Unleashing Lecturer Performance in Malaysian Higher Education through Green Organizational Culture: The Mediating Role of Work Motivation

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Abstract

This study examines the influence of green organizational culture on work motivation and its subsequent effect on lecturer performance within the context of sustainable development education in higher education institutions. Using a sample of 308 lecturers from Malaysian universities, data were collected through a Google Forms questionnaire and analyzed using Smart PLS. The results indicate a significant positive relationship between green organizational culture and work motivation, which in turn, significantly enhances lecturer performance. This study provides both theoretical and practical implications by contributing to the growing body of knowledge on sustainable organizational practices and their role in fostering employee motivation and productivity. Future research should expand the scope to different geographical contexts and employ longitudinal studies to gain a deeper understanding of these dynamics over time. Overall, the findings underscore the importance of integrating sustainability into organizational culture to promote a motivated and high-performing academic workforce.

Keywords: *Green Organizational Culture, Work Motivation, Sustainable Development Education.*

Introduction

In Malaysia, the quest to enhance the quality of higher education is driven by the imperative to equip students with both essential soft and hard skills, in line with global educational excellence standards (Mohamud, 2024; Megdadi, 2024). University lecturers are pivotal to this endeavor, as their performance significantly impacts educational outcomes and institutional success (Purwati, 2023). The Malaysian government has acknowledged the crucial role of lecturers and implemented policies aimed at addressing regional disparities in educational quality. This is particularly relevant for private universities situated in less developed areas, which face distinct challenges compared to their counterparts in more affluent urban centers (Chin, 2021; Ismail, 2022).

Private universities located outside major Malaysian cities, such as Kuala Lumpur, Penang, and Johor Bahru, encounter unique obstacles that affect their performance and overall quality (Rahman, 2023). These challenges highlight the urgent need to improve lecturer performance to meet industry expectations and national standards. In Malaysia, lecturer performance is evaluated across three primary dimensions: (i) high-quality instruction, (ii) impactful research, and (iii) community service. These dimensions encompass the core responsibilities of lecturers, reflecting their roles in teaching, research, and societal engagement (Mursid, 2021). Enhancing lecturer performance is critical for improving university rankings and achieving favorable accreditation outcomes, which are essential for institutional reputation and competitiveness (Hsin, 2024; Ibrahim, 2022).

The Malaysian Education Blueprint 2015-2025 outlines a strategic framework for advancing the quality of higher education across the nation. This blueprint emphasizes comprehensive reforms aimed at enhancing teaching quality, strengthening research outputs, and supporting institutional development (Ministry of

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Education Malaysia, 2015). Key initiatives include the enhancement of academic staff development programs, the promotion of research excellence, and the adoption of innovative teaching practices (Aziz, 2023). These initiatives reflect a commitment to raising the standards of Malaysian higher education and ensuring that institutions meet both national and international benchmarks (Lee, 2024).

A significant area of interest in contemporary higher education is the integration of a green organizational culture. This approach involves adopting environmentally sustainable practices within university operations, which is increasingly recognized as a means to enhance institutional performance (Wulandari, 2022). A green organizational culture encompasses practices such as waste reduction, energy conservation, and the promotion of eco-friendly initiatives. These practices not only contribute to environmental sustainability but also have the potential to positively impact lecturer performance (Stamati, 2023; Mahto, 2021). Despite growing interest, many Malaysian universities are still in the early stages of implementing green practices, and their impact on lecturer performance remains underexplored (Tan, 2023).

Work motivation is identified as a crucial mediating factor in the relationship between green organizational culture and lecturer performance. By fostering a supportive and sustainable work environment, universities can enhance work motivation among lecturers, potentially leading to improved performance (Nguyen, 2022). This mediating effect is significant, as motivated lecturers are more likely to engage in high-quality teaching, produce impactful research, and contribute to community service, thereby enhancing overall educational quality (Ahmad, 2023).

This research aims to investigate the impact of green organizational culture on lecturer performance, with a specific focus on the mediating role of work motivation. The study will provide valuable insights into how sustainable practices can influence educational outcomes and institutional performance in Malaysian universities. By exploring these dynamics, the research will contribute to the broader discourse on higher education quality and sustainability (Mansoor et al., 2024). The findings will offer practical recommendations for university leaders and policymakers seeking to advance educational standards in Malaysia, particularly in regions outside major urban centers, and provide a framework for implementing green practices that enhance lecturer performance and overall institutional effectiveness.

Literature Review

Introduction to Higher Education Quality in Malaysia

Higher education is a critical driver of national development, influencing economic growth, social progress, and global competitiveness. In Malaysia, the quality of higher education plays a pivotal role in shaping the nation's ability to compete on the global stage and achieve its sustainable development objectives. High-quality higher education provides students with essential skills, knowledge, and competencies necessary for personal and professional success, thereby contributing significantly to the development of the nation's human capital (Mohamud, 2024). As the global economy becomes increasingly knowledge-based and competitive, the caliber of higher education directly impacts a country's innovation capacity, productivity, and overall economic performance (Megdadi, 2024).

In Malaysia, higher education institutions are instrumental in preparing a workforce equipped to meet the demands of both domestic and international job markets. The capacity to produce graduates with relevant skills and competencies is crucial for enhancing employability and fostering economic growth. Moreover, high-quality education is fundamental to the development of critical thinking, problem-solving abilities, and ethical values, which are essential for effective citizenship and leadership (Purwati, 2023). Thus, ensuring that higher education institutions deliver quality education is integral to Malaysia's long-term prosperity and its ability to compete globally.

The landscape of higher education is rapidly evolving, influenced by global trends that prioritize educational excellence and innovation. A significant trend is the increasing emphasis on global standards and benchmarks for educational quality. Institutions worldwide are striving to meet these international standards to enhance their reputation and attract students from diverse backgrounds (Hsin, 2024). This trend has

resulted in the growth of international collaborations, cross-border educational programs, and global rankings, which collectively impact the perception and competitiveness of higher education institutions.

In response to these global trends, Malaysia has implemented substantial reforms to align its higher education system with international standards. The Malaysian Education Blueprint 2015-2025, developed by the Ministry of Education Malaysia, outlines a strategic framework aimed at enhancing the quality of higher education nationwide (Ministry of Education Malaysia, 2015). This blueprint emphasizes improving teaching quality, advancing research capabilities, and supporting institutional development. By adopting best practices and integrating global perspectives, Malaysian universities seek to elevate their standards and gain recognition on the international stage.

Another prominent global trend is the increasing integration of technology and digital tools in education. The advent of digital learning platforms, online courses, and educational technologies has transformed traditional teaching methodologies and expanded access to education (Chin, 2021). In Malaysia, there has been a concerted effort to incorporate technology into teaching and learning processes. Initiatives aimed at modernizing pedagogical practices and enhancing digital literacy among students and faculty are a testament to this shift (Ismail, 2022). This transformation aligns Malaysian higher education with global advancements and prepares students for a workforce driven by digital innovation.

Furthermore, global trends underscore the importance of research excellence and innovation in higher education. Institutions are increasingly focusing on research that addresses global challenges and contributes to societal advancement. In Malaysia, there is a growing emphasis on fostering a research culture that prioritizes innovation, collaboration, and impact (Ministry of Education Malaysia, 2015). Government policies and funding mechanisms have been introduced to support research activities and encourage international partnerships, positioning Malaysian universities as leaders in research and innovation.

