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Comparison of Management and Green Human Resource Management Practices Regarding Participation in Secondary Schools

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Original Article

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Keywords

Implementation, Management, Practices, Green Human Resource management.

Abstract

This research focuses on the comparative analysis of the organizational traditional management and Green Human Resource Management (GHRM) policies on the employees' participation in higher secondary schools. The type of research undertaken in this study was descriptive and the data and analysis collected used the questionnaire which was developed with a five-point Likert scale and analysis conducted using an online calculator. The sample comprised both male and female teachers, heads, and administrators of the higher secondary schools situated in the southern districts of Khyber Pakhtunkhwa. It was possible to deduce from the research findings that most of the stakeholders had a positive attitude towards the efforts exhibited by the principal in the promotion of teachers' participation in school activities, but the principals were not very effective in the promotion of teachers' participation in green activities. Hence, this study implies higher secondary schools in the Khyber Pakhtunkhwa region. The outcome of the study can be useful to policymakers, government officials, and school principals in their endeavors in environmental conservation projects. The purpose of this study was to discuss the extent of management and Green Human Resource Management (GHRM) in the context of the selected higher secondary schools. Besides, it sought to compare and contrast the stakeholders' perceptual views on these management practices.

Introduction

Organizational processes in secondary schools have the very crucial task of generating an effective and productive academic environment. Most practices inherited were based on the traditional management practices that mainly encompassed production and efficiency, productivity as well as administration. In the last couple of years, authors and scholars have been concerned with how sustainability can be incorporated into HRM as GHRM. Thus, this study seeks to investigate the impact and relevance of these two approaches on school participation rates and certain consequences resulting from these approaches, mainly educational achievement and environmental sustainability.

Management of educational institutions is a topic that has lately been given more attention to issues to do with sustainability and environmental conservation. In secondary schools, the implementation of Green Human Resource Management (GHRM) is emerging as one of the critical

factors of environmental and organizational development strategy. It shows there is growing consciousness of the application of green concepts in educational management policies, and the enhancement of sustainability (Pio, Rampasso, Cazeri, Santa-Eulalia, Pavan, & Anholon, 2022).

Leadership strategies in secondary schools might include concerns with the school's organizational effectiveness, governing mechanics, and increased learning achievement. Nonetheless, these traditional practices are increasingly being moderated by GHRM, for they integrate eco-friendly HR practices into the organization. The strategies of green HRM include green recruitment, green training, and green performance management that focuses on instilling environmental consciousness among the staff and students (Goel et al., 2022).

The analysis of the results also shows that there are quite dissimilarities in both the management and the GHRM practices in senior secondary schools regarding their efforts to foster environmentally responsible attitudes and sustainability. Elective management often overlooks environmental objectives as routine operational and education goals, while GHRM incorporates them in every function of its practice. For instance, GHRM practices encompass advocating for the use of recycled products, consuming as little power as possible, and ensuring that subordinates exhibit environmentally friendly behaviors; these are not matters of management concern according to mainstream activity (Vázquez et al., 2023).

Understanding the effects of these management practices is crucial for assessing the efficiency of such approaches and for building recommendations concerning the implementation of sustainability in educational settings. To this end, this study seeks to analyze and compare these practices in a bid to understand how GHRM can improve employees' participation and commitment in the selected secondary schools as compared to traditional management styles.

Research Objectives

The main objectives were:

1. To find out stakeholders' views about principals' management and green human resource management practices at higher secondary schools from the participation perspective.
2. To compare the stakeholders' views about principals' management and green human resource management practices at higher secondary schools from the participation perspective

Research Questions

Research Questions were:

1. What are the stakeholders' views about principals' management and green human resource management practices at higher secondary schools from the participation perspective?

Research Hypotheses:

H₀₁: There is no significant difference between the stakeholders' views about principals' management and green human resource management practices at higher secondary schools from the participation perspective.

