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Toward a more sustainable environment: Understanding why and when green training promotes employees' eco-friendly behaviors outside of work

Muhammad Usman¹  | Yasin Rofcanin² | Moazzam Ali³ |
Chidiebere Ogbonnaya⁴ | Mayowa T. Babalola⁵ 

¹NUST Business School (NBS), National University of Sciences and Technology, Islamabad, Pakistan

²School of Management, University of Bath, Bath, UK

³Department of Management Sciences, COMSATS University Islamabad - Lahore Campus, Lahore, Pakistan

⁴Kent Business School, University of Kent, Canterbury, UK

⁵Graduate School of Business, Nazarbayev University, Astana, Kazakhstan

Correspondence

Chidiebere Ogbonnaya, Kent Business School, University of Kent, Canterbury, UK.
Email: c.ogbonnaya-386@kent.ac.uk

Abstract

Although green training has been shown in past research to promote environmentally responsible behaviors at work, scholars have paid less attention to its influence on employees' eco-friendly behaviors outside of work. This omission is critical because confining green training research to the work domain obscures its benefits in promoting employees' pro-environmental behaviors beyond the workplace, and thus its role in supporting organizational efforts to conserve the natural environment. To address this gap, we examine the direct and indirect (via connectedness to nature) relationships between green training and employees' eco-friendly behaviors outside of work, including consumption of eco-friendly products, reuse of items and materials, and reduced consumption of resources such as water, electricity, and paper. We also examine the moderating influence of intrinsic spirituality on the direct link between green training and connectedness to nature, as well as the indirect link between green training and eco-friendly behaviors beyond the workplace. Using time-lagged, multisource data, we find support for our hypotheses. Our findings advance knowledge on the important yet largely overlooked role of green training in shaping employees' environmentally responsible behaviors outside of the workplace.

KEYWORDS

connectedness to nature, eco-friendly behaviors outside of work, green training, intrinsic spirituality

1 | INTRODUCTION

Sustainability and environmental protection are critical factors in creating long-term value for individuals and organizations in today's global business world. Research has shown that organizations with strong green policies can elicit positive employee attitudes, attract new customers, and benefit from increased sales (Kalyar et al., 2021;

Yang et al., 2011). Employees are crucial stakeholders in the implementation of green policies, implying that organizations must invest adequate resources to not only encourage green behaviors but also ultimately align employees' interests with the organization's eco-friendly objectives (Ahmad et al., 2022; Ones & Dilchert, 2012; Paillé et al., 2014). In this context, the development and deployment of green human resource management (GHRM) practices, such as

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providing green training, rewarding green initiatives in the workplace, and integrating green behavior into employee performance appraisals, has emerged as a laudable strategy for promoting environmental sustainability (Renwick et al., 2012). These practices enhance employees' green attitudes and behaviors at work, including green commitment, green self-efficacy, and in-role green performance (Pham et al., 2019; Ren et al., 2020; Renwick et al., 2013).

In the present study, we focus on green training, a GHRM practice that fosters the knowledge, skills, and values required for employees to develop and support the organization's performance with environmental issues. It provides employees with the necessary competencies to increase their awareness of and sensitivity to environmental control and protection procedures (Daily, 2004; Jabbour, 2011). Green training can also serve as a practical intervention to reduce an organization's carbon footprint by encouraging employees to engage in pro-environmental behaviors (Jabbour, 2011; Pham et al., 2020; Pinzone et al., 2019; Renwick et al., 2013). Research in this area has increasingly focused on how and why green training shapes employees' pro-environmental attitudes. For example, Pham et al.'s (2019) study examined how the interactions between green training, performance management, and employee involvement drive employees' voluntary green behavior. Similarly, Pham et al.'s (2020) study revealed that green training is positively associated with corporate environmental performance, organizational citizenship behavior for the environment, and employee environmental commitment. Using a Brazilian context, Teixeira et al. (2016) examined how firms that adopt green training engage in more green supply chain management practices, including green purchasing and cooperation with customers. A common thread in these studies is to demonstrate the environmental implications of green training within organizational boundaries, without necessarily exploring the mechanisms and boundary conditions for such effects. However, one possible deficiency in previous research is a lack of understanding of

the role that green training plays in promoting employees' environmentally responsible behaviors beyond organizational boundaries.

In light of previous findings, Ren et al.'s (2018) review on GHRM research identified green training as a key practice in improving not only organizational performance but also societal well-being and sustainability. Recognizing this, as well as the challenges organizations face in attempting to balance the protection of natural resources with their primary business imperatives, the current study explores the potential for green training to enhance and strengthen sustainability at a societal level (viz. employees' eco-friendly behaviors outside of work). More specifically, drawing on conservation of resources (COR) theory (Hobfoll, 1989; Hobfoll et al., 2018) and attention restoration theory (ART; Kaplan, 1995), our aim is to better understand the mechanisms and boundary conditions through which green training influences environmentally friendly behaviors beyond the workplace, such as reuse of items and materials, reduced consumption of resources, and consumption of eco-friendly products. In so doing, we identify important ways in which green training contributes to organizational efforts toward protecting the natural environment and shed new light on paths by which organizations can mitigate adverse environmental impacts without compromising their operational efficiency.

As presented in Figure 1, our research makes important contributions to the literature. First, our emphasis on the link between green training and employees' eco-friendly behaviors outside of work has the potential to increase environmental awareness among employees and thus inspire them to take protective actions toward the environment. Such behaviors may ultimately promote sociopolitical interests aimed at preserving the natural environment (Jabbour, 2011; Pham et al., 2019). Further, encouraging eco-friendly behaviors beyond the workplace is essential for raising environmental and sustainability awareness among corporations, as well as governments, regulators, community groups, customers, and other key stakeholders (Peng et al., 2020;

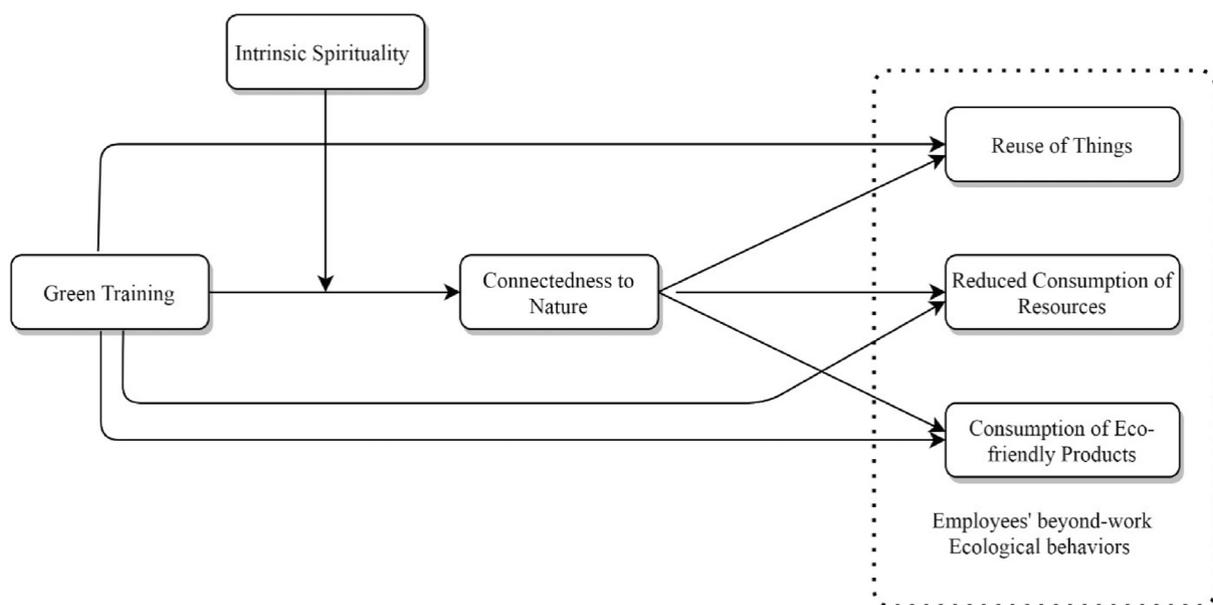


FIGURE 1 The proposed framework

Pham et al., 2019; Pinzone et al., 2019). Thus, when employees embrace green practices, organizations may extend their environmentally friendly contributions beyond the work domain (Anser et al., 2021; Lee et al., 2014; Miao & Wei, 2013) and engage in mutually enriching relationships with various stakeholder groups (e.g., Pham et al., 2019).