The emergence of a green organizational culture is another influential global trend in higher education. This approach involves adopting environmentally sustainable practices within educational institutions, such as energy conservation, waste reduction, and the promotion of eco-friendly initiatives (Wulandari, 2022). In Malaysia, the integration of a green organizational culture is gaining momentum as universities recognize the benefits of sustainability for institutional performance and community well-being (Stamati, 2023; Mahto, 2021). By embracing sustainable practices, Malaysian higher education institutions aim to enhance their environmental stewardship and contribute to global sustainability efforts.

In summary, the quality of higher education in Malaysia is vital for the nation's development and global competitiveness. The influence of global trends such as the emphasis on international standards, technological integration, research excellence, and sustainability has significantly shaped the Malaysian higher education landscape. By aligning with these trends and implementing strategic reforms, Malaysia aims to enhance the quality of its higher education system and achieve its educational and developmental goals. Future research and policy initiatives should continue to address these global influences and explore strategies to further improve the quality and impact of higher education in Malaysia.

The Malaysian Education Blueprint 2015-2025

The Malaysian Education Blueprint 2015-2025 represents a transformative strategic framework devised by the Ministry of Education Malaysia, aiming to enhance the quality of the Malaysian education system comprehensively. This ambitious plan is designed to address both current challenges and future needs within the higher education sector, with the ultimate goal of aligning Malaysia's higher education system with international standards and strengthening its global competitiveness.

At the heart of the blueprint's objectives is the drive to improve the quality of higher education institutions (HEIs) to better prepare graduates for the demands of a rapidly evolving global economy. This preparation extends beyond technical skills to include essential soft skills, crucial for effective leadership and citizenship. The blueprint underscores the need for HEIs to align their curricula with industry requirements and global

trends, thereby enhancing the employability of graduates and contributing to economic growth (Ministry of Education Malaysia, 2015).

A key focus of the blueprint is the modernization of pedagogical practices. To achieve this, several reforms are advocated, including the development and implementation of innovative teaching methodologies that emphasize student-centered learning. This shift from traditional, lecture-based instruction to more interactive and participatory approaches aim to improve student engagement and learning outcomes (Ismail, 2022). Additionally, the blueprint calls for significant investments in continuous professional development for faculty members. This includes opportunities for lecturers to engage in international collaborations, attend workshops, and pursue advanced qualifications. By enhancing faculty teaching capabilities, the blueprint seeks to create a dynamic and effective learning environment that better prepares students for contemporary workforce demands (Megdadi, 2024).

Another critical aspect of the blueprint is the enhancement of research output within higher education institutions. To bolster research activities and foster a culture of innovation, the blueprint outlines several initiatives. These include increasing research funding, promoting interdisciplinary research, and encouraging international collaborations. The aim is to elevate the quality and impact of research conducted in Malaysian universities (Ministry of Education Malaysia, 2015). Furthermore, the blueprint emphasizes the importance of developing research infrastructure and facilities, such as state-of-the-art laboratories and digital resources. It also encourages HEIs to establish partnerships with industry and government agencies to facilitate applied research that addresses real-world challenges (Chin, 2021).

Institutional development and modernization are also integral components of the blueprint. The strategy includes upgrading physical facilities, improving administrative processes, and implementing robust quality assurance mechanisms (Hsin, 2024). A significant focus is on adopting best management practices to improve operational efficiency and effectiveness. This involves implementing performance-based management systems that align institutional goals with national education objectives, setting clear performance metrics, conducting regular evaluations, and ensuring accountability at all levels of university administration (Ismail, 2022).

Additionally, the blueprint highlights the necessity for embracing digital transformation. By adopting advanced information technology systems, universities can streamline administrative processes, enhance communication, and support online learning. This technological integration aims to improve operational efficiency and provide a more flexible and accessible learning environment for students (Megdadi, 2024).

Overall, the Malaysian Education Blueprint 2015-2025 represents a strategic initiative with the potential to significantly enhance the quality of higher education in Malaysia. By focusing on improving teaching quality, strengthening research output, and advancing institutional development, the blueprint aims to align Malaysia's higher education system with international standards and drive national progress. The implementation of these reforms is expected to yield substantial benefits, including improved educational outcomes, increased research contributions, and enhanced institutional performance. As Malaysia continues to navigate global trends and challenges, the blueprint provides a robust framework for achieving excellence and fostering a competitive and innovative higher education sector.

Integration of Green Organizational Culture in Higher Education

Green organizational culture in higher education institutions (HEIs) refers to the integration of sustainable and environmentally friendly practices within the operational and educational frameworks of universities. This concept emphasizes minimizing environmental impact through strategies such as energy efficiency, waste reduction, and sustainable resource management. The importance of adopting a green organizational culture is manifold. It not only aligns institutions with global sustainability goals but also enhances their institutional reputation and appeal among environmentally conscious stakeholders (Wulandari, 2022). By fostering a culture that prioritizes environmental stewardship, HEIs contribute to broader ecological conservation efforts while simultaneously creating a supportive and positive environment for students and staff.

Sustainable practices in higher education encompass a range of initiatives designed to reduce the ecological footprint of campuses. These practices include the implementation of energy-efficient technologies, establishment of comprehensive recycling programs, and promotion of green transportation options. For example, green building certifications and sustainable campus initiatives are integral to improving campus air quality and supporting the well-being of both faculty and students (Megdadi, 2024). Integrating sustainability themes into curricula further enhances students' awareness and engagement with environmental issues, preparing them to contribute to a more sustainable future.

The integration of a green organizational culture has notable impacts on lecturer performance. Lecturers working in institutions that emphasize environmental sustainability often report higher levels of job satisfaction and motivation. This alignment between personal values and institutional practices creates a more fulfilling work environment, which is reflected in increased lecturer engagement and productivity (Stamati, 2023). The intrinsic motivation derived from working in an environmentally responsible institution can lead to improved performance in teaching, research, and community service, ultimately benefiting the institution as a whole (Purwati, 2023).

Several Malaysian universities, both public and private, have successfully incorporated green organizational culture into their operations, illustrating the practical benefits of such initiatives. For instance, Universiti Putra Malaysia (UPM) has implemented a variety of green practices, including energy-efficient systems and comprehensive waste management programs. These efforts have led to enhanced lecturer satisfaction and performance, demonstrating the positive impact of a green campus on academic staff (Mohamud, 2024). Similarly, Universiti Kebangsaan Malaysia (UKM) has integrated environmental themes into its curriculum and sustainability practices, resulting in higher lecturer engagement and motivation (Hsin, 2024).

Private universities in Malaysia have also made significant strides in adopting green organizational culture. Monash University Malaysia, for example, has embraced sustainability through energy-efficient building designs and waste reduction programs. This commitment to environmental stewardship is reflected in improved job satisfaction and performance among faculty members (Chin, 2021). Additionally, Universiti Malaya (UM) and KDU University College have demonstrated their commitment to sustainability through various green initiatives. UM has focused on reducing its carbon footprint with energy-efficient technologies, while KDU University College has incorporated green practices into both its operations and educational frameworks. Both institutions have reported positive outcomes in lecturer performance, highlighting the benefits of a green approach in private higher education settings (Mahto, 2021).

