

**GREEN HRM PRACTICES AND TEACHER JOB SATISFACTION: A
STUDY OF THEIR IMPACT ON ORGANIZATIONAL PERFORMANCE
IN EDUCATIONAL INSTITUTIONS OF ISLAMABAD AND
RAWALPINDI**



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ABSTRACT

The purpose of this project is to investigate the complex relationship between Green Human Resource Management (GHRM) practices, teacher job satisfaction, and organizational performance at educational institutions in Islamabad and Rawalpindi. The study intends to address information gaps in the influence of GHRM practices on teacher satisfaction and overall organizational success in Pakistani educational settings by focusing on the changing environment of human resource management with an emphasis on sustainability. The research, which employs a mixed-methods approach, finds prevalent GHRM practices and explores their links to teacher job satisfaction and organizational success. The findings shed light on the dynamics of GHRM uptake in educational institutions. The study also identifies research gaps, highlights the importance of greater GHRM knowledge, and provides firms with practical guidance for implementing sustainable HRM practices that promote environmental stewardship and long-term profitability. Overall, this study adds to the conversation about sustainable HRM practices in the educational landscapes of Islamabad and Rawalpindi.

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CHAPTER 1

INTRODUCTION

1.1. Introduction

This thesis investigates the influence of green HRM practices and teacher job satisfaction: a study of their impact on organizational performance in educational institutions of Islamabad and Rawalpindi. This chapter provides a broad overview of the research setting, problem and scope of the study, research questions and objectives, methodology summary, contribution of study, definition of important words, and thesis structure.

1.2. Research Background and Context

Human resource management (HRM) has undergone a paradigm shift in recent years, harmonizing with the global drive for environmentally friendly and sustainable company practices. The emphasis on sustainable practices is vital in the context of educational institutions, where this evolution is particularly prominent. Because the educational sector is so important in determining the composition of the future labor force, it is crucial that institutions create policies that not only support student development but also the wellbeing and job satisfaction of their teachers. The convergence between Green HRM practices and teacher job satisfaction in the setting of educational institutions, as well as its impact on organizational performance, is the main focus of this study. HRM actions, rules, and concepts that support the legitimate use of organizational resources are referred to as GHRM. (Tahir et al., n.d.). It exacerbates environmentally friendly human resource activities. This technique is currently required in order to protect our environment and organizational resources. (Ribeiro et al., 2022a). Environmental management organizations may get first-mover advantages, allowing them to pursue differentiated differentiation strategies, improve their green image, and gain competitive advantages (Wu et al., 2018). Organizations that are committed to green practices typically benefit from improved employee results (Su & Swanson, 2019). Organizations must encourage employee results in green behavior in order to capitalize on green potential (Zibarras & Coan, 2015a). It is vital to ascertain the extent to which employees are aware of GHRM and the benefits of implementing it (Saeed et al., 2018). A number of scholarly papers have identified GHRM activities, including "green recruitment and selection, green training, green performance management, green pay and reward, green involvement, green leadership, and green induction." (Tirno et al., 2023a). Employee work attitudes and

behaviors are influenced by HRM, which in turn effects organizational performance. Several pieces of research back up the premise that GHRM promotes employee behavior and attitudes by increasing individual green efforts during recruiting and selection, as well as training and sharing knowledge about the firm's environmental stewardship. It promotes green activities among employees by increasing their knowledge, talents, and competence as a consequence of work and job designs that fulfill environmental requirements and practices for green training. According to the study, workers' approval of HRM activities improves the success of HRM operations in managing employee behavior. Employee psychological green environment is now positively associated with GHRM (Tirno et al., 2023a). Human resource management activities, methods, and practices may provide a competitive advantage through managing sustainability efforts and fostering a culture of sustainability (*PDF) Are You a Leader or a Laggard? HR's Role in Creating a Sustainability Culture*, n.d.). Organizations can achieve environmental objectives and strategies by applying environmental concerns to job positions, recruiting, selection, training, performance assessments, organizational culture, teamwork, and organizational learning (Jabbour, 2011; Jabbour & De Sousa Jabbour, 2016a). Academics and practitioners from all around the world are interested in green human resource management (GHRM). It refers to organizational methods that increase environmental performance via the development of human capital and a focus on the human element of environmental management (Roscoe et al., 2019). This study provides two contributions: first, it clarifies which human resource management functions are stated in green human resource management, and second, as topic research, it aims to relate green human resource management with environmental sustainability. By stressing critical and useful aspects such as employee ecofriendly behavior, the research can assist boost GHRM awareness among HR managers and directors, environmental pressure organizations, workers, customers, suppliers, and legislators. As a result, the study both leads and broadens the area of future research in this sector, which will analyze the interaction between various GHRM practices and HR strategies. This study will also infuse an important role for policymakers in the execution of environmental laws, with the purpose of developing and supporting GHRM in organizational settings in order to benchmark the exceptional accomplishments of Pakistan's green movement (Tirno et al., 2023a).

1.3.Scope of the Study

The purpose of this research is to investigate the relationship between Green Human Resource Management (HRM) practices, teacher job satisfaction, and their impact on organizational

performance within educational institutions in Islamabad and Rawalpindi. This research made use of information gathered from teachers, lecturers, and instructors at several universities and colleges in Islamabad. This study will delve into the concept of Green HRM, examining the various eco-friendly HRM practices adopted by educational institutions in Islamabad and Rawalpindi. These practices may include eco-friendly recruitment, training, employee engagement, and retention strategies aimed at fostering a sustainable work environment.

1.4.Statement of Research Problem

Contemporary educational institutions are increasingly embracing Green Human Resource Management (HRM) practices as a strategic approach to integrate environmental sustainability into their organizational framework. Despite this growing trend, there exists a gap in understanding the implications of these practices on teacher job satisfaction and, subsequently, the overall organizational performance in educational settings, particularly in the context of Islamabad and Rawalpindi. The relationship between Green HRM implementation, teaching professional happiness, and the subsequent effect on overall organizational performance is currently being researched. To summarize, there was a void in comprehending the characteristics of Green HRM in the context of Pakistani educational institutions, as well as its antecedents and effects.

1.5.Research Questions and Objectives

The study's main purpose was to investigate the impact of Green HRM on work satisfaction in educational institutions. Given the research gaps, the specific research topics are as follows:

- i. What are the prevalent Green HRM practices adopted by educational institutions in Islamabad and Rawalpindi?
- ii. What is the link between Green HRM practices, teacher job satisfaction, and educational institution overall organizational performance?
- iii. How does teacher satisfaction, driven by eco-friendly HRM policies, contribute to academic excellence, productivity, and social responsibility of these institutions?
- iv. How do green HRM practices affect work satisfaction?

The particular research aims of this study are stated below, taking into account the overarching purpose and research questions of this study:

- i. To identify the specific Green HRM practices implemented by educational institutions in Islamabad and Rawalpindi.
- ii. To investigate the link between Green HRM practices, teacher job satisfaction, and

overall organizational performance.

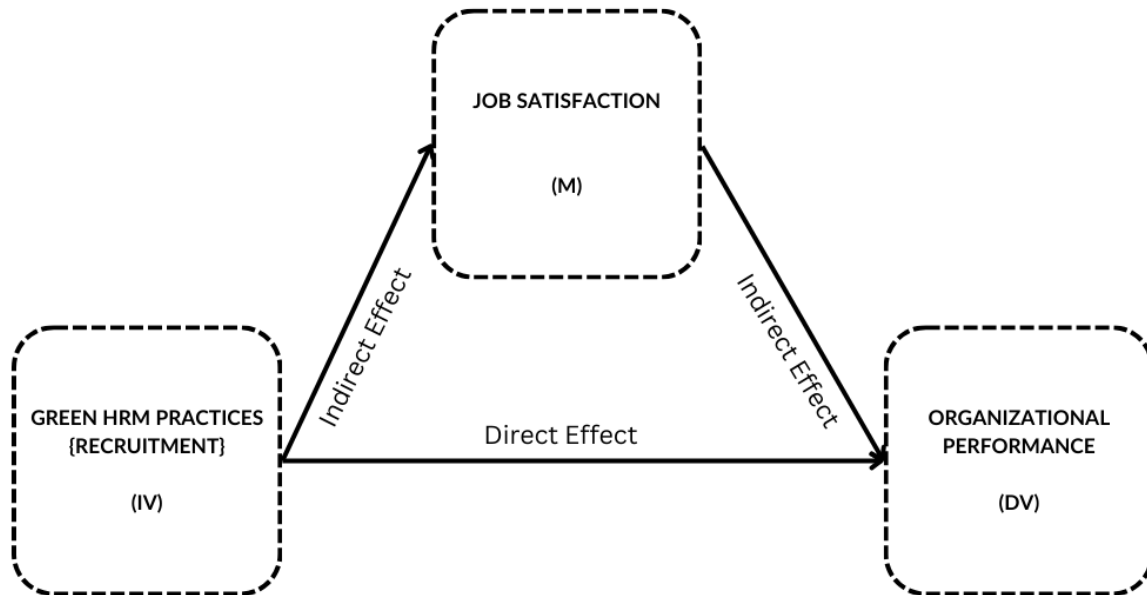
- iii. To measure the contributions of teacher satisfaction, driven by Green HRM initiatives, to academic excellence, productivity, and social responsibility of educational institutions.
- iv. To examine the influence of green HRM practices on job satisfaction.

