



Toward University Sustainable Development - How Does Resource Commitment Support Sustainable University Performance In Vietnam Public University

Le Quan¹ & Ta Huy Hung^{1*}

¹ International School, Vietnam National University, Hanoi, Vietnam

^{2*} Corresponding author: hungth@vnuis.edu.vn

Abstract

In the development of any nation, universities are essential. Researchers' attention is growing in the issue of sustainable university growth, especially through green human resource development (GHRM). Our research investigates the importance of resource commitment (RES), its connection to employee green behavior (GEB) and GHRM, and the combined effect of these factors on sustainable university performance. The study examined the ways in which these factors affect Sustainable University Performance by utilizing quantitative techniques to examine 294 research samples.

Research purpose:

This research investigated the combined influence of Resource Commitment, GHRM, and Employee Green Behavior on the Sustainable University Performance of university

Research motivation:

Sustainable university development has emerged as a significant focus for researchers in recent years. In the context of Vietnamese universities, this development is closely tied to "green" resources and the goal of enhancing both the quality of human resources and the green behavior of employees. This study aims to elucidate the importance of RES in its relationship with GHRM and GEB, and how these factors collectively influence Sustainable University Performance.

Research design, approach, and method:

The research applied quantitative research methods, gathering data from 294 participants in Vietnam University

Main findings:

The findings indicate a strong impact of RES on GHRM, GHRM on GEB, as well as considerable impact of GEB on Sustainable University Performance.

Practical/managerial implications:

The study highlights several important contributions, it also provides insights for university administrators on how to improve GHRM through Resource Commitment. Consequently, administrators can assess and adjust policies to attract and retain high-quality human resources, thereby developing a positive and creative workplace for employees.

Keywords: Sustainable development; Green Human Resource Management; Resource Commitment; Employee Green Behavior

1. INTRODUCTION

Sustainable organizational performance is a well-established concept with readily accessible information and a broad consensus. This concept is a foundation built on environmental responsibility, societal values, and performance accountability (Alghamdi et al., 2017). In the early 1970s, universities recognized the importance of sustainability in their operations (Finlay & Massey, 2012). By the 21st century, sustainability issues had become a prominent agenda across various sectors, including government, private industry, and education (Hussain et al., 2019). This growing awareness has prompted universities worldwide to integrate sustainability into their frameworks, standards, policies, and assessment systems, often through initiatives such as declaring themselves as sustainable universities (Shriberg, 2002). However, this presents a challenge for higher education institutions globally, as they strive to implement sustainable performance in balancing of environmental, social, and economic dimension (Zaptcioglu Celikdemir et al., 2017).

The sustainable universities is essential for the progress of the national education system. To achieve this goal, university leaders must implement a robust management system that ensures the efficient operation of the institution. Central to this system is human resource management, which plays a critical role in sustaining and enhancing employee motivation, fostering well-being, and reinforcing the connection between employees and the organization. In line with current HRM trends, GHRM has emerged as a key factor in strengthening the university's operational framework. By integrating

© The Author(s) 2025

D. Nguyen Van et al. (eds.), *Proceedings of the International Conference on Emerging Challenges: Sustainable Strategies in the Data-driven Economy (ICECH 2024)*, Advances in Economics, Business and Management Research 320,

https://doi.org/10.2991/978-94-6463-694-9_35

GHRM, universities can effectively develop their human capital, thereby supporting and enhancing their competitive advantage.

GHRM is instrumental in developing human capital and establishing the competitive advantages necessary for the sustainable growth of universities. However, the implementation of GHRM initiatives is contingent upon the availability of supporting resources. The study by Gyensare et al. (2024) emphasizes the critical role that resource commitment plays in shaping GHRM practices within organizations. Furthermore, as universities and organizations pursue GHRM as a path toward sustainable development, it is essential to clarify the role of GEB. Research on GEB, as highlighted by Norton et al. (2015), indicates that GEB is vital in fostering competitive advantages for organizations, making it a key area of focus for many researchers exploring various perspectives. Schmit et al. (2012) highlight that companies are increasingly enhance their environmental performance by incorporating green jobs and responsibilities. However, Norton (2015) notes that there is a significant gap in empirical evidence concerning the outcomes of GEB. This lack of evidence is a critical issue for practitioners and organizational leaders who need to promote GEB in the workplace. Building a strong business case to support and promote GEB requires showcasing its benefits, which range from institutional advantages like competitive advantage to organizational gains like cost savings, leader effectiveness, team cohesion through positive social norms, and intrinsic employee satisfaction. The author of this work investigates the connection between Sustainable University Performance, RES, GHRM, and GEB. Based on these results, the author makes policy proposals to improve Sustainable University Performance through the implementation of a GHRM system that encourages GEB, backed by organizational resources.

