A STUDY ON IMPACT OF GREEN HRM PRACTICES ON GREEN EMPLOYEES ENGAGEMENT AND EMPLOYEES JOB SATISFACTION IN EDUCATION SECTOR

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ABSTRACT

The study investigates the impact of "Green Human Resource Management (GHRM)" practices on job satisfaction and "green employee engagement" in the education sector, focusing on specific practices like eco-friendly workplace programs and environmental training. The study employs a quantitative research methodology, collecting primary data through structured questionnaires given to professors and teachers from different Indian educational institutions. A simple random sample procedure is used, with 408 valid responses evaluated. Four hypotheses are explored, which demonstrate substantial links between "Green Human Resource Management (GHRM)" practices and employee outcomes. Regression analysis supports hypothesis H1, demonstrating that "Green Human Resource Management (GHRM)" practices positively impact "employee job satisfaction" ($F = 4.737$, $p < 0.05$). Hypothesis H2 is supported, with "Green Human Resource Management (GHRM)" practices significantly predicting "green employee engagement" ($F = 5.437$, $p < 0.05$). Green HRM practices improve with environmental training and eco-friendly workplace efforts ($F = 4.718$, $p < 0.05$), supporting Hypothesis H3. Furthermore, ANOVA results show that employees' perceptions of "Green Human Resource Management (GHRM")" practices vary across different types of educational institutions. The findings give actionable insights for educational institutions to strengthen "Green Human Resource Management (GHRM)" practices, which foster "employee engagement", work satisfaction, and environmental sustainability.

Keywords: *Human Resource Management; Green Human Resource Management; Green Job Satisfaction; Green Employee Engagement; Environmental Training; Eco-Friendly Workplace.*

INTRODUCTION

Climate change is a severe global concern, probably one of the largest challenges faced by humanity (Gilal et. al., 2014). The urgent need for businesses to adopt environmentally friendly policies has been more widely recognized in recent years. This shift toward sustainability is not only motivated by ethical reasons, but also by the recognition that environmental responsibility is vital to long-term corporate success (Singh et. al., 2019). As a result, corporations must not only adopt environmental ideals in order to accomplish economic goals, but also build systems

for environmental management to monitor their social performance (Kim et. al., 2019). Within this setting, "Green Human Resource Management (GHRM)" has arisen as a strategic method for incorporating environmental issues into Human Resource Management (HRM) operations. New alternatives to conventional human resource management are being sought after by those making decisions in the twenty-first century who have made greening firms and guaranteeing environmental sustainability important goals. A company's greening efforts are greatly assisted by its employees, who participate in several eco-friendly actions (Lülfs and Hahn, 2013). Without a doubt, human resource management (HRM) is a potent instrument for advancing environmentally conscious and sustainable practices, especially in light of the fact that recent GHRM studies have focused primarily on the subject (Jabbour et. al., 2019). Due to the growing amount of influential publications on the subject, it is clear that HRM specialists are giving HRM's role in greening firms more attention (Jackson and Seo, 2010; Jabbour and de Sousa, 2016).

Developing organizations are focusing on "green human resource management (GHRM)", where the HR division is actively involved in implementing green projects. (Ahmad, 2015). The overarching goal of GHRM is to promote more efficient use of company resources by implementing HRM best practices and rules. Staff morale and satisfaction are boosted by the promotion of environmentalism (Ahmad, 2015). As a result, firms must align their approaches to HR to make green management a top priority (Jabbour et al., 2013). "GHRM" is a "human resource management" approach that considers environmental considerations while conducting green knowledge HRM activities. These activities have an impact on workers and may motivate others to adopt similar practices in their own workplaces (khan et al., 2022). GHRM is all about systematically designating workers as "green" to everyone's advantage companies, consumers, the planet, and the collective (Renwick, Redman, & Maguire, 2013). GHRM, with its different specialized methods, defines a company's commitment to environmental protection. Systematically identifying employees as "green" for the benefit of the environment, companies, people, and society at large is what GHRM is all about (Mishra, Sarkar & Kiranmai, 2014). As a whole, GHRM improves the company's performance via its internal production processes, and it offers substantial benefits to both internal and external stakeholders (Shen et. al., 2018).

