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ABILITY, MOTIVATION, OPPORTUNITY-ENHANCING HRM PRACTICES AND CORPORATE ENVIRONMENTAL CITIZENSHIP: REVISITING THE MODERATING ROLE OF ORGANISATIONAL LEARNING CAPABILITY IN MALAYSIAN CONSTRUCTION COMPANIES

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ABSTRACT

This study examines the connection between ability, motivation, opportunity-enhancing HRM practices and corporate environmental citizenship. Organisational learning capability is also introduced as a moderator between the connections of AMO-enhancing HRM practices and corporate environmental citizenship. Systematic sampling technique was utilized to determine the study sample with a total response of 150. The study found that ability and opportunity-enhancing HRM practices are related to corporate environmental citizenship except for motivation-enhancing HRM practices. Similarly, organisational learning capability has no moderating effect on such relationships. In addition to that, this study has provided a comprehensive understanding of corporate environmental citizenship in the construction industry in Malaysia. This substantially adds a new dimension to the literature.

Keywords: Ability, motivation, opportunity-enhancing H8RM practices, AMO HRM practices, corporate environmental citizenship, organisational learning capability.

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1. INTRODUCTION

The illegal dumping of chemical mixtures, in March 2019, into the Kim Kim River in Pasir Gudang, Malaysia caused thousands of people hospitalized, forcing the government to shut down nearby schools, kindergartens, and nurseries (Goi, 2020). In September 2020, Malaysia was once again shocked by several incidents of severe water contamination caused by illegal chemical dumping

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which led to water supply disruptions in Klang Valley (Keeton-Olsen, 2020). In addition, fishermen in Sungai Tengah, Penang were at immediate risk of losing their livelihoods due to black water containing thick oil sludge and other contaminants discharged from nearby farms and factories (Penang has everything, 2019). The chain of events concerning pollution of water bodies caused by business activities has raised public concern, demanding the involvement of government to ensure that business entities are firmly committed to Corporate Environmental Citizenship (CEC) – proactively assuming their responsibilities in environmental protection (Banerjee, 2002; Tay et al., 2021). The Malaysian Government has expressed its concern towards environmental sustainability. This is evident when Malaysia made a bold commitment to curb 45% of its carbon emissions by the year 2030 (Susskind et al., 2020). To realise its commitment, companies were urged to consider investing in environmental technologies. Due to the demand from the public and government, companies were compelled to adopt CEC. In view of this, the question of how far companies have achieved CEC milestones remains a subject of debate. Zainul (2019) claimed that companies in Malaysia have little environmental consciousness to practice good CEC despite being aware of the devastating impact of their activities on the environment. Therefore, it is justifiable to identify ideal human resource management practices that would help establish a strong foundation of CEC. The findings provide essential information on key resources that are necessary to accomplish successful CEC.

The execution of CEC builds upon behavioural aspects (Al-Hawari et al., 2021; Al-Zaidi et al., 2023; Auger et al., 2022). For instance, an effective execution of CEC can be attained if the right employees with the right abilities and experiences are hired to perform the right job (Shah & Soomro, 2023; Umrani et al., 2020). As such, scholars have claimed that corporate environmental citizenship is an outcome of the ability-, motivation-, and opportunity- (AMO) enhancing HRM practices (Anwar et al., 2020; Muisyo & Su, 2021). AMO-enhancing HRM practices make employees of a company green; green empowered employees are competent, committed and environmentally conscious; green employees can help companies to pursue green tasks, such as minimising carbon footprint, not only through recycling or efficient use of resources and energy, but also proposing new ideas and exploring green innovation practices (Rizvi & Garg, 2021; Ye et al., 2022). Having said that, AMO-enhancing HRM practices and CEC must be studied together (Tay et al., 2017a, 2018). To date, there has been a growing interest in the connection between AMO-enhancing HRM practices and work performance (Dasi et al., 2021; Li et al., 2021). However, AMO-enhancing HRM practices, particularly, in environmental aspects, have not been empirically established. This offered only a limited understanding of how can AMO-enhancing HRM practices help companies achieve environmental goals. This paper examines the role of AMO-enhancing HRM practices on CEC which makes it different from prior studies. In so doing, this study enriches the body of literature by operationalizing AMO-enhancing HRM practices towards corporate environmental agenda, thus paving the way for a better understanding of AMO-enhancing HRM practices in predicting CEC.

