

# Green Human Resource Management and Its Impacts on Competitive Advantages in Private School

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## ABSTRACT

Industry growth and technological advancement have increased concerns about the environment. These concerns require companies to adopt environmental practices in their business operations. Green practices in human resources are important. However, there was no study on environmental adoption in human resources in Cambodia. The research aims to assess the extent of green human resource management practices and the relationship between these practices and competitive advantages. Researchers randomly selected a total of 100 teachers from private schools in Siem Reap province, Cambodia, for interviews. A Likert scale ranging from 1 to 5 was used in this research, with 1 indicating "strongly disagree" and 5 indicating "strongly agree." A descriptive statistic tool (mean, frequency) and an inferential statistic (multiple regression) were employed. The data was analyzed with descriptive and inferential SPSS tools. A high degree of green human resource management was found to be implemented. Green human resource practices, including staff recruitment and selection, training and development, staff performance appraisal, staff empowerment, and staff communication culture, were found to significantly and statistically predict competitive advantages. Further research should be conducted on green practices in private schools and other sectors, as well as in different geographical areas.

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## 1. INTRODUCTION

In recent years, technology has been rapidly advanced and industries have grown, which has increased pollution globally [1]. This has created more concerns about the environment globally [2][3]. The green movement has become significant around the world. The resources consumed by individuals and business organizations were greater than their availability, which could lead to being exhausted for the next generation [4]. Environmental protection policies and laws have been formulated by governments to ensure that all organizations adopt green practices [1].

Such environmental concerns required companies to adopt formal environmental practices [3]. The environment is required to be mainstreamed in the business operations of organizations [5][6]. Environmental management is integrated into the human resource management of business organizations [7].

The green practice in human resource management provided business organizations with benefits in terms of financial and economic aspects. The presentation of the environment is also one of the factors of competitive advantage [7]. Environmental preservation through eco-friendly human resource practices and preservation of knowledge capital was identified in green human resource management [8][7]. Sustainable environmental practices in human resources enable organizations to earn profit and also enhance the good image of business in societies. It is very important to integrate environmental practices into human resources [7].

There was one study in Cambodia that analyzed green human resource roles toward attaining sustainable development goals. The study aims to identify the linkages between green human resource management and sustainable development goals. Secondary data was used in the study. However, there are some gaps in the study. These gaps include a lack of assessment of the levels of green practices in human resources in the private sector, in particular in the private education sector. Moreover, there was an absence of an explanation of the green practice of human resource linkage with competitive advantages [9].

To fill the gaps of the previous study, this research aims to analyze the degree of green human resource management practice and the relationship between green human resource management practices and the competitive advantages of a private school in Siem Reap province. In research objective 2 on the relationship between green human resource practices and competitive edges, the researchers propose six research hypotheses.

Hypothesis 1:

There is a positive relationship between green recruitment and selection practices and competitive advantages.

Hypothesis 2:

There is a positive relationship between green development, training practices, and competitive advantages.

Hypothesis 3:

There is a positive relationship between green performance appraisal practices and competitive advantages.

Hypothesis 4:

There is a positive relationship between green employee empowerment practices and competitive advantages.

Hypothesis 5:

There is a positive relationship between green employee empowerment practices and competitive advantages.

Hypothesis 6:

There is a positive relationship between green organizational culture and competitive advantages.

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This research provides important insights: The findings can be utilized by the private sector in education to develop strategies for implementing green practices in their hotels. Furthermore, policymakers must formulate and promote policies encouraging green practices in the private sectors or businesses. Such practices could result in reducing environmental impacts and promoting environmental conservation. It's also imperative for researchers to further explore green practices in human resource management within the education sector. The theories and concepts were reviewed and discussed to conceptualize green practice in human resource management and the relationship between green human resource management practice and competitive advantages.

a. Green Practices in Human Resource Management

To understand the practice of green human resource management, a green human resource management approach is employed and discussed. Green human resource management (HRM) explains the green practice of human resource management. This green practice in human resource management could reduce employee carbon footprints. This could lead to less waste, job-related attitude improvement, work/private life, lower costs, employee performance, and retention [10]. HRM policies and sustainable uses of resources in business organizations are also included in green human resource management [11]. To gain green inputs from employees, three factors are considered, including recruitment, training, motivation, and green pay and rewards [9]. There are different practices in green human resource management, including selection and recruitment, training and development, compensation and rewards, and performance [12].

