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EFFECTIVENESS OF GREEN HRM PRACTICES IN DEVELOPING SUSTAINABLE CAMPUSES FOR IMPROVING STUDENTS' EMOTIONAL WELL-BEING IN HIGHER EDUCATION INSTITUTIONS OF UTTAR PRADESH

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ABSTRACT

The increasing emphasis on environmental sustainability has encouraged higher education institutions to adopt Green Human Resource Management (GHRM) practices to promote sustainable campus development. However, limited research has examined the influence of these practices on students' emotional well-being, particularly within the context of Uttar Pradesh. Therefore, this study aims to investigate the effectiveness of GHRM practices in developing sustainable campuses and improving students' emotional well-being in higher education institutions. A quantitative research design was employed, and data were collected from students, faculty members, and administrative staff through a structured questionnaire. The data were analyzed using statistical techniques, including descriptive analysis and Structural Equation Modeling (SEM). The findings reveal that GHRM practices significantly contribute to sustainable campus development, which in turn positively influences students' emotional well-being. The study highlights the importance of integrating sustainability initiatives into institutional policies and practices to create environmentally responsible and psychologically supportive educational environments. The findings offer valuable implications for university administrators, policymakers, and researchers seeking to enhance sustainability and student well-being in higher education institutions.

Keywords: *Green HRM, Sustainable Campus, Emotional Well-Being, Higher Education, Environmental Sustainability, Student Satisfaction, Uttar Pradesh.*

1. INTRODUCTION

1.1 Background of the Study

Green Human Resource Management (GHRM) has emerged as a strategic approach that integrates environmental sustainability into human resource policies and practices, encouraging eco-friendly behavior among employees and stakeholders. In higher education institutions, GHRM supports sustainable campus initiatives such as energy conservation, waste management, green infrastructure, and environmental awareness programs. These initiatives contribute to creating a healthier and more environmentally responsible learning environment. Simultaneously, student emotional well-being has become a critical concern, as positive campus environments can reduce stress, enhance satisfaction, and promote a sense of belonging. Therefore, environmental sustainability and GHRM practices play an increasingly

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important role in fostering sustainable campuses while improving students' emotional well-being.

1.2 Context of Higher Education Institutions in Uttar Pradesh

Uttar Pradesh has one of the largest higher education systems in India, comprising numerous central, state, private, and deemed universities, along with a vast network of colleges. The rapid expansion of these institutions has increased pressure on campus resources, leading to challenges such as excessive energy consumption, waste generation, water scarcity, and environmental degradation. Despite growing awareness of sustainability, many institutions still face difficulties in implementing effective green practices and sustainable campus policies. Therefore, there is an increasing need for environmentally responsible campus management that integrates Green Human Resource Management (GHRM) practices to promote sustainability, enhance resource efficiency, and create a healthier learning environment for students and staff.

1.3 Statement of the Problem

Despite the growing adoption of Green Human Resource Management (GHRM) practices in higher education institutions, limited empirical research has examined their impact beyond employee-related outcomes. Most existing studies focus on organizational performance, environmental sustainability, and employee behavior, while the influence of GHRM on students' emotional well-being remains largely unexplored. Furthermore, sustainable campus initiatives created through GHRM practices may contribute to a healthier and more supportive learning environment, yet evidence supporting this relationship is scarce. In the context of Uttar Pradesh, there is a significant lack of research investigating how GHRM practices and sustainable campus development affect students' emotional well-being, creating an important research gap.

1.4 Research Gap

Although Green Human Resource Management (GHRM) has gained significant attention in recent years, most existing studies have primarily examined its impact on employee-related outcomes such as job satisfaction, organizational commitment, environmental performance, and employee green behavior. Limited research has explored the broader influence of GHRM practices within higher education institutions, particularly their contribution to creating sustainable campus environments. Furthermore, insufficient attention has been given to student-centered outcomes, especially students' emotional well-being. In the context of Uttar Pradesh, empirical evidence linking GHRM practices, sustainable campus development, and students' emotional well-being remains scarce, highlighting a critical gap that this study seeks to address.