GHRM in the educational sector represents a commitment to sustainability, environmental stewardship, and social responsibility within the context of HR practices (Malik et al., 2021). It incorporates environmentally friendly ideas into all elements of HRM, including recruitment and training, performance appraisal, and employee engagement (Kumar, 2023). In the educational sector, the GHRM strategy comprises cultivating a culture of sustainability among staff and students, encouraging environmental awareness, and embedding green activities into the curriculum (Mahesh et.al., 2024). GHRM strategies in recruitment include selecting applicants with an attachment to environmental sustainability and including criteria for sustainability into job descriptions (Adjei-Bamfo et al., 2020). Employees that contribute to environmental projects might be rewarded with incentives, and performance assessments may incorporate indicators related to sustainability goals. Employee involvement techniques encourage eco-friendly activities like as contributing for environmental projects or serving on environmental committees (Farooq et al., 2023). Finally, GHRM in the educational sector combines organizational aims with environmental goals, helping create a more sustainable future and cultivating a socially

responsible workforce.

The study fills a vital knowledge gap by examining how GHRM practices affect educational workers' involvement and happiness on the workplace. Despite the sector's critical role in molding social attitudes and behaviors toward sustainability, there is a scarcity of research on how GHRM programs influence employee attitudes at educational institutions. To fill this need, the study evaluates the impact of GHRM practices on "employee job satisfaction", investigating their ability to predict on both green employee engagement and job satisfaction concurrently, examining the effects of environmental training as well as eco- friendly initiatives at work on green employee engagement, examining deviations in perceptions of GHRM practices across various kinds of educational institutions, and finally providing action By addressing these objectives, the study hopes to provide useful insights and practical advice for increasing sustainability and creating a supportive work climate in educational institutions. The research questions offered above are taken from the previously indicated necessity of the study:

Q1. "How do green HRM practices impact employee job satisfaction within educational institutions"?

Q2. "What is the simultaneous predictive power of green HRM practices on green employee engagement within educational institutions"?

Q3. "What are the effects of environmental training and eco-friendly workplace initiatives as green HRM practices on green employee engagement in educational organizations"?

Q4. "How do perceptions of green HRM practices of employees vary across different types of educational institutions"?

Q5. "What actionable recommendations can be provided for educational institutions to improve their green HRM practices and enhance employee engagement and job satisfaction"?

The work being done will next undertake a comprehensive literature review on the topic of how GHRM practices affect engagement and job satisfaction among educators. This review will combine empirical findings, theoretical frameworks, and best practices to lay the groundwork for the research. Following that, Section 3: Research Methodology will outline the methodological approach used, including research design, data gathering methods, sample methodologies, and analysis procedures. Section 4: Results and Analysis will describe the empirical findings obtained from the data analysis, with a focus on the relationship between "GHRM practices", "employee engagement", and "job satisfaction". Section 5: Discussion will provide a nuanced interpretation of the findings, situating them within current literature and theoretical frameworks and investigating their implications for theory and practice. Finally, Section 6: Conclusion will consolidate the study's important findings, emphasize its contributions to the field, and make suggestions for future studies and administrative practice in the domain of GHRM within the educational sector.