*Green Staff Recruitment and Selection:* Environmental practices, systems, and conservation principles are considered in the green recruitment and selection process [13]. Being an environmentally conscious employer has been reorganized it is an effective strategy to attract new talent [14]. In green recruitment, the paper process is not applied, which could reduce the environmental impact. A digital approach is applied to the application process including online application forms, online interviews, or telephonic interviews. Besides paper reduction, there is a reduction in fuel consumption for applicants' travel [9].

*Green Training and Capacity Building:* In green training and development, the skills and knowledge related to environments are prioritized and delivered to staff. The training subjects should be focused on working activities in the company that reduce waste, proper utilization of resources, and energy conservation to reduce environmental degradation [15]. One survey [2] with 437 employees proved that environmental training for staff is an effective approach to green management system formation [9].

*Green Staff Performance Management:* The environmental responsibilities are integrated into staff roles and responsibilities. The environment roles are also integrated into staff performance management to improve the quality and value of environmental performances [16]. This integration with staff performance is to protect the environment [17]. There was a relationship between green job descriptions and green performance management [9].

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*Green Compensation and Reward:* Staff compensation and rewards should be mainstreamed environment, which helps achieve environmental goals [9]. One research proof is that rewarding motivated employees toward environmental behaviour and attitude [18]. Another study done by Forman and Jorgensen [19] also showed that motivating and rewarding staff regarding the environment increased their commitment toward environmental programs [9].

#### b. Relation between GHRM Practice and Competitive Advantages

The green human resource management theory is discussed above. In this part, to understand the relationship between green human resource management practices and competitive advantages, sustainable competitive concepts and instrumental theories were discussed and employed in this research.

*Sustainable Competitive Concepts:* The term “sustainable competitive advantage” is defined by several studies. The capabilities, assets, or features of companies are difficult to replicate and this is a suitable long-term position over competitors. It refers to an organization’s uniqueness, originality, and ability to attract a prominent position by embodying the organization’s ability to provide unique features (products/services) that make them rank among large organizations in the business sector, taking into account the organization's study of the movements of other competing organizations." There are three dimensions of sustainable competitive advantages: quality, capabilities, strategic flexibility, and technological information [20].

Quality refers to providing products and services with specifications that meet or exceed customer requirements to satisfy them. Core capabilities refer to dealing with importance from several different aspects. Strategic flexibility refers to an organization’s ability to respond to business opportunities and threats due to economic, political, and social environmental changes. Information technology includes a set of skills—knowledge, material means, and organizational tools—that help workers obtain the required information that can be disseminated among all members of the organization to benefit from it [20].

*Instrumental Theory:* Instrumental theory focuses on the responsibilities of a company toward a society that maximizes stakeholder profit within legal and ethical frameworks [21]. The instrumental theory also explains the relationship between green strategies and firm performance. The theory focuses on social activities to achieve their economic purpose [22]. The theory also explains corporate power and its influence on internal and external decisions, as well as its impact on organizational policies and procedures [23].

The instrumental theory focuses on shareholder maximization, competitive advantage, and cause-related organizational practice. The shareholder maximization value is measured by the share price (short-term profit). Competitive advantage is regarded as a strategic goal (long-term profitability). Cause-related organizational practices are measured by market share, profitability, productivity, and optimum performance [23].

