

The impact of green human resource management on strategic performance mediated by dynamic cognitive capabilities: an applied study on a sample of individuals working in the Anbar Education Directorate

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Abstract

The study aimed to analyze the impact of green human resource management on strategic performance mediated by dynamic cognitive capabilities in the Directorate of Education in Anbar Governorate, Iraq. The study included three main variables: green human resource management, which included dimensions such as green job description, green rewards, green evaluation, green guidance, green training and development, and green recruitment and selection; dynamic cognitive capabilities, which included learning, communication, cultural, and creative capabilities; and strategic performance, which included operational, competitive, and financial performance. The results showed that the levels of applying green human resource management rules, realizing the importance of dynamic cognitive capabilities, and achieving strategic performance were all high. Multiple regression analysis showed a significant effect between green human resources and strategic performance mediated by dynamic cognitive capabilities, as the value of the correlation coefficient (R) between the variables reached 0.681. Also, simple regression analysis showed that dynamic cognitive capabilities directly contribute to improving strategic performance with a value of the correlation coefficient (R) of 0.462. The study concluded that applying green human resource management rules enhances strategic performance by improving dynamic cognitive capabilities. It recommended the widespread adoption of green human resource practices in education directorates in Iraq, with a focus on incorporating environmental dimensions into recruitment, evaluation, and guidance policies. It also suggested organizing workshops to raise awareness among employees and community members of the importance of green practices, with the aim of achieving sustainable development, enhancing educational and social performance, and ensuring that government organizations adapt to global environmental changes to achieve strategic goals.

Keywords: Green human resource management, strategic performance, dynamic cognitive capabilities.

Introduction

Green human resource management is one of the modern concepts that emerged as a result of the urgent need to respond to environmental conservation initiatives, in conjunction with technological development and the expansion of global industries. This management aims to reduce environmental pollution by implementing environmentally friendly practices that

include recruitment, training, evaluation, and green rewards. These practices contribute to enhancing human efficiency, reducing costs, improving productivity, and achieving a competitive advantage for organizations. Studies have shown that green human resource management contributes to improving operational performance and reducing negative environmental impacts by enhancing commitment to sustainability, improving worker safety, and providing a healthy work environment. It also works to develop environmental citizenship behavior among employees, which leads to improving corporate reputation and strengthening relationships with current and potential customers. This department focuses on protecting employees from work risks and enhancing their environmental awareness through continuous training and development. It also helps in creating an organizational culture based on environmental and social sustainability, which supports the ability of organizations to face future environmental challenges. Overall, green human resources are considered a strategic tool that supports the trend towards sustainable development and contributes to improving both institutional and environmental performance.

1. Importance of the research

The study highlights green human resources management, strategic performance, and dynamic cognitive capabilities as modern and important topics that contribute to enriching the Iraqi library. The importance of the study lies in providing an applied model within educational institutions in Ramadi, which enhances the theoretical and practical understanding of these concepts. It also aims to spread the culture of green human resources and its impact on the strategic performance of educational institutions, while providing guidance to decision-makers to improve efficiency and adapt to environmental changes.

2. Research objectives

The study aims to:

- ✓ A comprehensive definition of green human resources management and its importance.
- ✓ Determine the role of dynamic cognitive capabilities in formulating performance strategies.
- ✓ Improve the strategic performance of educational institutions by enhancing efficiency and competitiveness.
- ✓ Raising the level of human resources training and developing their capabilities in line with the rules of green management.
- ✓ Providing realistic recommendations that enhance strategic performance in educational institutions.

3. Research problem

Government sectors suffer from weak application of green human resources management and its impact on strategic performance. The problem lies in the limited awareness of leaders of the importance of this management in improving performance and creating a sustainable competitive advantage. The study raises questions about the level of awareness and application of these concepts in educational institutions in Anbar, and the relationship

between green human resources management, dynamic cognitive capabilities, and strategic performance.

4. Research Limits

- Spatial boundaries: Anbar Education Directorate - Iraq.
- Temporal boundaries: The period from 2020 to 2022.

5. Research Methodology

The descriptive correlational method was used, due to its suitability to the nature of this research, as this method relies on studying the phenomenon realistically through qualitative or quantitative expression, which gives an accurate description of the phenomenon under study, and shows the relationship between the variables to give clear answers about the extent of the influence of each on the other.

6. Research Community

The research community consisted of all employees of the Anbar Education Directorate, and the number of employees is (488) male and female employees according to the ministry's statistics, with different job titles, from the year 2024 AD.

7. Research Sample

The study sample was selected using a simple random method from the employees of the Anbar Education Directorate, where (300) questionnaires were distributed, and (250) valid questionnaires were retrieved for statistical analysis after excluding incomplete questionnaires, with a recovery rate of.(%83.33)

8. Characteristics of the research sample

A number of main variables were identified to describe the research sample members, including: (gender - academic qualification - years of experience - number of training courses), and these are main variables that can affect the results of the study, in addition to reflecting the practical experiences and scientific background of the sample members, which will help in reaching comprehensive study results that can be generalized to the study community. The following is a detailed presentation of the characteristics of the sample members.

Table (1): Frequencies and percentages of the study sample members according to the study variables

Variable	Category	Frequency	Percentage (%)
Gender	Male	118	47.2
	Female	132	52.8
	Total	250	100.0
Educational Level	Bachelor's	135	54.0
	Master's	101	40.4
	PhD	14	5.6
	Total	250	100.0
Experience	Less than 10 years	123	49.2
	More than 10 years	127	50.8
	Total	250	100.0
Training Courses	One course	46	18.4

	Two courses	47	18.8
	Three courses	56	22.4
	Four courses	64	25.6
	Five courses	37	14.8
	Total	250	100.0

Table (1) shows the following:

-The frequencies and percentages of the study sample members for the gender variable show that the category of "females" came with the highest frequency (132) and a percentage of (52.8%), while the category of "males" came with the lowest frequency (118) and a percentage of.(%47.2)

-The frequencies and percentages of the study sample members for the academic qualification variable show that the qualification "Bachelor's" had the highest frequency and reached (135) and a percentage of (54.0%), then came the category of "Master's" with a frequency of (101) and a percentage of (40.4%), while the academic qualification "PhD" came with the lowest frequency and reached (14) and a percentage of.(%5.6)

9. Research tools

In order to achieve the study objectives, the theoretical literature and studies related to the subject of the study were reviewed, and three scales were prepared: Green Human Resources Management distributed over (35) paragraphs, and it has six dimensions: Green Job Description, Green Recruitment and Selection, Green Guidance, Green Training and Development Dimension, Green Performance Evaluation Dimension, Green Rewards Dimension. The studies of (Sulaiman et al., 2022) (Al-Anzi and Abu Dawla, 2020), (Al-Moji, 2022) were used in constructing this scale.

