

The Effect of Digital Platform Integration and Time Fragmentation on Sustainable Teacher Performance: The Mediating Role of Green Behavior and The Moderating Role of Work Motivation

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ABSTRACT

Digital transformation can improve teachers' efficiency, but disconnected platforms and frequent interruptions may fragment working time. This study examines the effects of Digital Platform Integration and Time Fragmentation on Sustainable Teacher Performance, with Green Behavior as a mediator and Work Motivation as a moderator. A quantitative survey was conducted among teachers in five public senior high schools in South Jakarta. From 120 questionnaires distributed, 119 usable responses were analyzed using PLS-SEM. Digital Platform Integration positively affected Green Behavior and Sustainable Teacher Performance, while Time Fragmentation negatively affected both outcomes. Green Behavior positively affected Sustainable Teacher Performance and partially mediated both relationships. Work Motivation positively affected Sustainable Teacher Performance directly but did not moderate either relationship. The findings emphasize integrated digital systems, protected work time, and green work practices rather than relying on motivation alone.

INTRODUCTION

Digital transformation has reshaped teachers' work by expanding the use of learning management systems, assessment applications, administrative platforms, and digital communication. These technologies can improve coordination and efficiency, but their benefits depend on how well the platforms are integrated. When teachers must repeatedly move between disconnected systems, duplicate data entry, and respond to multiple digital requests, technology may become an additional source of work rather than an enabler of performance. The thesis context highlights this tension: teachers reported frequent switching between digital platforms and interruptions during working time, while administrative demands increasingly compete with core pedagogical activities.

Sustainable teacher performance is particularly important because teacher performance cannot be reduced to short-term task completion. It involves the capacity to maintain effective teaching, classroom management, professional adaptation, and work quality over time. The study therefore frames sustainable performance as an outcome of both structural work conditions and individual work behavior. This perspective is consistent with the sustainability-oriented view of teacher performance described in the thesis and with recent literature emphasizing the need to sustain teacher effectiveness under changing educational conditions (Wongmahesak et al., 2024).

Two structural conditions are central to the proposed model:

1. Digital Platform Integration (X1): The degree to which digital systems used in teaching and school administration are connected, aligned, and supportive of productivity. An integrated environment reduces duplication, streamlines information access, and allows teachers to allocate attention to core pedagogical work.
2. Time Fragmentation (X2): The extent to which working time is divided by interruptions, multitasking, rapid context switching, and competing administrative demands. Frequent interruptions disrupt cognitive focus and lower perceived productivity (Mark et al., 2018).

The model also introduces Green Behavior (M) as a mediating mechanism. In the thesis, teachers' green behavior includes efficient resource use, reduced paper consumption, digital documentation, and support for environmentally responsible practices. The underlying argument is that a well-integrated digital system can facilitate paperless and resource-efficient work, while fragmented time can make it more difficult for teachers to consistently enact such practices. Green behavior may subsequently contribute to sustainable performance by reinforcing efficient, responsible, and long-term work routines. This logic is consistent with Green HRM research linking organizational environmental practices with employee green behavior (Fawehinmi et al., 2020; Chen & Wu, 2022).

Work Motivation (Z) is positioned as a moderator because motivation may determine how teachers respond to technological demands and fragmented work conditions. The thesis conceptualizes motivation as an internal and external

force supporting persistence, adaptation, and quality of work. Self-Determination Theory provides a useful foundation for understanding motivation as a multidimensional construct involving different forms of autonomous and controlled regulation (Deci & Ryan, 2017). Accordingly, the study expected high work motivation to strengthen the positive effect of digital integration and weaken the negative effect of time fragmentation on sustainable teacher performance.

The research gap lies in the simultaneous examination of digital platform integration, time fragmentation, green behavior, and work motivation in a sustainable teacher-performance model within public senior high schools in Indonesia. The thesis notes that prior studies often examine digitalization, time pressure, green behavior, or teacher performance separately. The present study therefore contributes:

1. Structural-Behavioral Integration: It bridges macro-level digital work design (X1, X2) with micro-level ecological behavior (M) to explain long-term performance (Y), establishing Green Behavior as a key non-academic pathway to sustainable professional output.
2. Temporal Disruption Lens in Education: It introduces the concept of Time Fragmentation into the context of high school teachers, moving beyond generic "workload" to measure the specific cost of cognitive context-switching.