The implementation of green human resource management has been studied. The research by Ullah [24] explained the relationship between green practices in human resource management and efficiencies, resource utilization, improved attitudes, work-life balance, cost reduction, and employee performance and retention. The green human resource management practice contributed to an environmentally sensitive and socially responsible workplace [23].

The relationship between corporate social responsibilities, green human resource management practices, and sustainability was explained [25]. The green human resource management implementation also minimized waste, conserved resources, and promoted sustainability. Green practices and incentives are also influenced by employees' environments and personal lives [23]. Green human management promotes a sustainable development environment and aligns organizational goals with the environment [26].

Environmental practices in organizations save money and enhance reputation and employee morale, and green practices in human resource management also reduce negative environmental impacts and increase positive impacts [23]. Stakeholder pressure and green practices have impacted environmental performance [27] [28].

## **2. METHOD**

### **2.1. Population and sample sizes**

The sample sizes should be determined based on both statistical considerations and practical constraints [29], which are representative of the target population [30]. One hundred twenty teachers in a private school in Siem Reap province [31]. Of these, 100 teachers were sampled for this research.

### **2.2. Data Collection Methods**

Two types of data were employed in this research: secondary data and primary data. A primary source of data was collected from 100 teachers among 120 teachers to investigate green human resource management practices and the relation of green practices in human resource management to a competitive edge. A questionnaire used closed-ended questions. A five-point Likert scale, which involves 5 (strongly agree), 4 (agree), 3 (fairly agree), 2 (disagree), and 1 (strongly disagree), is used to generate data from the respondents. Secondary data was collected from private schools and credible online sources, including published journals and teacher data [32].

### **2.3. Validity and reliability**

The GHRM practices, such as green recruitment and selection, green development and training, green performance appraisal, green compensation and rewarding, green employee empowerment, and green organizational culture, all demonstrate good to excellent levels of internal consistency and reliability, as indicated by their Cronbach's alpha coefficients ranging from 0.819 to 0.873. The Green Exit scale, consisting of 4 items, shows a Cronbach's alpha coefficient of 0.794, indicating an acceptable. Lastly, the Competitive

Advantages scale, comprising 5 items, exhibits a Cronbach's alpha coefficient of .878, indicating a good level of internal consistency, and reliability.

#### 2.4. Testing Assumption

The assumptions for regression were tested, including linearity, homoscedasticity, normality, and multicollinearity, before conducting the regression analysis. The results of the assumption testing for multiple regression confirm that all assumptions are met [23]. Linearity between the independent variables and the dependent variable was observed. There is no multicollinearity problem, as the variance inflation factors (VIFs) were less than 10. The histogram of residuals appears bell-shaped, meeting the assumption of normality. Additionally, the spread of the residuals around the regression line remains constant, indicating the presence of homoscedasticity.

#### 2.5. Data Analysis

The quantitative data collected for the study were entered into SPSS for data analysis. Descriptive statistics, including frequency counts, percentages, and means, were employed to analyze the socio-demographic response variables and the extent of green human resource management practices in private schools. Multiple regressions of hypotheses were tested to analyze the relationship between green human resource management practices and competitive advantage [23].

### 3. RESULTS

#### 3.1. Respondent Demographic Data

The majority of respondents fall within the age range of 18–24 (42%) and 25–34 (40%). This indicates that a significant portion of the participants are relatively young, which could potentially impact their perspectives and experiences related to green practices in human resource management.

Table 1. Respondent Demographic Data

Demographic Data	Classification	Percentage (%)
Age	18-24	42
	25-34	40
	35-44	14
	45-54	4
Gender	Male	51
	Female	49
Education	High school diploma	14
	Bachelor's degree	77
	Master's degree	7
	Other (please specify)	2
Marital Status	Single	70
	Married	29
	Domestic partnership	1
Experiences	Less than 1 year	9
	1-5 years	52
	6-10 years	25
	11-15 years	5
	More than 15 years	9

The gender distribution of the respondents is relatively balanced, with 51% identifying as male and 49% as female. This gender parity suggests that the study had a good representation of both genders, allowing for a more inclusive analysis of the data.