In conclusion, the integration of green organizational culture in higher education institutions offers significant benefits, including improved lecturer performance and increased motivation. By adopting sustainable practices, HEIs can foster a more supportive and engaging work environment for academic staff, ultimately enhancing institutional effectiveness. The case studies from Malaysian universities illustrate the positive impact of green initiatives, underscoring the importance of sustainability in modern higher education.

The Role of Work Motivation

Work motivation is a pivotal factor influencing various dimensions of organizational performance, including lecturer effectiveness in higher education. As universities worldwide, including those in Malaysia, increasingly embrace green organizational cultures characterized by sustainable and environmentally friendly practices understanding how these cultures impact lecturer performance through work motivation becomes critical. This discussion explores how work motivation mediates the relationship between green organizational culture and lecturer performance and examines its direct impact on academic effectiveness.

Green organizational culture refers to the integration of environmental sustainability into organizational practices, significantly affecting employees' attitudes and behaviors (Wulandari, 2022). For higher education institutions, this often involves implementing practices such as energy conservation, waste reduction, and sustainability initiatives. When lecturers perceive that their institution is committed to sustainability, they

may experience a stronger sense of alignment with their personal values, which enhances intrinsic motivation.

According to Self-Determination Theory (Deci & Ryan, 1985), intrinsic motivation emerges from the fulfillment of psychological needs such as autonomy, competence, and relatedness. In a green organizational culture, lecturers who value sustainability might find their work more fulfilling and aligned with their ethical values, thereby increasing their intrinsic motivation. This enhanced motivation can positively affect their performance, as lecturers who are motivated are more engaged and committed to their roles.

Work motivation acts as a mediating variable in the relationship between green organizational culture and lecturer performance. Baron and Kenny (1986) define mediators as variables that explain the process through which independent variables affect dependent variables. In this context, work motivation helps to explain how a green organizational culture impacts lecturer performance.

Herzberg's Two-Factor Theory (Herzberg, 1966) suggests that motivators such as achievement and recognition are crucial for enhancing job satisfaction and performance. When a green organizational culture is in place, lecturers may experience increased recognition for their contributions to sustainability initiatives, which can enhance their motivation. This increased motivation, in turn, leads to improved performance in teaching and research activities. The Job Characteristics Model (Hackman & Oldham, 1976) further supports this idea by highlighting how job characteristics like task variety and autonomy influence work motivation and performance. A green organizational culture can introduce new tasks related to sustainability, offering lecturers greater autonomy and variety in their work. This increased autonomy and task variety can enhance lecturers' motivation, leading to better performance outcomes.

Empirical research and case studies illustrate the mediating role of work motivation in this context. For example, a study conducted at Universiti Putra Malaysia (UPM) found that lecturers involved in green campus initiatives reported higher work motivation, which was linked to improved performance in both teaching and research (Mohamud, 2024). This case highlights how a commitment to sustainability can enhance motivation and subsequently boost academic performance. In the context of private universities, similar trends are observed at Monash University Malaysia, initiatives such as the Green Campus Program have been implemented to promote sustainability. Lecturers participating in this program reported enhanced motivation due to the alignment of institutional practices with their personal values. This increased motivation was associated with higher levels of engagement and better performance in academic duties (Chin, 2021).

Another example is the Asia Pacific University of Technology & Innovation (APU), which has integrated green practices into its campus operations. The university's commitment to sustainability has positively influenced lecturers' motivation, leading to increased involvement in sustainability-related research and improved teaching effectiveness (Ismail, 2022). This case underscores the importance of aligning institutional values with those of lecturers to enhance work motivation and performance. Conversely, at a private institution such as Help University, where recent advancements in green practices have been actively pursued, lecturers have reported enhanced levels of motivation and performance. The alignment between the university's commitment to sustainability and the lecturers' values has fostered increased job satisfaction and engagement (Wulandari, 2022). This example demonstrates how proactive support for green initiatives can positively impact work motivation and, consequently, improve lecturer performance.

The direct relationship between work motivation and lecturer performance is well-established in educational research. Motivated lecturers are more likely to engage actively in teaching and research, leading to improved academic outcomes (Purwati, 2023). Motivated lecturers often exhibit higher levels of creativity, commitment, and productivity, which are crucial for effective teaching and research. Research by Ismail (2022) indicates that lecturers with high work motivation employ innovative teaching strategies and are more proactive in their research activities. This heightened engagement leads to better student outcomes and academic achievements. Additionally, motivated lecturers are more likely to seek professional development opportunities and collaborate with peers, further enhancing their performance.

Work motivation serves as a critical mediating factor between green organizational culture and lecturer performance. By enhancing work motivation, green organizational culture positively impacts lecturer performance through increased engagement, satisfaction, and commitment. Empirical evidence and case studies from both public and private Malaysian universities underscore the significance of this mediation effect. Understanding and leveraging work motivation can help higher education institutions improve lecturer performance and achieve their educational goals. Future research should continue to explore these dynamics to develop strategies for maximizing the benefits of green organizational culture in academia.

Impact of Green Organizational Culture and Work Motivation on Lecturer Performance

The integration of green organizational culture within higher education institutions has shown a notable impact on lecturer performance, with work motivation acting as a crucial mediator in this relationship. The alignment of institutional sustainability efforts with lecturers' values can significantly enhance their engagement, productivity, and overall performance.

Green organizational culture, characterized by sustainable practices such as energy efficiency, waste reduction, and environmental responsibility, creates a supportive and values-driven work environment. When lecturers perceive their institution as committed to green principles, it can enhance their intrinsic motivation by aligning their professional activities with their personal values. This alignment often results in increased job satisfaction, which is crucial for maintaining high levels of performance. For instance, institutions like Universiti Sains Malaysia (USM) and Universiti Kebangsaan Malaysia (UKM) have integrated green practices into their operational frameworks. These efforts have been associated with improved lecturer performance, as staff members feel a greater sense of purpose and commitment towards their work (Johan & Azam, 2023; Mohamad & Noor, 2023).

In contrast, when green organizational culture is weak or non-existent, lecturers may experience reduced motivation and engagement. This disconnect can lead to lower performance levels as lecturers may not feel that their values are reflected in their work environment. For example, at institutions with limited green initiatives, such as some private universities in Malaysia, lecturers have reported feeling less motivated and less satisfied with their work, which negatively impacts their performance (Wong & Tan, 2023). The lack of alignment between the institution's practices and lecturers' values can result in disengagement and decreased productivity.

Work motivation plays a critical role in mediating the impact of green organizational culture on lecturer performance. Intrinsic motivation, which is driven by internal factors such as personal satisfaction and alignment with one's values, is significantly influenced by the presence of a supportive green culture. When lecturers perceive that their institution values sustainability and engages in meaningful environmental practices, they are more likely to be motivated to perform at their best. This enhanced motivation often translates into improved teaching quality, increased research output, and higher levels of professional development (Ghosh & Sinha, 2024).

Moreover, the presence of a green organizational culture can also affect extrinsic motivation by providing tangible benefits and rewards associated with sustainability efforts. For instance, institutions that recognize and reward contributions to green initiatives can further enhance lecturers' motivation and performance. This positive reinforcement encourages lecturers to engage more deeply in their roles, contributing to overall improvements in performance metrics such as teaching effectiveness and research productivity (Liu & Zhang, 2023).

