

# Fostering Environmental Responsibility in Higher Education Institutions

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## Abstract

In response to the urgent need for sustainable development, countries and organizations worldwide increasingly prioritise the balance between economic progress and environmental protection. Higher Education Institutions (HEIs) play a pivotal and indispensable role in this endeavour by educating future leaders, influencing policy, conducting impactful research, and promoting community environmental awareness. This study explores the relationship between Green Human Resource Management (GHRM) practices and Corporate Environmental Strategy (CES) in fostering Organizational Citizenship Behaviour for the Environment (OCBE) among faculty and staff in Jordanian HEIs. It examines how GHRM practices—such as green recruitment, eco-training, and sustainable performance management—and CES initiatives, encourage voluntary environmental behaviours that align with organizational sustainability goals. Jordan's commitment to environmental sustainability as part of the Ministry of Environment's strategic goals and the country's Economic Modernization Vision underscores the importance of this research. By providing practical insights into how HEIs can integrate GHRM and CES effectively, this study offers invaluable guidance for policymakers and educational leaders to address sustainability challenges and foster a culture of environmental responsibility that supports Jordan's national sustainability objectives.

**Keywords:** Green Human Resource Management, Corporate Environmental Strategy, Organizational Citizenship Behaviour for the Environment, Higher Education Institutions, Sustainability

## Introduction

Sustainable development has recently been gaining attention from countries and businesses worldwide. This shift highlights the growing importance of maintaining a balance between progress and environmental protection. Recent studies have pointed out that human actions are the contributors to these issues, and we cannot overlook their impact (Iqbal, 2020; Mahesh et al., 2024). The decline of the Earth's ecosystems due to consumption and resource extraction has highlighted the importance of implementing strategies to tackle environmental issues. The significant rise in natural resource extraction. It increased from around 30 billion

tonnes in 1970 to over 106 billion in 2020. Clearly signals the expansion of humanity's impact on the environment (IRP, 2024). This indicates a pattern that could increase resource extraction by 60% by 2060 if not addressed promptly—exceeding the necessary levels for maintaining a sustainable equilibrium by far. Quoting environmental activist Wangari Maathai's words from National Geographic (2011), "Preserving the environment requires empowering people through awareness and cultivating their understanding that these resources belong to them and must be safeguarded." This underscores the crucial and urgent need for community empowerment to promote sustainability.

Higher education institutions (HEIs) tackled environmental sustainability issues beginning with the Stockholm Declaration in 1972, which marked a significant milestone in incorporating environmental concerns into global discussions (Engfeldt, 2009; Paglia, 2021). The subsequent Tbilisi Declaration in 1977 established a global blueprint for education, highlighting education's critical role in addressing ecological challenges. The 1990s era rolled in the Talloires Declaration of 1990 and the Halifax Declaration of 1991 put a spotlight on development goals and friendly approaches to growth within educational institutions (Jnr, 2021). Between 2005 and 2009, a set of statements underscored universities' growing dedication to development and the critical role of education in advancing sustainability goals. The Graz Declaration from 2005 urged universities to make sustainable development a top priority in their functions. Encouraged campus administrators to view sustainability as a blueprint for societal advancement. Similarly, the Bergen Declaration in 2005 advocated for integrating sustainability values across university settings globally. The Declaration regarding the Accountability of Education for Fostering a Democratic Society and Promoting Human Rights and Sustainability in 2006 emphasized the importance of universities in promoting sustainability and democratic values through heightened awareness and dedication. It highlights the role that higher education plays in cultivating socially conscious communities in line, with the worldwide trend of incorporating sustainability into educational establishments (Jnr, 2021).

As awareness grew about the effects of consumption and resource utilization, society's well-being started to gain traction (Amaral et al., 2023). HEIs have established themselves as players in environmental education. They have undertaken duties that have moulded curricula and directly impacted climate policies and environmental strategies worldwide. (Owens, 2017; Park, 2024; Shetty, 2024). Therefore, HEIs play a role in advancing progress by adjusting to evolving responsibilities and international obligations. Not do they participate in research and creativity. They also reach out to communities, influence policy decisions, and nurture upcoming leaders. By promoting disciplinary teamwork and tackling urgent societal problems higher education institutions lead the way in developing viable solutions that enhance societies globally. Their endeavours are crucial in shaping a brighter tomorrow, showcasing their dedication to education as the broader societal influence.