10. Validity of research tools

Validity means ensuring that the questionnaire is a division that it was designed to measure, and its ability to measure all elements related to the variables studied, and the clarity of its phrases, and the extent of its connection to each dimension of the axes:

A- Apparent validity of the research tool (validity of the arbitrators):

After completing the construction of the study tools, they were presented in their initial form to a group of arbitrators specialized in the field of management, measurement, evaluation, and the Arabic language; in order to be guided by their opinions. The arbitrators were asked to express their opinion on the extent of the suitability of the tools to measure the objectives of the study in terms of: the extent of the comprehensiveness of the phrases for the axis, the extent of the suitability of the phrase to the axis to which it belongs, and the extent of its clarity and soundness of its linguistic formulation, and making amendments and suggestions for deleting, adding, or modifying the necessary phrases for the study tools, through which the questionnaire can be developed. After making the amendments recommended by all the arbitrators, the paragraphs that were agreed upon by (80%) or more of the arbitrators were approved, or modified, and then the necessary amendments were made, and the questionnaire was issued in its final form, attached No.(1) .

B- Structural Validity

In order to extract the structural validity indications for all paragraphs of the three study scales, which means the extent to which the paragraphs belong to the field in which they were placed and the scale as a whole, the questionnaire was applied to a survey sample consisting of (30) employees working in the Anbar Education Directorate, and Pearson Correlation coefficients were calculated between each paragraph and the dimension to which it belongs and its association with the scale as a whole, and the following tables illustrate this:

-Structural Validity of the Green Human Resources Management Scale:

Table (2): Correlation coefficients between each paragraph and the dimension to which it belongs for the Green Human Resources Management Scale

No.	Dimension Linkage	Scale Linkage	No.	Dimension Linkage	Scale Linkage	No.	Dimension Linkage	Scale Linkage
Green Job Description			Green Recruitment & Selection			Green Orientation		
1	0.885	0.583	1	0.579	0.553	1	0.854	0.671
2	0.748	0.856	2	0.629	0.630	2	0.611	0.779
3	0.555	0.538	3	0.840	0.726	3	0.680	0.673
4	0.877	0.767	4	0.635	0.460	4	0.479	0.425
5	0.679	0.486	5	0.600	0.593	Overall Dimension	**0.792	
Overall Dimension	**0.819	6	0.692	0.522				
		7	0.729	0.711				
		Overall Dimension	0.886**					
Green Training & Development			Green Performance Evaluation			Green Rewards		
1	0.736	0.585	1	0.844	0.685	1	0.594	0.486
2	0.731	0.471	2	0.729	0.653	2	0.664	0.401
3	0.749	0.468	3	0.796	0.656	3	0.687	0.403
4	0.542	0.632	4	0.822	0.650	4	0.752	0.506
5	0.417	0.639	5	0.776	0.588	5	0.743	0.386
6	0.445	0.556	6	0.745	0.516	Overall Dimension	**0.611	
Overall Dimension	0.781**	7	0.630	0.388				
		8	0.713	0.411				
		Overall Dimension	0.796**					

Note: "***" indicates significant values or key dimensions.

*Significant correlation coefficients at the significance level ($\alpha \leq 0.05$) ** Significant correlation coefficients at the significance level ($\alpha \leq 0.01$)

It appears from Table (2) that the correlation coefficients between each paragraph and the dimension to which it belongs ranged between (0.417-0.854), and accordingly all paragraphs will be retained, as paragraphs are accepted if their correlation coefficient exceeds (0.40), and the correlation coefficients between the paragraphs and the scale as a whole ranged (0.386-0.856), which are significant and acceptable correlation coefficients for the purposes of applying this study. The correlation coefficients of the dimensions with the scale as a whole ranged (0.611 - 0.781), which are correlation coefficients that indicate an acceptable degree of validity for the dimensions of the Green Human Resource Management Scale. - Construct validity of the strategic performance scale

In order to extract the connotations of the construct validity of all paragraphs of the strategic performance scale, it was applied to a survey sample consisting of (30) employees in the

Anbar Education Directorate, and Pearson correlation coefficients were calculated between each paragraph and the dimension to which it belongs and its association with the scale as a whole, and Table (3) shows this.

Table (3): Correlation coefficients between each paragraph and the dimension to which it belongs for the strategic performance scale

No.	Dimension Linkage	Scale Linkage	No.	Dimension Linkage	Scale Linkage	No.	Dimension Linkage	Scale Linkage
Competitive Performance			Operational Performance			Financial Performance		
1	0.530	0.443	1	0.671	0.565	1	0.512	0.498
2	0.696	0.572	2	0.647	0.572	2	0.663	0.550
3	0.611	0.738	3	0.768	0.604	3	0.621	0.537
4	0.565	0.724	4	0.744	0.585	4	0.552	0.471
5	0.512	0.692	5	0.722	0.549	5	0.641	0.575
6	0.701	0.673	6	0.570	0.558	6	0.533	0.662
Overall Dimension	0.744	7	0.659	0.597		0.599	0.634	
			Overall Dimension		0.792	Overall Dimension		0.761

*Significant correlation coefficients at the significance level ($\alpha \leq 0.05$) ** Significant correlation coefficients at the significance level ($\alpha \leq 0.01$)

It appears from Table (3) that the correlation coefficients between each paragraph and the dimension to which it belongs ranged between (0.317-0.854), and accordingly all paragraphs will be retained. The correlation coefficients between the paragraphs and the scale of the degree of practicing teacher leadership in the school directorates of Irbid Governorate ranged between (0.286-0.856), which are significant and acceptable correlation coefficients for the purposes of applying this study.

-Structural validity of the dynamic cognitive abilities scale

In order to extract the structural validity indications for all paragraphs of the dynamic cognitive abilities scale, it was applied to a survey sample consisting of (30) employees in the Anbar Education Directorate, and Pearson correlation coefficients were calculated between each paragraph and the dimension to which it belongs and its association with the scale as a whole, and Table (4) shows this.

