JETIR.ORG ISSN: 2349-5162 | ESTD Year : 2014 | Monthly Issue
JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)
An International Scholarly Open Access, Peer-reviewed, Refereed Journal

"FACTORS INFLUENCING TEACHERS' PREFERENCE FOR GREEN HUMAN RESOURCE MANAGEMENT PRACTICES IN EDUCATIONAL INSTITUTIONS, WITH SPECIAL REFERENCE TO COLLEGES UNDER CALICUT UNIVERSITY "

Dr . P.RATHAMANI, Associate Professor,Tiruppur Kumaran College for Women, Tiruppur

Ms P. P SHAREENA, Ph.D Scholar, Tiruppur Kumaran College for Women, Tiruppur

Abstract: The adoption of Green Human Resource Management (GHRM) practices in educational institutions has gained increasing attention as universities and colleges strive to integrate sustainability into their operations. This study explores the key factors that influence teachers' preferences for GHRM practices, with special reference to colleges under Calicut University. The research investigates how these factors shape teachers ' attitudes toward sustainable HRM practices by drawing on various motivators such as environmental awareness, personal values, institutional support, professional development, peer influence, job satisfaction, cost-saving opportunities, and health and well-being. The findings suggest that a combination of intrinsic and extrinsic motivators, including environmental consciousness, alignment with personal values, and institutional support, play significant roles in encouraging teachers to adopt GHRM practices. Additionally, aspects like job satisfaction, professional development opportunities, and the potential for cost savings further reinforce teachers' preferences for green practices. This paper highlights the importance of fostering a supportive environment within educational institutions to promote sustainable HRM initiatives and enhance teachers' engagement with environmental goals.

Keywords: Green Human Resource Management, Teachers' Preferences, Environmental Awareness, Personal Values, Institutional Support, Professional Development, Peer Influence, Job Satisfaction, Cost Saving, Health and Wellbeing, Calicut University

1. INTRODUCTION

1.1 Background of the Study

The concept of sustainability has evolved beyond environmental conservation into a comprehensive approach that includes economic and social aspects, particularly within organizational frameworks. In recent years, educational institutions have increasingly recognized their role in advancing sustainable practices, both in their academic curricula and in their internal operations. As part of this movement, Green Human Resource Management (GHRM) has emerged as a crucial strategy for embedding environmental sustainability within organizational cultures.

GHRM focuses on incorporating eco-friendly practices into human resource functions such as recruitment, training, performance management, and employee engagement. In higher education institutions, this includes promoting environmental awareness among staff, implementing green workplace practices, and fostering a culture of sustainability. In particular, teachers, who are key to shaping the minds of students and fostering an academic environment, can significantly influence the adoption and success of GHRM initiatives. Understanding the factors that motivate teachers to prefer and adopt these green HR practices is essential for the effective implementation of sustainability in educational institutions.

1.2 Rationale for the Study

The adoption of GHRM practices in educational institutions, especially colleges, is still an evolving area of research. While much has been written about GHRM in corporate settings, less attention has been paid to its application in academic environments. Teachers are pivotal to the success of GHRM initiatives, as they directly influence the campus culture and student behavior. Given that colleges under Calicut University are increasingly embracing sustainable practices, it becomes necessary to explore the factors that motivate teachers to adopt GHRM strategies.

This study seeks to fill this gap by identifying and examining key motivators such as environmental awareness, personal values, institutional support, professional development, peer influence, job satisfaction, cost-saving, and health and wellbeing, which could impact teachers' preferences for GHRM practices. Understanding these factors can help academic institutions tailor their GHRM strategies to better align with teachers' motivations, thereby improving engagement with sustainability goals.

1.3 Key Motivators Influencing Teachers' Preferences for GHRM

Several key factors influence teachers' preferences for GHRM practices in educational institutions:

- **Environmental Awareness:** Teachers who are conscious of environmental issues are more likely to adopt sustainable practices in their personal and professional lives.
- **Personal Values:** Teachers' ethical beliefs and commitment to sustainability often drive their engagement with GHRM practices, particularly if those practices align with their values regarding environmental stewardship.