1.6. Research Gaps and Contributions

GHRM has been a sensitive subject in developing countries. Many scholars are encouraged to go into this area of study. Researchers emphasized the need of green human resource management approaches in businesses and industries. Many businesses and industries in developing countries are unfamiliar with the concept of green HRM. Many organizations in developing countries adopt green approaches, however the proportion is much lower than in affluent countries. As a result, impoverished countries are more prone than rich countries to adopt such green practices (Ramasamy et al., 2017). Enterprise engagement in green HRM practices is minimal, and there is a need to promote awareness among firms about the long-term benefits of using green HRM tactics (Zibarras & Coan, 2015b). The ultimate objective was to develop organizational knowledge about the significance of transitioning a non-green workplace into an eco-friendly environment (Neto et al., 2014). Green practices are being used by academic institutions to make them more sustainable, such as replacing outdated libraries with digital libraries to present a green image. However, further research and study are required to overcome other non-green elements such as excessive energy use, carbon footprint, and financial concerns (Jones & Wong, 2016). Furthermore, Indian Business Schools' participation in green practices falls short of expectations, and more research and studies are required to aid business schools in incorporating green practices into theoretical and practical operations. (Pillania, 2014).

1.7. Research Model

Based on the substantial literature study detailed in Chapter 2, the research model was established. Figure 1.1 depicts the study model, which is made up of three primary constructs: green HRM practices, job satisfaction and organizational performance.. The purpose of this study model was to illustrate the influence and factors of job satisfaction in the education industry.



1.8.Key Concepts and Definitions

The important concepts for the study are offered in Table 1.1 for the goal of providing a sufficient grasp of the foundation of constructs in this research and reconciling any variations in definitions.

Table 1.1: Definition of Constructs used in this Study

Construct	Definition
Green HRM Practices	Green HRM is the application of HR policy to help organizations utilize resources more sustainably and, more often, to help the environment (Sushma Rani, 2014).
Organizational Performance	Organizational performance reflects the effectiveness of management processes, resource utilization, and the organization's capacity to adapt to environmental changes while maintaining a focus on its core mission and values.
Job Satisfaction	Job satisfaction is a measure of how much individuals like their jobs. In other words, it is a subjective assessment of the worker's own employment, either overall or in terms of its many components. (Fernández-Macias & Muñoz de Bustillo Llorente, 2014).

1.9. Structure of the Thesis

The present chapter discusses the backdrop of the study and includes subjects such as the research's background, introduction, and problem description, gaps and contributions, aims, and objectives to provide an overview of this research.

Second Chapter: The literature review chapter discusses the key theories and offers several perspectives on the study's primary constructs. This contributed to the creation of the conceptual foundation for this investigation.

Third Chapter: Development of a Theoretical Framework and Hypotheses This chapter describes the conceptual framework used in this study and how hypotheses were developed.

Fourth Chapter: The research methodology, research design, pilot study, instrument development, and data collecting methods are all outlined.

Fifth Chapter: Results and analysis the findings of the quantitative consumer surveys are detailed in this chapter.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

In this chapter, first, we'll break down the meanings and ideas people have about these topics. Then, we'll explore how organizations in Islamabad and Rawalpindi use "green" practices in managing their people, and we'll see what makes teachers happy in their jobs. We're not just diving into theories and ideas – we're also looking at how these things work in real life. By doing this, we're building a solid foundation to understand how "green" ways of managing people. In Islamabad and Rawalpindi educational institutions, the link between Green HRM practices, teacher job satisfaction, and organizational performance is an unexplored subject of study. This literature study lays the groundwork for comprehending the fundamental ideas and their relationships. By delving deeper into the particular context of these cities, this study hopes to add to the growing body of knowledge on the intersection between organizational performance, Green HRM practices, and teacher job satisfaction in the educational sector.

Green HRM techniques, which integrate traditional HRM with environmental management, help to promote sustainability and employee engagement. Green hiring, training, performance management, and awards are examples of these methods. Green HRM approaches increase workers' environmental knowledge, attitudes, and behaviours, which leads to pro-environmental behaviour.

2.2 Theories Employed for This Study

The study investigates the influence of Green Human Resource Management (GHRM) practices and employee well-being on work satisfaction in Islamabad's education sector. The research, which is aligned with the Resource-Based View (RBV) concept, seeks to explore how GHRM practices contribute to the production of valuable, rare, and distinctive resources inside educational institutions. GHRM practices, which include ecologically sustainable policies and a culture of environmental responsibility, are seen as vital resources that provide a particular competitive advantage. Secondly, Secondly, as per SET, the dynamic between organizations and their workforce is guided by the core principle of reciprocity (Blau, 1964). This implies that in bilateral interactions between employers and employees, when one side offers something, the other feels obligated to repay with an equal contribution (Cropanzano & Mitchell, 2005).

2.2.1. Resource-Based View (RBV) Theory

Resource-Based View (RBV) examines how green HRM practices and employee well-being contribute to the formation of valuable, uncommon, and unique resources inside educational institutions. This viewpoint would concentrate on how these approaches may provide a long-term competitive edge in attracting and keeping talent in the education industry. GHRM. According to the Resource-Based View (RBV) hypothesis, a firm's resources and capabilities are important components that contribute to the degree of competitive advantage that the company has in its industry. Within the framework of GHRM, the green capabilities of a firm and its green culture may be considered critical resources (Kara et al., 2023). The study focuses on the effects of these activities on job satisfaction, identifying job satisfaction as a major indicator impacted by green practices and a pleasant work environment. In summary, the study emphasizes the importance of GHRM practices and employee well-being in influencing the performance and competitiveness of educational institutions in Islamabad and Rawalpindi's dynamic educational scene.

2.2.2. Social Exchange Theory

The social exchange theory (SET) defines the interaction between employees and their leaders as an exchange relationship (Ahmad et al., 2023). Employees tend to reciprocate good attitudes and behaviors that firms appreciate when they view management actions to be empowering (Gould-Williams, 2004). Based on social exchange theory (SET), this study asserts that HPWSs (High Performance Work Systems) increase employee work satisfaction. (Dorta-Afonso et al., 2023). The connection between firms and their employees, according to SET, is regulated by the core principle of reciprocity (Blau, 1964). This means that when one side provides something in a dyadic transaction between employers and employees, the other feels obligated to pay it back in an equal quantity (Cropanzano & Mitchell, 2005). Employees in firms that use such practices may believe they are cared for, supported, and respected for their job since HPWSs give them with good outcomes such as abilities, motivation, and opportunities (Kloutsiniotis and Mihail, 2020a, Messersmith et al., 2011) that make them realize their value in the firm (S & Machali, 2017). This indicates that in dyadic transactions between employers and employees, when one side contributes something, the other feels bound to pay it back in an equal amount (Cropanzano and Mitchell, 2005).

2.3. Green HRM Practices Defined

It is the combination of traditional human resource management (HRM) with environmental management (Bombiak & Marciniuk-Kluska, 2018). Green HRM is the use of HR policy to improve sustainability. It can also refer to policies and initiatives that encourage a green workforce for the benefit of individuals, businesses, and the environment. GHRM is seen as a component of a wider framework of corporate social responsibility (Mohammad et al., 2020). (Renwick et al., 2013a) built a framework that covers HRM services such as recruiting and selection, training and development, reward system, performance management system, and employee, all of which are recognized as useful tools for linking workers with corporate environmental strategy. Several scholars agreed on the necessity of environmental education and communication, organizational learning, and environmental management system implementation (Mohammad et al., 2020).

2.3.1 Green HRM Practices and its Application

Green HRM policies help an organization's environmental efforts by fostering eco-friendly HR activities (Mateen et al., 2023). Green recruiting guarantees that personnel are chosen based on their environmental expertise and willingness to work with a green firm (Mateen et al., 2023). Such personnel are more likely to exhibit pro-environmental conduct. Similarly, green training and engagement polish employees' green habits, which eventually leads to pro-environmental behaviour. Furthermore, green performance management and remuneration reward employees for their environmental initiatives, so boosting pro-environmental behaviour. Corporate environmental strategy supports GHRM practices by publishing environmental policies and yearly environmental reports, among other things; applicants learn about the organization's green activities (Dumont et al., 2017).

