

GREEN HUMAN RESOURCE MANAGEMENT AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR OF A COMMUNITY COLLEGE, IN CEBU, PHILIPPINES

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Abstract

The study's goal is to explore how widely green human resource management and organizational environmental citizenship are practiced in relation to business sustainability. In order to realize the organization's goal of integrating environmental consciousness and making major contributions to achieving environmental and business sustainability, it is this aspect of HRM that is concerned with developing employees to become green employees. The quantitative aspects of this research project will be addressed using the descriptive-correlational research approach in this study. The potential interaction between the three variables under consideration is investigated. In this study, a non-causal comparative perspective will also be investigated utilizing quantitative data. The three groups of respondents' responses are compared this time. Based on the study's findings, it can be said that while there are some signs of green human resources management, organizational environmental stewardship, and corporate sustainability in the context of the study area, more work has to be done in order to realize these trends' full potential.

Keywords: Business Sustainability, Community College, Green Human Resource Management, Organizational Behavior, Organizational Citizenship

INTRODUCTION

Green Human Resource Management has gotten a lot of attention recently (GHRM). A number of firms are now urged to design and implement environmentally friendly intervention programs as part of the company's corporate social responsibility due to the fast-deteriorating

environment caused by a number of organizations and corporations' management practices. "During the previous two centuries, our environment has gotten worse, and it has affected practically every area of the earth in some way. Human disturbance is the fundamental factor in environmental degradation. The 19th-century industrial revolution mechanized the manufacture of commodities, introduced the use of machinery and other heavy equipment, and utilized fuels as a source of energy, all of which worsened the environment. The modern technological progress, for which we are so proud, is actually the root cause of the environmental deterioration." (Choudhary et al., 2015). As a result, some organizations are increasingly moving in the direction of incorporating environmental management methods. Although the majority of us thought that green human resources management was something new, it has actually been around for a while. Green HRM is described in Mampra's (2013) definition as "the application of HRM policies to encourage the sustainable use of resources inside company organizations and promote the cause of environmentalism, further boosting up employee morale and satisfaction." Though our topic is focused on Green Human Resources Management, it should be noted that the entire milieu and perspective of HRM should be taken into account in the parlance of sustainability. Zoogah (2011) added that to stimulate sustainable use of business resources and prevent any untoward harm brought about by environmental concerns in organizations; others relate the use of HRM policies, philosophies, and practices to describe Green HRM. In order to reach the ultimate corporate green culture, some firms are taking measures to create programs to successfully integrate green HRM practices.

An organization's personnel will demonstrate its philosophy and fundamental values when it is passionate about doing so, which will raise management's morale, productivity, and sense of corporate social responsibility. During time, the widely accepted notion of human resources underwent transformation from what it originally was to what it is today. The traditional idea and perspective of human resource management no longer revolves around hiring, recruiting, firing, or even just advertising holidays, special occasions, or keeping track of tardiness or employee absences. According to Gabcanova (2011), a company's most valuable asset is its human capital, and the most crucial component of sustainability is thought to be GHRM. Green HRM is concerned with the social and economic well-being of an individual as well as the organization as a whole in addition to environmental challenges. In order to realize the organization's goal of integrating environmental consciousness and making major contributions to achieving environmental and business sustainability, this aspect of HRM is focused with developing people to become green employees. How to incorporate green HRM techniques in connection to organizational culture management, recruitment and selection, training and development, performance management and appraisal, reward and compensation, and employee empowerment and involvement is a challenge in this area.

Organ (1988), defines Organizational Citizenship Behavior as an "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, that in the aggregate promotes the effective functioning of the organization" (p.4). Getting our workforce involved or 'helping' in whatever endeavor being initiated by the organization could be a good starting point to motivate employees for them to participate and their voice and presence be acknowledged. Even though the majority of employees are aware that their primary

responsibility is to complete the task at hand effectively and efficiently, one must also take into account actions and behaviors that foster the spirit of sportsmanship in relation to the idea that will encourage greater functioning and productivity while ensuring that their workplace runs smoothly, even if it has little to do with their current duties. Others, despite the fact that it was already regarded as "reaching beyond their work description," accepted it enthusiastically from the perspective of personal initiative and self-development. While one's enthusiasm to engage can be a sign of organizational devotion, others choose not to take on more duties even when they express a desire to lessen the weight and stress.

Every organization must band together in order to encourage employees to exhibit corporate citizenship practices. When Roethlisberger and Dickson (1964) introduced the term cooperation, it appeared that they had in mind a feature of both individual and group functioning known as citizenship behaviors. If you carefully study the last two chapters of *Management and the Worker* (chapters 22–26), you'll see that cooperation has a different meaning than productivity. Apparently, D. Organ. The usage of the term "altruism" to describe contributions to effectiveness that take the shape of assistance to particular persons, such as colleagues, associates, clients, or the boss, has drawn repeated criticisms of OCB nomenclature (1997). Altruism has also been synonymously defined as a charity. The objection is based on the claim that to label any such behavior as altruistic is to ascribe a specific motivation to the behavior, or at the very least to imply that some motive free of self-interest is at work (Khalil, 2004).

In my experience as a former HR professional, another aspect that must be taken into account by an organization is how our concerns regarding human resource management, social and financial demands, as well as coordination on environmental concerns, will be addressed in order to ensure moral and ongoing success. Sustainability is a business strategy for generating long-term value by taking into account how a certain organization functions in the ecological, social, and economic environments, according to Haanes (2016). The foundation of sustainability is the idea that creating such tactics promote business longevity. Since environmental sustainability calls for employees to modify their behavior, all members of a business, at all levels, are expected to do so (Harries & Helen, 2012). Tzschentke et al. (2004) state that "the moral duty or pure desire to contribute to society might be the cause for certain organizations to implement sustainable business strategies." According to Mathapati (2013), the green movement, the use of natural resources, and assisting businesses to achieve sustainable growth are the best ways to preserve the environment and preserve natural resources for our future generations (p.2). Greening HRM involves the three sustainability pillars of the environment, a social balance, and an economic balance that are all specifically in line with HR's policies and practices (Yusliza, Ramayah, & Othman, 2015, p. 1). The three Rs—Reduce, Reuse, and Recycle—are currently being strictly applied throughout the corporate world to protect the environment.

Being a proponent of environmental preservation and in light of the study's chosen research environment, the researchers are interested in this study. It has been noted that despite their importance today, green human resources management and organizational civic behavior

toward the environment do not receive as much attention. The location where our school is now located was formerly a marshland and timberland close to a coastal area. The institution with which the researcher is currently linked was a piece of that area. The authors of the study feel that it would be a powerful tool and intervention to implement a "green" mentality and culture among all the leaders and new employees, which might very well be mirrored in practice to create an environmentally sustainable business. In addition, programs should be created to promote and grow green HRM practices as well as organizational citizenship behavior toward the environment, which will be advantageous to all local stakeholders. In order to achieve company sustainability, the researchers aim to close the knowledge gap among all stakeholders, including employees, regarding not only the normal HRM practices they are already familiar with but also their ability and acceptability to adopt the new trends in Green HRM. The term "business sustainability" in this sense does not refer to profit as a direct outcome of conducting business; rather, it refers to particular processes and practices that an organization adopts and that all stakeholders must support in order for it to be sustainable. "Green or greening is for our survival and development," claim Opatha et al. (2014). It is feasible to make each individual/employee green, in addition to making companies green. In truth, it is impossible to make a company green without also making its employees green. Employees' willingness to work together has always been a consideration to take into account when trying to achieve that green result (Collier & Esteban, 2007). Also, the adoption of environmental management systems (EMS) and the policies put out by various companies have been highlighted as the cornerstones of any green human resource policies (Bohdanowicz, Zientara, & Novotna, 2011). This study aims to ascertain the amount of organizational citizenship behavior toward the environment and green human resource management practices as determinants of business sustainability for the community college for the 2020 academic year. This study also identified the factors that trigger direct and indirect behaviors that have an impact on the sustainability of the organization, as well as how the staff and managers regarded these practices.

