

Impact of Green Human Resource Management Adoption on Business Educator's Job Motivation in Nigerian Universities

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Abstract

The study examines the impact of employing green human resource management on business educators' motivation for their jobs in Delta State's public universities. The study's major goal was to determine how the adoption of green human resource management affects business educators' job motivation in public universities in Delta State. The study was directed by two research questions, and two hypotheses were developed and tested at the 0.05 level of significance. The research design for the study was correlational survey. 58 lecturers in business education at public universities in Delta State made up the study's population. The complete population was used, hence there was no selection or sampling method. A structured questionnaire with questions based on the research questions was the instrument for collecting the data. While Pearson Product Moment Correlation Coefficient was employed for the hypotheses at 0.05 level of significance, the Mean and Standard Deviation were used to answer the study questions. The findings were summarized, and it was shown that there is a substantial positive association between business educators working in public institutions who are motivated by their jobs and green human resource management of training and remuneration. Based on the results, it was determined that green human resource management, namely in terms of training and remuneration, are significant predictors of employment motivation for business educators in public institutions in Delta state. The statistical implication of this is that business educators working at public universities will be more motivated to do their jobs if there is an increase in green human resource management in terms of training and compensation. In light of the findings, measures are suggested, including the need for Government at all levels to work together to guarantee that business instructors in Nigerian universities receive regular training since this will increase their job satisfaction and involvement in the institutions.

Keywords: green human resource, management, adoption, business educators and job motivation

Introduction

Business education is among the various programmes offered in Nigerian institutions. The programme's main operators are business educators. In all levels of education, business educators make business education courses a reality. The main objective of the business education program is to equip people with the knowledge, abilities, insights, and competences they need to accomplish a certain goal in the competitive business world, allowing them to become self-sufficient and self-reliant (Iyoha and Igbiniedion, 2022). Citing Osuala (1995), Okoli (2012) opined business educators as professional teachers who impart knowledge necessary for effective performance in the business field. Amoor (2010) notes that business educators play important role in the economic development by equipping the learners with knowledge and skills, thereby, enabling them to competently impart knowledge into others, handle complex office technologies and information systems.

The main objective of the business education programs in Nigerian institutions is to create capable, skilled, and energetic business instructors, office managers, and businessmen and women who will successfully compete in the workplace. Its main objective is to prepare individuals for employment in businesses, including employment as an employee, an entrepreneur, an employer, or just as a sole proprietor. Inarguably, the instructional responsibilities of business educators in the contemporary business world cannot be over-stressed because they are presupposed not only to expose students to immediate workplace practices but also help gain skills to create business enterprises that are critical to the formation of a sustainable society (Iyoha and Igbiniedion, 2022).

But business educators face a number of problems in their work environment ranging from population explosion of students, ill equipped laboratory and general poor condition of service. In terms of green human resources management practices, employees who are stressed out, depressed, and dissatisfied like business educators in the majority of Nigerian universities, cannot produce the same work of comparable quality or be as productive as those who are low-stress, highly motivated, and highly satisfied. It is therefore essential that business educator's psychological aspects be looked into.

Every business wants to be successful; and every business relies on its employees to assist it achieve that success. Most profitable businesses place a strong emphasis on employee motivation since happy workers are more productive and profitable for the business as a whole. Furthermore, encouraging an organization's workforce aids in the achievement of their corporate objectives. An organization's productivity will undoubtedly be low if there are no incentives to make the employees see the need to put in their best. Finding out what business educators want therefore, and finding a way to provide it to them, makes it possible for the university to inspire the business educators. Since management get things done through others, motivating business educators to perform effectively is an important part of the universities.

Motivation can be thought of as the process which management bring out the best in their subordinates by giving them reasons to perform better. According to Nwaiwu (2009), motivation is derived from the word motive and is a drive, impulse or desire that directs a person to seek to satisfy a need and moves the person towards a goal. In essence, motivation is getting business educators to do what you want them to do and to like doing it. A business educator's ultimate productivity and success in Nigerian universities is undoubtedly hinge on motivation. Universities can establish a setting that encourages a business educator's dedication and elicit the additional effort by comprehending and putting into practice basic motivating ideas. It is with this consciousness that Owenvbingie (2001) opined that motivation account for an individual's concentration, course of action, and persistence of effort towards attaining a goal. Ray and Eson citing Nwaiwu (2009), amplified motivation as an internal stimulus effectual of leading behavior in a particular direction. This presupposed that motivation is a stimulant which incites ones' behavior in a distinct way the person perceive will steer to rewards. By implication, motivation is an inner stimulus that could induce a business educator to behave in a desirable manner or in a particular way that will help realize the noble intent of business education curriculum in the university.