The educational background of the respondents shows that the majority hold a bachelor's degree (77%), followed by a high school diploma (14%), and a master's degree (7%). This indicates that the sample consists of individuals with varying levels of educational attainment, which can contribute to diverse perspectives and insights during the research analysis.

The respondents' marital status reveals that a significant portion of the participants are single (70%), while 29% are married and 1% are in a domestic partnership. The distribution of respondents based on their professional experience indicates that the largest group has 1–5 years of experience (52%). This suggests that the majority of participants are relatively early in their careers, which can provide unique insights into the implementation of green practices in human resource management from a less experienced standpoint. Additionally, a smaller percentage of respondents have more extensive experience, with 6–10 years (25%) and more than 15 years (9%).

### 3.2. Green Human Resource Management Practice

To address research objective 1, which aims to assess the extent of green practices in human resource management within private schools, a Likert scale was used to score green human resource practice (1. strongly disagree, 5. strongly agree). The extent is calculated by dividing the response range (i.e., 5 which corresponds to “a very large extent” minus 1, which corresponds to “not at all”) by the number of levels in the Likert scale used [33]. This is represented by the formula:  $(5-1)/5 = 0.8$ . Table 2 presents the degrees of green practice in human resource management observed in Siem Reap province, Cambodia. Green human resource management practice outlines six dimensions of green practice in human resource management, namely green recruitment and selection, green development and training, green performance appraisal, green employee empowerment, green organizational culture, and green exit.

Table 2. Green Human Resource Management Practice

GHRM Practice Dimensions	Mean	Degree
Green recruitment and selection	3.63	High
Green development and training	3.78	High
Green performance appraisal	3.79	High
Green compensation and rewards	3.80	High
Green employee empowerment	3.90	High
Green organizational culture	3.88	High
Green exit	3.25	Moderate
Average score	3.72	High

According to Table 2, five out of the seven dimensions of green human resource management practice were classified as having a "high degree" of implementation. These

dimensions include green recruitment and selection, green development and training, green performance appraisal, green compensation and reward, green employee empowerment, and green organizational culture. However, one dimension, namely "green exit," was scored as having a moderate degree of implementation.

**Green Recruitment and Selection:** The average score for the GRS practices is 3.63, indicating an overall high degree of implementation in integrating green principles into the recruitment and selection process. The institute demonstrates a commitment to environmental awareness and knowledge by incorporating environmental criteria, using online application processes, and assessing candidates' environmental knowledge during interviews. However, there should be some improvement, such as telephonic or video interviews.

**Green Development and Training:** The average score for the GTD practices is 3.78, indicating an overall high degree of implementation in green development and training initiatives. The institute incorporates environmental discussions into induction programs, conducts need analyses for green training, offers training programs to enhance environmental awareness and skills, provides online training materials, prioritizes environmental training, and delivers training on environmentally friendly best practices.

**Green Performance Appraisal Management:** The average score for the GPAM practices is 3.79, indicating an overall high degree of implementation in incorporating green goals and responsibilities into the performance appraisal system. The institute sets green goals, assigns responsibilities, and ensures employee awareness. Regular feedback is provided to support performance improvement, and environmental audits are conducted. Contributions to environmental management are assessed and recorded in the performance appraisal system, and there are penalties in place for not meeting green goals and responsibilities. This comprehensive approach demonstrates the institute's commitment to integrating environmental performance into its performance management practices.

**Green Compensation and Rewarding:** the mean scores and degree of implementation for various Green Compensation and Rewarding (GCR) practices. The average score for the GCR practices is 3.80, indicating an overall high degree of implementation in incorporating green compensation and rewarding practices. The organization provides tax incentives, links suggestion schemes to rewards, offers recognition-based and monetary rewards for good environmental performance, presents team excellence awards, and employs negative reinforcement for underperformance in environmental goals. This comprehensive approach demonstrates the institute's dedication to motivating and incentivizing employees to actively contribute to environmental sustainability.