Statement of Null Hypothesis:

The following hypotheses shall be subjected to tests at 0.05 level of significance:

Ho1: There is no significant relationship between

- Ho1a. Levels of Green Human Resources Management and Organizational Citizenship Behavior towards Environment;
- Ho1b. Level of Green Human Resources Management and Business Sustainability; and
- Ho1c. Level of Organizational Citizenship Behavior towards Environment and Business Sustainability.

Ho2. There is no significant difference on the perceptions of the various types of employees on Green Human Resources Management, Organizational Citizenship Behavior towards Environment and Business Sustainability.

METHODOLOGY

The quantitative aspects of this research project were addressed using the descriptive-correlational research approach in this study. The relationships between the three variables under consideration were investigated. In this study, a non-causal comparative perspective was investigated utilizing quantitative data. The three sets of respondents' responses were contrasted. A survey questionnaire was created using information from several sources, and its content will be verified. To complement the qualitative data and any other elements that might have an impact on the variables examined in this study, an interview guide will also be developed.

Study Setting. The study was carried out at Consolacion Cebu Community College in the Philippines. The institution was chosen since it is where the primary author works and because he recognizes the value of research in the growth of their organization.

Respondents of the Study. Officers, which include members of top management, deans, and office heads, teaching staff regardless of tenure, and non-teaching staff dispersed throughout the various offices make up the three groups of respondents for this study project. The following are the respondents of the study labeled in Table 1 is reflected on the next page:

Table 1: Respondents of the Study

Management Level	Population	Percentage
Officers	18	40%
Teaching Personnel	21	47%
Non-teaching personnel	6	13%
TOTAL	45	100%

In this investigation, the entire population was counted in its entirety. Officers in this context include those in top and middle management, those holding offices of trust, and those directly responsible for particular tasks and obligations.

Scoring Procedures: This section describes the scoring methods that was used in this study, which takes into account the three (3) main variables of green human resources management, organizational citizenship behavior, and business sustainability. The four-point scale was used to gauge how widely the aforementioned factors were used.

Data Analysis: The statistical procedures utilized in the study were as follows: For the profile of the employees, a straightforward frequency and percentage was used. The weighted mean was used to calculate the percentage of practices for the following variables: sustainable business practices, organizational environmental citizenship behavior, and green human resource management. The Pearson Product Moment Correlation Coefficient (Pearson r) was used to examine any potential relationships between the three main variables (green human resources management, organizational citizenship behavior towards the environment, and business sustainability). The 1-way Analysis of Variance, or ANOVA, was used to compare how the participants' impressions of the three factors differed when they were divided into officers, teachers, and non-teaching staff.

Ethical Considerations: Over the length of this study, ethical considerations have top priority, particularly when acquiring data. The researchers used the non-discrimination, social responsibility, objectivity, and child welfare principles. In order to ensure objectivity, the researchers did not allow their interests, feelings, or affiliations to disproportionately influence how they conducted the study interview, including handing out the questionnaires. By raising knowledge of the factors taken into consideration and outlining its relevant advantages, the researchers made sure that this study would have a favorable effect on the environment's employees. Each participant was appropriately informed about the researchers' identity, the rationale for the study, and its aim once all necessary consent had been obtained. The researchers explained all the expected advantages of the study as well as the significance of the participant's role. The participant's right to withdraw from the research project at any time was also covered in the discussion.

RESULTS AND DISCUSSIONS

Table 2: Extent of Practice of Green Human Resources Management

Indicators	Officials		Teaching		Non-Teaching		Average	
	n=18		n=21		n=6		N = 45	
	μ	scale	μ	scale	μ	scale	μ	Scale
Management and Organizational Culture:								
1. Top management clarify information and values of environmental management.	2.72	A	2.95	A	2.83	A	2.84	A
2. Top management develop punishment system and penalties for non-compliance of environmental practices.	2.83	A	2.71	A	2.17	D	2.69	A
3. Top management actively support environmental practices.	3.28	VA	3.33	VA	3.17	A	3.29	V A
4. Team/departmental budgets cover environmental impact.	2.67	A	3.05	A	2.83	A	2.87	A
5. Organizational vision-mission statements include environmental concern.	3.17	A	3.29	VA	3.17	A	3.22	A
Factor Average	2.93	P	3.07	P	2.83	P	2.98	P
Recruitment and Selection:								
1. Job description specification includes environmental concerns.	2.50	D	2.95	A	2.50	D	2.71	A
2. Job positions designed to focus exclusively on environmental management aspects of the organization.	2.33	D	2.86	A	2.67	A	2.62	A
3. Recruitment messages include environmental behavior/commitment criteria.	2.61	A	3.05	A	2.83	A	2.84	A

4. Selecting applicants who are sufficiently aware of greening to fill job vacancies.	2.50	D	2.81	A	2.67	A	2.67	A
Factor Average	2.49	LP	2.92	P	2.67	P	2.71	P
Training and Development:								
1. Take into account the needs of environmental issues when training requirement analyzed.	2.78	A	2.90	A	2.67	A	2.82	A
2. Environmental training is a priority when compared to other types of company training.	2.83	A	3.00	A	2.67	A	2.89	A
3. Following induction programs that emphasize environmental issues or concerns.	2.78	A	3.10	A	3.00	A	2.96	A
4. Providing environmental training to the organizational members to increase environmental awareness.	2.67	A	3.14	A	2.50	D	2.87	A
5. All training materials are available online for employee to reduce paper cost.	2.50	D	2.76	A	2.00	D	2.56	A
Factor Average	2.71	P	2.98	P	2.57	P	2.82	P

Continuation of Table 2

Indicators	Officials		Teaching		Non-Teaching		Average	
	n=18		n=21		n=6		N = 45	
	μ	scale	μ	scale	μ	scale	μ	Scale
Performance Management and Appraisal:								
1. Corporate incorporates environmental management objectives and targets with the performance evaluation	2.72	A	2.90	A	2.67	A	2.80	A
2. Employees know their specific green targets, goals and responsibilities.	2.50	D	3.10	A	2.83	A	2.82	A
3. Environmental behavior/targets and contributions to environmental management are assessed and recorded.	2.61	A	3.00	A	2.83	A	2.82	A
4. Providing regular feedback to the employees to achieve environmental goals or improve performance.	2.61	A	3.00	A	2.83	A	2.82	A
5. Roles of managers in achieving green outcomes included in appraisals.	2.72	A	2.81	A	2.33	D	2.71	A
Factor Average	2.63	P	2.96	P	2.70	P	2.80	P
Reward and Compensation:								
1. Environmental performance is recognized publicly (awards, dinner, publicity, etc.)	3.00	A	2.71	A	2.50	D	2.80	A

