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Green Human Resource Management and Task Performance among Polytechnic Lecturers: The Mediating Role of Stress Self-Management

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Abstract

Objective: Contemporary higher education environments are increasingly defined by performance-driven logic and accountability pressures. This study investigates the strategic relationship between Green Human Resource Management (GHRM) and lecturer task performance, specifically exploring the mediating role of stress self-management within a Nigerian polytechnic. *Methodology:* Grounded in Conservation of Resources (COR) theory, the research utilized a quantitative cross-sectional survey design. Primary data were collected from 231 academic staff using validated scales adapted for the polytechnic context. Data analysis was performed via JASP statistical software, employing regression analysis and bootstrapping procedures to test for mediation effects. *Results:* Empirical findings indicate that GHRM significantly predicts stress self-management ($\beta = .52, p < .001$) and task performance ($\beta = .57, p < .001$). Furthermore, stress self-management was confirmed as a significant partial mediator ($\beta = .20, p < .001$), creating a resource gain spiral that converts institutional support into sustained academic output. The integrated model explained 41% of the total variance in task performance. *Conclusion:* The study concludes that GHRM functions as a strategic resource base that enhances professional effectiveness both directly and indirectly. These results underscore the necessity for institutional management to mainstream staff well-being and sustainability-oriented HR policies into core quality assurance and resource allocation frameworks.

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Introduction

Background to the Study

Higher education is increasingly shaped by a performance-driven logic in which lecturers are expected to do more with less, and to do so under tighter accountability regimes. Across contemporary academic settings, the lecturer is no longer judged only by classroom delivery but also by responsiveness to accreditation demands, administrative compliance, student supervision, and research visibility. Polytechnic lecturers now face expanding work demands, complex instructional responsibilities, and rapidly changing institutional expectations, all of which elevate stress and threaten task performance (Jackson & Frame, 2018; Lakshmi Narahari & Koneru, 2018; Omwenga *et al.*, 2026). In the Nigerian context, the pressure is intensified by heavy workloads, poor working conditions, and support structures that often fail to match the intensity of the job (Orhero *et al.*, 2023; Ogolodom *et al.*, 2024).

This reality matters because stress in academic work is not merely an individual inconvenience; it is a productivity problem. Existing evidence shows that stress-management interventions among lecturers reduce occupational stress, improve emotional stability, and strengthen work output. Studies involving Nigerian lecturer populations indicate that interventions such as rational emotive behaviour therapy, mindfulness-based programmes, cognitive-behavioural therapy with yoga, and rational emotive occupational health coaching help lecturers manage stress and sustain professional functioning (Igu *et al.*, 2022; Onwumere *et al.*, 2025; Osilike *et al.*, 2024; Ugwuanyi *et al.*, 2021). Similarly, workplace stress reduction has been associated with improved instructional clarity, emotional regulation, classroom engagement, and work adjustment among lecturers (Orhero *et al.*, 2023; Osilike *et al.*, 2024). These findings suggest that lecturers who effectively manage stress are more capable of preserving the cognitive and emotional resources necessary for consistent academic performance.

At the same time, universities and polytechnics are increasingly pressured to adopt sustainable and people-centered management systems. This has brought Green Human Resource Management (GHRM) into sharper focus. GHRM encompasses practices such as green recruitment, green training, green performance management, green rewards, and employee involvement, all of which are designed to align organizational functioning with sustainability goals (Tang *et al.*, 2018; Zhang *et al.*, 2023). Evidence from Nigerian and international studies suggests that GHRM improves employee engagement, retention, environmental commitment, creativity, and productivity (Adubor *et al.*, 2022; Segbenya *et al.*, 2024; Zhang *et al.*, 2023). Within higher education, green-oriented HR systems are increasingly associated with healthier work environments,

improved institutional support, and sustainability-driven organizational culture (Adekoya *et al.*, 2023; Farooq *et al.*, 2024).

The strategic relevance of GHRM becomes clearer when considered alongside stress management. Emerging literature suggests that supportive organizational systems and stress-management practices reinforce one another. Green HRM has been linked to improved occupational health, stronger employee well-being, and reduced institutional stressors (Adekoya *et al.*, 2023; Lu *et al.*, 2025). Likewise, stress-management practices improve lecturers' resilience, emotional stability, and work engagement (Castro *et al.*, 2023; Wu *et al.*, 2023). Together, these mechanisms create a supportive institutional climate capable of enhancing lecturer effectiveness and sustainable performance.

Task performance remains central to this discussion because it represents the practical expression of lecturers' ability to meet institutional responsibilities. The literature conceptualizes lecturer task performance in terms of effective teaching delivery, time management, task efficiency, administrative responsibility, and successful completion of assigned duties (Sihaloho *et al.*, 2020; van Zyl *et al.*, 2024). In polytechnic settings, task performance also extends to accreditation participation, student supervision, curriculum delivery, and applied research obligations. Consequently, institutions seeking improved academic performance must address not only individual coping mechanisms but also the organizational systems that shape lecturer well-being and productivity.

Problem Statement

Higher education is increasingly shaped by a performance- Despite the centrality of lecturers to institutional effectiveness, evidence regarding the relationship between stress management and task performance remains fragmented and inconclusive. Existing studies acknowledge that lecturers face increasing work pressure arising from teaching overload, administrative expectations, publication demands, and changing institutional standards, yet there is limited clarity regarding how stress-management practices translate into improved performance outcomes (Jackson & Frame, 2018; Lakshmi Narahari & Koneru, 2018). While some studies report that stress reduces employee effectiveness and psychological well-being, others suggest that stress may operate differently depending on organizational context and available support systems (Leung *et al.*, 2008; Mathur *et al.*, 2007). This inconsistency creates uncertainty regarding the mechanisms through which lecturers maintain task performance under stressful working conditions.

The Nigerian higher-education context intensifies this concern. Studies consistently report high levels of occupational stress among lecturers and academic staff, driven by workload pressures, poor infrastructure, inadequate support systems, and unfavorable work environments (Orhero *et al.*, 2023; Ogolodom *et al.*, 2024; Adeleke *et al.*, 2025). Although interventions such as mindfulness training, cognitive-behavioural therapy, and rational emotive behaviour therapy have demonstrated positive effects on stress reduction, these studies focus primarily on psychological well-being rather than on lecturer task performance (Anyadike *et al.*, 2024; Igu *et al.*, 2022; Osilike *et al.*, 2024; Onwumere *et al.*, 2025). Similarly, research on lecturer performance in Nigeria has concentrated on leadership styles, demographic factors, work environment, and retention outcomes rather than on stress-management mechanisms (Laseinde *et al.*, 2020; Omori *et al.*, 2025; Salau *et al.*, 2020).