Literature Review

Principals' and teachers' accounts reveal that open communication is critical in managing every school. Let me explain the possible scenario of a school where teachers, parents, and students share information easily. This can be supported by the use of forums such as the internet, weekly or daily assembling, and in most cases having an open door policy. Since the climate has to be positive to impact the achievements of the people involved, informing all parties is important since it creates a sense of ownership of the environment that is being created (Chawinga, 2023).

Therefore, the key to effective management of schools is the creation of a culture of constant improvement. Imagine a school that goes around each year evaluating its programs and policies and asking teachers, students, parents, and anyone else who has a stake in the school for their

opinions. This feedback loop assists in finding teachable moments concerning development and improvements as well as instigating alterations that can be advantageous for the whole learning community. The implementation of Lewin's change theory with the growth mindset opens ways for school management to maintain the school at par with changing world scenarios and get the students ready for future challenges (Mintrop, 2020).

GHRM subsumes environmentally sustainable HRM principles into practices promoting sustainable and environmentally friendly activities. Some of the GHRM practices include sustainable recruitment, environmentally sensitive training and development, and environmentally sensitive performance management. According to the literature review, GHRM has been found to improve organizational commitment and employee satisfaction and be beneficial for the environment (Hameed et al., 2022).

GHRM is slowly finding the needed importance as a strategic practice for organizations that are serious about sustainable management of the environment. It goes beyond campaigns to transform standard activities and processes of HR functions by adopting the environment. These broad elements of managing the people include presenting the green job description and incentives for green commuting. GHRM also aids in the acquisition and nurturing of sustainable-oriented employees recurring to selective reinforcement and engagement of its staff wishing to demonstrate sustainable values benefiting not only the company but also the planet (Baldin, 2023).

Despite current issues of environmental degradation including water shortage and water pollution, the phenomenon of GHRM is growing in Pakistan. Companies will understand the importance of recruiting employees aware of the organization's sustainable vision. These academic institutions are providing courses for environmental management and feeding graduates to the labor market capable of facilitating GHRM endeavors. Also, an injunction by the government and rising customer consciousness are some factors that urge firms to act sustainably (Jain & Kohli, 2024).

Research Methodology

Hence, this research utilized a descriptive research design to assess the management practices and Green Human Resource Management (GHRM) practices put in place and practiced by the school heads in the higher secondary schools in KPK.

The target population comprised female and male teachers (both regular and contractual), principals, and administrators of higher secondary schools in the southern region of Khyber Pakhtunkhwa. Thus, in District D. I. Khan, male teachers were 909, females 486; in District Lakki Marwat; males 513, females 45; in District Tank; males 102, females 31; in District Bannu males 570, males being 313; in District Karak males were 443, and the females were 140; in district Kohat males were 663 while the females were DI Khan comprised of school principals 21 males and 10 Females, Lakki Marwat 14 males and 2 females, Tank 3 males and 2 females, Bannu 19 males and 15 females, Karak 13 males and 5 females and Kohat 18 males and 10 females. In addition, 60 administrators participated in the study, which was distributed demographically as 8 male/6 females in D.I. Khan; 4 male/2 females in Lakki Marwat; 2 male/2 females in Tank; 6 male/ 5 female in Bannu; 6 female/6 male in Karak; 7 male/6 female in Kohat district.

Data for the study were collected using a survey technique with the implementation of a stratified random sampling technique or method. Self-administered questionnaires with a five-point Likert scale were used to administer the questionnaire Discrete and ordinal data were used and analyzed by descriptive statistics Their hypotheses were tested using inferential statistics such as t-tests and ANOVA.