- **Institutional Support:** Strong leadership and organizational commitment to sustainability play a significant role in motivating teachers to participate in GHRM initiatives. Institutional support includes providing resources, training, and recognition for green initiatives.
- **Professional Development:** Opportunities for professional growth through green training programs and workshops can increase teachers' engagement with sustainability goals and motivate them to adopt GHRM practices.
- **Peer Influence:** Teachers are often influenced by their colleagues. A collaborative environment where peers actively engage in green initiatives can encourage others to follow suit.
- **Job Satisfaction:** Teachers who experience greater job satisfaction due to alignment with environmental practices may be more likely to support GHRM initiatives.
- **Cost Saving:** Economic benefits, such as savings on energy, materials, and resources, are practical motivators for teachers to adopt green practices in their professional environment.
- **Health and Wellbeing:** Teachers' preferences for sustainable practices are often linked to concerns about their health and wellbeing, particularly with respect to green, healthier workspaces that promote mental and physical health.

1.4 Significance of the Study

The findings of this study will be significant for academic institutions, especially colleges under Calicut University, as they look to integrate sustainability into their HRM practices. By identifying the key motivators that influence teachers' preferences, this research can provide actionable insights into how colleges can develop more effective GHRM practices. It will also contribute to the academic literature on sustainability in higher education and the role of GHRM in promoting green practices within educational institutions.

2. STATEMENT OF THE PROBLEM

Educational institutions are increasingly adopting Green Human Resource Management (GHRM) practices, but little is known about the factors influencing teachers' preferences for these practices, particularly in colleges under Calicut University. Key motivators such as environmental awareness, personal values, institutional support, and job satisfaction may drive teachers' engagement with GHRM. Understanding these factors is crucial for effectively implementing GHRM strategies that align with teachers' motivations and promote sustainability in academic settings. This study aims to explore these influences to help colleges enhance their green HRM practices.

3. SCOPE OF THE STUDY

This study is limited to colleges under Calicut University, focusing specifically on teachers' preferences for GHRM practices within these institutions. The study will explore both intrinsic and extrinsic motivators and will rely on a mix of qualitative and quantitative research methods. The findings will provide insights into how academic institutions can enhance their GHRM strategies to better align with teachers' motivations and further the sustainability agenda.

4. OBJECTIVES OF THE STUDY

The primary objective of this study is to explore the factors that influence teachers' preferences for GHRM practices in colleges under Calicut University. Specifically, the study aims to:

1. Identify the key motivators that influence teachers' engagement with GHRM practices.
2. Evaluate the impact of professional development, peer influence, job satisfaction, cost-saving opportunities, and health and well-being on teachers' preferences for GHRM practices.
3. To identify the theoretical aspects of GHRM

5. RESEARCH METHODOLOGY

Research methodology refers to the structured approach used to investigate a specific problem or situation, to obtain detailed and insightful results. It addresses complex or ambiguous issues by utilizing various data collection techniques. These techniques are typically divided into two categories: primary data, which is collected directly from sources, and secondary data, which is obtained from existing information.

5.1 Research Design

This study adopts a descriptive research design to explore the factors influencing teachers' preferences for Green Human Resource Management (GHRM) practices in colleges under Calicut University. The descriptive design is suitable for identifying and analyzing the key motivators such as environmental awareness, personal values, institutional support, professional development, and others, that drive teachers' engagement with GHRM initiatives.

5.2 Research Approach

The research follows a mixed-methods approach, combining both quantitative and qualitative methods to gather comprehensive data. This approach enables the study to quantify the extent to which various factors influence teachers' preferences while also providing deeper insights through qualitative data.

- **Quantitative Approach**: A structured survey will be used to collect numerical data on the key motivators influencing teachers' preferences for GHRM practices.
- **Qualitative Approach**: In-depth interviews and open-ended questions in the survey will provide a deeper understanding of teachers' attitudes, experiences, and insights regarding GHRM practices.