2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

2.1 Construct definitions

2.1.1. *Green human resource management*

GHRM has attracted a lot of attention lately as a successful tactic for reducing environmental impact and promoting sustainability (Yong et al., 2020). GHRM combines environmental requirements with human resource strategies (Renwick et al., 2013). In particular, GHRM consists of procedures, rules, and systems intended to promote eco-friendly behavior among employees (Opatha & Arulrajah, 2014). It is described as HRM practices that provide favorable environmental results (Kramar, 2014). By implementing strategies like green performance reviews, green training, and green incentive programs, GHRM greatly encourages ecologically friendly behavior (Dumont et al., 2017). Three fundamental components of GHRM have been highlighted more and more in recent research: (1) fostering green skills through focused training; (2) encouraging employees to participate in green initiatives through performance management; and (3) establishing avenues for employee participation in green activities (Masri & Jaaron, 2017).

2.1.2. *Employee Green Behavior*

Green workplace behavior (GWB) has garnered more attention from researchers in recent years (Dumont et al., 2017; Ahmad et al., 2021). GEB is defined by Ones and Dilchert (2012) as scalable behaviors and activities that employees take that are related to environmental sustainability and either enhance or diminish it. Reducing the adverse environmental effects of individual behaviors is the main objective of GEB (Kollmuss & Agyeman, 2010). Graves et al. (2013) expand on this description by stating that GEB at work includes a broad variety of ecologically responsible requirements. These include developing green products, recycling and reusing resources, learning about environmental challenges, and putting ideas into practice to lessen the company's environmental impact.

2.1.3. *Resource commitment*

The allocation of both tangible and intangible assets—those crucial components that allow for the efficient and successful production of market offerings valuable to particular segments—is a sign of an organization's dedication to resources (Hunt, 2000). Employees are essential to creating a sustained competitive advantage, according to numerous studies (Wright et al., 1994). This suggests that companies that can coordinate and invest in GHRM are more likely to improve employee well-being by encouraging positive employee behaviors.

2.1.4. *Sustainable University Performance*

Building green competencies is essential to an organization's survival in a constantly changing environment (Rehman et al., 2021). To reduce their detrimental effects on the environment, organizations must prioritize sustainable performance and use green practices. The successful execution of environmental protection strategies and processes demonstrates the efficacy of sustainability performance and should ultimately improve the organization's overall environmental outcomes (Shahzad et al., 2023). A sustainable university is one that makes a concerted effort to lessen negative impacts on social, economic, and environmental aspects. In order to support a sustainable lifestyle transformation in the community, this commitment entails the wise use of institutional resources, such as collaborations, research, teaching, and community service (Velazquez et al., 2006; Akbar et al., 2024).

2.2. Hypothesis development

2.2.1 *Resource Commitment impact on GHRM*

Resource commitment is demonstrated by how it allocates both tangible and intangible assets which can used to enhance efficiently and effectively deliver market offerings with specific value (Hunt, 2000). Research has shown that employees are fundamental to achieving an organizational competitive advantage (Wright et al., 1994). This implies that companies capable of strategically aligning and allocating resources toward GHRM are likely to enhance employee well-being by

influencing their behavior. According to resource advantage theory, the strategic resources to gain a competitive edge is likely to foster environmentally employee behaviors (Li, 2014). When universities possess adequate resources, both tangible and intangible, they are better positioned to develop and implement GHRM initiatives. Specifically, the availability of financial resources enables universities to establish green compensation policies for faculty and staff within the organization. Similarly, the university's prestige and reputation facilitate influencing faculty and staff when implementing a "green" strategy aimed at the sustainable development of the institution, aligned with environmental and community protection.