2.3.2 The Nature of Green HRM Practices

Green HRM refers to management strategies, policies, and processes that encourage the use of environmentally friendly resources that benefit society as well as the business. Another ultimate goal of implementing green management techniques is to raise employee understanding of the green idea in order to resolve day-to-day environmental challenges. Uddin (2018) found that green HRM practices appear to be more probable than standard HRM practices like as recruiting, training and development, performance assessment, and incentive and pay in his study. When the notion of turning green is coupled to traditional human resource procedures, the activities become green HRM practices.

As the concern about being green spreads internationally, corporations are attempting to apply such practices from a green perspective. Many businesses encourage their human resource departments to implement improvements in their everyday operations and transform non-green HRM practices into green practices. Firms that incorporate green practices into their everyday operations and relate them to eco-friendly management are more effective and sustainable than non-green firms. Green HRM techniques may result in more exceptional capabilities, reduced costs, and improved employee involvement in the organization, as well as more eco-friendly activities that benefit both the organization and society (Arulrajah et al., 2016).

(Renwick et al., 2013b) define Green HRM as one of the most important and critical parts of an organization's sustainability strategy. Green HRM is an effective instrument for cultivating a green perspective and an eco-conscious attitude (Nikolaou et al., 2015).

2.3.3 Functions of Green HRM Practices

When combined with greening, HRM activities have a vital influence in the firm's success and environmental management (Opatha & Arulrajah, 2014). Organizations are now adopting job descriptions to include social and environmental activities, obligations, and responsibilities for environmental preservation. Firms are also employing collaborative tactics as the job design for managing the organization's environmental concerns, which is a useful endeavour from an HRM standpoint to maintain a sustainable environment (Mohammad et al., 2020). It is the process of employing workers who have knowledge, abilities, and behaviours related to environmental management. ("Greening People," 2017) states that recruiting techniques guarantee that newly hired workers are aware of the surroundings and company culture.

According to the literature, environmental goals and sustainability can be achieved through parameters such as the employer including green job descriptions, paperless interviews, environmentally friendly locations, video recruiting to reduce travel expenses, inviting candidates via emails, online application forms, and attracting recruits who are aware of environmental policies. Companies now want people who are concerned about and interested in the environment (Mohammad et al., 2020).

In interviews, applicants are given environmental-related questions in order to evaluate them for selection (Arora & Kaul, 2020a). The organization should ensure that incoming recruits understand environmental duties, are familiar with safety measures, are capable of implementing environmental policy, and respect the business's environmental culture ((PDF) *Green Human Resource Management Practices: A Review*, n.d.). The firm's selection

procedure reflects long-term talent requirements. The interview prior to selection should be used to assess people' compatibility with the organization's environmental objects. It is a key role of green HRM to help employees obtain the necessary skills and knowledge by conducting green orientation programs and providing them with environmental training (North, n.d.).

The incentive management system may be integrated into the skills and competences required to carry out green environmental activities. It is classified into two categories: non-financial incentives and cash benefits. Many firms have policies in place to reward employees for environmentally conscious behaviour, ideas, activities, and practices (Arora & Kaul, 2020b). Companies, on the other hand, have devised recognition awards in response to the shortage of money benefits. When labour is appreciated, both satisfaction and productivity increase (Merader et al., 2021).

2.3.4 Summary of Green HRM Practices

Previous research has acknowledged the impacts of green HRM on business environmental performance. For example, (Jabbour & De Sousa Jabbour, 2016) discovered that green HRM practices improve corporate environmental performance. According to studies, firms cannot successfully execute environmental management initiatives unless they have green HRM (Teixeira et al., 2012). For example, a study by (Harvey et al., 2012) reported a positive relationship between green HRM practices and employee environmentally friendly behaviour. Similarly, (Paillé, n.d.) discovered that green HRM practices lead to voluntary green in-role performance and green employee behaviour. According to a study conducted by (Shen et al., 2019), green HRM impacts employees' in-role and extra-role green behaviour.

2.4. Job Satisfaction

Employee satisfaction is defined as sentiments stemming from a worker's impression of how well their employment meets their requirements (Kong et al., 2018). It refers to a worker's emotional condition considering how much they like their position at work (AWAIS et al., 2015). Job satisfaction differs significantly from job discontent, according to Herzberg's two-factor theory (1959). Whereas contentment is gained through motivating aspects available at work (for example, possibilities for progress), the absence of such things results in the absence of satisfaction. In contrast, discontent can be avoided by fulfilling hygiene considerations (for example, wage), but these things do not create contentment in and of themselves. The emphasis of this study is on work satisfaction (Dorta-Afonso et al., 2023).

2.4.1 Job Satisfaction and its Application

Employee job satisfaction is critical because it influences turnover, organizational commitment, and individual performance (Dorta-Afonso et al., 2023; Kong et al., 2018; Zopiatis et al., 2014) and is therefore a key predictor of organizational success (Chi & Gursoy, 2009; Wood et al., 2012).

2.4.2 Nature of Job Satisfaction

Furthermore, (Ng et al., 2019) claim that providing employees what they desire (e.g., support, respect, sentiments of worthiness) would be rewarded via job satisfaction. As a result, multiple writers have empirically demonstrated that work happiness is a result of the SET-proposed trade connections.

(Huang & Su, 2016) discovered, for example, that in trucking enterprises, employees' safety climate views were connected with greater levels of job satisfaction, indicating that the organization provided the fundamental demand for safety at work and was devoted to their well-being. Another example is the work of (Ng et al., 2019) who discovered that supportive management behaviours (e.g., delivering constructive comments, strengthening work qualities) had a favourable influence on employee job satisfaction because they made employees feel appreciated (Dorta-Afonso et al., 2023).

2.4.3 Summary of Job Satisfaction

Job satisfaction is the amount of contentment and fulfilment that people feel in their jobs or work environments. It is impacted by a variety of elements that contribute to an individual's overall job satisfaction. The nature of the work, work-life balance, connections with colleagues and supervisors, remuneration and benefits, possibilities for growth and development, and general employment circumstances are among these aspects. The kind of employment is a key factor in determining job happiness. The duties, demands, and responsibilities of a work can have a considerable influence on an individual's job happiness. Jobs that match an individual's talents, interests, and values are more likely to result in higher levels of satisfaction. Employees who believe their bosses cherish, respect, and treat them well (through HPWSs) will respond with favourable attitudes and behaviours toward the organization (Cropanzano & Mitchell, 2005; Hussein et al., 2014).

2.5 Organizational Performance Defined

Organizational performance is a multifaceted notion that comprises an organization's capacity to fulfill its goals, provide value to stakeholders, and maintain or improve its competitive position. It entails evaluating both financial and non-financial metrics like as operational efficiency, innovation, employee happiness, customer satisfaction, and overall strategic success. Organizational performance represents the efficiency of management procedures, resource usage, and the organization's ability to adapt to changing environments while remaining focused on its fundamental mission and values. (MA Hitt et al., 2009)

2.5.1 Organizational Performance and its Applications

Organizational performance is a multidimensional notion that encompasses an organization's capacity to meet its objectives, provide value to stakeholders, and maintain or improve its competitive position. The pursuit of organizational performance is vital at educational institutions for providing high-quality education, establishing a healthy work environment for instructors, and assuring overall effectiveness. The purpose of this literature review is to investigate existing research on organizational performance and its relation to the integration of Green HRM practices and teacher job satisfaction in the geographical setting of Islamabad and Rawalpindi. According to (Creemers & Kyriakides, 2015), effective leadership, teacher cooperation, and student learning results are important measures of organizational effectiveness in educational contexts. Innovative approaches, especially those linked to human resource management, become critical in creating an environment favorable to academic success. In recent years, the connection between Green HRM practices and organizational performance has gained significance. (Renwick et al., 2013c) found that ecologically friendly HR policies had a favorable influence on overall company effectiveness. In the educational sector, including green efforts into HRM strategies has the potential to improve not just company reputation but also stakeholder satisfaction (*Contemporary Developments in Green (Environmental) HRM Scholarship*, n.d.).

Teacher work satisfaction is an important factor in the educational environment since engaged and motivated instructors contribute greatly to organizational performance. According to Hultell and Gustavsson (2011), pleased instructors are more likely to be devoted to their work, participate in collaborative activities, and favorably contribute to the organizational environment, affecting overall performance. Teacher job satisfaction is an important factor to examine within the context of organizational success. It is critical to investigate how teacher

job satisfaction functions as a mediator in the link between Green HRM practices and organizational results.

This viewpoint is consistent with the findings of research such as Jiang, Lepak, Hu, and Baer (2012), which stress the significance of employee attitudes as a moderator in the link between HR practices and organizational success. Previous research in this topic has mostly investigated direct links between GHRM and sustainability results, providing only a limited grasp of individual and organizational elements. As a result, adopting an employee engagement perspective allows for a more thorough understanding of the green domain (Tran, 2023).