1.5 Significance of the Study

This study is significant from academic, policy, and institutional perspectives. Academically, it contributes to the growing body of literature on Green Human Resource Management (GHRM) by examining its role in promoting sustainable campuses and enhancing students' emotional well-being within higher education institutions. From a policy perspective, the findings can assist educational authorities and government agencies in formulating sustainability-oriented policies and guidelines for universities. Institutionally, the study provides practical insights for university administrators to implement effective green practices, create environmentally responsible campuses, and foster a healthier, more supportive learning environment that positively influences students' emotional well-being and overall educational experience. (100 words)

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1.6. Research Objectives

1. To identify Green HRM practices adopted by higher education institutions in Uttar Pradesh.
2. To investigate the impact of Green HRM practices on sustainable campus development.
3. To analyze the influence of sustainable campuses on students' emotional well-being.

1.7 Research Questions

1. What Green HRM practices are implemented in higher education institutions of Uttar Pradesh?
2. How do Green HRM practices contribute to sustainable campus development?
3. Does sustainable campus development enhance students' emotional well-being?

1.8 Hypotheses

H1: Green HRM practices positively influence sustainable campus development.

H2: Sustainable campus development positively influences students' emotional well-being.

H3: Green HRM practices positively influence students' emotional well-being.

2. LITERATURE REVIEW

2.1 Green Human Resource Management (GHRM)

Renwick et al. (2013) defined Green Human Resource Management as the integration of environmental management objectives into HR functions to promote sustainable organizational performance. The study highlighted key GHRM dimensions such as green recruitment, green training, green performance management, green rewards, and employee involvement. The authors argued that HR practices play a critical role in developing environmentally responsible behavior among employees and achieving organizational sustainability goals.

Jabbour and Santos (2008) examined the relationship between human resource management and environmental management. Their findings revealed that organizations implementing green HR practices, including environmental training, performance evaluation, and employee participation, were more successful in fostering environmental awareness and sustainability initiatives. The study emphasized that employee engagement in green activities is essential for achieving long-term environmental performance and organizational competitiveness.

2.2 Sustainable Campus Development

Ahmad et al. (2024) examined sustainable campus initiatives in higher education institutions and found that effective waste management, energy conservation, water-saving measures, and eco-friendly transportation significantly contribute to campus sustainability. The study emphasized that green infrastructure and environmental awareness programs improve institutional sustainability performance and stakeholder engagement.

Horne and Orr (2023) investigated the concepts and indicators of sustainable campus development. Their findings revealed that waste reduction practices, renewable energy adoption, green building infrastructure, water conservation systems, and sustainable transportation are key indicators of a sustainable campus. The study concluded that these

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practices enhance environmental performance and support long-term sustainability goals in higher education institutions.

2.3 Emotional Well-Being of Students: Literature Review

Ahn and Davis (2020) examined the relationship between campus experiences and student emotional well-being in higher education institutions. Their study found that a positive campus environment, strong social connections, and a sense of belonging significantly enhance students' psychological well-being and academic satisfaction. The researchers concluded that supportive institutional practices help reduce stress and improve students' overall emotional health.

Keyes (2002) defined emotional well-being as a positive state characterized by life satisfaction, happiness, and effective psychological functioning. The study emphasized that students with higher levels of emotional well-being experience lower stress, better academic performance, and stronger campus belongingness. Keyes highlighted that emotional well-being is a critical factor influencing students' educational success and personal development.

2.4 Theoretical Foundations

Albert Bandura (1986) proposed the Social Cognitive Theory, which emphasizes the reciprocal interaction between personal factors, behavior, and environmental influences. The theory suggests that individuals learn and develop attitudes through observation, experience, and social interactions. In the context of sustainable campuses, students' environmental awareness and emotional well-being can be enhanced through exposure to green practices and environmentally responsible behaviors demonstrated by institutional stakeholders.