Furthermore, organisational learning capability (OLC) is introduced in this paper as a moderator between the relationships of AMO-enhancing HRM practices and CEC. To date, the investigation of OLC within environmental studies is scant; most previous investigations, however, focused on the direct effects of OLC on organisational innovation capacity (Gomes et al., 2021; Ortega Egea et al., 2021). Prior organisational behaviour studies (Bastini et al., 2021; Chung & Li, 2021; Tran & Pham, 2019) have strongly emphasised on the moderator role of OLC in resources–performance linkages. This is because the ability of a company to learn and apply new knowledge is likely to

cultivate organisational capabilities to optimise resource utilisation for better performance (Freixanet & Federo, 2022; Haile & Tuzuner, 2022). This indicates that the moderating effect of OLC should not be neglected, particularly on matters or investigations pertaining to resources and performance relationships. This issue motivates the present study to examine the moderator role of OLC between the relationships of AMO-enhancing HRM practices and CEC. This study aims to provide a more in-depth understanding of the moderating effect of OLC in new research context, relevant to HRM practices (resources) and corporate environmental citizenship behaviour (performance). Thus, this study contributes to the CEC literature. To achieve research objectives, this study presents research framework and hypothesis development (section two) concerning AMO-enhancing HRM practices, CEC and OLC. This study then discusses methodology (section three), findings (section four) and conclusion (section five).

2. LITERATURE REVIEW

2.1. Hypothesis Development

2.1.1. AMO-enhancing HRM practices and CEC

The AMO theory proposes that there are three independent sets of HRM practices, namely ability (recruitment and selection, training and development), motivation (rewards and compensation, performance appraisal), and opportunity (employee involvement) that could shape employee attitudes and behaviours, and contribute to organisational performance (Gull & Idrees, 2021; Li et al., 2021; Mehrajunnisa et al., 2021). The theory also suggests that organisational performance could be increased if all these three sets of HRM practices are rightly implemented (Fawehinmi, et al., 2020; Dasi et al., 2021). The reasons are threefold, ability-enhancing HRM practices improve the ability of employees to perform their job duties, motivation-enhancing HRM practices inspire employees to work harder, and opportunity-enhancing HRM practices offer opportunities to employees to contribute to organisational success (Tay et al., 2017b).

Inferring from the AMO theory, first, this study argues that CEC can be nurtured by fostering employees' environmental abilities (employees know what to do), motivation (employees know what they want), and opportunities (employees know which opportunity they have) (Jeronimo et al., 2019). Practices that could be utilized include recruitment and selection, training and development, rewards, performance appraisal, and employee involvement (Rizvi & Garg, 2020). It is expected that the level of CEC of a company could be increased if environmental responsibilities are shared among employees, if employees are motivated to become engaged in environmental behaviours, and if they have discretion in managing environmental issues.

The impact of recruitment and selection practices on CEC have been well documented in the literature (Anwar et al., 2020; Rizvi & Garg, 2021). Companies could hire candidates with environmental awareness and knowledge of environmental issues either in work positions or participation as volunteers in the local community (Pham & Paille, 2020). Job seekers who are familiar with green practices (e.g., recycling; experience reporting production processes adhere to ISO 14001) are capable of enhancing CEC (Yap & Tay, 2019). In addition to that, companies could adopt paperless recruitment process and interviewing technologies to reduce interview travel (Jeronimo et al., 2019). Environmental practices such as online job application forms, email contract employments, teleconferencing, video conferencing demonstrated by companies create

strong environmental impression on candidates (Jeronimo et al., 2019), and thus helping companies to find and hire environmentally friendly employees to promote CEC.

Training and development are positively related to CEC (Alola et al., 2020; Xie & Zhu, 2020). Training and development are necessary to improve employees' environmental awareness to ensure that they fully understand the importance of environmental preservation, helping them to stay within the requirements and complying with environmental policy and procedures (Abbas et al., 2022; Tang et al., 2017), thus enabling companies to proactively engage in CEC. Alola et al. (2020) and Pham et al. (2019) empirical study identified that environmental training could enhance employees' awareness and knowledge on the impact of global warming caused by environmental pollution. As such, employees become more environmentally concern. Having environmentally conscious employees can provide significant benefits to CEC. Furthermore, training and development enable employees to learn precise skills or gain knowledge to carry out environmental activities (Nguyen et al., 2022; Yap & Tay, 2019) and thus helping companies to promote CEC. Pinzone et al. (2019) study verified that environmental training could increase employees' ability to identify environmental problems, enabling them to become familiar with environmental issues and take appropriate actions to reduce ecological footprint, thus minimizing environmental impacts as characterized by CEC.