One who works hard in the organization undoubtedly is more motivated than the one who does not. Put differently, the degree to which a reward will satisfy a person's performance determines their level of enthusiasm. It may not be easy to understand what motivates a business educator. This is because individual business educator differs in their interest and motive. Furthermore, the

interests and motives of individuals may change with situations and time. Basically, the conception of motivation can be outlined under two main faculty of psychological thoughts. First, the behaviorists school, which affirms that whole behavior is triggered. Second, the cognitive thought (school) claims behavior is goal-oriented, which is all behavior has a purpose. To assert that behavior is triggered (stimulated), insinuates every behavior is determined, or predictable. Again, the assertion that every behavior is aroused by a longing for or need to realize goals is not definite because the particular goals are not regularly intentionally established by the person (Ekpenyong, 2004). Fundamentally, there are two types of motivation; the externally and internally caused motivation. The internal motivation springs from within and essentially an attitude of the mind that may be endangered by external factors. It can remain even when the external factors that caused it have ceased to exist. Motivation programmes in any organization is predetermined to initiate conditions that stimulates or encourage employees to satisfy their needs while fulfilling organizational objectives. Some factors have been observed as motivators for workers in any organization. These are extrinsic and intrinsic factors. The extrinsic dimensions involve the job content, that is the external environment in which the worker operates. The controlling factors include training, salary, interpersonal relations, company policies and working conditions, while the intrinsic factors are worker's advancement, sense of responsibility, achievement, recognition and work itself. Our internal motivating factors include our sentiments, beliefs, aspirations, and objectives. The role of leadership is particularly interested in motivating research as they could offer a glimpse into how and why individuals behave in certain ways at workplace and, as a consequence, offer managerial strategies to increase employees' performance

Ambile (1999) averred that people are intrinsically or innately aroused anytime they seek personal challenge in the work, enjoyment, interest, satisfaction of curiosity or self-expression people are extrinsically aroused when they engross in the work in order to attain specific goal that is not directly in the work itself. Similarly, Herzberg (1968) found a number of elements to be included in a job to bring about motivation include responsibility, achievement, recognition, advancement, growth and learning. In spite of enormous roles played by employees in business organization, there is evidence to suggest that most employees ranging from small to large abundant scale of production have not been adequately motivated. Unmotivated employees are likely to be indifferent about their jobs and would void the work place, produce low quality of work, and if possible leave the system if given the option (Owenvbingie and Egbrjane, 2012).

Again, Dailu and Huang posited that Green management initiatives turn into an essential factor in progressive businesses across the globe. Research personnel over-time therefore, maintained that workforce need to be stimulated, enabled and environmentally conscious of greening so as to meet global environmental issues and the advancement of international environment standard needed for business to enact formal environmental strategies and programmes (Dailu and Huang, 2001).

In previous era, industries and their shareholders believed that a strong economic condition of the company would ensure business sustainability. However, this belief is no longer tenable, and in order to achieve successful fiscal and economic goals, enterprises must pay closer attention to sustainability goals. Because of this, corporate environmental protection, often known as green management, evolved in the 1990s and became a catchphrase within the commercial world in the 2000s (Lee, 2009). According to Lee (2009), green management can be used to mean to the way by which businesses handle environmental issues by creating environmental operation plans.

Businesses therefore must strike an equilibrium between advancing their industries and securing the environment so that workers can meet their personal goals (Daily and Huang, 2001).

GHRM may be centered on methodical strategy for compensation and benefits procedures in compliance with business environmental management goals. A variety of papers have recently investigated the subject of GHRM and sustainable human resource management, some looked at the various aspects of GHRM that impact environmental job performance. Selection, recruitment, training/manpower development, performance appraisal and incentive system are listed as the essential elements of GHRM by Bambiak and Marciniuk Kluska (2018). As with hiring, training, performance management, and compensation, Zaid et al. (2018) mention these GHRM elements as having an impact on employee engagement and sustainability. With a rising number of works on adopting greening organization, it has become clear that currently organizations need the assistance of human resource practices to execute greening such as training and compensation and reward in order to motivate its employees (Ari and Lenny, 2021).

