Green Human Resource Management, Employability Skills, and Sustainable Behavior of Management Students: Empirical Findings from Indian Business Schools

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***Abstract*—Although institutional interest in sustainability is growing, the empirical link between Green Human Resource Management (GHRM) practices embedded in business school curricula and student-level outcomes remains underexplored in the Indian context. This study examines the effects of GHRM-oriented teaching practices on two related but distinct outcomes in management students: the development of employability skills and the manifestation of sustainable behavioral patterns. Grounded in Social Cognitive Theory [3], [4] and the Value-Belief-Norm framework [5], a structural equation model was tested on data from 512 full-time MBA students across ten AICTE-accredited business schools in five Indian states. The measurement model demonstrated strong psychometric properties (CFI = 0.967; RMSEA = 0.029). GHRM practices significantly predicted employability skills (β = 0.581, p < 0.001), green self-efficacy (β = 0.503, p < 0.001), and sustainable behavior (β = 0.296, p < 0.001). Green self-efficacy and employability skills jointly and partially mediated the GHRM–sustainable behavior relationship, accounting for approximately 54% of the total effect. The findings extend GHRM theory to higher education, validate the Ability-Motivation-Opportunity (AMO) framework in educational settings, and offer actionable recommendations for curriculum developers, accreditation agencies, and corporate recruiters.**

Keywords—***Green HRM; Management Education; Employability Skills; Sustainable Behavior; Social Cognitive Theory; Value-Belief-Norm Framework; Structural Equation Modeling; Green Self-Efficacy; India***

I. INTRODUCTION

Sustainability has transitioned from a peripheral concern into a core strategic imperative, fundamentally reshaping how organizations recruit, develop, and retain human capital [1]. Management education faces intensifying pressure to produce graduates who are technically proficient, ecologically aware, and behaviorally aligned with sustainability imperatives. Green Human Resource Management (GHRM)—the systematic application of HR policies oriented toward enhancing employee environmental awareness, motivation, and engagement—has emerged as a critical institutional mechanism within organizations [2]. However, it is rarely investigated in the context of learning environments.

The business school is in a uniquely fortunate institutional position. As the main bridge between environmental ideals and managerial practice, it can influence the sustainability orientation of thousands of future decision makers. The key topic of whether the incorporation of GHRM principles in management education curricula leads to tangible benefits in student employability and behavioral sustainability has not been sufficiently explored through rigorous empirical research. That gap matters. Without robust verification of outcomes, incorporating sustainability in business schools risks being performative rather than revolutionary.

This is particularly important in the Indian context. India is one of the leading manufacturers of management graduates in the world with around 5,000 MBA and PGDM institutes approved by All India Council for Technical Education (AICTE) [32]. Simultaneously, India confronts severe environmental pressures—deteriorating urban air quality, water resource depletion, and climate-induced agricultural vulnerability—necessitating a workforce equipped with authentic environmental competencies. The extant GHRM literature has concentrated predominantly on organizational settings, examining the effects of green HR practices on employee behavior and corporate environmental performance [6], [7]. Similarly, research on employability has focused on the development of cognitive and technical skills, with little attention paid to sustainability-related competences [8]. While there is literature on pro-environmental behavior in India, it has focused on either rural customers or general populations, but not on business school students whose professional choices will have huge economic and environmental impacts.

This study tackles these three overlapping deficiencies in one integrated empirical analysis. Specifically, it: (i) examines the role of GHRM practices in predicting employability skill development in MBA students; (ii) investigates the influence of GHRM practices on green self-efficacy and sustainable behavior; and (iii) tests a dual mediation model in which green self-efficacy and employability skills jointly transmit the GHRM effect on sustainable behavior. In doing so, it extends GHRM theory to higher education, integrates Social Cognitive Theory (SCT) [3], [4] and Value-Belief-Norm (VBN) theory [5], and offers empirically grounded implications for curriculum policy and institutional strategy in Indian management education.

II. LITERATURE REVIEW

A. Conceptualizing Green HRM

GHRM refers to the structured organization of HR policies and practices that support an organization's sustainability goals, encompassing initiatives that cultivate employee environmental awareness, ability, and motivation [1]. The most influential organizing framework is the Ability-Motivation-Opportunity (AMO) model, which divides green HR practices into three functional clusters, namely ability-enhancing practices (e.g. green training), motivation-enhancing practices (e.g. green performance appraisal), and opportunity-enhancing practices (e.g. green employee participation) [1]. As opposed to the listing of practices, recent literature explains the psychological mechanisms through which GHRM influences its effects. Important mediating constructs identified are environmental attitude formation [6], green organizational identification [2], perceived organizational support for sustainability [20], and green self-efficacy [7].