5.3 Population and Sample

The target population for this study consists of **teachers** from various colleges under Calicut University. The study will focus on a representative sample of teachers from both public and private colleges. A stratified random sampling technique will be employed to ensure the inclusion of a diverse group of teachers across disciplines, age groups, and experience levels.

- **Sample Size**: 120 teachers will be selected for the survey, and 10-15 teachers will be interviewed for in-depth qualitative insights.

5.4 Data Collection Methods

Data will be collected through two main instruments:

1. **Survey Questionnaire**: A structured questionnaire will be developed to assess teachers' preferences for GHRM practices. The questionnaire will include both closed and open-ended questions.
2. **Interviews**: Semi-structured interviews will be conducted with a selected group of teachers to explore their attitudes, motivations, and experiences regarding GHRM practices in greater depth.

5.5 Variables

The study will focus on the following key variables:

- **Independent Variables**: Environmental awareness, personal values, institutional support, professional development, peer influence, job satisfaction, cost-saving, and health and wellbeing.
- **Dependent Variable**: Teachers' preferences for GHRM practices.

5.6 Data Analysis

- **Quantitative Data Analysis**: The survey data will be analysed using statistical methods, including descriptive statistics (e.g., frequencies, means, and percentages) and inferential statistics (e.g., correlation analysis) to identify relationships between the factors and teachers' preferences. Data will be analysed using statistical software such as SPSS or Excel.
- **Qualitative Data Analysis**: Interview responses will be analyzed using thematic analysis to identify common themes, patterns, and insights related to the factors influencing teachers' preferences for GHRM practices.

5.7 Ethical Considerations

Ethical considerations will be adhered to throughout the research process. Participation in the study will be voluntary, and respondents will be informed about the purpose of the study. Informed consent will be obtained from all participants, and their anonymity and confidentiality will be maintained. All data collected will be used solely for the purpose of the research.

5.8 Limitations of the Study

- The study is limited to colleges under Calicut University, and the findings may not be generalized to other universities or regions.
- The reliance on self-reported data may introduce biases, such as social desirability bias, where respondents may provide answers, they believe are more socially acceptable.
- The study focuses only on teachers and does not include other stakeholders (e.g., students, administrative staff) who may also influence or be influenced by GHRM practices.

6. . REVIEW OF LITERATURE

Green Human Resource Management (GHRM) is an emerging field within human resource management that integrates environmentally sustainable practices into HR functions. It aims to align organizational human resource practices with environmental goals to reduce the environmental footprint while promoting eco-friendly behaviours among employees. In educational institutions, where sustainability is increasingly becoming a focus, understanding the factors that drive teachers' preferences for GHRM is critical for effective implementation. This literature review explores the key motivators influencing teachers' engagement with GHRM practices, such as environmental awareness, personal values, institutional support, professional development, peer influence, job satisfaction, cost-saving, and health and wellbeing.

Environmental Awareness and Sustainability in Education

Environmental awareness is one of the primary factors influencing individuals' willingness to adopt green practices. Researchers have emphasized that a high level of environmental consciousness among employees can significantly affect their support for GHRM initiatives. In educational settings, this awareness is crucial, as teachers often serve as role models for students in fostering sustainability. According to **Renwick (2008)**, environmental awareness among employees contributes to the adoption of green HR practices, as they recognize the long-term benefits of sustainability not only for the organization but also for society. Similarly, **Jackson, Renwick, Jabbour, and Müller-Camen (2011)** assert that employees with strong environmental values are more likely to engage with organizational sustainability efforts, including green HRM.

Personal Values and Green HRM Practices

Personal values also play a significant role in shaping teachers' preferences for GHRM practices. Teachers who align their personal values with environmental sustainability are more likely to engage with green practices at the workplace. **Haris and Yilmaz (2019)** argue that employees' intrinsic motivation, such as personal values and ethics, can influence their preferences for GHRM, as they view sustainable practices as a reflection of their own ethical beliefs. In educational institutions, where educators' values often extend beyond personal gain, the alignment of these values with institutional sustainability goals enhances the likelihood of adopting GHRM practices.