Hypothesis 1: Resource Commitment positive impact on GHRM

2.2.2 Green HRM impact on GEB

GHRM encompasses HR activities focused on implementing and promoting environmentally sustainable workplace, which influence how organizations manage their people (Ahmad, 2015). Organizations that adopt GHRM practices can achieve greater efficiency, and foster a more conducive working environment that encourages sustainable employee behavior (DuBois & Dubois, 2012). Key practices in GHRM (green training, green performance management, green rewards and compensation) are instrumental in promoting protection environmental behavior among employees (Dumont et al., 2017). Moreover, by integrating protection environment in business practices and policies, GHRM have the potential to transform organizational culture, emphasizing the conservation of resources, energy, and the minimization of waste (Ahmad, 2015). Organizations can also instill green values within their recruitment and selection, training, and compensation processes (Ahmad, 2015). This comprehensive approach has the potential to significantly influence workplace behavior, particularly in how employees interact with the natural environment. Based on this understanding, we propose the following hypothesis:

Hypothesis 2: There is a positive relationship between green HRM practices and employee green behavior (GEB).

2.2.3 Resource Commitment and sustainable university performance

Resource commitment represents the allocation of assets that enable an organization to efficiently and effectively deliver value to specific market segments (Hunt, 2000). Akbar et al. (2024) affirmed that in the context of higher education, employees' environmentally friendly perceptions contribute to sustainable performance and knowledge development (Amrutha & Geetha, 2020). In universities, tangible resources provide the necessary financial and non-financial support to guide employee actions in line with the institution's green strategies, thereby promoting sustainable development. Furthermore, universities, with their reputation and prestige, are expected to lead as pioneering institutions that influence and drive the adoption of green trends, ultimately fostering environmentally friendly practices and green behaviors within society.

Hypothesis 3: Resource Commitment positive impact on sustainable university performance

2.2.4 Employee Green Behavior and sustainable university performance

The willingness of workers to participate in environmental protection activities is known as GEB (Scherbaum et al., 2008). This voluntary behavior is intended to lessen the adverse effects that employees' actions have on the environment. Turning off lights, printing on both sides, supporting the company's green plan, riding a bicycle to work, cutting back on waste, and starting new environmental preservation initiatives are a few examples of GEB.

According to Chou (2014), GEB is pro-social by nature. The organization benefits from the value that is created by both in-role and extra-role behaviors. According to Paillé and Boiral (2013), basic actions like suggesting methods to enhance environmental preservation, such as turning off computers at the end of the day, might be considered less formal, extra-role green behaviors. Environmental protection requires both in-role and extra-role green behaviors (Norton et al., 2014). However, because employees have varying degrees of influence over when and how they choose to deploy these behaviors at work, they may be motivated by different factors.

Hypothesis 4 : There is a positive relationship between employee green behavior (GEB) and Sustainable university performance

2.2.5 Resource Commitment impact on Employee green behavior

Guysare et al. (2024) have supported the resource advantage theory, which holds that a company's effective use of resources to gain a competitive edge is seem to encourage environmentally friendly activities among its workers (Li, 2014). Therefore, we recommend that businesses that want to promote environmentally friendly behavior among their staff members divide their resources wisely. Funding from universities is crucial for guiding, motivating, and encouraging employees to fully understand sustainable practices, which can lead to minor behavioral changes like consuming less power and water at work. Universities' image as knowledge-generating organizations that set the standard for implementing innovative green initiatives for environmental protection also reflects their resource commitment. It is encouraged for individuals to link their behaviors with the university's commitment to sustainability and environmental protection by providing them with real resources derived from the institution's reputation and employer branding. This allows them to become leaders in the academic community's green movement.

Hypothesis 5: resource commitment positive impact on employee green behavior in univesity

