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## **ANALYSIS OF MANAGEMENT AND GREEN HUMAN RESOURCE MANAGEMENT PRACTICES REGARDING REWARD AND PUNISHMENT IN HIGHER SECONDARY SCHOOLS: A COMPARISON**

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### **Abstract**

This study examines the impact of traditional management practices versus Green Human Resource Management (GHRM) on the reward and punishment mechanisms in higher secondary schools. The aim is to assess how each management approach influences stakeholder engagement, environmental awareness, and participation in secondary education. Through a comprehensive survey and analysis, the research reveals a common understanding of the importance of reward and punishment systems in both management styles. Principals emerge as pivotal figures in implementing these practices, which are essential for achieving excellence and fostering a competitive and productive school environment. Such practices are crucial for maintaining high standards and encouraging a culture of continuous improvement among staff. However, the study finds that principals, regardless of gender, show limited enthusiasm for adopting green reward and punishment strategies aimed at motivating teachers toward sustainable practices. Based on these findings, the research encourages schools to embrace GHRM practices to promote environmental responsibility. The insights from this study can serve as a valuable resource for policymakers, government officials, and school leaders working to enhance environmental protection initiatives.

**Keywords:** Implementation, Management, Practices, Green Human Resource management.

### **Introduction**

Today, numerous organizations worldwide are adopting green human resource management practices. Discovering and implementing these practices will significantly enhance both the

academic and practical aspects of the HRM field for businesses and other entities. Since the 1990s, green HRM has emerged as a prominent area of research in organizational studies, with its implementation becoming a crucial element in strategies for environmental and organizational development, particularly in secondary schools. Consequently, this paper focuses on examining green HRM practices related to reward and punishment. The study aims to compare the implementation of these practices within traditional management frameworks and green HRM at the higher secondary school level. To ensure environmental sustainability the management of any organization needs to make strenuous efforts starting with environmentally friendly HR, giving rewards to ecofriendly employees, and punishment to non-eco-friendly employees. To ensure providing education and training on the importance of environmental protection (Nilwan, & Aras 2023).

The study investigated that approvals are a damaging means to force people to change their behaviors, the prizes are a constructive way to motivate them to act positively. People have certain desires but they do not always act on them because they are afraid of negative results that could be the results of their actions. Since the very beginning, People have been debating the benefits and negatives of using rewards and punishment practices in educational institutions (Hayat, Anwar, & Ahmad, 2022). The implementation of Green Rewards can enhance proficiency, increase the quality of work, and generate positive competition among employees (Houssein, Singh, & Arumugam, 2020).

A reward is something that is given or got as a result of one's efforts, successes, or good behavior. Sometimes a person receives or gets a reward as a result of one's efforts, success, or good behavior is called reward. This act helps to motivate and reassure people to keep up their desired actions or habits. Different types of rewards are conceivable, such as material goods, monetary incentives, appreciation, or human rights. They are often used to reward unique performance and positive behavior in a variety of situations, including school, the workplace, and parenting (Eysenbach, Ibarz, Gupta, & Levine, 2019).

Most countries recognize the importance of sustainable development, addressing green issues, and combating increasing temperature, with green human resource management (GHRM) playing a vital role in promoting sustainability and environmental protection. This study indicates that interest in GHRM has significantly risen in Eastern regions since 2014. For researchers in the East, key areas of focus include education and development, performance appraisal, and reward and punishment, as well as critical aspects like sociability, work analysis, employee security, and maintaining discipline. However, several challenges remain, including rigid regulations, bureaucratic hurdles, hierarchical structures, insufficient managerial support for green initiatives, and a lack of training opportunities in GHRM (Shahriari & Hassanpoor, 2019). It endeavors to deliver people with the information and funds they need to support environmental plans and sponsor sustainable behaviors in their personal and professional lives (Pinzone, Guerci, Lettieri, & Huisinigh, 2019).

A significant challenge for HR in fostering pro-environmental behavior lies in implementing motivation-enhancing human resource management (HRM) practices. Often, pro-environmental objectives can seem at odds with the organization's primary business goals and employees' immediate needs, resulting in these initiatives being perceived as less important. While performance-based rewards serve as a strong form of extrinsic motivation, they can also diminish intrinsic motivation, reducing engagement with environmental initiatives (Unsworth & Tian, 2018).