Second, we clarify the role of employee connectedness to nature (i.e., experiential, and affective relationship with nature; Mayer & Frantz, 2004) as an underlying mechanism for the indirect relationship between green training and employees' eco-friendly behaviors outside of work. This allows us to extend the literature, which has only recently begun to examine the indirect effects of green training on outcomes such as green POS, green goal difficulty (Pinzone et al., 2019), environmental responsibility, green concerns (Umrana et al., 2020), perceived behavioral control (Cop et al., 2020), green dynamic capabilities (G. Joshi & Dhar, 2020), and work performance (Xie et al., 2020). By investigating employee connectedness to nature, we not only incorporate a novel mechanism in the context of green training but also underscore the relevance of organizational efforts to increase employee engagement in pro-environmental behaviors outside of work. Thus, our study provides a new perspective to previous research that examined mechanisms for increasing employees' green awareness or recognition of environmental challenges, and their enthusiasm for environmental protection (Renwick et al., 2013).

Third, we contribute to ongoing scholarly discussions about key boundary conditions that influence the efficacy of green practices (e.g., Pham et al., 2020). We accomplish this by investigating the moderating role of intrinsic spirituality, which we define as a personal resource that moderates the nature of the direct and indirect (via employee connectedness to nature) links between green training and employees' eco-friendly behaviors outside of work. This is critical considering the growing academic interest in the impact of spiritual resources on employee well-being and engagement at work (e.g., Bickerton et al., 2015), often with a focus on clergy or social workers (e.g., Ortiz-Gómez et al., 2020) and their occupational and spiritual well-being. There is also a growing interest in learning how intrinsic spirituality can be used as a personal resource both inside and outside of the workplace (e.g., Bickerton et al., 2015; Rezapouraghdam et al., 2019). Our focus on intrinsic spirituality thus offers a novel perspective on how this trait characteristic helps to explain the effectiveness of green training initiatives in driving employees' sense of connectedness with nature, as well as their pro-environmental behaviors outside of the workplace. From a COR theory perspective, intrinsic spirituality can be seen as a crucial factor for employee wellbeing (Tomas et al., 2022), making it a vital personal resource that organizations should nurture and prioritize (Kalafatoğlu, 2022).

From a practitioner perspective, our research informs managers on how to maximize the effectiveness of green training in shaping employee connectedness to nature and promoting their engagement in various pro-environmental activities inside and outside of organizational boundaries. Beyond the need to make a business case for green training, our research highlights its broader role in advancing organizational efforts to limit adverse environmental impacts and meet the

expectations of multiple stakeholders. Furthermore, our findings emphasize the importance of developing and implementing a reward system tied to organizational investments in green training, which could be used to encourage employees' eco-friendly behaviors both inside and outside the workplace. Such a reward system could, for example, include elements for determining whether employees have utilized green training in environmentally friendly ways, and then rewarding them with bonuses, promotion prospects, and other career opportunities (e.g., Shen et al., 2018).

2 | THEORETICAL FRAMEWORKS

2.1 | The integration of COR theory and ART

Although COR theory was initially developed to explain how people protect resources in the face of stress, its application to our proposed model (shown in Figure 1) has the potential to offer novel insights. Within COR theory is the argument that “people strive to retain, protect, and build resources,” and that “what is threatening to them is the potential or actual loss of these valued resources” (Hobfoll, 1989, p. 516). Accordingly, resources are defined as anything an individual perceives as helpful in attaining their goals (Hobfoll et al., 2018). In this regard, we conceptualize green training as resources that employees value, seek, invest in, and maintain so as to connect better with nature and engage in environmentally friendly behaviors.

A second key component of COR theory that informs our proposed hypotheses is its suggestion that resource gain or loss occurs in spirals. Individuals seeking to invest and enhance their resources when they have no fear of resource loss or when they anticipate future resource gains that may cause a gain spiral (Hobfoll et al., 2018). In contrast, the threatened or actual loss of resources results in a strain that can engender further resource losses (i.e., a loss spiral). Consequently, individuals are likely to invest resources in activities (e.g., pro-environmental behaviors within and beyond organizational boundaries) that can enhance their resources (Hobfoll, 1989). COR theory further suggests that key personal resources such as intrinsic spirituality can influence individuals' efforts to transfer and transform resources from one domain to another (e.g., contextual resources into personal resources) and, consequently, capitalize on gain spirals (Hobfoll et al., 2018). The theory indicates that these personal resources can strengthen resource gains and diminish resource losses. Our study addresses this specific process by conceptualizing intrinsic spirituality as a critical personal resource that influences the efficacy of green training and thereby improving employees' engagement in environmentally friendly behaviors.

To further enrich our proposed model, particularly the idea of how and why green training encourages employees to engage in eco-friendly behaviors outside of work, we integrate COR theory with the tenets of ART. The core tenet of ART is that natural environments are essential components of our existence and serve as significant reservoirs for restoration—that is, they replenish limited cognitive resources such as attention that are depleted by overuse.

According to this theory, natural environments have the optimal capacity to reduce mental fatigue and restore attentional capacity (Choe et al., 2020). Nature also offers an aesthetic advantage for reflection and enables individuals to deal with unresolved issues (Staats, 2012). In this light, ART proposes that individuals benefit from the opportunity to (1) “be away” from everyday stresses, (2) experience expansive spaces and contexts (“extent”), (3) engage in activities that are “compatible” with their intrinsic motivations, and (4) critically experience stimuli that are “softly fascinating” (Kaplan, 1995; Ohly et al., 2016), all of which correspond to the defining features of connectedness with nature. Based on these fundamental principles, we propose and test a theoretical model that accounts for this relationship while illuminating the overall gain cycle process proposed in COR theory.

3 | HYPOTHESES DEVELOPMENT

3.1 | Green training as part of GHRM and employees' eco-friendly behaviors outside of work

GHRM focuses on the interplay between organizational activities that impact the natural environment and the design, evolution, implementation, and influence of HRM systems within an organization. This definition is based on Jackson et al.'s (2014, pp. 3–4) concept of an HRM system and thus represents GHRM as an organization's efforts to design and implement HRM practices in ways that are environmentally conscious. The essence of a GHRM approach lies in its intention to proactively address environmental concerns by (1) formulating an overarching HRM philosophy that integrates and demonstrates green values, (2) encouraging the implementation of formal HRM policies that express the organization's intent and serve to direct and guide employees' green behavior, (3) actively ensuring actual GHRM practices, and (4) making green technology an indispensable part of GHRM philosophies, policies, and practices as they evolve. GHRM is thus rooted in organizational efforts to integrate sustainability into their internal activities and decision-making processes (Howard-Grenville et al., 2014; Marcus & Fremeth, 2009) and has a direct bearing on the sustainable development process given that environmental protection policies (e.g., the sustainable use of resources to preserve the natural environment) are often linked to organizational activities (DuBois & Dubois, 2012). According to Wehrmeyer (1996), the foundational philosophy in the emergence and development of GHRM holds that “if a company is to adopt an environmentally-aware approach to its activities, the employees are the key to its success or failure” (p. 2). Integrating these points, the conceptualization of GHRM¹ involves not only traditional HRM functions that enable organizations to tackle environmental goals but also factors of employment and the workforce that emerge or change as organizations adopt environmental management and protection practices (Gholami et al., 2016).

The current study focuses on green training as a critical element of GHRM. We recognize the important role it plays in today's environmentally conscious workplaces, where organizations often utilize training programs to address environmental concerns (Jackson

et al., 2014). Indeed, one effective way to promote environmental awareness and facilitate eco-friendly behaviors beyond the workplace is to provide employees with adequate green training and foster working approaches that enable appropriate resource utilization. This assertion is supported by research which shows that intervention-based methods for developing employee skills can improve their awareness of environmental concerns and encourage eco-friendly behavior (Wiernik et al., 2013). To be effective, these interventions may emphasize the philosophy of motivation and education related to organizational change, development, and learning (Pham et al., 2019; Pinzone et al., 2019).

