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FROM GREEN OFFICE INITIATIVES TO SUSTAINABLE IMPACT: THE ROLE OF EMPLOYEE GREEN BEHAVIOR IN HIGHER LEARNING INSTITUTIONS

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Abstract:

Higher learning institutions are increasingly adopting green office practices as part of wider initiatives to reduce environmental impacts. However, the adoption of sustainability policies and practices does not ensure major changes in the day-to-day operations. Existing studies have discussed organizational green practices and employee pro-environmental behavior, but how these two elements work together within higher education contexts remains less clear. Specifically, the role of Employee Green Behavior (EGB) in the relationship between Green Office Practices and Sustainability Outcomes is not well understood. This study addresses this gap by developing a conceptual framework that places EGB within the relationship between institutional green practices and their sustainability outcomes. A structured literature search was used to retrieve peer-reviewed articles from Scopus, followed by a narrative review. The selected studies were analyzed using integrative thematic analysis to identify recurrent themes and relationships related to the proposed framework. The Resource-Based View (RBV) helps to explain how Green Office Practices provide the organizational resources and structures needed to support sustainability, and Social Identity Theory (SIT) offers an employee-level perspective by explaining how identification with institutional environmental values can shape green behavior. Together, these perspectives position EGB as the proposed mediator linking institutional green practices with outcomes including resource conservation, waste reduction, energy efficiency and improved

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environmental performance. Organizational factors like green leadership, Green Human Resource Management, green training and an eco-friendly workplace culture may also support this relationship. The study frames organizational practices and employee behavior within the same framework, offering a more lucid account of how sustainability initiatives can move from institutional policy to everyday practice. For university administrators and sustainability practitioners, this outlook emphasizes the significance of employee participation in improving the effectiveness and endurance of green office initiatives.

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Keyword:

Employee Green Behavior, Green Office Practices, Higher Learning Institutions, Resource-Based View, Sustainability Outcomes

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Introduction

Higher learning institutions (HLIs) have an important role in supporting environmental sustainability because their daily operations involve considerable use of energy, water, and other resources. In response, many universities have introduced green office practices such as paperless work processes and energy-saving measures to reduce their environmental impact (Filho et al., 2019). Introducing these practices, however, is only part of the process. Their effectiveness also depends on whether employees adopt them in their daily work (Ahmed et al., 2024; Yadav et al., 2026). A university may have sustainability policies, dedicated units, and appropriate facilities in place, but these efforts are unlikely to achieve their intended outcomes if they are not reflected in everyday workplace practices.

This creates a practical concern for higher learning institutions: having environmental policies does not always result in changes at the employee level. Much of the attention given to institutional sustainability has focused on infrastructure, formal policies, and organizational initiatives, although the behavior of academic and administrative staff is equally relevant to what happens in practice. This is particularly important in settings such as laboratories, offices, and classrooms, where routine decisions about energy, paper, waste, and other resources can collectively influence environmental performance. When institutional policies are not reflected in individual commitment and daily behavior, unsustainable practices may continue (El-Tony & Choo, 2020). Green office initiatives may therefore have limited impact when employee engagement and organizational support for green behavior are weak (Bhardwaj et al., 2024; Haile & Singh, 2026).

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Previous studies have examined organizational green practices and employees' pro-environmental behavior from different perspectives, including Green Human Resource Management, leadership, organizational culture, and employee-level green behavior (Aboramadan, 2022; Chen & Wu, 2022; Pooja & Bhavani, 2026; Zhu et al., 2024). However, what remains less clear, particularly in higher learning institutions, is how Green Office Practices lead to Sustainability Outcomes through the actions of employees. In other words, there is still a need to explain what happens between the introduction of an institutional green practice and the sustainability outcome it is intended to produce. This study focuses on Employee Green Behavior (EGB) as the link between these two levels.

