



Original Article (Qualitative)

The model of green management of human resources in the direction of organizational professional development based on the work environment curriculum

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Abstract

The aim of the current research is to design a model of green human resource management in line with the professional development of an organization based on the curriculum of the work environment. This research was conducted with a qualitative approach and a data-based method. The statistical population included all the main agents involved in the management of human resources of education and training, teachers, and subject specialists (university professors); selected through purposeful criterion-based sampling. Data were collected through semi-structured interviews with 10 teachers, 8 experts in education and human resource development of Mashhad, and 8 university professors. In order to analyze the data; open, axial, and selective coding method was used, and MAXQDa10 software was used to code the data. Lincoln and Cuban criteria were used to ensure validity and reliability. The results of the research show thirty core concepts and eleven selected categories which, were organized in the form of a paradigm model, include transformation-oriented participatory management as a core category and causal conditions (including the components of organizational culture, localization, green career path, and interactions), contextual factors (including components such as workplace curriculum-based, promotion of organizational ecological literacy, organizational quality assurance, and structural factors), facilitating factors (including components such as green supervision, motivation organizational building, and green strategic planning in the organization), and limiting factors (including components such as structural challenges, educational-management challenges, and cultural challenges).

Keywords:

Dreen human resources management, Professional development, Work environment curriculum, Teachers.

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Extended abstract

Introduction

In the 21st century, environmental concerns have increased worldwide. Global environmental concerns have led to specific agreements to combat climate change. Due to the harmful consequences of industrial pollution and waste materials, including toxic chemicals, governments and non-governmental organizations around the world have established regulations and policies to reduce and eliminate the negative environmental impacts caused by the actions of humanity and society (Dumont et al., 2017). When introducing environmental management systems to an organization, it becomes very difficult to improve its environmental, educational, social and economic performance by maintaining cultural norms and integrating green behaviors into the organization's operations (Al-Ghazali & Afsar, 2021). Among them, the most important factor is the human resource management unit (Munawar et al, 2022). Therefore, the management and training of human resources with a green approach leads to a balance in the organization's human resources activities in line with the environment.

Green human resource management is a part of the broader framework of the organization's responsibility (Mohammad Rezaei et al, 2023), and its meaning is the application of human resource policies to promote the sustainable use of the organization's resources and support the environment (Safari & Ofogh, 2023). Professional development is one of the most important goals of green human resource management. This is more important in educational organizations.

The professional development of teachers in schools should be done according to the requirements and environmental characteristics of the organization, because the purpose of professional development is to improve the various skills of teachers in the school environment. In other words, professional development is known as the result and consequence of the curriculum in the workplace and is not possible without paying attention to it (Motamedi and Mousavi, 2019). Therefore, it is necessary to pay attention to the work environment and its curriculum in professional development. In the last decade, professional development programs are followed in the organization at the workplace, which is known as the workplace curriculum. Belfiore (1996), as one of the theorists in this field, considers the workplace curriculum to be based on principles such as the participation of all interested groups, respect for all, integration of activities, and attention to learning culture; the principles that have always been considered by educational planners in designing the curriculum of the workplace.

By reviewing the conducted researches, it is clear that the curriculum of the work environment has been used and paid attention to in order to promote competence in various industrial and production environments, and it has been neglected in the field of the curriculum and professional development of teachers, especially in internal researches. Therefore, in this research, based on the stated principles, we are looking to design a model of green human resource management in line with the professional development of an organization based on the curriculum of the work environment, using the experts' point of view. Thus, the main question of the research is: what are the features of the green management model of human resources in line with the professional development of the organization based on the curriculum of the workplace?

Theoretical framework

Green management of human resources

Green management of human resources is one of the main tasks and frameworks of the organization, whose task is to align the activities and goals of the organization with the goals



of the environment (Abormandan & Karatepe, 2021). The long-term success of companies is guaranteed only if the strategic and structural orientation of the organization is ensured based on the changing environmental scenario. In order to adapt to operational goals, environmental changes, and organizational development; organizations continuously develop, improve, and develop human resources in accordance with external criteria (Saeed et al, 2019). Professional development of green human resources of the organization is one of the important tasks of green human resource management.