2.5.2 The Nature of Organizational Performance

Organizational performance is a multidimensional notion that incorporates an institution's capacity to achieve its goals, fulfill its mission, and remain competitive. The goal of this literature review is to look into the nature of organizational performance, with a focus on its relevance to the incorporation of Green HRM practices and the impact on teacher job satisfaction at educational institutions in the unique environments of Islamabad and Rawalpindi. According to certain research, HRM practices contribute to employee happiness and engagement; if these variables are integrated in organizational rules, they can assist an organization gain a competitive edge and sustain a high level of organizational performance (Elrehail et al., 2020). Several other research have found that happy employees provide competitive advantages (Elrehail et al., 2020).

2.5.3 Functions of Organizational Performance

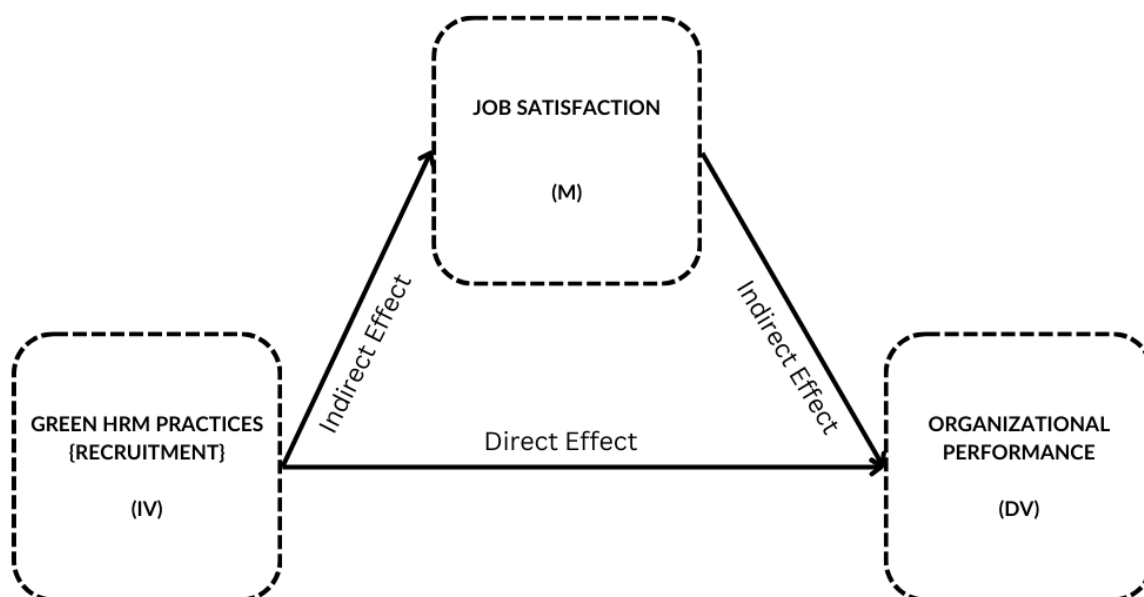
As a multidimensional notion, organizational performance is impacted by different functions that collectively contribute to an organization's overall effectiveness and success. Strategic planning is a critical activity that entails developing a comprehensive strategy to steer the business toward its long-term goals. This function coordinates organizational activities, resources, and efforts in order to ensure that they contribute to the overarching strategic direction. Another key aspect of organizational performance is goal setting and measurement. Setting precise, measurable, attainable, relevant, and time-bound (SMART) goals offers a framework for evaluating performance and deciding if the business is on track to fulfill its objectives (*Setting Goals and Developing Specific, Measurable, Achievable, Relevant, and Time-Bound Objectives*, n.d.). Financial management, which includes the proper administration of financial resources, budgets, and expenditures, is critical for organizational effectiveness (*Financial Management Explained: Scope, Objectives & Importance* | NetSuite,

n.d.). This role substantially adds to overall organizational performance by improving efficiency and effectiveness in delivering products or services (*Operational Efficiency: Definition and Steps To Improve | Indeed.Com*, n.d.). Another essential duty is quality management, which emphasizes ensuring that goods, services, and procedures meet or exceed set standards. This role seeks to increase customer happiness, decrease mistakes, and improve the overall quality of organizational outputs (*What Is Total Quality Management (TQM) and Why Is It Important?*, n.d.). Finally, these roles determine the holistic character of organizational performance, ensuring that the organization is not only efficient and successful, but also adaptive, inventive, and sensitive to the changing business environment.

2.5.4 Summary of Organizational Performance

The findings are congruent with the findings of (Paul Kivinda Muisyo et al., 2021) research, which found evidence for the combined effect of GHRM and green innovation culture on environmental organizational performance. This result is also similar with the findings of the (Juanru Wang an et al., 2019) study, which underlined the relevance of a green creative organizational culture in fostering green behavior among employees and enhancing corporate environmental performance. This study closes knowledge gaps in GHRM by examining the key factors and processes that influence employee attitudes and behaviors toward sustainability. It emphasizes the significance of employee engagement, which comprises cognitive, emotional, and behavioral components, in characterizing the social and psychological elements that influence employees' environmental behaviors.

2.6 Theoretical Framework



2.7 Hypothesis Development

Hypothesis development for the following research questions can be approached in a similar manner.

Hypothesis 1: Green HRM Practices and Teacher Job Satisfaction

- **Null Hypothesis (H0):** There is no significant link between the extent to which Green HRM practices are adopted in educational institutions in Islamabad and Rawalpindi and teacher job satisfaction.
- **Alternative Hypothesis (H1):** The quantity of Green HRM practices adopted in educational institutions in Islamabad and Rawalpindi and teacher job satisfaction levels are positively and significantly related.

Hypothesis 2: Teacher Job Satisfaction and Organizational Performance

- **Null Hypothesis (H0):** There is no significant relationship between teacher job satisfaction and the overall organizational performance of educational institutions in Islamabad and Rawalpindi.
- **Alternative Hypothesis (H1):** Teacher job satisfaction and overall organizational performance of educational institutions in Islamabad and Rawalpindi have a good and substantial association.

Hypothesis 3: Mediating Role of Teacher Job Satisfaction

- **Null Hypothesis (H0):** Teacher job satisfaction does not mediate the relationship between Green HRM practices and organizational performance in educational institutions of Islamabad and Rawalpindi.
- **Alternative Hypothesis (H1):** Teacher job satisfaction mediates the relationship between Green HRM practices and organizational performance in educational institutions of Islamabad and Rawalpindi.

2.8 Summary

The chapter addresses the fundamental theories utilized to build the research model. This was followed by a review of previous research in the education sector, the nature and components of green HRM practices, job satisfaction and impact on organizational performance. This evaluation shed some light on the study aims about the various impacts on the education sector.

CHAPTER 3

METHODOLOGY

3.1. Measurement of Variables/Instrumentation

In questionnaires, four types of measuring scales can be used: nominal scales, ordinal scales, interval scales, and ratio scales (Brondz, 2019). The use of scales in surveys confines respondents to a predetermined set of replies that may be easily subjected to quantitative analysis, allowing for easier comparison and tabulation. Based on the characterization of the variables in the investigation, scales to assess the idea of the study were chosen from prior studies. A five-point Likert scale is used in these assessments. The scale gave respondents a series of brief comments related to assessing each category within the variable - a Likert-type scale evaluates the "intensity of feelings about an area in question" (Bryman, 2004). The degree of agreement for each question is determined using a Likert scale, with 1 indicating strongly disagree and 5 indicating strongly agree. By summing attitudinal answers, Likert scaling allows researchers to study trends in reactions to specific propositions (Bryman, 2004).

3.2. Population

Population is a categorization of people, events, and things related to the researcher's area of interest (*Introducing Research Methodology: A Beginner's Guide to Doing a Research Project - Uwe Flick - Google Books*, n.d.). Employees working at the administrative level of the education sector in Islamabad and Rawalpindi, Pakistan, were the study's target demographic; they are directly involved in the organization's recruiting process. The approximate population for this study is unknown. My study's population was made up of upper-level, middle-level, and lower-level personnel from educational institutions in the Twin Cities. We aimed our target population to administration staff and employees of other institutions, colleges, and schools in Islamabad include Bahria University, Air University Islamabad, National Defence University, Fast University Islamabad, Comsats University Islamabad, and more.. Sample size consist of 203 samples across all institutes of Pakistan that are located in twin cities.