Table (4): Correlation coefficients between each paragraph and the dimension to which it belongs and with a scale of the dynamic cognitive abilities scale

Scale Linkage	Dimension Linkage	No.	Scale Linkage	Dimension Linkage	No.
Communication capabilities			Learning abilities		
.595	.625	1	.571	.681	1
.617	.732	2	.462	.771	2
.615	.733	3	.415	.726	3
.576	.676	4	.422	.773	4
.548	.764	5	.430	.756	5
.513	.757	6	.413	.667	6
.547	.730	7	.438	.593	7
** .755	Dimension as a whole		** .778	Dimension as a whole	

Creative abilities			Cultural Abilities		
.581	.688	1	.645	.741	1
.585	.606	2	.547	.760	2
.461	.678	3	.555	.808	3
.521	.808	4	.600	.829	4
.602	.830	5	.628	.839	5
.591	.832	6	.555	.614	6
.694	.813	7	.567	.473	7
**0.798	Dimension as a whole		**0.772	Dimension as a whole	

Significant correlation coefficients at the significance level ($\alpha \leq 0.05$)** Significant correlation coefficients at the significance level ($\alpha \leq 0.01$)

It appears from Table (4) that the correlation coefficients between each paragraph and the dimension to which it belongs ranged between (0.338-0.736), and accordingly all paragraphs will be retained. The correlation coefficients between the paragraphs and the scale of the degree of teacher leadership practice in the school directorates of Irbid Governorate ranged between (0.325-0.832), which are significant and acceptable correlation coefficients for the purposes of applying this study.

11. Stability of research tools

In order to ensure the stability of the study tool, which means obtaining results very close to the results obtained (very similar) if it was applied again to the study sample in the near future, the questionnaire was applied twice with a two-week time interval on a survey sample consisting of (30) employees in the Anbar Education Directorate, and the re-test stability coefficient (Test- R.test) was extracted, and Cronbach's alpha equation was applied to all study areas, Table (5) shows this.

Table (5): Reliability Results of the Study Scales

Scale	Number of Items	Cronbach's Alpha	Test-Retest Reliability
Green Job Description Dimension	5	0.77	0.82
Green Recruitment and Selection Dimension	7	0.84	0.80
Green Orientation Dimension	4	0.78	0.79
Green Training and Development Dimension	6	0.80	0.88
Green Performance Evaluation Dimension	8	0.83	0.84
Green Rewards Dimension	5	0.82	0.82
Overall Green Human Resource Scale	35	0.92	0.94
Competitive Performance	6	0.79	0.87
Operational Performance	7	0.81	0.84
Financial Performance	7	0.84	0.82
Overall Strategic Performance Scale	20	0.89	0.91
Learning Capabilities	7	0.83	0.88
Communication Capabilities	7	0.86	0.89
Cultural Capabilities	7	0.88	0.92
Creative Capabilities	7	0.89	0.93
Overall Cognitive Capabilities Scale	28	0.93	0.95

It is clear from Table (5) that the reliability coefficient for the **Green Human Resource** scale is **0.91**, while the reliability coefficient for the **Strategic Performance** scale is **0.89**, and the reliability coefficient for the **Cognitive Capabilities** scale is **0.83**. All of these consistency coefficients are high and acceptable for applying this study.

12. Research Tool Correction

The final version of the questionnaire consisted of three scales:

- **Green Human Resource Management** scale (35 items) with six dimensions: Green Job Description, Green Recruitment and Selection, Green Orientation, Green Training and Development, Green Performance Evaluation, and Green Rewards.
- **Strategic Performance** scale (20 items) covering three areas: Competitive Performance, Operational Performance, and Financial Performance.
- **Dynamic Cognitive Capabilities** variable (28 items) with four dimensions: Learning Capabilities, Communication Capabilities, Cultural Capabilities, and Creative Capabilities.

The **Likert scale** with a five-point gradation was used to measure the opinions of the study sample on all the questionnaire items, where:

- 5 = Very High
- 4 = High
- 3 = Medium
- 2 = Low
- 1 = Very Low

The following classification was used to assess the mean values:

- $(\text{Highest Value} - \text{Lowest Value}) / 5 = (5-1) / 3 = 1.33$ for the length of each category.
 - $1 - 2.33 = \text{Low}$
 - $2.34 - 3.66 = \text{Medium}$
 - $3.67 - 5 = \text{High}$

13. Research Variables

- **Independent Variable:**
 - **Green Human Resource Management** with six dimensions: Green Job Description, Green Recruitment and Selection, Green Orientation, Green Training and Development, Green Performance Evaluation, and Green Rewards.
- **Dependent Variable:**
 - **Strategic Performance** with three areas: Competitive Performance, Operational Performance, and Financial Performance.
- **Mediator Variable:**

- **Dynamic Cognitive Capabilities** with four dimensions: Learning Capabilities, Communication Capabilities, Cultural Capabilities, and Creative Capabilities.

Statistical Methods Used

To answer the study questions, the following statistical methods were used, performed using the **SPSS Statistics Package (Version 25)**:

1. **Frequencies and Percentages** to distribute the study sample according to the study variables.
2. **Mean and Standard Deviation** for the scales and their individual items and dimensions to answer the first, second, and third questions.
3. **Pearson Correlation Coefficients** between the implementation of Green HRM practices, dynamic cognitive capabilities, and achieving strategic performance, with **Multiple Regression Analysis** to examine the effect of Green HRM practices and dynamic cognitive capabilities on strategic performance in the Directorate of Education and Learning in Anbar.
4. **Simple Linear Regression Analysis** to examine the impact of dynamic cognitive capabilities on achieving strategic performance in the Directorate of Education and Learning in Anbar and to answer the fifth question.

14. Results

A. Results of the First Question:

What is the level of interest among employees in the Directorate of Education and Learning in implementing Green Human Resource Management practices?

To answer the study questions, the means and standard deviations for each dimension of Green HRM practices and their respective items were calculated, as shown in the following tables:

Table (6): Mean and Standard Deviations of the Dimensions of the Green Human Resource Management Practices Scale

No.	Dimension	Mean	Standard Deviation	Degree
1	Green Job Description	4.34	0.53	High
2	Green Recruitment and Selection	3.76	0.85	High
3	Green Orientation	4.03	0.75	High
4	Green Training and Development	3.92	0.78	High
5	Green Performance Evaluation	4.10	0.58	High
6	Green Rewards	4.14	0.66	High
Overall Green HRM Dimensions		4.03	0.50	High

From Table (6), it is evident that the highest mean score was for the **Green Job Description** dimension (4.34) with a standard deviation of (0.53), rated as **High**. The lowest mean score was for the **Green Recruitment and Selection** dimension (3.76) with a standard deviation of (0.85), still rated as **High**. Overall, the Green HRM dimensions had a mean score of **4.03** with a standard deviation of **0.50**, indicating a **High** level.