The effect of green rewards whether monetary or non-monetary positively affects the performance and satisfaction of employees. Green financial rewards, including incentives for eco-friendly behavior and practices, have increased employee output. Secondly, the effect of non-financial rewards such as appreciation certificates on employee satisfaction was evident. This highlights the significance of rewards, which include both financial and non-financial, to create a positive work atmosphere (Eno, Eze, & Orga, 2024). Green Rewards (GR) for sustainable performance is an irrefutably influential instrument for encouraging employees (Saputra & Renata, 2023).

There are endorsed methods for assessing children's eco-friendly attitudes, but researchers still have limited understanding of how green sustainable behaviors develop in early childhood. This study provides new insights into how young children engage in pro-environmental actions and cultivate a sense of responsibility for the environment. People typically encourage positive behaviors through rewards and discourage negative ones through punishment. Our work expands this framework to include environmental issues among young children. (Hu & Wu, 2022).

There is an optimistic association between incentives, rewards, and job satisfaction. An increase in rewards enhances job satisfaction, which in turn boosts job performance. This indicates that rewards have an indirect impact on overall job performance. Financial and non-financial rewards significantly affect job satisfaction. Mutual respect among an organization's employees is the highest form of reward (Mosquera, Soares, & Oliveira, 2020). The study suggests that Green Rewards positively affect green retention. An increase in employee salaries, knowledge, and opportunities for training is a form of extra expertise that can boost employee retention (Khalid & Nawab, 2018). An organization can increase the space and deepness of green HRM practices it enhances environmental performance in a more justifiable way than before. Green HRM practices serve as a powerful tool for promoting sustainable practices within organizations. By implementing these practices, employees can develop and refine their green behaviors, attitudes, performance, and competencies (Arulrajah, Opatha, & Nawaratne. 2015).

## Research Objectives

The objectives were:

1. To explore stakeholders' perspectives on the principal's management and green human resource management practices at the higher secondary school level, specifically concerning reward and punishment.
2. To compare stakeholders' perspectives on principals' management and green human resource management practices at the higher secondary school level, specifically regarding reward and punishment.

## Research Methodology

The researcher used a descriptive investigative method to examine the management and green human resource management (GHRM) practices employed by school leaders at the higher secondary school level in the southern districts of KPK.

The study focused on a population that included both male and female teachers, as well as heads and administrators, in higher secondary schools throughout the southern districts of Khyber Pakhtunkhwa. The total population of Heads was 132 through which the sample was 103, Teachers were 4534 where a sample was 357 and administrators were 60 then the sample was 52. These elements of the population responded to this survey

For the analysis of data, the researcher used statistical methods, including descriptive statistics, t-tests, and ANOVA, The Population of the study includes three strata so the researcher used a stratified sampling technique and a self-developed five-point Likert scale questionnaire for the collection of data.