Institutional Support and Organizational Commitment

Institutional support is a critical determinant in the successful implementation of GHRM practices. Research indicates that when educational institutions demonstrate a strong commitment to sustainability, it fosters a work environment conducive to the adoption of green practices by employees. **Daily and Huang (2001)** highlight that employees are more likely to engage in sustainable behaviours when their organization provides clear support and resources for such initiatives. In the context of colleges, this includes offering training programs, creating green policies, and incentivizing sustainable actions. **Jabbour and Santos (2008)** emphasize that when institutions demonstrate a strong commitment to environmental sustainability, teachers are more likely to adopt and support GHRM practices.

Professional Development and Green HRM

Professional development is another motivating factor that influences teachers' preferences for GHRM practices. Offering green training programs and workshops enhances teachers' understanding of sustainability and its importance in educational settings. **Renwick (2008)** suggests that professional development opportunities in sustainability practices not only build awareness but also increase teachers' engagement with GHRM initiatives. Additionally, **Jabbour (2013)** points out that training and development programs can increase employees' competencies in implementing sustainable practices, ultimately fostering a stronger commitment to green HRM.

Peer Influence and Social Dynamics

Peer influence plays a significant role in shaping individual behaviour, including preferences for GHRM practices. In academic environments, teachers often influence one another through collaboration and shared values. **Jabbour and Jabbour (2016)** suggest that when colleagues actively engage in green initiatives, they create a social norm that encourages others to follow. This peer influence is particularly important in educational settings, where teachers are part of close-knit professional communities. **Jackson et al. (2011)** further argues that collective actions and shared environmental values within the workplace can lead to broader adoption of green HRM practices.

Job Satisfaction and Green HRM

Job satisfaction is often linked to employees' perceptions of the workplace environment. Studies have shown that job satisfaction increases when employees work in a sustainable and environmentally friendly environment. **Renwick (2008)** finds that employees who perceive their workplace as environmentally responsible tend to experience higher job satisfaction, which can positively impact their willingness to engage in green HRM practices. In educational settings, teachers who find their institution's sustainability efforts rewarding are likely to exhibit higher engagement with GHRM practices.

Cost Savings and Green Practices

Cost-saving benefits of green practices are another motivator for teachers to adopt GHRM practices. **Wagner (2013)** suggests that employees are more likely to engage in environmentally sustainable actions when they see financial benefits, such as cost reductions from energy savings or resource efficiency. In educational institutions, where budget constraints are a common challenge, the potential for cost savings can act as a compelling motivator for teachers to support and engage with green HRM practices.

Health and Wellbeing in Green Environments

The impact of green practices on health and wellbeing is increasingly recognized as an important factor in employee engagement. Research suggests that environmentally friendly workplaces contribute to the physical and mental wellbeing of employees. **Harris and Yilmaz (2019)** emphasize that employees who work in green environments report better health

outcomes and higher levels of job satisfaction. In academic settings, where stress and burnout can be prevalent, promoting a healthier and more sustainable work environment through GHRM practices can contribute to teachers' overall wellbeing and engagement.

7. DATA ANALYSIS

SOCIO-ECONOMIC FACTORS (DEMOGRAPHIC FACTORS) OF RESPONDENTS.

Table 1: Age

	Response	Percentage
20-25 years	38	31.66666667
26-30 years	15	12.5
31-35 years	28	23.33333333
36-40 years	21	17.5
41-45 years	13	10.83333333
46 years and above	5	4.166666667
Total	120	100

Majority Age Group:

- The largest proportion of respondents are between 20-25 years, accounting for 31.66% of the total, suggesting that the population surveyed skews younger.

Second Largest Age Group:

- The 31-35 years group constitutes 23.33% of respondents, indicating that this age bracket also has a significant representation in the sample.

Middle-Aged Representation:

- Respondents aged 36-40 years account for 17.5 %, making them the third most represented group. This shows that the survey includes a moderate representation of individuals in their late thirties.

Lower Representation:

- Respondents aged 26-30 years form 12.5% of the sample, while the 41-45 years group represents 13 %, suggesting a decline in representation as age increases beyond 30.