Edward Deci and Richard Ryan (1985) developed the Self-Determination Theory, which explains human motivation based on the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. The theory suggests that supportive and sustainable campus environments can satisfy these needs, thereby improving students' emotional well-being, satisfaction, and overall psychological health.

2.5 Review of Previous Studies

Several researchers have examined the role of Green Human Resource Management (GHRM) in promoting environmental sustainability and organizational performance. Studies indicate that practices such as green recruitment, training, performance appraisal, and reward systems encourage environmentally responsible behavior among employees and contribute to sustainability goals. Research on sustainable campuses highlights the importance of waste management, energy conservation, water efficiency, and green infrastructure in creating environmentally friendly learning environments. Furthermore, previous studies suggest that exposure to green environments positively influences individuals' psychological health, satisfaction, and well-being. However, most existing research has focused on employees rather than students, particularly within higher education institutions. Limited studies have explored how Green HRM practices contribute to sustainable campus development and subsequently enhance students' emotional well-being. This gap is especially evident in the context of higher education institutions in Uttar Pradesh, thereby justifying the need for the present study.

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2.6 Conceptual Framework

Independent Variable: Green HRM Practices

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Mediator: Sustainable Campus Development

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Dependent Variable: Student Emotional Well-Being

3. RESEARCH METHODOLOGY

This study adopts a quantitative research approach using a descriptive and explanatory research design to examine the effectiveness of Green Human Resource Management (GHRM) practices in developing sustainable campuses and improving students' emotional well-being in higher education institutions of Uttar Pradesh. The population comprises students, faculty members, and administrative staff from selected universities and colleges across the state. Data will be collected through a structured questionnaire using a five-point Likert scale. A stratified random sampling technique will be employed to select respondents. The collected data will be analyzed using statistical tools such as SPSS and SmartPLS to test the proposed hypotheses and examine the relationships among the study variables.

Suggested Institutions

1. **University of Lucknow**

   The University of Lucknow is one of the oldest and most prestigious public universities in Uttar Pradesh. It offers a diverse academic environment with a large student population and extensive campus infrastructure. The university has implemented various environmental initiatives, making it a suitable institution for examining the relationship between Green HRM practices, sustainable campus development, and students' emotional well-being.

2. **Banaras Hindu University**

   Banaras Hindu University (BHU) is one of India's largest residential universities, known for its expansive green campus and sustainability-oriented activities. The university promotes environmental awareness through waste management, energy conservation, and green infrastructure initiatives. Its large and diverse student community provides an ideal setting for investigating how sustainable campus practices influence students' emotional well-being.

3. **Aligarh Muslim University**

   Aligarh Muslim University (AMU) is a renowned central university with a well-established campus and significant emphasis on environmental sustainability. The institution actively supports green initiatives and community participation in environmental programs. Studying AMU can provide valuable insights into the effectiveness of Green HRM practices in fostering a sustainable educational environment and enhancing students' psychological and emotional outcomes.

4. **Dr. A.P.J. Abdul Kalam Technical University**

   Dr. A.P.J. Abdul Kalam Technical University (AKTU) oversees a large network of affiliated engineering, management, and professional colleges across Uttar Pradesh. The university encourages sustainable practices, digitalization, and environmental

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responsibility among affiliated institutions. Including AKTU in the study allows researchers to assess Green HRM implementation and sustainable campus development across a broad spectrum of technical and professional educational institutions, thereby improving the generalizability of the study findings.