THEORETICAL REVIEW

Sustainability Theory and Sustainable Performance Theory

In the thesis, sustainable teacher performance is defined as the ability to maintain professional performance consistently over the long term without sacrificing teaching quality, personal well-being, or the sustainability of the work environment. This perspective moves beyond short-term output and emphasizes continuity, adaptation, efficiency, and responsible work practices. Recent work similarly argues that teacher performance should be understood in relation to effectiveness, professional adaptation, and the capacity to sustain quality over time (Wongmahesak et al., 2024).

Green Human Resource Management (Green HRM)

Green Human Resource Management (Green HRM) complements the sustainability perspective by emphasizing organizational practices and employee behaviors that conserve resources and support environmental responsibility. Within the present model, Green Behavior represents the individual behavioral pathway through which digital work conditions may translate into sustainable performance. Green HRM research demonstrates that organizational green practices can encourage employee green behavior, including among academic staff (Fawehinmi et al., 2020), while subsequent work has highlighted the role of green management and leadership in facilitating employee green behavior (Chen & Wu, 2022).

Work Motivation is treated as a psychological resource. Self-Determination Theory distinguishes autonomous forms of motivation from more controlled

forms and explains how the quality of motivation affects persistence and functioning (Deci & Ryan, 2017). In the research model, motivation was expected to function as a boundary condition: highly motivated teachers were expected to benefit more from digital integration and to be less vulnerable to the negative consequences of fragmented working time.

Based on the theoretical arguments and the research gap identified in the thesis, the study proposed nine hypotheses. H1 stated that Digital Platform Integration positively affects Sustainable Teacher Performance. H2 stated that Time Fragmentation negatively affects Sustainable Teacher Performance. H3 stated that Digital Platform Integration positively affects Green Behavior. H4 stated that Time Fragmentation negatively affects Green Behavior. H5 stated that Green Behavior positively affects Sustainable Teacher Performance. H6 proposed that Green Behavior mediates the effect of Digital Platform Integration on Sustainable Teacher Performance. H7 proposed that Green Behavior mediates the effect of Time Fragmentation on Sustainable Teacher Performance. H8 proposed that Work Motivation moderates the effect of Digital Platform Integration on Sustainable Teacher Performance. H9 proposed that Work Motivation moderates the effect of Time Fragmentation on Sustainable Teacher Performance.

The conceptual framework is presented below. The framework retains the thesis structure while normalizing the hypothesis numbering for the article: H1–H5 for direct effects, H6–H7 for mediation, and H8–H9 for moderation.

Table. 1 The conceptual framework

H1	Digital platform integration has a positive effect on sustainable teacher performance.
H2	Teacher time fragmentation has a negative effect on sustainable teacher performance.
H3	Digital platform integration has a positive effect on teachers' green behavior.
H4	Teacher time fragmentation has a negative effect on teachers' green behavior.
H5	Teachers' green behavior has a positive effect on sustainable teacher performance.
H6	Teacher time fragmentation affects sustainable teacher performance through teachers' green behavior.
H7	Digital platform integration affects sustainable teacher performance through teachers' green behavior.
H8	Teacher work motivation moderates the effect of digital platform integration on sustainable teacher performance.
H9	Teacher work motivation moderates the effect of teacher time fragmentation on sustainable teacher performance.

After the hypothesis section, if your study is quantitative, please provide the contextual framework here, or your mind maps, if it is qualitative.

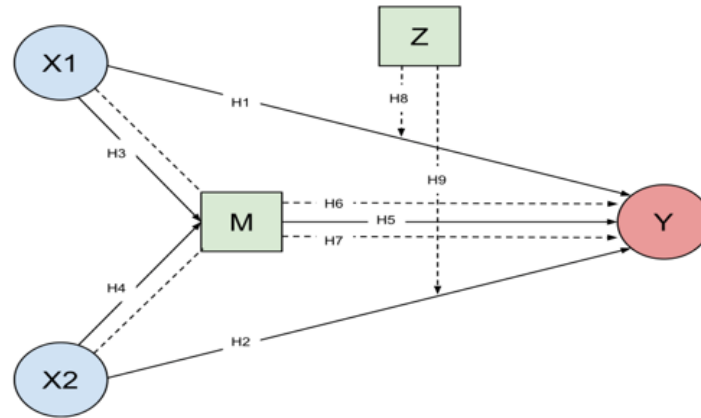


Figure. 1 The conceptual framework

X1 - Digital Platform Integration
X2 - Teacher Time Fragmentation
M - Teachers' Green Behavior (Mediator)
Z - Teachers' Work Motivation (Moderator)
Y - Sustainable Teacher Performance