We propose a positive association between green training and employees' eco-friendly behaviors outside of work. According to COR theory, green training represents a crucial contextual resource because such training opportunities enable employees to access and utilize valuable resources that may otherwise be less accessible to them. These resources enable the development of additional personal resources, such as knowledge about nature, skills, and motivation, to create a sustainable work environment. Employees endowed with these resources are likely to invest them in similar domains to maintain the gain cycle (Hobfoll et al., 2018). For instance, because the goal of green training is to develop an array of activities that inspire employees to learn about and address environmental issues (Daily, 2004), employees may reuse the knowledge gained in this training and invest it in future green initiatives, resulting in gain spirals. Moreover, green training activities typically involve three components: knowledge acquisition and management, environmental awareness, and environmental protection activities. These activities can enhance employee knowledge and awareness of environmental control and protection procedures (Daily, 2004; Jabbour, 2011; Pham et al., 2022). In other words, green training enables organizations to provide employees with a wide range of personal resources and practical competencies, which can be leveraged to address complex environmental issues (Unnikrishnan & Hegde, 2007).

Based on the resource-gain tenets of COR theory, our first hypothesis demonstrates the assumption that green training is positively related to employees' eco-friendly behaviors outside of work. This extends prior research suggesting that environmental awareness and knowledge can lead to pro-environmental behavior (Joshi & Rahman, 2015; Kautish et al., 2019; Lee et al., 2014; Szerényi et al., 2011), allowing us to argue, for example, that individuals who as a result of green training have become more aware of the harmful effects of environmental degradation may be inspired to seek out more eco-friendly products, reuse items, and generally act in ways that promote environmental sustainability. We therefore propose the following hypothesis:

Hypothesis H1. *Green training is positively related to employees' eco-friendly behaviors outside of work: (a) reuse of items and materials, (b) reduced consumption of resources, and (c) consumption of eco-friendly products.*

Connectedness to nature as a mediator.

Connectedness to nature is a psychosocial trait that encompasses an individual's affective, experiential connection to nature (Mayer & Frantz, 2004). It measures the extent to which people identify with nature, including their sensitivity to environmental sustainability and awareness of the dangers associated with the depletion of natural resources. Connectedness to nature also captures the understanding of and appreciation for humanity's interconnectedness with all species. It goes beyond a sense of environmentalism and includes an element of activism that can be instilled in individuals via training (Nisbet et al., 2009). Connectedness to nature, therefore, refers to the ways in which people identify with nature and evaluate the measures they can take to respond to problems facing the natural world.

Prior research suggests that people must feel themselves to be part of the broader natural world to effectively address environmental issues. This assertion highlights the extent to which people consider themselves members of the wider natural community, share a sense of fellowship with it, and consider their welfare connected to nature as much as nature's welfare is tied to theirs (Fiske, 2004; Schultz, 2001, 2002). Extending this notion, an eco-psychological perspective would indicate that connecting with nature has psychological benefits that go beyond the interpersonal relationships that individuals build within their communities. In order to feel responsible for nature and engage in environmentally supportive actions, individuals must first feel physically and mentally connected to their natural surroundings (Mayer et al., 2009).

An important feature of connectedness to nature is the idea that it can be learned, modified, and shaped even by training and development activities (Mayer et al., 2009). This implies that individuals can proactively deepen their perceived connection to nature or develop a stronger affinity for the natural environment through intervention and training programs (Nisbet et al., 2009). Recent studies on connectedness to nature emphasize the importance of developing a "human-nature connection" through intervention programs, mindfulness practices, a dynamic sense of internal awareness, and attention to self and place (Barbaro & Pickett, 2016). Choe et al. (2020) conducted an experiment to assess whether individuals who participate in an intervention can demonstrate greater levels of connectedness with nature; unsurprisingly, they found that mindfulness interventions are more effective when conducted in a natural environment. Furthermore, in describing the concept of mindful awareness, Van Gordon et al. (2018) argued that spending time in nature can enhance one's sense of connection to nature and cultivate a greater personal understanding of the self and the present moment. The key lesson from these findings is that connectedness to nature is a dynamic construct with important implications for emotional well-being and a sense of belonging.

By integrating COR theory and ART, we propose a positive association between green training and connectedness to nature. As ART is concerned with the psychological restoration and claims that natural environments are bountiful sources of replenishment for cognitive resources (i.e., attention) that have been depleted with overuse, it has been adopted in previous research on nature and well-being (e.g., Gidlow et al., 2016). The theory further suggests that natural

settings such as parks and rural areas possess characteristics that are ideal for reducing mental fatigue and restoring attentional capacity (Choe et al., 2020). Spending time in these settings may help individuals to feel calmer, less anxious, and more peaceful, thereby restoring depleted psychological resources. This argument relates to COR theory, which posits that contextual resources are valued characteristics of a larger unit that are typically embedded at the societal level (e.g., social norms) or work level (e.g., work culture). Contextual resources influence the extent to which individuals can make use of other resources that are more directly within their reach, as well as the extent to which individuals can use these resources to effectively elevate resources in another domain (Hobfoll et al., 2018). Green training can be viewed as a contextual resource that positively influences employees' connectedness to nature: it increases their sensitivity to environmental sustainability by promoting awareness of environmental issues and encouraging participation in sustainability activities, which ultimately increases nature connectedness. Using COR theory and ART, we, therefore, hypothesize the following:

Hypothesis H2. *Green training is positively related to employees' connectedness to nature.*

COR theory further posits that individuals can reinvest their personal resources to generate additional resources. More specifically, individuals invest their excess resources in a way "that is most fitting with the specific resource invested" (Podsakoff et al., 2000, p. 1453). This implies that employees who feel connected to nature may be more likely to invest excess resources in activities and behaviors that protect and sustain nature. In fact, Hirsh (2010) reinforced this point by demonstrating that individuals who feel connected to nature are more likely to consider themselves members of a wider natural community and, as a result, have a stronger affinity for this community. Although green training is characteristically an organization-specific antecedent of connectedness to nature, it is important to note that emotions and motivations resulting from the latter are not context-bound (i.e., they are not confined to environmentally friendly behaviors beyond the workplace and initiatives within organizational boundaries). Instead, connectedness to nature and the resulting positive inclinations may drive employees to devote extra time, energy, and other valued resources to environmentally friendly behaviors beyond the workplace. Thus, we hypothesize:

Hypothesis H3. *Connectedness to nature is positively related to employees' eco-friendly behaviors outside of work: (a) reuse of items and materials, (b) reduced consumption of resources, and (c) consumption of eco-friendly products.*

Tying COR theory to Hypotheses H2 and H3, we identify green training as an important contextual resource that enhances employees' personal resources in the form of connectedness to nature. In turn, employees' connectedness to nature provides them with the resources necessary to engage in various eco-friendly

behaviors outside of work, such as the consumption of eco-friendly products, the reuse of items and materials, and the reduced consumption of resources, which thus highlights a gain cycle. As discussed above, green training can be viewed as a contextual resource that shapes employees' connectedness to nature (Hirsh, 2010; Mayer & Frantz, 2004). At the same time, connectedness to nature represents an important individual resource that employees can invest in nature-protecting activities to increase other personal resources, such as satisfaction, self-esteem, and a sense of meaning (Hirsh, 2010; Mayer & Frantz, 2004). This would imply that any indirect effects of green training on employees' eco-friendly behaviors outside of work may be transmitted via their connection to nature. Hence, we propose the following hypothesis:

Hypothesis H4. *Connectedness to nature mediates the relationships between green training and employees' eco-friendly behaviors outside of work: (a) reuse of items and materials, (b) reduced consumption of resources, and (c) consumption of eco-friendly products*

Intrinsic spirituality as a moderator.

Intrinsic spirituality refers to a sense of inner motivation and an intrinsic and salutary aspect of the human experience that guides one's actions (Hodge, 2013). For people who consider themselves high in intrinsic spirituality, religion functions as a personalized "master motive" that guides and directs their lives (Mayer & Frantz, 2004). A key feature of this concept is that an individual forms close bonds with nature, other human beings, and other species to connect with transcendence (Mayer & Frantz, 2004; Rezapouraghdam et al., 2019). In the context of COR theory, intrinsic spirituality can be seen as an important personal resource capable of explaining when and for whom the most positive impact of green training occurs.