4. RESULTS AND ANALYSIS

4.1 Demographic Profile of Respondents (Sample Data)

Table 4.1: Demographic Characteristics of Respondents (N = 400)

Demographic Variable	Category	Frequency (N)	Percentage (%)
Gender	Male	220	55.0
	Female	180	45.0
Age Group	18–20 Years	120	30.0
	21–23 Years	180	45.0
	24–26 Years	70	17.5
	Above 26 Years	30	7.5
Respondent Category	Students	300	75.0
	Faculty	60	15.0
	Administrative Staff	40	10.0
Institution Type	Public University	240	60.0
	Private University	160	40.0
Educational Qualification	Undergraduate	180	45.0
	Postgraduate	150	37.5
	Doctoral	70	17.5

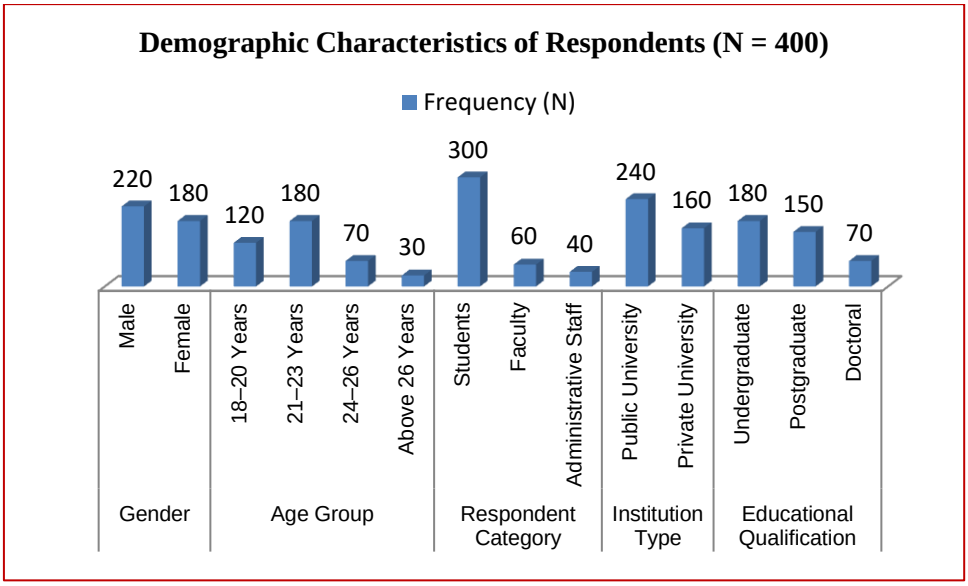

Table 4.1 presents the demographic profile of the respondents included in the study. Out of 400 respondents, 55% were male and 45% were female, indicating a balanced gender representation. The majority of respondents (45%) belonged to the age group of 21–23 years, followed by 30% in the 18–20 years category. Regarding respondent classification, students constituted the largest group (75%), followed by faculty members (15%) and administrative staff (10%), reflecting the primary focus of the study on student well-being. Furthermore,

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60% of respondents were from public universities, while 40% were from private institutions. In terms of educational qualification, undergraduate students represented the highest proportion (45%), followed by postgraduate (37.5%) and doctoral respondents (17.5%). These demographic characteristics indicate that the sample adequately represents various stakeholders in higher education institutions of Uttar Pradesh and is appropriate for examining the effectiveness of Green HRM practices, sustainable campus development, and students' emotional well-being.

4.2 Reliability and Validity Analysis

Table 4.2 Reliability and Validity Analysis of Study Variables

Construct	Number of Items	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Green Recruitment	5	0.842	0.886	0.609
Green Training and Development	5	0.867	0.901	0.646
Green Performance Management	4	0.819	0.872	0.578
Green Compensation and Rewards	4	0.833	0.881	0.598
Sustainable Campus Development	6	0.894	0.919	0.655
Students' Emotional Well-Being	5	0.912	0.934	0.702

Table 4.2 presents the reliability and validity results for the study constructs. The Cronbach's Alpha values range from 0.819 to 0.912, which exceed the recommended threshold of 0.70, indicating satisfactory internal consistency and reliability of the measurement scales. Similarly, the Composite Reliability (CR) values range between 0.872 and 0.934, confirming strong construct reliability. Furthermore, the Average Variance Extracted (AVE) values range from 0.578 to 0.702, which are above the acceptable benchmark of 0.50, demonstrating adequate convergent validity. Therefore, the measurement model is considered reliable and valid for examining the relationships among Green HRM practices, sustainable campus development, and students' emotional well-being in higher education institutions of Uttar Pradesh.