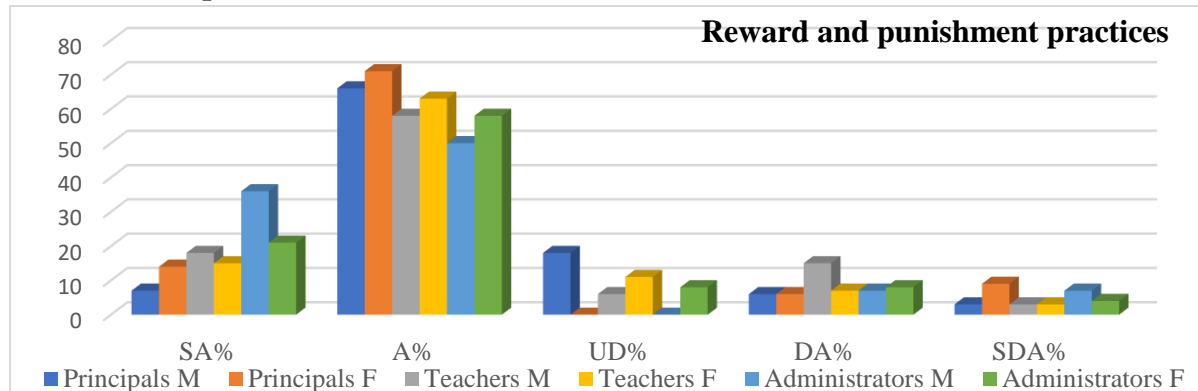
## Results and Discussions

**Table#1: Views of stakeholders regarding reward and punishment practices in school.**

| Stakeholders   | Gender | A. Reward and punishment practices in school. |    |     |    |    |    |    |    |     |   | Sub-Total | Grand-Total |
|----------------|--------|---|----|-----|----|----|----|----|----|-----|---|-----------|-------------|
|                |        | SA  |    | A   |    | UD |    | DA |    | SDA |   |           |             |
|                |        | F   | %  | F   | %  | F  | %  | F  | %  | F   | % |           |             |
| Principals     | M      | 5   | 07 | 45  | 66 | 12 | 18 | 04 | 6  | 02  | 3 | 68        | 103         |
|                | F      | 05  | 14 | 25  | 71 | 0  | 0  | 02 | 6  | 03  | 9 | 35        |             |
| Teachers       | M      | 35  | 18 | 110 | 58 | 12 | 6  | 28 | 15 | 05  | 3 | 190       | 357         |
|                | F      | 25  | 15 | 106 | 63 | 19 | 11 | 12 | 7  | 05  | 3 | 167       |             |
| Administrators | M      | 10  | 36 | 14  | 50 | 0  | 0  | 2  | 7  | 2   | 7 | 28        | 52          |
|                | F      | 5   | 21 | 14  | 58 | 2  | 8  | 2  | 8  | 1   | 4 | 24        |             |

According to the table, stakeholder opinions on reward and punishment practices show that 85% of female and 73% of male principals agree, along with 76% of female and 78% of male teachers. Additionally, 86% of male and 79% of female administrators expressed their agreement.

**Figure#1: Bar graph displaying stakeholders' views on reward and punishment practices.**

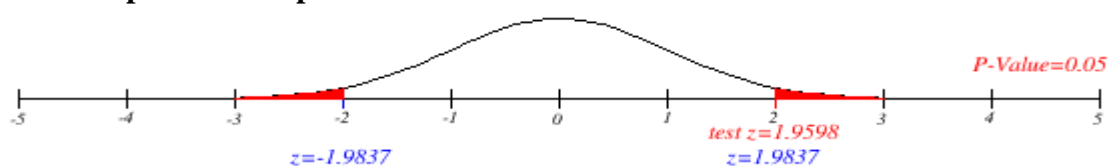


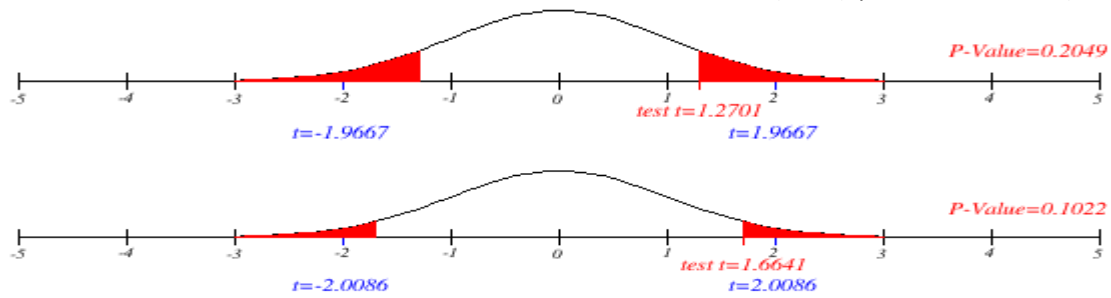
**Table#2: Comparison of stakeholders' perspectives regarding reward and punishment practices in school.**