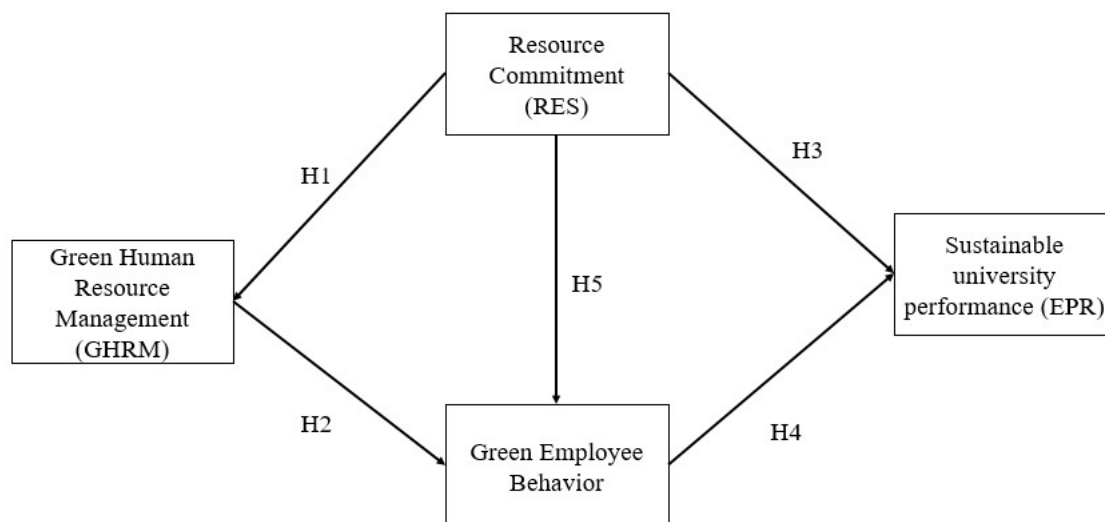


Fig.1. Research model

3. RESEARCH METHOD

3.1 Sampling

This study gathered the data from employees working in public university in Vietnam. Originally created in English, the questionnaire used a five-point scale. Two native bilingual scholars then translated it into Vietnamese. Both online and printed copies of the questions are available for distribution to responders. The survey was conducted from March, 2024 to July, 2024, with a total of 294 valid respondents.

Table 1. Respondent's profile (N = 294)

Characteristics		N	%
Gender	Male	186	63.27%
	Female	108	36.73%
Age	25–35	18	6.12%
	36 –45	102	34.69%
	46 –55	89	30.27%
	Over 55	85	28.91%
Education	Master	62	21.09%
	PhD	232	78.91%
Working Experience	Under 10 year	36	12.24%
	10 years – < 20 years	89	30.27%
	> 20years	169	57.48%

Source: Author (2024)

3.2. Measurement

A company's resource commitment to GHRM practices was evaluated using four measures that were modified from Gyensare et al. (2024). GHRM: Using various sources, including Ahmad et al. (2021) and Gyensare et al. (2024), six items were developed based on the main GHRM functions, such as training and green selected staffing (Dumont et al., 2017). Samples of GHRM items: Employees at my company are given green goals. Five elements from earlier research are included in GEB (Bissing-Olson et al., 2013). The supervisor of the employee assigned a rating to these items. Eight items from Khan & Muktar's (2024) research are included in the assessment of sustainable university performance.

3.3. Data analysis

In this study, after collecting data and screening data, the author used SMART-PLS software to analyze data. The data analysis process was performed through Cronbach Alpha analysis and Realiability test; Evaluation of Convergence; Discriminant Evaluation and SEM test.

4. RESULTS AND DISCUSSION

4.1. Evaluation of measurement model

Hair et al. (2016) suggest that the outer loading coefficient must be greater than or equal to 0.708. Thus, item RES3, GHRM4, ENV4 and GEB3 were elimilated with factor loading lower than 0.70.

Table 2 : Results of factor loadings, internal consistency and convergent validity

Construct	Items	Loading	CA	Rho-A	CR	AVE
RES	Indicator 1	0.761	0.743	0.806	0.855	0.669
	Indicator 2	0.887				
	Indicator 3	0.604				
	Indicator 4	0.916				
GHRM	Indicator 1	0.907	0.945	0.946	0.958	0.819
	Indicator 2	0.867				
	Indicator 3	0.922				
	Indicator 4	0.612				
	Indicator 5	0.917				
	Indicator 6	0.913				
SUP	Indicator 1	0.857	0.951	0.951	0.960	0.774
	Indicator 2	0.852				
	Indicator 3	0.887				
	Indicator 4	0.607				
	Indicator 5	0.896				
	Indicator 1	0.900				
	Indicator 2	0.895				
	Indicator 3	0.870				
GEB	Indicator 1	0.932	0.950	0.950	0.964	0.870
	Indicator 2	0.940				
	Indicator 3	0.617				
	Indicator 4	0.918				
	Indicator 5	0.940				
Note: CA = Cronbach's Alpha; CR= Composite Reliability; AVE = Average Variance Extracted						