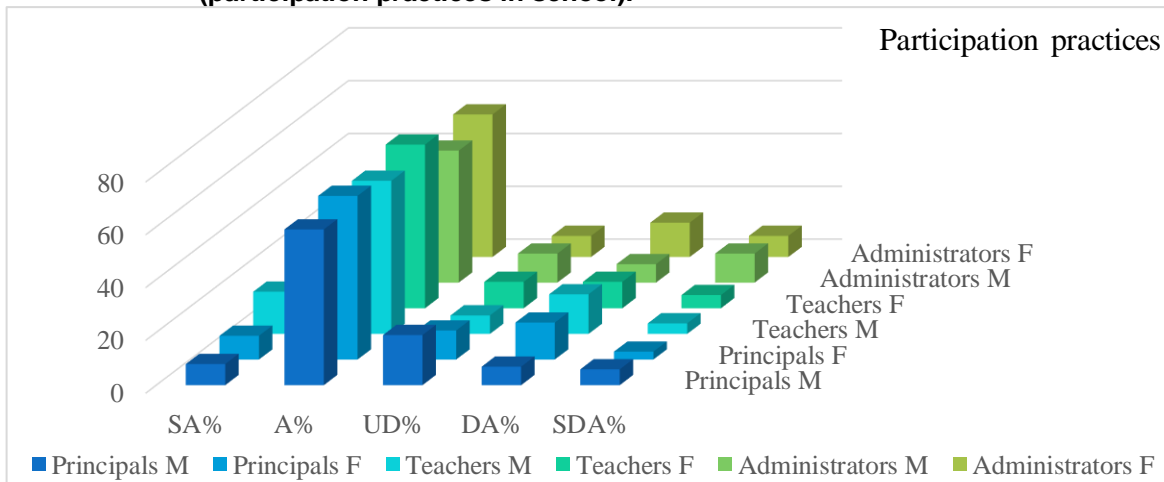
Results and Discussion

Table#4.1: School Management of principals regarding Participation practices in school.

Stakeholders	Gender	A. Participation practices in school.										Sub-Total	Grand-Total
		SA		A		UD		DA		SDA			
		F	%	F	%	F	%	F	%	F	%		
Principals	M	6	8	40	59	13	19	05	7	04	6	68	103
	F	03	9	22	62	04	11	05	14	01	3	35	
Teachers	M	31	16	110	58	13	7	28	15	8	4	190	357
	F	21	13	103	62	17	10	17	10	9	5	167	
Administrators	M	6	21	14	50	3	11	2	7	3	11	28	52
	F	4	17	13	54	2	8	3	13	2	8	24	

The table summarizes stakeholder viewpoints on participation practices: 71% of female and 67% of male principals, 75% of female and 74% of male teachers, and 75% of female and 71% of male administrators agreed on the stated practices.

Figure#4.1: Bar graph representing School Management of Heads regarding (participation practices in school).

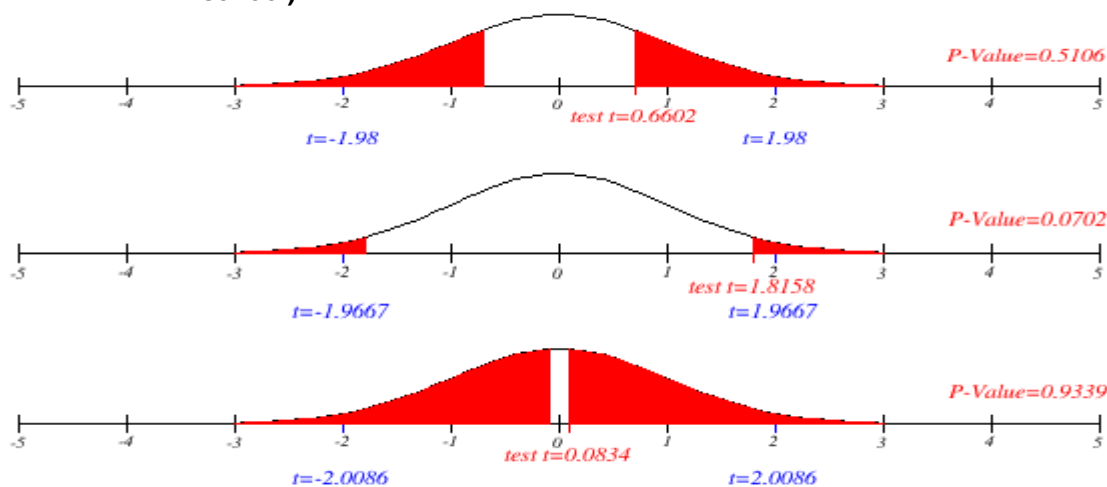


Table#4.2: Comparison of the views of stakeholders (principals, Teachers, Administrators) regarding participation practices in school.