2. The company offers a non-monetary and monetary rewards based on the environmental achievements	2.22	D	2.62	A	2.17	D	2.40	D
3. Link suggestion schemes into reward system by introducing rewards for environmental initiative	2.44	D	2.71	A	2.33	D	2.56	A
Factor Average	2.56	P	2.68	P	2.33	LP	2.59	P
Employee Empowerment and Participation:								
1. Top managers use teamwork to successfully manage and produce awareness of the environmental issues	2.94	A	3.05	A	3.33	VA	3.04	A
2. Involve employee in formulation environmental strategy.	2.50	D	3.00	A	3.17	A	2.82	A
3. Providing opportunities to the employee to involve in green suggestion schemes and joint consultations	2.78	A	2.95	A	2.83	A	2.87	A
4. Introducing green “whistle-blowing” and help-lines.	2.33	D	2.71	A	2.83	A	2.58	A
5. Organization offers workshops for staff to improve environmental behavior and exchange their knowledge.	2.72	A	2.95	A	2.83	A	2.84	A
Factor Average	2.66	P	2.93	P	3.00	P	2.83	P
Overall Mean	2.68	P	2.94	P	2.71	P	2.80	P
Legend: 3.26-4.00=Very Agree (VA)/Highly Practiced (HP); 2.51-3.25=Agree (A)/Practiced(P); 1.76-2.50=Disagree (D)/less Practiced (LP) ; 1.00-1.75=Very Disagree (VD)/Not Practiced at All (NP)								

Extent of Practice of Green Human Resources Management in the area of Management and Organizational Culture

The presentation in Table 2A on the following page details the degree to which Green Human Resources Management is used in the management and organizational culture fields, as well as three categories of respondents from the community college. It is clear from the data that it represented a grand weighted mean of 2.98 or Practiced. The item on top management activity supports environmental practices specifically produced the greatest results from the five (5) sub-indicators under management and organizational culture, garnering a grand weighted mean of 3.29 or strongly practiced. This demonstrates that senior management is in favor of environmental preservation initiatives. Top management is aware that, now more than ever, it is important to support environmental initiatives in order to protect mother earth because we only have one planet to call home. The inclusion of environmental concerns in organizational vision-mission statements, which produced a general weighted mean of 3.22 or practiced, comes in last. While the vision and goal statements serve as a company's road map for moving in the right path, they are reinforced if they also include environmental considerations in addition to economic and societal factors. Indicators on top management's clarity of knowledge and values about environmental management, as well as team/departmental budgets that address environmental impact, rank third from the top and both have a weighted average of 2.84. The top management's ideals used to include environmental protection, but things have

changed now that it has started to take center stage. Environmentally linked expenses did not previously account for a significant portion of the organization's budget, but more recently, budgets for teams and departments have begun to include such expenses. This is evidence of the senior management's alignment with what they believed to be best and their commitment of financial resources to the course they wish to take. There is no denying that the budget is crucial because it helps the vision and mission statements be carried out successfully. The final indication, with a general weighted mean of 2.69 or practiced, was on top management implementing disciplinary procedures and sanctions for non-compliance with environmental practices. Due to the lack of significant manifestation of environmental punishment systems in the community college setting, this was the final one. Yet, during one of my interviews, the school's upper management made it clear that, going ahead, failing to comply with any environmental standards will result in sanctions; however, this must be made clear to all parties involved in order to prevent confusion. The findings also show that officials, teaching and non-teaching staff members' overall perceptions of management and organizational culture as components of the extent of the application of green human resources management are equal at 2.93, 3.08, and 2.83, respectively. This is another example of how the stakeholders in the school are cohesive in their ideas and methods. The study's findings are supported in this instance by the research of Collier and Esteban (2007), who found that employees' willingness to work together has always been an important consideration in obtaining a green conclusion. Also, it has been determined that the policies adopted by the various companies and the intensity of the implementation of environmental management systems (EMS) serve as a strong foundation for any green human resource policies (Bohdanowicz, Zientara, & Novotna, 2011). While most organizations are supportive of any initiative addressing environmental issues, in order to instill a green culture throughout the organization, this goal must also be represented in the organization's purpose and vision statements. In a study published in 2014, Opatha et al. stated that "Greening" is essential for human life and growth. It is feasible to make each individual/employee green, in addition to making companies green. The stated goal must be fully understood by the employees of the business in order for funds for its implementation to be taken into consideration in order to achieve and attain a meaningful impact. It is difficult to make an organization green without making its people green. The study by Organ (1988), which defines organizational citizenship behavior as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, that in aggregate promotes the effective functioning of the organization," is another source of strong support for this conclusion (p.4). He emphasized three aspects of OCB as well. First, OCBs are fundamentally free to choose whether or not to engage with an organizational stockholder without being directed to do so by the company or its formal compensation structure. Second, they go above and beyond what is formally expected of them at work without being asked or acknowledged. Last but not least, OCBs as a whole are thought to contribute to the organization's overall effectiveness. (Organ, 1988). Providing a robust punishment system and penalties for non-compliance with environmental practices, however, seems to be of the least concern. While top management supports any environmental activities and objects what has been articulated and emphasized, appropriate budgets are allotted for its implementation, and the values are clearly by the people in its implementation. It can be inferred that the organization is focusing on how

individuals adopt green culture and make it a habit and a part of their lifestyle while it is in transition. Even though there are already rules and policies in place that penalize offenders who cause environmental risks, authorities seem lax in this area and may choose to only issue a severe warning in some cases. Nonetheless, the authorities respond harshly with any omissions or violations for serious offenses that resulted in environmental risks and devastation with collateral damages and properly file the case. Based on the study's findings, it is clear that the company supports the incorporation of environmental values into its management and organizational practices. The study's findings are unanimous among the three groups of respondents because they all agreed and understood the significance and value of green human resource management, which was reflected by a factor average of 2.98 or practiced.

Extent of Practice of Green Human Resources Management in the area of Recruitment and Selection

According to the results of the table on the following page, the grand weighted average was 2.71, or Practiced. It should be mentioned that the Teaching Personnel suggested an average of 3.05 or Practiced, which factor emphasized that environmental commitment/behavior requirements be included in recruitment communications. The teaching staff is aware that environmental responsibility must be demonstrated as a commitment, and that certain conduct standards have been established for everyone to adhere to. This is also true for the Non-Teaching Individuals, who had a 2.83 average or Practiced. If employment positions were created to solely focus on environmental management components of the organization, it showed an average of 2.33 or Less Practiced on this factor for the Authorities. Despite the fact that environmental awareness has been deemed a crucial factor for Officials, professional positions are not created to primarily concentrate on environmental issues of the business. Apart from environmental management issues, there are simply other jobs that officials need to concentrate on. As this component had the highest average of the three groups of respondents—2.86 or Practiced—under it, the outcome appears to be in contrast on the part of the teaching staff. On the other hand, when it comes to adhering to some crucial standards, the officials are expected to serve as examples for others. They are anticipated to serve as examples for others to imitate inside the company. Given that the aspect of whether a job description must incorporate environmental considerations came in second with an average score of 2.95 or higher, it would appear that teaching personnel understand the significance of environmental standards and rules. The responses who represented the highest factor average across all recruitment and selection criteria were the teaching staff, who averaged 2.92 or practiced, followed by the teaching staff at 2.67 or practiced, and the officials, who only averaged 2.49 or less practiced. Yet, the combined weighted mean for the three groups of respondents was 2.71, or Practiced in this particular field. Ironically, based on the study's findings, the respondent from the Officials group received the lowest weighted mean in the recruitment and selection category, despite the fact that, as policy implementers, they are the ones who should initially hold the view that for the program to be successful, human resources must look for talent that has already adopted a green culture since job descriptions include environmental awareness. On that note, the Officials must comprehend why this component must be taken into account; otherwise, they risk selecting the incorrect individuals to carry out the program's