METHODOLOGY

This study used a quantitative, cross-sectional survey design. The research population consisted of teachers in public senior high schools in South Jakarta Region II, with a population of 510 employees. Respondents were selected purposively according to the study criteria, particularly teachers who actively used digital platforms in teaching and school administration. G*Power 3.1 was used for statistical power analysis with an effect size of 0.15, $\alpha = 0.05$, power = 0.80, and seven predictors, producing a minimum requirement of 114 respondents. The planned sample was rounded to 120 respondents. Of the 120 questionnaires distributed, 119 usable responses remained after data screening.

Data were collected using a five-point Likert questionnaire. The five latent constructs were Digital Platform Integration (X1), Time Fragmentation (X2), Green Behavior (M), Work Motivation (Z), and Sustainable Teacher Performance (Y). The measurement model used reflective indicators. Digital Platform Integration was represented by access to data, inter-platform connectivity, real-time data exchange, information integration, and technology support for productivity. Time Fragmentation captured time disorder, time anxiety, time-related fatigue, reduced work effectiveness, and pressure for rapid completion. Green Behavior represented environmental concern, environmentally responsible work behavior, resource efficiency, intention to support environmental programs, and motivation to encourage green behavior. Work Motivation covered intrinsic motivation, identified regulation, introjected/internalized regulation, external regulation, and amotivation. Sustainable Teacher Performance captured professional effectiveness and the capacity to sustain quality performance.

Data analysis used Structural Equation Modeling-Partial Least Squares (SEM-PLS). The analysis consisted of descriptive statistics, assessment of the measurement model through outer loadings, reliability, convergent validity, and

discriminant validity, followed by structural-model evaluation using R^2 , f^2 , Q^2 , multicollinearity diagnostics, and bootstrapping for hypothesis testing. Statistical significance was assessed using $p < 0.05$ and $t > 1.96$, consistent with the thesis reporting. The final sample and analytical procedure are summarized in Table 1.

Table 2. Research Design and Sample

Sampling information	Value
Population	510 teachers
Minimum G*Power requirement	114 respondents
Planned sample	120 respondents
Questionnaires returned	120
Usable sample	119 respondents
Sampling technique	Purposive sampling
Measurement scale	5-point Likert
Analysis	SEM-PLS / bootstrapping

RESULTS

Assessment of the Measurement Model (Outer Model)

The measurement model demonstrated adequate quality. All outer loadings reported in the thesis were above 0.70, ranging from 0.785 to 0.936 for the substantive indicators. Cronbach's alpha ranged from 0.896 to 0.927, composite reliability (ρ_a) ranged from 0.907 to 0.931, and composite reliability (ρ_c) ranged from 0.923 to 0.945. AVE ranged from 0.706 to 0.775. These values satisfy the thesis criteria for convergent validity and internal consistency.

Discriminant validity was also supported. The thesis reported HTMT values between 0.110 and 0.760, below the recommended threshold of 0.85. The Fornell-Larcker criterion was also satisfied: the square roots of AVE on the diagonal exceeded the correlations with other constructs. These results indicate that Digital Platform Integration, Time Fragmentation, Work Motivation, Green Behavior, and Sustainable Teacher Performance were empirically distinguishable.