Professional development

Professional development literally means gradual growth in the direction of becoming stronger, more advanced, and even bigger (Barker et al, 2018). Professional development means the development of a person in his professional and occupational role. Professional development includes formal and informal experiences (Ganser, 2000). Meanwhile, the professional development of teachers also expands the concept of professional development to educational activities related to the professional field of teaching-learning (Rahmati et al, 2020).

Work environment curriculum

Work environment curriculum was proposed for the first time by Nash (Tash, 1993), one of the experts in the field of education, and to benefit from the achievements of the field of curriculum in organizational training. Later and in the current era, due to the ever-increasing complexities of the work environment and the need for soft and training-oriented skills in every work environment, it was especially paid attention (Ritter, small & Mortimer, 2018). In the definition of the curriculum of the work environment, it is considered a systematic process that provides the necessary platforms for continuous organizational improvement, aims to create a commitment to continuous learning through formal, informal, and implicit methods, and also by using new technologies, it (Fathi Vajargah, 2015).

Research methodology

In terms of approach, the current research is a qualitative research, and in terms of method, it is based on data-based studies. In this research, the systematic approach of Strauss and Corbin is used for data-based theory. The study population of this research included all the main agents involved in the management of human resources of education and training, teachers, and subject specialists (university professors). Through purposeful sampling, based on criteria, the target sample was selected and sampling continued until reaching the theoretical saturation of the data. Therefore, the participants in the research included 10 teachers, 8 experts in education and human resource development, and 8 university professors. The data collection tool in this research is a semi-structured interview; MAXQDa10 software was also used for data coding. Guba and Lincoln's method (Guba & Lincoln, 1980) was used to ensure validity and reliability.

Research findings

The research shows thirty core concepts and eleven selected categories which was organized in the form of a paradigm model, include transformation-oriented participatory management as a core category, and casual conditions (including the components of organizational culture, localization, green career path, and interactions), strategic factors (including components such as green professional standardization, comprehensiveness of professional development programs, green knowledge management, green educational needs assessment, peer mentoring, and hytagogy-based approach), contextual approach (including components such

as workplace-based curriculum, promotion of organizational ecological literacy, organizational quality assurance, and structural factors), facilitating factors (including components such as green supervision, organizational motivation, and green strategic planning in the organization), and limiting factors (including components such as structural challenges, educational-managerial challenges, and cultural challenges).

Conclusion

The current research was conducted with the aim of designing a green human resources management model in line with the organizational professional development based on the workplace curriculum. The findings of this research are in line with the findings of Talkhabi et al, (2020), Atar-Piraquive et al, (2021), Rahimi (2022), Khoroshi (2015), Motamedi et al, (2019), Mehmandost Qamsari (2018), Chen et al, (2021), and Huang & Wang (2021). Rahimi (2022) showed that for the professional development of teachers based on the curriculum of the work environment, attention should be paid to indicators such as culture-building in the field of professional growth, organizational knowledge management, needs assessment, vertical flow of knowledge transfer, and lack of employees' motivation. According to the findings, some suggestions are presented:

- Due to the important role of needs assessment in the effectiveness of professional training programs for teachers in this field, it is suggested to conduct an educational needs assessment in this field before the implementation of each training course for teachers.

- Considering the role of ecological knowledge and ecological factors in the professional development of teachers based on the work environment in this field, it is suggested to pay attention to local and ecological factors in the design, implementation, and evaluation of training courses in designing training courses for teachers.

Considering that, paying attention to the management of green knowledge and knowledge based on experience and the transfer of educational experiences plays an important role in the development programs based on the work environment program, it is suggested to create a wide network between teachers to provide exchange experiential knowledge among teachers.

- Considering the role of the green career path in the green professional development of employees in the education and training organization, it is suggested to pay attention to the design of charters for the recruitment, retention, and promotion of green teachers in education and training.

- Considering the role of culture building in the professional development of employees in this field, it is suggested to pay attention to organizational culture building in the direction of green professional development in education and creating internal motivation in teachers.