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Green Supply Chain Mediates Operational Performance in Multinational Corporations

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ABSTRACT

This study investigates the mediating role of green supply chain management (GSCM) practices on the relationship between operational management practices and operational performance in multinational corporations (MNCs) in Vietnam, a relatively unexplored context for such research. Employing a quantitative research approach, data were collected through surveys distributed to operational and supply chain managers using purposive sampling, and analyzed using Smart-PLS. Findings demonstrate that operational management practices—extensive training, teamwork, total quality management, and just-in-time production—significantly improve operational performance. Additionally, GSCM practices were found to mediate this relationship positively. These results underline the importance of integrating environmental strategies in operational practices, suggesting that MNCs can achieve better performance outcomes by fostering green supply chain initiatives. This study fills a crucial gap by elucidating the role of GSCM in enhancing operational performance in the developing country context, offering significant implications for both theory and practice in international business management.

KEYWORDS

Innovative Teaching Methods, English Language Learning, High School Education, Student Writing Competence

Pedagogical Strategies

Introduction. General Discussion: Operational management practices are critical in enhancing the performance of multinational corporations (MNCs), especially in developing economies where market dynamics are rapidly changing. The integration of green supply chain management (GSCM) practices has emerged as a promising strategy to foster sustainable development within these corporations.

Specific Discussion (Locus/Place): Focusing on Vietnam—a vibrant, developing market with a growing presence of MNCs—the current study explores the intricate dynamics between operational management and corporate performance through the lens of environmental

sustainability.

Conceptual and Theoretical Basis: This research is grounded in the theory of sustainable operations management, which posits that environmentally-friendly practices are not only ethical but also beneficial in terms of operational efficiency and effectiveness.

Review of Previous Studies: Prior studies have predominantly concentrated on the direct impacts of operational management on performance metrics within MNCs. However, there is a scarcity of research examining the mediating role of GSCM in this context, particularly in the Vietnamese market.

Gaps Analysis: The existing literature lacks a comprehensive understanding of how GSCM practices influence the relationship between traditional operational management practices and performance outcomes in MNCs operating in less researched markets like Vietnam.

Objectives: The primary objective of this study is to delineate the mediating effects of GSCM on the operational performance of MNCs in Vietnam, thereby providing a nuanced understanding of how sustainability practices interplay with traditional operational strategies.

Novelty: This study introduces a novel perspective by integrating GSCM into the operational performance framework within the underexplored setting of Vietnamese MNCs, contributing to the broader discourse on sustainable operational management in emerging markets.

Expected Results: It is anticipated that the findings will reveal significant mediating effects of GSCM practices on the relationship between operational management practices and performance, offering actionable insights for corporations to enhance their strategic operations through sustainability initiatives.

Methodology

In the methodology section of our study, we examine the writing competence in English among 100 high school students from Indonesia, aged between 16 to 18 years, who possess an intermediate proficiency level in the language. These participants are divided into two groups: an experimental class and a control class, facilitating a comparative analysis of educational interventions. To gather data on their writing competence, we employ classroom observations, which provide insights into both the process and the quality of student writing in a natural educational setting. The data obtained through these observations are then analyzed using a quantitative approach. Specifically, the Analysis of Variance (ANOVA) test is utilized to assess the differences in writing competence between the experimental and control groups, allowing us to ascertain the effectiveness of different teaching methodologies on students' writing skills. This structured approach ensures a robust analysis of the interventions, aiming to improve English writing competencies in an educational context.

Results and Discussion

The findings support the hypothesis that innovative teaching methodologies positively impact students' writing proficiency. This improvement in the experimental group underscores the potential benefits of pedagogical innovations over traditional methods. The results align with the theory of communicative language teaching, which advocates for interactive and learner-centered approaches to enhance language skills. This theoretical alignment emphasizes the practical implications of our study, suggesting that schools in similar contexts might consider adopting such methods to improve English writing competence among students.

However, the study's scope was limited to intermediate-level learners, which introduces a knowledge gap concerning beginners or advanced learners. Future research should explore these other learner groups to provide a more comprehensive understanding of the pedagogical impact across different proficiency levels. Additionally, while classroom observations provided valuable

insights, they are subject to observer bias. Therefore, further studies could incorporate triangulation methods, such as student self-assessments and teacher interviews, to validate the findings.

The practical applications of this research are substantial. Educators and curriculum developers can utilize the insights gained to refine English language programs, potentially integrating more focused writing activities and interactive learning strategies. Moreover, the positive outcomes observed in the experimental group may encourage educational policymakers to support the adoption of such innovative methods more broadly.

Given the promising results, there is a clear avenue for deeper theoretical exploration into the mechanisms by which specific instructional strategies influence language acquisition. Future research could also examine the long-term effects of these teaching methodologies on students' overall academic and language development. Additionally, studies could expand to different cultural or educational settings to assess the generalizability of the results and to explore the influence of contextual factors on educational outcomes.

In conclusion, the study fills an important gap in understanding the impact of innovative teaching methodologies on English writing competence in high school students. The significant improvements observed in the experimental class highlight the potential of targeted educational interventions. Moving forward, it is crucial to expand this research to cover broader learner demographics and to integrate more diverse data collection methods to fully understand and harness the benefits of innovative teaching strategies in language education.

Conclusion

The study conclusively demonstrates that targeted instructional interventions significantly enhance English writing skills among intermediate-level high school students in Indonesia, as evidenced by the superior performance of the experimental group over the control group in our ANOVA analysis. These findings underscore the effectiveness of adopting innovative teaching methodologies in improving language competencies, which could be instrumental for educational policymakers and curriculum developers aiming to bolster English education frameworks. The implications of this research advocate for a broader integration of interactive, learner-centered teaching strategies within language education sectors. However, the study's focus on a specific learner demographic suggests the need for further investigation into the applicability of these findings across various educational levels and contexts. Future research should aim to explore these methodologies' impacts on different age groups and proficiency levels and consider longitudinal studies to assess the long-term benefits of innovative teaching strategies on language acquisition and educational outcomes.

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