Assessment of the Structural Model (Inner Model)

The structural model showed substantial explanatory power for Sustainable Teacher Performance and moderate explanatory power for Green Behavior. The R^2 for Sustainable Teacher Performance was 0.677 (adjusted $R^2 = 0.660$), while the R^2 for Green Behavior was 0.334 (adjusted $R^2 = 0.323$). Thus, the model explained 67.7% of the variance in Sustainable Teacher Performance and 33.4% of the variance in Green Behavior. Effect-size analysis indicated that Digital Platform Integration had a medium effect on Green Behavior ($f^2 = 0.312$), while Green Behavior had a medium effect on Sustainable Teacher Performance ($f^2 = 0.220$). Time Fragmentation had a medium effect on Sustainable Teacher Performance ($f^2 = 0.187$), and Digital Platform Integration had a medium effect on Sustainable Teacher Performance ($f^2 = 0.167$). The moderation effects were negligible, with $f^2 = 0.004$ for Work Motivation $\times$ Time Fragmentation and $f^2 = 0.000$ for Work Motivation $\times$ Digital Platform Integration. Predictive relevance was positive for both endogenous constructs. Q^2_{predict} was 0.312 for Green

Behavior and 0.565 for Sustainable Teacher Performance, indicating that the model retained predictive relevance for the endogenous variables.

Direct and Moderating Effect Analyses

Hypothesis testing results are summarized systematically below:

Table 3. Direct and Moderating Effect Analyses

No.	Path	T-Statistics	Path Coefficient	Description
H1	Digital Platform Integration → Sustainable Teacher Performance	4.749	0.293 (P = 0.000)	Positively Significant
H2	Digital Platform Integration → Teachers' Green Behavior	7.027	-0.272 (P = 0.000)	Negatively Significant
H3	Teacher Time Fragmentation → Sustainable Teacher Performance	4.908	0.458 (P = 0.000)	Positively Significant
H4	Teacher Time Fragmentation → Teachers' Green Behavior	4.308	-0.310 (P = 0.000)	Negatively Significant
H5	Teachers' Green Behavior → Sustainable Teacher Performance	5.012	0.357 (P = 0.000)	Positively Significant
H8	Teacher Work Motivation × Digital Platform Integration → Sustainable Teacher Performance	0.214	0.011 (P = 0.415)	Positively Not Significant
H9	Teacher Work Motivation × Teacher Time Fragmentation → Sustainable Teacher Performance	0.596	-0.034 (P = 0.276)	Negatively Not Significant

Mediation Effect Analysis

Hypothesis testing results are summarized systematically below:

Table 4. Mediation Effect Analysis

No.	Path	T-Statistics	Path Coefficient	Description
H6	Teacher Time Fragmentation → Teachers' Green Behavior → Sustainable Teacher Performance	3.289	-0.111 (P = 0.001)	Negatively Significant
H7	Digital Platform Integration → Teachers' Green Behavior → Sustainable Teacher Performance	4.186	0.163 (P = 0.000)	Positively Significant

DISCUSSION

The empirical findings establish that sustainable teacher performance is fundamentally a product of work-system design. Digital Platform Integration directly enhances sustainable performance ($\beta=0.293$) and drives green work habits ($\beta=0.458$). When school applications operate cohesively, teachers save time, eliminate paper redundancies, and experience less administrative strain (Radovan & Radovan, 2024). Conversely, Time Fragmentation severely diminishes performance ($\beta=-0.272$) and suppresses green habits ($\beta=-0.310$), proving that constant cognitive interruptions force teachers into reactive, resource-inefficient behaviors.

Green Behavior acts as a vital partial mediator (H6, H7). This highlights a key theoretical insight: digital integration does not just speed up administrative work; it shapes environmentally responsible routines that lower operational friction and sustain long-term teacher output. Crucially, Work Motivation failed to moderate either relationship (H8, H9). This finding carries immense practical

weight: individual motivation cannot compensate for systemic organizational defects. Highly motivated teachers suffer from fragmented working time and disconnected software just as much as less motivated peers. Relying on teacher "grit" or motivation without fixing broken digital systems or temporal disruptions leads directly to burnout rather than sustainable performance.

Digital Platform Integration → Sustainable Teacher Performance

The positive effect of Digital Platform Integration on Sustainable Teacher Performance supports the central proposition of the study: digital technology contributes to sustainable performance when it operates as an integrated work system rather than as a collection of disconnected applications. An integrated system can reduce repetitive data entry, simplify access to information, and support coordination across teaching and administrative activities. The result is consistent with the thesis interpretation that digital integration is a structural organizational resource that allows teachers to allocate more attention to pedagogical work. It also fits the broader literature on technology-supported education, which emphasizes that technology produces greater value when it is pedagogically and organizationally integrated rather than merely added as another tool (Radovan & Radovan, 2024).