Second, rewards i.e. motivation-enhancing HRM practices are contingent on environmental outcomes (Anwar et al., 2020; Rizvi & Garg, 2020) and could help improve CEC. The usage of reward system on the basis of environmental sustainability places a positive impact on employees' environmental behaviours and thus increasing the possibility of adopting CEC (Paille et al., 2022; Rizvi & Garg, 21). Additionally, as claimed by Rizvi and Garg (2021) and Singh et al. (2020), the criteria - environmental responsibilities, knowledge, and activities can be incorporated into performance appraisal. In this situation, employees are inspired and encouraged to achieve environmental criteria. Having such employees, can provide significant benefits to the company, and thus enhancing CEC.

Third, opportunity-enhancing HRM practices are relevant with CEC (Leidner et al., 2019). It is based on employee involvement in environmental programs (Harrach et al., 2020). As such, it requires green workforce, particularly green teams (Cop et al., 2020). Green team is a group of employees, either voluntarily or involuntarily, conducting environmental programs aimed at improving environmental performance (Cop et al., 2020). Green teams are responsible for analysing of pollution prevention programs, reviewing of environmental policies, and also providing environmental training for new employees (Dangelico, 2014; Cop et al., 2020). Most importantly, green team members are committed to their roles and passionate about sustainability programs (Morgan et al., 2019). Having green teams can provide benefits of sustainability by increasing energy efficiency, and reducing potential negative impacts that energy consumption, pollution, and waste can have on the environment (Cop et al., 2020), all-encompassing CEC.

Moreover, employee involvement in environmental management practices can be reached through employee empowerment (Harrach et al., 2020; Rizvi & Garg, 2021). One way to empower employees is to revise organisational structure. The traditional centralized organisational structure does not favour employee empowerment (Orise, 2018). Instead, decentralized, participative and horizontal organisational structure facilitates employee empowerment (Shahzad et al., 2018). By empowering employees and giving them a sense of power and the authority to act and the right to

participate in decisions regarding environmental efforts, they in turn carry the company's value forward, becoming more actively engaged in CEC (Zhang et al., 2019). Employee involvement in decision making process would increase employees' motivational levels in terms of creativity, innovation, and positivity (Bose et al., 2020; Tay et al., 2017b). Therefore, employees need recognition to contribute effectively for CEC. It is hypothesised that:

H1: Ability-enhancing HRM practices have a positive relationship with CEC.
H2: Motivation-enhancing HRM practices have a positive relationship with CEC.
H3: Opportunity-enhancing HRM practices have a positive relationship with CEC.

2.1.2. The Moderating Role of OLC

OLC in this study is the organisational characteristics that enable the process to acquire, transfer, and integrate knowledge and also to modify behaviour with the aim at improving the ability of a company to learn (Chiva et al., 2007). OLC consists of five organisational characteristics namely, experimentation, risk taking, interaction with external environment, dialogue, and also participative decision making, all of which enable a company to constantly learn (Chiva et al., 2007; Tay et al., 2022). Adopting Resource Based View (RBV) theory, OLC is one of the key strategic resources (besides AMO-enhancing HRM practices) that are valuable, inimitable, and non-substitutable which can be deployed to develop organisational competencies and organisational capabilities (Lado & Wilson, 1994). RBV theory posited that any resources within a company possess the potential to become a source of competitive advantage. In this study, AMO-enhancing HRM practices and OLC are potential sources that can be exploited to further enhance organisational performance – CEC (Barney, 1991). When employees' competencies are increased, employees are more likely to become engaged in pro-environmental behaviours, meet environmental standards (Yap & Tay, 2019) thereby enhancing CEC. High level of OLC, AMO-enhancing HRM practices will lead to CEC increment, because learning capability is significant to facilitate environmental knowledge acquisition to promote CEC. In contrast, low level of OLC, AMO HRM practices will be less strongly related to CEC. This is because lack of ability to learn will cause knowledge unable to be advanced that decrease the ability of a company to sustain its CEC performance.