**Green Employee Empowerment:** The average scores and degree of implementation for various Green Employee Empowerment (GEE) practices. The average score for the GEE practices is 3.90. This result indicates an overall high degree of implementation in

empowering employees to contribute to environmental sustainability efforts. Employees feel responsible for protecting the environment, are involved in quality improvement and problem-solving, have opportunities for workshops and knowledge exchange, and are guided by a clear developmental vision. Top management actively involves employees in formulating strategies and plans while utilizing teamwork to manage and spread awareness of environmental issues.

**Green Organizational Culture:** The average scores and degree of implementation for various Green Organizational Culture (GOC) practices. The average score for the GOC practices is 3.88, indicating an overall high degree of implementation in cultivating a green organizational culture. The institute's vision and mission statements incorporate environmental concerns, and top management effectively communicates and supports environmental practices throughout the organization. There was a budget allocation for maintaining a green environment, and both top management and departmental heads consistently motivate staff and students to participate in green practices.

**Green Exit:** The average scores and degree of implementation for various Green Exit (GE) practices. The average score for the GE practices is 3.25, indicating an overall moderate degree of implementation in the green exit practices. The head of the department asks employees about green issues related to resignations, and environmentally unfriendly behaviour is considered a cause for dismissal, though to a moderate extent. Exit interviews are conducted to measure employees' perceptions of the organization's green practices, but the practices may not be consistently applied. However, staff debriefings on environmental management in cases of dismissal exhibit a high degree of implementation.

**3.3. Relation between GHRM Practice on Competitive Advantages**

This part addresses research objective 2, which aims at an analysis of the impacts of green human resource practices on competitive advantages. There are six hypotheses in the research objectives, as mentioned in the research objectives. The predictors consist of green recruitment and selection, green development and training, green performance appraisal management, green employee empowerment, and green organizational culture as independent variables and competitive advantages as dependent variables. Green human resource practices could predict competitive advantages.

Table 3. Relationship between GHRM Practices and Competitive Advantages

GHRM and Competitive Advantages	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig.
H1: CRS and Competitive Advantage	.637	.405	.367	.42996	.000
H2: GDT and Competitive Advantage	.593	.351	.310	.44904	.000
H3: GPAM and Competitive Advantage	.661	.437	.401	.41823	.000
H4: GCA and Competitive Advantage	.788	.621	.596	.34331	.000
H5: GEPE and Competitive Advantage	.672	.451	.416	.41311	.000
H6: GOC and Competitive Advantage	.702	.492	.465	.39515	.000

Hypothesis 1: There is a positive relationship between green recruitment and selection practices and competitive advantages. The predictors consist of six items: GRS1: The

recruitment message includes environmental awareness and commitment criteria. GRS2: Online submission of applications for jobs; GRS3: Telephonic interviews and video conferencing; GRS4: Environment-related questions during interviews; GRS5: Recruitment of candidates with green awareness and knowledge; and GRS6: Job positions are designed to demand knowledge about environmental management, while competitive advantage is a dependent variable.

The multiple regression shown in Table 3 indicates that the regression model is statistically significant, and approximately 40.5% of the variance in the dependent variable can be explained by the predictor variables. Among the predictors, "GRS2: Online submission of applications for applying for jobs" and "GRS5: Recruitment of candidates having green awareness and knowledge" are statistically significant in predicting the dependent variable. The other predictors (GRS1, GRS3, GRS4, and GRS6) are not statistically significant in this model.

Hypothesis 2: There is a positive relationship between green development, training practices, and competitive advantages. The predictors consist of six items: GTD1: Environmental issues are discussed in induction programs. GTD2: A green training needs analysis is conducted: Please rate the extent to which green training needs analysis. GTD3: Training programs to increase environmental awareness and skills of employees, GTD4: Availability of training materials online for employees, GTD5: Environmental training is a priority over other types of training. GTD6: The institute provides training on environmentally friendly best practices. The dependent variable is "competitive advantage".