| Stakeholders  | Gender | Reward and punishment |      |      | Gender Comparison |                  |         | Stakeholders Comparison |                  |         |
|---------------|--------|-----------------------|------|------|-------------------|------------------|---------|-------------------------|------------------|---------|
|               |        | N                     | Mean | S.D  | t <sub>cal</sub>  | t <sub>tab</sub> | P-value | F <sub>cal</sub>        | F <sub>tab</sub> | P-value |
| Principals    | M      | 68                    | 4.79 | 0.41 | 1.9598            | ±1.984           | 0.0527  | 2.2                     | 3                | 0.23    |
|               | F      | 35                    | 4.62 | 0.39 |                   |                  |         |                         |                  |         |
| Teachers      | M      | 190                   | 4.78 | 0.45 | 1.2701            | ±1.967           | 0.2049  | 2.2                     | 3                | 0.23    |
|               | F      | 167                   | 4.72 | 0.44 |                   |                  |         |                         |                  |         |
| Administrator | M      | 28                    | 4.93 | 0.45 | ±2.009            | 0.1024           |         | 2.2                     | 3                | 0.23    |
|               | F      | 24                    | 4.73 | 0.41 |                   |                  |         |                         |                  |         |

In the table above, mean values extended from 1 to 5, with estimates changing between 4.93 and 4.62. Gender comparisons among stockholders resulted in t-values of 1.96, 1.27, and 1.66, respectively, with p-values of 0.05, 0.20, and 0.10, representing no momentous differences. From the stakeholders' perspective, the calculated F-value was 2.23 (below the critical threshold of 3.0), and the p-value of 0.23 (greater than 0.05) recommends that there are no important differences in the viewpoints of principals, teachers, and administrators.