Teacher Time Fragmentation → Sustainable Teacher Performance

The negative effect of Time Fragmentation on Sustainable Teacher Performance provides complementary evidence. Teachers in digitally intensive environments may be required to respond to messages, upload data, switch between systems, attend meetings, and handle instructional tasks within overlapping time windows. The problem is not simply the amount of work, but the fragmentation of attention and the repeated cost of switching between activities. Research on workplace distractions and interruptions similarly shows that online distractions can affect focus and perceived productivity (Mark et al., 2018). The present finding therefore suggests that sustainable performance requires protected periods of uninterrupted work in addition to adequate digital infrastructure.

Digital Platform Integration → Teachers' Green Behavior

The result for Digital Platform Integration → Green Behavior is particularly important because it was the strongest direct relationship in the model. A connected digital environment can naturally reduce paper use, duplication of documents, unnecessary physical movement, and other forms of resource waste. Digital integration therefore has a behavioral sustainability pathway: technology changes not only how teachers complete tasks, but also how they use resources. This finding is compatible with Green HRM research showing that organizational practices and environmental knowledge can shape employee green behavior (Fawehinmi et al., 2020).

Teacher Time Fragmentation → Teachers' Green Behavior

The negative effect of Time Fragmentation on Green Behavior suggests that sustainable practices require cognitive and temporal space. When teachers are

under constant interruption, they may prioritize urgent completion over resource-efficient or environmentally responsible practices. In other words, green behavior is not purely a matter of environmental attitude; it is also embedded in the design of everyday work. This interpretation extends the thesis model by showing that the behavioral sustainability pathway can be disrupted by inefficient temporal conditions.

Teachers' Green Behavior → Sustainable Teacher Performance

Green Behavior positively affected Sustainable Teacher Performance and partially mediated the relationships between both structural predictors and the outcome. This is a key theoretical contribution. Digital integration does not improve sustainable performance only through direct efficiency gains; it also operates by enabling more responsible and resource-efficient work routines. Conversely, fragmented time can lower sustainable performance partly because it suppresses green behavior. The mediation therefore connects organizational conditions with individual behavioral mechanisms, consistent with the thesis intention to integrate Sustainability Theory and Green HRM.

Teacher Work Motivation × Digital Platform Integration → Sustainable Teacher Performance

The non-significant moderating effect of Work Motivation on the relationship between Digital Platform Integration and Sustainable Teacher Performance reveals a critical insight into digital work dynamics. While digital platform integration directly enhances sustainable performance by streamlining workflows and reducing administrative friction, this positive effect operates independently of a teacher's intrinsic or extrinsic motivation. High work motivation does not amplify the benefits of an integrated digital system, nor does low motivation diminish them. This indicates that the operational advantages of system interoperability—such as centralized data access, automated reporting, and real-time synchronization—are structural efficiency gains that benefit all teachers uniformly regardless of their psychological drive. A highly motivated teacher cannot artificially increase the technical efficiency of a system, just as a less motivated teacher still reaps the time-saving benefits of streamlined software. Consequently, these findings suggest that institutional investments in digital architecture yield universal performance dividends, emphasizing that technological infrastructure serves as an essential structural foundation rather than a resource dependent on individual motivational levels.

Teacher Work Motivation × Teacher Time Fragmentation → Sustainable Teacher Performance

The non-significant moderating effect of Work Motivation on the relationship between Teacher Time Fragmentation and Sustainable Teacher Performance provides compelling evidence regarding the limits of human psychological resources. Although Work Motivation exerts a direct positive effect on teacher performance, it fails to buffer or cushion the damaging impact caused by fragmented working time. When teachers face constant interruptions,

overlapping digital requests, and rapid context switching, their cognitive load increases significantly, draining their working memory and focus. The present finding demonstrates that high motivation cannot compensate for or mitigate this cognitive fatigue; even the most dedicated and highly motivated teachers experience severe performance declines when their time is continuously disrupted. This highlights that time fragmentation is a fundamental structural constraint that depletes attention and cognitive capacity regardless of individual willpower or professional commitment. Therefore, school management must recognize that resolving digital fragmentation cannot be treated as an individual motivational issue, but requires structural workplace redesign, administrative simplification, and protected periods of uninterrupted work.