Jordan's higher education institutions promote an economy by raising awareness about environmental issues and preparing young people with essential green skills for future generations' benefit. The Ministry of Environments strategy for 2023 to 2025 aligns closely with Jordan's Economic Modernization Vision, underscoring the significance of these institutions in tackling environmental challenges (Jordan Economic Modernization Vision, 2022). In addition to spreading knowledge about eco practices to the community, universities

and colleges are also responsible for encouraging responsibility towards sustainability initiatives (Hassan et al., 2021). The effectiveness of these initiatives hinges on a strategy that integrates policies, global cooperation, and the enthusiastic engagement of various parties, such as the higher education sector (AL-Mulla, 2023). Jordan is striving to boost its standings and secure a sustainable future for its citizens through its efforts in waste management, promoting eco-friendly growth and addressing climate change (Arab National Development Planning Portal, 2020).

#### *Current Situation of Pro-environmental Behaviour among Individuals on HIEs*

One of the obstacles facing HEIs in promoting environmental sustainability is the various barriers and constraints that hinder their shift, towards using resources sustainably (Kitheka, 2024; Kohl et al., 2022; Xue, 2022). According to the International Resource Panel, less effective institutions often struggle with poor governance practices, insufficient resource distribution, and a limited emphasis on immediate financial benefits, all hindering their ability to tackle long-term environmental goals. The fragility of these institutions is worsened by corruption and a lack of connection with the community. This hinders universities from promoting sustainability projects (IRP, 2024).

Toman et al (2022), shed light on obstacles in higher education institutions (HEIs), such as insufficient funding and limited involvement from staff and leadership roles that impede the progress of sustainable development goals (SDGs). The survey findings are closely followed by notable deficiencies in staff engagement and implementation of institutional initiatives. These challenges are crucial since HEIs play a role in spearheading sustainability endeavours through programs, research activities and community interactions. Without overcoming these challenges related to institutions and finances, universities may struggle to make substantial environmental progress towards achieving SD Goal 12, promoting responsible consumption and production.

Moreover, the IRP, from the 2024 report, emphasized the significance of tackling skill deficiencies and promoting communication of knowledge in education. There are deficiencies in curricula at various higher education institutions (HEIs) that do not sufficiently equip students with the necessary green skills to adapt to a sustainable economic transition. Furthermore, a lack of data and explicit sustainability goals impede synchronising environmental actions with overarching institutional sustainability aims. The discrepancies underscore the pressing requirement for education institutions to improve their leadership frameworks and allocate resources to sustainability initiatives while crafting programs that promote eco-friendly behaviours and encourage environmentally conscious actions among faculty and students alike. To tackle these obstacles, universities must emerge as frontrunners in sustainability endeavours.

Today's universities address environmental issues in the Middle East and promote sustainable progress more effectively (Leal Filho et al., 2022; Omar & El-Bastawissi, 2023). However, these schools frequently come across challenges akin to those experienced in Jordan, including a mismatch between policy and actual implementation, limited involvement of stakeholders, and insufficient resources for strong sustainability efforts, as Al Mahameed et al. (2023) noted. The absence of policy from higher education management and disengagement from faculty members, government officials, and other key players within institutions are

significant obstacles to progress (Leite, 2022). The urgent call for a front in promoting initiatives in Arab universities highlights the need for increased backing and enthusiasm (Fang et al., 2023; Hassan et al., 2021).

In Jordan, universities are under much pressure to make environmental efforts and create an eco-campus atmosphere successfully—but they face some challenges in doing so effectively as expected by society due to the perceived disconnect between what they say and what they achieve in terms of environmental sustainability (Alomari & Khataybeh, 2021; Alqudah & Yusof, 2024; Hassan et al., 2021). In the Times Higher Education Impact Rankings for 2024, it was found that only two universities in Jordan have shown improvement in supporting Development Goal 12 related to responsible consumption and production. Although this is a step, Jordanian HIEs still face ongoing challenges in successfully implementing environmental efforts and aligning with environmental objectives. The rankings point out areas for growth while also showing the challenges these universities encounter in establishing a campus setting (Times Higher Education 2024). Furthermore, institutions must balance excellence and environmental consciousness as they work towards this goal. Although these institutions were previously applauded for their eco-initiatives, some are now witnessing a decline in their sustainability ratings over time. For instance, several universities that were highly ranked in the Green Metric World University Rankings have experienced a decrease in their standings. This demonstrates a disparity between intention and action in environmental sustainability efforts. At times, these establishments faced challenges in keeping their status intact. A few were even left out of the rankings. From the researcher's point of view, the decrease indicates obstacles to putting practices into action and motivating students and staff to participate in eco-friendly efforts. The sharp decline in ratings highlights the enforcement of policies and a lack of involvement from individuals. Without policy enforcement and a culture that values environmental sustainability, these institutions encounter challenges in enhancing their efforts.