Based on this gap, the study develops a conceptual framework in which EGB connects Green Office Practices with Sustainability Outcomes in higher learning institutions. EGB includes both job-related environmental actions and voluntary eco-citizenship behaviors that allow employees to put institutional sustainability initiatives into practice (Alowais & Suliman, 2026a; Haile & Singh, 2026). Therefore, the main relationship is expressed as Green Office Practices → Employee Green Behavior → Sustainability Outcomes. Other organizational elements like responsible leadership, green training, GHRM and an eco-centric workplace culture may help this process, but they are not addressed as essential constructs in the framework (Shetty & Koodamara, 2026; Vasudevan et al., 2026; Zhu et al., 2024).

The conceptual and practical importance of this research is that it considers Green Office Practices and employee behavior under one framework. In theory, it looks at the existence of green policies, technologies and workplace practices and how employees respond to such initiatives in their day-to-day work. To clarify this process, the framework is built upon the Resource-Based View (Barney, 1991) and Social Identity Theory (Tajfel & Turner, 1979) in an effort to provide two complementary but distinct viewpoints. RBV considers Green Office Practices as organizational assets and competencies that boost sustainability initiatives. SIT explains why employees who align with the environmental values and standards of their organization are likely to be more willing to participate in Employee Green Behavior. Bringing these perspectives together provides a basis for understanding how organizational resources and employee behaviors can work together to support Sustainability Outcomes.

The following sections of this document are organised as follows. The Literature Review addresses the three main constructs of the study, which are Green Office Practices, Employee Green Behavior and Sustainability Outcomes. The next section introduces the Methodology, including the narrative review framework, search strategy, study selection criteria, and synthesis method. The paper then discusses the theoretical basis, conceptual structure and propositions before discussing the theoretical and practical implications. Finally, the conclusion highlights the limitations of the study and the directions for future empirical studies.

Literature Review

Green Office Practices

Green Office Practices refer to the ways in which higher learning institutions (HLIs) organize their daily operations to reduce environmental impact. These practices can take different forms, including energy-saving measures, waste reduction, paperless work processes, and environmentally responsible procurement (Filho et al., 2019). While universities may establish formal structures and systems to manage their use of resources, these measures need to be

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supported across the organization to work effectively (Ahmed et al., 2024). Green Office Practices thus provide a practical basis for guiding how resources are used and how environmentally responsible activities are carried out across the institution (Ajadi, 2024; Starc, 2026; Yusliza et al., 2025).

Employee Green Behavior

Employee Green Behavior (EGB) is a behavior of employees in the workplace for environmental purposes. These behaviors can be part of the responsibilities of their job or voluntary, as in the case of pro-environmental behavior (Norton et al., 2015). Higher learning institutions are practicing EGB in simple but recurring practices like recycling, conserving power in office and laboratory environments and encouraging colleagues to adopt environmentally responsible habits (Alowais & Suliman, 2026a; El-Tony & Choo, 2020, 2021). Within HEIs, the expression of EGB is heavily driven by organizational enablers—such as authentic and ethical leadership, green human resource management (GHRM) practices, green training, and an eco-centric organizational culture (Alowais & Suliman, 2025; Pooja & Bhavani, 2026; Srivastava et al., 2020; Vasudevan et al., 2026; Zhu et al., 2024). In this study, EGB is particularly important because it explains how Green Office Practices can become part of employees' everyday actions across academic and administrative settings (Putri et al., 2023; Yadav et al., 2026).

Sustainability Outcomes

Sustainability Outcomes refer to the environmental and operational improvements that higher learning institutions aim to achieve through their sustainability efforts. These include reducing waste and carbon emissions, improving the use of resources and cleaner ways of operating (Filho et al., 2019; Yusliza et al., 2025). Such improvements, however, are not achieved simply because an institution has introduced environmental policies or practices. Employees also need to participate consistently in these efforts (El-Tony & Choo, 2020; Shetty & Koodamara, 2026). When green office practices are effectively executed through employee green behaviors, institutions achieve heightened operational efficiency and strategic corporate environmental performance (Krishnan et al., 2024; Yadav et al., 2026). In this context, Sustainability Outcomes refer to the institutional outcomes that may emerge when organizational green practices are supported by employees' green behaviors.

Methodology

Research Design

The proposed conceptual framework is developed by synthesising the literature on Green Office Practices, Employee Green Behavior and Sustainability Outcomes in higher learning institutions through narrative review. The narrative approach was considered appropriate as the study draws on different theoretical perspectives, empirical evidence and organizational practices rather than combining statistical results across studies. A structured search was used to retrieve the literature, and integrative thematic analysis was used to organise and interpret the selected studies.