Table 2 showed that Cronbach's Alpha ranging from 0.734 to 0.951, each exceeding 0.7 (Hair, 2011). Thus, all research constructs confirmed reliability. CR ranged from 0.855 to 0.964, meeting the aforementioned requirements. Additionally, Hock and Ringle (2010) asserted that the AVE value should be at least 0.5, AVEs of all research constructs meet the requirement. Furthermore, convergent validity is guaranteed by the measurement findings shown in Table 2, which show that AVE) coefficients above 0.5 (0.669 to 0.870).

Moreover, Garson (2016) states that when the HTMT value is less than 1, discriminant validity between two latent variables is guaranteed using the HTMT index. Additionally, according to Henseler et al. (2015), discriminant validity is established if the HTMT score is less than 0.9.

Table 3: HTMT Results for discriminant validity assessmen

Construct	GEB	GHRM	RES	SUP
GEB	0.933			
GHRM	0.819	0.905		
RES	0.767	0.787	0.818	
SUP	0.796	0.760	0.744	0.880

4.2. SEM result

4.2.1. Relationship between variables diagram

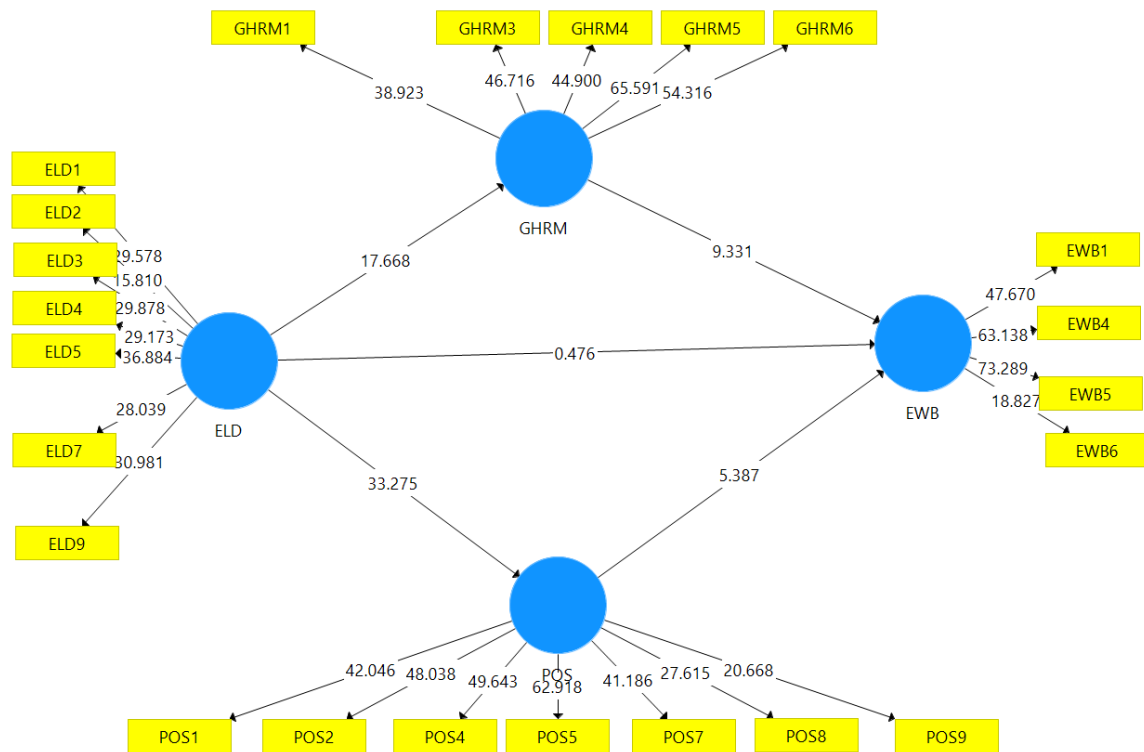
The path model's regression coefficients, also known as path coefficients, show the impact correlations between latent variables in the SEM. When compared to the significance level of 0.05, the P-values for all of the correlations in the previously mentioned table are less than 0.05, indicating that the latent variables in the SEM model have significant influence links.