LITERATURE REVIEW

The study's second part is an analysis and review of the existing literature on the subject. It relies on the context of the study, the importance of the issue, and the previous concise introduction. This section gives an overview of published works on "A Study on the Impact of Green HRM Practices on Green Employees Engagement and Employee Job Satisfaction in the Education Sector". The purpose has resulted in the division of the literature assessment into three areas, which are detailed below:

1. "GHRM Practices"
2. "GHRM Practices" and "Green Employee Engagement"
3. "GHRM Practices" and "Green Employee Job Satisfaction"

GHRM Practices

In order for a company to keep or increase its competitive edge, human resource management strategies and practices aim to boost workers' competence, productivity, and happiness (Ngo et al., 2014). Following Paauwe and Boselie (Paauwe and Boselie, 2005), When HRM systems are well-integrated into the company's overarching strategy, they should improve organizational performance. Accordingly, HRM practices need to become green if businesses are serious about shifting their approach to sustainability. Green HRM is a method of human resource management that encourages more eco-conscious actions from staff members via the use of HRM-generated initiatives (HHDNP and Arulrajah, 2014). The GHRM was coined ten years ago (Renwick, Redman, and Maguire, 2008) and is described as "integration of environmental management program into HRM system of an organization" (Ahmad, 2015). It is the strategic alignment of HRM policies and practices with environmental policies and practices. It attempts to reduce each employee's carbon impact while providing a healthy and motivating work environment (Roscoe et al., 2019). Ren and colleagues (2018) identified GHRM as a phenomenon pertinent to comprehending the connections between the design, development, implementation, and effect of HRM systems and organizational behaviors that affect the natural environment. Tanova and Bayighomog (2022) conducted a comprehensive literature review on "green HRM" in service industries and found that various writers have focused on different parts of the HRM system, but some of the most common ones are "green training", "green management of performance", "green compensation and rewards", "green participation", "green analysis", and green job descriptions and empowerment. The growing number of GHRM practice metrics, which the authors note tend to evaluate each practice separately, was also highlighted (Tang et al., 2018; Jabbour et al., 2010), or employees' impressions of the overall GHRM (Kim et al., 2019; Dumont et al., 2017).

GHRM Practices and Green Employee Engagement

Every organization relies on people resources, which are the most unique and valuable resource. As a result, it helps to achieve organizational goals and improve business performance. Employee involvement is essential for the organization's long-term success. Employees who are engaged are energetic, loyal, psychologically strong, and enjoy demanding job, according to Bakker (2010). According to Iddagoda et al. (2016), Job happiness, organizational loyalty, civic activities, and involvement in both the work and the job itself are just a few of the good outcomes that have been associated to employee engagement. Conversely, employment and participation in the workplace are highly correlated with employee engagement. "Employee engagement" refers to the degree to which a person is psychologically, emotionally, and behaviorally committed to their job and the organization they work for (Iddagoda et al., 2016). Ababneh and Macky (2015) stated that "employee engagement" is a psychological construct that encompasses a range of emotions. These include activation, which can be described as energy, enthusiasm, passion, pride, and emotional positivity; absorption, which is like being psychologically present, attentive, and alert; discretionary effort, which is like striving for achievement and going the extra mile; task performance, which is like fulfilling one's role expectations and completing

tasks); and goal identification, which is like knowing what one wants out of life. Thus, Park et al. (2010) created the "Ability Motivation Opportunity (AMO)" theory. They provide a framework for exploring the link between "employee engagement" and "GHRM" methods. The idea behind this is that strong training and development programs, as well as employing competent and qualified workers, may boost organizational capabilities. In keeping with the selection of competent people, the task-performance component of employee engagement proposes that engaged employees are cognitively present when they execute their official duties (Ali Ababneh et al., 2021; Presbitero et al., 2016). Consequently, it is crucial to engage in initiatives that enhance the congruence between business objectives and employee abilities, values, and aspirations (Shane et al. 2010). While employees are educated on environmental issues, they are more inclined to support and honestly assess the environmental programs implemented by their employer. This, in turn, makes them more likely to be environmentally conscientious while doing their job (Jabbour et al., 2019; Renwick et al., 2013).