The insights derived from this study aim to establish a clear agenda for researchers and practitioners, providing valuable guidance for policy development in higher education institutions. This research reviews the existing literature on enhancing pro-environmental behaviour, particularly organizational citizenship behaviour, toward the environment among academic staff within higher education institutions. Through this review, the paper seeks to examine conceptual frameworks, evaluate methodologies used in the field, analyze critical findings, and identify gaps that can set the foundation for future research studies on fostering environmental responsibility in academic settings.

### **Research Objectives**

There are a few research objectives of the current research, which read:

- To investigate the relationship between green human resources management and organizational citizenship behaviours for the environment in Jordanian HEIs.
- To investigate the relationship between corporate environmental strategy and organizational citizenship behaviours for the environment in Jordanian HEIs
- To investigate the relationship between green human resources management and psychological green climate in Jordanian HEIs.
- To investigate the relationship between corporate environmental strategy and psychological green climate in Jordanian HEIs.

- To investigate the relationship between PGC and organizational citizenship behaviours in the environment of Jordanian HEIs.
- To investigate a mediating effect of psychological green climate on the relationship between green human resources management and organizational citizenship behaviours for the environment in Jordanian HEIs.
- To investigate a mediating effect of psychological green climate on the relationship between corporate environmental strategy and organizational citizenship behaviours for the environment in Jordanian HEIs.
- To investigate a moderating effect of reflective moral attentiveness on the relationship between psychological green climate and organizational citizenship behaviours for the environment in Jordanian HEIs.

### Research Literature

A review of the literature on Green Human Resource Management (GHRM) and corporate environmental strategy provides an empirical overview of their impact on Organizational Citizenship Behaviour for the Environment (OCBE) within Jordanian HEIs. The analysis explores critical theoretical frameworks, emphasizing how GHRM practices and corporate environmental policies foster pro-environmental behaviours among academics. Central to this is a proposed conceptual framework highlighting the interaction between GHRM practices and corporate environmental strategy (CES) in enhancing OCBE. The framework also introduces the Green Psychological Climate (GPC) as a mediator, where a supportive environmental atmosphere strengthens the relationship between GHRM practices and OCBE. Furthermore, Reflective Moral Attentiveness (RMA) is highlighted as a moderator, suggesting that individuals who reflect on ethical considerations are more likely to engage in voluntary environmental behaviours. Finally, the research gap is addressed, underscoring the need for further studies on how GHRM and corporate policies can be better integrated to enhance OCBE and achieve long-term sustainability goals within Jordanian HEIs.

#### *Theories Related to Organizational Citizenship Behaviour for the Environment (OCBE)*

Theories relevant to pro-environmental behaviour within organizations are discussed in this area. Two models served as the foundation for this investigation: Ability, Motivation and Opportunity theory (AMO) and the Social Cognitive theory (SCT). These ideas have been used in studies investigating the connection between GHRM and corporate environmental strategy with high levels of individual environmental outcomes (Anwar et al., 2020 & Trino et al., 2023).

#### *Theory of Ability, Motivation and Opportunity*

The AMO framework has been widely applied in HR management to study the impact of HR practices on employee conduct and company performance (Obeidat et al., 2016). The research is based on the Ability Motivation Opportunity (AMO) theory that suggests employee performance is influenced by their skills and knowledge (ability), drive to succeed (motivation), and the circumstances that enable them to perform opportunity. Ability is defined as "physiological and cognitive capabilities that enable an individual to perform a task effectively" (Blumberg & Pringle, 1982) or, more broadly, as the knowledge, skills, competencies, and proficiencies possessed by employees (Kim et al., 2015b). Conversely, motivation is seen as a force that directs, energizes, and sustains behaviour (Van Iddekinge et al., 2017). Lastly, Opportunity encompasses the contextual or environmental factors beyond an individual's control (Blumberg and Pringle, 1982).