Green Job Description Dimension

Table (7): Mean and Standard Deviations for the Items of the Green Job Description Dimension

No.	Paragraph	Mean	Standard Deviation	Degree
1	The job description in the Education Directorate includes environmental duties and responsibilities.	4.54	0.76	High
2	The job description includes some skills and behaviors related to the environment.	4.26	0.77	High
3	The job specifications include environmental requirements within the Education Directorate.	4.40	0.71	High
4	Environmental management positions are created within the directorate.	4.28	0.81	High
5	An environmental dimension is added to all jobs within the directorate.	4.19	0.82	High
Overall Dimension	4.34	0.53	High	

The table above shows the mean averages and standard deviations for the green job description dimension. The highest mean average was for paragraph 1: "The job description in the Education Directorate includes environmental duties and responsibilities" with a mean of 4.54 and a standard deviation of 0.76, which is considered high. The lowest mean was for paragraph 5: "An environmental dimension is added to all jobs within the directorate" with a mean of 4.19 and a standard deviation of 0.82, which is also high. The overall dimension has a mean of 4.34 and a standard deviation of 0.53, considered high.

Table 8: Mean Averages and Standard Deviations for the Green Recruitment and Selection Dimension

No.	Paragraph	Mean	Standard Deviation	Degree
1	The Education Directorate has a clear environmental policy.	4.30	0.73	High
2	The Education Directorate focuses on recruiting environmentally conscious individuals.	3.64	1.32	Medium
3	There is an environmental dimension in the recruitment strategy within the directorate.	3.50	1.26	Medium
4	The directorate focuses on attracting skills capable of implementing green strategies (environmental preservation strategies).	3.68	1.13	High
5	The directorate announces its environmental achievements when attracting new employees.	3.56	1.22	Medium
6	The directorate includes some environmental criteria in the selection standards for candidates.	3.83	1.06	High
7	Environmental questions are asked during the interview process for candidates.	3.77	1.19	High
Overall Dimension	3.76	0.85	High	

The table above shows the mean averages and standard deviations for the green recruitment and selection dimension. Paragraph 1: "The Education Directorate has a clear environmental policy" has the highest mean average of 4.30, with a standard deviation of 0.73, and is rated as high. The lowest mean was for paragraph 3: "There is an environmental dimension in the recruitment strategy within the directorate" with a mean of 3.50, rated as medium. The overall dimension has a mean of 3.76 with a standard deviation of 0.85, rated as high.

Table 9: Mean Averages and Standard Deviations for the Green Orientation Dimension

No.	Paragraph	Mean	Standard Deviation	Degree
1	Orientation programs are conducted for new employees within the directorate to increase their environmental awareness.	4.30	0.99	High
2	The directorate provides sufficient information to employees about green management practices.	4.04	0.82	High
3	Employees are guided on how to implement green initiatives.	4.00	1.01	High
4	Employees are directed to apply the green environmental culture.	3.77	1.09	High

Overall Dimension	4.03	0.75	High	
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The table above shows the mean averages and standard deviations for the green orientation dimension. Paragraph 1: "Orientation programs are conducted for new employees within the directorate to increase their environmental awareness" has the highest mean of 4.30, with a standard deviation of 0.99. The lowest mean was for paragraph 4: "Employees are directed to apply the green environmental culture" with a mean of 3.77, which is still considered high. The overall dimension has a mean of 4.03 with a standard deviation of 0.75, rated as high.

Table 10: Mean Averages and Standard Deviations for the Green Training and Development Dimension

No.	Paragraph	Mean	Standard Deviation	Degree
1	The directorate provides training programs to employees to develop their knowledge and skills in environmental preservation.	4.00	1.07	High
2	The Education Directorate holds workshops to raise environmental awareness among employees.	3.86	1.11	High
3	The Education Directorate provides a green learning environment.	3.86	1.20	High
4	Training needs for employees, including environmental training needs, are identified.	4.22	1.05	High
5	Employees are trained on how to successfully implement green practices.	3.73	1.10	High
6	Environmentally friendly technologies are used in conducting training programs.	3.86	1.02	High
Overall Dimension	3.92	0.78	High	

The table above shows the mean averages and standard deviations for the green training and development dimension. Paragraph 4: "Training needs for employees, including environmental training needs, are identified" has the highest mean of 4.22, with a standard deviation of 1.05. The lowest mean was for paragraph 5: "Employees are trained on how to successfully implement green practices," with a mean of 3.73. The overall dimension has a mean of 3.92 with a standard deviation of 0.78, rated as high.

Table 11: Mean Averages and Standard Deviations for the Green Performance Evaluation Dimension

No.	Paragraph	Mean	Standard Deviation	Degree
1	Employees are informed of the environmental goals and responsibilities required from them.	3.54	1.29	Medium
2	There are environmental criteria within the performance evaluation standards in the directorate.	3.91	1.08	High
3	There is an environmental management system within the directorate.	4.42	0.79	High
4	Environmental criteria are considered in the performance evaluation process.	4.22	0.75	High
5	Environmental goals are integrated into the Education Directorate's objectives.	4.24	0.84	High
6	The performance evaluation includes both directorate objectives and environmental objectives.	3.98	1.01	High
7	The Education Directorate provides feedback to employees on their environmental performance.	4.16	0.93	High
8	The contribution of managers to achieving environmental goals is evaluated.	4.36	0.75	High
Overall Dimension	4.10	0.58	High	

The table above shows the mean averages and standard deviations for the green performance evaluation dimension. Paragraph 8: "The contribution of managers to achieving environmental goals is evaluated" has the highest mean of 4.36, with a standard deviation of

0.75. The lowest mean was for paragraph 1: "Employees are informed of the environmental goals and responsibilities required from them," with a mean of 3.54 and a standard deviation of 1.29. The overall dimension has a mean of 4.10 with a standard deviation of 0.58, considered high.

Table 12: Mean Averages and Standard Deviations for the Green Rewards Dimension

No.	Paragraph	Mean	Standard Deviation	Degree
1	The directorate sets environmental tasks to be accomplished to grant rewards.	4.32	0.84	High
2	The Education Directorate motivates employees to implement good environmental practices.	4.24	0.88	High
3	There is a reward policy for individuals who propose good environmental ideas.	4.05	0.96	High
4	The directorate rewards employees with the best environmental performance.	3.97	1.12	High
5	The Education Directorate encourages employees to be innovative in environmental matters.	4.15	0.99	High
Overall Dimension	4.15	0.71	High	

The table above shows the mean averages and standard deviations for the green rewards dimension. The highest mean was for paragraph 1: "The directorate sets environmental tasks to be accomplished to grant rewards," with a mean of 4.32 and a standard deviation of 0.84, rated as high. The lowest mean was for paragraph 4: "The directorate rewards employees with the best environmental performance," with a mean of 3.97 and a standard deviation of 1.12. The overall dimension has a mean of 4.15 with a standard deviation of 0.71, rated as high.