Our focus on intrinsic spirituality² is influenced by two factors. First, intrinsic spirituality potentially implies an eagerness to enhance environmental knowledge, learn new skills related to environmental issues, and identify methods to protect nature from degradation (Anser et al., 2021; Rezapouraghdam et al., 2019). Key aspects of the concept underline transcendence, connectedness, and meaning in life (Weathers et al., 2016), which affect behaviors and attitudes and encourage individuals to act in ways that promote the longevity of their natural environment. This suggests that intrinsic spirituality can influence the extent to which green training shapes employees' awareness of environmental issues and thus informs their overall attitudes toward nature in ways that encourage eco-friendly behaviors. Our second justification for focusing on intrinsic spirituality stems from COR theory and ART principles, as well as from recent calls for research on GHRM to integrate individual differences as contextual conditions (Ren et al., 2018). COR theory contends that certain individuals are better equipped to make use of wider contextual resources, and in the specific context of our research, ART emphasizes individuals' tendency to engage in activities that are "compatible" with their intrinsic motivations and enable them to recover and restore their "voluntary" or "directed" attentional capacities (Kaplan, 1995).

Taking both assumptions into account, we argue that intrinsic spirituality may act as a theoretically informed variable for examining the question of who benefits the most from green training.

Guided by COR theory and ART, we posit that individuals with high intrinsic spirituality can cultivate inner peace and thoughtfulness (Hodge, 2018; Hodge & Reynolds, 2019), and are thus better positioned to acquire additional contextual resources. We conceptualize intrinsic spirituality as the suite of personal resources (Patel & Cunningham, 2012) that individuals derive from their spirituality or religious faith, including personal experiences, practices, and beliefs associated with the invisible and sacred. These essential components of intrinsic spirituality serve as valuable resources that assist individuals in accessing their inner strengths and coping with adversity. Thus, for individuals who are high in intrinsic spirituality, green training may provide a potent opportunity to access and utilize significant contextual resources that will allow them to connect with nature more effectively.

Individuals with a greater stock of spiritual resources are therefore better able to improve themselves, find meaning, and achieve a sense of fulfillment via green training. They may also develop a more positive outlook in the face of challenges (e.g., complex environmental issues; Hodge & Reynolds, 2019). They typically confide in their inherent capacity to not only achieve desired goals but also apply the benefits of green training to their sense of connectedness to nature. In contrast, individuals low in intrinsic spirituality may lack the necessary resource of inner motivation to connect with and understand the stabilizing influence of nature (Weathers et al., 2016). These individuals may be less likely to have the spiritual awareness, appreciation, and engagement that enable them to apply the benefits of green training to their future actions and behaviors (Hodge & Reynolds, 2019). Indeed, studies have found that connecting to God for a sense of empowerment, guidance, support, and strength is positively associated with work engagement, resilience, and psychological availability (Meek et al., 2003). Taken together, these arguments suggest that employees with higher (vs. lower) levels of intrinsic spirituality are more likely to capitalize on the opportunities offered by green training and are therefore more likely to benefit it. Thus, we develop the following hypothesis:

Hypothesis H5. *Intrinsic spirituality moderates the positive relationship between green training and employees' connectedness to nature such that the relationship is stronger when intrinsic spirituality is higher.*

As proposed in Hypothesis H4, green training shapes employees' connectedness to nature, which, in turn, inspires them to engage in eco-friendly behaviors outside of work. Furthermore, as stated in Hypothesis H5, a high level of intrinsic spirituality may accentuate the effects of green training on employees' connectedness to nature. These assumptions imply that intrinsic spirituality may serve as a boundary condition of the indirect association between green training and employees' connectedness to nature. From a statistical viewpoint, this represents a case of moderated mediation (Hayes, 2015) wherein

TABLE 1 Means and correlations

Construct	Means	SD	1	2	3	4	5	6	7	8	9
1. Green training	2.71	1.05									
2. Connectedness to nature	2.78	0.96	0.34**								
3. Reuse of items and materials	2.90	1.18	0.15**	0.25**							
4. Reduced consumption of resources	2.88	1.11	0.14**	0.27**	0.20**						
5. Consumption of eco-friendly products	2.90	1.01	0.18**	0.33**	0.32**	0.24**					
6. Intrinsic spirituality	3.62	1.17	0.04	0.08	-0.01	0.07	0.01				
7. Age	35.99	7.85	-0.04	0.00	0.04	-0.04	-0.05	0.03			
8. Gender	1.39	0.49	0.11*	0.04	0.05	-0.05	-0.04	-0.03	0.03		
9. Education	2.17	0.83	0.02	0.06	0.07	0.04	0.06	-0.02	-0.03	-0.04	
10. Tenure	3.34	1.85	0.03	0.01	0.10*	0.01	-0.02	-0.02	-0.05	0.04	0.04

Note: $N = 467$. * $p < 0.05$. ** $p < 0.01$ (two-tailed). SD, standard deviation. Gender: 1 = male, 2 = female.

TABLE 2 Confirmatory factor analysis of discriminant validity

Models	Factors	χ^2	df	χ^2/df	$\Delta\chi^2$	RMSEA	SRMR	CFI	TLI
Model 1	6 Factors: GT, CN, RT, RCR, CEP, IS	1069.36	614	1.74	—	0.04	0.04	0.94	0.94
Model 2	4 Factors: GT + CN, RT + RCR, CEP, IS	1873.34	623	2.98	803.98	0.06	0.07	0.84	0.83
Model 3	2 Factor: GT + CN + RT, RCR + CEP + IS	4374.20	628	6.96	2500.86	0.11	0.12	0.51	0.48
Model 4	1 Factor: GT + CN + RT + RCR + CEP + IS	5008.62	629	7.96	634.42	0.12	0.13	0.43	0.40

Abbreviations: CEP, consumption of eco-friendly products; CN, connectedness to nature; GT, green training; IS, intrinsic spirituality; RCR, reduced consumption of resources; RT, reuse of items and materials.

intrinsic spirituality interacts with green training to indirectly (via connectedness to nature) influence employees' eco-friendly behaviors outside of work. Thus, we develop the following hypothesis:

Hypothesis H6. *Intrinsic spirituality moderates the indirect relationships between green training and employees' eco-friendly behaviors outside of work—(a) reuse of items and materials, (b) reduced consumption of resources, and (c) consumption of eco-friendly products—such that these relationships are stronger when intrinsic spirituality is higher.*

4 | METHODS

4.1 | Sample and procedure

We collected data from Pakistan, which in the past few decades has witnessed drastic environmental degradation mainly due to population growth, reduced forest cover, polluted rivers, lakes, and ponds, decreasing availability of freshwater, unsustainable agricultural and industrial consumption, lack of awareness about the environmental issues, and unsustainable economic behaviors (Murshed et al., 2021). Moreover, the government's ineffectiveness in implementing sustainable environmental policies and plans has resulted in poor awareness about the increasing environmental degradation and the role of

businesses, consumers, and society at large in protecting the natural environment (Moon et al., 2021). Consequently, Pakistan has one of the lowest rates of resource sustainability in Asia (Murshed et al., 2021). Recently, the Pakistani government implemented laws and legislation to protect the environment and restricted the business and production activities of firms through a sustainable development strategy (UN Pakistan, 2022). The government has also involved business organizations in various initiatives, such as *Sohni Dharti* and *Billion Tsunami Tree*, which have gone a long way in creating greater awareness about the need to protect the natural environment. Our research broadens current understandings of the critical role that organizations play in encouraging green behaviors such as the reuse of items and materials, reduced consumption of resources, and consumption of eco-friendly products. Since individual non-sustainable consumption contributes to 30–40% of the environmental problems (Chuvienco et al., 2018; Moon et al., 2021) in this region, promoting green behaviors both inside and outside of the workplace is critical for addressing these concerns.

We used a time-lagged survey to collect data from 467 department/unit managers and 467 employees working in various organizations in Pakistan's manufacturing and service sectors. The survey was translated into Urdu, the national language of Pakistan, via a back-translation approach. We pretested the questionnaire with 5 academics and 20 potential respondents. Data about green training were collected from department-level managers, whereas data for all other variables (employee connectedness to nature, intrinsic spirituality, and

TABLE 3 Hypothesis testing results

	B	SE
<i>Direct paths</i>		
Green training → Reuse of items and materials	0.21**	0.07
Green training → Reduced consumption of resources	0.20**	0.07
Green training → Consumption of eco-friendly products	0.23**	0.06
Green training → Connectedness to nature	0.33**	0.05
Connectedness to nature → Reuse of items and materials	0.36**	0.08
Connectedness to nature → Reduced consumption of resources	0.39**	0.08
Connectedness to nature → Consumption of eco-friendly products	0.40**	0.07
<i>Indirect paths</i>		
Green training → Connectedness to nature → Reuse of items and materials	0.11**	0.03
Green training → Connectedness to nature → Reduced consumption of resources	0.12**	0.03
Green training → Connectedness to nature → Consumption of eco-friendly products	0.13**	0.03
<i>Moderated paths</i>		
Green training × Intrinsic spirituality → Connectedness to nature	0.19**	0.03
Green training × Intrinsic spirituality → Connectedness to nature → Reuse of items and materials	0.05**	0.01
Green training × Intrinsic spirituality → Connectedness to nature → Reduced consumption of resources	0.05**	0.01
Green training × Intrinsic spirituality → Connectedness to nature → Consumption of eco-friendly products	0.06**	0.02

Note: $N = 467$. Bootstrapping specified at 5000 with 95% confidence interval. ** $p < 0.01$.

eco-friendly behaviors outside of work) were collected from employees. Our multisource and time-lagged data collection strategy was designed to mitigate common method bias (Podsakoff et al., 2003).