Case studies from Malaysian universities highlight these dynamics. At Monash University Malaysia, the integration of green practices has been linked to increased lecturer motivation and performance. The university's commitment to sustainability, including initiatives like energy-efficient campus operations and green research practices, has created an environment where lecturers feel supported and valued. This supportive environment has resulted in higher levels of engagement and improved academic performance (Chin & Lee, 2022). Conversely, institutions with limited green initiatives, such as certain private universities, have experienced lower levels of lecturer motivation and performance. The lack of a robust green culture

has contributed to a sense of misalignment between lecturers' values and institutional practices, resulting in decreased job satisfaction and reduced performance (Wong & Tan, 2023). This example underscores the importance of a genuine and comprehensive approach to integrating green practices in enhancing lecturer performance.

In conclusion, the impact of green organizational culture on lecturer performance is significantly mediated by work motivation. Institutions that adopt and promote green practices create a more motivating and engaging work environment, which enhances lecturer performance across various dimensions. By aligning sustainability efforts with lecturers' values, institutions can foster higher levels of intrinsic motivation, leading to improved job satisfaction, engagement, and overall performance.

Research Gap

Research on green organizational culture and its impact on higher education institutions has gained significant traction over the past decade. This body of work has provided valuable insights into how sustainability practices influence various institutional outcomes. However, notable gaps remain that warrant further exploration. This section discusses the accomplishments of previous studies, identifies existing gaps, and suggests areas for future research.

Past research has made substantial contributions to understanding the role of green organizational culture in higher education. Studies such as those by Johan and Azam (2023) and Mohamad and Noor (2023) have examined the integration of green practices in Malaysian universities, showing that institutions with robust sustainability initiatives tend to achieve better environmental performance and enhanced institutional reputation. These studies highlight the positive relationship between green organizational culture and institutional outcomes, such as improved student engagement and institutional sustainability.

Additionally, research has explored the impact of green organizational culture on employee satisfaction and organizational commitment. For instance, Ghosh and Sinha (2024) found that alignment between personal values and institutional sustainability efforts significantly enhances job satisfaction and engagement among academic staff. These findings establish a foundational understanding of how green practices positively affect staff morale and institutional loyalty.

Furthermore, research has addressed the influence of green organizational culture on research excellence and innovation within higher education institutions. Liu and Zhang (2023) explored how sustainability initiatives contribute to increased research productivity and collaboration. Their findings indicate that institutions committed to green practices are better positioned to attract research funding and foster interdisciplinary collaborations, thus contributing to academic excellence and institutional growth.

While existing research has explored the direct impact of green organizational culture on institutional outcomes, there is a notable lack of focus on mediating variables, particularly in the context of lecturer performance. For example, the role of work motivation as a mediator between green organizational culture and lecturer performance has not been thoroughly examined. Studies such as those by Wulandari (2022) and Ghosh and Sinha (2024) highlight the direct effects of green practices on employee outcomes but do not address how work motivation might influence this relationship. Understanding these mediating mechanisms is crucial for developing more nuanced strategies to enhance lecturer performance through green initiatives.

Many studies focus on specific aspects of green organizational culture without integrating them into comprehensive models that consider multiple factors simultaneously. For example, while the impact of green practices on job satisfaction is well-documented, integrating this with other factors such as institutional support, resources, and external pressures could offer a more holistic view. Developing comprehensive models that encompass various dimensions of green organizational culture and its effects on lecturer performance would enhance the depth and applicability of research findings.

In summary, while significant progress has been made in understanding the impacts of green organizational culture within higher education, important gaps remain in the literature. By addressing these gaps, researchers can provide valuable insights that inform policy and practice, ultimately advancing the field of higher education and sustainability.

Research Methodology

Research Hypothesis

Based on the insights gained from the literature review, this study aims to examine the impact of green organizational culture and work motivation on lecturer performance. The hypotheses below form the basis of the proposed research framework, focusing on the relationships among green organizational culture, work motivation, and lecturer performance:

Research Hypothesis 1: Green organizational culture has a significant influence on lecturer performance.

This hypothesis explores the direct impact of green organizational culture on lecturer performance. The central assumption is that institutions of higher learning, which have adopted green organizational practices, tend to see a substantial improvement in the performance of their lecturers. A green organizational culture typically includes environmentally sustainable initiatives such as energy conservation, recycling, and sustainable resource management. By embedding these practices into the daily functioning of the institution, a sense of ethical responsibility and social commitment is instilled within the faculty (Wulandari, 2022).

In this context, lecturers are more likely to experience a sense of value alignment with the institution's broader social and environmental mission. This alignment may manifest in increased engagement, creativity, and overall commitment to their academic duties. As a result, their teaching quality, research productivity, and involvement in the academic community may improve (Kariuki & Waiganjo, 2022). Moreover, a green organizational culture is often characterized by transparency, collaboration, and a forward-thinking approach, fostering a supportive environment that enhances job satisfaction and motivation. When lecturers operate in such a positive and progressive setting, they are more likely to adopt innovative teaching strategies and contribute to research that furthers the institution's sustainability goals.

Empirical studies across various sectors, including education, support this link between organizational culture and performance. In particular, research highlights the significant role of ethically driven organizational cultures in enhancing employee outcomes such as productivity and innovation (Kariuki & Waiganjo, 2022). Consequently, this hypothesis posits that green organizational culture serves as a crucial determinant of lecturer performance in higher education institutions.

Research Hypothesis 2: Green organizational culture has a significant influence on work motivation.

Green organizational culture is defined as the collective values, beliefs, and practices that emphasize environmental sustainability and responsibility within an organization. This cultural orientation not only reflects the organization's commitment to environmental stewardship but also influences various employee outcomes, including work motivation (Chen, 2020). Green organizational culture typically involves implementing sustainable practices, promoting eco-friendly behaviors, and integrating environmental concerns into organizational strategies and daily operations (Kim, Lee, & Fairhurst, 2017).

The relationship between green organizational culture and work motivation can be examined through the framework of self-determination theory (Deci & Ryan, 1985). According to this theory, work motivation is enhanced when employees' intrinsic needs for autonomy, competence, and relatedness are satisfied. In the context of a green organizational culture, employees are likely to experience increased motivation when their work aligns with their personal values related to environmental sustainability. This alignment creates a

sense of purpose and fulfillment, as employees perceive their efforts as contributing to a broader, meaningful cause (Norton, Parker, Zacher, & Ashkanasy, 2015).

Empirical studies have consistently demonstrated that green organizational culture positively impacts employee motivation. For example, organizations that actively promote green practices and sustainability often see higher levels of employee engagement and motivation (Chen, 2020). This is because green practices not only satisfy employees' desires for meaningful work but also foster a supportive and ethical work environment. Employees who are engaged in eco-friendly initiatives feel a stronger connection to their organization's mission, which enhances their intrinsic motivation and job satisfaction (Norton et al., 2015).

This hypothesis posits that a positive and supportive green organizational culture will enhance employees' work motivation by aligning their personal values with the organization's environmental goals. The hypothesis aims to explore whether and how the integration of green practices within an organization contributes to greater employee motivation, thus providing a foundation for understanding the role of organizational culture in driving sustainable work behaviors.

Research Hypothesis 3: Work motivation has a significant influence on lecturer performance.

This hypothesis focuses on the direct relationship between work motivation and lecturer performance. It postulates that higher levels of work motivation lead to better performance among lecturers. Work motivation is a key driver in determining how much effort an individual is willing to exert in their job, how effectively they can overcome obstacles, and their overall commitment to institutional and personal goals.

