employee awareness or environmental training. The higher education context adds another dimension. Faculty members have responsibilities that extend beyond their immediate job tasks. Their behaviour can influence students, institutional culture and wider social attitudes toward sustainability. The existing higher-education evidence, including Aboramadan's (2020) work, suggests that GHRM can influence employee green outcomes in academic organizations. Nevertheless, the literature remains fragmented. There is a need for research that integrates HR practices, psychological mechanisms and organizational context within a single framework. The proposed framework in Figure 3 responds to this need by connecting GHRM with employee psychology, green behaviour and broader institutional sustainability.

7. Theoretical Implications

This review offers three theoretical implications.

First, GHRM research should increasingly adopt multilevel theoretical perspectives. Organizational HR practices and individual behaviour should not be examined independently.

Second, TPB can help explain the psychological mechanisms through which GHRM affects employee behaviour. The research similarly positions attitude, subjective norms, perceived behavioural control and behavioural intention as important elements of the GHRM–EGB relationship.

Third, organizational culture and psychological climate should receive greater theoretical attention. The intention–behaviour gap demonstrates that individual motivation alone cannot guarantee sustainable behaviour.

8. Practical Implications

The literature provides several implications for higher education administrators.

First, sustainability should be incorporated into the complete employee lifecycle rather than treated as a separate environmental programme.

Second, faculty recruitment can incorporate environmental competencies where appropriate.

Third, environmental training should focus on practical behaviours rather than awareness alone.

Fourth, performance management can incorporate appropriate sustainability indicators.

Fifth, institutions should establish recognition mechanisms for employee-led sustainability initiatives.

Sixth, universities should create green committees and employee participation mechanisms.

Finally, institutional leadership should ensure that sustainability policies are supported by everyday organizational practices. Otherwise, green HRM risks becoming symbolic rather than substantive.

9. Conclusion

This structured literature review examined the relationship between Green Human Resource Management and Employee Green Behaviour, with particular attention to the higher education context. The literature demonstrates that GHRM has developed from a conceptual idea concerning the integration of environmental management with HRM into a multidimensional system encompassing green recruitment, training, performance management, rewards and employee involvement. The synthesis indicates that GHRM can influence Employee Green Behaviour by developing employee capabilities, strengthening motivation and creating opportunities for participation. However, employee behaviour cannot be understood exclusively through organizational practices. Individual attitudes, subjective norms, perceived behavioural control and behavioural intentions also contribute to the behavioural process. The Theory of Planned Behavior and Ability–Motivation–Opportunity framework therefore provide complementary explanations. AMO explains how organizational HR systems create the conditions for green action, while TPB explains the psychological pathway through which those organizational conditions can influence behavioural intention and behaviour. The literature further demonstrates that organizational context matters. Evidence concerning green psychological climate suggests that a supportive environmental context can strengthen the translation of behavioural intentions into actual green behaviour. This insight is particularly relevant for higher education, where faculty members operate within complex institutional environments and simultaneously influence students and broader sustainability culture.

Despite increasing scholarly attention, significant gaps remain. Research is still comparatively concentrated in corporate settings, while evidence from Indian higher education remains limited. Greater attention is required toward faculty members, organizational culture, green leadership, digital HRM, accreditation policy and longitudinal behavioural change. Accordingly, future research should move beyond examining a simple GHRM → Employee Green Behaviour relationship and instead investigate an integrated pathway:

GHRM Practices → Employee Psychological Mechanisms → Behavioural Intention → Employee Green Behaviour → Institutional Sustainability

with Green Organizational Culture, leadership, technology and higher-education policy operating as important contextual factors. Such an approach can strengthen both the theoretical development and practical application of GHRM and help higher education institutions move from environmental awareness toward sustained organizational sustainability.

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