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Literature Search Strategy

A structured search of the Scopus database was carried out as part of the narrative review. The search covered peer-reviewed journal articles and conceptual studies published between 2019 and 2026, with the aim of identifying recent literature on employee green behavior, organizational sustainability practices, and sustainability in higher education. The Boolean search used the following terms: ("employee" OR "staff" OR "worker" OR "personnel") AND ("green behavior" OR "sustainable behavior" OR "eco-friendly behavior" OR "environmental behavior") AND ("higher education" OR "university" OR "college" OR "academic institution") AND ("engagement" OR "participation" OR "involvement" OR "action") AND ("environmental awareness" OR "sustainability" OR "ecological responsibility" OR "green practices"). The search initially returned 142 records. After duplicates were removed and the titles and abstracts were screened against the eligibility criteria, 38 articles were selected for full-text assessment. Of these, 24 peer-reviewed articles met the inclusion criteria and were retained for the integrative thematic synthesis. These articles provided the main literature base for identifying recurring themes, examining the theoretical perspectives, and developing the conceptual framework. Earlier seminal and foundational works outside the specified search period were consulted selectively to support the theoretical grounding and conceptual development of the study but were not included among the 24 core articles retained for the integrative thematic synthesis.

Study Selection and Eligibility Criteria

Retrieved records were screened by reviewing the title, abstract and full text based on defined criteria. Studies were included that examined organizational sustainability, employee pro-environmental behavior, institutional green strategies, or related issues within organizational or higher education contexts. The review considered peer-reviewed conceptual and empirical studies, including qualitative, quantitative, and mixed-method research, as well as relevant review articles that contributed to the development of the conceptual framework. Non-peer-reviewed white papers and publications written in languages other than English were excluded.

Data Extraction and Integrative Thematic Synthesis

Selected literature was reviewed to extract key theoretical frameworks, including the Resource-Based View and Social Identity Theory, organizational factors such as leadership styles, Green HRM and institutional culture, employee-level behavioral mechanisms and sustainability-related outcomes. An integrative thematic approach was then used to review the literature. This involved coding and grouping related concepts, examining their theoretical connections, and identifying recurring themes and gaps across the studies. Recurring patterns across the studies were then compared to clarify the relationships among the core constructs and identify theoretical gaps, particularly the limited explanation of how Employee Green Behavior may link Green Office Practices with Sustainability Outcomes. The emerging concepts were discussed in relation to the Resource-Based View (RBV) and Social Identity Theory (SIT) to understand the connections between organizational resources, employee behavior, and institutional environmental values within higher education settings. Other recurring factors such as leadership, GHRM, training, and organizational culture were maintained as supporting organizational conditions rather than treated as additional core constructs.

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Conceptual Framework Development

The conclusions from the literature were integrated into the proposed conceptual framework. The framework considers Green Office Practices as the organizational antecedent, Employee Green Behavior as the mediator and Sustainability Outcomes as the institutional-level outcome. Its main pathway is represented as Green Office Practices → Employee Green Behavior → Sustainability Outcomes. A direct relationship between Green Office Practices and Sustainability Outcomes is also included to support the development of the propositions.