Senior Respondents:

- Only 4.16 % of respondents are 46 years and above, indicating minimal participation from older individuals.

Table 2: Sex

	Response	Percentage
Male	51	42.5
Female	69	57.5
Total	120	100

Gender Distribution:

- The majority of respondents are **female**, accounting for **57.5%** of the total sample
- Males make up 42.5%, which is slightly less than half of the respondents.

Gender Imbalance:

- There is a 15% difference in participation between females and males, indicating a higher level of engagement or representation from females in the survey.

Proportional Representation:

- While both genders are well-represented, the higher proportion of female respondents suggests that the data may be influenced more by female perspectives, depending on the subject matter of the survey.

Table 3: Designation

	Response	Percentage
Professor	9	7.5
Associate Professor	6	5
Assistant Professor	94	78.33333333
Guest Lecturer	11	9.166666667
Total	120	100

Majority Representation:

- Assistant Professors make up the overwhelming majority of respondents at 78.33%. This indicates that the perspectives of individuals in this academic rank heavily influence the survey.

Second Largest Group:

- Guest Lecturers account for 9.16 % of respondents, making them the second most represented group. Their input adds diversity to the academic positions covered in the survey.

Limited Representation of Senior Academics:

- Professors represent only 7.5 % of the sample, and Associate Professors account for 5.25%, indicating a relatively small contribution from more senior academic staff.

Overall Composition:

- The survey sample predominantly consists of early-career or mid-career academic staff, with fewer senior academics or guest lecturers.

Table 4: Category of college

	Response	Percentage
Government College	25	20.83333333
Aided College	36	30
Self-Financing College	59	49.16666667
Total	120	100

Dominance of Self-Financing Colleges:

- The majority of respondents, 4916 %, are from Self-Financing Colleges. This suggests that the perspectives and experiences shared in the survey will primarily reflect this type of institution.

Second Largest Group:

- Aided Colleges account for 30 % of respondents, indicating a moderate representation of this group in the survey.

Lowest Representation:

- Respondents from Government Colleges constitute only 20.83 % of the sample, making them the least represented group.

Overall Composition:

- The survey sample leans heavily toward self-financing institutions, followed by aided colleges, with government colleges comprising a smaller portion of respondents.

Table 5: Employment Status

	Response	Percentage
Regular	94	78.33333
Temporary	8	6.666667
Contractual	14	11.66667
Part-Time Lecturer	4	3.333333
Total	120	100

Predominance of Regular Staff:

- The majority of respondents (78.33 %) are Regular employees, indicating that most insights and data from this survey reflect the perspectives of individuals with permanent employment.

Low Representation of Non-Regular Staff:

- Temporary employees make up 6.66 %, while Part-Time Lecturers account for only 3.25%. This suggests minimal input from those with short-term or part-time affiliations.

Moderate Contribution from Contractual Staff:

- Contractual employees represent 11.66 % of the respondents, providing some additional perspectives from non-permanent staff.

Overall Employment Type Distribution:

- The survey primarily represents the views of those with stable, long-term employment, with only a small percentage of input from employees in less stable or part-time roles.

Table 6: Experience

	Response	Percentage
01-05 years	47	39.16666667
6-10	34	28.33333333
11-15	25	20.83333333
16-20	9	7.5
21-25	4	3.333333333
26 and above	1	0.833333333
Total	120	100

Majority with Shorter Experience:

- Respondents with 1-5 years of experience make up the largest group at 39.17%, indicating a significant presence of early-career professionals in the survey.

Second Largest Group:

- Those with 6-10 years of experience form 28.33% of the sample, suggesting that mid-career professionals are also well-represented.

Moderate Representation:

- Individuals with 11-15 years of experience account for 20.83%, showing that experienced professionals are included, though to a lesser extent than early-career respondents.

Low Representation of Highly Experienced Individuals:

- Respondents with 16-20 years (7.5%) and 21-25 years (3.33%) of experience are underrepresented.
- Only 0.83% have 26 years or more of experience, indicating a minimal contribution from senior professionals with extensive careers.