3.3. Sampling

Appropriate sample size or observations play an important role in research. Without a sufficient sample size, data acquired may not be trustworthy, and results may not be generalizable. The current study's sample included 203 respondents (workers) from the Education sector in Islamabad and Rawalpindi, Pakistan. Sampling is a method for gathering a subset of a

population. It is critical in research to select an adequate sample size and number of observations. Our population size is unknown. Krejcie and Morgan Table is used to calculate sample size (PDF) Sample Size Determination Using Krejcie and Morgan Table, n.d.), so our sample size is 203. In this study convenient sampling technique has been used. The sampling technique is critical while conducting research. Accurate sample size and reference scale are required for performing credible and genuine study analysis. Because the selection of items is totally reliant on chance, this sampling procedure is also known as a method of chances.

3.4. Data Analysis Technique

The study made use of quantitative data analysis, with SPSS 26 being used to evaluate quantitative survey data with descriptive statistics such as mean and percent. While regression analysis was used to determine the overall impact, correlation analysis was performed to assess and quantify the link between the independent and dependent variables. Using regression analysis, the impact of GHRM (green recruiting) and job satisfaction on organizational performance in the education sectors of Rawalpindi and Islamabad was explored. Questionnaires were converted into spreadsheets in Excel. To do demographic analysis, SPSS 26 was employed.

3.5. Pilot Test

Following a brief pilot study, reliable and valid questionnaires were combined into a single questionnaire to verify that the language was self-explanatory, and the questions were directly connected to the research. Following the pilot testing, the required improvements were made to improve the questionnaire's reliability. The primary goal of the pretesting was to refine the measurement of items and evaluate the instrument to ensure that it covered all elements of the variables utilized in the study.

3.6. Data Collection Procedures

The positivist research paradigm was used in this study, therefore the major focus would be quantification in data collecting, as well as analysis and evaluating the linkages between theory and theory testing (*Business Research Methods - Emma Bell, Alan Bryman, Bill Harley - Google Books*, n.d.). The interrelationships between the constructs of this study, namely, GHRM (Recruitment), Job Satisfaction and Organizational Performance are tested using statistical procedures, also referred to as quantitative analysis (Guetterman et al., 2015). Survey research and quantitative analysis are two typical research approaches used by quantitative

analysts (Guetterman et al., 2015). As a result, the survey research technique was employed in this study since it was appropriate for collecting data from respondents and examining the correlations between GHRM, Job Satisfaction, and Organizational Performance. This study's data gathering approach included the use of a questionnaire survey. To assess numerous components of the study model, the survey instrument used a five-point Likert scale. Respondents were guaranteed their data's privacy and confidentiality.

3.7. Summary of Chapter

The researcher discusses many elements of research methods in this chapter. These aspects of research methodology take the form of research design, data collection techniques, population and sample size techniques, statistical development tools, and a variety of other related activities that are both directly and indirectly beneficial to the development of this study's research methodology.

CHAPTER 4

RESULTS

4.1. Introduction

Following the conceptualization of the research model and research hypotheses described in Chapter two, as well as the research methods mentioned in Chapter three, a data analysis of survey answers was done to verify and validate the model. As a result, the goal of this chapter is to give a complete analysis of the data received from respondents using the proposed questionnaire, as well as a discussion of the analysis based on the regression findings.

4.2. Analysis Of Survey Responses

The questionnaire was used to collect information from employees in the twin cities of Pakistan. The study's goal was to analyze the conceptual which specifies relationships between green HRM practices and teacher job satisfaction: a study of their impact on organizational performance in educational institutions of Islamabad and Rawalpindi. The data collection period spanned from October 2023 to December 2023. Participants were approached through online surveys. The intended sample size for this study was 300 participants but received 203 responses. The collected responses from educational institutions were systematically documented in Microsoft Excel spreadsheets, coded, and entered into SPSS for subsequent analysis.

4.3 Demographic Profile

Four demographic questions were asked to diversity the respondents: gender, age, education, work experience. 47.5% of the 96 replies were male, while 52.5% were female. In terms of age, individuals aged 20 to 24 constitute 37.8%, those aged 25 to 29 account for 24.4%, the age range of 30 to 34 comprises 9%, individuals aged 35 to 39 make up 8.5%, those aged 40 to 44 represent 7%, individuals aged 45 to 50 constitute 10.9%, and the category labeled as 'Other' encompasses 5%. The research sample comprises individuals with varied educational backgrounds, and an analysis of their qualifications reveals a nuanced distribution. Among the respondents, 36.6% have successfully obtained a Masters degree, reflecting a substantial portion of individuals with advanced postgraduate education. Similarly, another 36.6% have completed a BS/Bachelors program, indicating a significant representation of those with undergraduate degrees. Furthermore, the data highlights that 15.8% of the participants hold an MS/MPhil degree, signifying a subgroup with intermediate-level postgraduate qualifications.

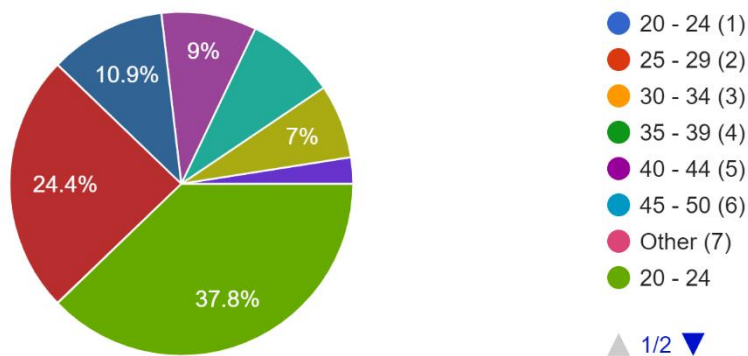
Lastly, 8.9% of the sampled population possesses a Ph.D., representing a notable proportion of individuals with the highest level of academic achievement. This detailed breakdown provides a comprehensive overview of the educational composition within the study, offering insights into the diversity of academic credentials among the participants. Such granularity in the analysis contributes valuable information to the overall understanding of the demographic.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Gender?	202	1	2	1.52	.501
Work Experience	202	1	6	2.69	1.783

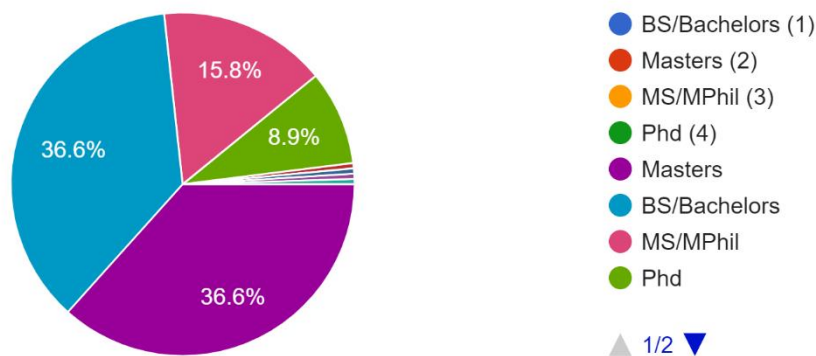
Age?

201 responses



Academic Qualification

202 responses



4.4. Response Rate

Despite the study's initial goal of gathering 300 replies, it obtained a total of 203 completed questionnaires from participants in Islamabad and Rawalpindi. These replies were then coded and processed for further examination. The achieved response rate of 67% (203 out of 300) is notable and considered satisfactory for the study environment. The geographical concentration on the twin cities of Islamabad and Rawalpindi must be acknowledged, underlining the distinctiveness of the study's target demographic.

4.5. Non-Response And Response Bias

In this study's data analysis, it was assumed that there was no difference in distribution or viewpoint between respondents and non-respondents in terms of socio demographic factors and measuring items. This study looked at the variations in opinions on measuring scales and demographic distributions between early and late respondents to identify potential non-response bias. In this study, early replies were those obtained during the initial weeks of data collection, while late responses were those collected during the latter weeks of data collection.

4.6 Data Normality

Examination of normality of the data is a necessary check prior to using certain multivariate data analysis techniques, including regression analysis and SEM. In this regard, when a normality assumption is violated, an alternative technique should be employed (Hair et al., 1996).

4.7 Reliability Analysis

Analysis was to make sure that the questions asked in study were reliable and gave consistent results. To do this, a method called reliability analysis was used. This analysis, as explained by Cohen, Manion, and Morrison (2018), helps understand how well a group of questions that measure the same thing (like happiness or satisfaction) consistently give dependable results. One specific measure used is called Cronbach's alpha, which is a number between 0 and 1. This number tells how dependable or internally consistent questions are. In study, the Cronbach's alpha value was found to be 0.903, which is quite high. Generally, if Cronbach's alpha is more than 0.7, it suggests that the questions are working well together and are internally consistent in measuring the same underlying concept. In this case, with a Cronbach's alpha of 0.903 based on 15 items, it indicates that the questions asked in this study are reliable and provide consistent

results in measuring the concept. This gives confidence in the quality of the survey questions and the reliability of findings.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.903	.906	15

4.8. SPSS (Statistical Package for the Social Sciences)

Data was collected from 203 respondents in this study, which was conducted using SPSS, to analyze the relationships between demographics, Green Human Resource Management (GHRM) practices related to recruitment, job satisfaction, and organizational performance within educational institutions in Pakistan's twin cities. The usage of SPSS suggests that statistical techniques were used to investigate the acquired data, most likely descriptive statistics, correlation analysis, and potentially regression or Structural Equation Modeling (SEM). This method enables a thorough examination of the dataset, giving light on the interactions between demographic characteristics, GHRM practices, job satisfaction, and organizational performance in the context of educational institutions in the chosen geographical area.