Green training is a set of initiatives that encourages staff to become knowledgeable about environmental impacts and gain skills for safeguarding the environment, both of which are essential for attaining sustainability targets. Employee awareness, insight, and dexterity in going green can all be improved through training. Employees who have received green orientation are far more aware of the value of combating climate change and are therefore more receptive to pollution management measures. Green recruitment dimension according to Jabbour and Jabbour (2015), “are the quality of training, training opportunities, quality of training, evaluation of training and training effectiveness”. According to Becnarsin and Russel (2016), rewards and incentives are the dimension of green compensation. However, Lantan et al. (2018), put forward a proactive strategy to the administration of green incentives and rewards; a strategy of financial and non-financial incentives is used to garner, engage, and inspire people to support sustainability targets. Non-financial incentives, such as ecological payment and benefits like praise and appreciation may encourage employees to feel increasingly committed. The use of incentives and rewards could be a more effective strategy than other HRM system procedures for coordinating motivation of the employees with organizational objectives.

The results of the study are quite contradictory with regards to the value of the various GHRM factual information and how they influence the sustainable development of commercial enterprise. Cheema and Javed (2017) investigated ways organizations are embracing GHRM as aspect of a shift to increased business ethics in a survey study conducted in Pakistan. This study identified the need for environmental initiatives in the areas of recruiting new employees, rewarding current workers, and providing orientation. In all these, Cheema and Javed (2017) discovered that recruitment of new workforce, rewards and appraisal practices had the most signification impact on the adoption of GHRM and that the rise environmental responsiveness of the managers had the highest influence on whether or not to embrace GHRM policies. The research of Aragoa and Jabbour (2017), who discovered that the foremost serious impediment to the effective implementation of GHRM was ecological coaching, also confirmed the conclusion of the significance of training on the implementation of GHRM. Similar findings were made by Niemann et al. (2017), who discovered that staff training significantly influences the adoption of green policies. Training has the lowest effect on climate change, but recruiting has the most, according to Masri and Jaaron's (2017) research, even if GHRM as a whole is a principal factor of any corporate environment efficiency.

It is plausible to explain the discrepancy seen between research results of Cheema and Javed (2017), Aragao and Jabbour (2017), and Masri and Jaron (2017) as regard the significance of training in another findings of Cheema and Javed (2017), which show that managerial' environmental consciousness has a significant impact on the utilization of GHRM policies. Similarly, Bombial and Maciniuk-Kluska (2018) asserted that administrators play a pivotal role in the development of GHRM, particularly in those areas linked to compensation and non-financial motivations. They also said that GHRM should attempt to promote ecologically aware behaviors at all stages of the corporate setting and the benefits of green employees. When these disparate research are considered collectively, it becomes evident that the GHRM incorporates sustainability and environmentally friendly ideas in a variety of ways. These elements include hiring, choosing, reviewing or managing performance, providing training and development, paying salary, and providing additional rewards (nonfinancial incentives).

Every firm must operate more smoothly and effectively to compete in the globalized world. Each institution, especially universities need to strive to improve employee's job attraction and retention, with the hope of realizing its goals. The management of the university are also to ensure that business educators' job performance is enhanced through strategic human resources motivational tools. This in return will help the institution accomplish its objectives. The productivity of the business educators is one of the university's assets, and consequently, boosting the effectiveness of business educators will also benefit graduates of business education in the world of work. Therefore, motivating business educators to superior job performance is something that must be considered by management of universities in Nigeria as a top priority.

Statement of the Problem

Employee's motivation has always been a major challenge to most managers and leaders. Employees that are not adequately motivated are more inclined to put in minimal effort or no exertion into their jobs, absent from the office and if possible, leave the organization if offered the option, and deliver subpar job. Employees who are motivated or driven, on the other hand, tend to be resourceful, inspired, and industrious, increasing production level they voluntarily take on. Researchers have shown a deep study on incentive, but little research exists on how individual or group behave in an effort to understand why not all of a company's employees provide their maximum effort. There are many ways to respond to this question, but the truth is that almost every employee is inspired in a slightly different manner. Therefore, university administration must get to know business educators well enough and employ a variety of environmentally friendly human resource management techniques such as training and compensation to inspire them, tailored to their unique individual requirements and desires. The extent to which green human resources management adoption affect business educators' job motivation in universities in Delta State is however not clear. The question therefore is how do green human resources adoption impact on business educators job motivation in universities in Delta state? The study is aimed to achieve this goal.

Purpose of the Study

The major goal of this study was to ascertain how the adoption of green human resources management will affect Delta State's business educators' motivational patterns.

Specifically, the study determined:

1.how green training adoption can generate expected business educators` motivation in universities in Delta State.

2.whether the introduction of green compensation has an effect on the motivation of business educators in Delta State Degree - granting institutions.