The AMO theory has gained popularity in the research of Green Human Resource Management (HRMG), an emerging area that investigates how HR practices can support sustainability within companies (Veerasingam et al., 2024). GHRM involves a range of strategies to incorporate management into HR operations to enhance organisational performance (Anwar et al., 2020). Green Hiring is an approach that integrates factors into the hiring process by choosing candidates who not only have the required abilities but also show dedication to environmental causes (Tang et al., 2018). Another crucial aspect is eco-training, which emphasizes improving employees' knowledge and raising their understanding of the significance of green behaviour in the organisation's environment. This involves instructing employees on saving energy and reducing waste through eco practices in the workplace (Fawehinmi et al., 2024; Gill et al., 2021; Noor Faezah et al., 2024).

Recent studies have extensively applied the Ability-Motivation-Opportunity (AMO) theory to investigate the role of Green Human Resource Management (GHRM) in higher education institutions. For instance, Veerasingam et al (2024), demonstrated that green recruitment strategies positively impact employee green behaviour, with institutional initiatives enhancing engagement and green performance. Similarly, Fawehinmi et al (2024), confirmed the link between GHRM practices and positive behavioural changes, demonstrating that green performance management fosters employee participation in green initiatives. Anwar et al (2020), explored how GHRM practices, such as green competence-building and employee involvement, improve environmental performance in academic institutions. Lastly, Al-Alanweh et al (2023), demonstrated that GHRM practices positively impact OCBE, further validating the role of AMO in enhancing green behaviours among academic staff. In sum, the AMO framework supports green initiatives by providing a structured approach to foster environmentally responsible environmental behaviours through targeted skill-building (Ability), motivation-enhancing practices (Motivation), and supportive contextual conditions (Opportunity), collectively advancing OCBE in the organization.

#### *Social Cognitive theory*

Social Cognitive Theory (SCT) is about how humans work based on a concept involving interactions between individuals, their behaviour and the environment. This causation model involves three elements: cognitive factors, personal factors, and our actions, which are two-way streets. The interaction between factors and the environment does not always align with behaviour simultaneously. Causal factors require a delay before they can have an impact (Bandura, 1986).

The role of the corporate environmental strategy is crucial in creating a green atmosphere among the organization's employees (Norton et al., 2017). When a corporate strategy actively promotes efforts and rewards employees for their green initiatives (Aguinis & Glavas, 2013), it motivates employees to adopt eco-friendly behaviours and engage in environmentally supportive actions. As a result, the harmony between strategy and the psychological atmosphere encourages actions and boosts employees' dedication to the organization's environmental objectives.

## **Factors Contributing to Organizational Citizenship Behaviour for the Environment in Higher Education Institutions**

### *Green Human Resource Management (GHRM) and Organizational Citizenship Behaviour for the Environment (OCBE)*

Green human resources management (GHRM) focuses on shaping an organization's environmental initiatives by fostering pro-environment actions that align with the organization's environmental objectives and commitment to environmental stewardship. These strategies encompass recruitment and training processes, eco-conscious performance evaluations, sustainable compensation structures and active engagement to promote eco-responsible conduct among staff members (Tang et al., 2018; Anwar et al., 2020). Fostering a work environment that prioritizes sustainability is crucial because it increases employee involvement in eco-initiatives at the organization.

Studies showed that implementing GHRM practices plays a role in influencing organisational citizenship behaviour for the environment (OCBE) by encouraging employee participation in eco-friendly initiatives (Paillé et al., 2014; Yong et al., 2020). OCBE involves employee actions that voluntarily go beyond their job requirements to enhance the organization's (M. Wu et al., 2022) It is fostered by the organization's corporate culture, which enhances employees' dedication to environmental causes and sustainable actions. This positively affects the organization's performance (Kim et al., 2019).

The GHRM practices should encompass more than providing rewards and incentives for environmentally friendly actions. It should also incorporate feedback systems to improve initiatives (Kim et al., 2019). Moreover, implementations of green human resources management practices, like eco-friendly training and empowerment, have sparked innovation and originality among employees in tackling environmental problems (Terrier et al., 2016).