The respondents were initially contacted during an alumni dinner hosted by a large public sector university. All 648 alumni who were present at the dinner held various managerial positions in their respective organizations. Of these alumni, 620 potential participants

received a cover letter, which described the general theme of the study, the confidentiality agreement, and the voluntary nature of their participation. Of the 620 initially selected managers, 586 granted their written informed consent to participate and thus received the survey. These managers were further committed to helping the research team approach their subordinates for data collection. We received a total of 555 managerial responses on green training but excluded 11 responses with either missing data or an incorrect answer to our trap questions. This resulted in 544 usable managerial responses for a net response rate of 83.95%.

Employee data were collected in three rounds by randomly selecting 544 employees from the same managers who participated in our green training survey (specifically, one employee per manager). The employee respondents received a cover sheet containing a description of the study's general purpose, the confidentiality agreement, and information about the voluntary nature of their participation as well as a chance to win a gift from a pool including 5 smartphones and 15 Wi-Fi devices. We collected data on the moderator (intrinsic spirituality) and demographic variables in the first round and data on the mediator (employees' connectedness to nature) and outcome variables (eco-friendly behaviors outside of work) in the second and third rounds, respectively. This resulted in 512, 500, and 489 survey responses in the first, second, and third rounds, respectively. Twelve responses with either missing data or incorrect answers to trap questions were excluded. After matching the data from three-time points using unique employee identifier codes, our final sample included 467 valid responses from employees and managers.

The respondents spanned various organizations operating in multiple sectors, such as textiles, health, steel manufacturing, electronics, oil and gas marketing, health, banking, and hospitality. By collecting data from employees in different industries, we aimed to capture the maximum variance in green training practices and employees' engagement in various eco-friendly behaviors outside of work. The employee sample in this study consisted of 60.8% males and 39.2% females. In terms of education, 27.4% of the employees had 12 years of education, 27.8% held a diploma or other technical education, and 44.8% held undergraduate degrees.

4.2 | Measures

All constructs and items were measured on a Likert five-point scale anchored from 1 (strongly disagree) to 5 (strongly agree).

Green training was measured by adapting a five-item scale ($\alpha = 0.80$) from Daily et al. (2012). A sample item read as follows: "In our organization, employees receive environmental training frequently."

Connectedness to nature was measured using Mayer and Frantz's (2004) 14-item scale ($\alpha = 0.91$). A sample item read as follows: "I feel as though I belong to the Earth as equally as it belongs to me."

Employee intrinsic spirituality was measured by adapting a six-item scale ($\alpha = 0.93$) from Hodge (2003). A sample item read as follows: "My spiritual beliefs absolutely affect every aspect of my life."

Eco-friendly behaviors outside of work included three variables. *Consumption of eco-friendly products* was measured by adapting a three-item scale ($\alpha = 0.83$) from Miao and Wei (2013). A sample item read as follows: “I use organic food.” *Reuse of items and materials* was measured by adapting a three-item scale ($\alpha = 0.79$) from Miao and Wei (2013). A sample item read as follows: “Even when I am outside of my workplace, I look for ways to reuse things.” *Reduced consumption of resources* (e.g., water, electricity, and paper) was measured by adapting a six-item scale ($\alpha = 0.74$) from Miao and Wei (2013). A sample item read as follows: “I control water use when taking a shower.”

Control variables: Recognizing the potential confounding effects of demographic variables on our results, we thus controlled for the following variables in our analyses: age (the number of years since birth); gender (male = 1, female = 2); tenure with the current organization (number of years in the current organization); and education (intermediate, 12 years of schooling = 1, undergraduate degree = 2, master's degree or above = 3). This is consistent with prior research (Daryanto & Song, 2021; Ertz et al., 2016; Khan et al., 2019; Ogbonnaya et al., 2022; Robertson & Barling, 2017), which suggests that employees' engagement in eco-friendly behaviors outside of work may vary with these demographic characteristics.

5 | ANALYTICAL PROCEDURE AND RESULTS

Table 1 presents the descriptive statistics and correlations among the study variables. Prior to testing our hypotheses, we performed a

series of confirmatory factor analyses (CFAs) using Mplus (Version 8.6) to verify the convergent and discriminant validity of our constructs. The CFA results (see Table 2) suggest that our proposed six-factor model, comprising green training, connectedness to nature, reuse of items and materials, reduced consumption of resources, consumption of eco-friendly products, and intrinsic spirituality, showed adequate fit— $\chi^2(614) = 1069.36$, $\chi^2/df = 1.74$, RMSEA = 0.04, SRMR = 0.04, CFI = 0.94, and TLI = 0.94—compared to four-factor, two-factor, and single-factor alternative models. All unrestricted factor loadings exceeded 0.60 and were statistically significant.

We examined Hypotheses H1a–H4c using path analysis on Mplus, as well as the robust maximum likelihood estimator that adjusts for measurement errors. The results (see Table 3) demonstrated a significant positive link between green training and employees' reuse of items and materials ($B = 0.21$, $SE = 0.07$, $p < 0.001$), reduced consumption of resources ($B = 0.20$, $SE = 0.07$, $p < 0.001$), and consumption of eco-friendly products ($B = 0.23$, $SE = 0.06$, $p < 0.001$). This suggests that adopting green training as an employee development initiative may have the potential to promote eco-friendly behaviors outside of work (support for Hypotheses H1a–H1c). The results also highlighted a significant positive relationship between green training and connectedness to nature ($B = 0.33$, $SE = 0.05$, $p < 0.001$).

Similarly, Hypotheses H2 and H3a–H3c were supported by the analyses, suggesting significant positive relationships between employees' connectedness to nature and reuse of items and materials ($B = 0.36$, $SE = 0.08$, $p < 0.001$), reduced consumption of resources ($B = 0.39$, $SE = 0.08$, $p < 0.001$), and consumption of eco-friendly

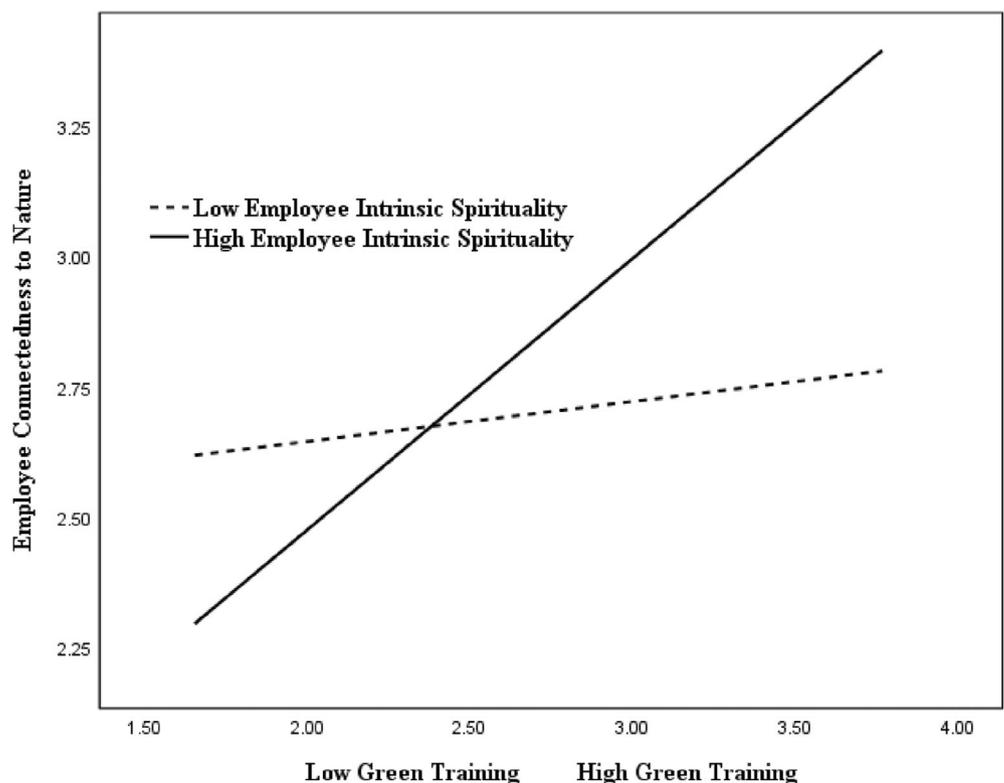


FIGURE 2 Intrinsic spirituality as a moderator of the relationship between green training and connectedness to nature