Table 3 indicates that the regression model is statistically significant, and approximately 35.1% of the variance in the dependent variable can be explained by the predictor variables. Among the predictors, only "GTD5: Environmental training is a priority over other types of training" is statistically significant in predicting the dependent variable. The other predictors (GTD1, GTD2, GTD3, GTD4, and GTD6) are not statistically significant in this model.

Hypothesis 3: There is a positive relationship between green performance appraisal practices and competitive advantages. The predictor consists of six items below, while the competitive advantage is a dependent variable. GPAM1: Top management sets green goals and assigns responsibilities to every employee. GPAM2: Employees are aware of their green goals and responsibilities. GPAM3: Employees get regular feedback for carrying out their responsibilities or for improving their environmental performance. GPAM4: Top management carries out environmental audits in the institute. GPAM5: Environmental goals and contributions to environmental management are assessed and recorded in the performance appraisal system. GPAM6: There are penalties or disbenefits (fines) in the performance management system for not meeting green goals and responsibilities.

Hypothesis 4: There is a positive relationship between green compensation and awarding (GCA) practices and competitive advantages. Seven items of the predictors are below, while

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the dependent variable is competitive advantages. The GPR1 Institute provides tax incentives for environmental performance. The GPR2 Institute links suggestion schemes into the reward system by introducing rewards for innovative environmental initiatives and performance. The GPR3 Institute provides recognition-based rewards to employees for good environmental performance. The GPR4 Institute provides monetary rewards to employees for good environmental performance. GPR5 Team Excellence Awards go to teams for better environmental performance. GPR6 employees are rewarded for green skills acquisition. GPR6 employees are negatively reinforced for underperformance on environmental goals.

The regression results (Table 3) confirm that there is a statistically significant relationship between compensation and reward (an independent variable) and competitive advantage (a dependent variable), and approximately 62.1% of the variance in the dependent variable can be explained by the predictor variables. Among the predictors, only "GPR6: Employees are negatively reinforced for underperformance in environmental goals" is statistically significant in predicting the dependent variable. The other predictors (GPR1, GPR2, GPR3, GPR4, and GPR5) are not statistically significant in this model.

Hypothesis 5: There is a positive relationship between green employee empowerment practices and competitive advantages" which consists of six items below. GEPE1: Employees feel responsible for protecting the environment (46). GEPE2: Involvement of employees in quality improvement and problem-solving for green issues GEPE3: The institute offers workshops or forums for employees to improve their environmental behaviour and exchange their experiences. GEPE4: The institute has a clear developmental vision to guide employees' actions in environmental management. GEPE6: Top management uses teamwork to manage and spread awareness of environmental issues. GEPE5: Top management involves employees in formulating environmental strategies and plans.

Table 3 indicates that the regression model overall is statistically significant, and approximately 45.1% of the variance in the dependent variable can be explained by the GEPE variables. Among the predictors, "GEPE1: Employees feel responsible for protecting the environment" and "GEPE6: Top management uses teamwork to manage and spread awareness of environmental issues" are statistically significant in predicting the dependent variable. The other predictors (GEPE2, GEPE3, GEPE4, and GEPE5) are not statistically significant in this model.

Hypothesis 6: "There is a positive relationship between green organizational culture and competitive advantages." The items of predictors in Hypothesis 6 consist of six items below. GOC1: The institute's vision and mission statements include environmental concerns. GOC2: Top management clarifies the information and values of environmental management throughout the organization. GOC3: Top management actively supports environmental practices for maintaining an eco-friendly culture in the institute. GOC4: Top management allocates a budget for maintaining a green environment in the institute. GOC5: Top

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management and departmental heads always motivate staff and students to participate in green practices.