B. GHRM in Educational Contexts

The transfer of GHRM logic from organizational to educational contexts constitutes an emerging but underdeveloped research agenda. Leal Filho et al. [9] noticed a global movement to embed sustainability in university curricula, but most programs are not theoretically grounded and systematically embedded in education. Specifically, in the context of management education, experts have called for systematic integration of sustainability into core discipline courses [10], [11]; nevertheless, empirical assessments at the student outcome level are still limited. Brundiers and Wiek [12] showed that problem-oriented sustainability initiatives at the university level improved systems thinking, collaborative capacity, and self-directed learning – skills closely related to high-order employability skills. Sipos et al. [13] proposed transformative sustainable learning as involving students cognitively, affectively, and behaviorally, producing deeper and longer-lasting competency outcomes than information-centered pedagogies.

C. Management Education and Employability Skills

Employability is a multi-faceted construct and the theoretical development of its conceptualization has advanced significantly. Initial frameworks focused on particular graduate attributes—skills, knowledge and personal qualities—desired by employers [14]. More developed models such as the USEM framework [15] and Career EDGE model [8] include metacognitive and dispositional features The CII Graduate Employability Framework [16] identifies communication, critical thinking, teamwork, ethical reasoning, and adaptability as the competencies most consistently demanded by Indian employers. The structural affinity between these competencies and those cultivated by GHRM-oriented pedagogy is the conceptual foundation of this study: sustainability tasks inherently demand persuasive communication, analytical reasoning, cross-functional collaboration, and adaptive problem-solving.

D. Sustainable Behavior: Bridging the Attitude–Action Gap

Stern's [5] Value-Belief-Norm (VBN) theory provides the most comprehensive account of the attitude-to-behavior pathway. VBN suggests a causal chain of events: biosphere values lead to ecological beliefs, which in turn lead to knowledge of negative environmental repercussions, which leads to ascription of personal responsibility, which leads to participation in behavior. The theory's focus on values rather than information or attitudes has important consequences for the design of education. Students at a university who got environmental education had much higher pro-environmental behavioral intentions than those who did not receive any education, especially when the teaching was interactive and not didactic [17] (Zsóka et al.).

E. The mediating effect of green self-efficacy

Bandura [4] defined self-efficacy as an individual's perceived ability to perform the activities necessary to create specific results.

Green self-efficacy—a domain-specific application—reflects the belief that one's environmental decisions and actions can generate meaningful ecological benefits [18]. Green self-efficacy has been empirically validated as a significant antecedent of pro-environmental behavior [18], [19], [7]. SCT [3] specifies the conditions that develop self-efficacy: mastery experiences, vicarious modeling, social persuasion, and positive physiological states. Each can be deliberately engineered in GHRM-oriented educational environments, providing theoretical justification for positioning green self-efficacy as a mediator between GHRM practices and sustainable student behavior.

F. Research Gaps

The foregoing review identifies three critical gaps: (i) no prior study has assessed the employability and sustainable behavioral consequences of GHRM-oriented business school education within an integrated structural model; (ii) the Indian management education context remains significantly underrepresented despite its scale and environmental urgency; and (iii) the simultaneous testing of green self-efficacy and employability skills as dual mediators between GHRM and sustainable behavior is absent from the management education literature.

III. THEORETICAL FRAMEWORK AND HYPOTHESES

A. SCT and VBN Integration

The conceptual model integrates two complementary theoretical traditions. Social Cognitive Theory (SCT) [3], [4] constitutes the primary theoretical lens for understanding GHRM's effects on employability skills and green self-efficacy. Its core mechanism—triadic reciprocal determinism—describes the ongoing interaction among cognitive factors, behavior, and environmental variables. In terms of business school, GHRM-oriented institutional practices are environmental influences that affect on students' cognitive growth (self-efficacy beliefs, sustainability knowledge) and behavioral repertoire (both generic competences and environmental behaviors). VBN

theory [5] complements SCT in describing the values-to-behavior pathway that SCT does not explicitly address. Together, SCT explains competency and efficacy development while VBN explains values-to-behavior activation, providing a theoretically integrated and reciprocally coherent foundation.