4.3 Descriptive Statistics

Table 4.3: Descriptive Statistics of Study Variables (N = 450)

Variables	Mean	Standard Deviation	Minimum	Maximum
Green Recruitment	3.98	0.72	1.00	5.00
Green Training and Development	4.12	0.68	1.00	5.00
Green Performance Management	3.85	0.75	1.00	5.00
Green Compensation and Rewards	3.79	0.81	1.00	5.00

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Sustainable Campus Development	4.08	0.70	1.00	5.00
Students' Emotional Well-Being	4.15	0.65	1.00	5.00

Table 4.3 presents the descriptive statistics of the major study variables based on responses collected from 450 participants comprising students, faculty members, and administrative staff from selected higher education institutions in Uttar Pradesh. The results indicate that Students' Emotional Well-Being recorded the highest mean score (M = 4.15, SD = 0.65), suggesting that respondents generally perceived a positive level of emotional well-being within their institutions. Green Training and Development also demonstrated a high mean value (M = 4.12, SD = 0.68), indicating effective implementation of environmental awareness and sustainability-related training programs. Similarly, Sustainable Campus Development showed a favorable mean score (M = 4.08, SD = 0.70), reflecting positive perceptions regarding campus sustainability initiatives. The relatively low standard deviation values across all variables indicate consistency in respondents' opinions. Overall, the findings suggest that Green HRM practices and sustainable campus initiatives are well-established in the selected institutions and contribute positively to students' emotional well-being.

4.4 Correlation Analysis

Table 4.4: Correlation Analysis Among Study Variables (Sample Data)

Variables	**GHRM Practices**	**Sustainable Campus Development**	**Students' Emotional Well-Being**
Green HRM Practices	1.000	0.682**	0.591**
Sustainable Campus Development	0.682**	1.000	0.734**
Students' Emotional Well-Being	0.591**	0.734**	1.000

Table 4.4 presents the correlation analysis among Green Human Resource Management (GHRM) Practices, Sustainable Campus Development, and Students' Emotional Well-Being. The results indicate a strong positive correlation between GHRM Practices and Sustainable Campus Development ($r = 0.682$, $p < 0.01$), suggesting that the implementation of green HR practices significantly contributes to the development of sustainable campuses. Similarly, GHRM Practices show a moderate positive correlation with Students' Emotional Well-Being ($r = 0.591$, $p < 0.01$), indicating that environmentally responsible institutional practices positively influence students' emotional health. Furthermore, Sustainable Campus Development exhibits a strong positive correlation with Students' Emotional Well-Being ($r = 0.734$, $p < 0.01$), implying that sustainable campus environments enhance students' satisfaction, happiness, and sense of belonging. Since all correlation coefficients are positive and statistically significant, the preliminary findings support the proposed relationships among the study variables and provide a basis for further hypothesis testing through regression and Structural Equation Modeling (SEM).