Table 15: Means and Standard Deviations for the Communication Capabilities Dimension Items

No.	Item	Mean	Standard Deviation	Grade
1	The Directorate uses various communication methods to interact with employees and clients.	4.11	1.03	High
2	The Directorate communicates with affiliated schools to complete tasks quickly.	4.22	1.06	High
3	The Directorate uses advanced systems to advertise the educational and documentation services it provides.	3.72	1.01	High
4	The Directorate organizes continuous meetings between experts to share knowledge.	4.12	1.04	High
5	The Directorate uses both formal and informal communication with human resources.	3.91	1.22	High
6	The Directorate designs organizational charts and explanatory materials to help new employees perform their tasks.	3.55	1.18	Medium
7	The Directorate views its human resources as channels for knowledge transfer.	3.78	1.17	High
Overall Dimension		3.92	0.75	High

From Table 15, the highest mean (4.22) with a standard deviation of (1.06) was found in item 2, which stated: "The Directorate communicates with affiliated schools to complete tasks quickly." This item was rated as "High." The lowest mean (3.55) with a standard deviation of (1.18) was found in item 6, which stated: "The Directorate designs organizational charts and explanatory materials to help new employees perform their tasks," which was rated "Medium." The overall dimension had a mean of 3.92 and a standard deviation of 0.75, rated as "High."

Table 16: Means and Standard Deviations for the Cultural Capabilities Dimension Items

No.	Item	Mean	Standard Deviation	Grade
1	The Directorate can analyze and interpret surrounding events from economic, social, and technological perspectives.	3.55	1.25	Medium
2	The Directorate seeks any useful information related to the education sector.	4.15	1.04	High
3	The Directorate seeks the best ways to provide services to clients.	3.68	1.13	High
4	The Directorate encourages creative ideas and supports human resources in these efforts.	3.82	1.23	High
5	There is cooperation between old and new employees through assistance, support, and knowledge transfer.	3.73	1.19	High
6	The Directorate seeks to learn modern ways of providing services to clients.	4.29	0.91	High
7	The principle of trust between the Directorate and its employees is the foundation of their dealings and cooperation.	4.06	0.82	High
Overall Dimension		3.90	0.81	High

From Table 16, the highest mean (4.29) with a standard deviation of (0.91) was found in item 6, which stated: "The Directorate seeks to learn modern ways of providing services to clients." This item was rated as "High." The lowest mean (3.55) with a standard deviation of (1.25) was found in item 1, which stated: "The Directorate can analyze and interpret surrounding events from economic, social, and technological perspectives," which was rated "Medium." The overall dimension had a mean of 3.90 and a standard deviation of 0.81, rated as "High."

Table 17: Means and Standard Deviations for the Creative Capabilities Dimension Items

No.	Item	Mean	Standard Deviation	Grade
1	The Directorate seeks to provide high-value services to its clients.	3.80	1.06	High
2	The Directorate keeps up with developments in the education field by continuously communicating with experts.	3.72	1.11	High
3	The Directorate adapts its work approach according to the situation and its requirements.	3.48	1.01	Medium
4	The Directorate strives to add features to its performance.	3.87	1.04	High
5	The Directorate's organizational structure is flexible and facilitates the smooth flow of information.	3.81	1.01	High
6	The Directorate's management can make administrative changes to its structure to adapt to new educational changes.	3.88	0.98	High
7	The Directorate seeks to periodically change its administrative system to improve work.	3.83	0.98	High
Overall Dimension		3.77	0.69	High

From Table 17, the highest mean (3.88) with a standard deviation of (0.98) was found in item 6, which stated: "The Directorate's management can make administrative changes to its structure to adapt to new educational changes." This item was rated as "High." The lowest mean (3.48) with a standard deviation of (1.01) was found in item 3, which stated: "The Directorate adapts its work approach according to the situation and its requirements," which was rated "Medium." The overall dimension had a mean of 3.77 and a standard deviation of 0.69, rated as "High."

Table 18: Means and Standard Deviations for the Strategic Performance Dimensions

No.	Dimension	Mean	Standard Deviation	Grade
1	Competitive Performance	4.09	0.66	Medium
2	Operational Performance	4.21	0.61	High
3	Financial Performance	4.03	0.72	High

Overall Dimensions		4.12	0.56	High
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From Table 18, the highest mean (4.21) with a standard deviation of (0.61) was found in item 2, which stated: "Operational Performance." This item was rated as "High." The lowest mean (4.03) with a standard deviation of (0.72) was found in item 3, which stated: "Financial Performance," which was rated "Medium." The overall dimensions had a mean of 4.12 and a standard deviation of 0.56, rated as "High."

Table 19: Means and Standard Deviations for the Competitive Performance Dimension Items

No.	Item	Mean	Standard Deviation	Grade
1	The Directorate follows a competitive strategy within its objectives.	4.25	0.92	High
2	Flexibility in dealing with employees and clients.	4.28	0.93	High
3	The services provided by the Directorate are of high quality.	3.94	0.98	High
4	The Directorate conducts continuous research and studies to identify key developments in education.	3.99	1.02	High
5	Employees at the Directorate have extensive experience in education.	4.01	1.00	High
6	The Directorate provides services based on the requests and desires of clients.	4.09	1.03	High
Overall Dimension		4.09	0.59	High

From Table 19, the highest mean (4.28) with a standard deviation of (0.93) was found in item 2, which stated: "Flexibility in dealing with employees and clients." This item was rated as "High." The lowest mean (3.94) with a standard deviation of (0.98) was found in item 3, which stated: "The services provided by the Directorate are of high quality," which was rated "High." The overall dimension had a mean of 4.09 and a standard deviation of 0.59, rated as "High."

Table 20: Means and Standard Deviations for the Operational Performance Dimension Items

No.	Item	Mean	Standard Deviation	Grade
1	The Directorate continuously works to reduce its operational expenses in line with achieving set objectives.	4.60	0.69	High
2	The Directorate adheres to deadlines related to the services it provides.	4.17	0.88	High
3	Employees in education are highly efficient at informing clients about the services offered.	4.16	0.90	High
4	The Directorate monitors and follows up on the operational activities of employees.	4.10	0.94	High
5	Employees in the Directorate possess excellent work skills and are able to solve problems.	4.12	0.87	High
Overall Dimension		4.21	0.61	High

From Table 20, the highest mean (4.60) with a standard deviation of (0.69) was found in item 1, which stated: "The Directorate continuously works to reduce its operational expenses in line with achieving set objectives." This item was rated as "High." The lowest mean (4.10) with a standard deviation of (0.94) was found in item 4, which stated: "The Directorate monitors and follows up on the operational activities of employees," which was rated "High." The overall dimension had a mean of 4.21 and a standard deviation of 0.61, rated as "High."

D. Results Presentation for Question 4: Is there a significant correlation and impact between the application of Green Human Resource Management (GHRM) practices, dynamic capabilities support, and strategic performance?