The multiple regression results in Table 3 confirm that there is statistical significance, and approximately 49.2% of the variance in the dependent variable can be explained by the predictor variables. Among the predictors, "GOC1: Institute vision and mission statements include environmental concerns" and "GOC4: Top management allocates a budget for maintaining a green environment in the institute" are statistically significant in predicting the dependent variable. The other predictors (GOC2, GOC3, and GOC5) are not statistically significant in this model.

## **4. DISCUSSION**

### **4.1. Green Human Resource Management Practice**

The practice of green human resource management had a high degree of implementation (score of 3.72). This research disagrees with the research done at Dehradun Institution, which confirms that its green implementation of green human resource management is at a low level. It is very important to update its human resource practices to comply with environmental protection practices [34].

Green staff recruitment and selection implementation found by research was high, which disagreed with the study conducted among the employees of NIT Silchar in India, which confirmed a low degree or level of green practice in staff recruitment and selection at NIT Silchar. The candidates were required to apply both online and offline, while telephonic interviews or video conferencing were not allowed. Knowledge of environmental management was not included in the job design or the interview process [13]. The study in Jordan found that green practices in staff recruitment and selection were at a medium level [12].

Green staff development and training practices confirmed in this research findings were high, which disagreed with the study conducted among the employees of NIT Silchar in India. The green practice in GDT at NIT Silchar was at a lower level. The total implementation of green training and development in NIT Silchar is moderate (average score = 2.73) [13].

This study found a high level of green practice in staff performance appraisal. This research finding disagreed with the study conducted among the employees of NIT Silchar in India. It summarizes the extent of items listed under green performance appraisal management. The total implementation of green performance appraisal management at NIT Silchar is low, with an average mean score of 2.48 [13]. The constraints for green human resource management were that staff thought that it was not their responsibility [7]. This faced difficulties in changing staff behaviour in a short period [7]. The research conducted in Jordan found that green implementation in staff training and development was at a medium level [12].

This green practice in rewarding in the school was high level. However, the study conducted in Jordan found that the green practice of rewarding was at a medium level, which

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is lower than this study [12]. The green practice was faced with some challenges, such as some staff feeling that the green practice was not their responsibility [7]. Green practices in staff participation and empowerment were at a high level. This research finding seems different from the study conducted among the employees of NIT Silchar in India, which outlines the items under Green Employee Participation and Empowerment. The total overall mean score of green employee participation and empowerment in NIT Silchar was 3.06, which represents a moderate extent [13].

Green practices in organizational culture, as found by this study, were high. The research findings were different from the study conducted among the employees of NIT Silchar in India, which indicates a moderate extent with an average score of 3.058 [13].

#### **4.2. Relation between GHRM Practices and Competitive Advantages**

This research finding was supported by research with educational organizations in Jordan that there was a relationship between green human resource practices and competitive advantages [12]. However, this research finding disagrees with the research done by Dangote Nigeria Plc that green training and development practices have no positive and significant effect on the sustainable competitive edge [23]. The findings of Ullah [24] revealed that green human resource management practices in organizations could achieve sustainability through efficiencies and economical utilization of resources [35].

In addition, there is a relationship between green practices in training, developments in organizations, and competitive advantages in research schools. This result is in line with the findings of Chowdhury, Sanju, and Asaduzzaman [25], who proved that green human resource management practices in the conduct of training and development tend to result in the minimization of waste, reservation, and preservation of natural resources, which has led to a very strong correlation between green human resource management and sustainability [36]. The research done by Hamod and Majeed [37], who studied a sample of hospitals, agreed with the research findings. Their research findings indicated that there was a significant effect of the independent dimension of green training and development on the sustainable competitive advantage within hospitals [20].

This research finding confirms the correlation between green practices in staff appraisal and competitive advantages. This research was proven by the study at Al-Sadr General Hospital and Sheikh Zayed General Hospital, which suggested that there was a relationship between staff appraisal and sustainable competitive advantage [20].