A second gap concerns GHRM. Although GHRM research has expanded significantly, most Nigerian studies remain concentrated in manufacturing, hospitality, and corporate sustainability contexts rather than higher education (Adubor *et al.*, 2022; Adeyefa *et al.*, 2023). Existing studies demonstrate that GHRM improves engagement, environmental commitment, and organizational sustainability, but there is little empirical evidence explaining how these practices influence lecturer well-being or task performance within polytechnics (Segbenya *et al.*, 2024; Zhang *et al.*, 2023). More importantly, the literature has not sufficiently examined whether GHRM operates as an organizational mechanism linking stress-management practices to improved academic performance outcomes.

Thus, the major problem addressed by this study is the absence of empirical evidence explaining how stress self-management influences task performance among polytechnic lecturers and whether GHRM functions as a mediating mechanism in this relationship. Addressing this gap is essential for developing institutional strategies that simultaneously improve lecturer well-being, sustainability orientation, and academic productivity.

Objectives of the Study

The primary objective of this study is to examine the effect of GHRM on task performance among polytechnic lecturers through the mediating role of stress self-management. Specifically, the study seeks to:

1. examine the effect of GHRM on stress self-management among lecturers;
2. examine the effect of stress self-management on task performance;
3. examine the effect of GHRM on task performance; and
4. examine the mediating role of stress self-management in the relationship between GHRM and task performance.

Literature Review and Hypotheses Development

Green Human Resource Management

GHRM refers to the integration of environmental sustainability into human resource policies and practices. It emerged from the broader transition from conventional HRM toward sustainability-oriented organizational systems in which employee management is aligned with environmental responsibility and long-term institutional effectiveness (Tang *et al.*, 2018). The literature consistently identifies GHRM through dimensions such as green recruitment and selection, green training and development, green performance management, green rewards and compensation, green involvement, and green empowerment (Jermsittiparsert, 2021; Segbenya *et al.*, 2024; Zhang *et al.*, 2023).

Green recruitment focuses on attracting employees with environmental awareness and sustainability orientation, while green training develops competencies related to environmentally responsible work practices (Ajadi, 2024; Farooq *et al.*, 2024). Green performance management incorporates environmental criteria into appraisal systems, whereas green rewards recognize sustainability-related contributions and environmentally responsible behavior (Khan & Muktar, 2024; Paillé *et al.*, 2020). Green involvement and empowerment further encourage employees to participate in environmental decision-making and sustainability initiatives within the organization (Anwar *et al.*, 2020; Ooi *et al.*, 2022).

In higher education institutions, GHRM extends beyond environmental compliance to the creation of a supportive and sustainability-oriented institutional culture. Evidence shows that green HR systems strengthen employee engagement, creativity, organizational commitment, retention, and productivity (Adubor *et al.*, 2022; Alam *et al.*, 2025; Salau *et al.*, 2020). Studies focusing on universities and polytechnics indicate that green training, sustainability-linked participation, and environmentally supportive work systems improve lecturer motivation and institutional effectiveness (Adekoya *et al.*, 2023; Farooq *et al.*, 2024). Consequently, GHRM is increasingly viewed as an organizational resource capable of enhancing lecturer well-being

and performance through healthier and more supportive work environments.

Stress Self-Management among Lecturers

Stress self-management refers to the cognitive, emotional, and behavioral strategies individuals use to regulate occupational stress and sustain effective functioning under demanding work conditions. In academic environments, lecturers face persistent stress arising from teaching overload, administrative demands, research expectations, student supervision, and institutional pressures (Orhero *et al.*, 2023; Ogolodom *et al.*, 2024). These stressors threaten psychological well-being, work adjustment, and professional effectiveness if not effectively managed.

The literature identifies mindfulness, cognitive reappraisal, emotional regulation, resilience, work-life balance, and coping strategies as central dimensions of stress self-management. Mindfulness enables lecturers to remain attentive and psychologically stable under pressure, while cognitive reappraisal helps reinterpret stressful situations in less harmful ways (Liao & Hu, 2025). Emotional regulation and self-compassion similarly reduce rumination, emotional exhaustion, and depressive symptoms associated with academic stress (Wu *et al.*, 2023). Resilience strengthens recovery from occupational strain and supports long-term work adjustment, whereas work-life balance preserves psychological and emotional resources necessary for sustained effectiveness (Castro *et al.*, 2023).

Evidence from Nigerian higher education strongly supports the effectiveness of structured stress-management interventions. Rational Emotive Behaviour Therapy, Rational Emotive Occupational Health Coaching, mindfulness-based interventions, and cognitive-behavioural therapy with yoga have all demonstrated significant reductions in lecturer stress and burnout (Igu *et al.*, 2022; Onwumere *et al.*, 2025; Osilike *et al.*, 2024; Ugwuanyi *et al.*, 2021). These interventions improve emotional stability, classroom engagement, coping capacity, and work functioning. Stress self-management therefore represents a critical psychological resource that enables lecturers to maintain effectiveness despite demanding institutional environments.

Task Performance in Higher Education

Task performance refers to the effectiveness with which employees execute core job responsibilities. In higher education, lecturer task performance encompasses teaching effectiveness, research productivity, administrative responsibility, student supervision, and professional discipline (Nguyen *et al.*, 2021; Rubeba, 2025). The literature conceptualizes lecturer performance as the successful completion of assigned academic duties within expected quality and time standards.

Existing studies measure lecturer task performance through behavioral outputs, competency indicators, student evaluations, peer assessments, and objective productivity measures (Amin & Dwitayanti, 2023; Sihaloho *et al.*, 2020). However, the most parsimonious and adaptable framework is provided by the Academic Task Performance Scale developed by van Zyl *et al.* (2024), which conceptualizes task performance through two key dimensions: time management and task efficiency. Time management refers to the ability to organize, prioritize, and complete academic responsibilities within required timelines, while task efficiency reflects the ability to perform duties effectively with minimal waste of time and effort.