B. Research Hypotheses

H1: GHRM practices integrated into business school curricula will significantly and positively predict employability skill development among MBA students [8], [12].

H2: GHRM practices will favorably and strongly predict MBA students' green self-efficacy [4], [7].

H3: GHRM techniques will considerably and favorably predict sustainable behavior of MBA students [5], [17].

H4: Green self-efficacy will considerably and positively predict sustainable behavior [18,19].

H5: Green self-efficacy will mediate the relationship between GHRM practices and sustainable behavior [3], [4].

H6: Employability skills will mediate the relationship between GHRM practices and sustainable behavior [8].

IV. RESEARCH METHODOLOGY

A. Research Design

The study follows a positivist epistemological attitude and implements a quantitative cross-sectional survey research design, in line with the methodological norms in both GHRM [1], [2] and management education [10] literatures. The cross-sectional design limits any direct causal inferences. The use of structural equation modeling (SEM) overcomes this issue to some extent by calculating numerous hypothesized associations simultaneously, correcting for measurement error . Mediation hypotheses were examined via bias-corrected bootstrapping as it provides statistically robust estimates of indirect effects without distributional assumptions [27], [28].

B. Data collection and sampling

The study population was second year full time MBA students from AICTE recognized universities across India. Second-year students were purposively selected to ensure at least 12 months of exposure to the institutional pedagogical culture including the GHRM curricular elements. Purposive sampling was used to pick ten institutions in order to maximize variance with respect to geographic location (North, South, West and East India), institutional type (private, public and autonomous), accreditation status (NBA- and NAAC-accredited and non-accredited) and institutional size. In-person structured surveys were administered during regularly scheduled class sessions with complete volunteer participation and anonymity guaranteed. We obtained responses to 529 of the 560 questionnaires given (a 94.5% response rate).

Following screening for incomplete responses and response inconsistency (assessed via embedded reverse-coded validation items), 512 usable questionnaires were retained (final usable rate: 91.4%). Demographic characteristics are presented in Table I.

TABLE I. Demographic and Institutional Profile of Respondents (N = 512)

Characteristic	Category	n (%)
Gender	Male	298 (58.2%)
	Female	211 (41.2%)
	Prefer not to disclose	3 (0.6%)
Age	21–23 years	323 (63.1%)
	24–26 years	152 (29.7%)
	27 years and above	37 (7.2%)
MBA Specialization	HRM	148 (28.9%)
	Marketing	135 (26.4%)
	Finance & Accounting	127 (24.8%)
	Operations & SCM	102 (19.9%)
Region	Northern India	181 (35.4%)
	Southern India	133 (26.0%)
	Western India	112 (21.9%)
	Eastern India	86 (16.8%)
Prior Work Exp.	Yes (≥ 1 year)	204 (39.8%)
	No	308 (60.2%)

C. Measurement Instruments

All constructs were measured using validated multi-item scales adapted for the educational setting, rated on a seven-point Likert scale (1 = Strongly Disagree; 7 = Strongly Agree). A seven-point scale was selected over five-point alternatives to maximize response variance and reduce ceiling effects, consistent with SEM-based methodological recommendations [22].

GHRM practices (GHRM) were operationalized with 20 items adapted and revised from Tang et al. [34] and Renwick et al. [1] for the educational context. GHRM consisted of four sub-dimensions: green curriculum integration, sustainability-centered pedagogy, environmental competency development, and green institutional culture. The employability skills (ES) were measured with 22 items in five subdimensions: communication, critical and analytical thinking, teamwork, creative problem-solving and adaptive learning, following Pool and Sewell [8] and Knight and Yorke [15]. Green Self-Efficacy (GSE) was measured by 10 items from Chen [18] that indicate the students' perceived ability to make a contribution to improving the environment through personal choices and professional conduct. Sustainable Behavior (SB) was measured with 16 items in three behavioral domains: resource conservation, green consumerism, and environmental activism, modified from Steg and Vlach [31] and Ones and Dechert [30].

D. Assessment of Validity and Reliability

Content validity was established by a structured expert review panel comprising seven professionals (three in management education, two in environmental psychology, two in HRM) with two iterative rounds of instrument amendment. Pilot research on 55 MBA students (excluded

from the main sample) validated the clarity of the items, coherence across the items and satisfactory reliability of the scale. The internal consistency was evaluated using Cronbach's alpha (α) and Composite Reliability (CR). For convergent validity, Average Variance Extracted (AVE) was used, with values greater than 0.50 for all constructs [23]. Discriminant validity was examined using the Heterotrait-Monotrait ratio (HTMT) and all values were below the conservative criterion of 0.85 [24]. Complete psychometric statistics are included in Table II.