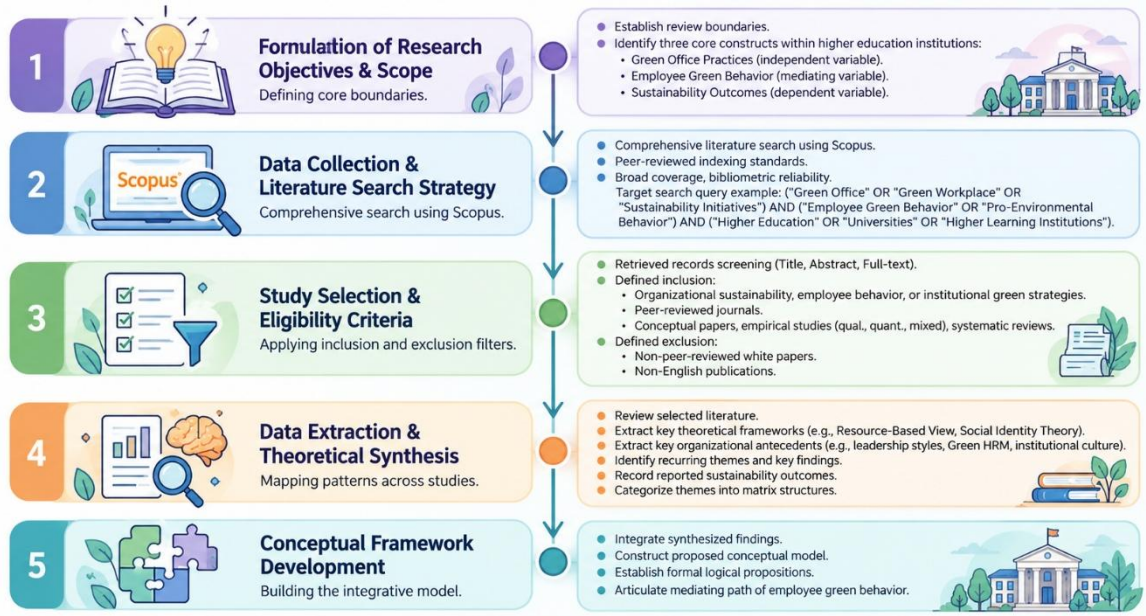


Figure 1: Key Steps in Conducting a Narrative Review

Key Insights from the Literature Synthesis

Several patterns emerged from the literature reviewed. First, the mere existence of formal green policies and institutional initiatives does not appear to be sufficient for the production of enduring Sustainability Outcomes. The process relies on employee involvement, with EGB acting as a bridge between Green Office Practices and the environmental actions taken in day-to-day operations. The literature suggests that leadership, Green Human Resource Management (GHRM), training and an environmentally oriented organizational culture may help promote these behaviors. This study does not treat these as separate constructs but as organizational conditions that may help employees engage with Green Office Practices and contribute to Sustainability Outcomes. The key insights derived from the literature synthesis are summarized in Table 1.

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Table 1: Key Insights from the Literature Synthesis

Key Finding Category	Description & Institutional Function	Supporting Evidence
Green Office Practices as Structural Foundations	Green Office Practices provide institutional infrastructure, policies, and operational arrangements for environmental management. Their effectiveness depends partly on how these practices are translated into employee behaviors.	Filho et al. (2019); Ahmed et al. (2024); Yusliza et al. (2025)
Employee Green Behavior as a Behavioral Mechanism	EGB operationalizes institutional sustainability initiatives through both task-related and voluntary pro-environmental actions in everyday work settings.	El-Tony & Choo (2020, 2021); Alowais & Suliman (2026a); Yadav et al. (2026)
Contribution to Sustainability Outcomes	Consistent employee green actions may contribute to resource efficiency, waste reduction, energy conservation, and broader institutional environmental performance.	Shetty & Koodamara (2026); Yusliza et al. (2025); Yadav et al. (2026)
Supporting Organizational Conditions	Leadership, GHRM, training and organizational culture may facilitate Employee Green Behavior and strengthen the implementation of Green Office Practices. These factors are treated as supporting conditions rather than core constructs.	Srivastava et al. (2020); Bhardwaj et al. (2024); Zhu et al. (2024); Vasudevan et al. (2026)
EGB as the Proposed Mediating Mechanism	The literature provides a conceptual basis for positioning EGB as the behavioral bridge through which Green Office Practices may contribute to Sustainability Outcomes.	Haile & Singh (2026); Alowais & Suliman (2026a); Yadav et al. (2026)

Summary of Literature Synthesis

The literature synthesis suggests that employee behavior is an important factor in the success of green initiatives in higher learning institutions. Green Office Practices provide the organizational framework and tools for employees to engage in eco-friendly behaviors, but their effects on sustainability also depend on employees' behaviors in their daily work. Both job-related and voluntary green behaviors can support outcomes such as resource conservation, waste reduction, energy efficiency, and improved environmental performance. Leadership, GHRM, training and environmentally focused organizational culture may provide supporting conditions for these behaviors to emerge and continue over time. On this basis, the study proposes that Employee Green Behavior mediates the relationship between Green Office Practices and Sustainability Outcomes. The theoretical framework for this relationship is discussed in the next section.