GHRM Practices and Green Employee Job Satisfaction

Job satisfaction could be described as the factors that contribute to employee satisfaction with their jobs and workplaces (Edwin A. Locke, 1969). An employee obtains satisfaction from self-motivation, but this only occurs when the individual is satisfied with the environment in which they operate; the organization must be satisfied with them. There are some factors that influence job satisfaction (E.A. Locke 1976). In layman's terms, job satisfaction is a measure that promotes employee fulfillment and job engagement (Judge et al., 2002). Job satisfaction occurs when employees receive every motivation from their coworkers, employer, and workplace. Employees develop a sense of motivation and engagement with the organization, which encourages the employer to sustain the level of reactions they have been instilling in their employees and team (Saari & Judge, 2004). Singh and Nath (2020) found a link between GHRM and job satisfaction, which in turn influences organizational commitment. Sharma and Agarwal (2021) discovered no statistically significant correlation among organizational commitment and staff satisfaction with work, even though different GHRM initiatives do increase organizational commitment. It was statistically proven that "GHRM" practices have a significant relationship with organizational commitment, and the two variables under study are closely related, implying that as the external environment becomes more turbulent, organizations must implement innovative practices and upgrade HRM to green HRM in order to balance resource utilization and increase employee commitment to the organization. GHRM promotes an atmosphere where workers can make a difference via their job, which boosts morale and productivity (Alsafadi and Altahat, 2021). Employees' active involvement in environmental companies' critical goals fosters a sense of responsibility and job satisfaction, which eventually promotes employee loyalty to the organization (Ahmad & Umrani, 2019). Implementing GRHM practices like telecommuting, flexible work arrangements, and eco- friendly office design can boost employee morale and job satisfaction (Nicolas-Agustin et al., 2022). Implementing GRHM in SMEs can help create a more positive and sustainable work environment for employees, leading to higher employee morale and job satisfaction (Ercantan & Eyupoglu, 2022).

Despite growing recognition of the importance of "GHRM" practices in promoting environmental sustainability and employee well-being in education, there is still a significant research gap in understanding the specific mechanisms by which these practices influence green

employee engagement and job satisfaction. While previous literature has investigated the impact of HRM strategies on various organizational outcomes, little study has focused on their effects on educational institutions, particularly green initiatives. Furthermore, there is a scarcity of thorough research that investigate the predictive power of GHRM practices for both green employee engagement and job satisfaction. Furthermore, there is a scarcity of research on the effect of environmental training and eco-friendly workplace initiatives as specialized GHRM practices in increasing green employee engagement. Furthermore, there is a need to investigate potential differences in views of GHRM practices and their effects across various types of educational institutions, such as primary, secondary, and higher education. Addressing these gaps will contribute to a greater knowledge of the relationship between "GHRM" practices and employee outcomes in the education sector, allowing for the development of personalized solutions to boost sustainability efforts and employee well-being.

The study develops the following research objectives and hypotheses based on the previously described research issue and research gap.

"To assess the impact of green HRM practices on employee job satisfaction within educational institutions".

"To examine the simultaneous predictive power of green HRM practices on green employee engagement within educational institutions".

"To investigate the effects of environmental training and eco-friendly workplace initiatives as green HRM practices on green employee engagement in educational organizations".

"To explore variations in perceptions of green HRM practices of employees across different types of educational institutions".

"To provide actionable recommendations for educational institutions to improve their green HRM practices and enhance employee engagement and job satisfaction".

RESEARCH METHODOLOGY

A researcher's technique refers to how he or she organizes and performs a study or inquiry to address a certain subject or problem. A clearly defined research approach serves as the foundation for the entire research process. It explains how to collect relevant data, test hypotheses, and draw conclusions. It also tackles sample concerns, data collection methods, data analysis methodology, and ethical aspects that must be considered during the research process.

Hypothesis Formulation

Based on the above research questions and Objectives following hypothesis (assumptions) are framed to fulfil the questions:

H1: "Green HRM practices positively influence employee job satisfaction within educational institutions".