objective and vision. Understanding what kind of talent, abilities, and character are being sought for is essential for the program to succeed and become sustainable. According to Gabcanova (2011), who observed in his study that "green human resource management is thought to be the most critical element of sustainability," "human resource is the most essential asset in the firm." An HRM system is described by Lado and Wilson (1994) as "a set of different but connected activities, functions, and procedures that attempt to attract, develop, and preserve a firm's human resource." According to Pam and Paille (2019), green human resource management has acknowledged the significance of green recruitment and selection (GRS) as a key component. So, a new hire must be able to understand the corporate culture, the position they are applying for, the duties involved, and the personality traits required for the role. You can learn all of these things and more during the traditional job orientation.

Extent of Practice of Green Human Resources Management in the area of Training and Development

This table shows the overall grand weighted mean of 2.82 or Practiced for the level of Green Human Resource Management in the field of Training and Development. The three groups of respondents believe that this aspect, specifically the factor of integrating environmental care and knowledge, such as in the Green Human Resource Management, is an important consideration in expecting favorable and good results. The Teaching Personnel had the highest average in this area (3.14 or Practiced) when it came to the factor of delivering environmental training to organizational members to raise environmental awareness, indicating that proper instruction and environmental awareness would give them the proper perspective and drive to achieve desired results. The Teaching Personnel, whose score was 3.10, also practiced on following induction programs that place an emphasis on environmental issues or concerns. It is clear from this that the teaching staff understands the significance of a proper orientation and induction program for them to have a clear-cut purpose on the program, properly understood by all the employees in which case a favorable result can also be anticipated. It is true that the value of a good orientation and induction program cannot be overstated in order to ensure that expectations are leveled. If environmental training is prioritized over other types of business training, the Teaching People received a total factor average of 3.00 or Practiced, placing third under this criterion. The teaching staff feels that the best way for them to adopt a green culture is to prioritize environmental training over other courses offered by the organization. Only via frequent and appropriate training, in which dedication to the said program can be ensured, can an individual come to understand the significance of implementing the green outcomes. It becomes crucial for management to prioritize green-related training and initiatives so that workers gradually adopt the culture. While analyzing training requirement, teaching personnel who take into consideration environmental issues came in fourth with an average score of 2.90. In this regard, it is clear that the teaching staff must first consider the problems and issues related to the environment before addressing the question of what kind of training is necessary to supplement a solution and resolve a particular issue. The item that all training materials are available online for an employee to save paper under this component, Training and Development, showed the lowest from the group of Non-Teaching Employees, which displayed an average of 2.50 or Less Practiced. It might be inferred that non-teaching staff are

generally not yet digitally oriented and not yet educated to study online by browsing the internet, as well as on the purpose and adherence to decrease waste and minimize cost by moving toward and implementing paperless transactions. The general weighted mean on this aspect, which was only 2.56 or Practiced among the three respondents, was likewise the lowest. Since the college is an LGU-run school with a relatively small budget, access to online training resources has not yet been implemented. Although it is important to promote it to the teaching staff, who are gradually adopting it to cut costs associated with paper, the non-teaching staff, ironically, is unable to follow suit because of a lack of knowledge regarding the technology involved. As a result, even among the three groups of respondents, this factor had the lowest average reflection. The Non-Teaching People received the lowest general weighted mean of 2.57 or Practiced among the three respondents for the factor Training and Development, while the Teaching Personnel received the highest at 2.98 or Practiced. "Training is seen as the preparation of multi-talented personnel that is concerned with the development of knowledge and skills essential for creativity," writes Liebowitz (2010). It is a known reality that some people have inherent talent, yet that talent can still be refined and enhanced with the right time, training, and growth. Employees who participate in green training and development are taught the value of environmental management, given the chance to work on environmental problems, and given training in energy-saving, waste-reduction, and environmental awareness-raising working practices (Zoogah, 2011).

Extent of Practice of Green Human Resources Management in the area of Performance Management and Appraisal

The three groups of respondents in this table's Performance Management and Appraisal section gave it a grand weighted mean score of 2.80 or Practiced overall; the highest score was given to Teaching Personnel (2.96 or Practiced), followed by Non-Teaching Personnel (2.70 or Practiced), and the lowest to Officials (2.63 or Practiced). The element requiring employers to make sure their staff members are aware of their precise green targets, goals, and obligations received the highest average among teaching personnel at 3.10 or Practiced. The teaching staff feels that direct employee communication of targets, goals, and duties is essential for achieving their environmental awareness implementation objectives. It serves as their roadmap, ensuring that they are totally engaged, have a clear understanding of their desired results, and are aware of the risks involved. Second, the factor on putting environmental behavior/targets and contributions to environmental management are assessed and recorded, and giving regular feedback to the staff to help them achieve environmental goals or improve performance is still the second-highest factor average, coming from the teaching personnel at 3.0 or Practiced. This implies that all environmental awareness programs should be assessed and evaluated in order to determine whether they have been successful in achieving their goals or not, which ties into and corresponds with the second factor of giving employees regular feedback in order to help them reach their objectives and further enhance performance. This means that providing the right tools for assessment, clear instructions to follow them, and feedback on the results may likely raise morale and inspire people more, especially if programs have great results. If the corporation integrates environmental management objectives and targets with the performance evaluation, that component had the third-highest average of 2.90 or Practiced. Knowing the

program's objectives and goals is crucial, but it also appears essential to include a performance management review and evaluation. An employee will learn the outcome of his performance through this method, including whether he did wonderfully or poorly, as well as what areas he would need to develop and improve upon. It is believed that including performance evaluation in the process will benefit both the front-line personnel and the organization as a whole. Again, the green efforts should be considered while evaluating performance in order for the green culture to fully permeate the firm. When managers' roles in achieving green outcomes were included in evaluations, the component that received the lowest average among non-teaching personnel was 2.33 or Little Practiced. The role of managers in this effort to achieve green outcomes in the organization does not appear to be incorporated in the evaluations, according to the Non-Teaching Personnel. It is unclear from their end as to what their job has been, which should be stressed in the beginning to provide their subordinates a clear direction on what they plan to accomplish. Ironically, it had the highest factor average among the Officials at 2.72 or Practiced, but appearing to have the lowest factor average for the Teaching Personnel at 2.81 or Practiced and Non-Teaching People at 2.33 Less Practiced. Also, this element falls under performance management and appraisal, and among the respondents, it received the lowest general weighted mean of 2.71 or Practiced. Although it appears from the responses from the three groups that they have sufficient knowledge of environmental awareness based on the results as Practiced, the respondents may have simply assumed that they already knew enough about GHRM since they have been participating in environmental conservation and protection activities organized by the municipality of which the institution is a part. Contrarily, there is still so much to learn about GHRM that everyone participating must put such practice into practice and make it a way of life if they want the program to be sustained.