This research utilizes the AMO theory to investigate how GHRM relates to OCBE Green HR practices to help boost employee skills and motivation while creating opportunities that influence eco-friendly behaviours. Green behaviours are utilised through recruitment and training initiatives to equip staff with the know-how to perform tasks effectively. Practices focused on motivation, like performance reviews and rewards, inspire employees to participate in eco actions. On the other hand, practices centred on opportunities, such as involving employees in decision-making and sharing knowledge, promote involvement in initiatives within the organization (Chaudhary, 2020; Meng et al., 2023; Faezah et al., 2024; Saeed et al., 2018; Shah & Soomro, 2023).

### *Corporate Environmental Strategy (CES) and Organizational Citizenship Behaviour for the Environment (OCBE)*

An organisation's capacity to effectively execute a plan relies heavily on its staff members' convictions and actions. A solid environmental strategy boosts employee dedication and encourages environmental practices while enhancing the organization's ecological achievements. When employees witness an environmentally conscious strategy, it sends a message that the organization values initiatives that enhance the environment (Norton et al., 2014) Employees are motivated by this sense of dedication to participate in OCBE, where they willingly exceed their defined responsibilities to support eco-

efforts within the organization (Das et al., 2019). Having an environmental strategy not only fosters a positive atmosphere within the organization but also supports employees in embracing voluntary green practices as a way to show their shared values with the organization (Mårtensson & Westerberg, 2016; Sabbir & Taufique, 2022; Sahar et al., 2023).

#### *Green Human Resources Management (GHRM) with Green Psychological Climate (GPC)*

GHRM is crucial to gaining employees' willingness to adopt sustainable practices, which is critical for promoting pro-environmental behaviour in the workplace (Das et al., 2019). The term "psychological green climate" implies that organizations want to achieve long-term objectives and priorities by enacting various environmentally friendly policies (Chou, 2014). According to the most recent studies, the psychological green climate substantially impacts workers' green behaviour on an interpersonal basis (Li et al., 2023). Similarly, the workplace encourages employees to seek information, and ecologically friendly practices may successfully generate a psychologically green climate (Nisar et al., 2021).

The implementation begins with eco-conscious recruitment and selection processes, continuing through green training and appraisals to enhance environmental performance. The holistic approach emphasizes that every stage of HR, from hiring to development, plays a role in building a workforce committed to sustainability. Moreover, a supportive workplace environment that encourages employees to seek information and engage in eco-friendly activities fosters a GPC, a shared perception among employees that the organization values sustainability (Dumont et al., 2017).

Green human resources management is about environmental performance and creating a psychologically green climate that influences workplace behaviours and employees' personal lives. The organization's eco-friendly vision, mission, and operational details act as catalysts for employees to align their behaviours with the company's green goals (Das et al., 2019; Pham et al., 2020). Studies have shown that organizational climate plays a crucial role in shaping employees' behaviour, as the norms and values related to sustainability become embedded in everyday actions (Yusliza et al., 2021).

In this context, green human resources management (GHRM) is the foundation for fostering a GPC, influencing organizational citizenship behaviour for the environment. The relationship between GHRM and GPC highlights how eco-friendly organizational policies and practices create an environment where employees are more likely to engage in voluntary pro-environmental behaviours, ultimately enhancing organizational performance.

#### *Corporate Environmental Strategy (CES) with Green Psychological Climate (GPC)*

Corporate environmental (CES), which reflects an organization's commitment to environmental sustainability, plays a direct and indirect role in shaping the GPC (Naz, Jamshed, Nisar, et al., 2023). Increasing research shows that organizations committed to mitigating their negative environmental impact or creating positive effects do so through robust corporate environmental strategies (Biswas et al, 2021). It also plays a crucial role in fostering employee commitment and encouraging voluntary environmental behaviours by signalling that the company prioritizes environmental sustainability (Norton et al., 2014). When employees observe clear, sustainable strategies and policies within their organization, they are more likely to engage in eco-initiatives that benefit the environment (Ramus &



Steger, 2000). This, in turn, fosters a workplace climate where employees feel supported in adopting green behaviours (Das et al., 2019; Norton et al., 2014).