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Theoretical Framework Development

The proposed framework applies the Resource-Based View (RBV) and Social Identity Theory (SIT) to explain the relationship between Green Office Practices, Employee Green Behavior (EGB) and Sustainability Outcomes. Each theory addresses a different aspect of this relationship. RBV explain how institutional resources, capabilities, and green practices provide an organizational foundation for sustainability. SIT explains how employees may respond to the environmental values and expectations communicated by the institution. By combining both perspectives, the framework provides a basis for understanding how organizational resources and employee behavior may work together to support Sustainability Outcomes.

Resource-Based View

From an RBV perspective, Green Office Practices can be viewed as part of the resources and capabilities that higher learning institutions use to support their environmental strategies (Barney, 1991). Paperless work processes, energy-efficiency measures, waste-management systems, and sustainable procurement, for example, provide practical support for environmentally responsible operations (Ajadi, 2024; Filho et al., 2019; Yusliza et al., 2025). Having these practices and systems in place, however, does not guarantee that they will be used effectively. Their value also depends on how they become part of organizational routines and how employees engage with them in their daily work. Employees are therefore important in turning institutional green resources into actual workplace practices. In the proposed framework, RBV helps explain this organizational side of the relationship: Green Office Practices provide the resources and conditions for sustainability, while Employee Green Behavior reflects how these resources are put into practice.

Social Identity Theory

While RBV focuses on the resources available within the institution, Social Identity Theory (SIT) helps explain the employee side of the framework. SIT proposes that individuals develop part of their sense of identity through the groups and organizations to which they belong, and this can influence how they respond to shared values and norms (Tajfel & Turner, 1979). In a higher learning institution, Green Office Practices that are visible and consistently applied may signal that environmental responsibility is part of what the institution values. Employees who identify with these values may be more likely to reflect them in their own workplace behavior (Pooja & Bhavani, 2026; Zhu et al., 2024). Leadership, GHRM, green training, and an eco-centric workplace culture may further support this process, although they remain supporting organizational conditions rather than core constructs in the proposed framework.

Integration of RBV and Social Identity Theory

RBV and SIT are brought together in this study because each theory explains a different part of the proposed relationship. RBV focuses on the resources, systems, and practices provided by the institution, whereas SIT considers how employees interpret and respond to the environmental values associated with those practices. Linking these perspectives makes it possible to consider what happens between the introduction of Green Office Practices and the Sustainability Outcomes that institutions aim to achieve. Within this process, Employee Green Behavior is proposed as the mediator that connects institutional practices with Sustainability Outcomes. The framework therefore does not assume that Green Office Practices automatically

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produce Sustainability Outcomes; instead, it recognizes the role of employee behavior in connecting institutional resources with their intended environmental results.

