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HOW GREEN HUMAN RESOURCE MANAGEMENT PRACTICES INFLUENCE FACULTY WELL-BEING AND PERFORMANCE: A STUDY OF SELECTED COLLEGES IN TAMIL NADU

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ABSTRACT

This study explores the influence of Green Human Resource Management (GHRM) practices on faculty job satisfaction and performance in select higher education institutions (HEIs) in Tamil Nadu, India. The study aims to evaluate GHRM's influence and propose a model for HEIs. By adopting a descriptive design, primary data were collected from 400 faculty members across 10 NAAC/NIRF-ranked colleges through structured questionnaires using stratified random sampling. The collected data were then analysed using exploratory factor analysis, correlation analysis, regression analysis, and structural equation modelling (SEM). Correlation analysis revealed significant positive relationships among all GHRM's variables. Regression models shows that GHRM practices explained 70.9% of job satisfaction and 64.3% of performance variances, while SEM demonstrated 72% and 90% influences, respectively, highlighting green compensation as the strongest predictor. The study found that GHRM plays a role in enhancing efficiency, transparency, and sustainability in HEIs, promoting digitized HRM processes to reduce environmental carbon footprints.

Keywords: Green HRM practices, Job Performance, Job Satisfaction, Higher Educational Institutions'.

1.0 INTRODUCTION

The twenty-first century is the period of turning green, with digitization and the necessity for sustainability influencing every action of individuals and corporations (Jabbour

& Santos, 2015). GHRM practices have gained significant global attention as organizations strive to align with environmental goals (Renwick et al., 2013). Experts assert that HRM plays a pivotal role in adopting green practices to achieve firm sustainability outcomes (Daily & Huang, 2001). Green Human Resource Management integrates environmentally friendly strategies, such as sustainable resource usage, to enhance efficiency, reduce waste, improve employee attitudes, lower costs, and boost retention (Pham et al., 2020). These practices span recruitment, training, performance management, incentives, and employee welfare (Renwick et al., 2013).

The term 'Green' now transcends color symbolism, embodying environmental consciousness and 'organic' principles (UNEP, 2021). Historically, corporations prioritized profitability over environmental stewardship, exploiting natural resources without regard for ecological consequences (Stern, 2007). However, increasing global calamities and recognition of humanity's vulnerability to natural disasters have spurred governments, organizations, and individuals to adopt eco-centric attitudes (IPCC, 2021).

2.0 REVIEW OF LITERATURE

Rahman et al. (2022) examined the application of GHRM practices by working mothers, conducting data analysis of 20 respondents using descriptive statistics, chi-square, and regression analysis. Their study finding indicates that GHRM has a positive effect on work-life balance and environmental awareness among working mothers. Similarly, Sharmin et al. (2022) made their studies on GHRM practices in Bangladeshi banks, collected data from 132 employees and applying Partial Least Squares Structural Equation Modeling (PLS-SEM). They deduced that GHRM practices develop employees' organizational citizenship behavior towards the environment, calling on institutions to embrace environmentally friendly HR practices. In the manufacturing industry, Shoaib et al. (2022) used the Ability-Motivation-Opportunity (AMO) theory to examine GHRM's influence on environmental performance. Conducting a survey of 140 workers in Pakistani manufacturing companies, they established that GHRM practices drive employee green involvement, which in turn enhances environmental outcomes. Building on this, Susanto (2023) looked at how GHRM is associated with job satisfaction and green work engagement in manufacturing, applying PLS-SEM to the 340 employees' data. The research upheld that implementing GHRM enhances both job satisfaction and green engagement, highlighting its double value addition to the welfare of employees and sustainability. In universities, Oyetunde et al. (2023) evaluated

green management practices at Nigeria's Veritas University, surveying 199 workers. Green waste management can enhance organizational productivity to a large extent, whereas green technology had little effect. The research recommends environment-friendly policies to limit wastage and increase productivity in learning institutions.