Table 4: Relationship between variables diagram

Mean, STDEV, T-Values, P-Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Hypothesis result
RES→GHRM	0.787	0.788	0.025	31.984	0.000	H1 supported
GHRM → GEB	0.565	0.560	0.058	9.771	0.000	H2 supported
RES→SUP	0.325	0.324	0.052	6.288	0.000	H3 supported
GEB → SUP	0.546	0.547	0.056	9.674	0.000	H4 supported
RES→ GEB	0.323	0.327	0.059	5.446	0.000	H5 Supported

SUP is the dependent variable that RES and GEB have an effect on, with standardized regression coefficients of 0.325 and 0.546, respectively. Both RES and GEB have an effect on the dependent variable, GEB, which has standardized regression coefficients of 0.323 and 0.565, respectively. RES has an impact on GHRM, as demonstrated by this study's standardized regression coefficients of 0.787. Every notion has been confirmed.

**Fig. 2.** SEM result

5. CONCLUSION

The study's main conclusion is that Resource Commitment has little effect on Sustainable University Performance (SUP) and Employee Green Behavior (GEB). Our research results is in line with a study by Gyensare et al. (2024) that showed that resource commitment and sustainable work practices were positively correlated. The author of the current study found a direct correlation between resource commitment and sustainable university performance, highlighting the significance of universities' investments in and dedication to sustainable development as a way to guarantee social and environmental protection. However, the small direct effect of Resource Commitment on GEB indicates that staff members, lecturers, and specialists can all participate in "green" practices without needing significant direct resources from the company to support them.

Second, resource commitment plays a crucial role in the direct, favorable, and substantial impact it has on Green Human Resource Management (GHRM) in Vietnamese public universities, despite having a weak effect on Employee Green Behavior (GEB) and Sustainable University Performance (SUP). This result is similar to Gyensare et al. (2024) investigation. The establishment of Green HRM policies in Vietnam's public universities requires the backing of both non-financial and financial resources. These tools are essential because they serve as the cornerstone for developing and putting into practice GHRM and other organizational policies. For GHRM policies to be developed and implemented successfully, institutions must guarantee a considerable commitment of resources.

Third, the study's findings show that employee green behavior (GEB) is significantly improved by green human resource management (GHRM). This research suggests that although self-awareness among instructors, experts, and staff at Vietnam's public universities is important, it is also critical that institutions create a strong regulatory framework. Such a framework should be created in order to recognize and reward staff members who follow GHRM standards, as well as to successfully promote and evaluate green behaviors. To sum up, our study results offer strong support for GHRM policy application in businesses to meet universities' modern sustainable development objectives.