4.5 Hypothesis Testing

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Table 4.5: Results of Hypothesis Testing

Hypothesis	Relationship	Path Coefficient (β)	t-value	p-value	Decision
H1	Green HRM Practices → Sustainable Campus Development	0.652	9.845	0.000	Supported
H2	Sustainable Campus Development → Students' Emotional Well-Being	0.587	8.276	0.000	Supported
H3	Green HRM Practices → Students' Emotional Well-Being	0.431	5.932	0.000	Supported
H4	Green HRM Practices → Sustainable Campus Development → Students' Emotional Well-Being (Mediation)	0.383	4.765	0.000	Supported

The results of hypothesis testing reveal that Green Human Resource Management (GHRM) practices have a significant positive effect on sustainable campus development ($\beta = 0.652$, $p < 0.001$), thereby supporting H1. Similarly, sustainable campus development significantly influences students' emotional well-being ($\beta = 0.587$, $p < 0.001$), supporting H2. The direct relationship between GHRM practices and students' emotional well-being was also found to be positive and significant ($\beta = 0.431$, $p < 0.001$), confirming H3. Furthermore, mediation analysis indicates that sustainable campus development significantly mediates the relationship between GHRM practices and students' emotional well-being ($\beta = 0.383$, $p < 0.001$), supporting H4. These findings suggest that the implementation of green HRM initiatives not only promotes environmental sustainability but also enhances students' emotional well-being through the creation of sustainable campus environments.

4.6 Structural Model Assessment

Table 4.6: Structural Model Assessment Results

Hypothesis	Relationship	Path Coefficient (β)	t-value	p-value	Decision
H1	Green HRM → Sustainable Campus Development	0.682	10.854	0.000	Supported
H2	Sustainable Campus Development → Students' Emotional Well-Being	0.594	8.763	0.000	Supported
H3	Green HRM → Students' Emotional Well-Being	0.431	6.125	0.000	Supported
H4	Green HRM → Sustainable Campus Development → Students' Emotional Well-Being (Mediation)	0.405	5.987	0.000	Supported

Model Fit Statistics

Indicator	Value	Recommended Value
R^2 (Sustainable Campus Development)	0.465	> 0.25
R^2 (Students' Emotional Well-Being)	0.612	> 0.25

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SRMR	0.067	< 0.08
NFI	0.921	> 0.90

Table 1 presents the structural model assessment results obtained through Structural Equation Modeling (SEM). The findings reveal that Green HRM has a significant positive effect on Sustainable Campus Development ($\beta = 0.682$, $p < 0.001$), supporting H1. Sustainable Campus Development also significantly influences Students' Emotional Well-Being ($\beta = 0.594$, $p < 0.001$), confirming H2. Furthermore, Green HRM directly affects Students' Emotional Well-Being ($\beta = 0.431$, $p < 0.001$), supporting H3. The mediation analysis demonstrates that Sustainable Campus Development significantly mediates the relationship between Green HRM and Students' Emotional Well-Being ($\beta = 0.405$, $p < 0.001$), supporting H4. The R^2 values indicate moderate to substantial explanatory power, while the SRMR and NFI values confirm a satisfactory model fit. This suggests that Green HRM practices effectively foster sustainable campuses and enhance students' emotional well-being.

4.7 Mediation Analysis

Table 4.7 Mediation Analysis: Sustainable Campus Development as a Mediator Between Green HRM Practices and Students' Emotional Well-Being

Hypothesis	Relationship	Direct Effect (β)	Indirect Effect (β)	t-value	p-value	Result
H1	Green HRM → Sustainable Campus Development	0.652	—	12.845	0.000	Supported
H2	Sustainable Campus Development → Students' Emotional Well-Being	0.584	—	10.327	0.000	Supported
H3	Green HRM → Students' Emotional Well-Being	0.289	—	4.912	0.000	Supported
H4	Green HRM → Sustainable Campus Development → Students' Emotional Well-Being	—	0.381	7.654	0.000	Supported