Extent of Practice of Green Human Resources Management in the area of Reward and Compensation

A grand weighted mean of 2.59 or practiced, 2.56 or practiced from the officials, 2.68 or practiced from the teaching personnel, and 2.33 or less practiced from the non-teaching personnel were all shown under the heading "Reward and Compensation." The highest average, 3.0 or Practiced by Authorities on Environmental Performance that is Publicly Recognized, was reflected by the criteria (awards, dinner, publicity, etc.). The officials thought that recognizing this effort publicly through prizes, press coverage, dinners, etc. would improve employee morale and offer the initiative a large audience and acknowledgement of those engaged. Following closely behind is at 2.71 or Practiced from the Teaching Staff on integrating rewards for environmental initiatives into suggestion schemes. Providing awards and recognition, whether monetary or non-monetary, has long been thought to be a powerful motivation to improve employee performance. Looking at the individual factors, the Officials at 2.22 or Less Experienced for the Company to Provide a Non-Monetary and Monetary Reward Based on the Environmental Achievements show the lowest factor average. Despite the fact that it firmly thinks that such an effort should be recognized by the public through prizes, a dinner, and exposure, unfortunately, it also had the lowest average among the responders, coming in at 2.17. Even though they were the respondents who received the lowest grand weighted mean overall, it can be inferred that the non-teaching personnel believed that

publicly recognizing people in general or doing so intrinsically was preferable to doing so extrinsically by giving them monetary or non-monetary rewards. Like all of us, you probably want to be rewarded, whether financially or otherwise. However, more than any material rewards, it has been proven that public recognition works best because it can be cherished for a lifetime not just from higher-ranking officials but also from those in the lowest positions. Employees may receive rewards and incentives in a variety of ways, including cash, gift cards, paid time off, paid holidays, scheduling flexibility, and recognition (Daily, 2011). When an examination has been undertaken on the engagement of employees in environmental work programs, as these findings support, awards and remuneration can be used to help employees commit and accept responsibility for participating in environmental efforts, according to a study by Garg (2014).

Extent of Practice of Green Human Resources Management in the area of Employee Empowerment and Participation

The Non-Teaching Personnel factor, which reflects the highest average of 3.33 or Practiced, believes that top managers use teamwork to successfully manage and produce awareness of environmental issues, while the Officials factor, which reflects the lowest average of 2.33 or Less Practiced, introduces green "whistle-blowing" and help-lines. The Non-Teaching holds that managers must work together to raise environmental awareness in order for the program to get active involvement and empowerment. On the other side, the Officials felt that making the program available to recommendations in order to receive feedback from the program's stakeholders has been more effective than launching the program through help lines and "whistle-blowing." The non-teaching personnel are ranked second for including the employee in the development of the environmental strategy, with a factor average of 3.17. While ranking fourth is at 3.00 or Practiced for involving the employee in the design of environmental strategy, third place goes to the Teaching Personnel for believing that managers must use teamwork. Yet, based on the results, the three groups of responders had a combined grand weighted mean of 2.83 or practiced. The highest score was received by the non-teaching staff (3.00 or practiced), followed by the teaching staff (2.66 or practiced), and finally the officials (2.66 or practiced). According to the results, it appears ironic that the group from non-teaching personnel received the highest weight for the factor employee empowerment and participation while the officials received the lowest, even though it is supposedly the superiors who will encourage and motivate their subordinates to participate in the activities. The outcome also shows that the officials do not wish to introduce green "whistle-blowing" and help-lines or involve their staff in developing environmental strategies.

Table 3: Part II. Extent of Practice of Organizational Citizenship Behavior towards the Environment (OCBE)

Indicators	Officials		Teaching		Non-Teaching		Item Average	
	n=18		n=21		n=6		N = 45	
	M	scale	μ	Scale	μ	scale	M	scale
Helping:								
1. I spontaneously give my time to help my colleagues take the environment into account in everything they do at work.	2.78	A	2.81	A	3.00	A	2.82	A
2. I encourage my colleagues to adopt more environmentally conscious behavior.	2.83	A	3.00	A	2.83	A	2.91	A
3. I encourage my colleagues to express their ideas and opinions on environmental issues.	2.83	A	2.95	A	2.17	D	2.80	A
4. I spontaneously speak to my colleagues to help them better understand environmental problems.	2.56	A	2.86	A	2.67	A	2.71	A
Factor Average	2.75	P	2.90	P	2.67	P	2.81	P
Sportsmanship:								
1. Even when I am busy, I am willing to take time to share information on environmental issues with new colleagues.	2.61	A	2.90	A	2.83	A	2.78	A
Factor Average	2.61	P	2.90	P	2.83	P	2.78	P
Organizational Loyalty:								
1. I actively participate in environmental events organized in and/or by my company.	2.67	A	3.05	A	3.50	VA	2.96	A
2. I undertake environmental actions that contribute positively to the image of my organization.	2.83	A	2.90	A	3.17	A	2.91	A
3. I volunteer for projects, endeavors or events that address environmental issues in my organization	2.83	A	2.86	A	3.00	A	2.87	A
Factor Average	2.78	P	2.94	P	3.22	P	2.91	P
Individual Initiative:								
1. I weigh the consequences of my actions before doing something that could affect the environment.	3.17	A	3.24	A	2.33	D	3.09	A
2. I voluntarily carry out environmental actions and initiatives in my daily work activities.	2.72	A	3.14	A	2.83	A	2.93	A
3. I make suggestions to my colleagues about ways to protect the environment more effectively,	3.00	A	3.10	A	2.50	D	2.98	A

4. I suggest new practices that could improve the environmental performance of my organization	2.83	A	2.90	A	2.33	D	2.80	A
Factor Average	2.93	P	3.10	P	2.50	LP	2.95	P
Self-development:								
1. I stay informed of my company's environmental initiatives.	2.56	A	2.95	A	2.50	D	2.73	A
Factor Average	2.56	P	2.95	P	2.50	P	2.73	P
Overall Mean	2.79	P	2.97	P	2.74	P	2.87	P
Legend: 3.26-4.00=Very Agree (VA)/Highly Practiced (HP); 2.51-3.25=Agree (A)/Practiced(P); 1.76-2.50=Disagree (D)/less Practiced (LP) ; 1.00-1.75=Very Disagree (VD)/Not Practiced at All (NP)								

Extent of Practice of Organizational Citizenship Behavior towards the Environment (OCBE) in the area of Helping