H2: "Green HRM practices significantly predict both green employee engagement".

H3: "Specific green HRM practices such as environmental training and eco-friendly workplace initiatives positively impact green employee engagement in educational organizations".

H4: "Perceptions of Employees regarding green HRM practices vary among different types of educational institutions".

Conceptual Framework of Research

The study's conceptual framework focuses on determining the impact of GHRM on green employee job satisfaction and engagement in educational institutions. The dependent variables in

this situation are green employee job satisfaction and green employee engagement, as these are the ones being changed. In contrast, independent variables are anything other than dependent variable that is thought to influence it. The independent variables in the study are GHRM and GHRM practices.

Independent Variable		Dependent Variables

		Green Employee Job Satisfaction
Green Human Resource Management	→	
	→	Green Employee Engagement
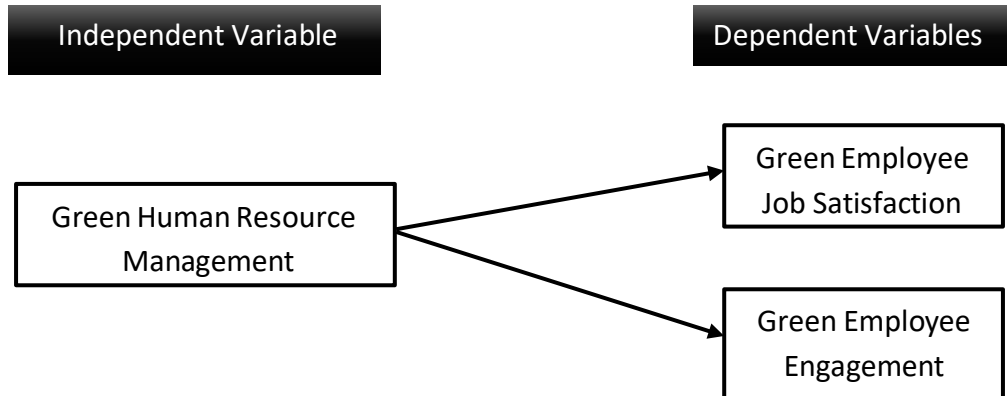
Research Design

The research design for the study includes the study adopts a quantitative research technique, drawing on primary sources of information. In the social sciences and beyond, researchers frequently rely on the tried-and-true quantitative technique of data gathering, analysis, and interpretation. Quantitative surveys will be distributed to a sample of staff (Teachers and Professors) from various types of educational institutions to examine perceptions of GHRM practices, green employee engagement, and work satisfaction. Statistical analysis, including regression models, will be used to assess the predictive power of GHRM practices for both employee job satisfaction and green employee engagement. The findings will culminate in concrete recommendations for educational institutions to better their GHRM practices, enabling higher employee engagement and job satisfaction while also improving environmental sustainability.

Data Collection

Data is collected from both primary and secondary sources. Primary data is acquired via structured questionnaires and surveys of instructors and professors from various educational institutes in India. The questionnaire consists of two components. Section 1 covers the respondents' demographic profile, which includes gender, age, educational qualification, income, and other details. Section 2 contains remarks on the independent and dependent variables using a 5-point Likert scale. Secondary data is gathered from research papers, project reports, journals, and thesis.

Sampling

The study collected data from employees at various Indian educational institutions using the Simple Random Sampling approach. The questionnaire is distributed online utilizing several social media handles. A total of 500 questionnaires were issued, and 408 responses were obtained, accounting for 81.6 percent of the response rate. Of these responses, 384 were valid, while the remaining 24 were eliminated owing to invalid and blank response.