Within polytechnic settings, these dimensions capture the operational realities of academic work. Lecturers are required to prepare lectures, assess students, supervise projects, meet administrative deadlines, participate in accreditation exercises, and engage in institutional service activities. Effective performance therefore depends not only on technical competence but also on disciplined planning, efficient execution, and sustained productivity. Task performance, in this study, represents the behavioral outcome produced when lecturers successfully convert organizational support and psychological coping resources into effective academic work.

GHRM and Stress Self-Management

GHRM is increasingly conceptualized as an organizational resource system that supports employee well-being, engagement, and adaptive functioning. Through green recruitment, green training, green performance management, green rewards, and employee involvement, GHRM creates supportive institutional conditions that strengthen psychological resources and reduce workplace strain (Tang *et al.*, 2018; Zhang *et al.*, 2023; Segbenya *et al.*, 2024). Studies in Nigerian and international contexts further show that sustainability-oriented HR systems improve occupational health, organizational support, and employee well-being (Adekoya *et al.*, 2023; Lu *et al.*, 2025).

This organizational support is particularly relevant in academic environments where lecturers face heavy workloads, administrative pressure, and persistent occupational stress (Orhero *et al.*, 2023; Ogolodom *et al.*, 2024). Evidence indicates that lecturers cope more effectively when institutions provide supportive work systems, developmental opportunities, and psychologically healthy environments (Salau *et al.*, 2020). Green-oriented HR systems contribute to this process by reducing institutional stressors, improving work conditions, and strengthening employees' sense of involvement and recognition (Farooq *et al.*, 2024; Ooi *et al.*, 2022).

The stress-management literature similarly demonstrates that resilience, emotional regulation, mindfulness, and cognitive reappraisal improve lecturers' capacity to regulate stress and sustain professional functioning (Liao & Hu, 2025; Wu *et al.*, 2023). Structured interventions such as mindfulness-based programmes, cognitive-behavioural therapy, and rational emotive behaviour therapy significantly reduce occupational stress and strengthen coping capacities among lecturers (Igu *et al.*, 2022; Onwumere *et al.*, 2025; Osilike *et al.*, 2024). Since GHRM strengthens institutional support systems that facilitate employee well-being and coping, it is reasonable to expect that lecturers working within stronger GHRM environments will demonstrate better stress self-management.

Accordingly, the study hypothesizes that:

H_1: Green Human Resource Management has a positive effect on stress self-management among polytechnic lecturers.

Stress Self-Management and Task Performance

Stress self-management is critical to lecturer effectiveness because academic work requires sustained cognitive attention, emotional stability, and behavioral discipline. The literature consistently shows that unmanaged occupational stress reduces concentration, motivation, instructional quality, and work adjustment, thereby weakening task performance (Jackson & Frame, 2018; Lakshmi Narahari & Koneru, 2018). Conversely, lecturers who effectively regulate stress are more capable of sustaining productivity and fulfilling academic responsibilities.

Evidence from Nigerian higher education demonstrates that stress-management interventions improve lecturers' work functioning and performance outcomes. Rational Emotive Behaviour Therapy and Rational Emotive Occupational Health Coaching significantly reduce stress and enhance lecturers' work output and teaching effectiveness (Onwumere *et al.*, 2025; Ugwuanyi *et al.*, 2021). Similarly, mindfulness-based interventions and cognitive-behavioural therapy with yoga improve emotional regulation, psychological stability, and classroom functioning among lecturers (Igu *et al.*, 2022; Osilike *et al.*, 2024).

The underlying mechanism is resource preservation. Stress self-management strengthens resilience, emotional regulation, cognitive reappraisal, and self-compassion, thereby protecting

lecturers from burnout, emotional exhaustion, and psychological depletion (Castro *et al.*, 2023; Liao & Hu, 2025; Wu *et al.*, 2023). These capacities improve lecturers' ability to organize work, prioritize tasks, maintain instructional quality, and complete academic responsibilities efficiently. The lecturer task-performance literature supports this connection by identifying time management, task efficiency, instructional delivery, and responsibility completion as central indicators of academic task performance (Rubeba, 2025; Sihaloho *et al.*, 2020; van Zyl *et al.*, 2024).

Therefore, lecturers with stronger stress self-management capacities are expected to demonstrate higher task performance. The study therefore proposes that:

H_2: Stress self-management has a positive effect on task performance among polytechnic lecturers.

GHRM and Task Performance

GHRM has increasingly been linked to employee effectiveness and organizational performance. Sustainability-oriented HR systems improve employee engagement, organizational commitment, creativity, and productivity by creating supportive and purpose-driven work environments (Adubor *et al.*, 2022; Alam *et al.*, 2025; Segbenya *et al.*, 2024). Through green training, empowerment, rewards, and participation, GHRM enhances employees' competencies, motivation, and attachment to institutional goals (Ajadi, 2024; Farooq *et al.*, 2024).

Within higher education, these mechanisms are particularly important because lecturer performance depends heavily on organizational climate and work conditions. Evidence shows that supportive work environments improve lecturer retention, productivity, and professional functioning (Salau *et al.*, 2020). Green HR systems also streamline institutional processes, reduce workplace inefficiencies, and foster healthier work environments that support academic effectiveness (Chinthamani, 2026; Kisahwan *et al.*, 2025).

Task performance in higher education includes time management, task efficiency, instructional delivery, research engagement, and completion of assigned responsibilities (Nguyen *et al.*, 2021; van Zyl *et al.*, 2024). Since GHRM strengthens work conditions, institutional support, and employee engagement, lecturers operating within stronger green HR systems are likely to perform academic duties more effectively.

Accordingly, the study hypothesizes that:

H_3: Green Human Resource Management has a positive effect on task performance among polytechnic lecturers.

Mediating Role of Stress Self-Management

The relationship between GHRM and task performance is unlikely to operate only through direct organizational effects. Existing evidence suggests that supportive HR systems improve performance partly by strengthening employees' psychological resources and coping capacities (Hobfoll *et al.*, 2018; Lu *et al.*, 2025). In academic settings, stress self-management represents one of the most important mechanisms through which organizational support translates into sustained work effectiveness.

GHRM practices improve occupational health, organizational support, employee engagement, and psychologically healthy work conditions (Adekoya *et al.*, 2023; Farooq *et al.*, 2024). These supportive conditions reduce institutional stressors and strengthen lecturers' ability to regulate stress effectively. At the same time, stress self-management improves emotional regulation, resilience, cognitive stability, and task focus, all of which contribute to higher academic performance (Castro *et al.*, 2023; Liao & Hu, 2025; Wu *et al.*, 2023).