There was a correlation between green rewards and competitive advantage in researched schools in Siem Reap province, Cambodia. This result is similar to the findings of Bangwal and Tiwari [38]. The research findings proved that green practices in HRM activities in an organization improved the rate of employee retention, improved the public image, improved the sustainable use of resources, and increased business opportunities [2] [23] [3]. Additionally, this research was proven by the study at Al-Sadr General Hospital, Sheikh Zayed General Hospital, which recommended a relationship between green compensation, awarding, and sustainable competitive advantage [20].

Through this research, the green implementation of staff relations and engagement in organizations also positively affects organizational competitive advantages. The study of

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Dangote Nigeria Plc [23] supports this research finding, which indicated that there was a positive relationship between green employee relations and a sustainable competitive edge. Another study done by Rashid, Wahid, and Saad [39] confirmed that the engagement of employees in green activities has a positive influence on their private life affairs as well as their behaviour and relationships with people [39]. Moreover, a study by Dangote Nigeria Plc [23] confirmed that there was a relationship between green employees and a sustainable competitive edge. This result is similar to the findings of Rashid, Wahid, and Saad [39], who posited that the engagement of employees in green activities has a positive influence on their private life affairs as well as their behaviour and relationships with people [23] [39].

The green implementation in staff relations and engagement in organizations also positively affect organizational competitive advantages through this research. The study of Dangote Nigeria Plc [23] supports this research finding, which indicated that there was a positive relationship between green employee relations and a sustainable competitive edge. Another study done by Rashid, Wahid, and Saad [39] confirmed that the engagement of employees in green activities has a positive influence on their private life affairs as well as their behaviour and relationships with people [23]. Moreover, a study by Dangote Nigeria Plc [23] confirmed that there was a relationship between green employees and a sustainable competitive edge. This result is similar to the findings of Rashid, Wahid, and Saad [39], who posited that the engagement of employees in green activities has a positive influence on their private life affairs as well as their behaviour and relationships with people [23][39].

## 5. CONCLUSION

This research aims to evaluate the level of green practices in human resource management within private schools and analyze the relationship between these green practices and competitive advantage. The findings indicate that the private school in Siem Reap has implemented human resource management practices at a high level. Among seven dimensions of green human resource practice, six dimensions of green human resource management practice were scored as high levels, including green recruitment and selection, green development and training, green performance appraisal, green compensation and reward, green employee empowerment, and green organizational culture, while one dimension was scored as moderate level (green exit).

To address research objective 2, which consists of seven hypotheses, The multiple regressions confirm that Green Recruitment and Selection, Green Development and Training, Green Performance Appraisal, Green Compensation and Rewarding, Green Employee Empowerment, and Green Organizational Culture, while one dimension was scored as a moderate level (Green Exit) as a predictor and the dependent variable as a competitive advantage. The research results suggest that there is a statistically significant correlation between predictors (green recruitment and selection, green development and training, green performance appraisal, green compensation, and reward, green employee empowerment, and green organizational culture) and the dependent variable (competitive advantage).

There were some gaps in this study. The study only sampled employees of private schools in Siem Reap province who teach from primary school to high school level,

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excluding university teachers. Furthermore, public schools were not included in this study. The factors not included in the study are leadership and personal character [40].

To further expand the knowledge in this area, future research should focus on examining green practices within the organization as a whole. This broader perspective would provide a more comprehensive understanding of the extent to which green initiatives are integrated into various aspects of the organization's operations. Additionally, it is recommended that future research target other provinces to gain a more diverse and representative sample. This geographical expansion would allow for a broader analysis of green practices in different contexts, providing valuable insights into the variations and similarities in implementation across various regions. The relationship between leadership, personal characteristics, and green human resource practices in organizations should be included in the study.

Research in these areas can enhance our understanding of the effectiveness of green practices in human resource management and their impact on organizational performance and sustainability. This knowledge will contribute to the development of strategies and policies that promote environmentally friendly practices and foster competitive advantages for educational institutions and other organizations.

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