A well-structured CES enhances the GPC, motivating employees to participate actively in environmental efforts. This relationship fosters voluntary environmental behaviours and ensures long-term sustainability and competitive advantage for the organization (Norton et al., 2021; Paillé & Raineri, 2015). The strong link ultimately supports the hypothesis that corporate environmental strategies positively influence organizational citizenship behaviour for the environment and their contribution to sustainability efforts.

#### *Green Psychological Climate and Organizational Citizenship Behaviour for the Environment*

The green psychological climate within an organization is a crucial factor influencing employee behaviour, especially when it comes to task-related environmental actions and Organizational Citizenship Behaviour for the Environment. When employees perceive that their organization values environmental conservation, rewards eco-friendly initiatives, and encourages sustainable actions, they develop a more profound personal commitment to environmental sustainability (Shen et al., 2014; Dumont et al., 2017). Recent studies emphasised that when employees perceive a solid psychological green climate, the relationship between their intentions to behave in environmentally friendly ways and their actual pro-environmental actions becomes stronger (Das et al., 2019; Khan et al., 2019; Li et al., 2023; Naz, Jamshed, Nisar, et al., 2023; Norton et al., n.d.; Younis & Hussain, 2023).

This sense of support from the organizational culture motivates employees to engage in environmentally responsible behaviours that go beyond their formal job requirements (Liu & Yu, 2023). When a positive psychological green climate is nurtured, employees feel secure and motivated to participate in environmental initiatives, confident that these behaviours align with the organization's values and goals (Chen et al., 2023). In addition, employees are more likely to demonstrate considerable pro-environmental behaviours when they perceive that the organizational culture genuinely welcomes and encourages these actions (Leitão et al., 2024).

#### *Green Human Resources Management, Green Psychological Climate and Organizational Citizenship Behaviour for the Environment*

GHRM practices affect the organization's overall performance by influencing employees' work attitudes and behaviours (Hameed et al., 2020). Green HRM practices are recognized as critical in shaping in-role green behaviour as well as OCBE, as embed environmental values in organizational practices and employee development processes (Ababneh, 2021). Further, it enhances individual green recognition by embedding environmental concerns throughout GHRM practices (Naz, Jamshed, Qasim, et al., 2023). It is also noted that green HRM practices do not directly affect individual behaviours but instead influence employees through underlying mechanisms, such as the psychological green climate (Zafar & Suseno, 2024) As previously argued, when an organization implements GHRM practices, such as offering green training and rewarding green behaviours, it signals to employees that the company cares about sustainability and is addressing environmental issues (Dumont et al., 2017). Based on these theoretical arguments, we contend that a green psychological climate links GHRM and OCBE.

*Corporate environmental strategy, Green psychological climate and Organizational Citizenship Behaviour for the Environment*

By creating this supportive climate, corporate environmental strategies help shape organizational norms and inspire employees to engage more actively in environmentally conscious actions. Employees internalize the organization's values and become motivated to participate in in-role tasks (like adhering to sustainability practices) and voluntary initiatives, such as proposing new eco-friendly policies or participating in company-wide environmental programs (Das et al., 2019; Raineri & Paillé, 2016). This engagement reflects OCBE, where employees voluntarily take actions that benefit the organization's sustainability efforts.

Furthermore, when employees perceive that the organization rewards and supports green initiatives, their engagement in these behaviours increases (Al-Ghazali & Afsar, 2020; Hameed et al., 2022; Hooi et al., 2022; Meng et al., 2023). In addition, linking CES with GPC motivates employees to contribute actively to environmental sustainability, thus fostering a proactive approach to green practices (Das et al., 2019).

*Green Psychological Climate (GPC), Moral Reflective Attentiveness (RMA) and Organizational Citizenship Behaviour for the Environment (OCBE)*

Moral attentiveness is a concept that has gained traction in recent literature, highlighting the role of individuals' cognitive processes in recognizing and responding to moral content within their environment. As defined by Reynolds (2008), moral attentiveness refers to the degree to which individuals regularly perceive and consider moral aspects in their everyday experiences. It includes perceptual moral attentiveness, where moral content is automatically recognized, and reflective moral attentiveness, where individuals actively and persistently reflect on moral aspects of their decisions and actions. The distinction between these two dimensions of moral attentiveness is critical to understanding how individuals navigate moral dilemmas in the workplace and other settings.