The literature also highlights a major conceptual gap: previous studies rarely integrate HRM systems, stress management, and performance within a unified explanatory model, especially in higher education contexts (Alrifae, 2026; Fang *et al.*, 2022). Some studies either focus on stress reduction without performance outcomes or examine GHRM without considering psychological mechanisms (Geraci *et al.*, 2026; Hentschel *et al.*, 2026). Consequently, stress self-management provides a theoretically plausible pathway explaining how GHRM influences lecturer task performance.

Therefore, the study proposes that:

H_4: Stress self-management mediates the relationship between Green Human Resource Management and task performance among polytechnic lecturers.

Theoretical Framework

This study is grounded in Conservation of Resources (COR) theory, which explains stress and performance in terms of people's efforts to acquire, preserve, and protect valued resources. COR theory holds that stress emerges when individuals face actual resource loss, threat of loss, or insufficient return on resource investment, while well-being and effectiveness improve when resources are accumulated and protected through resource gain spirals (Hobfoll *et al.*, 2018). In higher education, where lecturers must manage teaching, supervision, administration, and performance demands, the availability of resources becomes central to sustained effectiveness. Existing literature shows that lecturers operate in high-pressure environments characterized by workload stressors, emotional strain, and institutional pressures that directly affect work adjustment and productivity (Orhero *et al.*, 2023; Ogolodom *et al.*, 2024; Osilike *et al.*, 2024).

COR theory is especially useful here because it distinguishes organizational resources from psychological resources. Organizational resources are embedded in the work environment and include policies, practices, and support systems. In this study, GHRM represents an organizational resource because it provides structured support through green recruitment, green training, green performance management, rewards, and employee involvement. Research on lecturer-focused GHRM consistently identifies these dimensions as mechanisms through which institutions strengthen employee engagement, sustainability orientation, and workplace support (Tang *et al.*, 2018; Zhang *et al.*, 2023; Segbenya *et al.*, 2024). Within COR logic, such practices help lecturers preserve valued resources by reducing environmental uncertainty and creating supportive institutional conditions.

COR theory also emphasizes resource gain spirals, whereby access to supportive resources enhances an individual's capacity to generate additional coping resources over time. In the present study, stress self-management functions as the psychological resource that mediates this process. Studies on lecturer stress management show that mindfulness, resilience, emotional regulation, cognitive reappraisal, and self-compassion strengthen lecturers' ability to cope with occupational pressures and maintain psychological stability (Liao & Hu, 2025; Wu *et al.*, 2023; Castro *et al.*, 2023). Similarly, interventions such as mindfulness-based training, Rational Emotive Behaviour Therapy, and cognitive-behavioural approaches have been found to reduce lecturer stress and improve work functioning (Onwumere *et al.*, 2025; Osilike *et al.*, 2024; Igu *et al.*, 2022). These findings support COR theory's argument that psychological resources protect individuals from stress-related depletion.

The behavioral outcome in this framework is task performance. Task performance in higher education is commonly reflected through effective planning, prioritization, task efficiency, and timely completion of academic responsibilities (van Zyl *et al.*, 2024). COR theory predicts that lecturers who possess stronger organizational resources through GHRM and stronger psychological coping resources through stress self-management are more likely to conserve emotional and

cognitive energy for productive work behavior. Thus, GHRM operates as the organizational resource, stress self-management as the psychological resource, and task performance as the behavioral outcome of sustained resource acquisition and preservation.

Conceptual Framework

The study conceptualizes a sequential pathway in which GHRM strengthens lecturers' stress self-management, which in turn supports task performance (Adekoya *et al.*, 2023; Zhang *et al.*, 2023). This logic is consistent with evidence that stress-management interventions improve lecturers' coping, emotional stability, and work output (Igu *et al.*, 2022; Osilike *et al.*, 2024; Onwumere *et al.*, 2025), while supportive HR practices enhance engagement, working conditions, and productivity (Adubor *et al.*, 2022; Salau *et al.*, 2020; Segbenya *et al.*, 2024). The framework also aligns with the view that task performance in higher education is reflected in lecturers' time management and task efficiency (van Zyl *et al.*, 2024). Accordingly, GHRM is treated as the organizational input, stress self-management as the mediating psychological mechanism, and task performance as the behavioral outcome.

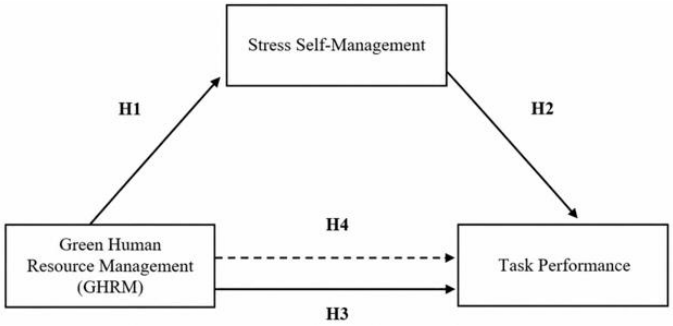

Figure 1. Conceptual Framework

Methodology

Research Design

The study adopted a quantitative approach using a cross-sectional survey design. Data were collected through a structured questionnaire comprising sections on Stress Self-Management, GHRM, and Task Performance. All items were measured on a five-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. The instrument was adapted from validated scales in the stress management, GHRM, and academic performance literature (Tang *et al.*, 2018; van Zyl *et al.*, 2024). The full questionnaire is presented in the Appendix.

Population of the Study

The population comprised 610 academic staff of the polytechnic. Academic staff were selected because they are directly exposed to teaching demands, administrative workload, accreditation pressures, research expectations, and student supervision responsibilities associated with occupational stress in higher education (Orhero *et al.*, 2023). Focusing on a single polytechnic ensured contextual consistency in organizational structure and work expectations.

Sample Size and Sampling Technique

Sample size was determined using the Yamane (1967) formula for finite populations. Based on a population of 610 staff and a 5% level of precision, the minimum sample size was 242 respondents. To accommodate possible non-response, the sample size was increased by 10%, producing a target sample of 266 respondents (Ali, 2026).

A simple random sampling technique was employed to ensure equal selection probability for all academic staff. Of the 266 questionnaires distributed, 238 were returned, while 231 were usable after screening, representing a usable response rate of 86.8%.