4.9 Correlations

		Correlations					Correlations					Correlations				
		GHRM 1	GHRM 2	GHRM 3	GHRM 4	GHRM 5	JS 1	JS 2	JS 3	JS 4	JS 5	OP 1	OP 2	OP 3	OP 4	OP 5
GHRM 1	Pearson Correlation	1	.372**	.580**	.449**	.566**	.342**	.486**	.441**	.302**	.391**	.370**	.303**	.408**	.380**	.356**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	202	202	202	202	202	201	202	202	202	202	202	202	201	202	202
GHRM 2	Pearson Correlation	.372**	1	.132	.213**	.163*	.132	.178*	.079	.115	.084	.141*	.027	.146*	.092	.033
	Sig. (2-tailed)	<.001		.060	.002	.021	.063	.011	.263	.103	.234	.045	.702	.039	.195	.642
	N	202	202	202	202	202	201	202	202	202	202	202	202	201	202	202
GHRM 3	Pearson Correlation	.580**	.132	1	.506**	.587**	.520**	.467**	.503**	.318**	.411**	.393**	.338**	.476**	.409**	.420**
	Sig. (2-tailed)	<.001	.060		<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	202	202	202	202	202	201	202	202	202	202	202	202	201	202	202
GHRM 4	Pearson Correlation	.449**	.213**	.506**	1	.522**	.372**	.388**	.307**	.256**	.249**	.363**	.274**	.361**	.434**	.290**
	Sig. (2-tailed)	<.001	.002	<.001		<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	202	202	202	202	202	201	202	202	202	202	202	202	201	202	202
GHRM 5	Pearson Correlation	.566**	.163*	.587**	.522**	1	.371**	.464**	.463**	.303**	.362**	.348**	.287**	.369**	.457**	.351**
	Sig. (2-tailed)	<.001	.021	<.001	<.001		<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	202	202	202	202	202	201	202	202	202	202	202	202	201	202	202
JS 1	Pearson Correlation	.342**	.132	.520**	.372**	.371**	1	.451**	.505**	.372**	.457**	.423**	.307**	.373**	.228**	.248**
	Sig. (2-tailed)	<.001	.063	<.001	<.001	<.001		<.001	<.001	<.001	<.001	<.001	<.001	<.001	.001	<.001
	N	201	201	201	201	201	201	201	201	201	201	201	201	200	201	201
JS 2	Pearson Correlation	.486**	.178*	.467**	.388**	.464**	.451**	1	.548**	.443**	.539**	.413**	.335**	.422**	.421**	.436**
	Sig. (2-tailed)	<.001	.011	<.001	<.001	<.001	<.001		<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	202	202	202	202	202	201	202	202	202	202	202	202	201	202	202
JS 3	Pearson Correlation	.441**	.079	.503**	.307**	.463**	.505**	.548**	1	.392**	.622**	.445**	.347**	.428**	.426**	.448**
	Sig. (2-tailed)	<.001	.263	<.001	<.001	<.001	<.001	<.001		<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	202	202	202	202	202	201	202	202	202	202	202	202	201	202	202
JS 4	Pearson Correlation	.302**	.115	.318**	.256**	.303**	.372**	.443**	.392**	1	.501**	.413**	.322**	.383**	.411**	.335**
	Sig. (2-tailed)	<.001	.103	<.001	<.001	<.001	<.001	<.001	<.001		<.001	<.001	<.001	<.001	<.001	<.001
	N	202	202	202	202	202	201	202	202	202	202	202	202	201	202	202
JS 5	Pearson Correlation	.391**	.084	.411**	.249**	.362**	.457**	.539**	.622**	.501**	1	.441**	.365**	.426**	.396**	.432**
	Sig. (2-tailed)	<.001	.234	<.001	<.001	<.001	<.001	<.001	<.001	<.001		<.001	<.001	<.001	<.001	<.001
	N	202	202	202	202	202	201	202	202	202	202	202	202	201	202	202
OP 1	Pearson Correlation	.370**	.141*	.393**	.363**	.348**	.423**	.413**	.445**	.413**	.441**	1	.707**	.706**	.563**	.570**
	Sig. (2-tailed)	<.001	.045	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001		<.001	<.001	<.001	<.001
	N	202	202	202	202	202	201	202	202	202	202	202	202	201	202	202
OP 2	Pearson Correlation	.303**	.027	.338**	.274**	.287**	.307**	.335**	.347**	.322**	.365**	.707**	1	.708**	.665**	.579**
	Sig. (2-tailed)	<.001	.702	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001		<.001	<.001	<.001
	N	202	202	202	202	202	201	202	202	202	202	202	202	201	202	202
OP 3	Pearson Correlation	.408**	.146*	.476**	.361**	.369**	.373**	.422**	.428**	.383**	.426**	.706**	.708**	1	.637**	.633**
	Sig. (2-tailed)	<.001	.039	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001		<.001	<.001
	N	201	201	201	201	201	200	201	201	201	201	201	201	201	201	201

4.10. Regression Analysis Approach

This study uses the regression analysis approach, more especially, multiple regression to examine the connection between GHRM practices, Job satisfaction and organizational performance. It makes it possible to determine the predictors influencing the dependent variable. The regression findings obtained using SPSS are shown in the next section, including important information on the relevance and strength of the relationships discovered.

4.10.1 Model Summary

The model summary presents the statistical outcomes for two regression models, denoted as Model 1 and Model 2. In Model 1, the coefficient of determination (R Square) is reported as .258, indicating that approximately 25.8% of the variability in the dependent variable is accounted for by the independent variable, GHRMIV. The adjusted R Square, considering the number of predictors, is .255. The standard error of the estimate is calculated as .68987. Moving on to Model 2, the R Square increases to .393, signifying that 39.3% of the variability in the dependent variable is explained by the predictors, namely GHRMIV and JSMED. The adjusted R Square for Model 2 is .387, and the standard error of the estimate is reported as .62588. In both models, a constant is included as a predictor. Additionally, Model 2 incorporates two predictors, GHRMIV and JSMED, contributing to a more comprehensive representation of the relationship between the independent and dependent variables.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.508 ^a	.258	.255	.68987
2	.627 ^b	.393	.387	.62588

a. Predictors: (Constant), GHRMIV

b. Predictors: (Constant), GHRMIV, JSMED

4.10.2. Anova

In the context of the analysis of variance (ANOVA), two models were examined. For Model 1, the sum of squares for regression was 33.169 with 1 degree of freedom, resulting in a mean square of 33.169. The F-statistic was calculated as 69.696, and the associated p-value was less than 0.001 ($p < .001$). The sum of squares for the residual was 95.183 with 200 degrees of

freedom. The total sum of squares for Model 1 was 128.352 with 201 degrees of freedom. For Model 2, the sum of squares for regression was 50.399 with 2 degrees of freedom, yielding a mean square of 25.199. The F-statistic for Model 2 was computed as 64.329, and the corresponding p-value was less than 0.001 ($p < .001$). The sum of squares for the residual in Model 2 was 77.954 with 199 degrees of freedom. The total sum of squares for Model 2 equaled 128.352 with 201 degrees of freedom. The dependent variable in both models was OPDV. In Model 1, the predictor variables included a constant and GHRMIV, while in Model 2, the predictors consisted of a constant, GHRMIV, and JSMED.

Model		Sum Squares	of Df	Mean Square	F	Sig.
1	Regression	33.169	1	33.169	69.696	<.001^b
	Residual	95.183	200	.476		
	Total	128.352	201			
2	Regression	50.399	2	25.199	64.329	<.001^c
	Residual	77.954	199	.392		
	Total	128.352	201			

a. Dependent Variable: OPDV

b. Predictors: (Constant), GHRMIV

c. Predictors: (Constant), GHRMIV, JSMED

4.11. Coefficients

The regression analysis for the thesis consists of two different models, each of which investigates the connection between the dependent variable OPDV and its predictors. For each predictor in the relevant models, the tables provide the unstandardized coefficients, standard errors, standardized coefficients (Beta), t-values, and significance levels (Sig.).