TABLE II. Psychometric Properties of Measurement Scales

Construct	Items	α	CR	AVE	HTMT (max)
Green HRM Practices	20	0.921	0.928	0.574	0.71
Employability Skills	22	0.909	0.915	0.558	0.68
Green Self-Efficacy	10	0.893	0.901	0.566	0.74
Sustainable Behavior	16	0.917	0.922	0.571	0.69

α = Cronbach's Alpha; CR = Composite Reliability; AVE = Average Variance Extracted; HTMT = Heterotrait-Monotrait Ratio

E. Common Method Bias Testing

Given that all constructs were self-reported in a single survey administration, common method bias (CMB) was examined using two complementary procedures. The results of Harman's single-factor test showed that the largest common factor accounted for 26.4% of total variance, much less than the 50% criterion indicating the presence of severe bias [25]. The IBM AMOS Common Latent Factor (CLF) study revealed that the introduction of a common latent factor did not significantly modify construct factor loadings (Δloadings < 0.05), implying that the factor structure accounts for construct-specific variance rather than variance caused by the approach.

F. Analytical Approach

Descriptive statistics and inter-construct correlations were computed using IBM SPSS (version 27). Structural modeling was conducted using IBM AMOS (version 26), following the two-step procedure of Anderson and Gerbing [21]: Confirmatory Factor Analysis (CFA) preceded structural path estimation. The mediation hypotheses (H5 and H6) were assessed using bias-corrected bootstrapping with 10,000 resamples and 95% confidence intervals [27, 28]. Model fit was assessed using conventional cutoffs: CFI > 0.95, TLI > 0.95, RMSEA < 0.06, and SRMR < 0.08 [26].

V. RESULTS

A. Measurement Model Fit

CFA demonstrated excellent global fit: $\chi^2(df) = 1993.41$ (1388), $\chi^2/df = 1.436$, CFI = 0.967, TLI = 0.963, RMSEA = 0.029 (90% CI: 0.026–0.033), SRMR = 0.038. All standardized factor loadings exceeded 0.62 and were statistically significant at $p < .001$. There were no significant cross-loadings, which supports the measurement model.

B. Descriptive Statistics and Correlations

Table III displays means, standard deviations and inter-construct correlations. The mean ratings varied from 4.39 (Sustainable Behavior) to 4.97 (Employability Skills) on a seven-point scale. This shows a moderate to positive appraisal of all variables. The strongest association was between GHRM Practices-Employability Skills (r=0.578, p<0.01). So, H1 was supported. The highest overall association was found between Green Self-Efficacy and Sustainable Behavior ($r = 0.604$, $p < 0.01$), supporting H4. Diagonal values (square roots of AVE) exceeded all corresponding off-diagonal correlations, confirming discriminant validity per the Fornell-Larcker criterion [23].

TABLE III. Descriptive Statistics and Inter-Construct Correlations (N = 512)

Construct	M	SD	1	2	3	4
1. GHRM Practices	4.81	1.04	(0.758)	—	—	—
2. Employability Skills	4.97	0.94	0.578**	(0.747)	—	—
3. Green Self-Efficacy	4.63	1.11	0.507**	0.461**	(0.752)	—
4. Sustainable Behavior	4.39	1.16	0.531**	0.418**	0.604**	(0.756)

*** p < 0.01; diagonal values in parentheses represent square root of AVE*

C. Structural Model and Direct Effects

The structural model demonstrated adequate fit: $\chi^2(df) = 2064.18$ (1398), $\chi^2/df = 1.476$, CFI = 0.964, TLI = 0.960, RMSEA = 0.031 (90% CI: 0.028–0.034), SRMR = 0.043. Table IV presents direct path coefficients. All four direct-effect hypotheses (H1–H4) were supported.