**Figure#2: Normal curve showing stakeholder prospects regarding reward and punishment practices in school.**



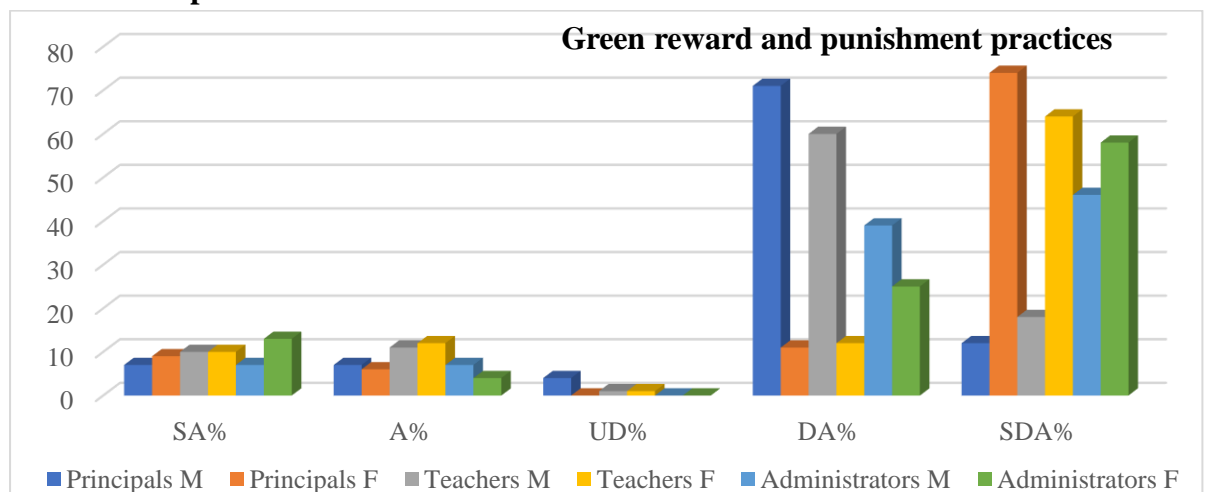


**Table#3: Views of stakeholders regarding green reward and punishment practices in school.**

| Stakeholders   | Gender | Green Reward and punishment practices in school |    |    |    |    |    |     |    |     |    | Sub-Total | Grand-Total |
|----------------|--------|---|----|----|----|----|----|-----|----|-----|----|-----------|-------------|
|                |        | SA  |    | A  |    | UD |    | DA  |    | SDA |    |           |             |
|                |        | F   | %  | F  | %  | F  | %  | F   | %  | F   | %  |           |             |
| Principals     | M      | 05  | 7  | 05 | 7  | 03 | 4  | 48  | 71 | 07  | 12 | 68        | 103         |
|                | F      | 03  | 9  | 02 | 6  | 0  | 0  | 04  | 11 | 26  | 74 | 35        |             |
| Teachers       | M      | 19  | 10 | 20 | 11 | 02 | 01 | 114 | 60 | 35  | 18 | 190       | 357         |
|                | F      | 17  | 10 | 20 | 12 | 02 | 1  | 20  | 12 | 108 | 64 | 167       |             |
| Administrators | M      | 02  | 7  | 02 | 7  | 0  | 0  | 11  | 39 | 13  | 46 | 28        | 52          |
|                | F      | 03  | 13 | 01 | 4  | 0  | 0  | 6   | 25 | 14  | 58 | 24        |             |

According to the table, the table indicates that stakeholders expressed disagreement regarding green reward and punishment practices, with 85% of female and 83% of male principals, 74% of female and 78% of male teachers, as well as 85% of male and 83% of female administrators all in disagreement.

**Figure#3: Bar graph displaying stakeholders' views on green reward and punishment practices.**

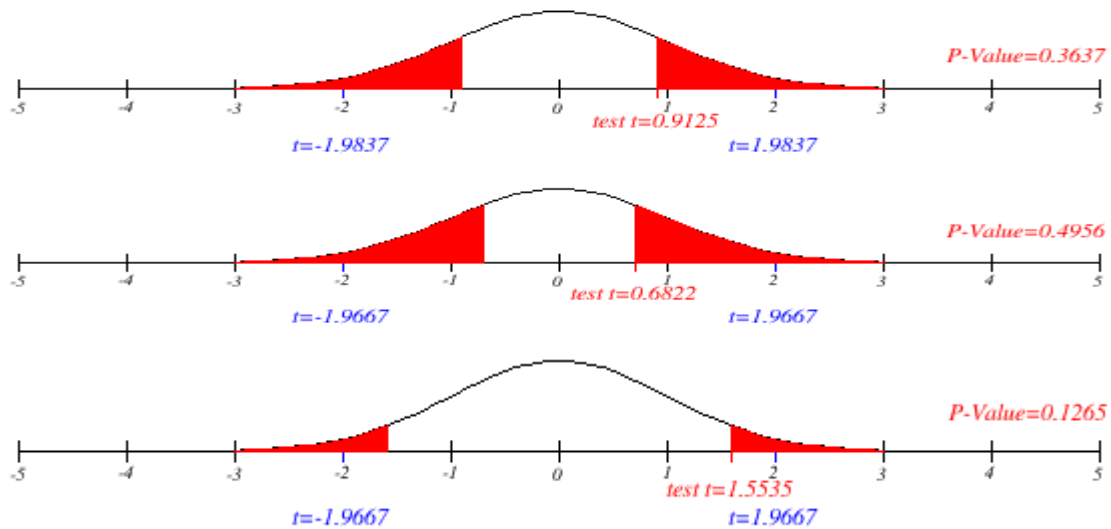


**Table#4: Comparison of stakeholder’s perspectives regarding green reward and punishment practices in school.**

| Stakeholders   | Gender | Green Reward and punishment |      |      | Gender Comparison |                  |         | Stakeholders Comparison |                  |         |
|----------------|--------|-----------------------------|------|------|-------------------|------------------|---------|-------------------------|------------------|---------|
|                |        | N                           | Mean | S.D  | t <sub>cal</sub>  | t <sub>tab</sub> | P-value | F <sub>cal</sub>        | F <sub>tab</sub> | P-value |
| Principals     | M      | 68                          | 2.79 | 0.56 | 0.9125            | ±1.983           | 0.3637  | 2.23                    | 3.0              | 0.23    |
|                | F      | 35                          | 2.62 | 0.54 |                   |                  |         |                         |                  |         |
| Teachers       | M      | 190                         | 2.61 | 0.58 | 0.6822            | ±1.966           | 0.4955  | 2.23                    | 3.0              | 0.23    |
|                | F      | 167                         | 2.49 | 0.52 |                   |                  |         |                         |                  |         |
| Administrators | M      | 28                          | 2.93 | 0.58 | 1.5535            | ±1.966           | 0.1212  | 2.23                    | 3.0              | 0.23    |
|                | F      | 24                          | 2.73 | 0.52 |                   |                  |         |                         |                  |         |