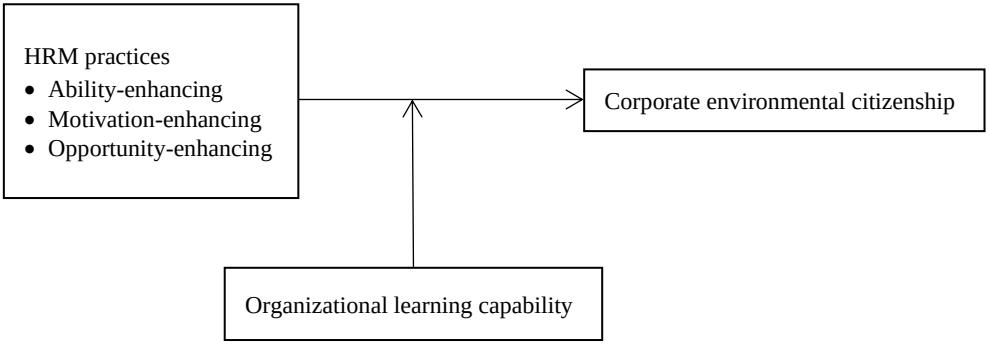
Further, the moderating effects of OLC on the relationships between AMO-enhancing HRM practices and CEC have not been empirically tested. However, Mahmud et al. (2020) suggested the potential significant moderating effects of OLC in environmental studies. They examined the moderation effects of transformative capability (i.e. a form of organisational learning capability) between environmental management and product innovation. They found that a company's capability of knowledge transformation has a positive influence on environmental management and is an effective enabler for organisational innovation performance. Hence, it is believed that OLC, is a valuable internal resource that could improve the ability of an organisation to integrate newly learned knowledge in order to respond to environmental changes (new green technology development and new techniques to preserve natural environment) and could also encourage the influence of AMO enhancing-HRM practices on CEC.

With the integration of both AMO theory and RBV theory, this study predicts that AMO-enhancing HRM practices (recruitment and selection, training and development, compensation and rewards, performance appraisal and employee involvement) have direct influence on CEC, and these

relationships could be moderated by OLC. In particular, OLC is likely to strengthen the relationships between AMO-enhancing HRM practices and CEC. OLC helps companies to assimilate, integrate, and exploit knowledge gained from AMO-enhancing HRM practices to enhance CEC. For example, the inclusion of employees in idea development (i.e. opportunity-enhancing HRM practices), particularly, to improve CEC by contribution of employees in the formulation of environmental policies. OLC could enhance the effectiveness of idea development when employees from different units or functions with diverse knowledge on environmental management in the company participate and address tasks and challenges to minimise and eliminate environmental issues. Hence, it is plausible to predict that OLC has the potentiality of moderating the relationship between AMO-enhancing HRM practices and CEC (Figure 1). It is hypothesised that:

H4: OLC moderate the relationship between ability-enhancing HRM practices and CEC.
H5: OLC moderate the relationship between motivation-enhancing HRM practices and CEC.
H6: OLC moderate the relationship between opportunity-enhancing HRM practices and CEC.

Figure 1: Research Framework



3. RESEARCH METHODOLOGY

3.1. Sample and Data Collection Procedures

The target population in this study covered 6206 construction companies with Grade 7. Sample size was identified based on the sample size table of Krejcie and Morgan (1970). Krejcie and Morgan (1970) asserted that the appropriate sample size for 6206 populations is 364. Systematic sampling technique was utilized to choose the study sample. The construction companies numbered 17, 34, 51 and 68 were selected until 364 companies were derived (i.e. 6206/364). Data collection was carried out through emailing the questionnaires aimed at executive directors or managing directors. These respondents are strategic business partners who integrate corporate environmental citizenship throughout business strategy and operations (Rizvi & Garg, 2021; Jang, 2020). Each representative from the construction companies was then contacted through phone to ask for their permission to participate in the survey.

The telephone contact also helped eliminate companies that were ineligible for the study. Questionnaires were mailed to targeted construction companies after the initial contact by telephone. Respondents were given two weeks to complete the questionnaires. At the end, 150 useable questionnaires were returned with response rate of 41%. Prior studies (Agyabeng-Mensah et al., 2020a, 2020b) suggested that the response rate can be considered sufficient, if it is greater than 20%. As displayed in Table 1, construction companies comprised 64.7% Malaysian, 8% foreign, and 27.3% Malaysian-foreign ownership. 56% of the construction companies were handled by professional management groups and 44% were business owners. In terms of years in the industry, 84.6% of the construction companies have been in the industry for more than 10 years while 15.4% were less than 10 years.