Research Questions

The study was determined by two main specific concerns:

1. Is there a connection between the use of green training and the self-efficacy of business educators in Delta State Tertiary institutions?
2. Is there a connection between the application of sustainable rewards and the drive of business educators in Delta State Tertiary institutions?

Hypotheses

The .05 level of significance was used to test the following hypotheses.

1. Green training implementation and business educators' motivation in Delta State institutions have no discernible relationship.
2. Green compensation adoption and business educators' motivation in Delta State institutions are not significantly correlated.

Significance of the study.

The study's conclusions could be extremely helpful to business instructors, policymakers, business owners, managers of enterprises, labor employers, employees, and the general public. Additionally, it will offer essential knowledge to business owners and managers on green human resources management techniques as a motivating element that influences employees' productivity and efficiency.

Method

A correlational survey was used as the study's research strategy. Olaitan, Ali, Eyoh, and Sowande (2002) opined that a survey design is preferable when developing information on opinions, attitudes and behavior of individuals in a population. Since it is primarily stated to what degree green human resource characteristics impact business educators' job motivation in public institutions in Delta State, this approach is consequently appropriate for this study. 58 business education lecturers from public universities in Delta State made up the study's population. Data was gathered using a structured questionnaire that was approved by three professionals in business education and human resources management. The questionnaire was created and distributed by the researchers with the assistance of two investigators, totaling fifty-eight copies. The mean, standard deviation, and Pearson Product Moment Correlation Coefficient were used to examine the data. The study issues were addressed using the Mean and Standard Deviation. The midway point of 2.50 was used to calculate the amount of disagreement or agreement with each questionnaire item. A mean score of 2.50 or higher was considered to be agreed upon, while a rating of less than 2.50 was considered to be disagreed upon. The Pearson Product Moment Correlation Coefficient was used to test the null hypotheses. The p-value was used as the basis for the decision rule for the hypotheses; if it is significantly larger than .05, it is maintained, otherwise it is turned down.

Results

The following is a presentation of the study's findings:

Research Question 1: Does the implementation of green training have a substantial impact on the drive of business instructors in Delta State universities?

Table 1. Mean and standard deviation rating on green training adoption and educator`s motivation in Public Universities in Delta State. (N=58)

S/N	Items on Green Training	$\bar{X}$	SD	Remarks
1	Receive refresher`s training	2.00	0.46	Disagreed
2	Receive periodic workshop training	3.70	0.45	Agreed
3	Have attended international conferences	1.30	0.70	Disagreed
4	Receive periodic on-the –job training	1.80	0.40	Disagreed
5	Exposed to seminar programmes regularly	3.80	0.40	Agreed
6	Provided with sufficient opportunities for training	3.70	0.46	Agreed
7	Objectives training and development are usually communicated	2.40	0.38	Disagreed
8	Skills development programmes are usually sponsors by my institution	2.10	0.94	Disagreed
9	Receive coaching from superior colleagues	1.70	0.46	Disagreed
10	Receive job or task orientation every semester	2.05	0.45	Disagreed
11	Receive increase in pay for acquiring additional skills	3.00	0.45	Agreed

The mean replies of business educators to questions on job motivation and green training range from 1.30 to 3.80, according to Table 1, while the standard deviations fall between 0.38 and 0.94. According to the median values, business instructors concur on three topics but differ on eight.

Research Question 2: Has the introduction of green remuneration had a substantial impact on the drive of business lecturers in Delta State Tertiary institutions?

Table 2. Mean and standard deviation rating on green compensation adoption and educator's motivation in public universities in Delta State. (N=58)

S/N	Items on Green Compensation	$\bar{X}$	SD	Remarks
1	Receive salary regularly	3.70	0.46	Agreed
2	Receive salary as and when due	2.00	0.45	Disagreed
3	Receive increment in salary annually.	1.30	0.70	Disagreed
4	They do not owe salary	1.80	0.40	Disagreed
5	Receive car allowance	3.80	0.40	Disagreed
6	Receive housing	3.70	0.46	Agreed
7	Salary business do not really matter so long there are non- financial reward	2.40	0.38	Disagreed
8	Salary alerts give me joy	3.10	0.94	Agreed
9	Salary give me job salary	3.70	0.46	Agreed
10	I work majorly for salary	3.00	0.45	Agreed
11	Salary promote job satisfaction	3.00	0.45	Agreed

According to table 2's findings, business instructors' mean reaction to questions about green pay and job motivation range from 1.20 to 3.40, while their standard deviations fall between 0.24 and 1.19. According to the median values, business instructors concur on seven issues while disagreeing on six of them.