Sources of Data

The study relied exclusively on primary data collected through a structured questionnaire administered to lecturers. Stress Self-Management was measured with an adapted 10-item scale reflecting mindfulness, resilience, emotional regulation, and coping strategies (Liao & Hu, 2025). GHRM was measured using an adapted 10-item global scale covering green recruitment, training, rewards, and employee involvement (Tang *et al.*, 2018). Task Performance was measured with an adapted 7-item academic task performance scale emphasizing time management and task efficiency (van Zyl *et al.*, 2024).

Instrumentation

Data were collected using a structured questionnaire comprising three sections: Stress Self-Management, GHRM, and Task Performance. The items were adapted from validated lecturer-focused scales on stress management, GHRM, and academic performance (Liao & Hu, 2025; Tang *et al.*, 2018; van Zyl *et al.*, 2024; Zhang *et al.*, 2023). The full instrument is presented in Appendix A.

All items were contextualized to polytechnic lecturers and measured on a five-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. The questionnaire was reviewed for clarity, relevance, and alignment with the study objectives before administration.

Measures

Green Human Resource Management: GHRM was measured as a global construct using an adapted 10-item scale covering green recruitment, green training, green performance management, green rewards, and employee involvement (Tang *et al.*, 2018; Jermsittiparsert, 2021; Segbenya *et al.*, 2024). Higher scores indicated stronger perceptions of GHRM practices.

Stress Self-Management: Stress self-management was measured with an adapted 10-item global scale assessing mindfulness, resilience, cognitive reappraisal, emotional regulation, relaxation, prioritization, and coping strategies (Liao & Hu, 2025; Wu *et al.*, 2023). The measure was further informed by lecturer stress-management studies (Igu *et al.*, 2022; Osilike *et al.*, 2024). Higher scores reflected stronger stress self-management capacity.

Task Performance: Task performance was measured using an adapted 7-item academic task performance scale grounded in the dimensions of time management and task efficiency (van Zyl *et al.*, 2024). The items assessed planning, prioritization, timeliness, efficiency, and completion of academic responsibilities, consistent with lecturer performance research (Nguyen *et al.*, 2021; Rubeba, 2025; Sihaloho *et al.*, 2020). Higher scores indicated stronger task performance.

Validity and Reliability of the Instrument

The instrument was validated through face and content validity procedures. Three experts in management and educational research reviewed the questionnaire for clarity, relevance, and construct coverage. Their observations informed minor revisions to item wording and contextual framing before administration.

Reliability was assessed in JASP using Cronbach's alpha and McDonald's omega, consistent with current psychometric recommendations (Pfadt *et al.*, 2023). The GHRM scale produced $\alpha = .91$ and $\omega = .92$; Stress Self-Management recorded $\alpha = .88$ and $\omega = .89$; while Task Performance yielded $\alpha = .86$ and

ω = .87. All values exceeded the .70 benchmark, indicating satisfactory internal consistency and reliability of the adapted scales.

Method of Data Analysis

Data were analyzed using JASP statistical software, selected for its robust analytical capability, transparency, reproducibility, and suitability for mediation analysis in behavioral research (Pfadt *et al.*, 2023).

The analysis included descriptive statistics, reliability analysis, correlation analysis, regression analysis, and mediation analysis. Descriptive statistics summarized respondent characteristics and variable distributions. Reliability was assessed using Cronbach's alpha and McDonald's omega. A correlation matrix examined associations among GHRM, stress self-management, and task performance. Regression and path analyses tested the direct relationships among the variables.

Mediation analysis was conducted using bootstrapping procedures to estimate the indirect effect of GHRM on task performance through stress self-management. Statistical significance was evaluated at the 0.05 level using 95% confidence intervals.

Common Method Bias Assessment

Common method bias was addressed through both procedural and statistical remedies (Podsakoff *et al.*, 2024). Procedurally, anonymity was assured, questionnaire sections were separated, and items were clearly worded. Statistically, Harman's single-factor test was conducted, and the results indicated that no single factor accounted for the majority of the variance, suggesting that common method bias was not a major concern.

Results

Response Rate

A total of 266 questionnaires were distributed. Of these, 238 were returned, while 231 were usable after screening, yielding a usable response rate of 86.8%. The response rate was considered adequate for statistical analysis (Sataloff & Vontela, 2021).

Demographic Characteristics of Respondents

Table 1 presents the demographic characteristics of the respondents. Most respondents were male (87.0%), aged 30–39 years (45.0%), married (71.4%), and holders of Master's degrees (55.8%). Assistant Lecturers and Lecturer III staff constituted the largest rank categories. Most respondents had less than 10 years of teaching experience.

Descriptive Statistics and Correlations

Table 2 presents the descriptive statistics and correlations for the study variables. The variables recorded moderate-to-high mean scores, while skewness and kurtosis values indicated acceptable normality. Significant positive correlations were observed among GHRM, stress self-management, and task performance (LaFlair *et al.*, 2015).

Reliability Analysis

The reliability estimates indicated satisfactory internal consistency across all study variables (Kalkbrenner, 2023). GHRM recorded strong reliability (α = .91, ω = .92), while Stress Self-Management demonstrated high internal consistency (α = .88, ω = .89). Task Performance also produced acceptable reliability coefficients (α = .87, ω = .88). All values exceeded the recommended .70 threshold, confirming the reliability of the adapted scales.

Regression Results

Regression analysis was conducted in JASP to test the direct effects among GHRM, Stress Self-Management, and Task Performance. The results (Table 3) showed that GHRM significantly predicted Stress Self-Management, β = .52, $t(229) = 9.25$, $p < .001$, 95% CI [.41, .63], explaining 27.0% of the variance ($R^2 = .27$). Stress Self-Management also significantly predicted Task Performance, β = .39, $t(229) = 6.52$, $p < .001$, 95% CI [.27, .51], accounting for 15.0% of the variance ($R^2 = .15$). Similarly, GHRM had a significant positive effect on Task Performance, β = .57, $t(229) = 10.63$, $p < .001$, 95% CI [.46, .67], explaining 32.0% of the variance ($R^2 = .32$).