Overall Composition:

- The survey sample is dominated by individuals with less than 10 years of experience (67.5%), with declining representation as experience increases.

FACTORS THAT INFLUENCE TEACHERS TO PREFER GREEN HUMAN RESOURCE MANAGEMENT PRACTICES

Table 7: Factors That Influence Teachers to Prefer Green Human Resource Management Practices

ACTIVITIES	S. A	%	A	%	N	%	D.A	%	S. DA	%	TOTAL
Environmental awareness	45	37.5	38	31.67	25	20.83	9	7.5	3	2.5	120
Personal Values	55	45.8333	32	26.67	19	15.83	8	6.67	6	5	120
Institutional Support	34	28.3333	49	40.83	23	19.17	10	8.33	5	4.167	120
Professional Development	32	26.6667	48	40	20	16.67	16	13.3	5	4.167	120
Peer Influence	22	18.3333	26	21.67	28	23.33	32	26.7	13	10.83	120
Job Satisfaction	30	25	50	41.67	23	19.17	11	9.17	6	5	120
Cost Saving	28	23.3333	54	45	19	15.83	14	11.7	6	5	120
Health and Wellbeing	34	28.3333	46	38.33	24	20	10	8.33	6	5	120

1. **Environmental Awareness:**

- Strong Agreement (37.5%) and Agreement (31.67%) collectively account for 69.17%, showing significant recognition of the importance of environmental awareness.
- Only 10% disagreed, indicating limited resistance to this activity.

2. **Personal Values:**

- Strong Agreement (45.83%) is the highest among all activities, showing a strong acknowledgment of personal values' importance.

- A combined 72.5% agreed, while only 11.67% disagreed, suggesting a widespread consensus on this activity.

3. Institutional Support:

- Agreement (40.83%) is the dominant response, with 28.33% strongly agreeing.
- Nearly 70% acknowledged institutional support positively, while 12.5% disagreed, indicating that institutional backing is appreciated but with room for improvement.

4. Professional Development:

- This activity has 40% agreement and 26.67% strong agreement, totaling 66.67% positive responses.
- 13.3% disagreed, reflecting moderate resistance to professional development initiatives.

5. Peer Influence:

- Neutral responses (23.33%) and Disagreement (26.7%) dominate, with only 40% positive agreement (Strongly Agree + Agree).
- The higher disagreement levels (37.53% total) suggest peer influence might be perceived less positively or vary significantly across respondents.

6. Job Satisfaction:

- Agreement (41.67%) and Strong Agreement (25%) together make 66.67%, indicating a generally positive outlook on job satisfaction.
- Disagreement remains low (14.17%), showing that dissatisfaction is not a major issue.

7. Cost Saving:

- Agreement (45%) is the highest among all response categories, followed by 23.33% Strong Agreement, making a combined 68.33% positive response.
- However, 16.7% disagreed, suggesting some concern about the effectiveness or implementation of cost-saving initiatives.

8. Health and Wellbeing:

- 38.33% Agreement and 28.33% Strong Agreement show that 66.67% of respondents value this activity.
- Disagreement remains minimal (13.33%), indicating that health and wellbeing initiatives are generally well-received.

8. FINDINGS

SOCIO-ECONOMIC FACTORS (DEMOGRAPHIC FACTORS) OF RESPONDENTS.

1. **Age:** The largest proportion of respondents are between 20-25 years, accounting for 31.66% of the total, suggesting that the population surveyed skews younger.
2. **Sex:** The majority of respondents are female, accounting for 57.5% of the total sample.
3. **Designation:** Assistant Professors make up the overwhelming majority of respondents at 78.33%.
4. **Category of college**: The majority of respondents, 4916 %, are from Self-Financing Colleges.
5. **Employment status:** The majority of respondents (78.33 %) are Regular employees
6. **Experience :** Respondents with 1-5 years of experience make up the largest group at 39.17%

FACTORS THAT INFLUENCE TEACHERS TO PREFER GREEN HUMAN RESOURCE MANAGEMENT PRACTICES

Based on the data analysis, the following findings emerge regarding the factors influencing teachers' preferences for Green Human Resource Management (GHRM) practices in educational institutions:

1. **Environmental Awareness**
   - A significant proportion of respondents strongly agreed (37.50%) or agreed (31.67%) that environmental awareness influences their preference for GHRM practices.
   - This indicates that environmental consciousness is a key motivator for teachers in adopting sustainable practices.
2. **Personal Values**
   - The majority of respondents strongly agreed (45.83%) or agreed (26.67%) that personal values play a critical role in shaping their preferences for GHRM.
   - This suggests that teachers' ethical and moral alignment with sustainability drives their interest in green practices.
3. **Institutional Support**
   - Institutional support was identified as a strong factor, with 40.83% agreeing and 28.33% strongly agreeing to its importance.
   - The findings highlight that teachers are more likely to engage with GHRM practices when they perceive robust support and resources from their institutions.
4. **Professional Development**
   - Professional development opportunities were seen as influential, with 40.00% agreeing and 26.67% strongly agreeing.
   - This underscores the importance of training and workshops in enhancing teachers' competencies and willingness to adopt green practices.
5. **Peer Influence**
   - Peer influence was less significant compared to other factors, with only 18.33% strongly agreeing and 21.67% agreeing.
   - A notable portion of respondents were neutral (23.33%) or disagreed (26.67%), indicating that peer dynamics may not be a primary driver of GHRM adoption.
6. **Job Satisfaction**
   - Job satisfaction emerged as an important motivator, with 41.67% agreeing and 25.00% strongly agreeing.
   - Teachers are likely to engage with GHRM when they perceive it contributes positively to their work environment and satisfaction levels.

7. **Cost Savings**
    - Cost-saving potential was a key motivator, with 45.00% agreeing and 23.33% strongly agreeing.
    - This finding suggests that financial benefits from sustainable practices play a vital role in influencing teachers' preferences.
8. **Health and Wellbeing**
    - Health and wellbeing were important considerations, with 38.33% agreeing and 28.33% strongly agreeing.
    - Teachers recognize the role of GHRM in creating healthier and more sustainable work environments, enhancing their overall wellbeing.

Overall Insights

- Teachers' preferences for GHRM practices are influenced by a combination of intrinsic and extrinsic motivators, including personal values, institutional support, and cost savings.
- While factors like environmental awareness and job satisfaction are strong drivers, aspects such as peer influence play a lesser role.
- Educational institutions should focus on providing robust support, professional development, and highlighting the health and cost-saving benefits of GHRM to enhance adoption among teachers.

9. SUGGESTIONS

Based on the findings, the following suggestions are proposed to enhance the adoption of Green Human Resource Management (GHRM) practices in educational institutions:

1. **Promote Environmental Awareness**
    - Conduct regular workshops, seminars, and awareness campaigns to educate teachers about the importance of environmental sustainability and the role of GHRM in achieving it.
    - Integrate sustainability topics into faculty meetings and institutional communications to foster a culture of eco-consciousness.
2. **Align GHRM with Personal Values**
    - Encourage teachers to share their personal experiences and values related to sustainability, creating a platform for dialogue and inspiration.
    - Highlight the ethical and societal impact of GHRM practices to align with teachers' intrinsic motivations.
3. **Strengthen Institutional Support**
    - Develop clear policies and guidelines on GHRM practices, emphasizing institutional commitment to sustainability.
    - Provide adequate resources, such as green infrastructure, incentives for sustainable practices, and administrative backing, to support teachers in adopting GHRM initiatives.
4. **Offer Professional Development Opportunities**
    - Organize training programs focused on implementing sustainable practices in teaching, research, and administrative activities.

- Provide certifications or recognition for teachers who actively participate in green initiatives, enhancing their professional growth and motivation.