6. REFERENCES

- Alghamdi, N., Den Heijer, A., & De Jonge, H. (2017). Assessment tools' indicators for sustainability in universities: an analytical overview. *International Journal of Sustainability in Higher Education*, 18(1), 84-115.
- Ahmad, S. (2015). Green human resource management: Policies and practices. *Cogent business & management*, 2(1), 1030817.
- Ahmad, S., Islam, T., Sadiq, M., & Kaleem, A. (2021). Promoting green behavior through ethical leadership: a model of green human resource management and environmental knowledge. *Leadership & Organization Development Journal*, 42(4), 531-547.
- Akbar, Y. K., Maratis, J., Nawangsari, L. C., Putri, R. K., & SK, P. (2024). The effects of green human resource management practices on sustainable university through green psychological climate of academic and non-academic staff. *Cogent Business & Management*, 11(1), 2375404.
- Amrutha, V. N., & Geetha, S. N. (2020). a systematic review on green human resource management: implications for social sustainability. *Journal of Cleaner Production*, 247, 119131. <https://doi.org/10.1016/j.jclepro.2019.119131>.
- Bagozzi R. P. & Yi, Y (1994). *Advanced topics in structural equation models*. P. 151 in: Bagozzi R.P., ed, *Advanced methods of marketing research*, Blackwell, Oxford
- Bissing-Olson, M. J., Iyer, A., Fielding, K. S., & Zacher, H. (2013). Relationships between daily affect and pro-environmental behavior at work: The moderating role of pro-environmental attitude. *Journal of Organizational Behavior*, 34(2), 156-175. <https://doi.org/10.1002/job.1788>.
- Chou, C-J. (2014). Hotels' environmental policies and employee personal environmental beliefs: Interactions and outcomes. *Tourism Management*, 40, 436-446.
- Cohen, J. (1992). A Power Primer. *Psychological Bulletin*, 112 (1), 155-159.
- DuBois, C. L., & Dubois, D. A. (2012). Strategic HRM as social design for environmental sustainability in organization. *Human Resource Management*, 51(6), 799-826. <https://doi.org/10.1002/hrm.21504>.
- Dumont, J., Shen, J., & Deng, X. (2017). Effects of green HRM practices on employee workplace green behaviour: The role of psychological green climate and employee green values. *Human Resource Management*, 56(4), 613-627.
- Finlay, J., & Massey, J. (2012). eco-campus: applying the ecocity model to develop green university and college campuses. *International Journal of Sustainability in Higher Education*, 13(2), 150-165. <https://doi.org/10.1108/14676371211211836>.
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of marketing research*, 18(1), 39-50.
- Garson, G. D. (2016). *Partial Least Squares: Regression & Structural Equation Models*. Asheboro: Statistical Associates Publishing.
- Graves, L. M., Sarkis, J., and Zhu, Q. (2013). How transformational leadership and employee motivation combine to predict employee proenvironmental behaviors in China. *Journal of environmental psychology*, 35, 81-91.
- Gyensare, M. A., Adomako, S., & Amankwah-Amoah, J. (2024). Green HRM practices, employee well-being, and sustainable work behavior: Examining the moderating role of resource commitment. *Business Strategy and the Environment*, 33(4), 3129-3141.
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *Journal of Marketing theory and Practice*, 19(2), 139-152.
- Hair, J., Hollingsworth, C. L., Randolph, A. B., & Chong, A. Y. L. (2017). An updated and expanded assessment of PLS-SEM in information systems research. *Industrial management & data systems*, 117(3), 442-458.
- Henseler, J. & Sarstedt, M. (2013). *Goodness of fit indices for partial least squares path modeling*. *Computational Statistics* 28(2), 565-580
- Hock, C., Ringle, C. M., & Sarstedt, M. (2010). Management of multi-purpose stadiums: Importance and

performance measurement of service interfaces. *International journal of services technology and management*, 14(2-3), 188-207.

Hunt, S. D. (2000). *A general theory of competition*. Sage Publications.

Hussain, t., eskillsen, J., edgeman, R., ismail, M., shoukry, a. M., & gani, s. (2019). imperatives of sustainable university excellence: a conceptual framework. *Sustainability*, 11(19), 5242. <https://doi.org/10.3390/su11195242>.

Khan, M. H., & Muktar, S. N. (2024). Green employee empowerment: The missing linchpin between green HRM and sustainable organizational performance. *Journal of Cleaner Production*, 434, 139812.

Kim, Y.J., Kim, W.G., Choi, H.M. and Phetvaroon, K. (2019). The effect of green human resource management on hotel employees' eco-friendly behavior and environmental performance. *International Journal of Hospitality Management*, 76, 83-93.

Kollmuss, A. and Agyeman, J. (2010). Mind the gap: why do people act environmentally and what are the barriers to pro-environmental behavior?. *Environmental Education Research*, 8 (3), 239-260.

Kramar, R. (2014). Beyond strategic human resource management: Is sustainable human resource management the next approach? *The International Journal of Human Resource Management*, 25(8), 1069–1089.

Kura, K. M. (2016). Linking environmentally specific transformational leadership and environmental concern to green behaviour at work. *Global Business Review*. 17, 1-14.

Li, Y. (2014). Environmental innovation practices and performance: Moderating effect of resource commitment. *Journal of Cleaner Production*, 66,450–458.

Masri, H. A., & Jaaron, A. A. M. (2017). Assessing green human resources management practices in Palestinian manufacturing context: An empirical study. *Journal of Cleaner Production*, 143, 474–489.

Nishii, L. H., Lepak, D. P., & Schneider, B. (2008). Employee attributions of the “why” of HR practices: Their effects on employee attitudes and behaviors, and customer satisfaction. *Personnel Psychology*, 61(3),503–545.