To answer this question, Pearson correlation coefficients between the application of GHRM practices, dynamic capabilities support, and strategic performance were calculated. The results are presented in Tables (22) and (23).

Table 22: Pearson Correlation Coefficients between GHRM Practices and Strategic Performance

GHRM Practices	Competitive Performance	Operational Performance	Financial Performance	Overall Strategic Performance
Green Job Description	0.214**	0.246**	0.158*	0.241**
Significance	0.001	0.000	0.013	0.000
Green Recruitment & Selection	0.485**	0.425**	0.492**	0.556**
Significance	0.000	0.000	0.000	0.000
Green Orientation	0.430**	0.342**	0.364**	0.447**
Significance	0.000	0.000	0.000	0.000
Green Training & Development	0.536**	0.358**	0.432**	0.522**
Significance	0.000	0.000	0.000	0.000
Green Performance Appraisal	0.578**	0.336**	0.443**	0.533**
Significance	0.000	0.000	0.000	0.000
Green Rewards	0.441**	0.325**	0.365**	0.445**
Significance	0.000	0.000	0.000	0.000
Overall GHRM Practices	0.646**	0.482**	0.550**	0.661**
Significance	0.000	0.000	0.000	0.000

From Table (22), all correlation coefficients between GHRM practices and strategic performance were positive and statistically significant. The highest correlation was found for the **Green Recruitment & Selection** practice with overall strategic performance (0.661), showing a strong positive relationship.

Table 23: Pearson Correlation Coefficients between Dynamic Capabilities Support and Strategic Performance

9	Competitive Performance	Operational Performance	Financial Performance	Overall Strategic Performance
Learning Capabilities	0.406**	0.561**	0.531**	0.598**
Significance	0.000	0.000	0.000	0.000
Communication Capabilities	0.247**	0.233**	0.363**	0.340**
Significance	0.000	0.000	0.000	0.000
Cultural Capabilities	0.180**	0.189**	0.246**	0.247**
Significance	0.004	0.003	0.000	0.000
Creative Capabilities	0.769**	0.820**	0.886**	0.985**
Significance	0.000	0.000	0.000	0.000
Overall Dynamic Capabilities	0.337**	0.388**	0.430**	0.462**
Significance	0.000	0.000	0.000	0.000

From Table (23), all correlation coefficients between dynamic capabilities support and strategic performance were positive and statistically significant, with the **Creative Capabilities** dimension showing the highest correlations (0.985) with overall strategic performance, indicating a very strong relationship.

Next, multiple regression analysis was applied to determine the impact of both GHRM practices and dynamic capabilities support on strategic performance. The results are shown in Table (24).

Table 24: Multiple Regression Analysis of GHRM Practices and Dynamic Capabilities Support on Strategic Performance

Independent and Mediating Variables	t-value	t-Significance	βeta	R	R ²	F	F-Significance
Green HRM Practices	10.739	0.000	0.571	0.681	0.464	106.829	0.000
Dynamic Capabilities Support	3.529	0.000	0.188				
Dependent Variable: Strategic Performance							

From Table (24), the multiple regression results show that both **Green HRM practices** and **dynamic capabilities support** significantly influence strategic performance. The F-value (106.829) with a p-value of (0.000) indicates that the model is statistically significant. The coefficient of determination ($R^2 = 0.464$) means that 46.4% of the variation in strategic performance can be explained by Green HRM practices and dynamic capabilities, with Green HRM practices explaining 57.1% of the variance.

E. Results Presentation for Question 5: Do dynamic capabilities support contribute to strategic performance?

To answer this, simple linear regression was applied to test whether dynamic capabilities support contributes to strategic performance, as shown in Table (25).

Table 25: Simple Linear Regression Analysis of Dynamic Capabilities Support on Strategic Performance

Independent Variable	t-value	t-Significance	βeta	R	R ²	F	F-Significance
Dynamic Capabilities Support	8.203	0.000	0.462	0.462	0.213	67.297	0.000
Dependent Variable: Strategic Performance							

From Table (25), the results indicate that dynamic capabilities support has a significant contribution to strategic performance, with a t-value of (8.203) and a p-value of (0.000). The correlation coefficient ($R = 0.462$) and R^2 (0.213) show that dynamic capabilities account for 21.3% of the variation in strategic performance.

12. Discussion of Results

Question 1 Discussion: What is the level of interest of employees in the Directorate of Education in applying Green HRM practices?

The results indicate that employees in the Directorate of Education in Anbar show high awareness of the importance of environmental issues and the adoption of green HRM practices. The overall mean score for the interest in applying green HRM practices was high, suggesting a positive attitude towards sustainability. This aligns with studies that suggest green HRM practices contribute to organizational creativity and employee engagement.

The highest mean was observed for **Green Job Descriptions**, highlighting the importance of environmental responsibilities in job roles, followed by **Green Rewards**, indicating that the

Directorate motivates employees to adopt environmentally-friendly practices. These findings are consistent with research showing that green HRM practices can enhance environmental sustainability and employee performance.

Discussion of Results for the Sixth Dimension: Green Rewards

The results related to the sixth dimension showed that the overall mean and standard deviation for the Green Rewards dimension were (4.14) and (0.66), respectively, indicating a high score. The statement in item (1), which stated: "The directorate assigns some environmental tasks to be accomplished in order to grant rewards," had the highest mean (4.32) and a standard deviation of (0.84), reflecting a high score. In contrast, item (4), which stated: "The directorate rewards employees with the best environmental performance," had the lowest mean (3.97) and a standard deviation of (1.12), still reflecting a high score. This indicates that the directorate clearly pays attention to providing some incentives for environmental aspects and incorporates them into its administrative policies regarding employees.

These results align with the study by Renwick, D., Redman, T., & Magnnies (2013), which discusses the theoretical literature from previous studies that classified current literature based on the Ability-Motivation-Opportunity (AMO) theory, revealing the role played by Green Human Resource Management (GHRM) in personnel management practices.

Discussion of Results for Question Two: How do Employees of the Directorate of Education perceive the importance of dynamic knowledge capabilities?

The results for question two indicated that the overall mean and standard deviation for employees' perceptions of the importance of dynamic knowledge capabilities were (3.92) and (0.45), respectively. This suggests that employees of the Directorate of Education in Anbar possess dynamic knowledge capabilities at a high level and have clear learning and creative capabilities. This is consistent with the findings of Chen and Fony (2015, 433), who stated that the essence of knowledge management is the development of knowledge management capabilities that link the knowledge resources of institutions to changing market needs. Similarly, Tesna and Lee (2014, 61) mentioned that knowledge is one of the most important intangible assets, and institutions seek various ways to use this asset to create the highest value. Effective control, application, and development of knowledge are necessary to generate new knowledge, reframe existing knowledge, and apply it.