Teacher Time Fragmentation → Teachers' Green Behavior → Sustainable Teacher Performance

The indirect negative effect of Time Fragmentation on Sustainable Teacher Performance through Teachers' Green Behavior demonstrates how temporal disruption impairs performance via a behavioral mechanism. When teachers experience constant interruptions, task switching, and fragmented working hours, their immediate focus is absorbed by urgent administrative demands and immediate task completion. Under high cognitive load, teachers tend to default to reactive work routines, sacrificing resource-efficient and environmentally responsible practices—such as paperless digital documentation, double-sided printing, or conscious energy conservation. The suppression of these eco-friendly work habits subsequently erodes sustainable teacher performance, as chaotic work routines increase operational clutter, physical resource waste, and administrative friction over time. The present finding suggests that green behavior is not merely an intentional personal choice, but a practice that requires adequate cognitive and temporal space. Reducing time fragmentation is therefore essential not only for immediate task focus, but also for fostering structured, eco-friendly work habits that support long-term professional sustainability.

Digital Platform Integration → Teachers' Green Behavior → Sustainable Teacher Performance

The indirect positive effect of Digital Platform Integration on Sustainable Teacher Performance through Teachers' Green Behavior highlights an vital behavioral pathway driven by technology. A seamlessly integrated digital environment provides the necessary structural foundation for paperless administration, centralized data sharing, and resource-efficient digital workflows. When school platforms are fully connected and interoperable, teachers naturally adopt environmentally friendly behaviors as a default way of working, minimizing physical paper consumption and eliminating redundant physical processes. In turn, these green work habits enhance sustainable performance by establishing streamlined, lean, and highly organized daily operations that lower administrative burden and prevent professional fatigue over time. This finding reveals that digital integration does not improve long-term performance solely through direct technological efficiency, but also by embedding sustainable, resource-conscious habits into teachers' daily routines, establishing green behavior

as an essential bridge between technological infrastructure and sustained educational effectiveness.

Overall, the results support a structural-behavioral interpretation of sustainable teacher performance. Digital integration acts as an enabling condition, time fragmentation acts as a constraint, green behavior functions as a behavioral mechanism, and work motivation contributes directly but does not alter the structural effects. The model therefore suggests that schools should not treat digital transformation, environmental responsibility, time management, and teacher motivation as isolated initiatives. Their interaction is more important than any single intervention.

From a managerial perspective, three priorities emerge. First, schools should consolidate digital platforms and minimize duplicate entry. Second, schools should protect teachers' working time by reducing unnecessary interruptions and simplifying administrative procedures. Third, green work practices should be institutionalized through paperless documentation, efficient resource use, and explicit school-level sustainability routines. Motivation should still be maintained through recognition, professional development, and supportive leadership, but it should complement rather than substitute for effective work-system design.

CONCLUSIONS AND RECOMMENDATIONS

This study demonstrates that Digital Platform Integration and Time Fragmentation are important structural determinants of Sustainable Teacher Performance. Digital Platform Integration improves both Green Behavior and Sustainable Teacher Performance, whereas Time Fragmentation reduces both outcomes. Green Behavior strengthens Sustainable Teacher Performance and functions as a partial mediator in both structural relationships. Work Motivation contributes directly to Sustainable Teacher Performance but does not significantly moderate the effects of Digital Platform Integration or Time Fragmentation.

The main practical recommendation is therefore to improve the work system rather than relying primarily on individual effort. Schools should integrate digital platforms, reduce duplicated administrative processes, protect uninterrupted work time, and institutionalize green work practices. Motivation remains important and should be supported through recognition, professional development, and a conducive work environment, but the evidence indicates that motivation alone cannot compensate for fragmented work systems.

FURTHER STUDY

The study has several limitations. The sample was purposively drawn from public senior high schools in one administrative area of South Jakarta, so generalization to other educational levels, private schools, or other regions should be made cautiously. The cross-sectional design also limits conclusions about changes in sustainable performance over time. Future studies should test the model longitudinally and consider additional organizational and individual variables such as digital readiness, digital competence, organizational support, leadership, work engagement, well-being, and self-efficacy. Mixed-method research could also explain why motivation failed to moderate the structural

relationships and how teachers experience digital fragmentation in everyday work.

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