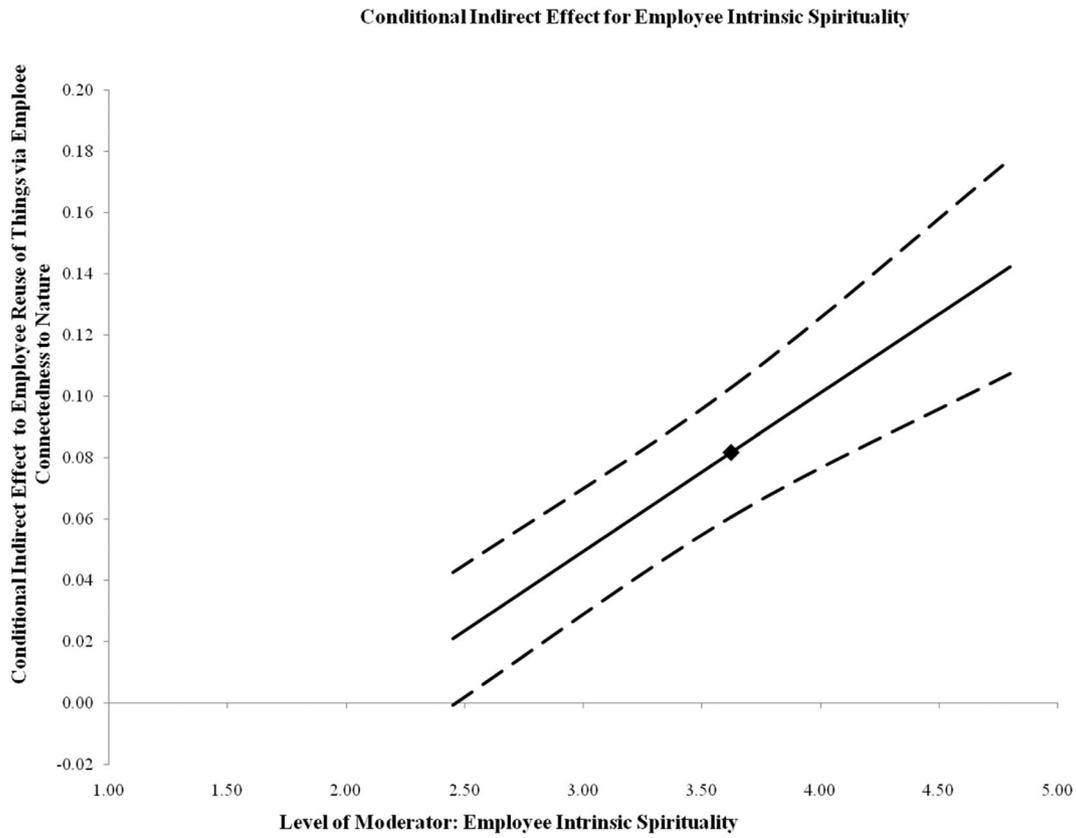


FIGURE 3 Conditional indirect effect on reuse of items and materials via connectedness to nature

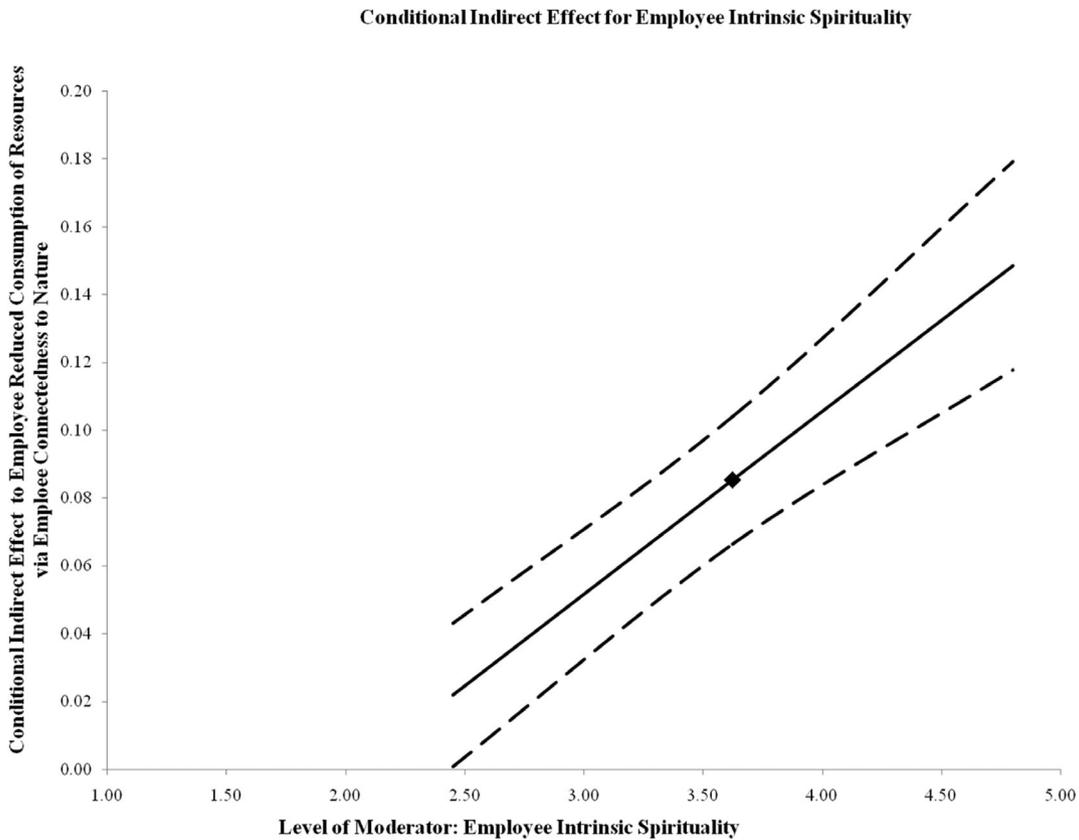


FIGURE 4 Conditional indirect effect on reduced consumption of resources via connectedness to nature