Stakeholders	Gender	A. Participation			Gender Comparison			Stakeholders Comparison		
		"N"	"Mean"	"S.D"	"t _{cal} "	"t _{tab} "	"P _{-value} "	F _{-cal}	F _{-tab}	P _{-value}
Principals	M	68	4.03	0.43	0.6602	±1.9837	0.5106	2.56	3.0	0.22
	F	35	3.97	0.45						
Teachers	M	190	4.10	0.42	1.8158	±1.9667	0.0702			
	F	167	4.02	0.43						
Administrators	M	28	4.07	0.44	0.0834	±2.0086	0.9338			
	F	24	4.07	0.42						

In the table, mean values ranged from 1 to 5, with estimates varying between 3.97 and 4.10. Gender differentiation among principals, teachers, and administrators showed t_{cal} values of 0.6602, 1.8158, and 0.0834, respectively, the associated P-values were 0.5106, 0.0702, and 0.9338, indicating no statistically significant differences. From stakeholders' perspectives, F_{cal}= 2.56 < F_{tab}= 3.0 and P_{-value}= 0.22 > 0.05 suggest no significant difference in viewpoints among principals, teachers, and administrators.

Figure#4.2: Normal curve regarding views of stakeholders (participation practices in school)

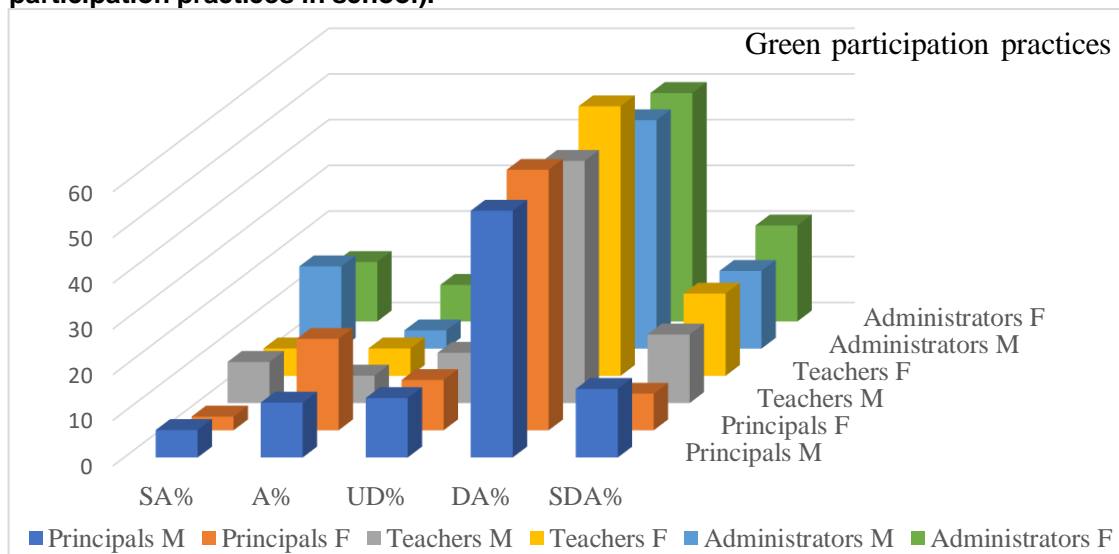


Table#4.3: School Management of Heads regarding Green Participation practices in school.

Stakeholders	Gender	A. Green Participation practices in school.										Sub-Total	Grand-Total
		SA		A		UD		DA		SDA			
		F	%	F	%	F	%	F	%	F	%		
Principals	M	4	6	8	12	09	13	37	54	10	15	68	103
	F	01	3	7	20	04	11	20	57	03	8	35	
Teachers	M	18	9	12	6	20	11	101	53	29	15	190	357
	F	10	6	10	6	18	11	99	59	30	18	167	
Administrators	M	5	18	01	4	3	11	14	50	5	17	28	52
	F	3	13	02	8	2	8	12	50	5	21	24	

According to the table, stakeholders disagreed on green participation practices: 65% of female principals and 69% of male principals, 77% of female teachers and 68% of male teachers, and 67% of male administrators and 71% of female administrators were in disagreement.