Table 1. . Demographic Characteristics of Respondents (n = 231)

Variable	Category	Freq.	Percent
Gender	Male	201	87.0
	Female	30	13.0
Age	Below 30 years	38	16.5
	30–39 years	104	45.0
	40–49 years	63	27.3
	50 years and above	26	11.3
Marital Status	Single	54	23.4
	Married	165	71.4
	Divorced/Widowed	12	5.2
Highest Education	Bachelor's Degree	28	12.1
	Master's Degree	129	55.8
	PhD	68	29.4
	Others	6	2.6
Academic Rank	Assistant Lecturer	72	31.2
	Lecturer III	69	29.9
	Lecturer II	46	19.9
	Lecturer I	22	9.5
	Senior Lecturer	15	6.5
	Principal/Chief Lecturer	7	3.0
Years of Teaching Experience	Below 5 years	83	35.9
	5–10 years	79	34.2
	11–15 years	42	18.2
	Above 15 years	27	11.7

Table 2. . Descriptive Statistics and Correlations

					Correlations		
Variable	Mean	SD	Skewness	Kurtosis	1	2	3
1. GHRM	3.78	0.64	-0.18	0.21	1.00		
2. Stress Self-Management	3.69	0.66	-0.11	0.14	.52**	1.00	
3. Task Performance	3.82	0.61	-0.24	0.28	.57**	.54**	1.00

Table 3. . Regression Analysis of Direct Effects

Effect	β	SE	p	95% CI
Direct Effect (GHRM → TP)	.37	.05	< .001	[.27, .47]
Indirect Effect (GHRM → SSM → TP)	.20	.04	< .001	[.12, .29]
Total Effect	.57	.05	< .001	[.46, .67]

Table 4. . Mediation Analysis

Effect	β	SE	*p*	95% CI
Direct Effect (GHRM → TP)	.37	.05	< .001	[.27, .47]
Indirect Effect (GHRM → SSM → TP)	.20	.04	< .001	[.12, .29]
Total Effect	.57	.05	< .001	[.46, .67]

Mediation Results

Mediation analysis was conducted in JASP using bootstrapping procedures with 5,000 resamples to examine the indirect effect of GHRM on Task Performance through Stress Self-Management. The analysis estimated the direct, indirect, and total effects using standardized coefficients and 95% bootstrap confidence intervals. The results (Table 4) indicated that GHRM had a significant indirect effect on Task Performance through Stress Self-Management, β = .20, SE = .04, 95% CI [.12, .29], $p < .001$. Because the confidence interval did not include zero, the indirect effect was considered statistically significant. This finding showed that Stress Self-Management significantly mediated the relationship between GHRM and Task Performance.

The direct effect of GHRM on Task Performance remained significant after the inclusion of the mediator, β = .37, SE = .05, 95% CI [.27, .47], $p < .001$. The total effect of GHRM on Task Performance was also significant, β = .57, SE = .05, 95% CI [.46, .67], $p < .001$.

The persistence of a significant direct effect alongside a significant indirect effect indicated partial mediation. This suggests that GHRM influenced Task Performance both directly and indirectly through Stress Self-Management. The mediation model accounted for 41.0% of the variance in Task Performance ($R^2 = .41$).

Discussion of Findings

GHRM and Stress Self-Management

The significant positive effect of GHRM on stress self-management is consistent with COR theory. COR theory argues that employees cope more effectively when organizations provide supportive resources that reduce strain and strengthen adaptive capacity (Hobfoll *et al.*, 2018). In this study, GHRM appears to function as such a resource system. Green training, green performance management, employee involvement, and empowerment create supportive work conditions that strengthen lecturers' coping capacity and psychological regulation. Existing evidence similarly suggests that GHRM enhances occupational well-being through organizational culture, empowerment, and supportive HR practices (Sajuyigbe *et al.*, 2024; Ugwoke *et al.*, 2023).

The finding also aligns with prior empirical studies. Research shows that green training improves employee well-being and job satisfaction, while green performance systems promote organizational citizenship behavior and reduce workplace strain (Chu *et al.*, 2022; Faeni *et al.*, 2025; Xie *et al.*, 2024). Likewise, empowerment-oriented HR practices strengthen employees' ability to manage stress and sustain work functioning (Agbede *et al.*, 2020; Emmanuel *et al.*, 2021). Within higher education, supportive green HR systems have further been associated with healthier institutional climates and stronger employee engagement (Farooq *et al.*, 2024; Segbenya *et al.*, 2024).

The result is particularly important in the Nigerian polytechnic context, where lecturers operate under heavy teaching loads, accreditation demands, administrative pressure, and weak institutional support systems. Under such conditions, GHRM extends beyond environmental sustainability and functions as a practical organizational support mechanism. By improving participation, recognition, training, and workplace support, GHRM may strengthen lecturers' ability to regulate stress and maintain psychological stability despite demanding work environments. The finding therefore supports H1 and reinforces the argument that GHRM constitutes an important organizational resource for stress self-management among polytechnic lecturers.

Stress Self-Management and Task Performance

The significant positive effect of stress self-management on task performance aligns strongly with COR theory. COR theory argues that individuals perform more effectively when they are able to preserve and replenish psychological and emotional resources rather than lose them under pressure (Hobfoll *et al.*, 2018). In this study, stress self-management functioned as a resource-preservation mechanism that enabled lecturers to regulate emotions, maintain concentration, and sustain productive work behavior despite demanding institutional conditions. The finding suggests that lecturers who effectively manage stress are more capable of organizing work, prioritizing responsibilities, and maintaining task efficiency.

The result is consistent with prior empirical evidence. Nigerian studies show that structured stress-management interventions significantly improve lecturers' work functioning, emotional stability, and instructional effectiveness. Rational Emotive Behaviour Therapy and Rational Emotive Occupational Health Coaching have been found to reduce occupational stress and improve lecturers' work output (Onwumere *et al.*, 2025; Ugwuanyi *et al.*, 2021). Similarly, mindfulness-based interventions and cognitive-behavioural therapy with yoga improve coping capacity, psychological stability, and teaching effectiveness among lecturers (Igu *et al.*, 2022; Osilike *et al.*, 2024). Other studies further indicate that stress reduction lowers burnout and strengthens work adjustment and job effectiveness among educators (Iremeka *et al.*, 2021; Nwabuko *et al.*, 2019; Orhero *et al.*, 2023). More broadly, stress has consistently been linked to reduced employee performance, while effective stress regulation improves productivity and work outcomes (Jackson & Frame, 2018; Lakshmi Narahari & Koneru, 2018).