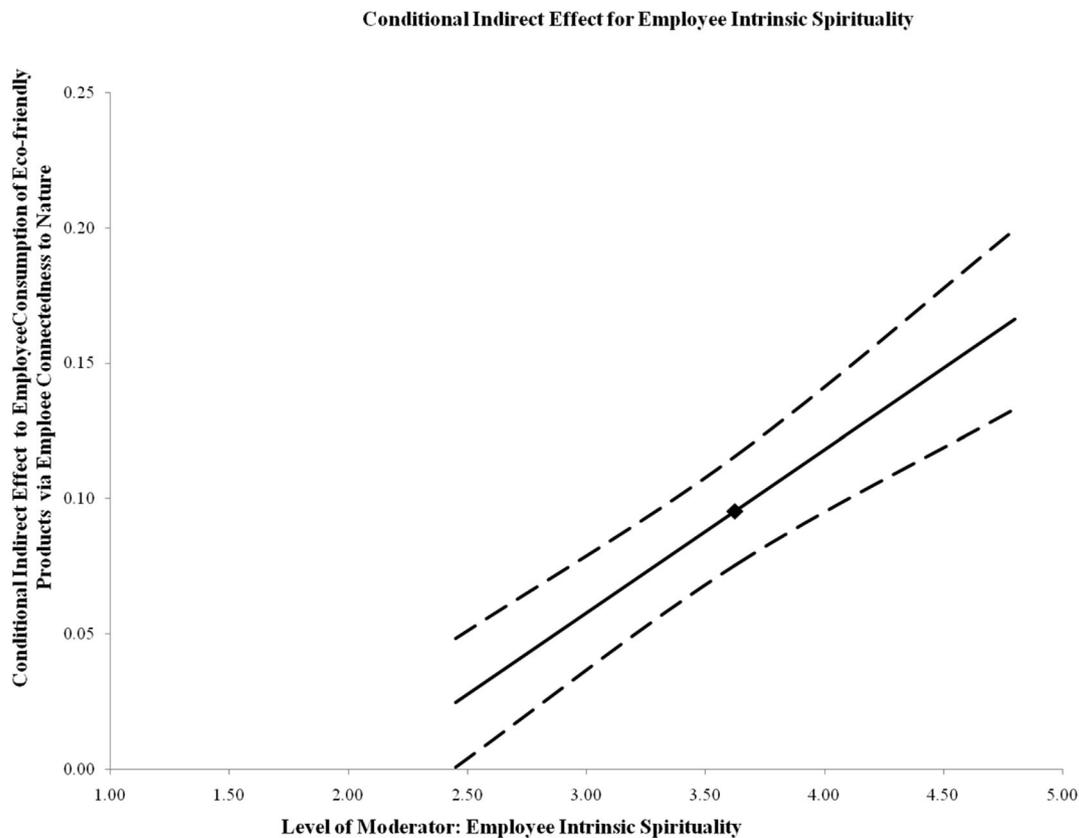


FIGURE 5 Conditional indirect effect on consumption of eco-friendly products via connectedness to nature

products ($B = 0.40$, $SE = 0.07$, $p < 0.001$). The results also revealed significant positive indirect relationships, via employees' connectedness to nature, between green training and our three outcome variables: employees' reuse of items and materials ($B = 0.11$, $SE = 0.03$, $p < 0.001$), reduced consumption of resources ($B = 0.12$, $SE = 0.03$, $p < 0.001$), and consumption of eco-friendly products ($B = 0.13$, $SE = 0.03$, $p < 0.001$). Thus, Hypotheses H4a–H4c were fully supported.

Based on Edwards and Lambert (2007), we estimated a first-stage moderated mediation model to determine whether the respective indirect paths from green training—via connectedness to nature—to our three outcome variables (i.e., employees' reuse of items and materials, reduced resource consumption, and consumption of eco-friendly products) were conditional on intrinsic spirituality. The analysis showed support for Hypothesis H5 as the interaction between green training and employees' intrinsic spirituality was positively related to employees' connectedness to nature ($B = 0.19$, $SE = 0.03$, $p < 0.001$). The simple slopes plot for this interaction effect (+1/−1 SD from the mean level of employees' intrinsic spirituality; Figure 2) indicates that the influence of green training on employees' connectedness to nature was positive and significant at higher levels of intrinsic spirituality ($B = 0.52$, $SE = 0.05$, $p < 0.001$) but nonsignificant at lower levels ($B = 0.08$, ns).

The analysis further revealed that the moderated mediation indices were significant (at 95% CI) for all hypothesized indirect paths from green training, via employees' connectedness to nature, to employees' reuse of items and materials (index = 0.05, $SE = 0.01$,

CI = [0.02, 0.08]), reduced consumption of resources (index = 0.05, $SE = 0.01$, CI = [0.03, 0.08]), and consumption of eco-friendly products (index = 0.06, $SE = 0.02$, CI = [0.03, 0.09]). This suggests that employees with higher (vs. lower) levels of intrinsic spirituality are more likely to perceive natural preservation to be in line their intrinsic spirituality, allowing them to utilize their green training for improved environmentally friendly behaviors outside of the workplace (support for Hypotheses H6a–H6c). Figures 3–5 present the plots for these conditional indirect effects.

6 | DISCUSSION

The importance of green training has been primarily investigated in terms of its benefits in the work domain, such as cost savings, enhanced corporate social responsibility, and improved employer branding. Researchers have only recently begun to examine its impact on employees' work-related behaviors (e.g., Luu, 2019; Pham et al., 2019; Pinzone et al., 2016), but the empirical evidence has yet to offer sufficient insights into the value of such initiatives in encouraging employees' eco-friendly behaviors outside of work. In this research, we draw on COR theory and ART to propose and test a model in which green training is positively associated with employees' eco-friendly behaviors outside of work (consumption of eco-friendly products, reuse of items and materials, and reduced consumption of resources, such as water, electricity, and paper) both directly and

indirectly via employees' connectedness to nature. We also proposed that employees' intrinsic spirituality moderates the green training–connectedness to nature relationship, leading to positive indirect (via connectedness to nature) relationships between green training and employees' eco-friendly behaviors outside of work. We discuss the implications below.

7 | THEORETICAL CONTRIBUTIONS

As a first contribution, our findings extend existing knowledge on green training which has yet to fully address the positive influences of such training on employees' environmentally friendly behavior outside of the workplace. Prior research has primarily focused on outcomes that are directly or indirectly beneficial to the organization in terms of profit or productivity (e.g., Daily et al., 2012; Pham et al., 2019; Pinzone et al., 2016). By examining the impact of green training on three examples of eco-friendly behaviors, our study supports the notion that contextual resources provided at work, such as green training, may encourage eco-friendly behaviors outside the domain of work. This finding directs attention to organizational development and deployment of green training, which could serve the broader purpose of protecting the natural environment while involving various stakeholders (Dumont et al., 2017). More specifically, our findings shed new light on this relationship by underscoring the role of green training in promoting environmentally friendly behaviors, a goal which is understood to require frequent proactive employee engagement (e.g., Graves & Sarkis, 2018). Prior research on the influence of green training, and more broadly green HRM practices, has focused on those employee outcomes that require limited engagement such as “quick win” pro-environmental behaviors that are basic and easy to perform (e.g., Norton et al., 2015). In contrast, our results add to the accumulating research that supports the argument that higher engagement initiatives like green training can also generate favorable environmental and social outcomes in organizations, leading to a win-win situation for employees and employers alike (e.g., Tramarico et al., 2017) despite the higher cost of engagement, and for society overall.

Our second contribution concerns the critical mediating role of connectedness to nature as a mechanism for explaining the links between green training and eco-friendly behaviors. In particular, our findings extend two streams of research with respect to connectedness to nature: the literature on the associations between green training and employees' environmentally friendly behaviors beyond the workplace (e.g., Pham et al., 2019; Pinzone et al., 2019) and the literature on individual connectedness to nature (e.g., Di Fabio & Kenny, 2018; Tam & Weinberg, 2013; Tauber, 2012). Prior research has explored the mediating roles of green employee involvement, green performance management (Pham et al., 2020), environmental concerns, and environmental responsibility (Umrana et al., 2020) in explaining why green training leads to various employee pro-environmental behaviors, but it has not addressed the emotional side of human–nature relations. Our findings indicate that green training enhances employees' knowledge and awareness about the harmful

effects of environmental degradation, which in turn shapes employees' affective psychological connection to nature and motivates them to engage in environmentally friendly behaviors. Our emphasis on connectedness to nature is therefore novel in extending prior studies, the majority of which have focused on the behavioral or attitudinal mechanisms for explaining performance management, engagement, and a sense of responsibility (e.g., Steg & Vlek, 2009). We believe that this intangible sense of connection with nature is an overlooked area of research and that such emotional responses form the foundation of various pro-environmental behaviors.

Our third contribution concerns the important question of who is most likely to reap the benefits of green training initiatives across organizations. Prior research has shown that mindful people and those who rate highly on specific personality traits such as agreeableness, openness (Di Fabio & Rosen, 2019), and empathy (Di Fabio & Kenny, 2018) can most easily develop a sense of connectedness to nature and therefore benefit the most from green training. While these findings underline the significance of generic personality traits and stable characteristics in evaluating the effectiveness of green training and fostering a sense of connectedness to nature, an important piece of this puzzle is still missing. In particular, a few scholars (e.g., Frantz et al., 2005) have explored the possibility that intrinsic spirituality can play a role in environmental activism by virtue of the sense of connection and responsibility it endows. This study is one of the earliest attempts at offering a more nuanced and holistic picture of what influences feelings of connectedness to nature and, consequently, employees' eco-friendly behaviors outside of work.