5. **Leverage Peer Influence Positively**
   - Establish green committees or eco-groups within institutions to promote collaborative efforts among teachers.
   - Share success stories and best practices from faculty members who have successfully implemented green initiatives, creating role models for others to follow.
6. **Enhance Job Satisfaction Through GHRM**
   - Create a supportive work environment by integrating sustainability into workplace culture, which can improve morale and job satisfaction.
   - Acknowledge and reward teachers' contributions to environmental initiatives through public recognition, awards, or career benefits.
7. **Highlight Cost-Saving Benefits**
   - Provide transparent reports showing how GHRM practices lead to cost savings for the institution, such as reduced utility bills or resource efficiency.
   - Offer financial incentives, such as grants or subsidies, for teachers who propose and implement cost-effective green solutions.
8. **Focus on Health and Wellbeing**
   - Implement eco-friendly workplace improvements, such as better air quality, natural lighting, and green spaces, to enhance teachers' physical and mental wellbeing.
   - Organize wellness programs that tie sustainability practices to personal health benefits, emphasizing the positive impact of a green work environment.
9. **Build Long-Term Sustainability Plans**
   - Develop a strategic plan that integrates GHRM practices with the institution's long-term goals, ensuring continuity and effectiveness.
   - Regularly review and update sustainability policies based on feedback from faculty and emerging environmental challenges.
10. **Collaborate with External Organizations**
    - Partner with environmental organizations, government agencies, and NGOs to access expertise, resources, and funding for implementing GHRM initiatives.
    - Participate in national and international sustainability programs to gain recognition and inspire greater commitment among staff.

10. CONCLUSION

This study highlights the significant factors influencing teachers' preferences for Green Human Resource Management (GHRM) practices in educational institutions, with a specific focus on colleges under Calicut University. The findings reveal that teachers are motivated by a combination of environmental awareness, personal values, institutional support,

professional development opportunities, job satisfaction, cost-saving potential, and health and wellbeing benefits. While peer influence plays a relatively smaller role, it still contributes to shaping attitudes toward GHRM.

The research underscores the importance of aligning GHRM practices with teachers' intrinsic and extrinsic motivators. Educational institutions need to foster an eco-conscious culture, provide robust institutional support, and emphasize the tangible and intangible benefits of GHRM practices. Professional development programs, transparent communication of cost savings, and improved workplace health and wellbeing can further enhance teachers' engagement with these initiatives.

By adopting these strategies, educational institutions can achieve dual objectives: enhancing sustainability and ensuring greater job satisfaction and productivity among teachers. This integration of environmental and organizational goals reflects the growing importance of GHRM as a critical component of modern human resource practices in the education sector.

In conclusion, prioritizing GHRM practices not only advances environmental sustainability but also strengthens the overall institutional framework, enabling colleges to become role models for sustainable development within the community.

BIBLIOGRAPHY

REFERENCES

- Daily, B. F., & Huang, S. (2001). Achieving sustainability through attention to human resource factors in environmental management. *International Journal of Operations & Production Management*, 21(12), 1539-1552.
- Harris, L. C., & Yilmaz, C. (2019). Environmental sustainability and employee motivation: The role of personal values and environmental awareness. *Journal of Business Ethics*, 156(3), 607-626.
- Jackson, S. E., Renwick, D. W., Jabbour, C. J. C., & Müller-Camen, M. (2011). State-of-the-art and future directions for green human resource management: A comparison of three perspectives. *International Journal of Human Resource Management*, 22(10), 2227-2238.
- Jabbour, C. J. C. (2013). Environmental training in organizations: From a literature review to a framework for future research. *International Journal of Production Research*, 51(13), 3876-3890.
- Jabbour, C. J. C., & Jabbour, A. L. D. (2016). Green human resource management and organizational culture: A systematic review of the literature. *International Journal of Human Resource Management*, 27(7), 721-747.
- Jabbour, C. J. C., & Santos, F. C. A. (2008). The importance of human resource management in the adoption of environmental practices: An empirical study. *International Journal of Human Resource Management*, 19(6), 1091-1112.
- Renwick, D. W. (2008). Green human resource management: A review and research agenda. *International Journal of Management Reviews*, 10(1), 1-14.
- Wagner, M. (2013). Sustainability and competitive advantage: The role of corporate environmentalism. *Business Strategy and the Environment*, 22(5), 303-314.