Table 1: Company Profile

Attributes	Profile	Percentage (%)
Ownership	Malaysian	64.7
	Foreign	8.0
	Both	27.3
Management	Professional management	56.0
	Owner	44.0
Years of establishment	More than 10 years	84.6
	Less than 10 years	15.4

3.2. Corporate Environmental Citizenship (Dependent Variable)

16 items rated from 1 = 'strongly disagree,' to 5 = 'strongly agree' were used to evaluate CEC which consisted of four dimensions (internal and external environmental orientation, corporate and functional strategic focus). These items aimed to gather responses about company's voluntary engagement in environmental preservation. The items were adapted from Banerjee (2002) and validated by Tay et al. (2021).

3.3. AMO-Enhancing HRM Practices (Independent Variable)

AMO-enhancing HRM practices were accessed using the scales of Guerci et al. (2013). These consist of five-point Likert scales (1 = 'strongly disagree,' to 5 = 'strongly agree') 18 items which gauged how much these companies are committed to improve their employees' skills, sustain effective behaviours, and encourage them effectively to contribute to organisational success.

3.4. OLC (Moderator Variable)

14 items rated from 1 = 'strongly disagree,' to 5 = 'strongly agree' were used to measure organisational learning capability which comprised of five dimensions (experimentation, risk taking, interaction with external environment, dialogue, and participative decision making). These items were adapted from Chiva et al. (2007).

4. RESULTS

Partial Least Square Structural Equation Modelling (PLS-SEM) of SmartPLS 3.2.7 was employed to estimate higher-order research model and proposed hypothesis (Beckeret al., 2012). Higher-order research model has two levels of constructs: first-order and second-order. This study predicted AMO-enhancing HRM practices as the first-order formative constructs. Whereas, CEC and OLC are formative second-order constructs which comprised reflectively measured first-order constructs. These reflectively measured first-order construct were represented by their respective underlying items (Diamantopoulos & Winklhofer, 2001). At the same time, these reflectively measured first-order constructs did not share common themes (Gomez et al., 2012) of CEC and OLC.

4.1. Evaluation of First-Order Reflective Constructs

Two evaluations of first-order reflective constructs were made: convergent and discriminant validity. To evaluate convergent validity, item loadings, composite reliability (CR), average variance extracted (AVE) were estimated. Item loadings refer to the correlation between these items with a given construct, preferably greater than 0.70 (Hulland, 1999). Table 2 shows that all items were above the threshold values except EEO1, EEO4, and EEE1. These three items were omitted from the analysis. Following Bagozzi and Yi (1988), the first-order constructs should also fulfil the criteria of CR, which values should be greater than 0.70. AVE examined the degree of these constructs and explained items' variance. An AVE value of higher than 0.50 shows that the constructs indicate half of the variance of the items. The results (as displayed in Table 2) shows that all of the first order constructs fulfilled the criterion of convergent validity. Additionally, discriminant validity was accessed by using Heterotrait-Monotrait ratio (HTMT) 0.90 criterion. Table 3 depicts that all of the first-order constructs met this criterion.

Table 2: Items Loadings, CR and AVE Results of First-Order Reflective Constructs

First-order reflective constructs	Items	Loadings	CR	AVE
Internal environmental orientation	IEO1	0.820	0.888	0.665
	IEO2	0.848		
	IEO3	0.835		
	IEO4	0.755		
External environmental orientation	EEO1†	-	0.877	0.781
	EEO2	0.844		
	EEO3	0.922		
	EEO4†	-		
Corporate strategic focus	CSF1	0.792	0.870	0.574
	CSF2	0.663		
	CSF3	0.807		
	CSF4	0.801		
	CSF5	0.715		
Functional strategic focus	FSF1	0.780	0.872	0.695
	FSF2	0.890		
	FSF3	0.828		
Experimentation	E1	0.876	0.883	0.791
	E2	0.902		
Risk taking	RS1	0.896	0.896	0.811
	RS2	0.905		

Interaction with external environment	EEE1†	-	0.820	0.696
	EEE2	0.769		
	EEE3	0.895		
Dialogue	D1	0.708	0.814	0.524
	D2	0.769		
	D3	0.793		
	D4	0.613		
Participative decision making	P1	0.717	0.841	0.639
	P2	0.871		
	P3	0.803		

Note: † = Items dropped as the items below loading values 0.70; CR = Composite reliability; AVE = Average variance extracted.