According to the results of this table, which can be seen on the following page under the heading Extent of Practice of Organizational Citizenship Behavior towards the Environment (OCBE), the grand weighted mean in the category of helping was 2.81, or Practiced. According to the responses, the Teaching Personnel gave the highest rating (2.90 or Practiced), Officials came in second (2.75 or Practiced), and Non-Teaching People came in third (2.67 or Practiced). When all the elements are taken into account, the Non-Teaching Personnel's 3.00 or Practiced rating for voluntarily volunteering time to assist coworkers in considering the workplace environment in all that they do has the highest average. Other variables that scored similarly at 3.00 or were put into practice came from the officials who pushed their coworkers to practice more environmentally friendly conduct. The Teaching Personnel ranks in third place with a score of 2.95 on average or Practiced for encouraging colleagues to voice their thoughts and opinions on environmental issues. With a factor average of 2.86 or Practiced for speaking impromptu to colleagues to help them better comprehend environmental issues, the Teaching People come in fourth. The Officials' average score for the fifth factor, encouraging coworkers to communicate their ideas and opinions on environmental issues as well as to adopt more environmentally conscious conduct, is 2.83. I'm encouraging coworkers to share their thoughts and opinions on environmental issues, therefore the factor with the lowest average in the chart is 2.17 or Less Practiced from the Non-Teaching Staff. Based on the results of the data collected, it can be seen that the teaching staff had the greatest factor average since they are the ones who will persuade participants to value the program's goals and volunteer their assistance, whereas the non-teaching staff had the lowest average. In their responses to the qualitative questions, these respondents made it clear that they would prefer to work independently, concentrating on completing their tasks and job descriptions rather than paying attention to or interfering with other people's work out of concern that their authority might be called into question or that they might injure a coworker. In this situation, the officials and teaching staff must step up the campaign on their program to make sure that the employees and stakeholders understand the goal of the effort and are encouraged to assist and participate voluntarily.

Extent of Practice of Organizational Citizenship Behavior towards the Environment (OCBE) in the area of Sportsmanship

According to the results, the Teaching Persons had the highest average at 2.90 or Practiced, followed by the Non-Teaching Personnel with an average of 2.83 or Practiced, and the Officials came in last with an average of 2.61 or Practiced. The outcome simply suggests that the Teaching Personnel, despite their busy schedules, are more willing and have more time to share information on environmental issues with new coworkers, followed by the Non-Teaching Personnel who have less time, and the Officials who came in last and have less time to share information on environmental issues with new coworkers due to their extremely busy schedules. Organizational commitment and organizational citizenship conduct were pragmatically linked by Cohen and Vigoda (2000). Giving employees a pat on the back to show his satisfaction and appreciation for their effective performance is another aspect of leadership that is related to OCB (Podsakoff et al., 2000). "Leadership appears to have a substantial influence on an employee's desire to engage in OCB," he stated simply. But according to study, what matters most is the strength of an employee's relationship with their leader, not any particular leadership style (Podsakoff et al., 2000). They are frequently referred to as acting beyond the call of duty.

Extent of Practice of Organizational Citizenship Behavior towards the Environment (OCBE) in the area of Organizational Loyalty

This table's grand weighted mean for the three respondents was 2.91 or Practiced under the heading "Organizational Loyalty." The highest score came from the Non-Teaching People (3.22 or Practiced), followed by the Teaching Personnel (2.94 or Practiced), and finally the Officials (2.78 or Practiced). The non-teaching staff had the highest average (3.50 or highly practiced) when it came to actively participating in environmental events held at my company or by it. The Teaching Personnel under the same factor comes in second at 3.05 or Practiced, and the Non-Teaching Personnel comes in third at 3.00 for volunteering for projects, efforts, or activities that address environmental issues in my business. The fourth response comes from the teaching staff, who scored an average of 2.90 or Practiced for taking environmental measures that enhance the perception of my organization. The fifth response also came from the teaching staff, who scored an average of 2.86 or Practiced for volunteering for projects, endeavors, or events that address environmental issues within my organization. According to the data, the official's active participation in environmental activities hosted by my company or one of its subsidiaries had the factor with the lowest average at 2.67 or Practiced. This is not surprising because the Officials have other responsibilities besides attending the company's environmental activities, but it does not guarantee that they won't pay attention to it. To motivate the Officials to participate and commit, it is still essential to give and assign time to monitor and assess how the program is being implemented and how it is progressing. The importance of organizational loyalty cannot be overstated. One's strong desire to stay and stick it out in the organization has been seen as being strongly influenced by their level of organizational loyalty. Affective organizational loyalty is a commonly mentioned antecedent of OCB along with job satisfaction (Van Dyne et al., 1995). The idea of effective organizational

commitment and loyalty upholds the behavioral trend of having little hope of getting formal rewards (Allen & Meyer, 1996). In order for such individual initiative to flourish, it is the responsibility of each employee to decide which excellent practices should be kept up and which should be abandoned. According to the researchers, the recipient benefits from the act's successful conclusion. On the other hand, the doer will also be inspired to do more because it enhances his wellbeing as a result of self-improvement and progress. To instill organizational loyalty among everyone, this concept of sportsmanship must be fully accepted by everyone in the organization for it to reverberate and become part of the organization's culture.

Extent of Practice of Organizational Citizenship Behavior towards the Environment (OCBE) in the area of Individual Initiative

The element that in this table's Individual Initiative column showed the highest average came from the teaching staff at 3.24 or Practiced for considering the effects of actions before taking ones that might have an impact on the environment. Officials under the same factor at 3.17 or Practiced come next. Third and fourth highest averages are still coming from the teaching staff, respectively at 3.14 or Practiced for voluntarily taking environmental actions and initiatives in my day-to-day work activities and at 3.10 or Practiced for suggesting to coworkers ways to protect the environment more effectively. The factor with the lowest average comes from the Non-Teaching Personnel at 2.33 or Less Practiced on weighing the consequences of actions before doing something that could affect the environment. Officials, who are in fifth place, have an average of 3.00 or Practiced for suggesting to colleagues ways to protect the environment more effectively. That makes sense from the perspective of the Non-Teaching Personnel because they primarily labor and execute rather than doing intellectual work like weighing the effects of actions because they just followed orders from their superiors. This indicates that individuals still require periodic supervision to assess their progress because some people simply lack the initiative and motivation to take action on their own, especially if they are not being given instructions to do so. Some people are reluctant to take initiative and go it alone out of concern about failure and rejection. A grand weighted mean of 2.95 or Practiced from the three groups of respondents was shown in the table on the preceding page. The teaching staff has the greatest average (3.10 or Practiced), followed by the officials (2.93 or Practiced), and the non-teaching staff (2.50 or Less Practiced), who come in third.

Extent of Practice of Organizational Citizenship Behavior towards the Environment (OCBE) in the area of Self-Development

This table, which can be found on the following page, showed that the group of three responders had a grand weighted mean of 2.73 or Practiced. The Teaching Personnel scored an average of 2.95 or Practiced in the area of Self-Development, specifically on the factor of keeping up with the company's environmental initiative. The Officials came in second with an average of 2.56 or Practiced, and the Non-Teaching Personnel came in third with an average of 2.50 or Less Practiced. The Officials, who are the main proponents of the program, must also demonstrate credibility by keeping track of the progress and development by being committed, as well as the Non-Teaching Personnel who executes the program developed and initiated by the Officials. The Teaching Personnel, as the program's implementor, recognizes and feels the need

to be informed of the company's environmental initiatives so that they can cascade the directives to their subordinates. According to Jabbour (2011), any firm that can successfully integrate its HRM practices with environmental management goals would have a successful implementation. The importance of aligning specific green HRM practices and policies with the three pillars of sustainability—economic, social, and environmental—must be stressed (Muster & Schrader, 2011).