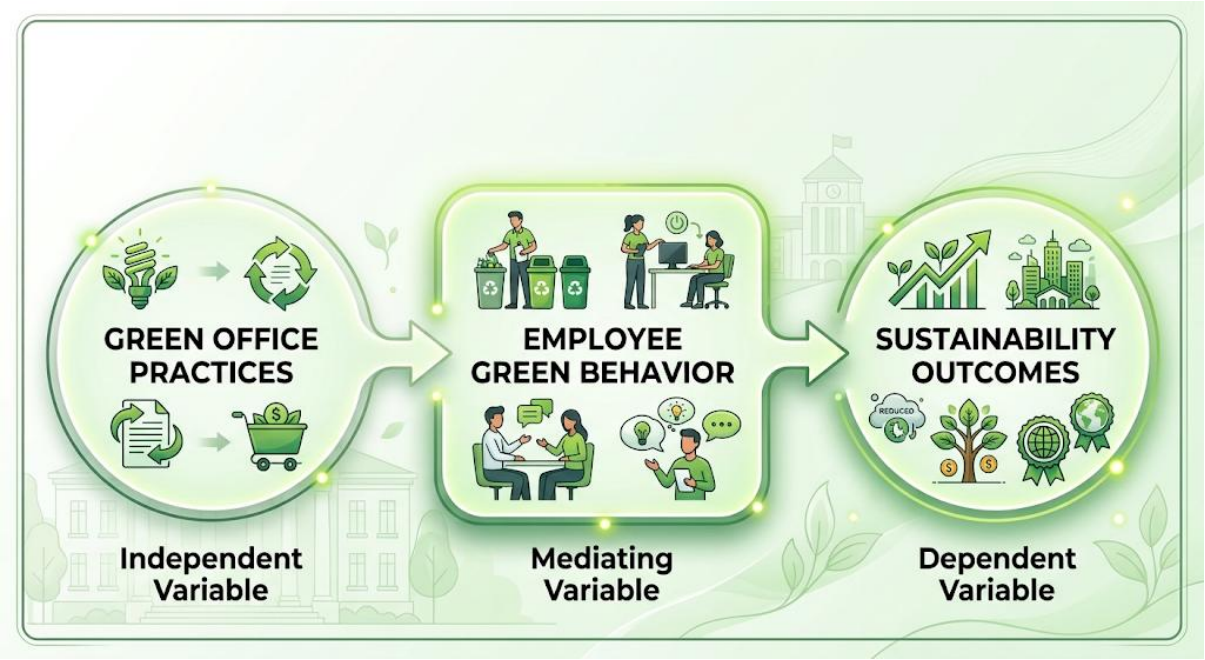


Figure 2: Proposed Conceptual Framework

Proposition Development

Green Office Practices and Sustainability Outcomes

Green Office Practices show how an institution puts its environmental commitments into practice. In higher learning institutions, these practices may include resource conservation, improving energy efficiency, waste reduction, paperless operation and adopting environmentally responsible procurement (Filho et al., 2019; Vargas, 2020; Yusliza et al., 2025). From an RBV perspective, these practices can be considered as elements of the organizational resources and capabilities that facilitate environmental management. Evidence from the reviewed literature suggests that stronger green practices may contribute to better environmental performance by improving resource use and reducing waste and other environmental impacts (Haile & Singh, 2026; Yadav et al., 2026). Hence, Green Office Practices may enhance Sustainability Outcomes by providing the institutional arrangements needed to support environmentally responsible operations. At the same time, part of this relationship may depend on how employees respond to and engage with these practices, which is considered in the subsequent propositions.

Proposition 1 (P1): Green Office Practices positively influence Sustainability Outcomes in higher learning institutions.

Green Office Practices and Employee Green Behavior

Green Office Practices can influence employees not only by providing the facilities and procedures needed for environmentally responsible work, but also by showing what the institution expects from them. Practices such as paperless systems, energy-saving procedures,

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waste-sorting facilities, and sustainable procurement can make green actions easier to carry out as part of everyday work (Filho et al., 2019; Yusliza et al., 2025). Social Identity Theory provides another way of understanding this relationship. When employees see environmental responsibility as part of their institution's values and identity, they may be more inclined to reflect those values in their own workplace behavior (Pooja & Bhavani, 2026; Zhu et al., 2024). Green Office Practices may therefore encourage both task-related and voluntary green behavior among employees (Norton et al., 2014). Green leadership, GHRM, and training may further support this process by creating conditions that encourage employees to participate in the institution's sustainability efforts.

Proposition 2 (P2): Green Office Practices positively influence Employee Green Behavior in higher learning institutions.

Employee Green Behavior and Sustainability Outcomes

Employee Green Behavior reflects how employees put environmental responsibility into practice through their everyday actions at work. EGB includes both behaviors that are part of employees' job responsibilities and voluntary eco-citizenship behaviors, such as conserving energy, reducing paper use, sorting waste, using resources responsibly, and encouraging environmentally responsible practices among colleagues (Alowais & Suliman, 2026a; El-Tony & Choo, 2021). Although these actions may appear small when considered individually, their repeated and collective practice across an institution may contribute to Sustainability Outcomes by reducing unnecessary resource consumption, minimizing waste, and supporting more environmentally responsible workplace routines (Shetty & Koodamara, 2026; Yadav et al., 2026). In higher learning institutions, EGB may therefore influence the extent to which sustainability initiatives are reflected in actual environmental and operational outcomes.