Model 1: The following are the results of the first model: The regression equation's intercept is 1.487, with a standard error of 0.244. The t-value is 6.083, showing that the connection is significant (.001). GHRMIV: The unstandardized coefficient for this predictor is 0.550, the standard error is 0.066, and the standardized coefficient (Beta) is 0.508. The t-value is 8.348, indicating that the connection is highly significant (.001).

Model 2: The second model provides the following insights:

Constant: The intercept is 1.021, with a standard error of 0.233. The t-value is 4.388, indicating a significant relationship (<.001).

GHRMIV: This predictor has an unstandardized coefficient of 0.258, a standard error of 0.074, and a standardized coefficient (Beta) of 0.239. The t-value is 3.479, demonstrating a significant relationship (<.001).

JSMED: Another predictor in this model, with an unstandardized coefficient of 0.454, a standard error of 0.068, and a standardized coefficient (Beta) of 0.455. The t-value is 6.632, indicating a highly significant relationship (<.001).

The significance levels (Sig.) for all predictors are less than 0.001, suggesting that the coefficients are significantly different from zero. These results provide statistical evidence for the relationships between the predictors (GHRMIV and JSMED) and the dependent variable OPDV in the specified models.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.487	.244		6.083	<.001
	GHRMIV	.550	.066	.508	8.348	<.001
2	(Constant)	1.021	.233		4.388	<.001
	GHRMIV	.258	.074	.239	3.479	<.001
	JSMED	.454	.068	.455	6.632	<.001

a. Dependent Variable: OPDV

4.12. Summary Item Statistics

Mean (avg.): The item replies have a mean value of 3.490. This provides an indication of the normal or average response to the items across all participants.
Minimum and Maximum Values: Individual item means have a minimum value of 3.130 and a maximum value of 3.845. This shows the range of answers observed for the individual items, as well as the lowest and highest average scores across all items.
Range: The range indicates how much the scores differ. The range in this situation is 0.715, which represents the difference between the minimum and maximum item means.
Highest / Lowest: This is the highest to minimum item mean ratio. It sheds light on the distribution of replies. It is 1.228 in this situation, indicating that the greatest item mean is 1.23 times bigger than the minimum.
Variance: Variance measures how far individual item means differ from the mean. A lower variance (0.036 in this situation) indicates that responses to the items are quite consistent.
Number of Items: This number represents the number of items for which these statistics are computed. There are 15 items in this case.

SUMMARY ITEM STATISTICS

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.490	3.130	3.845	.715	1.228	.036	15

Model 1:

Predictor	Unstandardized Coefficient (B)	Standard Error (Std. Error)	Standardized Coefficient (Beta)	t-value	Significance (Sig.)
Constant	1.487	0.244	-	6.083	<.001
GHRMIV	0.550	0.066	0.508	8.348	<.001

Model 2:

Predictor	Unstandardized Coefficient (B)	Standard Error (Std. Error)	Standardized Coefficient (Beta)	t-value	Significance (Sig.)
Constant	1.021	0.233	-	4.388	<.001
GHRMIV	0.258	0.074	0.239	3.479	<.001
JSMED	0.454	0.068	0.455	6.632	<.001

Note: Dependent Variable for both models is OPDV.

4.13. Summary

The fourth chapter discusses the findings of a study that looked at the links between green Human Resource Management (HRM) practices and teacher job satisfaction in educational institutions in Islamabad and Rawalpindi. After conceptualizing the study model and assumptions, data from 203 respondents was examined using regression methods. Gender, age, education, and job experience were among the variables indicated by the demographic profile among participants. Despite the fact that the study's goals required 300 replies, the actual response rate of 67% was judged adequate. The study also addressed non-response bias and proved survey question reliability with a high Cronbach's alpha of 0.903. Checks for data normality were performed prior to using regression analysis and Structural Equation Modeling (SEM). Multiple regression analysis was utilized to investigate the relationships between green HRM practices and teacher job satisfaction, and two models were discovered. Significant connections were found, with standardized coefficients and significance levels indicating the influence of predictors. Additional analysis includes summary item statistics, SPSS, correlation analysis, and ANOVA findings. Overall, Chapter 4 presents a detailed and insightful examination of the collected data, shedding light on the complex interaction of factors impacting teacher job satisfaction and organizational success in the educational sector.

CHAPTER 5

DISCUSSION

5. Introduction

This thesis concludes in Chapter 5, we dig into a thorough examination of the study findings, consequences, and limits. This chapter offers a critical assessment on the whole study, combining the findings to meet the research objectives and issues outlined in previous chapters. We acquire insights into the features of the research participants by thoroughly examining the demographic profile of respondents, which provides context for the future conversations. The study recapitulation in Section 5.1 provides a concise assessment of the essential features, laying the groundwork for an in-depth discussion of the research aims and issues in Section 5.3. Furthermore, the discourse broadens to include the study's implications and constraints (Section 5.4), exposing the practical significance of the findings while acknowledging the inherent limitations in the research process. Finally, Section 5.5 summarizes the main findings and provides a synthesis of the research's contributions to the academic field.

5.1. Recapitulation of Study

The purpose of this thesis is to look into the impact of Green Human Resource Management (HRM) practices on teacher job satisfaction and their overall impact on organizational performance in educational institutions in Islamabad and Rawalpindi. The introductory chapter establishes the context for the research by offering an overview of the research setting, problem statement, scope, research questions, methodology, and thesis format. The following chapters provide substantial contributions to the understanding and analysis of the research issue. The second chapter's literature review looks into key theories and views, creating the conceptual foundation for the investigation. The third chapter discusses the theoretical framework and hypotheses, providing insights into the conceptual structure of the investigation. The fourth chapter delves into the research technique, detailing the project's design, pilot study, instrument development, and data gathering procedures. The focus of this recapitulation is presented in Chapter 5, which examines the results and analysis of the quantitative consumer surveys, including response rates, respondent profiles, validity and reliability tests, structural equation modeling approaches, and hypothesis testing. In Chapter 5, the study's findings, contributions, and limitations are thoroughly examined. The investigation starts by dissecting the meanings and perceptions of Green HRM practices, teacher job satisfaction, and organizational performance. The study connects theoretical concepts with real-world applications by

investigating how these practices are applied in educational institutions in Islamabad and Rawalpindi. The research highlights the significance of Green HRM approaches in boosting sustainability and employee engagement. Green hiring, training, and performance management are considered as catalysts for improving employees' environmental knowledge, attitudes, and behaviors, ultimately leading to pro-environmental conduct. The chapter on core theories establishes the foundation for the study model by merging findings from prior studies in the education sector, the components of Green HRM practices, and the impact of job satisfaction on organizational performance. This thorough examination informs the study's goals and objectives, laying the groundwork for the ensuing empirical investigation. The researcher then methodically examines many parts of the research methodologies, including research design, data collection procedures, determining population and sample size, statistical tools, and other relevant activities that contribute to the development of the study's research methodology. The chapter finishes with a detailed data analysis of survey results, using regression analysis to confirm and verify the suggested model. In essence, this study adds to understanding of the relationship between Green HRM practices, teacher job satisfaction, and organizational success in the educational sector.

5.2. Demographic Profile of Respondents

The demographic profile of the 203 respondents in this survey indicates a diversified composition across key criteria. In terms of gender distribution, over half (47.5%) of respondents identified as male, while 52.5% identified as female. This fair representation provides a nuanced investigation of both genders' perspectives. The age distribution of participants is diverse, with the majority lying between the ages of 20 and 29, with 37.8% aged 20 to 24 and 24.4% aged 25 to 29. Notably, the study covers a wide range of age groups, offering a thorough picture of responses at various phases of life. The educational backgrounds of respondents are diverse, with 36.6% holding Master's degrees, another 36.6% having completed a BS/Bachelors program, 15.8% holding an MS/MPhil degree, and 8.9% holding a Ph.D. The study is enriched by the inclusion of opinions from persons with diverse degrees of academic attainment due to the range of educational qualifications. This demographic profile, taken as a whole, lays the groundwork for understanding the distinctive viewpoints of participants, allowing for a full examination of the research topics in respect to gender, age, and educational background.

5.3. Research objectives/Questions Discussion

The primary goal of this research is to appreciate the significant impact of Green Human Resource Management (HRM) practices on job satisfaction in educational institutions, notably in the cities of Islamabad and Rawalpindi. In order to achieve this general purpose, the research questions and objectives have been methodically designed to delve into specific characteristics of the relationship between eco-friendly HRM activities, teacher satisfaction, and these institutions' overall organizational success. The initial goal is to identify the prevalent Green HRM practices used by educational institutions in the selected region. The study intends to identify and describe the precise tactics and policies employed in the pursuit of sustainability through this investigation. The second goal dives into the complicated links between Green HRM practices, teacher job satisfaction, and overall organizational performance, with the goal of elucidating the underlying mechanisms creating these linkages. Beyond that, the third goal seeks to measure the contributions of teacher satisfaction, as influenced by Green HRM initiatives, to critical features of educational institutions such as academic excellence, productivity, and social responsibility. Finally, the fourth goal examines the direct influence of Green HRM practices on job satisfaction levels, with the goal of understanding the intricate interplay between sustainable HRM approaches and general employee contentment in educational contexts. This study aims to provide comprehensive insights, inform best practices in HRM, and contribute to the evolving discourse on sustainable human resource management by systematically addressing these research questions, particularly in the context of educational institutions in Islamabad and Rawalpindi.