2.1 RESEARCH GAP

Review of previous research on GHRM practices assisted the researcher in identifying the research gap. The aforementioned previous studies predominantly focused on GHRM practices in industries such as tourism, hospitality, and information technology. Research on GHRM practices related to environmental sustainability was very limited. No further study has been carried out on the impact of Green Human Resource Practices in Higher Education Institutions. Thus, thorough and extensive research on the GHRM practices of higher education staff is required in the current scenario. The study proposed in this research will be beneficial for policymakers in making decisions regarding Green HRM practices for the protection of the environment.

3.0 STATEMENT OF THE PROBLEM

Green Human Resource Management is still in its infancy in India; however, there has been an academic revolution that has transformed higher education, creating greater scope and opportunities (Singh & Gupta, 2022). This vibrant sector is undergoing a paradigm shift, requiring skilled human resources to address evolving challenges (Rao, 2019). Despite this, conventional HR practices persist, such as document-based recruitment processes and postal interview invitations, which are resource-intensive and environmentally unsustainable (Sharma et al., 2020). Similarly, traditional offline interview processes lead to resource wastage, undermining sustainability goals (Patel & Desai, 2021). Furthermore, teacher advancement under the University Grants Commission's Career Advancement Scheme (CAS) relies on traditional methods involving excessive paperwork, high energy consumption, and tedious procedures, resulting in inefficiency and delays (Joshi, 2022).

The lack of streamlined processes in recruitment, appraisal, and promotion weakens both efficiency and transparency. For example, faculty career development training programs typically involve resource-intensive offline activities, such as travel and paper documentation, which are costly and unsustainable (Joshi, 2022). These conventional



practices are too slow and inefficient to meet the demands of today's academic environment, where digitized, eco-friendly solutions are essential.

Green HRM can address these systemic issues by reducing clerical workloads, enhancing operational efficiency, and increasing transparency in HR processes (Singh & Gupta, 2022). The application of Information and Communication Technology (ICT) in teaching, learning, and research can also make institutional operations more sustainability-oriented (Kumar et al., 2020). This study examines the impact of Green HRM practices on the job satisfaction and performance of lecturers in selected higher education institutions in Tamil Nadu, India, with the aim of promoting eco-friendly reforms in a sector vital to national development.

4.0 OBJECTIVES OF THE STUDY

1. To explore the influence of Green HRM practices on faculties job satisfaction and performance in the higher education institutions
2. To construct a Green HRM model to increase sustainability in academic institutions

5.0 HYPOTHESES OF THE STUDY

In this context, the null hypothesis (H_0) and alternative hypothesis (H_1) is assumed as,

H_0 - There is no significant relationship between Green HRM practices and job satisfaction and job performance of faculties.

H_1 - There is a positive correlation between Green HRM practices on job satisfaction and job performance of the faculties.

H_0 - Green HRM practices do not significantly affect the job performance and job satisfaction of the faculties.

H_1 - Green HRM practices have a significant influence on job satisfaction and performance at work of the faculties.

6.0 METHODOLOGY OF THE STUDY

The present study is descriptive in nature, utilizing both primary and secondary data. Primary data were collected through structured questionnaires distributed online and offline to teaching faculty at selected colleges in Coimbatore District. Secondary data were sourced from research journals, project reports, books, theses, and institutional websites. The study focuses on 10 arts and science colleges accredited by the NAAC and ranked by the NIRF,

with a total population of 6,180 individuals. Due to the large number of teaching faculty, a sample size was determined using the Krejcie and Morgan (1970) table, resulting in 400 respondents at a 95% confidence level and 3.5% margin of error.

The stratified random sampling method was employed to collect data from faculty across the 10 colleges, with 40 respondents selected from each institution to meet the target sample size. The collected data were analysed by using statistical tools such as EFA, multiple correlation, regression analysis, and SEM to interpret the findings.