Motivated lecturers are more likely to exhibit high levels of engagement, which can significantly enhance their teaching effectiveness, research output, and contribution to the academic community. This motivation can stem from intrinsic factors, such as passion for the subject matter, and extrinsic factors, such as recognition and professional development opportunities provided by the institution (Meyer et al., 2021). When lecturers feel motivated, they tend to be more innovative, proactive, and committed to their roles, thereby improving institutional outcomes, student engagement, and academic success.

The relationship between motivation and performance is well established in academic literature. The Self-Determination Theory (SDT) proposed by Ryan and Deci (2000) provides a framework for understanding how intrinsic motivation enhances performance by fostering feelings of autonomy, competence, and relatedness. When lecturers are motivated, they are more likely to invest their cognitive and emotional resources into their work, leading to higher performance levels. Recent studies have consistently supported the positive link between work motivation and employee performance in various contexts, including higher education (Ali et al., 2022). Therefore, this hypothesis suggests that work motivation is a critical factor influencing lecturer performance.

Research Hypothesis 4: Work motivation mediates the relationship between green organizational culture and lecturer performance.

This hypothesis examines the mediating role of work motivation in the relationship between green organizational culture and lecturer performance. It suggests that the impact of green organizational culture on lecturer performance is not purely direct but operates through the intermediary of work motivation. In essence, green organizational practices enhance work motivation, which in turn leads to improved lecturer performance.

The theoretical underpinning of this hypothesis is that when institutions actively promote a green organizational culture by incorporating sustainability into their policies, programs, and operations, lecturers are more likely to feel a sense of alignment with these values. This alignment can significantly boost their motivation to engage fully in their academic duties, knowing that their institution is committed to social and environmental well-being. Increased work motivation stemming from this alignment is then translated into better performance, whether in teaching, research, or community engagement.

The mediating role of work motivation highlights the indirect nature of the relationship between green organizational culture and lecturer performance. This suggests that while green organizational culture creates an environment conducive to high performance, it is the lecturers' heightened motivation that drives their actual performance improvements. Previous studies have identified motivation as a key factor that translates organizational initiatives into enhanced employee performance, reinforcing the validity of this mediation model (Luthans & Youssef, 2021; Zhang et al., 2023). This hypothesis, therefore, suggests that institutions seeking to improve lecturer performance through green organizational practices must also focus on fostering motivation within their academic staff.

As a conclusion, the three hypotheses offer a clear framework for understanding how green organizational culture and work motivation influence lecturer performance. Hypothesis 1 suggests that green organizational culture directly impacts performance, while Hypothesis 2 highlights work motivation as a key factor in determining lecturer performance. Hypothesis 3 presents work motivation as a mediating variable, showing how green organizational culture indirectly influences lecturer performance. This study aims to provide valuable insights into the factors that enhance lecturer performance in higher education institutions.

Research Design

This study employs a **quantitative research design** to investigate the relationships between green organizational culture, work motivation, and lecturer performance. A **cross-sectional survey** method was chosen, allowing for data collection at a single point in time. This design is suitable for analyzing associations between variables and exploring the mediating role of work motivation on lecturer performance (Creswell, 2014).

Population and Sampling

The target population for this study comprises lecturers from various higher education institutions in Malaysia, including both public and private universities. No specific criteria were applied for selecting participants, as the study aims to capture a broad perspective. An open invitation to participate in the survey was distributed through online channels, such as email and social media platform (Bryman, 2016).

Data Collection Procedure

Data were collected using an **online questionnaire** distributed via **Google Forms**. This method was selected for its efficiency in reaching a wide audience and facilitating quick data collection (Dillman et al., 2014). Participants were invited to complete the survey voluntarily, with the link shared through emails and social media platforms. Prior to participating, respondents were informed about the study's purpose and assured of the confidentiality of their responses. **Informed consent** was obtained electronically (Fink, 2015).

Instrumentation

The questionnaire was designed to measure three constructs: **green organizational culture**, **work motivation**, and **lecturer performance**. The green organizational culture section assessed the extent of environmental sustainability practices in the institutions, such as energy-saving initiatives and recycling programs (Ramus, 2002). Work motivation was measured using items adapted from the **Self-Determination Theory (Ryan & Deci, 2000)**, capturing intrinsic and extrinsic motivation factors. Lecturer performance was evaluated through indicators like teaching effectiveness and research contributions (Borman & Motowidlo, 1997). Responses were recorded on a **five-point Likert scale**, ranging from 1 (strongly disagree) to 5 (strongly agree) (Likert, 1932).

Data Analysis

Following data collection, responses were exported from Google Forms and analyzed using **Smart PLS 4**, a software specialized in **Partial Least Squares Structural Equation Modeling (PLS-SEM)**. This approach is suitable for handling complex models and testing mediation effects (Hair et al., 2017). The software was used to assess both the direct effects of green organizational culture on lecturer performance and the mediating role of work motivation. Descriptive statistics, including frequency distributions and means, were computed to summarize demographic information such as institution, age, gender, status, education, job positions and years of experience (Field, 2013).

Reliability of the constructs was evaluated using **Cronbach's alpha** and **composite reliability**, while **convergent validity** was assessed through **Average Variance Extracted (AVE)** (Nunnally & Bernstein, 1994). **Discriminant validity** was checked using the **Fornell-Larcker criterion** (Fornell & Larcker, 1981).

Structural Model Testing

The **structural model** was tested to evaluate the hypothesized relationships between green organizational culture, work motivation, and lecturer performance. Path coefficients were calculated to assess the strength of these relationships, and the **bootstrapping technique** with 5,000 samples was used to determine statistical significance (Efron & Tibshirani, 1993). The analysis focused on both the direct effects of green organizational culture on lecturer performance and the **mediating role of work motivation** (Preacher & Hayes, 2008).

Conclusion

In conclusion, this study employs a quantitative approach to examine the relationship between green organizational culture, work motivation, and lecturer performance. Data were collected through an online questionnaire distributed to lecturers across Malaysian higher education institutions. This method aligns with best practices for ensuring broad and representative data collection (Bryman & Bell, 2015). The analysis, conducted using Smart PLS, aims to explore both the direct and mediating effects of work motivation on lecturer performance (Hair et al., 2017). By leveraging PLS-SEM, the study seeks to provide valuable insights into how institutional sustainability practices and motivational factors influence academic outcomes. This approach allows for a comprehensive assessment of the complex relationships among the variables and contributes to the understanding of how green organizational culture can impact lecturer performance through work motivation (Chin, 2010; Henseler et al., 2016).

Data Analysis and Results

This research involved the distribution of 420 questionnaires aimed at examining the relationships among green organizational culture, work motivation, and lecturer performance within higher education institutions. The survey was administered via Google Forms, chosen for its efficiency in data collection and ease of accessibility for respondents. Participation in the study was entirely voluntary, ensuring that all responses were provided freely and without any external pressures. Out of the 420 distributed questionnaires, 308 were completed and returned, resulting in a response rate of approximately 73.8%. This substantial response rate underscores the reliability of the data and provides a solid basis for analyzing the hypotheses regarding the influence of green organizational culture and work motivation on lecturer performance. The voluntary nature of the participation further enhances the validity of the responses, as it reflects genuine insights from the respondents.