Table 3: HTMT Results of First-Order Constructs

First-order reflective constructs	IEO	EEO	CSF	FSF	EM	RS	IEE	Dialogue	PDM
IEO	-								
EEO	0.777	-							
CSF	0.735	0.779	-						
FSF	0.818	0.717	0.925	-					
EM	0.426	0.338	0.420	0.514	-				
RS	0.573	0.534	0.465	0.566	0.600	-			
IEE	0.310	0.373	0.540	0.391	0.396	0.291	-		
Dialogue	0.585	0.197	0.433	0.365	0.417	0.129	0.585	-	
PDM	0.487	0.383	0.572	0.631	0.553	0.350	0.453	0.578	-

Note: $HTMT_{0.90}$ criterion, IEO = Internal environmental orientation, EEO = External environmental orientation, CSF = Corporate strategic focus, FSF = Functional strategic focus, EM = Experimentation, RS = Risk taking, IEE = Interaction with external environment, DG = Dialogue, PDM = Participative decision making.

4.2. Evaluation of First-Order Formative Constructs

The evaluation of first-order formative constructs is to test items' multicollinearity and weight. As displayed, Table 4 shows that all variance inflection factors (VIF) were below the recommended threshold value of 5. Therefore, multicollinearity issue was not a concern in this study. With regards to the weight of all items, bootstrapping procedure was applied to analyse the contribution of each formative item to form the constructs.

Most of the formative items were statistically significant at $p < 0.05$, signifying that these formative items formed the first-order formative constructs. However, several weights of items were found to be insignificant ($p > 0.05$), but they were retained as their outer loadings which exceeded the threshold value of 0.50 as suggested by Hair et al. (2017). There were three formative items (A3, O3, and Dialogue) which posed lowest outer loading less than 0.50. But then again, these three items remained, as past studies (Escrig et al., 2016) had strongly supported the relevance and inclusion of these items to suit the concepts of ability-, opportunity-enhancing HRM practices and OLC. Accordingly, all formative items were validated and permitted to subsequent analysis.

Table 4: VIF and *t* Values Results of First-Order and Second-Order Formative Constructs

First-order formative constructs	Second-order formative constructs	Items	VIF	*t* values (Outer Loadings)
Ability		A1	1.694	1.795(0.746)
		A2	1.666	1.540(0.653)
		A3	1.217	0.758(0.307)
		A4	1.628	2.040(0.722)
		A5	1.555	2.802(0.752)
		A6	1.580	2.480(0.767)
		A7	1.606	1.475(0.689)
Motivation		M1	1.619	4.358(0.917)
		M2	1.477	0.746(0.619)
		M3	1.597	0.785(0.664)
		M4	1.358	2.548(0.738)
Opportunity		O1	1.310	3.567(0.663)
		O2	1.441	4.699(0.862)
		O3	1.310	1.256(0.477)
		O4	1.417	1.699(0.612)
		O5	1.449	0.639(0.526)
		O6	1.718	0.181(0.579)
		O7	1.465	2.422(0.562)
	CEC	IEO	2.095	0.808(0.510)
		EEO	1.847	1.859(0.735)
		CSF	2.689	2.366(0.870)
		FSF	2.662	5.720(0.952)
	OLC	Experimentation	1.478	0.661(0.628)
		Risk taking	1.300	3.968(0.751)
		IEE	1.234	1.952(0.757)
		Dialogue	1.384	1.122(0.481)
		PDM	1.373	3.293(0.767)

Note: VIF = Variance inflation factor; * *t*-value > 1.96 = significance at $p < 0.05$.

4.3. Evaluation of Structural Model

The structural model was assessed based on five criteria: collinearity, coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2), and hypothesis testing (Hair et al., 2017). There was no collinearity problem among the predictor variables because the VIF values were below the threshold of 5 (Hair et al., 2017). The coefficient of determination (R^2) was 0.677, indicating that AMO-enhancing HRM practices influenced CEC to some extent. In addition to that, ability- and opportunity-enhancing HRM practices had medium effect size of 0.113 and 0.185 on CEC, while motivation-enhancing HRM practices had no effect ($f^2 = 0.000$) on CEC as per guidelines provided by Cohen (1992). Furthermore, OLC had small effect of 0.048 on CEC. The model's predictive power was found to be robust because the predictive relevance (Q^2) value was greater than zero ($Q^2 = 0.441$). This value was attained by applying the blindfolding procedure with an omission distance of 7 (Hair et al., 2017).