6.1 ANALYSIS AND INTERPRETATION

A. Exploratory Factor Analysis

Table 1

Factors of GHRM Practices

Factors	Components	Factor Loadings
Green Recruitment and Selection	It helps in improving the efficiency of the recruitment process	.832
	It facilitates easier management of applicant databases	.730
	It expands the scope of applicants by attracting a larger, more diverse pool	.736
	Quality applicants are met through green recruitment	.806
	Administration burden reduces through green recruitment	.636
	It enables better alignment of candidates with job requirements	.873
	It helps to ensure compliance with equal employment opportunity standards	.699
	It reduces the recruitment costs	.705
Green Training and Development	It enables faculty to acquire new skills	.653
	It offers online support and consultation to the faculties at any time	.603



	Foreign trainers can be easily invited for online training	.556
	It leads to having updated information in their teaching field	.767
	Easy to maintain a record of online training materials for future reference	.610
	It provides continuous reinforcement of content and skills	.696
	It encourages innovative learning approaches to foster self-development and professional growth	.621
	Online training provides a flexible schedule	.844
	Enhances involvement and accountability among faculties	.634
	Faculties increase students' access and retain attentiveness in class	.835
	It's a charismatic way for their skill enhancement	.604
	Online training programs are cost-effective	.753
	Faculties are selected for training programs based on genuine training needs	.581
	Faculties are trained using various electronic training methods	.582
Green Performance Management Appraisal System	Green performance appraisal is conducted regularly	.638
	Our institute's key performance appraisal systems give clear-cut ideas to faculties about what is expected from them by management	.540
	Green appraisal increases positive individual performance	.809
	Promotions are based on the PBAS Proforma for UGC – Career Advancement Scheme (CAS)	.769
	Assessment of the performance of faculties is based on the level of students' knowledge and content planning of the study program	.551
	Performance based on the development of the	.685

	department/college	
	Performance covers Workshops, Seminars, and Conferences conducted/attended by the faculty	.636
	Performance is measured using electronic means – KPI	.713
Green Compensation and Benefits	It motivates the faculties to work effectively	.637
	It makes them socially secure and convenient	.720
	Motivate faculties by providing incentives and increments at regular intervals	.852
	Faculties' health and well-being are catered to with the provisions of medical insurance or refund of medical bills	.743
	Compensation and benefits for faculties are based on the academic grade paid by UGC	.807
	Current payroll systems are linked with information systems for getting timely updates on salary	.792
	Remittance of compensation and benefits to the respective faculties' account	.599
Green Employees Relation	Good relationship among the faculties helps to enhance their efficiency related to their job	.750
	Circulates institutional updates and resources efficiently via digital platforms	.522
	Faculties have a pleasant and cooperative working environment	.722
	It helps to create strong communication between the faculties and management	.445
	It offers timely guidance to resolve job-related queries and challenges	.598
	Faculties are aware of the latest technologies adopted in their institution	.644
	Carrier development conversation and the virtual team set up for faculties	.832
	Effective conflict resolution management through	.860

	online	
Green Exit	The educational institution accepts the resignation letter through their mail	.700
	Green exit helps to reduce the process of resignation	.703
	It simplifies resignation processes through digital database management	.556
	It reduces a lot of paperwork in relieving procedures, ensuring eco-friendly administrative workflows	.814
	Communicate regarding resignation	.596

Source: primary data

The table 1 demonstrates the results of factor extraction using principal component analysis (PCA). From 50 initially loaded statements, six distinct factors were extracted and thematically named based on their relationship with the underlying items. The first factor, labeled ‘Green Recruitment and Selection’, encompasses practices related to eco-conscious hiring. The second factor, ‘Green Training and Development’, reflects initiatives for sustainable skill-building. The third factor, ‘Green Performance Management Appraisal System’, includes metrics linking evaluations to environmental goals. The fourth factor, ‘Green Compensation and Benefits’, covers reward systems aligned with sustainability outcomes. The fifth factor, ‘Green Employee Relations’, focuses on fostering eco-friendly workplace interactions, while the sixth factor, ‘Green Exit’, pertains to sustainable off boarding processes.