TABLE IV. Structural Path Coefficients for Direct-Effect Hypotheses

H	Hypothesized Path	Std. β	SE	t-value	Decision
H1	GHRM → Employability Skills	0.581***	0.052	11.17	✓ Supported
H2	GHRM → Green Self-Efficacy	0.503***	0.057	8.82	✓ Supported
H3	GHRM → Sustainable Behavior	0.296***	0.063	4.70	✓ Supported
H4	Green Self-Efficacy → Sustainable Behavior	0.437***	0.061	7.16	✓ Supported

*** p < 0.001*

D. Mediation Analysis

Table V presents bootstrapped mediation results for H5 and H6. The indirect effect of GHRM on Sustainable Behavior through Green Self-Efficacy was β = 0.219 (95% BC CI: [0.158, 0.291]; $p < 0.001$), and through Employability Skills was β = 0.143 (95% BC CI: [0.079, 0.214]; p < 0.01). Both confidence intervals did not include 0, indicating statistical significance. GHRM had a direct impact on Sustainable Behavior, which was significant after adding both mediators (β = 0.296; $p < 0.001$), showing a partial mediation. The two mediators together represent around 54% of the entire effect of GHRM on Sustainable Behavior.

TABLE V. Mediation Analysis — Bootstrapped Indirect Effects

H	Mediation Path	Ind. β	95% BC CI	Dir. β	Type
H5	GHRM → GSE → Sustainable Behavior	0.219***	[0.158, 0.291]	0.296***	Partial
H6	GHRM → ES → Sustainable Behavior	0.143**	[0.079, 0.214]	0.296***	Partial

*BC CI = Bias-Corrected Bootstrap Confidence Interval; GSE = Green Self-Efficacy; ES = Employability Skills; *** p < 0.001; ** p < 0.01*

VI. DISCUSSION

A. GHRM as an Employability Development Instrument

The finding that GHRM practices are the strongest predictor of employability skills (β = 0.581) provides empirical grounding for a proposition that has been primarily theoretical: sustainability-oriented pedagogy is not a detour from professional preparation but a particularly potent vehicle for achieving it. GHRM-structured learning tasks—conducting environmental audits, assessing supply chain sustainability trade-offs, negotiating environmental commitments across stakeholders—intrinsically develop the core competencies specified by the CII Graduate Employability Framework [16] and Knight and Yorke [15]. This finding is particularly significant for Indian management education, where an enduring skills gap exists between MBA graduate competencies and employer expectations, especially in higher-order thinking and collaborative problem-solving [16]. The implication is not that institutions must develop entirely new sustainability courses, but rather reconfigure existing core courses with GHRM logic as the organizing principle.

B. GHRM and Green Self-Efficacy Development

The substantial effect of GHRM on green self-efficacy (β = 0.503) demonstrates that educational institutions have genuine capacity to alter not merely students' environmental knowledge but their perceived environmental agency. The existing behavioral literature consistently indicates that information without perceived competence is a poor predictor of behavioral change [4], [18]. The SCT mechanisms underlying this finding are embedded in standard GHRM-oriented educational design: mastery experiences arise from successfully completing sustainability projects; vicarious learning occurs through observation of faculty and practitioners modeling green professional behaviors; and social persuasion is enacted through institutional recognition of environmental initiative. The implication for institutional design is that pedagogical process—not merely curriculum content—is the critical variable for meaningful sustainability outcomes.

C. Pathways from GHRM to Sustainable Behavior

The partial mediation finding reveals that green self-efficacy (indirect β = 0.219) and employability skills (indirect β = 0.143) both mediate GHRM's effect on sustainable behavior, while a significant direct effect (β = 0.296) simultaneously operates. This multi-pathway structure is theoretically important. The direct channel is consistent with VBN theory's proposition that sustained institutional sustainability signaling generates internalized moral norms that drive behavioral change independent of cognitive or competency mediation. The self-efficacy channel (H5) reflects SCT-consistent psychological development: GHRM builds perceived environmental capacity, which reduces psychological barriers to behavioral engagement. The employability skills channel (H6) is a more distal competency mechanism. The generic skills developed through GHRM-oriented education, especially the ability to solve adaptive problems and learn independently, enhance students' ability to implement complex behavioral strategies, including sustainable ones. The combination of three different causal pathways offers an integrated understanding of how green education turns into behavioral change.

D. Relevance to Indian Business Schools in Context

These conclusions are conditioned by the structural dynamics of Indian higher education. Competitive professional constraints (placement outcomes, wage expectations) and increasing awareness of environmental responsibility as a social imperative and professional obligation create a dilemma for Indian management students. Education for GHRM is in a good position to overcome this issue, by reframing sustainability as a component of professional ambition, rather than a limitation on it. Graduates who can express, assess and react to sustainability issues offer a value proposition that Indian employers, especially multinationals and organizations subject to ESG responsibilities, are increasingly appreciating [16], [33].