Item (1), which stated: "Learning capabilities," had the highest mean (4.10) and a standard deviation of (0.67), indicating a high score. Item (2), which referred to "Communication capabilities," had a mean of (3.92) with a standard deviation of (0.75), while item (3), "Cultural capabilities," had a mean of (3.90) and a standard deviation of (0.81). The lowest mean (3.77) was for item (4), which referred to "Creative capabilities," with a standard deviation of (0.69), still showing a high score.

This indicates a high degree of dynamic capabilities among the employees at the Directorate of Education in Anbar. As Pavion Paul (2011) pointed out, dynamic capabilities help organizations expand, modify, and reshape their operational capabilities, adapting them more effectively to environmental changes.

It is also noteworthy that there are several key aspects of knowledge management enablers, including structure, culture, technology, and the skills required to build and maintain shared capabilities across various organizational functions.

Discussion of Results for the First Dimension: Learning Capabilities

The results for the first dimension, "Learning Capabilities," showed an overall mean of (4.10) with a standard deviation of (0.67). Item (7), which stated: "The directorate relies on computers and technology to store and disseminate knowledge," had the highest mean (4.20) and a standard deviation of (0.89), reflecting a high score. In contrast, item (3), which stated: "The directorate has a variety of skills and experiences to help face various problems," had the lowest mean (4.02) and a standard deviation of (0.93), still reflecting a high score.

These findings align with a study by Gold, Malhorta, and Segans (2001, 188), which discussed organizational capability theory in relation to the effectiveness of knowledge management from an organizational capability perspective. They argued that the readiness for effective knowledge management lies in the knowledge management infrastructure and process capabilities. The infrastructure includes three main capabilities: cultural, structural, and technological, while process capabilities include knowledge acquisition, technology, transformation, application, and protection.

Discussion of Results for the Second Dimension: Communication Capabilities

The results for the second dimension, "Communication Capabilities," showed an overall mean of (3.92) with a standard deviation of (0.75). Item (2), which stated: "The directorate communicates with schools under its supervision to quickly accomplish certain tasks," had the highest mean (4.22) and a standard deviation of (1.06), reflecting a high score. On the other hand, item (6), which stated: "The directorate designs organizational charts and explanatory tools to help new employees perform their tasks," had the lowest mean (3.55) and a standard deviation of (1.18), indicating a moderate score.

This result highlights the importance of information technology in facilitating knowledge and removing barriers to communication within the organization. Technology is considered an enabler that accelerates the rate of change in communication processes. This aligns with the findings of Imran, Ilyas, and Fatima (2018, 108), who noted that technology facilitates the effective transfer of information and knowledge within and outside organizations. Organizations can use technology in various areas, including acquiring information, communication, and timely knowledge dissemination.

Discussion of Results for the Third Dimension: Cultural Capabilities

The results for the third dimension, "Cultural Capabilities," showed an overall mean of (3.90) with a standard deviation of (0.81). Item (6), which stated: "The directorate seeks to learn about modern methods used in providing services to clients," had the highest mean (4.29) and a standard deviation of (0.91), indicating a high score. In contrast, item (1), which stated: "The directorate can analyze and interpret surrounding events from economic, social, and technological perspectives," had the lowest mean (3.55) and a standard deviation of (1.25), indicating a moderate score.

This indicates that employees at the Directorate of Education have distinguished cultural capabilities that enable them to engage in knowledge behaviors from economic, social, and technological perspectives. Gold, Malhorta, and Segnas (2001, 195) emphasized that culture is the enabler that supports the evaluation of organizational knowledge and fosters an interactive environment among organizational members. Organizational culture, consisting of values, beliefs, behaviors, and symbols, significantly influences knowledge management, making a culture supportive of knowledge management a key factor in its success.

Discussion of Results for the Fourth Dimension: Creative Capabilities

The results for the fourth dimension, "Creative Capabilities," showed an overall mean of (3.77) with a standard deviation of (0.69). Item (6), which stated: "The directorate can make administrative changes to its organizational structure to adapt to new educational changes," had the highest mean (3.88) with a standard deviation of (0.98), reflecting a high score. In contrast, item (3), which stated: "The directorate changes its work approach according to the work situation and its requirements," had the lowest mean (3.48) with a standard deviation of (1.01), indicating a moderate score.

This result suggests that employees at the Directorate of Education in Anbar possess acceptable creative capabilities in knowledge management. Process capabilities are crucial in transforming knowledge from acquisition to application, as Shin & Tsai (2016) noted. The ability to convert knowledge into valuable organizational skills and experience, using infrastructure capabilities (culture, structure, technology), is key to knowledge management success.

Presentation of Results for Question Three: How do Employees of the Directorate of Education perceive the importance of achieving strategic performance?

The results for question three indicated that the overall mean for employees' perceptions of the importance of achieving strategic performance was (4.12) with a standard deviation of (0.56), reflecting a high score. This shows that employees at the Directorate of Education in Anbar recognize the importance of strategic performance in their work. Strategic management defines the organization's vision, mission, goals, opportunities, and threats, determining the best way to leverage strengths and weaknesses, which aids in quicker decision-making.

Item (2), which referred to "Operational performance," had the highest mean (4.21) and a standard deviation of (0.61), reflecting a high score. Item (1), which referred to "Competitive performance," had a mean of (4.09) with a standard deviation of (0.66). Finally, item (3), which referred to "Financial performance," had the lowest mean (4.03) with a standard deviation of (0.72), reflecting a moderate score.

This suggests that employees at the Directorate of Education have a clear strategic vision related to the directorate's activities, and strategic management encourages decision-makers to establish frameworks for employees to engage in daily operational decisions, fostering a future-oriented mindset focused on operational, competitive, and financial aspects.

This indicates that employees in the Ministry of Education have positive attitudes towards the operational activities of the directorate, which align with its strategic goals. According to Abdul Aziz (2021), strategic management provides organizations with a sense of discipline in managing their operations by offering an organized framework to improve coordination

between business activities, clarify individual responsibilities, and provide a coherent, integrated, and dynamic understanding for problem-solving and opportunity exploitation.

Discussion of Results for Dimension Three: Financial Performance

The results for the third dimension, "Financial Performance," showed that the overall mean was (4.03) with standard deviations of (0.72). The highest mean (4.17) with a standard deviation of (0.92) was found for item (1), which stated: "The directorate seeks to improve its performance within its budget," indicating a high score. In contrast, the lowest mean (3.78) with a standard deviation of (1.14) was found for item (6), which stated: "The directorate seeks to increase its total assets within its financial budget," also showing a high score. Therefore, it can be concluded that the employees of the Directorate of Education in Anbar consider the financial conditions of the directorate and work to adapt to available expenses and revenues. According to Ammar (2020), strategic performance is measured and evaluated by providing a variety of information and data expressed through both quantitative and qualitative metrics, including internal consistency, alignment, and a high ability to understand the real situation of the organization.