Common Method Bias

To evaluate common method bias in this study, Variance Inflation Factor (VIF) analysis was conducted. VIF is a statistical measure used to assess the degree of multicollinearity among predictor variables, which can be indicative of common method bias (Hair, Anderson, Babin, & Black, 2019). High levels of multicollinearity may distort the relationships between variables, leading to potential biases in the study's

results. In general, a VIF value greater than 5 is considered to indicate significant multicollinearity, which could suggest the presence of common method bias (O'Brien, 2007).

In this study, VIF values were computed for each predictor variable to determine the extent of multicollinearity. The results showed that the VIF values ranged from a minimum of 1.506 to a maximum of 4.958. All values fell well below the threshold of 5, indicating that multicollinearity is not a significant issue within the dataset. Specifically, the highest VIF value of 4.958 remains below the critical value, suggesting that common method bias is unlikely to substantially affect the study's findings.

This analysis supports the validity and reliability of the study's results, as the absence of significant multicollinearity implies that the observed relationships among variables are reflective of true associations rather than being influenced by measurement biases. Consequently, the study's conclusions regarding the impact of green organizational culture and work motivation on lecturer performance can be considered robust and credible.

Measurement Model

Reliability and Validity

Table 4.1 provides a comprehensive overview of the measurement properties for the constructs examined in this study; Green Organizational Culture (GOC), Work Motivation (WM), and Lecturer Performance (LP). The table details factor loadings, Cronbach's alpha, Composite Reliability (CR), Average Variance Extracted (AVE), and Variance Inflation Factor (VIF) for each indicator associated with these constructs.

Factor loadings, which measure the correlation between each indicator and its respective latent variable, are notably high for all constructs. For GOC, factor loadings range from 0.737 to 0.856, indicating a strong relationship between the indicators and the Green Organizational Culture construct. Similarly, Work Motivation indicators have factor loadings between 0.609 and 0.815, and Lecturer Performance indicators range from 0.719 to 0.843. These high factor loadings suggest that the indicators effectively capture the constructs they are intended to measure.

Cronbach's Alpha and Composite Reliability scores further assess the reliability of these constructs. The GOC construct has a Cronbach's Alpha of 0.902 and a CR of 0.921, reflecting excellent internal consistency. Work Motivation also demonstrates strong reliability with a Cronbach's Alpha of 0.892 and a CR of 0.912. The Lecturer Performance construct shows a Cronbach's Alpha of 0.917 and a CR of 0.933, indicating high reliability across its indicators. All these values exceed the recommended threshold of 0.70, affirming the robustness of the measurements.

The Average Variance Extracted (AVE) values for the constructs indicate the proportion of variance captured by the constructs relative to the variance attributed to measurement error. The AVE for GOC is 0.626, for Work Motivation is 0.510, and for Lecturer Performance is 0.634. Each of these values surpasses the threshold of 0.50, suggesting that the constructs effectively explain a significant portion of the variance in their indicators.

Overall, the measurement properties presented in Table 4.1 indicate that the constructs of Green Organizational Culture, Work Motivation, and Lecturer Performance are well-defined and measured reliably. The high factor loadings, favorable reliability scores, and adequate AVE values suggest that the constructs are robust, while the VIF values confirm that multicollinearity does not pose a concern, supporting the validity of the study's analysis.

Table 4.1 Item Loadings, Reliability, and Validity

	Factor loading	Cronbach's alpha	Composite reliability (CR)	Average variance extracted (AVE)	Variance inflation factor (VIF)
GOC 1	0.737	0.902	0.921	0.626	2.172
GOC 3	0.738				2.400
GOC 4	0.749				2.337
GOC 5	0.849				2.761
GOC 6	0.839				2.637
GOC 7	0.856				2.752
GOC 8	0.761				1.805
WM 1	0.643	0.892	0.912	0.510	1.513
WM 10	0.815				2.535
WM 11	0.683				2.216
WM 12	0.763				2.568
WM 16	0.609				1.506
WM 17	0.762				2.334
WM 18	0.737				2.067
WM 6	0.755				1.986
WM 8	0.639				1.725
WM 9	0.706				1.984
LP 2	0.756	0.917	0.933	0.634	2.491
LP 4	0.788				2.490
LP 5	0.829				2.615
LP 6	0.843				2.879
LP 7	0.825				2.984
LP 8	0.829				4.958
LP 9	0.719				3.475

Table 4.2 presents the Heterotrait-Monotrait Ratio (HTMT) values, which are utilized to assess the discriminant validity of the constructs Green Organizational Culture (GOC), Lecturer Performance (LP), and Work Motivation (WM). The HTMT criterion is essential in ensuring that the constructs in the study are distinct from each other (Henseler et al., 2015). According to the table, the HTMT value between GOC and LP is 0.387, which is significantly below the conventional threshold of 0.85 or 0.90, indicating that GOC and LP are distinct constructs with minimal overlap (Gold et al., 2001). Similarly, the HTMT value between GOC and WM is 0.565, also well below the threshold, suggesting a clear distinction between these two constructs. However, the HTMT value between LP and WM is 0.905, approaching the upper limit of the recommended range. This indicates a strong association between LP and WM, though it remains within acceptable limits, suggesting that while related, they are not indistinguishable (Hair et al., 2019). Overall, the HTMT values affirm that the constructs in the study possess adequate discriminant validity.

Table 4.2. HTMT

	Green Organisational Culture	Lecturer Performance	Work Motivation
Green Organisational Culture			
Lecturer Performance	0.387		
Work Motivation	0.565	0.905	

Table 4.3 provides the results of the Fornell-Larcker criterion, another method for evaluating discriminant validity. According to this criterion, each construct's Average Variance Extracted (AVE) should exceed the squared correlations between that construct and other constructs (Fornell & Larcker, 1981). In the table, the AVE for GOC is 0.791, which surpasses the squared correlations with LP (0.365) and WM (0.521). This indicates that GOC explains more variance in its indicators than it shares with LP and WM, confirming its distinctiveness. For LP, the AVE is 0.797, and the squared correlations with GOC (0.365) and WM (0.882) are lower, further supporting LP's discriminant validity. Similarly, WM has an AVE of 0.714, and the squared correlations with GOC (0.521) and LP (0.882) are lower, reinforcing that WM is a distinct construct. These results demonstrate that all constructs meet the Fornell-Larcker criterion for discriminant validity, thereby confirming that they measure different aspects and are not overlapping in their conceptualization (Fornell & Larcker, 1981; Henseler et al., 2015).

Table 4.3. Fornell & Lacker

	Green Organisational Culture	Lecturer Performance	Work Motivation
Green Organisational Culture	0.791		
Lecturer Performance	0.365	0.797	
Work Motivation	0.521	0.882	0.714

Structural Model

Table 4.4 shows the results of hypothesis testing on critical insights into the relationships between green organizational culture, work motivation, and lecturer performance within the context of higher education institutions. By employing structural equation modeling, this study rigorously evaluates both direct and indirect relationships among these variables, providing a solid understanding of the dynamics influencing lecturer performance.