The finding is particularly important within the Nigerian polytechnic context, where lecturers operate under heavy teaching loads, accreditation demands, administrative responsibilities, and limited institutional support. In such environments, task performance depends not only on technical competence but also on psychological regulation and coping capacity. Lecturers who can effectively manage stress are more likely to sustain attention, avoid emotional exhaustion, and complete academic responsibilities efficiently. The result therefore reinforces the view that stress self-management is a direct performance resource within higher education institutions and supports the argument that improving lecturers' coping capacity can strengthen academic productivity and task effectiveness.

GHRM and Task Performance

The significant positive effect of GHRM on task performance aligns with COR theory. COR theory argues that employees perform more effectively when organizations provide supportive resources that strengthen competence, preserve energy, and reduce workplace strain (Hobfoll *et al.*, 2018). In this study, GHRM functioned as such an organizational resource system. Green training, green rewards, employee involvement, and supportive performance practices created conditions that enhanced lecturers' effectiveness and work execution. Existing evidence similarly indicates that GHRM strengthens employee

engagement, retention, creativity, and sustainability-oriented behavior, all of which contribute to higher productivity and performance (Adubor *et al.*, 2022; Alam *et al.*, 2025).

The finding is also consistent with prior empirical studies. Green training and development have been shown to improve sustainability-oriented performance and employee capability in Nigerian organizations (Adubor *et al.*, 2022). Likewise, high-performance HR practices significantly predict lecturer performance in Nigerian polytechnics, especially where supportive work conditions exist (Abboh *et al.*, 2024). Green reward systems also improve employee engagement and work motivation, both of which are associated with stronger performance outcomes (Adeyefa *et al.*, 2023; Idowu *et al.*, 2025). Furthermore, empowerment-oriented GHRM practices strengthen employee commitment and retention, thereby supporting sustained work effectiveness (Emmanuel *et al.*, 2021). Within higher education, green organizational climates and sustainability-oriented institutional cultures have additionally been linked to creativity, innovation, and environmentally responsible work behavior among academic staff (Farooq *et al.*, 2024; Olanipekun & Genty, 2024).

The finding is particularly important within the Nigerian polytechnic context, where lecturers work under teaching overload, accreditation pressure, administrative demands, and constrained institutional support systems. Under such conditions, lecturer performance depends not only on technical competence but also on the quality of the organizational environment. Supportive green HR systems may therefore improve lecturers' motivation, efficiency, engagement, and commitment to institutional goals. The result suggests that GHRM can function simultaneously as a sustainability strategy and a productivity-enhancing mechanism within polytechnic institutions. The finding therefore supports H3 and reinforces the argument that GHRM constitutes an important organizational resource for improving lecturer task performance.

Mediating Role of Stress Self-Management

The mediation result indicates that stress self-management constitutes an important psychological pathway through which GHRM influences task performance. This finding aligns strongly with COR theory, which argues that organizational resources strengthen psychological resources, and that psychologically resourced employees are more capable of sustaining productive behavior (Hobfoll *et al.*, 2018). In this study, GHRM functioned as the organizational resource base, while stress self-management operated as the psychological mechanism translating institutional support into lecturer performance. The integrated literature on stress management and GHRM similarly suggests that supportive institutional systems improve performance by reducing stressors, strengthening coping capacity, and preserving employees' emotional and cognitive resources (Adekoya *et al.*, 2023; Lu *et al.*, 2025).

The finding is also consistent with prior empirical studies. Sustainable and green HRM practices have been shown to improve employee well-being, organizational support, work engagement, and psychological climate (Akbar *et al.*, 2024; Lu *et al.*, 2025; Yang *et al.*, 2024). Within higher education, green training, digital HR systems, and sustainability-oriented institutional climates strengthen employee capability, confidence, and organizational effectiveness (Ajadi, 2024; Chinthamani, 2026; Kisahwan *et al.*, 2025). At the same time, stress-management interventions improve lecturers' resilience, emotional regulation, coping capacity, and teaching readiness (Igu *et al.*, 2022; Osilike *et al.*, 2024; Zito *et al.*, 2024). These findings collectively suggest that GHRM improves lecturer performance partly because it creates institutional conditions that support stress regulation and psychological stability.

The mediation result is particularly important in the Nigerian polytechnic context, where lecturers work under persistent teaching overload, accreditation demands, administrative pressure, and limited institutional support. Under such conditions, performance is vulnerable to psychological depletion unless institutions provide both supportive work systems and mechanisms that strengthen coping capacity. The finding therefore suggests that GHRM enhances lecturer performance not only directly, but also indirectly by improving lecturers' ability to manage stress effectively. This is especially important because existing Nigerian higher-education studies rarely integrate GHRM, stress self-management, and performance within a unified explanatory framework. The study therefore contributes empirical evidence showing that supportive green HR systems and stress self-management function together as mutually reinforcing resources for lecturer effectiveness.

The partial mediation result further indicates that stress self-management explains only part of the relationship between GHRM and task performance. This implies that GHRM influences lecturer performance both directly through organizational support systems and indirectly through improved psychological coping capacity. The finding therefore supports H4 and reinforces the strategic importance of integrating sustainability-oriented HR systems with lecturer stress-management support in Nigerian polytechnics.

Conclusion, Contributions & Recommendations

Summary of Findings

The study found that the survey achieved an acceptable usable response rate, with 231 valid questionnaires returned from 266 distributed. The respondents were largely male, married, within the 30–39 age bracket, and concentrated in the Assistant Lecturer and Lecturer III cadres. The study variables recorded moderate-to-high mean scores, acceptable normality, and satisfactory reliability coefficients, with all Cronbach's alpha and McDonald's omega values exceeding the recommended .70 threshold. Correlation analysis further revealed significant positive relationships among GHRM, stress self-management, and task performance.

Regression analysis showed that GHRM significantly predicted stress self-management and task performance, while stress self-management also significantly predicted task performance. The findings therefore supported the direct hypotheses of the study. Mediation analysis using bootstrapping procedures further demonstrated that stress self-management significantly mediated the relationship between GHRM and task performance. The indirect effect remained statistically significant, while the direct effect of GHRM on task performance also remained significant after the inclusion of the mediator, indicating partial mediation. Overall, the findings suggest that GHRM enhances lecturer task performance both directly and indirectly through improved stress self-management among polytechnic lecturers.

Conclusion

The study shows, in practical terms, that lecturer performance does not rest on effort alone; it depends on the resource environment in which that effort is made. The results indicate that GHRM strengthens stress self-management, and both variables support task performance among polytechnic lecturers. The pattern is consistent with COR theory: where organizational resources are visible in green training, support, recognition, and participation, lecturers are better able to preserve psychological energy, regulate stress, and sustain productive work behavior.