Reflective moral attentiveness is particularly relevant when considering how individuals develop a sustained awareness of the moral implications of their actions (Wu & Liu, 2023). Unlike perceptual attentiveness, which is automatic, reflective moral attentiveness involves a deliberate process of moral reflection, where individuals assess and judge their actions through a moral lens. This process is integral in shaping ethical decision-making, as reflective moral attentiveness has been shown to reduce unethical behaviours such as bribery and corruption (Nguyen & Nguyen, 2024). Individuals who consistently engage in reflective moral attentiveness are more likely to recognize ethical dilemmas and respond in ways that align with moral principles, supporting the notion that moral attentiveness can serve as a protective factor against unethical decisions (Commer et al., 2021; Wu & Liu, 2023; Yang, 2019). Moreover, organizations can also use green human resource practices to encourage employees with moral reflection to participate in employee OCBE by relying on training programs and awareness-raising seminars to strengthen the environmental values of existing employees, ethically recognize environmental behaviours, and increase employee OCBE. (Li et al., 2023)

### Research Gap in the Field of Organizational Citizenship Behaviour for Environment

Sustainable development and environmental responsibility have gained significant attention globally as countries and businesses increasingly recognize the importance of balancing progress with environmental conservation (Iqbal, 2020; Kohl et al., 2022; Mahesh et al., 2024). However, the existing body of literature has primarily focused on corporate policies and individual behaviours without fully addressing the interconnected roles of Green Human Resource Management (GHRM), Corporate Environmental Strategy (CES), and their impact on Organizational Citizenship Behaviour for the Environment (OCBE) within higher education institutions (HEIs), particularly in developing countries like Jordan. While several studies have explored how GHRM fosters environmentally responsible behaviours (Anwar et al., 2020; Paillé et al., 2014), there is limited empirical evidence on how Green Psychological Climate (GPC) mediates the relationship between these organizational strategies and OCBE, especially in Jordanian HEIs.

Green Psychological Climate (GPC) is a relatively underexplored construct in the literature despite its potential to mediate the relationship between GHRM and OCBE. Current research has highlighted the role of GHRM in enhancing employees' environmental performance through eco-friendly training, recruitment, and rewards (Gill et al., 2021; Noor Faedah et al., 2024), but it has not thoroughly examined how these HR practices cultivate a green psychological climate that fosters voluntary environmental behaviours. The Ability-Motivation-Opportunity (AMO) theory, frequently applied in GHRM studies, suggests that providing employees with the skills, motivation, and opportunities to engage in pro-environmental behaviours is critical (Obeidat et al., 2016; Veerasamy et al., 2024). However, the mediating role of a green psychological climate, which aligns organizational values with individual behaviour, requires further investigation to understand how GHRM practices translate into sustained OCBE.

Similarly, Corporate Environmental Strategy (CES) has been widely acknowledged for signalling an organization's commitment to sustainability, influencing employees to align with these values (Norton et al., 2014). However, the literature has yet to fully explore how CES, when implemented within HEIs, contributes to creating a GPC that drives OCBE among academic staff. Most studies have focused on corporate sectors, with fewer studies investigating the specific challenges HEIs face, such as limited resources, governance issues, and stakeholder engagement, which can hinder the implementation of environmental strategies (Toman et al., 2022; Al-Mulla, 2023). This gap is particularly relevant for Jordanian HEIs, where the disconnect between policy and practice is a critical obstacle to achieving sustainability goals (Alqudah & Yusof, 2024).

Moreover, the Reflective Moral Attentiveness (RMA) construct, which moderates the relationship between GPC and OCBE, remains underexplored in the existing literature. While there is evidence that individuals with high moral attentiveness are more likely to engage in ethical behaviour (Al-Ghazali & Afsar, 2020), its role in environmental behaviour, specifically in academic settings, has not been thoroughly examined. This is particularly relevant in the context of HEIs, where developing future leaders with strong moral and ethical foundations is essential for fostering long-term environmental sustainability.

Finally, much of the existing literature has examined these factors in isolation, without integrating GHRM, CES, GPC, and RMA into a comprehensive framework that addresses their combined effect on OCBE. By filling these gaps, this research will provide a more nuanced understanding of how Jordanian HEIs can leverage green HRM practices and corporate environmental strategies to foster a green psychological climate that enhances OCBE. This will contribute to the broader conversation on sustainability by offering practical insights into how academic institutions can overcome barriers to environmental responsibility, aligning with Jordan's national strategy for sustainable development.