Proposition 3 (P3): Employee Green Behavior positively influences Sustainability Outcomes in higher learning institutions.

The Mediating Role of Employee Green Behavior

Green Office Practices provide the frameworks, protocols and tools needed to support sustainability, but these practices still depend on employees to carry them out in their daily work. This is the justification for incorporating Employee Green Behavior as a mediator in the proposed framework. From an RBV perspective, Green Office Practices provide the organizational resources and capabilities that support environmental management. SIT addresses the employees' perspective by explaining how they can identify with the institution's environmental values and reflect them through both task-related and voluntary green behaviors. Together, these perspectives provide a basis for proposing a process in which Green Office Practices create opportunities for environmental action, employees respond through EGB, and their repeated actions may contribute to institutional Sustainability Outcomes (Haile & Singh, 2026; Yadav et al., 2026). Hence, EGB links the measures taken by the institution with the sustainability outcomes it aims to achieve. The proposed mediating role acknowledges that Green Office Practices may contribute to Sustainability Outcomes not only through their implementation but also through how employees apply these practices in their day-to-day work.

Proposition 4 (P4): Employee Green Behavior mediates the relationship between Green Office Practices and Sustainability Outcomes in higher learning institutions.

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Discussion and Implications

The proposed framework highlights the importance of considering employee behavior when examining sustainability initiatives in higher learning institutions. Green Office Practices may establish the policies, frameworks and work environments required to support environmental goals, but their contribution goes beyond implementation. Employees' actions in applying these practices during their daily work are also important. The literature reviewed in this study suggests that EGB can help explain how institutional green initiatives become part of routine workplace activities. From this perspective, sustainability depends on both what the institution provides and how its employees respond. Rather than simply assuming that the existence of green policies and practices is sufficient on its own, the framework emphasizes the behavioral mechanisms that may link Green Office Practices to Sustainability Outcomes.

Theoretical Implications

This study adds to the literature by incorporating institutional green practices and employee behavior into the conceptual explanation of sustainability in higher learning institutions. Much of the literature on organizational sustainability is focused on either the practices introduced by organizations or the environmental behavior of employees. The proposed framework links these two levels and offers a way to conceptualize how Green Office Practices may lead to Sustainability Outcomes through employees' actions in the workplace. A major contribution is the positioning of Employee Green Behavior as the proposed mediator between Green Office Practices and Sustainability Outcomes, moving the discussion beyond a direct relationship between institutional practices and environmental performance.

This framework also draws on RBV and SIT to explain this relationship from the perspectives of the organization and employees. RBV helps to explain the resources and capabilities that institutions provide through Green Office Practices, while SIT helps to explain how employees may identify with institutional environmental values and mirror them in their workplace behavior. This theoretical combination provides a basis for understanding sustainability as a process involving institutional resources and employee responses. Leadership, GHRM, training and an eco-centric organizational culture still constitute part of this process, but they are viewed as supporting organizational conditions rather than additional core constructs.

Practical Implications

The proposed framework has practical implications for university administrators, sustainability units, and HR practitioners. Introducing green policies, technologies, and facilities is important, but institutions may also need to consider how easily employees can apply these initiatives in their daily work. This means paying attention to whether employees understand what is expected of them and have the support needed to practise behaviors such as conserving energy, reducing paper use, managing waste responsibly, and using resources more carefully. HR and sustainability units can support these efforts through environmental training, clear communication of sustainability values, recognition of green practices, and leadership that encourages employee participation. Aligning HR practices with institutional environmental objectives may further help make green behavior part of everyday workplace routines. Within the proposed framework, these initiatives serve as supporting conditions for EGB rather than additional core constructs.