Figure#4.3: Bar graph representing School Management of Heads regarding (Green participation practices in school).

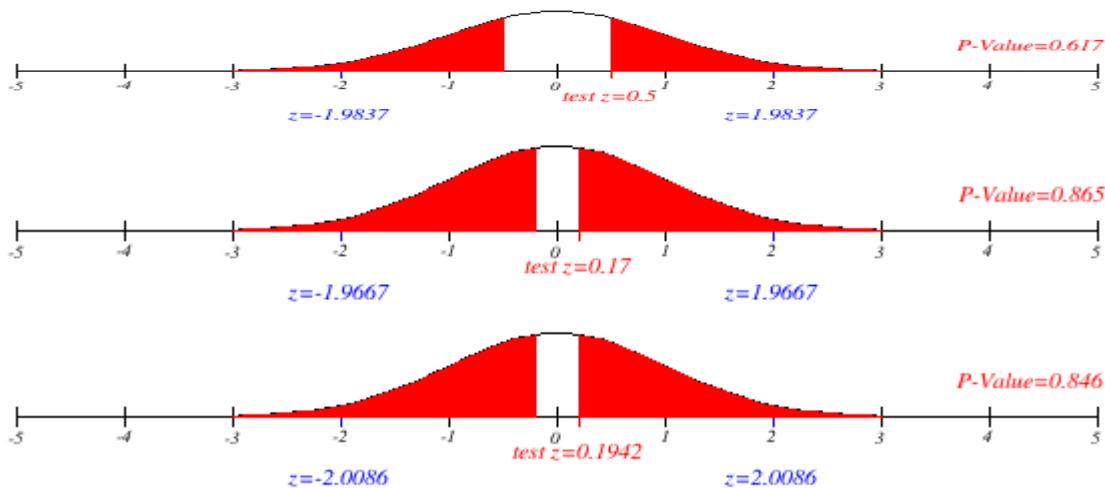


Table#4.4: Comparison of the views of stakeholders (Heads, Teachers, Administrators) regarding green participation practices in school.

Stakeholders	Gender	A. Green participation			Gender Comparison			Stakeholders Comparison		
		"N"	"Mean"	"S.D"	"t _{cal} "	"t _{tab} "	"P _{-value} "	F _{-cal}	F _{-tab}	P _{-value}
Principals	M	68	2.65	0.57	0.5	±1.9837	0.6181	2.16	3.0	0.13
	F	35	2.59	0.59						
Teachers	M	190	2.16	0.58	0.17	±1.9667	0.867			
	F	167	2.15	0.54						
Administrators	M	28	2.13	0.56	0.1942	±2.0086	0.8468			
	F	24	2.10	0.55						

The table shows that the mean values varied between 1 and 5, with estimated means fluctuating between 2.65 and 2.13. The t-values for assessing gender differences among principals, teachers, and administrators were 0.50, 0.17, and 0.1942, respectively, with p-values of 0.6181, 0.867, and 0.8468. These results suggest that there are no significant differences. From the stakeholders' perspective, $F_{cal} = 2.16 < F_{tab} = 3.0$ and $P_{value} = 0.133 > 0.05$, suggesting no significant differences among principals, teachers, and administrators.

Figure#4.4: Normal curve regarding views of stakeholders (Green participation practices in school).



Discussion

It has been observed that increased participation by teachers in the planning of academic activities increases their performance in secondary schools immensely. In another regard, the administrators should work towards maintaining the teachers' functionality of active decision-making (Tijani, 2020).

Thus, their capacity to plan extra-curricular activities, control resources, and recognize sources of income and budget was insufficient. There is much that school administrators need to reflect on: especially the need to consider teachers as true decision-makers. Additionally, aims to develop a culture of teachers within which they can express what they know regarding school planning and development (2017).