5.4. Implication and Limitation

Practitioners in higher education institutions must exercise caution when extrapolating the findings of this study beyond the specific contexts of Islamabad and Rawalpindi. The need for caution underscores the importance of contextual factors in the application of research outcomes. Future studies are strongly encouraged to validate and extend the research in diverse cultural settings, allowing for a comparative analysis of results across both developed and developing countries. Additionally, there is a call for further exploration into the mediating effects of both harmonious and obsessive passion for the environment, urging future research to employ multiple mediation models. A recommendation is made for a shift towards multilevel analysis, integrating organizational and individual perspectives. This approach promises a more comprehensive understanding of the proposed model, unveiling intricate relationships

between green HRM practices and organizational performance. To address the limitations imposed by the cross-sectional design, future studies are urged to adopt longitudinal research designs, enabling a more accurate assessment of causality and providing insights into changes over time. Furthermore, a plea is made for broader industry representation in subsequent research endeavors, urging a shift beyond the education sector. Exploring green HRM practices across various industries would contribute to a richer and more diverse body of knowledge, allowing for sector-specific implications to be better understood and applied. The study is limited to educational institutions in Islamabad and Rawalpindi, which may limit the findings' applicability to other regions or industries. Future study should take into account a broader range of circumstances to ensure a more complete understanding of the relationship between GHRM and organizational success. The research investigation uses a cross-sectional design to provide a snapshot of the interactions at a particular point in time. Longitudinal studies could provide a more dynamic knowledge of how GHRM practices change over time and effect teacher job satisfaction and organizational success. While the study offers useful insights into the educational industry, the conclusions may not be applicable to other industries. To improve the study's robustness, researchers should investigate the application of these findings in various organizational situations.

5.5. Conclusion

The study provides a complete set of recommendations to assist firms in implementing Green Human Resource Management (GHRM) practices for long-term success. The report calls for the promotion of green cultures within businesses, boosting awareness and active engagement in sustainable practices, by encouraging organizations to infuse environmental issues within their core principles. With an emphasis on integrating sustainable development into broad corporate strategy, leadership support emerges as a vital aspect. The ideas also include rewarding environmentally friendly behaviors among employees, implementing paperless processes, fostering green mobility habits, and instituting continuous improvement in environmental management. The research promotes itself as a beneficial reference for human resource managers, allowing them to improve resource usage by emphasizing the development of metrics for measuring the impact of green efforts. Overall, the proposals give a road map for enterprises to not only bridge the theoretical and practical gaps, but also to establish a strong commitment to environmental stewardship across their operations.

Questionnaire:

Dear Respondents,

The purpose of this study to complete the compulsory requirements of MBA Thesis. This study will solely used for academic purposes. I request to you kindly provide your responses, It will just take your 5 - 10 mins to answer the research questions & providing the relevant information, I complete assure your responses will be kept as confidential. Thank you for being a part of this Study.

Scale: Each question is measured against Five points Likert Scale with anchors labelled as:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5.

Section 1: Demographic of Respondents (MCQ's Based)

Gender

Male

Female

Other

Age

1. 20-24

2. 25-29

3. 30-34

4. 35-39

5. 40-44

6. 45-50

7. Other

Academic Qualification

1. BS/Bachelor

2. Master

3. MS/MPhil

4. Phd

Name of Institute where you teach:

1. Bahria
2. Air
3. NUST
4. Other

Teaching Level (What is the primary level of students you are currently teaching?)

1. School (Specify Grade/Year levels)
2. College
3. University

Work Experience in Years

1. 0-2 years
2. 2-4 years
3. 4-6 years
4. 6-8 years
5. 8-10 years

What is the highest level of Education you have completed?

1. Associate-Degree
2. Bachelor-Degree
3. Master-Degree
4. Doctoral-Degree
5. Other

Section 2: Green HRM (Likert Scale 1 to 5)

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5.

Section 3: Job Satisfaction (Likert Scale 1 to 5)

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5.

Section 4: Organizational/ Employee Performance (Likert Scale 1 to 5)

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5.

Organizational Performance	Job Satisfaction	GREEN HRM (Green Recruitment & Selection)
OP1: Compared with key competitors, our company is more successful.	1. My basic salary is sufficiently paid according to my daily working hours and workload.	1. Our company computerized its recruitment exercise in order to control environmentally harmful practices.
OP2: Compared with key competitors, our company has a greater market share.	2. The work i do is appreciated.	2. Do you think the concept of Green HRM affect or can influence organization prestige.
OP3: Compared with key competitors, our company is growing faster.	3. I believe those that do well on the job have fair chances of being promoted.	3. The organization has developed a green job description for employees.
OP4: Compared with key competitors, our company is more profitable.	4. I am satisfied with the non-monetary benefits offered by my company.	4. The applicants send their application through Email.
OP5: Compared with key competitors, our company is more innovative.	5. I am satisfied with the career progression at my company thus far	5. Our recruitment and selection procedure provide career prospects to employees.

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**GREEN HRM PRACTICES AND TEACHER JOB SATISFACTION: A STUDY OF
THEIR IMPACT ON ORGANIZATIONAL PERFORMANCE IN EDUCATIONAL
INSTITUTIONS OF ISLAMABAD AND RAWALPINDI**



By:

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Fall 2023



Bahria University
Islamabad Campus

RC-04

MBA/BBA

1st Half Semester Progress Report

Name of Student(s)	SYEDA AMNAH WAQAR
Enrollment No.	01-221222-029
Thesis/Project Title	GREEN HRM PRACTICES AND TEACHER JOB SATISFACTION: A STUDY OF THEIR IMPACT ON ORGANIZATIONAL PERFORMANCE IN EDUCATIONAL INSTITUTIONS OF ISLAMABAD AND RAWALPINDI

Supervisor Student Meeting Record

No.	Date	Place of Meeting	Topic Discussed	Signature of Student
1	15-9-23	Supervisor Office	Topic Name and choice of topic	
2	24-9-23	Supervisor Office	Ch: 1 along with the variables	
3	3-10-23	Supervisor Office	Ch: 2 Literature review and approval	
4	12-10-23	Supervisor Office	Ch: 3 was reviewed and approved	

Progress Satisfactory

Progress Unsatisfactory

Remarks:

Student completed work on time and maintained good communication throughout. Well done!

Signature of Supervisor:

Date: 19-Oct-23

Name: Ms. Qurat ul Ain Waqar

Note: **Students attach 1st & 2nd half progress report at the end of spiral copy.**



Bahria University
Islamabad Campus

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MBA/BBA

2nd Half Semester Progress Report & Thesis Approval Statement

Name of Student(s)	SYEDA AMNAH WAQAR
Enrollment No.	01-221222-029
Thesis/Project Title	GREEN HRM PRACTICES AND TEACHER JOB SATISFACTION: A STUDY OF THEIR IMPACT ON ORGANIZATIONAL PERFORMANCE IN EDUCATIONAL INSTITUTIONS OF ISLAMABAD AND RAWALPINDI

Supervisor Student Meeting Record

No.	Date	Place of Meeting	Topic Discussed	Signature of Student
5	12-11-23	Supervisor Office	Ch 4 and SPSS	
6	12-12-23	Supervisor Office	Ch 5	
7	5-Jan-24	Supervisor Office	Final Review	

APPROVAL FOR EXAMINATION

Candidates' Name: **SYEDA AMNAH WAQAR** Enrollment No: **01-221222-029**

Project/Thesis Title: GREEN HRM PRACTICES AND TEACHER JOB SATISFACTION: A STUDY OF THEIR IMPACT ON ORGANIZATIONAL PERFORMANCE IN EDUCATIONAL INSTITUTIONS OF ISLAMABAD AND RAWALPINDI

I hereby certify that the above candidates' thesis/project has been completed to my satisfaction and, to my belief, its standard appropriate for submission for examination. I have also conducted plagiarism test of this thesis using HEC prescribed software and found similarity index at 17% that is within the permissible limit set by the HEC for thesis/ project MBA/BBA. I have also found the thesis/project in a format recognized by the department of Business Studies.

Signature of Supervisor:

Date:

5-Jan-24

Name: Ms. Qurat ul Ain Waqar

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