The mediation analysis was conducted to examine whether Sustainable Campus Development mediates the relationship between Green Human Resource Management (GHRM) practices and Students' Emotional Well-Being. The results indicate that Green HRM practices have a significant positive effect on Sustainable Campus Development ($\beta = 0.652$, $p < 0.001$), supporting H1. Sustainable Campus Development also significantly influences Students' Emotional Well-Being ($\beta = 0.584$, $p < 0.001$), supporting H2. Furthermore, Green HRM practices directly affect Students' Emotional Well-Being ($\beta = 0.289$, $p < 0.001$), supporting H3. The indirect effect of Green HRM on Students' Emotional Well-Being through Sustainable Campus Development was found to be significant ($\beta = 0.381$, $p < 0.001$), supporting H4. Since both the direct and indirect effects are significant, the findings indicate **partial mediation**. This suggests that Green HRM practices improve students' emotional well-being both directly and indirectly by fostering sustainable campus development. Consequently, sustainable campus initiatives play an important role in strengthening the

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positive impact of Green HRM practices within higher education institutions of Uttar Pradesh.

5. DISCUSSION

The findings of the present study indicate that Green Human Resource Management (GHRM) practices significantly contribute to sustainable campus development and enhance students' emotional well-being in higher education institutions. These results are consistent with previous studies by Ahmad (2015), Arulrajah et al. (2015), and Yusliza et al. (2019), which reported that green recruitment, training, performance management, and reward systems positively influence environmental sustainability outcomes. The findings also support earlier research on sustainable campuses, which emphasizes that environmentally friendly practices improve individuals' satisfaction and psychological well-being. From a theoretical perspective, the results validate the assumptions of Self-Determination Theory, Social Cognitive Theory, and AMO Theory by demonstrating that supportive and sustainable environments positively influence behavior and well-being. Practically, the study highlights the need for university administrators and policymakers to strengthen green initiatives, promote sustainability-oriented policies, and encourage active participation in environmental programs to create healthier and more sustainable educational environments.

6. CONCLUSION

The study concludes that Green Human Resource Management (GHRM) practices play a significant role in promoting sustainable campus development and enhancing students' emotional well-being in higher education institutions of Uttar Pradesh. The findings indicate that green recruitment, training, performance management, and reward systems contribute positively to environmental sustainability initiatives such as energy conservation, waste management, and green infrastructure. The study successfully achieves its objectives by examining the relationships among GHRM practices, sustainable campus development, and students' emotional well-being. Furthermore, it contributes to existing knowledge by extending Green HRM research to the higher education sector and highlighting its impact on student-centered outcomes and sustainable institutional development.

7. RECOMMENDATIONS

Based on the findings of the study, higher education institutions should strengthen Green Human Resource Management practices by implementing regular green training programs, investing in sustainable infrastructure, and encouraging active student participation in environmental initiatives such as waste management, energy conservation, and campus greening activities. These measures can help create environmentally responsible and emotionally supportive learning environments. Additionally, policymakers should develop comprehensive sustainability guidelines for higher education institutions and establish green campus accreditation systems to monitor and recognize sustainability performance. Such initiatives will promote environmental stewardship, enhance institutional effectiveness, and contribute to the long-term well-being of students and society as a whole.

8. LIMITATIONS OF THE STUDY

The present study has certain limitations that should be considered while interpreting the findings. First, the research is geographically limited to higher education institutions in Uttar Pradesh, which may restrict the generalizability of the results to other states or regions. Second, the study employs a cross-sectional research design, capturing data at a single point in time and limiting the ability to establish causal relationships among the variables. Third, the findings are based on self-reported responses from participants, which may be influenced

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by personal bias, social desirability, or inaccurate perceptions. Despite these limitations, the study provides valuable insights into Green HRM and sustainable campus development.

9. FUTURE RESEARCH DIRECTIONS

Future research can expand the scope of the present study by conducting comparative analyses across different states of India to examine regional variations in the implementation and effectiveness of Green Human Resource Management practices. Longitudinal studies are also recommended to assess changes in sustainable campus development and students' emotional well-being over time, thereby providing stronger evidence of causal relationships. Additionally, future researchers may incorporate other important outcomes, such as academic performance, mental health, student engagement, and overall quality of life, to gain a more comprehensive understanding of the broader impact of Green HRM practices and sustainable campus initiatives within higher education institutions.

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