The structural model assessment found that both, ability and opportunity-enhancing HRM practices were positively associated with CEC. Hence, H1 and H3 are supported. However,

motivation-enhancing HRM practices had no relationship with CEC, thus H2 is not supported. Table 5 shows the summary of direct hypotheses results.

Table 4: Hypothesis Testing Results

Hypothesis	Relationship	Standard Beta	Standard Error	*t*-Values	Confidence Interval	Decisions
H_1	Ability→CEC	0.329	0.135	2.445	[0.087, 0.531]	Supported
H_2	Motivation→CEC	0.005	0.072	0.068	[-0.079, 0.155]	Not supported
H_3	Opportunity→CEC	0.413	0.097	4.239	[0.243, 0.560]	Supported
H_4	*Ability*OLC→CEC*	*-0.097*	*0.113*	*0.859*	*[-0.226, 0.145]*	Not supported
H_5	*Motivation*OLC →CEC*	*0.057*	*0.082*	*0.698*	*[-0.100, 0.171]*	Not supported
H_6	*Opportunity*OLC →CEC*	*-0.109*	*0.089*	*1.219*	*[-0.247, 0.046]*	Not supported

Notes: Italic terms represent the results of moderation effect.

4.4. Evaluation of Structural Model

The effect of OLC as moderator on the relationships between (1) ability-enhancing HRM practices and CEC (2) motivation-enhancing HRM practices and CEC (3) opportunity-enhancing HRM practices and CEC were found to be insignificant. Thus, H4, H5 and H6 are rejected. The results are illustrated in Table 5.

5. DISCUSSION

The primary goals of this study are (1) to test the role of AMO-enhancing HRM practices on CEC and (2) to examine the moderating effect on the association between AMO-enhancing HRM practices and CEC. The findings established that ability-enhancing HRM practice was related to CEC. This is similar with Alola et al. (2020) and Rizvi and Garg (2021) who found significant relationship between ability-enhancing HRM practice and CEC. The result signified that construction companies tend to hire candidates who possess environmental knowledge and motivational traits. Such candidates have solid understanding of environmental processes and have a sense of ownership over their work and responsibilities to their company, and are driven to participate in sustainability activities, thus elevating the level of CEC. Additionally, training and development opportunities could help employees discover new information with regards to environmental preservation. These programs could also develop knowledge and abilities in employees for better environmental performance, particularly, in making environmental responsibility as part of corporate green vision and mission. Effective green training develops environmentally conscious workplace, and thus instil affective commitment to sustainability in the minds of employees, contributing to continuous improvement of CEC.

However, contrary to previous studies (Rizvi & Garg, 2021; Singh et al., 2020), it was surprising to find that motivation-enhancing HRM practice had no impact on CEC. One plausible explanation is that the rewards were not used extensively by the construction companies in this study to

encourage environmental behaviours. In similar vein, these companies might not link employee's performance appraisal with regards to their environmental responsibilities and behaviours to any kind of rewards. Hence, all of these led to insignificant results to CEC.

Additionally, opportunity-enhancing HRM practices were significantly related to CEC. This is consistent with the findings of Leidner et al. (2019) and Harrach et al. (2020) who found significant relationships between opportunity-enhancing HRM practices and CEC. This can be explained by various relevant platforms offered by the construction companies in this study, involving employees in the decision-making process, allowing them to participate in environmental activities. In other words, employees are competent enough to address environmental issues and challenges. These practices directly fostered the level of CEC.

The findings further revealed that OLC did not moderate the relationships between AMO-enhancing HRM practices and CEC. The plausible explanation could be that the structure of the construction companies under study was fragmented (Riazi et al., 2020). Fragmentation refers to the separation of design and construction of the construction companies (Riazi et al., 2020). For instance, while the design team was led by an architect, other assistants were tasked to produce a design based on client's requirements by providing details about the materials for construction and how the construction work should be executed, while engineers execute the design facilitated by the suppliers and other construction companies. Due to the growing demand for specialist constructions (e.g., landscaping, structural buildings, and electrics), construction projects became complex and increased in size (Yap et al., 2021). As a result of fragmentation, the ambiguity of the role of learning occurred (Raizi et al., 2020), hampering environmental values to enhance CEC. Thus, such fragmentation could cause environmental values not being incorporated into the building design process, which is detrimental to organisational learning capability.