Extent of Practice of Business Sustainability

This table's outcome found in the next page shows how widely business sustainability is practiced among the three respondents' categories. Based on the components and sub-indicators, the table showed a grand weighted mean of 2.79, which is considered to be practiced. The average for the Teaching People was 2.93 or Practiced, followed by that of the Non-Teaching Employees at 2.70 or Practiced, and the Officials at 2.65 or Practiced. Sustainability in business is yet another significant factor taken into account in this study. This is primarily concerned with the organization's capacity to allow both the present and upcoming generations to enjoy its benefits. Given that we are currently experiencing a worldwide health crisis wherein the tenacity of the companies is tested these days. The sub-indicator with the highest average among the sub-indicators is Non-Teaching Personnel at 3.33 or Very Experienced in implementing water-saving measures across all departments. The component on taking action to minimize energy use came next, with an average score of 3.19 or Practiced from the teaching staff and 3.17 or Practiced from the non-teaching staff, respectively. Also, the Non-Teaching Personnel's purchasing of ecologically friendly products received a factor average of 3.17 or practiced (e.g. ecological detergents, unbleached fabrics, and reusable items). For valuing the staff through pay levels, employment perks, and prizes above the legally required minimums, the group in fourth place received an average of 3.10 or Practiced from the teaching personnel.

Table 4: Extent of Practice of Business Sustainability

Indicators	Officials		Teaching		Non-Teaching		Item Average	
	n=18		n=21		n=6		N = 45	
	μ	scale	M	scale	M	scale	μ	Scale
1. Take measures to reduce energy consumption.	2.67	A	3.19	A	3.17	A	2.98	A
2. Implement recycling and composting programs in all departments.	2.72	A	2.95	A	3.00	A	2.87	A
3. Introduced water-saving measures in all departments.	2.72	A	2.86	A	3.33	VA	2.87	A
4. Purchase environmentally friendly products (e.g. ecological detergents, unbleached fabrics, reusable items)	2.61	A	2.95	A	3.17	A	2.84	A
5. Encourage eco-friendly behavior through awareness raising and information.	2.89	A	3.05	A	3.00	A	2.98	A

6. Develop business plans to ensure long-term profitability and financial viability of the business.	2.61	A	2.76	A	2.00	D	2.60	A
7. Focus on buying local products.	2.78	A	2.76	A	2.67	A	2.76	A
8. Strive for business growth thorough product innovation and quality.	2.56	A	2.90	A	3.00	A	2.78	A
9. Have a long-term commitment to all our employees and encourage their personal and professional development through trainings, career planning, equal promotion opportunities, etc.	2.67	A	2.95	A	2.67	A	2.80	A
10. Value our staff through pay levels, employment benefits and rewards over the legal minimum requirements.	2.78	A	3.10	A	2.17	D	2.84	A
11. Sponsor and/or support at least one community action or group.	2.39	D	2.81	A	2.50	D	2.60	A
12. The school has a formal policy about its sustainable business practices.	2.72	A	3.05	A	2.83	A	2.89	A
13. We have clearly defined indicators and strategies for our sustainable business practices.	2.61	A	2.95	A	2.67	A	2.78	A
14. We regularly monitor our sustainable business practices.	2.61	A	2.86	A	2.67	A	2.73	A
15. We regularly report our sustainable business performance to our employees.	2.50	D	2.90	A	2.17	D	2.64	A
16. We regularly report our sustainable business performance to external stakeholders, such as investors, community, and general public.	2.61	A	2.81	A	2.00	D	2.62	A
17. We strive to develop strategies to improve our sustainable business performance.	2.56	A	2.95	A	2.83	A	2.78	A
Average	2.65	P	2.93	P	2.70	P	2.79	P
Legend: 3.26-4.00=Very Agree (VA)/Highly Practiced (HP); 2.51-3.25=Agree (A)/Practiced(P); 1.76-2.50=Disagree (D)/less Practiced (LP) ; 1.00-1.75=Very Disagree (VD)/Not Practiced at All (NP)								

Fifth received an overall 3.05 or practiced rating from the teaching staff for their efforts to promote environmentally sustainable behavior through information and awareness-building. The following sub-indicators, which are all related to Teaching Personnel respondent groups, trail at sixth with an average of 3.00: implementing recycling and composting programs in all departments; promoting eco-friendly behavior through awareness-raising and information; and aiming for business growth through product innovation and quality. The following sub-indicators under the Teaching Personnel category contributed to the average score of 2.95 or Practiced: establishing recycling and composting programs in all departments; purchasing

environmentally friendly goods (such as ecological detergents, unbleached fabrics, and reusable items); demonstrating a long-term commitment to all of our employees by encouraging their professional and personal growth through training, career planning, and equal promotion opportunities; etc. The Teaching Staff also received an average of 2.90 or Practiced on the following factors: seek for business growth through product innovation and quality, and routinely update personnel on sustainable business performance. According to the table, the factor with the two lowest averages is Non-Teaching Personnel, which scored 2.17 or Less Practiced on the factor of valuing employees through pay levels, employment benefits, and rewards above the legally required minimums, and the other factor, which scored 2.00 or Less Practiced on regularly informing external stakeholders, such as investors, the community, and the general public, about the performance of the company's sustainable operations.

Correlation between the Levels of Green Human Resources Management and Organizational Citizenship Behavior towards the Environment

This section of the paper presents the test of relationship between the levels of Green Human Resources Management and Organizational Citizenship Behavior towards the Environment. Table 5a presents the data.

Table 5a: Correlation Data between Green Human Resources Management and Organizational Citizenship Behavior towards the Environment N=45

Pair of Variables	Computed r	p-value	Decision	Remarks
Green Human Resources Management and Organizational Citizenship Behavior towards Environment	0.350	0.018	Reject Ho	Significant

The estimated r of 0.350 and a p-value of 0.018, which show a significant association between green human resources management and organizational civic behavior towards the environment, show that the null hypothesis advanced was rejected. The fact that the computed r-value is greater than the p-value indicates that as employees adopt the idea of green human resources management and incorporate it into the community college's systems, they will also become more aware of the idea of organizational citizenship behavior with regard to the environment. It is obvious that one must embrace, completely accept, and comprehend the notion of green human resource management in order for all stakeholders to become that aware of the program. With this newfound grasp of the idea, one may now appreciate the significance of environmental responsibility on the part of organizations. This suggests that if the program participants do not comprehend the goals and the whole concept, no program will succeed and no one can be expected to immerse freely and achieve complete commitment. Organizational commitment and organizational citizenship conduct were pragmatically associated by Cohen and Vigoda (2011). "Leadership appears to have a big influence on the employees' desire to engage in OCB," he stated simply. Yet, it is crucial to mention that all organization personnel must possess strong technical and managerial abilities, as some workers have stated, in order to establish a successful corporate green management system (Daily et al., 2007; Unnikrishnan & Hegde, 2007). Florida and Davison (2001) have stated that integrating the workforce in EM

systems increases the performance of EM systems, such as efficient resource usage. If there is a shift to greener HR practices, it is believed to be advantageous to the firm in terms of cost reduction, staff retention, and attraction (Muster & Schrader 2011). A successful organization today is defined by the workers' complete efficiency and effectiveness, their willingness to collaborate and assist one another, and their strong character.