B. Correlation Analysis

Relationship between Green HRM practices and Job Satisfaction of the faculties

H₀₁ - There is no significant relationship between Green HRM practices on the job satisfaction of the faculties.

Table 2**Coefficients of Correlation between Green HRM Practices and
Job Satisfaction of the Faculties**

S.No	Green HRM Practices	Pearson Correlation	P Value
1	Green Recruitment and Selection	.631	.007
2	Green Training and Development	.856	.000
3	Green Performance Appraisal Management System	.693	.029
4	Green Compensation and Benefits	.506	.011
5	Green Employee Relation	.750	.014
6	Green Exit	.475	.035
Source: Primary Data			
Significant at 5 % level			

Table 2 describes the results of correlation of green HRM practices with the job satisfaction of the faculties. The maximum correlation is observed between green training and development (0.856) and the minimum correlation is observed between green exits (0.475) with job satisfaction of the faculties.

Relationship between Green HRM practices and Job Performance of the faculties

H₀₁ - There is no exist relationship between Green HRM practices on the performance of the faculties.

Table 3**Coefficients of Correlation between Green HRM Practices and
Job Performance of the Faculties**

S.No	Green HRM Practices	Pearson Correlation	P Value
1	Green Recruitment and Selection	.682	.011
2	Green Training and Development	.723	.003
3	Green Performance Appraisal Management System	.528	.007

4	Green Compensation and Benefits	.490	.021
5	Green Employee Relation	.485	.039
6	Green Exit	.557	.015
Source: Primary Data			
Significant at 5 % level			

The table 3 explains the correlation between the independent variable 'green HRM practices' influences the dependent variable faculties 'job performance'. The highest correlation is observed between green training and development (0.723) and the lowest correlation is observed between green employee relations (0.485) with job performance of the faculties.

C. Regression Analysis

Impact of Green HRM Practices on Job Satisfaction of the faculties

H_{01} - There are no significant effects of Green HRM practices on the job satisfaction of the faculties.

Table 4

Impact of Green HRM Practices on Job Satisfaction of the Faculties

Model	R Square	Adjusted R Square
Green HRM Practices on Job Satisfaction	.709	.703
<i>Predictors:</i> Green Recruitment and Selection, Green Training and Development, Green Performance Management Appraisal System, Green Compensation and Benefits, Green Employees Relation, Green Exit		
<i>Dependent variable:</i> Faculties job satisfaction		

Source: Primary Data

The above table 4 depicts the results of regression analysis. The job satisfaction of faculties is taken as a dependent variable and Green HRM Practices in chosen higher educational institutions as predictors. The result reveals that any variation in the chosen predictors will achieve 70.9% variations in the dependent variable which is the job satisfaction of faculties in chosen higher educational institutions.



Impact of Green HRM Practices on Job Performance of the Faculties

H₀₁ - Green HRM practices do not significantly affect the job performance of the faculties

Table 5

Impact of Green HRM Practices on Job Performance of the Faculties

Model	R Square	Adjusted R Square
Green HRM Practices on Job Performance	.643	.633
<i>Predictors: Green Recruitment and Selection, Green Training and Development, Green Performance Management Appraisal System, Green Compensation and Benefits, Green Employees Relation, Green Exit</i>		
<i>Dependent variable: Faculties job performance</i>		

Source: Primary Data

The table 5 shows the results of regression analysis. Job performance of faculties is taken as a dependent variable and Green HRM Practices of the given higher educational institutions are taken as predictors. The result is that any variation in the chosen predictors will result in 64.3% variations in the dependent variable which is job satisfaction of the faculties of the given higher educational institutions.