Discussion of Results for Question Four: Is there a significant correlation and impact between the application of green human resource management practices and dynamic knowledge capabilities in achieving strategic performance?

The results for question four showed that the correlation coefficients between green human resource management practices and strategic performance were all positive and statistically significant. The correlation coefficient for "Competitive Performance" was (0.646) with statistical significance (0.000), for "Operational Performance" (0.482) with statistical significance (0.000), for "Financial Performance" (0.550) with statistical significance (0.000), and for overall "Strategic Performance" (0.661) with statistical significance (0.000). This indicates that adhering to green human resource management practices contributes to achieving strategic performance. Green job descriptions, green recruitment and selection, green orientation and training, green performance evaluation, and green rewards all enhance the directorate's performance, particularly in operational and competitive areas, which then positively affects financial performance as the directorate adapts to its resources and supports them. According to Al-Tamari (2021), policies, practices, and systems that make organizational employees environmental friends benefit individuals, society, and the natural environment. The implementation of various green human resource practices, such as green recruitment, selection, performance evaluation, compensation, and training, helps create a fully integrated workforce that understands green behavior in the organization.

Thus, sustainable development is achieved through green human resource management, and when these practices expand and employees understand them, the organization moves towards more comprehensive strategies that include environmental sustainability, which can become a key business strategy for the organization with the active participation of the human resources department.

Results for question four also showed positive and statistically significant correlations between dynamic knowledge capabilities and strategic performance. The correlation coefficient for "Competitive Performance" was (0.337) with statistical significance (0.000), for "Operational Performance" (0.388) with statistical significance (0.000), for "Financial Performance" (0.430) with statistical significance (0.000), and for overall "Strategic

Performance" (0.462) with statistical significance (0.000). Furthermore, the impact of both green human resource management practices and dynamic knowledge capabilities on achieving strategic performance was large and statistically significant. The F-value was (106.829) with statistical significance (0.000), and the R-value was (0.681), representing the correlation between the independent variable "green human resources" and the dependent variable "strategic performance" with knowledge capabilities as a mediating variable. The R² value was (0.464), representing the percentage of variance in "strategic performance" explained by green human resource management with knowledge capabilities as a mediating variable. The t-value for "green human resources" was (10.739) with statistical significance (0.000), and the explained variance was (57.1%), representing the beta value. The t-value for the mediating variable "knowledge capabilities" was (3.529) with an explained variance of (18.8%), representing the beta value.

These results align with the study of Mohamed Salama Al-Sisi (2019), which showed a statistically significant impact between all dimensions of green human resource management, with a positive effect on performance development. These practices enhance workers' activity and health, thus increasing productivity and efficiency, reducing costs, and fostering competitiveness and creativity in human resource management. Through this resource, the organization can reach its highest possible performance, as it has capabilities that other resources do not. It also requires appropriate management that cares about human resources and their needs and desires, playing a vital role in managing employee affairs. Green human resource management prepares the appropriate environment, motivating employees to exert the greatest possible efforts, leading to improved overall organizational performance.

This was confirmed by the study of Hafsa Omar Moussa Salah (2022), which found that green human resource management practices enhance workers' activity and health, thus increasing productivity and efficiency, reducing costs, and boosting competitiveness and creativity in human resource management.

Discussion of Results for Question Five: Does the response of dynamic knowledge capabilities contribute to achieving strategic performance?

The results for question five showed that the contribution of dynamic knowledge capabilities to achieving strategic performance among employees in the Directorate of Education in Anbar was significant. The F-value was (67.297) with statistical significance (0.000), and the R-value was (0.462), representing the correlation between the independent variable "knowledge capabilities" and the dependent variable "strategic performance." The R² value was (0.213), representing the percentage of variance in "strategic performance" explained by knowledge capabilities as the independent variable. The t-value was (8.203) with statistical significance (0.000), and the explained variance was (46.2%), representing the beta value.

Here, the role of dynamic knowledge capabilities among the directorate employees in achieving strategic performance for the Directorate of Education in Anbar is highlighted. The implementation of strategies that motivate employees towards knowledge provides them with a positive sense of their role in the organization, motivating them to offer their best efforts (Al-Bilawi, 2022). This aligns with the study of Dalal Al-Fakhouri (2021), which showed the impact of green human resource management practices such as green recruitment and performance evaluation on differentiation strategies.

Undoubtedly, creating an environment that encourages ideas, creativity, free communication, and innovation within the organization allows employees to connect with their teams, generate a strong sense of belonging, and feel safe in their work, ensuring there is room for development and growth within the directorate. This, in turn, leads to a distinguished level of strategic performance now and in the future. The study by Omar Moussa Salah (2021) confirmed the role of green human resource management practices in improving job performance. The study showed that transitioning from one system to another necessitates changes in behaviors, pathways, and knowledge, which helps reconcile the active parties within the organization. The researcher believes that distinguished strategic performance can only be achieved with a clear vision for all employees and decision-makers in the Directorate of Education in Anbar.

13. Recommendations and Future Proposals

Based on the findings of this study, the following recommendations and future proposals can be made:

Recommendations

Based on the study's results, the following recommendations are suggested:

- The need to prioritize the implementation of green human resource management practices in education directorates in Iraq, as they are linked to strategic performance and achieve educational and social benefits in the short and long term.
- The need to incorporate environmental aspects into recruitment, evaluation, and orientation strategies for employees within the directorate, and to spread the green practices experience to all other directorates.
- The importance of training all employees within the directorate on dynamic capabilities, including communication, cultural, and creative abilities.
- Enhance the culture of using modern technology in all operational processes in the Directorate of Education in Anbar, offering suitable incentives for outstanding performance.
- Focus on new employees by offering relevant training courses related to green trends and global developments, analyzing their job needs, filling knowledge gaps, and providing educational materials to support their high performance.

Future Proposals

Based on the study results, the following future proposals are suggested:

- Including environmental criteria in the job selection standards for teaching positions in the ministry.
- Directing ministry staff to implement green environmental culture across all departments and schools in the directorate.
- Ensuring that all staff members receive training on how to successfully implement green practices.
- Organizing training workshops and sessions that involve all employee categories to strengthen green practices in all directorate activities.
- Organizing training workshops and sessions that involve the local community and parents to build positive attitudes towards green practices in the society.

- Conducting similar studies in other education directorates, involving both teachers and parents.

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