### Conceptual Framework of the Present Study

Based on the literature reviewed, a conceptual framework is developed to provide a basis for the research design and data analysis. The diagram explains the independent variables: green human resource management (GHRM) and corporate environmental strategy (CES); the mediate variable, which is green psychological climate (GPC); and the moderator variable, which is reflective moral attentiveness. These variables are analyzed to determine whether they influence Organizational Citizenship Behaviour for Environment (OCBE).

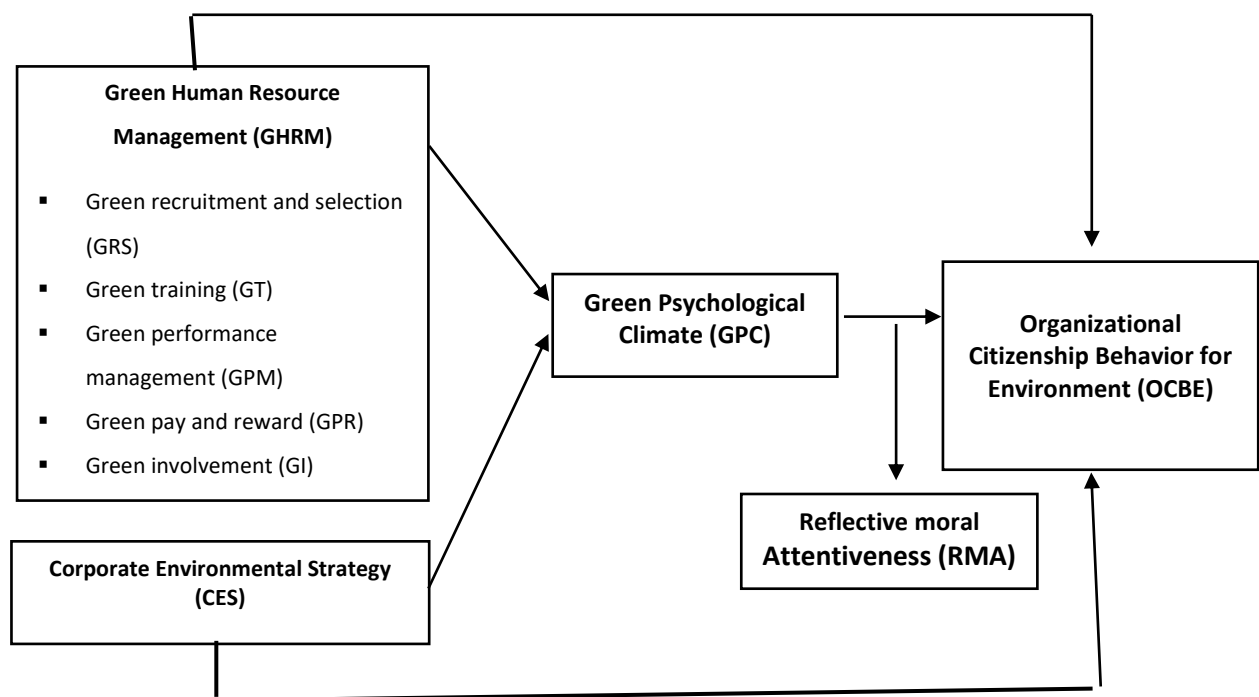


Figure 1 Conceptual Framework of the Present Study

### Conclusion

This study thoroughly explores how Green Human Resource Management (GHMR), along with Corporate Environmental Strategy (CES), contributes to promoting Organizational Citizenship Behaviour for the Environment (OCBE). It emphasizes the role of a Green Psychological Climate (GPC), which acts as a mediator to enhance the connections between GHMR and CES, with OCBE within education institutions (HEIs). The research study also highlights the importance of Moral Attentiveness (RMA), indicating that individuals more conscious of values tend to participate more in environmental actions voluntarily. By incorporating Green Human Resource Management (GHRM) practices and environmental

approaches into their day-to-day operations, Higher Education Institutions (HEIs) can successfully nurture an ethos. Encourage environmentally friendly behaviours. These results will help policymakers and educational establishments tackle issues and support the country's environmental sustainability objectives.

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