Effect of Green HRM Practices on Job Satisfaction of the Faculties

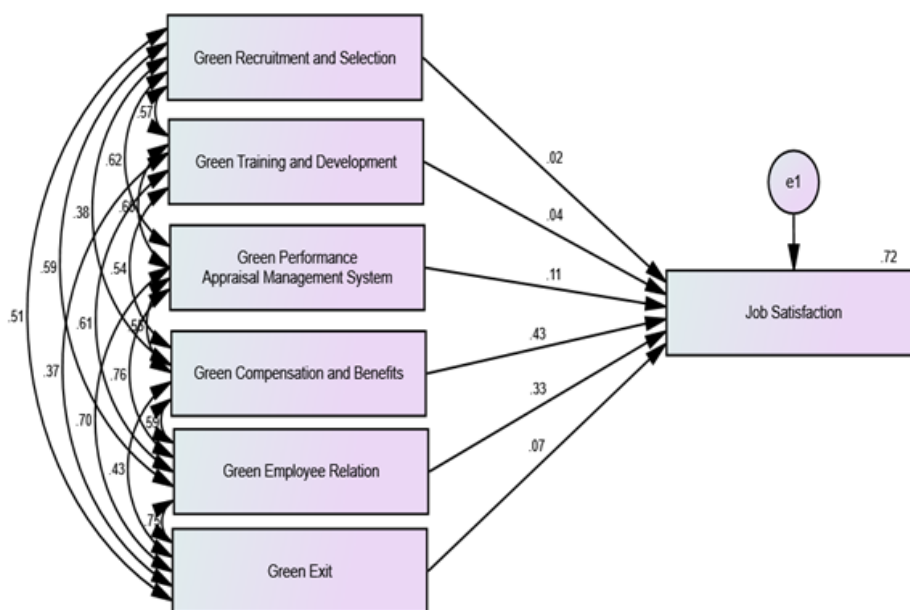


Fig. 1 Final SEM Model of Green HRM Practices on Job Satisfaction of the Faculties
Table 6
Results of Goodness of Fit

Indices	χ^2/df	P	GFI	AGFI	NFI	TLI	CFI	RMSEA	RMR
Model Value	2.341	0.346	.921	.951	.931	.964	.997	.042	.046
Recommended Value	<3.0	>0.05	>0.90	>0.90	>0.90	>0.90	>0.95	<0.05	<0.05

The above table 6 depicts the goodness of fit indices for the proposed structural model. The findings indicate strong alignment with accepted thresholds:

$\chi^2/df = 2.341$ ($p = 0.346$), $GFI = 0.921$, $AGFI = 0.915$, $NFI = 0.931$, $TLI = 0.964$, $CFI = 0.997$, $RMSEA = 0.042$, $RMR = 0.046$.

All values fall within established benchmarks for model validity, confirming that the structural model of Green HRM practices impact on job satisfaction demonstrates an adequate fit to the dataset. The non-significant p-value ($p = 0.346$) and low RMSEA (0.042) further support the model's robustness, while the CFI (0.997) and TLI (0.964) indicate excellent explanatory power.

Table 7
Regression Weights

DIM	INF	DIM	SE	UE	S.E.	C.R.	P
Job Satisfaction	←	Green Recruitment and Selection	.023	0.065	0.036	.638	0.024
Job Satisfaction	←	Green Training and Development	.039	0.007	0.034	1.015	0.038
Job Satisfaction	←	Green Performance Appraisal Management System	.106	0.081	0.031	2.272	0.008
Job Satisfaction	←	Green Compensation and Benefits	.432	0.379	0.038	12.467	***
Job	←	Green Employee Relation	.330	0.46	0.043	6.370	***



Satisfaction							
Job Satisfaction	←	Green Exit	.070	0.362	0.036	1.598	***

The regression weights (beta coefficients) measure the effect of independent variables (Green HRM practices) on the dependent variable (job satisfaction of faculty). All six Green HRM practices are statistically significantly positively affecting, i.e.:

- Green Recruitment and Selection ($\beta = 0.023$): A one standard deviation increase in eco-friendly recruitment practices corresponds to a 0.023 standard deviation increase in job satisfaction. While positive, this is the weakest predictor among the variables.
- Green Training and Development ($\beta = 0.039$): Sustainable training initiatives show a modest but notable impact, with a 0.039 standard deviation rise in satisfaction per unit improvement in this practice.
- Green Performance Appraisal ($\beta = 0.106$): Aligning performance evaluations with sustainability goals yields a 0.106 standard deviation increase in satisfaction, underscoring the motivational role of green appraisals.
- Green Compensation and Benefits ($\beta = 0.432$): This is the strongest predictor, where eco-centric rewards (e.g., incentives for reducing carbon footprints) drive a 0.432 standard deviation surge in satisfaction.
- Green Employee Relations ($\beta = 0.330$): Fostering environmentally conscious workplace interactions contributes significantly, with a 0.330 standard deviation improvement in satisfaction.
- Green Exit Practices ($\beta = 0.070$): Sustainable off boarding processes have a minimal but positive effect, linked to a 0.070 standard deviation increase in satisfaction.

Squared Multiple Correlation

Dimensions	Estimate
Job Satisfaction	0.720

The six Green HRM practices like green recruitment and selection, green training and development, green performance appraisal management, green compensation and benefits, green employee relations, and green exit, together explain 72% of the variance in faculty job

satisfaction. This high explanatory power underscores the robust predictive capacity of Green HRM practices in shaping employee well-being within higher education institutions.

Effect of Green HRM Practices on Job Performance of the Faculties

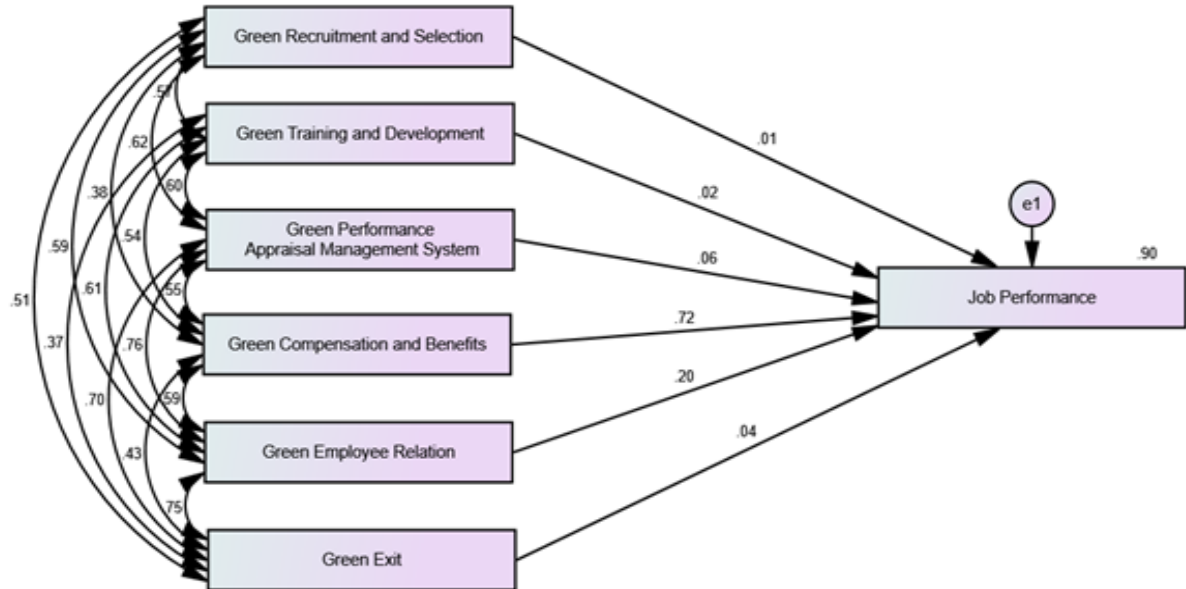


Fig. 2 Final SEM Model of Green HRM Practices on Job Performance of the Faculties