6. CONCLUSION

This study offers several theoretical implications. This study contributes to the Malaysian construction industry with regards to the influence of AMO-enhancing HRM practices on CEC. Previous environmentally-related studies predominantly involved manufacturing industry (Yong, et al., 2020), travel agencies (Elshaer et al., 2021; Wang et al., 2020), and automotive industry (Goswami et al., 2020; Raut et al., 2020). Therefore, this study provides comprehensive understanding of CEC in the context of construction industry in Malaysia. This substantially adds a new dimension to the literature.

In addition to that, this study enriches the CEC literature from the non-western perspective because the bulk of prior environmentally-related studies was carried out in the West (Jeronimo et al., 2019; Pinzone et al., 2019). Thus, this study offers new insights into the non-western perspective of CEC, particularly in Malaysia.

This study partially extends the AMO theory by confirming ability- and opportunity-enhancing HRM practices are capable to enhance CEC. Having said that, recruitment and selection, training and development, and also employee involvement practices are significant determinants of CEC.

Moreover, this study did not confirm the contribution of OLC to the enhancement of CEC. This contradicts with RBV theory. This warrants future research to further examine whether these relationships exist to confirm the contradiction. Future research may also utilize these results as reference especially in the Malaysian context.

Additionally, this study also offers important managerial implications. The study of construction companies demonstrates that motivation-enhancing HRM practices were not found to have influence on CEC. These results do not exclude the importance of motivation-enhancing HRM practices in promoting CEC, nevertheless it only specified that organisations should not consider motivation-enhancing HRM practices as key practices to achieve CEC. On the other hand, awareness ability- and opportunity-enhancing HRM practices must be developed and adjusted to support CEC. Good recruitment and selection process is important to ensure a strong candidate assessment in order to select the best environmentally conscious candidates. Employee training and development are also essential to the success of CEC. It is mandatory that employees are environmentally trained to develop essential skills and knowledge for better CEC. Environmentally proactive companies should take the initiative to encourage active involvement of employees green programs and activities, empowering them by conferring the rights to make environmental decisions and take environmental actions.

Further, this study also facilitates construction companies to acknowledge the constraint of OLC in promoting AMO-enhancing HRM practices and CEC. In line with this, for example, construction companies could restructure their construction process by collaborating with their stakeholders in construction projects. This is to ensure smooth communication among stakeholders. To encourage collaboration, construction companies could also integrate their entire construction process so that mutual trust, co-operation, and good working relationship between stakeholders can be developed, thus enabling them to learn from each other. As such, construction companies could effectively build OLC to enhance AMO-enhancing HRM practices and OEC.

This study, however, has several limitations. First, future research is encouraged to evaluate the changes, over time, in the effect of AMO-enhancing HRM practice, OLC on CEC. This is important to collect data, especially at distinct point of times, including prior to the introduction of AMO-enhancing HRM practice, OLC on CEC. By adopting longitudinal and experimental or quasi-experimental design, future research would be able to demonstrate these changes and access the impacts of other interventions designed to enhance CEC.

Second, this study investigated AMO-enhancing HRM practice, OLC and CEC from the perspectives of companies. It is noteworthy to study in the future if AMO-enhancing HRM practice, OLC and CEC perceived by employees are similar to those who reported in this study.

Third, AMO-enhancing HRM practice, OLC and CEC may differ across industries. It is of great interest to conduct comparative studies to advance the field.

Fourth, the construction industry has unique laws and regulations with regards to the promotion of CEC. At the same time, previous studies (Noraini et al., 2017; Roseline & Corina, 2017) linked CEC in this sector with national legislation and policies. It would be useful to study the extent to which laws and regulations have influence in this sector.

Fifth, the questionnaires had no qualitative data which has an impact on the quality and precision of the study. As such, comprehensive understanding on the antecedents and consequences of AMO-enhancing HRM practice, OLC and CEC could not be gained. Both qualitative and quantitative data would be worthy to explore in future research to ensure complete overview of the relationships examined in this study.

Sixth, the selection of AMO-enhancing HRM practice according to AMO theory, is a set of practices aimed to encourage employees to perform, however, in the literature, AMO-enhancing HRM practice remains under debate (Boxall & Purcell, 2003; Paauwe & Boselie, 2005) because it does not include other practices such as diversity management and teamwork. These variables can be included in future AMO enhancing HRM practices research.

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