Norton, T. A., Zacher, H., & Ashkanasy, N. M. (2014). Organizational sustainability policies and employee green behavior: The mediating role of work climate perceptions. *Journal of Environmental Psychology*, 38, 49–54.

Norton, T. A., Parker, S. L., Zacher, H., & Ashkanasy, N. M. (2015). Employee green behavior: A theoretical framework, multilevel review, and future research agenda. *Organization & Environment*, 28(1), 103-12.

Ones, D. S., and Dilchert, S. (2012). *Employee green behaviors in Managing HR for Environmental Sustainability*. eds. S. E. Jackson, D. S. Ones and S. Dilchert (Jossey-Bass: San Francisco, CA), 85–116.

Opatha, H.H. and Arulrajah, A.A. (2014). Green human resource management: simplified general reflections. *International Business Research*, 7 (8), 101-112.

Paillé, P., Boiral, O., & Chen, Y. (2013). Linking environmental management practices and organizational citizenship behavior for the environment: A social exchange perspective. *International Journal of Human Resource Management*, 24(18), 3552–3575.

Pham, N. T., Tučková, Z., & Jabbour, C. J. C. (2019). Greening the hospitality industry: How do green human resource management practices influence organizational citizenship behavior in hotels? A mixed-methods study. *Tourism management*, 72, 386-399.

Ramus, C. A., & Killmer, A. B. C. (2007). Corporate greening through prosocial extra-role behavior—a conceptual framework for employee motivation. *Business Strategy and the Environment*, 16(8), 554–570.

Rehman, S. U., Kraus, S., Shah, S. A., Khanin, D., & Mahto, R. V. (2021). Analyzing the relationship between green innovation and environmental performance in large manufacturing firms. *Technological Forecasting and Social Change*, 163, 120481.

Renwick, D. W. S., Redman, T., & Maguire, S. (2013). Green human resource management: A review and research agenda. *International Journal of Management Reviews*, 15(1), 1–14.

Scherbaum, C. A., Popovich, P. M., & Finlinson, S. (2008). Exploring individual-level factors. Related to employee energy-conservation behaviors at work. *Journal of Applied Social Psychology*, 38(3), 818–835.

Shahzad, M. A., Jianguo, D., & Junaid, M. (2023). Impact of green HRM practices on sustainable performance: mediating role of green innovation, green culture, and green employees' behavior. *Environmental Science and Pollution Research*, 30(38), 88524-88547.

Shriberg, M. (2002). Institutional assessment tools for sustainability in higher education: strengths, weaknesses, and implications for practice and theory. *International Journal of Sustainability in Higher Education*, 3(3), 254–270. <https://doi.org/10.1108/14676370210434714>.

Schmit, M. J., Fegley, S., Esen, E., Schramm, J., & Tomassetti, A. (2012). *Human resource management efforts for environmental sustainability: A survey of organizations*. In S. E. Jackson, D. S. Ones, & S. Dilchert (Eds.), *Managing human resources for environmental sustainability* (pp. 61-80). San Francisco, CA: Jossey-Bass.

Tseng, M. L., Tan, R. R., & Siriban-Manalang, A. B. (2013). Sustainable consumption and production for Asia: Sustainability through green design and practice. *Journal of Cleaner Production*, 40, 1–5.

Velazquez, I., Munguia, n., Platt, a., & taddei, J. (2006). sustainable university: What can be the matter? *Journal*

of *Cleaner Production*, 14(9–11), 810–819. <https://doi.org/10.1016/j.jclepro.2005.12.008>.

Wright, P. M., McMahan, G. C., & McWilliams, A. (1994). Human resources and sustained competitive advantage: A resource-based perspective. *International Journal of Human Resource Management*, 5(2), 301–326.

Yong, J. Y., Yusliza, M. Y., & Fawehinmi, O. O. (2020). Green human resource management: A systematic literature review from 2007 to 2019. *Benchmarking: An International Journal*, 27(7), 2005–2027.

Zaptcioglu celikdemir, D., gunay, g., Katrinli, a., & Penbek alpbaz, s. (2017). Defining sustainable universities following public opinion formation process. *International Journal of Sustainability in Higher Education*, 18(3), 294–306. <https://doi.org/10.1108/IJshe-06-2015-0105>

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