Table 8

Results of Goodness of Fit

Indices	χ^2/df	P	GFI	AGFI	NFI	TLI	CFI	RMSEA	RMR
Model Value	1.345	.512	.931	.916	.931	.964	.975	.044	.048
Recommended Value	<3.0	>0.05	>0.90	>0.90	>0.90	>0.90	>0.95	<0.05	<0.05

The above table 8 depicts the goodness of fit indices for the proposed structural model linking Green HRM practices to job performance. The results demonstrate strong alignment with established thresholds for model validity:

$\chi^2/df = 1.345$ ($p = 0.512$), $GFI = 0.931$, $AGFI = 0.916$, $NFI = 0.931$, $TLI = 0.964$, $CFI = 0.975$,

$RMSEA = 0.044$, $RMR = 0.048$.

All indices meets recommended benchmarks (e.g., GFI/AGFI > 0.90, RMSEA < 0.06, CFI/TLI > 0.90), confirming that the structural model adequately fits the data. The non-significant p -value ($p = 0.512$) and low RMSEA (0.044) further validate the model's robustness, while the CFI (0.975) and TLI (0.964) indicate excellent explanatory power. These results support the theoretical linkage between Green HRM practices and enhanced faculty job performance in higher education institutions.

Table 9
Regression Weights

DIM	INF	DIM	SE	UE	S.E.	C.R.	P
Job Performance	←	Green Recruitment and Selection	.014	0.013	0.020	0.638	0.005
Job Performance	←	Green Training and Development	.024	1.569	0.046	34.364	0.047
Job Performance	←	Green Performance Appraisal Management System	.065	0.053	0.033	1.598	***
Job Performance	←	Green Compensation and Benefits	.724	0.021	0.021	1.015	***
Job Performance	←	Green Employee Relation	.200	0.191	0.030	6.370	***
Job Performance	←	Green Exit	.043	0.046	0.020	2.272	0.004

The beta coefficients (standardized regression weights) measure the effect of independent variables (Green HRM practices) on the dependent variable (academic staff job performance). All six Green HRM practices have a statistically significant positive effect, as follows:

- If green recruitment and selection increased by one percent in the positive direction, then it could be seen that job performance has increased by 0.014.
- If green training and development increased by one percent in the positive direction, then it could be seen that job performance has increased by 0.024.

- If green performance appraisal management system fare measures increased by one percent in the positive direction, then it could be seen that job performance has increased by 0.065.
- If green compensation and benefits increased by one percent in the positive direction, then it could be seen that job performance has increased by 0.724.
- If green employee relation increased by one percent in the positive direction, then it could be seen that job performance has increased by 0.200.
- If green exit increased by one percent in the positive direction, then it could be seen that job performance has increased by 0.043.

Squared Multiple Correlation

Dimensions	Estimate
Job Performance	0.896

The six Green HRM practices of green recruitment and selection, green training and development, green performance appraisal, green compensation and benefits, green employee relations, and green exit that together account for 90% of faculty job performance variance. This very high explanatory power is a testament to the fundamental role of Green HRM practices in influencing employee effectiveness and institutional sustainability in the higher education context.