The broader takeaway is that GHRM should be understood as more than an environmental or compliance-oriented HR approach. In the polytechnic setting, it functions as a strategic

resource system that supports lecturer well-being while also improving academic output. Stress self-management then serves as the psychological bridge that converts that support into performance. This makes the model both theoretically coherent and institutionally useful: it links sustainability-oriented management, individual coping, and work effectiveness in one explanatory chain.

At the general level, the study confirms that when institutions deliberately align HR practices with sustainability and staff support, they create conditions for healthier lecturers and stronger performance. For Nigerian polytechnics, the implication is clear: improving lecturer productivity requires not only demand, but also resource support. GHRM therefore emerges as a practical pathway for building well-being, resilience, and sustained academic effectiveness.

Contributions

This study contributes at three interconnected levels. Theoretically, it extends COR theory by demonstrating that GHRM functions as an organizational resource that strengthens psychological coping resources, which in turn improve lecturer task performance. The study therefore advances COR theory beyond conventional stress-performance explanations by integrating sustainability-oriented HR systems into the resource preservation framework.

Empirically, the study contributes evidence from the under-researched context of Nigerian polytechnics. Existing GHRM studies have focused largely on manufacturing, hospitality, and corporate organizations, with limited attention to academic institutions. By examining lecturers within a Nigerian polytechnic environment characterized by workload pressure, accreditation demands, and constrained institutional support, the study provides context-specific evidence on the relationship among GHRM, stress self-management, and task performance.

Practically, the study demonstrates that sustainability-oriented HR systems have implications beyond environmental management. The findings show that GHRM can simultaneously support lecturer well-being and institutional productivity. This positions GHRM as a strategic management approach capable of integrating sustainability, staff support, and performance improvement within higher education institutions.

Recommendations

The findings point to one clear direction: polytechnic performance will improve when management treats lecturer well-being and sustainability-oriented HR practices as part of core strategy, not as side concerns. First, institutional management should embed GHRM in everyday HR practice by introducing green training, green performance appraisal, and modest but visible green rewards for staff who model efficient, sustainable, and task-focused behavior. This should be matched with workload reviews, clearer role expectations, and better administrative support so that lecturers are not forced to rely only on personal coping.

Second, the HR unit should build a structured stress self-management support system for academic staff. This can include periodic workshops on coping skills, time management, emotional regulation, and resilience, alongside confidential counseling or staff support clinics. Such support should be practical and recurring, not one-off. HR should also create channels for employee participation in decisions that affect work conditions, since involvement strengthens commitment and reduces strain.

Third, policy makers and regulatory bodies should mainstream staff well-being and sustainability into quality assurance frameworks for polytechnics. Accreditation and institutional audits should consider not only infrastructure and student outcomes, but also the human conditions under which academic work is performed. Resource allocation should therefore support staff development, wellness programs, and environmentally responsible work systems. In practical terms, the message is simple: sustainable institutions are built by supporting the people who carry the work.

Limitations of the Study

Notwithstanding the strategic insights provided, this study is bounded by specific methodological constraints. Primarily, the reliance on a cross-sectional survey design precludes definitive causal inferences regarding the sequential pathway between GHRM, stress self-management, and task performance. Additionally, the empirical focus on a single Nigerian polytechnic, while ensuring institutional consistency, limits the broad generalizability of the findings to the wider higher education landscape. Furthermore, although common method bias was statistically addressed, the use of self-report measures remains an inherent boundary. These limitations underscore the necessity for future longitudinal and multi-institutional inquiries to validate the observed resource gain spirals across more diverse academic environments.

Suggestions for Further Studies

To advance the strategic understanding of sustainability-oriented HR systems, future research should transition toward longitudinal designs to definitively map the causal trajectories of resource gain spirals over time. Expanding the empirical scope through multi-institutional and cross-sectoral studies is essential to validate the generalizability of the GHRM-performance link across the broader Nigerian higher education landscape. Furthermore, future inquiries should explore complex moderation models (incorporating variables like institutional leadership or digital HR maturity) to refine the explanatory power of the current framework. These efforts will provide a robust evidence base for mainstreaming lecturer well-being and environmental management into core institutional quality assurance and resource allocation frameworks.

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Appendix: Research Instrument

Stress Management Practices (SMP)

Code	Item
SMP1	I use mindfulness or present-moment awareness to stay calm when work becomes demanding.
SMP2	I reframe stressful situations in a more positive or manageable way.
SMP3	I recover quickly after difficult work experiences or setbacks.
SMP4	I use breathing, relaxation, or similar techniques to reduce stress.
SMP5	I practice self-compassion when I feel overwhelmed by work pressures.
SMP6	I set clear boundaries to protect my work-life balance.
SMP7	I prioritize and organize my tasks to reduce unnecessary stress.
SMP8	I seek support from colleagues or management when work pressure becomes high.
SMP9	I use deliberate stress-control methods to maintain my well-being.
SMP10	I make time for personal renewal activities that help me cope with work stress.

Green Human Resource Management (GHRM)

Code	Item
GHRM1	The polytechnic promotes environmental sustainability in its human resource practices.
GHRM2	Environmental responsibility is considered during the recruitment and selection of lecturers.
GHRM3	The polytechnic provides training on environmentally friendly work practices.
GHRM4	Lecturers are encouraged to integrate sustainable practices into their teaching and work activities.
GHRM5	Environmental responsibility is considered in lecturers' performance evaluation.
GHRM6	The polytechnic recognizes lecturers who contribute to environmental sustainability.
GHRM7	Lecturers are encouraged to participate in environmental and sustainability initiatives on campus.
GHRM8	The polytechnic supports lecturers in implementing environmentally responsible practices.
GHRM9	Management demonstrates commitment to environmentally sustainable policies and practices.
GHRM10	The polytechnic creates awareness about environmental sustainability among staff.

Task Performance (TP)

Code	Item
TP1	I managed to plan my teaching and academic responsibilities so that they were completed on time.
TP2	My planning of work activities was optimal.
TP3	I kept in mind the results and objectives I needed to achieve in my work.
TP4	I was able to separate important tasks from less important ones in my work.
TP5	I knew how to set the right priorities in carrying out my responsibilities.
TP6	I was able to perform my duties well with minimal time and effort.
TP7	My collaboration with colleagues in carrying out work responsibilities was productive.