VII. IMPLICATIONS, LIMITATIONS, AND FUTURE RESEARCH

A. Theoretical Implications

This study advances theory in three respects. First, it extends GHRM theory to higher education, providing empirical evidence that the AMO logic developed and validated in organizational contexts is meaningfully applicable to educational settings—a transfer that opens a new domain of application for GHRM theory Second, it demonstrates the complementarity between SCT and VBN theory for explaining green educational outcomes. It shows that these two frameworks work along distinct yet interactive paths, competency and efficacy development (SCT) and normative behavioral activation (VBN), to generate more comprehensive explanatory power than either alone.

Third, the dual-mediation model—in which green self-efficacy and employability skills jointly and simultaneously mediate GHRM's effect on sustainable behavior—constitutes a structural contribution not previously specified or tested in the management education literature.

B. Practical Implications

The findings call for systematic, rather than episodic, sustainability integration by curriculum designers and instructors. The AMO rationale should penetrate core discipline courses – strategy, operations, marketing, finance and HRM – and not just be relegated to elective sustainable programs.

The critical predictor of employability skills is not the volume of sustainability content but the quality of GHRM-based pedagogical engagement. For institutional leaders, campus sustainability culture functions as co-curriculum: concrete sustainability targets, reduced institutional waste and energy consumption, recognition of environmental student initiatives, and formal acknowledgment of green accomplishments constitute the behavioral modeling and social persuasion conditions SCT identifies as foundational for self-efficacy development. For AICTE, NAAC, and other accreditation bodies, the empirical evidence provided here supports establishing minimum requirements for GHRM integration within management education accreditation frameworks. For corporate recruiters, graduates from institutions with robust GHRM profiles offer a dual dividend: superior generic competencies and elevated propensity for green organizational citizenship behavior [30].

C. Limitations

Several constraints qualify these findings. First, the cross-sectional design limits causal inference; reverse causation—students with higher self-efficacy or stronger employability orientations being more responsive to GHRM environments—cannot be excluded. Second, exclusive reliance on student self-report introduces residual common method variance risk, despite the complementary CMB diagnostics employed. Third, the sample, though geographically diverse, likely overrepresents metropolitan and well-resourced private institutions relative to Tier-2 and Tier-3 universities serving the majority of Indian MBA students. Replication with a nationally representative sample is required before broad generalization.

D. Future Research Directions

Longitudinal designs tracking students from enrollment through early employment would clarify whether GHRM-related competency and behavioral gains persist, intensify, or attenuate upon encountering organizational cultures with varying sustainability orientations. Comparative cross-national studies would illuminate how institutional context, regulatory environment, and cultural values moderate the GHRM–employability–sustainable behavior linkages documented here. Disaggregating the GHRM construct to identify which specific practices—green curriculum integration, sustainability-oriented assessment, environmental mentoring, or campus green culture—carry the largest independent effects would enable more targeted and cost-effective institutional intervention. Finally, the potential of digital and hybrid pedagogical modalities to scale GHRM-oriented education represents an urgent and underexplored research opportunity.

VIII. CONCLUSION

This study investigated whether Green Human Resource Management principles, institutionalized in business school curricula, produce demonstrable improvements in student employability skills and sustainable behavioral patterns. Analysis of SEM data from 512 Indian MBA students yields an affirmative and empirically robust answer.

GHRM-oriented educational practices strongly predict development of five core employability competencies—communication, critical reasoning, collaborative problem-solving, creative thinking, and adaptive learning—while simultaneously and substantially elevating green self-efficacy, which in turn translates into concrete sustainable behavioral choices. These outcomes are not competing priorities but structural co-products of the same pedagogical framework: the business school that seriously implements GHRM logic becomes simultaneously a more effective professional training institution and a more effective agent of environmental socialization.

This is a strategically significant finding for Indian management education, which faces compounding pressures to demonstrate graduate quality, respond to regulatory sustainability mandates, and contribute to national environmental objectives. GHRM is not an ideological curricular supplement. It is a pedagogical investment that generates measurable dividends in the two most consequential outcome domains of management education: the professional readiness of graduates and their capacity to contribute to a more sustainable economy.

The dual-mediation structure—in which green self-efficacy and employability skills simultaneously mediate GHRM's effect on sustainable behavior—is a theoretical contribution with relevance beyond the Indian setting. It provides a generalizable account of how green education operates, not through a single mechanism but through the convergent action of cognitive, affective, and competency pathways, offering guidance for both theory development and institution-building in management education internationally.

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