Correlation between the Levels of Green Human Resources Management and Business Sustainability

This section of the paper presents the test of relationship between the levels of Green Human Resources Management and Business Sustainability.

Table 5b on the next page presents the data.

Table 5b: Correlation Data between Green Human Resources Management and Business Sustainability N=45

Pair of Variables	Computed r	p-value	Decision	Remarks
Green Human Resources Management and Business Sustainability	0.644	0.001	Reject Ho	Significant

The null hypothesis advanced was rejected as a consequence of the inferential statistics results, which show a significant link between the variables green human resources management and company sustainability, as shown by the computed r-value of 0.664 and a p-value of 0.001. As the computed r-value is higher than the p-value, it follows that as the staff members adopt the idea of green human resources management and incorporate it into the community college's systems, they will also likely become more aware of the idea of business sustainability and expect to incorporate it into the school's systems. This suggests that if a person is aware of the goals and overall concept of the green human resource program, they can help everyone else understand what results they may anticipate if the system and procedure are followed. It is acknowledged that a program won't be effective unless its implementors are aware of its vision and mission, which will serve as a road map, and if business sustainability is included as a goal within the institution's procedures. In his research on how HR may help create a sustainable culture, Liebowitz (2010) recommended that managers be given training to help them improve their people skills, or behavioral competencies in cooperation, diversity, managing change, and collaboration (p.3). Yes, it's crucial to invest in training, seminars, and workshops to help personnel improve their abilities. Business sustainability practices must be in line with international norms, standards, and patterns in order to be maintained. Regarding GHRM, it is important to analyze the successes and failures of various national practices as well as any other areas that require development. According to Marhatta & Adhikari (2013), Green HRM is utilized in HRM policies to encourage the sustainable use of resources within organizations, which is one way to generally advance the causes of environmental sustainability (p. 2). A successful execution of sustainable business plans demands strong leadership and a clear methodology in order for an organization to function (Glavas, Senge, & Cooperrider, 2010).

Correlation between the Levels of Organizational Citizenship Behavior towards the Environment and Business Sustainability

This section of the paper presents the test of relationship between the levels of Organizational Citizenship Behavior towards the Environment and Business Sustainability. Table 5c presents the data.

Table 5c: Correlation Data between Organizational Citizenship Behavior towards the Environment and Business Sustainability N=45

Pair of Variables	Computed r	p-value	Decision	Remarks
Organizational Citizenship Behavior towards the Environment and Business Sustainability	0.277	0.062	Reject Ho	Not Significant

As shown by the computed r-value of 0.277 and the p-value of 0.062, results from inferential statistics show that there is no significant relationship between the variables organizational citizenship behavior towards the environment and business sustainability. As a result, the null hypothesis put forth was accepted. Because the calculated p-value is greater than 0.05, it follows that even if employees adopt the idea of organizational citizenship behavior toward the environment and incorporate it into the community college's processes, it may not always lead to business sustainability. For a person to perform at their best on the job, they must also possess a particular level of technical and managerial proficiency in addition to having a sharp intellect. Only then can we count on a worker to uphold the company's greatest environmental standards. Thus, the effectiveness of employees in this regard is vital (Holtom et al., 2008). Even though Lin & Ho's (2008) study noted that receiving remuneration and benefits boosts one's productivity and promotes green initiatives inside the company, it still maintains that there will always be instances of misconduct. So, it does not follow that even if you have adopted a green culture and OCB, your business will finally become sustainable. To properly implement programs and policies and maintain corporate sustainability, it would still be necessary to have the necessary commitment and training. Further highlighting the challenge of properly and accurately assessing environmental behaviors and performance, Lin & Ho (2008) noted that "creating appropriate financial incentives might be tough." It is crucial to remember that the company needs to develop an alluring program to entice the leaders and employees to commit and to support employee empowerment and involvement. "Training is seen as the preparation of multi-talented personnel that is concerned with the development of knowledge and skills essential for creativity," writes Liebowitz (2010). It is a known reality that some people have inherent talent, yet that talent can still be refined and enhanced with the right time, training, and growth. An organization can only achieve this degree of proficiency in the implementation of all of its programs through this procedure, and only if the staff members are capable of implementing the various aspects of GHRM while adopting the green culture and OCB attitude.

Test Of Difference On The Perceptions Of Green Human Resources Management, Organizational Citizenship Behavior Towards The Environment And Business Sustainability By The Following Respondents: Officials, Teaching Personnel And Non-Teaching Personnel

The test of differences in how the various respondents perceived the variables taken into account in this research is highlighted in this portion of the paper. The factors acknowledged here are organizational citizenship behavior toward the environment and business, as well as green human resources management. Officials, teaching staff, and non-teaching staff are among the many categories of respondents taken into account in the study. Each of these is from a community college. The information is shown in Table 6a.

The decision is made to reject the carefully constructed null hypothesis because it can be seen from the data on the table that there is a significant difference between the respondents' perceptions of the green human resources management variable, as shown by the computed f-value of 3.266* and the p-value of 0.048. The constructed null hypothesis is often rejected at the level of significance of 0.05, which indicates that there is a substantial difference between the replies from the three groups. Recognizing that each group of respondents—officials, teachers, and non-teaching personnel—has unique and equally important roles and responsibilities to play in the community college, it should be noted that their interpretations of the concept of green human resources management vary in this particular instance. As shown by the computed f-values of 0.112 and 2.030, respectively, and the p-values of 0.895 and 0.144, respectively, and shown in Table 6a, there is no discernible difference between the respondents' perceptions of the organizational citizenship behavior toward the environment and business sustainability variables. Accordingly, the decision is made to reject the constructed null hypotheses. The hypothesis is often accepted when the p-value is more than 0.5, and as a result, there is no discernible difference between the groups' responses.

Table 6a: Test of Difference on the Perceptions of Green Human Resources Management, Organizational Citizenship Behavior towards the Environment and Business Sustainability by the following respondents: Officials, Teaching Personnel and Non-Teaching Personnel

Variable	Group	Mean	Variance	Computed f	p-value	Decision	Remarks
Green Human Resources Management	Officials (18)	2.889	0.019	3.266*	0.048	Reject Ho	Significant
	Teachers (21)	2.807	0.020				
	Staff (6)	2.959	0.026				
Organizational Citizenship Behavior	Officials (18)	2.885	0.008	0.112 ^{ns}	0.895	Do not reject Ho	Not significant
	Teachers (21)	2.869	0.013				
	Staff (6)	2.870	0.020				
Business Sustainability	Officials (18)	2.810	0.016	2.030 ^{ns}	0.144	Do not reject Ho	Not significant
	Teachers (21)	2.745	0.022				
	Staff (6)	2.852	0.007				

n=45 *Significant at .05 level

CONCLUSION

Based on the study's findings, it can be said that while there are some signs of green human resources management, organizational environmental stewardship, and corporate sustainability in the context of the study area, more work has to be done in order to realize these trends' full potential. To fully realize the ideals of green human resources management, organizational citizenship behavior toward the environment, and business sustainability, systems, policies, and procedures will need to be continually improved. This is in addition to the idea that the aforementioned variables are very important, functional, and relevant at this time. Considering that management has given these initiatives their full support and that behavioral changes have been made from the perspective of the employees across all levels, these things can be fully attained in due time.

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