From a broader perspective, our conceptual model offers an important opportunity to extend the implications of COR theory in a unique setting. A vast body of research has explored the gain cycle principle of COR theory, but its specific mechanisms, especially in the context of green training and HRM, have yet to be clearly delineated. Our study reconciles COR theory with ART, which offers a more focused account of how contextual resources (i.e., green training) lead to the generation of further resources. In so doing, we provide a first step toward conceptualizing attention restoration and a focus on nature as potential personal resources that can be embedded and discussed within the context of COR theory. This integration of COR theory and ART represents an important response to recent calls for further research to examine their tenets in unique theoretical and empirical contexts (Hobfoll et al., 2018).

8 | PRACTICAL IMPLICATIONS

Our findings carry important practical implications for HR managers and researchers. From a green training angle, our results indicate that organizations seeking to build competitive advantage and promote sustainability through environmental stewardship would do well to invest in and develop green training initiatives, which in turn will enhance employees' sense of connection with nature and consequently their environmentally friendly behaviors. For decision-makers in HR departments, implementation of formal policies, for example,

recruiting managers with social values and environmental knowledge, including indicators of green performance in performance reviews, and investing in green training could play important role in enhancing organizations' contributions to protecting the natural environment. These suggestions are consistent with prior research which indicates that the effectiveness of GHRM implementation is dependent on the careful development of a business case that details the financial viability and return on investment of these practices (e.g., Shen et al., 2018). Indeed, green training is an important component of GHRM, and organizations seeking to create sustainable and environmentally friendly people-management policies and cultures should consider green training initiatives. Our results indicate that doing so will not only result in a win-win situation for both employees and organizations but may also encourage sustainability at a broader social scale. It is therefore worthwhile for organizations to adopt and invest in these training programs without being overly concerned about their financial costs.

To ensure that these training activities are appropriately designed and able to meet the needs and preferences of employees, we suggest that managers evaluate the extent to which employees feel close to nature and are likely to engage in pro-environmental behaviors. For this purpose, managers should conduct green training needs analyses, which will allow them to tailor training provisions to fill gaps between employees' current and desired skill sets. In addition, organizations may monitor the extent to which employees engage in various sustainable behaviors. They could, for example, develop and implement a reward system that recognizes and further encourages environmentally friendly behaviors outside of the workplace. This may better allow employees' engagement in environmentally friendly behaviors to be appraised, with resultant outcomes reflected in their promotion, career advancement opportunities, and compensation (e.g., Shen et al., 2018). Furthermore, green training managers can be trained or hired to explain the importance of eco-friendly behaviors outside more accurately of work and inspire employees to engage in such behaviors.

9 | LIMITATIONS AND FURTHER RESEARCH

Despite its strengths and contribution to the existing literature, our study has several limitations. First, we used a time-lagged design to avoid common method bias, but longitudinal and experimental designs are required to draw causal inferences. Second, we gathered our data from Pakistan, a collectivist culture that could significantly impact organizational citizenship behaviors (Rurkkhum & Bartlett, 2018). We therefore suggest that future research examine the hypothesized relationships in more individualistic cultures to enhance the generalizability of our findings. Moreover, because Pakistan is a religiously conservative country with a strong emphasis on religious values (a deep connection to Islam), we acknowledge the possibility that this characteristic might have impacted our findings. We recommend that future research replicate our research in a less conservative context

while considering the effects of relevant cultural factors in that environment.

Third, while this study proposes a mechanism by which employees' green connectedness (i.e., their relationship with nature) may explain the relationship between green training and employees' eco-friendly behaviors outside of work, this association was not causally interrogated. Future research should test whether this mechanism indeed works as predicted and should identify and explore further mechanisms underlying this relationship. For instance, environmental commitment—attachment to environmental values and a sense of responsibility to preserve the natural environment—could motivate individuals to exert additional efforts aimed at protecting the natural environment (Raineri & Paillé, 2016). Future research should thus consider environmental commitment as a potential mediating variable for the relationship between green training and employees' eco-friendly behaviors outside of work.

In developing our arguments, we relied on the gain cycle and alignment principles of the COR theory and ART, arguing that individuals with high (vs. low) intrinsic spirituality are more likely to benefit from green training and its associated resources. However, because the potential impact of context can be complementary, we urge future studies to explore theoretical perspectives that will allow the examination of the complementary nature of resources. Additionally, several contextual and individual factors can moderate the relationship between green training and employees' pro-environmental behaviors beyond the workplace. Thus, future studies should also focus on identifying the moderators of this complex relationship. For example, individuals' autonomous motivation to protect the natural environment can enhance the positive impact of green training on pro-environmental behaviors outside of work, or it may render such training impotent. Finally, leadership behaviors can affect green training and employees' eco-friendly behaviors outside of the work (Hassan et al., 2022; Khan et al., 2019). Therefore, future research must examine both the direct and indirect relationships between and among positive leadership styles (e.g., spiritual, servant, and empowering leadership), green training, and employees' pro-environmental behaviors outside of the workplace.

10 | CONCLUSION

Drawing COR theory and ART, we have shown that green training is positively associated with three dimensions of employees' eco-friendly behaviors outside of work, including (a) reuse of items and materials; (b) reduced consumption of resources; and (c) consumption of eco-friendly products. Using multisource, time-lagged data from managers and their employees, our results revealed that connectedness to nature is a mechanism explaining these positive associations. Our results also underscored the importance of an individual characteristic, intrinsic spirituality, which played a significant moderating role in these positive associations. We hope that our research will inspire and encourage organizations to invest in green training initiatives to elicit desirable eco-friendly employee outcomes.

CONFLICT OF INTEREST

The authors declare no conflict of interests.

DATA AVAILABILITY STATEMENT

The data that support the findings of this study are available on request from the first author Muhammad Usman. The data are not publicly available due to their containing information that could compromise the privacy of research participants.

ORCID

Muhammad Usman  <https://orcid.org/0000-0002-7818-4546>

Mayowa T. Babalola  <https://orcid.org/0000-0002-9468-6183>

ENDNOTES

¹ An important way in which GRHM differs from strategic HRM and sustainable HRM is its explicit focus on environmental problems. Contrary to the sustainable HRM's broader scope, "which encompasses a simultaneous consideration of profit, planet, and people in the triple bottom line (Elkington, 2004) and has at times been used interchangeably with GHRM" (Ren et al., 2018, p. 778), the core component of GHRM is its singular focus on the environmental aspects of organizational activities (Boiral, 2009; Gholami et al., 2016). GHRM differs from the broader field of sustainability in that the latter explicitly aims to contribute to sustainable development and environmental protection efforts without necessarily integrating microlevel phenomenon and individual-level behaviors and perceptions (Ren et al., 2018). While the extant research contains no consensus on dimensionality in the measurement of GHRM, scholars usually assert that GHRM is comprised of various HRM practices that pertain to the natural environmental and environmental protection, including green recruitment, the development of green abilities, efforts to motivate employees' green behaviors, and green training and development (Gholami et al., 2016).

² Intrinsic spirituality is a broader concept than religiosity (Hodge, 2015). As Hodge (2001) explains, "Spirituality refers to an individual's relationship with God (or perceived transcendence), while religion is defined as a particular set of beliefs, practices, and rituals that have been developed in the community by people who share similar existential experiences of transcendent reality" (Hodge, 2001, p. 36). "Religiosity entails shared beliefs and practices framed under social and institutional settings, while spirituality refers to an individual's internal belief in and connection with God or ultimate transcendence. While spirituality can be a component of religiosity, spirituality's scope is more diverse and can extend beyond the conceptual boundaries of religiosity" (Peng et al., 2022, p. 4). Thus, although both concepts overlap, they can also operate as distinct entities (Hodge, 2018).

Furthermore, the difference between intrinsic spirituality and spiritual resources lies in the perceived sources of control over life, with the sacred as the chief referent in spiritual resources and the self as the chief referent in personal resources (e.g., self-goal concordance and self-efficacy; Meek et al., 2003; Oman & Thoresen, 2005). Intrinsic spirituality refers to a broader range of generic personal resources. Thus, it differs from the multidimensional construct of spirituality and comprises only dimensions related to the broader sense of nature (see Zinnbauer & Pargament, 2005). Spiritual resources are usually triggered by spiritual "disciplines" or practices, such as responding to callings, praying, fasting, meditating, reading scripture, and engaging in reflective retreat/solitude (Chandler, 2009; Meek et al., 2003). On the other hand, intrinsic spirituality resides within an individual and does not rely on these activities to be awakened (Chandler, 2009).

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