Data Analysis and Results
Demographic Profile of the Respondents

      Table.1 Demographic Characteristics

S. No	Demographic Characteristics	Category	N	%
1	Gender	Male	232	60.40%
		Female	152	39.60%
2	Age	26-34 Years	80	31.30%
		26-34 Years	120	29.20%
		More than 45 Years	112	18.80%
3	Education level	High school	92	24%
		Bachelor's degree	106	27.60%
		Master's degree	111	28.90%
		Others	75	19.50%
4	Types of educational institutions	University	115	29.90%
		College	113	29.40%
		School	98	25.50%
		Other	58	15.10%
5	Household Income	Less than 25,000	96	25%
		25,001 - 50,000	112	29.20%
		50,001 - 75,000	88	22.90%
		More than 75,000	88	22.90%
6	Level of Involvement in Green Initiatives	Actively Involved	155	40.40%
		Somewhat Involved	105	27.30%
		Not Involved	124	32.30%
7	Employment Status	Full-time	127	33.10%
		Part-time	129	33.60%
		Others	128	33.30%
8	How important do you consider environmental sustainability workplace?	Not Important	38	9.90%
		Somewhat Important	120	31.30%
		Important	143	37.20%
		Very Important	83	21.60%

Table 1 summarizes the demographic characteristics of the surveyed population in various categories. The gender distribution of respondents is slightly more male (60.4%) than female (39.6%). In terms of age, the largest group is 26-34 years (31.3%), followed by 35-44 years (29.2%). Education levels varied, with a large proportion holding master's degrees (28.9%), followed by bachelor's degrees (27.6%). Participants were primarily from universities (29.9%) and colleges (29.4%) in terms of educational institutions. Household income distribution was pretty even across different brackets. When it comes to green projects, a sizable proportion of respondents reported being actively involved (40.4%). The employment status was evenly

distributed among full-time (33.1%), part-time (33.6%), and other categories (33.3%). Notably, a sizable majority of respondents (58.8%) regarded environmental sustainability as important or extremely important in the workplace. The research reveals a diversified sample with a substantial interest in and consideration for environmental sustainability, notably in the workplace, indicating a possible receptiveness to programs encouraging eco-friendly behaviors within professional contexts.

Hypothesis Testing

H1: Green HRM practices positively influence employee job satisfaction within educational institutions.

Table.2 Regression Analysis

Hypo thesis	Regression	Beta Coeffici ent	R	R 2	F	t-val ue	p-val ue	Hypotheses Supported
H1	Green HRM Practices -> Employee Job Satisfaction	0.111	0.11 1	0.01 2	4.73 7	2.1 76	0.03	Supported

The hypothesis analyses if GHRM practices influence employee job satisfaction. To test hypothesis H1, the dependent variable employee job satisfaction was regressed against the predictor variables GHRM practices. GHRM methods significantly improve employee work satisfaction (F = 4.737, p < 0.05; b = -0.111, p <.005). These findings clearly illustrate that GHRM practices have a positive impact on employee work satisfaction. Furthermore, the R2

=.012 demonstrates that the model accounts for 3.0% of the variation in employee work satisfaction.

H2: Green HRM practices significantly predict green employee engagement.

Table.3 Regression Analysis

Hypothesis	Regression	Beta Coefficient	R	R2	F	t-value	p-value	Hypotheses Supported
H2	Green HRM Practices -> Green Employee Engagement	0.118	.118a	0.014	5.437	2.332	0.02	Supported

The hypothesis analyses if access to GHRM techniques influences green employee engagement. To test hypothesis H2, the dependent variable green employee engagement was regressed against the predictor variables GHRM practices. GHRM methods significantly improve employee engagement (F = 5.437, p < 0.05, b =.118, p <.005). These studies clearly show the positive influence of GHRM policies on green employee engagement. In addition, the R2 =.014 implies that the model accounts for 1.4% of the variation in green employee engagements.

H3: Specific green HRM practices such as environmental training and eco-friendly workplace initiatives   positively impact green employee engagement in educational organizations.