In the table above, mean values ranged from 1 to 5, with estimates changing between 2.93 and 2.49. Gender comparisons among stakeholders resulted in t-values of 0.91, 0.68, and 1.55, respectively, with p-values of 0.36, 0.50, and 0.12, demonstrating no noteworthy differences. From the stakeholders' perspective, the calculated F-value was 2.23 (below the critical threshold of 3.0), and the p-value of 0.23 (greater than 0.05) suggests that there are no significant differences in the viewpoints of principals, teachers, and administrators.

**Figure#4: Normal curve showing stakeholders' prospects regarding green reward and punishment practices in school.**



## **Discussion**

In educational institutions, management should evaluate and display the satisfaction level among all members. It is important to comprehend the most important factor at this level. This leads to enlightening capable employees. There is much need to introduce an effective reward system. Formulating financial and non-financial incentives might help to fascinate, retain, encourage, and improve the performance of employees (Elrayah & Semlali 2023).

Reward and punishment are an important factor in motivating the behavior of employees. The research found that reward and punishment both can improve task performance and the impact of punishment is more as compared to the impact of reward. It is also investigated that rewards are necessary for initiating a corporation (Góis, Santos, Pacheco & Santos, 2019).

In this study, 85% of female, 73% of male principals, 76% of female, 78% of male teachers, 86% of male and 79% of female administrators agreed on the importance of reward and punishment practices. The research highlighted a strong consensus among male and female teachers, principals, and administrators in the southern districts of KPK regarding the implementation of management practices. Principals were recognized for their role in motivating staff to excel and for conducting evaluations that promote healthy competition in the workplace.

Green reward and compensation practices contribute to long-term sustainability. The findings of the study indicate that green rewards are central for environmentally meticulous organizations to fulfill their goals with well-organized resource procedures while also helping the broader cause of environmental safety. There is a vital requirement to generate environmentally friendly competencies in employees so that they can apply eco-friendly organizational practices (Das & Dash, 2024).

Previous studies have explored that intrinsic motivation and extrinsic rewards help enhance employee creativity. Green Rewards rapidly increase optimistic creativity among workers with strong performance goal orientation (Malik, Choi, & Butt, 2019).

In this study, stakeholders expressed significant disagreement regarding the implementation of green reward and punishment practices. Specifically, 85% of female and 83% of male principals, 74% of female and 78% of male teachers, as well as 85% of male and 83% of female administrators, reported dissatisfaction. The findings indicated that green human resource management practices, especially those related to green incentives and rewards, were deemed inadequate. Observations revealed that principals often failed to recognize staff efforts to use public transportation to reduce air pollution or to properly dispose of waste in designated bins.

## **Conclusion**

The current research investigated management and Green Human Resource Management (GHRM) practices in higher secondary schools within the southern districts of KPK. It aimed



to explore stakeholders' perspectives and evaluate potential gender differences among teachers, principals, and administrators regarding these practices.

1. The research revealed a strong consensus among male and female teachers, principals, and administrators in the southern districts of KPK regarding the importance of reward and punishment practices in management. Principals were recognized for their efforts to motivate staff to excel and for conducting evaluations that promote healthy competition within the workplace.
2. The study found that Green Human Resource Management (GHRM) practices, especially those related to green incentives and rewards, were deemed inadequate. Observations indicated that principals did not appreciate staff efforts through monetary and non-monetary rewards to use public transportation, reduce air pollution, properly dispose of waste in designated bins, plant trees, or recycle materials.

### **Recommendations**

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

1. In the southern districts of KPK, there was a strong focus on management practices related to rewards and punishments. For more improvement, Principals should also make significant efforts to recognize and enhance teachers' performance positively.
2. It is also recommended that Green Human Resource Management (GHRM) practices related to green rewards and punishments be strengthened, as they were found to be lacking. Principals showed little interest in recognizing their staff's efforts to promote environmental protection. Therefore, it is suggested that teachers be acknowledged for their green activities, and their environmental contributions should be celebrated.

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