In this study, stakeholders' perspectives on participation practices showed good alignment across genders: The respondents' beliefs about these practices were as follows: 71% of female principals and 67% of male principals, 75% of female teachers and 74% of male teachers, 75% of female administrators and 71 %of male administrators endorsed the practices. In the study, the majority of the stakeholders appreciated the principal's attempts to engage the teachers in school activities. Their active participation in curricula and co-curriculum activities makes the following suggestion true, which reveals high staff involvement in management practices at this level of learning, a factor that has been boosted by the principal's support.

Therefore, GHRM is not a static subject but is a dynamic process that is constantly changing and developing. Environmental factors posing a threat to organizations have emerged and organizations that implement GHRM benefit from them. He/she recruits the right workforce that is more conscience of sustainable production, retains customers through fortification that the company is proactive in environmental conservation, and gains competitive advantage. Through the creation of a green workforce and encouraging sustainable behavior within it, GHRM helps organizations instigate global change, thus, contributing to the sustainable development of humanity (Rajaram, 2023).

Consequently, the application of Green HRM practices is still not very widespread among organizations. Therefore, to improve environmental sustainability in organizations, HR strategies need to be synchronized with environmental sustainment and steps should be taken to promote the ideas of environmental responsibility among the students and educators. There are two important factors concerning the principles of green HRM that is the implementation and recognition of green HRM by the institutional leaders. Also, the governments of the world are pressurizing industries and organizations to pay the same attention to environmental management as they pay to their business processes. Altruism and volunteers' self-selection based on their available workload are the main reasons for volunteering; hence, the volunteer modality does not reduce the supply of staff (Mukherjee et al., 2020).

The perception of the stakeholders on the green participation practices was in this regard; 65% of female principals and 69% of male principals, 77% of female teachers, and 68% of male teachers, 67% of male administrators, and 71% of female administrators agreed to the assertion that high school principals did not effectively promote green management. All of them confirmed that principals failed to prompt teachers to engage in green practices, for instance, establishing zero-waste classrooms, promoting collaboration in dealing with environmental concerns, and underlining the sanitary awareness of workers.

Conclusion of the Study

The current research focused on the level of management and green human resource management practices in the higher secondary schools of the selected area which is the southern districts of KPK. Based on the survey, the researcher did not generalize the findings but confined

the analysis to the opinions of stakeholders and assessed possible gender disparity of these practices among teachers, principals, and administrators.

1. Therefore, it is evident from the findings of the study that all the stakeholders hold a willing consensus that principals are actively involved in using every available opportunity and curriculum to encourage teachers' participation in curricular and extracurricular activities in higher secondary schools in the southern districts of KPK. This shows a relatively high employee participation in the formulation and implementation of management practices within these institutions of learning.
2. The study results showed that principals were not exerting enough effort to green HRM practices in higher secondary schools of the southern districts of KPK. In particular, the male and female stakeholders of the case study stated that principals failed to encourage the realization of the green agenda, including the formation of the zero-waste learning environment, conveying the importance of teamwork to solve environmental challenges, forming the green teams with related goals, and establishing cleanliness among the personnel.

Recommendations

In light of the findings and conclusions, the following recommendations are offered: In light of the findings and conclusions, the following recommendations are offered:

1. Concerning the involvement of teachers in various management practices, principals based in the southern districts of KPK expressed higher tendencies towards traditional management practices than green human resource management practices. Thus, it is crucial to engage the staff in developing methods and policies for the protection of the environment. They can be accomplished through organizational means such as workshops, experience-sharing, and increasing teamwork to create awareness about environmental problems among the employees.
2. The study further showed that the independence and proactivity of principals on green management in the higher secondary schools of the southern districts of KP were very weak. Therefore, it is suggested that principals should recognize the significance of green management participation and perform them to a higher degree. They should proclaim environmental objectives and profile the employee toward their achievement.

Suggestions for Future Research

Although this study concentrated on higher secondary schools, subsequent research could explore higher education institutions.

- The researcher used a questionnaire for the collection of data, the future researchers may use alternative tools such as observation and interview as a data collection tool.
- This study employed a descriptive approach; future researchers might consider utilizing alternative research designs.

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