7.0 DISCUSSION AND CONCLUSION

7.1 FINDINGS OF THE STUDY

The study revealed that Green HRM practices significantly enhancing the faculties' job satisfaction and performance in the higher education institutions. Exploratory Factor Analysis (EFA) identified six core Green HRM dimensions such as Green Recruitment, Training, Performance Appraisal, Compensation, Employee Relations, and Exit with robust factor loadings (0.45–0.87), validating their relevance. Correlation analysis demonstrated statistically significant positive relationships ($p < 0.05$) between all Green HRM practices and both job satisfaction (strongest: Green Training, $r = 0.856$) and job performance (strongest: Green Training, $r = 0.723$). Regression models further confirmed Green HRM's predictive power, explaining 70.9% variance in satisfaction ($R^2 = 0.709$) and 64.3% variance in performance ($R^2 = 0.643$). Structural Equation Modeling (SEM) highlighted Green Compensation as the strongest driver ($\beta = 0.432$ for satisfaction; $\beta = 0.724$



for performance), while Green Exit had minimal impact ($\beta = 0.070$ for satisfaction). The SEM models exhibited excellent fit (CFI = 0.997 for satisfaction; CFI = 0.975 for performance), confirming the theoretical framework's robustness. Overall, the study underscores the critical role of eco-centric HR strategies, particularly training, compensation, and employee relations, in fostering faculty well-being and institutional sustainability, while traditional practices like Green Exit require refinement for greater impact.

7.2 CONCLUSION

The present research explored the impact of Green Human Resource Management (GHRM) practices on job satisfaction and job performance of university and college faculty. The findings indicated a strong, positive relationship between GHRM practices (such as green recruitment, training, compensation, and employee relations) and job satisfaction and job performance. Adoption of such GHRM practices enables organizations to engage employees in contributing to working on sustainability, thus minimizing the environmental footprint of the organization and enhancing environmental stewardship. Apart from the environmental benefit, GHRM favourably enhances the reputation of the company as being green, thus attracting green-conscious students and employees. It also enhances savings costs with enhanced energy use and use of resources. GHRM also assists universities and colleges in fulfilling international sustainability requirements and becomes a global environmental goal actor, including the United Nations Sustainable Development Goals (SDGs). GHRM being a key process that makes workers' health a prerequisite to institutional sustainability is a very powerful process for higher education institutions. It enhances university staff commitment and facilitates long-term environmental sustainability. These results suggest the significance of GHRM in relating organizational success to environmental health and indicate its incorporation as a vital element in how educational organizations are led.

7.3 LIMITATIONS AND THE SCOPE OF FUTURE RESEARCH

This research aimed at examining the influence of Green Human Resource Management (GHRM) on job performance and satisfaction of the faculties in ten NAAC accredited and NIRF ranked higher educational institutions in Coimbatore, Tamil Nadu. The functioning of environment-friendly HR practices such as green recruitment, training, compensation, and employee relations was the focal area of this research. Yet the results of this study are constrained because the sample size is small and the locale is particular. The



findings hold only for the teaching faculty at these specific institutions and cannot be extended to all colleges or to non-instructional staff (e.g., administrative or support staff) who might experience a different reality with respect to GHRM. Second, since the study was confined to the city of Coimbatore, the conclusions cannot be extended to the whole nation and other Indian states where institutional policy, resource base, priorities in sustainability matters might differ. Conclusions, thus, need to be carefully interpreted since they reflect a narrow perspective of the higher education system. Later studies need to address the following limitations by Comparative studies in various industries (e.g., healthcare, banking, insurance, logistics) to see how GHRM is being utilized and functionally effective in practice beyond the academy. Industries with varying operating imperatives might implement and achieve GHRM practices differently. Examining the attitudes of faculties within various kinds of higher education institutions (i.e., public universities, private colleges, research universities) to determine best practices and facilitate sharing of policy. This would assist in determining what impact funding, institution size and regional controls have in implementing GHRM. Future research should expand to colleges and universities across various Indian states, considering differences in environmental awareness, resources, and openness to sustainability. Assessing faculty well-being and effectiveness also requires including factors like work-life balance, stress management, employee development, and workplace atmosphere. Addressing these limitations will advance GHRM knowledge and provide practical guidelines for institutions to promote both environmental sustainability and employee well-being. While this study offers an initial glimpse into GHRM's potential in academia, further rigorous research is crucial to fully understand the interplay between sustainability and human resource excellence.

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