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Contribution of the Proposed Framework

The main contribution of the proposed framework is that it brings together three elements that are often discussed separately: institutional green practices, employee green behavior, and sustainability outcomes. The framework considers the proposed relationship between institutional actions and their intended outcomes, rather than considering the existence of Green Office Practices as sufficient to explain environmental performance. Within this context, EGB is positioned as the proposed mediator, illustrating how employees' everyday environmental behaviors may connect Green Office Practices with Sustainability Outcomes. The combination of RBV and SIT reinforces this line of reasoning by linking the resources and practices provided by the institution with the way employees may respond to its environmental values. The framework can therefore serve as a basis for understanding how sustainability may move from institutional goals and practices to employee action and subsequently to sustainability outcomes in higher education.

Conclusion

This research proposes a conceptual framework to understand how Green Office Practices may contribute to Sustainability Outcomes in higher learning institutions through Employee Green Behavior. Drawing on the reviewed literature, the framework recognizes that institutional sustainability is built on green policies, systems and operational practices, while their contribution may also depend on employee involvement and implementation in daily work. EGB is therefore positioned as the proposed mediator between Green Office Practices and Sustainability Outcomes.

RBV and SIT are used to explain this relationship from both organizational and employee perspectives. RBV helps explain how Green Office Practices provide the resources and capabilities to support environmental management, while SIT helps explain how employees may identify with institutional environmental values and reflect them in their workplace behavior. These views provide theoretical support for understanding how institutional green practices and employee behaviors may jointly support Sustainability Outcomes.

The study integrates Green Office Practices, Employee Green Behavior and Sustainability Outcomes within a single framework, emphasizing the employee's role in converting the sustainability efforts of organizations into daily practice. Green leadership, GHRM, environmental training, and an eco-centric organizational culture may support this process but are treated as supporting organizational conditions rather than core constructs. For higher learning institutions, this means sustainability endeavors are likely to benefit from attention not only to the policies and systems being introduced but also to how employees understand, adopt and practice them in their daily work.

Limitations and Future Research

This research has some limitations which need to be considered while analyzing the proposed framework. This theoretical and literature-driven investigation has not empirically explored the relationships among Green Office Practices, Employee Green Behavior and Sustainability Outcomes. The direct and mediating relationships proposed in this paper should be considered as theoretically formulated propositions, not as established causal relationships. The research also uses a narrative review, which is appropriate for synthesizing different theoretical

perspectives and research findings, but it does not have the breadth of a systematic literature review or meta-analysis. The synthesis was based on 24 key peer-reviewed articles selected through a structured Scopus search covering 2019–2026. The framework also intentionally emphasizes Green Office Practices, Employee Green Behavior, and Sustainability Outcomes. Green leadership, GHRM, environmental training and organizational culture are treated as supporting organizational conditions, while other individual and institutional factors are not covered.

Future research could further develop the framework by empirically testing the proposed relationships in various higher education contexts. Quantitative research could examine the direct relationships between Green Office Practices, EGB and Sustainability Outcomes and the proposed mediating role of EGB. Longitudinal and mixed-method research could increase understanding of how employee green behavior develops as sustainability practices are embedded into organizational routines. Future research may also investigate whether individual environmental values, psychological capital, departmental characteristics, institutional support and resource allocation strengthen or weaken the proposed relationships. Research in different organizations, countries and cultural contexts would help in determining the applicability of the framework across different contexts. These inquiries may provide the empirical evidence necessary to refine and validate the proposed framework.

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	of the study and helped in writing and finalising the manuscript as the principal investigator. Azlyantiny Mohamad was involved in data collection and data analysis and interpretation of results. Nurliyana Abas was involved in literature review, data collection, manuscript writing and substantial revision of the manuscript. All authors read and approved the final manuscript for submission.
Declaration on the Use of Artificial Intelligence (AI)	The authors declare the use of generative AI and AI-assisted technologies as tools in the writing of this manuscript. Scopus AI and Google Gemini were used properly for assisting in the literature and information search, language improvement, correction of grammatical mistakes, translation and a little help for the organization and analysis of data. These tools were used to enhance the clarity and quality of the manuscript, not to replace the authors' academic judgement, interpretation or original prose. The authors had the primary responsibility for writing and development of the manuscript and all AI generated material was thoroughly reviewed, validated and amended by them. The authors take full responsibility for the manuscript's accuracy, originality, integrity, interpretation and final content.

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