Test of Hypotheses

1. Hypothesis 1: Green training implementation and business educators' motivation in Delta State institutions have no discernible relationship.

Table 3. Pearson product moment correlation coefficient showing the relationship between green training and business educator's job motivation in public universities

Correlation

Motivation	Pearson Correlation	1	.840
	Sig. (2 tailed)		.001
	N	58	58
Green Training	Pearson Correlation	.840	1
	Sig. (2 tailed)	.001	
	N	58	58

The above result shows that there is a relationship between job motivation and green training of business educators. This is so because the p-value (0.001) is less than (0.05) level of significance. This implies that green training has a significant and positive relationship with job motivation of business educators. The null hypothesis is therefore rejected and the alternate hypothesis is accepted. Thus, there is significant relationship between green training and business educator's job motivation in public universities in Delta state. The implication of this is that the higher the training in terms of green human resources management practices, the higher job motivation of business educators and vice versa.

Hypothesis 2: There is no significant impact between green compensation adoption and business educators' motivation in universities in Delta State

Table 4. Pearson Product Moment Correlation Coefficient Showing the Relationship between Green Compensation and Business Educator's Job Motivation in Public Universities

Correlation

Motivation	Pearson Correlation	1	.641
	Sig. (2 tailed)		.000
	N	58	58
Green Compensation	Pearson Correlation	.641	1
	Sig. (2 tailed)	.000	
	N	58	58

Source: SPSS Output, 2022

The above result reveals that there is a relationship between green compensation and job motivation of business educators. This is evident since the level of significance for the p-value (0.000) is smaller than (0.05). This suggests that the employment motivation of business instructors is significantly and favorably correlated with green compensation. As a result, the alternative hypothesis is accepted and the null hypothesis is rejected. Therefore, there is a strong link between green compensation and business educators' motivation for their jobs in Delta State's public universities. The conclusion of this is that business instructors will be more motivated to do their jobs if they receive more green compensation, and vice versa.

Discussion of Findings

The study was aimed at investigating the influence green human resource practices of training and compensation on job motivation among business educators in public universities in Delta State. It equally sought to determine how the various variables of green human resource management correlates job motivation among business educators.

The outcome demonstrates a link between employment motivation and business educators' green training. This suggests that business instructors' motivation for their jobs is significantly and favorably correlated with green training. As a result, the alternative hypothesis is accepted and the null hypothesis is disproved. As a result, there is a strong connection between green training and the employment motivation of business educators in Delta state's public universities. The

underlying premise of this is that business educators will be more motivated to do their jobs if they are trained in green human resource management methods, and vice versa. This conclusion on the significance of training on the adoption of GHRM was also corroborated by the work of Aragoa and Jabbour (2017), who discovered that environmental training was the biggest obstacle to the adoption of GHRM. The adoption of sustainable practices is strongly influenced by employee training, according to Niemann et al. (2017). However, Masri and Jaaron (2017) discovered that while GHRM as a whole is an important factor in any business environment output, training has the least impact on sustainability while recruitment has the most.

The outcome additionally demonstrates a link between green compensation and business educators' motivation at work. This shows that the motivation of business educators to work has a large and favorable association with green compensation. The alternative hypothesis is therefore accepted, and the null hypothesis is disproved. As a result, there is a strong link between green compensation and the employment motivation of business educators in Delta State's public universities. The implication of this is that the higher green compensation, the higher job motivation of business educators and vice versa. This finding aligned with Becnarsin and Russel (2016) who opined that 'management of green compensation and rewards is a financial and non-financial reward system, which aims to attract, retain and motivate employees to contribute to environmental goals. Employees may feel more motivated by non-financial rewards through green pay and rewards such as recognition and praise. Incentives and rewards may be a more powerful measure for aligning employee motivation'', Becnarsin and Russel (2016), Rewards and incentives are a component of green compensation and reward.

Conclusion

Business education is instruction in and about business, involving the learning of pertinent skills to help students perform well in the workforce once they graduate. In order to realize this explicit goal of what business education is known for, it is sine qua non that it operators who are the business educators embraced strategic training and adequately compensated as the findings clearly shown that, green training and compensation are essential requirements of business educator's job motivation.

Recommendation

According to the results, it was advised that:

- 1.The Nigerian government should make a concentrated effort to guarantee that business educators receive regular training since this will increase their work satisfaction and involvement in the institution.
- 2.Government should pass a policy that guarantees business educators are adequately compensated for their jobs. This in no small way will help solve the issue of job grievances, job dissatisfaction and perhaps level job attrition among business educators in the universities.

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