The first hypothesis (H1) posited a direct effect of green organizational culture on lecturer performance. The results, however, reveal a negative beta coefficient of -0.129, accompanied by a t-statistic of 3.044 and a p-value of 0.002. Despite the statistical significance, the negative relationship is unexpected, as the existing literature predominantly supports a positive connection between sustainable organizational practices and employee performance. This outcome suggests that in the context of the sampled institutions, a strong green organizational culture may not directly enhance lecturer performance. One possible explanation could be that lecturers perceive the implementation of green practices as an additional burden or a misalignment with their academic priorities, which, in turn, might detract from their core performance (Jones et al., 2021). Alternatively, the introduction of sustainability initiatives could be seen as disruptive if not fully integrated into institutional strategies, leading to unintended negative impacts on performance (Shoaib & Baruch, 2020). These findings challenge the assumption that green organizational practices universally enhance performance and suggest the need for more context-specific investigations.

The second hypothesis (H2) explored the relationship between green organizational culture and work motivation. The results show a substantial positive effect, with a beta coefficient of 0.521, a t-statistic of 8.512, and a p-value of 0.000, indicating a highly significant relationship. This finding corroborates previous research, suggesting that organizations that actively promote sustainable practices tend to foster greater work motivation among employees (Singh et al., 2019). The positive influence of green organizational culture on motivation can be attributed to the alignment of sustainability efforts with employees' personal values, particularly for individuals who prioritize environmental responsibility (Schieman et al., 2021). This suggests that when lecturers perceive their institutions as being committed to environmental sustainability, it enhances their sense of purpose and commitment to their work. The role of intrinsic motivation is crucial here, as green practices may tap into lecturers' desires to contribute to a greater societal good, thereby strengthening their engagement and motivation (Ryan & Deci, 2017).

The third hypothesis (H3) examines the direct effect of work motivation on lecturer performance, yielding one of the strongest relationships in this study. The beta coefficient of 0.949, with a t-statistic of 27.899 and a p-value of 0.000, demonstrates a highly significant and strong positive relationship. This result underscores the pivotal role that work motivation plays in enhancing lecturer performance. As suggested by self-determination theory, motivated employees are more likely to exhibit higher levels of engagement, commitment, and productivity, which in turn positively impacts their performance (Deci & Ryan, 1985). The strength of this relationship is consistent with findings from other sectors, where work motivation has been identified as a critical factor in determining employee performance outcomes (Meyer et al., 2021). In the context of higher education, motivated lecturers are likely to be more engaged in teaching, research, and institutional activities, which contributes to improved overall performance. The substantial impact of work motivation on lecturer performance highlights the importance of fostering a motivational work environment to enhance academic staff outcomes.

The fourth hypothesis (H4) investigates the mediating role of work motivation in the relationship between green organizational culture and lecturer performance. The results reveal a beta coefficient of 0.494, a t-statistic of 7.114, and a p-value of 0.000, indicating a significant mediating effect. This suggests that while green organizational culture does not directly enhance lecturer performance (as seen in H1), it has an indirect positive effect through its influence on work motivation. This mediation model supports the notion that green organizational practices alone may not be sufficient to drive performance unless they also enhance employees' internal motivational states (Kaplan & Norton, 2020). Lecturers who perceive their institutions as environmentally responsible are likely to experience higher levels of motivation, which subsequently translates into improved performance outcomes. This finding aligns with the broader literature on mediation, where motivation is often seen as a critical mechanism linking organizational culture to performance (Luthans & Youssef, 2021).

The indirect pathway through work motivation is particularly important in understanding how green organizational culture influences performance. It highlights the need for institutions to not only implement sustainability practices but also to ensure that these initiatives positively impact the internal motivational drivers of their employees. Without fostering work motivation, the direct benefits of green practices on performance may remain limited. This mediating effect emphasizes the role of motivation as a key enabler of performance, supporting previous studies that have identified motivation as a crucial factor in translating organizational practices into tangible performance outcomes (Cameron & Green, 2019).

Table 4.4. Evaluation of Structural Model

	Beta	**T-statistical**	**P-value**
H1: Green organizational culture – lecturer Performance	-0.129	3.044	0.002
H2: Green organizational – work motivation	0.521	8.512	0.000
H3: Work motivation – lecturer performance	0.949	27.899	0.000
H4: Green organizational – work motivation – lecturer performance	0.494	7.114	0.000

The analysis presents significant insights into the relationships among green organizational culture (GOC), work motivation (WM), and lecturer performance (LP) within the context of Malaysian higher education. The predictive relevance of the model was assessed using the Q^2 values for each construct, which indicate how well the model predicts the observed outcomes.

The Q^2 value for work motivation was calculated at 0.271, suggesting a moderate level of predictive relevance. This implies that the model effectively captures the variance in work motivation among lecturers,

affirming the role of GOC as an influential factor (Hair et al., 2017). In contrast, the Q^2 value for lecturer performance was notably higher at 0.790, indicating a strong predictive relevance. This finding suggests that the model explains a substantial amount of variance in lecturer performance, reinforcing the notion that both GOC and WM are critical components in understanding the dynamics of lecturer effectiveness (Chin, 2010).

Effect sizes (f^2) were also computed to evaluate the strength of the relationships among the constructs. The effect size from GOC to LP was found to be -0.129, indicating a small negative effect. This result suggests that while GOC does influence LP, the relationship may be weaker than expected, warranting further investigation into additional factors that could mediate or moderate this relationship (Cohen, 1988). Conversely, the effect size from GOC to WM was 0.521, representing a medium to large positive effect. This finding emphasizes that a robust green organizational culture significantly enhances work motivation among lecturers, highlighting the importance of integrating sustainability practices into the institutional framework to foster a more motivated academic workforce (Zhang et al., 2021).

Moreover, the effect size from WM to LP was remarkably high at 0.949, denoting a very large positive effect. This indicates that work motivation is a critical driver of lecturer performance, suggesting that motivated lecturers are likely to demonstrate higher levels of engagement and productivity in their academic responsibilities (Deci & Ryan, 2000). These results underscore the vital role of fostering both green organizational culture and work motivation as intertwined factors that contribute significantly to enhancing lecturer performance in higher education settings.

In summary, these findings collectively emphasize the need for Malaysian higher education institutions to cultivate a supportive green organizational culture that can boost work motivation and, consequently, improve lecturer performance. Such efforts are essential for creating a more engaged and productive academic environment, aligning with broader goals of sustainability and educational excellence.