Table.4 Regression Analysis

Hypothesis	Regression	Beta Coefficient	R	R2	F	t-value	p-value	Hypotheses Supported
H3	Environmental Training -	0.106	0.155ᵃ	0.02	4.72	2.08	0.038	**Supported**
	Eco-Friendly Workplace -> Green HRM Practices	0.106				2.085	0.038	**Supported**

The hypothesis looks into whether environmental training and eco-friendly workplaces have an impact on GHRM practices. To test hypothesis H3, the dependent variable GHRM practices was regressed against the predictors Environmental training and Eco-friendly workplace. Access to credit, technical environmental training, and an eco-friendly workplace significantly improve GHRM practices (F = 4.718, p < 0.05; b =.106, p <.005). These data clearly show that environmental training and an eco-friendly workplace have a positive impact on GHRM practices. Furthermore, the R2 =.024 shows that the model accounts for 2.4% of the variation in GHRM practices.

H4: Perceptions of Employees regarding green HRM practices vary among different types of educational institutions

Table.5 Anova Analysis

1	Variables	Factor			Anova		Hypotheses Supported
		Educational Institutions	Mean	SD	F	Sig value	
		University	17.887	2.99639			
H4	Perceptions of Employees regarding green HRM practices	College	16.9646	3.00871	2.935	0.033	**Supported**
		School	16.8163	2.92993			
		Others	17.4138	2.63602			

The hypothesis analyses whether employees' perceptions of GHRM practices differ among educational institutions. Educational institutions were separated into four classes (University, College, School, and Others). The ANOVA results show substantial differences in employee perceptions of GHRM practices across groups (F = 2.935, p <.05).

CONCLUSION

Given the outcomes of this study, it is clear that GHRM practices have a considerable impact on both employee job satisfaction and green employee involvement in educational institutions. The findings highlight the necessity of implementing environmental sustainability activities into

HRM strategies in order to promote positive employee outcomes and organizational effectiveness. The findings show a clear link between GHRM practices and employee job satisfaction. The regression analysis shows that GHRM practices considerably improve employee job satisfaction, emphasizing the importance of environmentally conscious HRM policies in creating a pleasant work environment for educational professionals. The finding is consistent with previous studies emphasizing the relationship between sustainable HRM practices and employee well-being across industries. Furthermore, the study reveals that Green HRM approaches improve green employee engagement. By incorporating environmental training and eco-friendly workplace initiatives into HRM strategies, educational institutions can foster employee engagement and involvement in achieving sustainability goals. The research emphasizes the ability of GHRM practices to not only improve individual job satisfaction, but also to spark collective actions toward environmental stewardship inside enterprises. Furthermore, the findings show that access to environmental training and eco-friendly workplace initiatives has a substantial impact on the adoption of GHRM practices inside educational institutions. Organizations that promote environmental education and provide support for eco-friendly practices are more likely to adopt sustainable HRM initiatives. This emphasizes the need of investing in resources and cultivating a culture of sustainability to assist the implementation of GHRM practices. However, it is critical to recognize the limitations of the study. First, the study's sample size and scope may limit the findings' applicability to broader educational environments. Future study could benefit from larger and more diverse samples to ensure the consistency of results across educational contexts. Furthermore, the dependence on self-reported data may bring response biases, requiring caution in the interpretation of findings.

Despite these limitations, the findings of the study are highly relevant for educational institutions looking to improve their sustainability efforts and employee outcomes. Recognizing the critical role of GHRM practices in shaping employee engagement and job satisfaction allows firms to incorporate environmental issues into HRM strategy in advance. Furthermore, the disparity in opinions of GHRM practices among different types of educational institutions emphasizes the importance of specialized approaches to sustainability management. Finally, the study emphasizes the importance of educational institutions implementing GHRM methods to promote employee engagement, work satisfaction, and environmental sustainability. By using these insights, firms can not only develop a supportive work environment for their workers, but also contribute to the larger objective of establishing a greener and more sustainable future for generations to come.

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