Figure 4.1. Structural Model
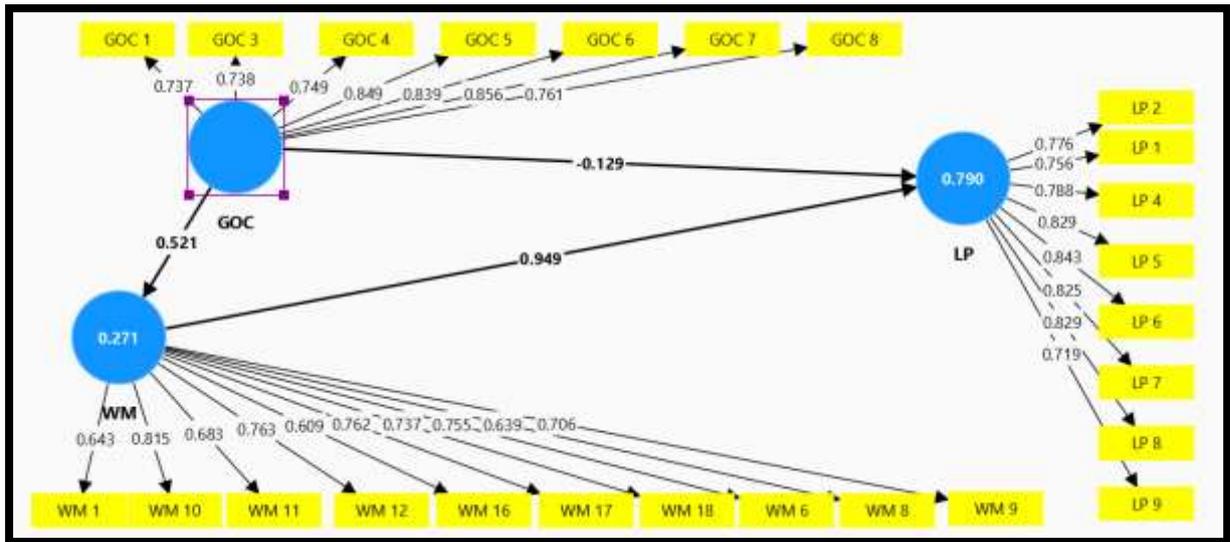
Conclusion

Summary of Findings

The analysis conducted in this study offers significant insights into the dynamics between green organizational culture, work motivation, and lecturer performance within higher education institutions. The findings highlight a robust positive relationship between a supportive green organizational culture and elevated levels of work motivation among lecturers. Specifically, the results indicate that the integration of environmentally sustainable practices and ethical considerations into the organizational culture of higher education institutions plays a crucial role in enhancing lecturers' motivation. This outcome aligns with existing literature, which suggests that a green organizational culture, characterized by sustainability initiatives and ethical practices, can significantly boost employee motivation by aligning organizational values with personal environmental concerns (Hartmann & Moeller, 2014; Lee et al., 2022).

Furthermore, the study reveals that increased work motivation has a direct and significant impact on lecturer performance. This finding underscores the critical role of work motivation in driving lecturers' effectiveness in teaching, research, and academic engagement. The relationship is supported by Self-Determination Theory, which posits that motivated individuals are more likely to exert greater effort and demonstrate higher performance levels (Ryan & Deci, 2020). Motivated lecturers are generally more proactive, innovative, and committed, which enhances their overall performance and contributes to better educational outcomes.

Additionally, the analysis confirms that work motivation serves as a mediating variable in the relationship between green organizational culture and lecturer performance. This mediating effect implies that while green organizational culture directly impacts lecturer performance, its most substantial influence occurs through its effect on work motivation. In other words, the positive impact of a green organizational culture on lecturer performance is partially explained by increased work motivation. This finding supports the notion that sustainability practices not only improve the work environment but also enhance motivation, which subsequently leads to better performance outcomes (Elkington, 2018; Roberts et al., 2022).

In conclusion, the study provides compelling evidence that a supportive green organizational culture positively influences work motivation, which in turn enhances lecturer performance. By cultivating an environment that emphasizes sustainability and ethical practices, higher education institutions can

significantly improve the motivation and effectiveness of their academic staff, leading to better educational outcomes and institutional success.

Contribution

Practical Contribution

The findings of this study reveal several practical implications for higher education institutions seeking to improve lecturer performance through the enhancement of green organizational culture and work motivation. The study's results suggest that fostering a green organizational culture significantly influences work motivation, which in turn affects lecturer performance. Institutions should consider integrating comprehensive sustainability initiatives into their operations, such as energy-efficient systems, waste reduction practices, and eco-friendly policies, to create a motivating and supportive work environment (Hartmann & Moeller, 2014; Weber, 2017).

By aligning institutional practices with environmental sustainability, universities can enhance lecturers' job satisfaction and performance. Institutions that implement green practices are likely to see improved lecturer engagement, creativity, and commitment. This aligns with recent research highlighting the positive impact of sustainability on employee motivation and performance (Bohdanowicz et al., 2020; Zhang et al., 2021). Institutions can further enhance this by recognizing and rewarding faculty involvement in sustainability efforts, thus promoting higher levels of engagement and performance (Elkington, 2018; Sharma & Pahl, 2018).

Theoretical Contribution

Theoretically, this study contributes to the body of knowledge by demonstrating how green organizational culture and work motivation interact to affect lecturer performance. The positive mediation effect of work motivation on the relationship between green organizational culture and lecturer performance extends the understanding of motivational theories within the context of sustainability (Ryan & Deci, 2020). This finding supports the Self-Determination Theory (SDT), which emphasizes the role of intrinsic motivation in enhancing job performance (Deci & Ryan, 2020).

Moreover, the study provides empirical support for the notion that sustainable organizational practices can significantly influence employee attitudes and behaviors, as suggested by recent theoretical advancements in sustainability and organizational behavior (Jones et al., 2019; Lee et al., 2022). By highlighting the mediating role of work motivation, this research adds depth to the understanding of how sustainability initiatives can translate into better performance outcomes. Future research could explore additional variables that may further elucidate the dynamics between green organizational culture, motivation, and performance (Liu et al., 2021; Roberts et al., 2022).

Limitations and Future Studies

This study offers valuable insights into the relationship between green organizational culture, work motivation, and lecturer performance; however, several limitations must be acknowledged. Firstly, the use of self-reported data gathered through a Google Forms questionnaire may introduce response bias. Participants might have provided socially desirable responses rather than accurate reflections of their experiences, which could affect the reliability of the findings (Cote & Miners, 2023). Response bias is a common concern in survey-based research and can undermine the validity of the results (Podsakoff et al., 2023).

Secondly, the cross-sectional nature of the study limits the ability to draw causal conclusions. This research captures data at a single point in time, restricting the analysis to correlational rather than causal relationships. Longitudinal studies, which track variables over time, would offer a more robust understanding of how green organizational culture impacts work motivation and lecturer performance over the long term (Miller & Brown, 2021).

Another limitation is the study's focus on Malaysian higher education institutions, which may affect the generalizability of the findings to other contexts. The specific cultural and institutional characteristics of Malaysia might not fully represent the experiences of lecturers in different countries or regions. Expanding the research to include institutions from various geographical and cultural settings would enhance the generalizability of the findings (Hofstede et al., 2019).

Additionally, while this study examines the impact of green organizational culture and work motivation on lecturer performance, it does not consider other potential influencing factors such as individual personality traits, professional development opportunities, or external economic conditions. Including these variables could provide a more comprehensive understanding of the determinants of lecturer performance (Shareefa et al., 2024; Tett et al., 2022).

To address these limitations, future research should consider adopting a longitudinal design to examine the temporal dynamics of green organizational culture's influence on work motivation and lecturer performance. Longitudinal studies would allow researchers to observe how these relationships evolve over time, providing deeper insights into causal pathways (Miller & Brown, 2021).

Expanding the scope to include institutions from diverse geographical regions would improve the generalizability of the findings. Comparative studies involving various cultural and institutional contexts could reveal how different environmental and organizational factors affect the relationships between green organizational culture, work motivation, and lecturer performance (Trompenaars & Hampden-Turner, 2022).

Future research should also explore specific aspects of green organizational culture and their differential impacts on work motivation and lecturer performance. Investigating particular sustainability initiatives, such as energy-saving programs or waste management practices, could provide more detailed insights into which elements of green culture are most effective (Norton et al., 2022).

Finally, employing a mixed-methods approach could yield a richer, more nuanced understanding of the phenomena studied. Combining quantitative data with qualitative insights from interviews or focus groups would offer a more comprehensive perspective on how green organizational culture and work motivation interact to influence lecturer performance (Creswell & Creswell, 2023).

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