

**INFLUENCES OF GREEN HUMAN RESOURCE MANAGEMENT
PRACTICES ON ENVIRONMENTAL SUSTAINABILITY AT KENYATTA
UNIVERSITY, KENYA**

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DECLARATION

This project report is my original work and has not been presented in any other University or institution of higher learning for examination or the award of a degree in any other university.

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This project report has been submitted with my approval as the University Supervisor

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DEDICATION

This research project is dedicated to first and foremost my dad who has been a great mentor, financier and driving force towards my career progression. My spouse and adorable son allowed me time away from their attention to concentrate on my studies and finally my mum, brothers and sisters who showed great concern, support and encouragement towards my studies.

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ABBREVIATIONS AND ACRONYMS

EI	Employee Involvement
EM	Environment Management
EMS	Environment Management and Sustainability
ES	Environment Sustainability
GHR	Green Human Resource
GHRM	Green Human Resource Management
HR	Human Resource
HRM	Human Resource Management
PMS	Performance Management System
PRP	Performance Related Pay

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DEFINITION OF TERMS

Environment: Refers to the external context in which an organization operates including the activities of stakeholders and external sources of change (Cole, 2006).

Environmental Sustainability: Is about making responsible decisions that will reduce your business negative impact on the environment (Mandip, 2012).

Green Abilities: A green ability is the knowledge, skills, values and attitudes needed to develop and support sustainable and resource efficient society (Cedefop, 2012).

Green Human Resource Management: Refers to the contribution of people management policies and practices towards the boarder corporate environmental agenda (Wehrmeyer, 1996).

Green Motivational Strategies: These are incentives tied to the attainment of environmental goals (Miliman & Clair, 1996).

Green Opportunities: Refers to inspiring and empowering employees in order to be environmentally aware (Callenbach et al., 1993).

Human Resource Management: It is the understanding and application of the policies and procedures that directly affect the people working within the project team and the overall workforce (Armstrong, 2007).

Human Resource Policies: are continuing guidelines on how people should be managed in the organization (Armstrong, 2009).

ABSTRACT

Green management initiatives have become an important factor in forward thinking businesses around the world. Researchers argued that employees must be inspired, empowered and environmentally aware of greening in order to carry out green management initiatives. Corporate green management requires a high level of technical and management skills in employees since the company will develop innovation focused environmental initiatives and programmes that have significant managerial implications. There is thus a growing need for the integration of environmental management into Human Resource Management through Green Human Resource Management practices. Green Human Resource is the use of Human Resource Management policies to promote sustainable use of resources with business organizations and more generally, promotes the course of environmental sustainability. The objective of the study was to establish the influences of green human resource management practices on environmental sustainability in Kenya. Green Human Resource Management theories and models were used to show the importance of Green Human Resource Management concerns that will impact on environmental management and sustainability and to understand the unique features of Human Resource managers, decisions and behaviours which are central to Green Human Resource Management. The study specifically looked at the effects of selected Green Human Resource Management practices and how they influence the overall organizational environmental sustainability. The study employed a descriptive research design specifically for a case study of Kenyatta University. The target population was 2400 employees of Kenyatta University from which a sample of 96 employees was selected. The data was exclusively gathered from the questionnaire as the research instrument. The collected data was summarized and analyzed using both descriptive and inferential analysis and then presented in frequency distribution tables and figures. Males made the majority of the participants at 64% while the females formed 36% the results of the study indicated that more non-teaching staff; administrators (35%) clerks (32.5%) participated in the research than teaching staff. The participants' application for employment at Kenyatta University was not based on green issues (mean 2.31, disagreed 52.5%). Green/environmental performance indicators were not adequately included in performance management and appraisals systems (mean 3.31). There were benefits in performance management system for compliance/ meeting the green/environmental management and sustainability goals (mean 3.93). The university empowered and encouraged the employees to make suggestions and contributions on environmental improvement (46.3%). Many of the respondents were aware of Environmental sustainability and National Environmental Management Authority policies and regulations compared to Green Human Resource Management. Further research is necessary as the findings were based on a relatively small sample that may have influenced the nature of the results that were obtained. Further, to develop staff for environmental sustainability and management, widespread use of environmental training, developing environmental knowledge bases and developing pro-environment managers and leaders of the future should be put in the University system.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Growing global environmental concerns and the development of international environmental standard are creating the need for businesses to adopt formal environmental strategies and programmes (Daily & Huang, 2001). Traditionally, a majority of companies around the world has used the compliance approach in their green management initiatives driven by laws and regulations. However, environmental forces such as customer boycotts, dynamic preferences, and new customer requirements have affected basic business strategies from pollution control to pollution prevention (Brockhoff et al., 1999).

Implementation of corporate green management initiatives requires a high level of technical and management skills among employees due to the facts that the company will develop innovation-focused environmental initiatives that have a significant impact on the sustainable competitive of the firms (Callenbach et. al., 1993). In this respect, the implementation of rigorous recruitment and selection of employees, performance-based appraisal system, introduction of training programmes aimed at increasing the employees' environmental awareness and development of new technical and management competencies have a basic importance for fostering environmental innovations (Renwick et al., 2008).

There is a need for a proactive approach to environmental management across the world (González-Benito, 2006; Daily et al., 2012; Jabbar et al., 2010). Earlier success of a firm was strongly dependent on promotion of economic value. However today, organizations have to consider for the reduction of ecological footprints and give importance to social and environmental factors along with economical and financial factors, in order to enable the organization to be successful in the corporate sector thereby enabling attainment of profit by the shareholders (Govindarajulu & Daily 2004).

There is a great deal of increase in the level of environmental pollution and waste emerging from industries. This has resulted in increase in implementation of policies by governmental and private sector with the aim of reducing the rapid destruction to

the non-renewable resources and the ultimate negative impact it would have on societal consequences (Martinez-Fernandez, & Hinojosa, 2010). There is enhanced adoption of environment management systems by the corporate sector (González-Benito, 2006). This resulted in the emergence of a new strategic maneuver called green management. According to Lee (2009) the approach was considered to be quite effective and profitable since early 2000.

Green management according to Lee (2009) is the strategy which is adapted by an organization in order to organize the environmental management strategies for protecting and measuring environmental aspects. Daily & Huang (2001) recommended that organizations essentially need to balance the industrial growth and ensuring that the environment where one lives is well preserved and promoted, as a result, researchers give importance to adoption of environmental practices as a key objective of organizational functioning making it important to identify with the support of human resource management practices (Jackson et al., 2011; Daily and Hung, 2001; Sarkaris et al., 2010).

Today there is debate and uncertainty associated with how green human resource management practices can be implemented effectively in organizations in Kenya to improve environmental sustainability for the organizations. Therefore the main aim of this research project is to present a review of research which helps in identifying how public universities in Kenya today can develop and implement human resource policies for protecting and promoting environmental management sustainability initiatives.

1.1.1 Green Human Resource Management

Green Human Resource Management refers to using employees interface to promote sustainable practices and increase employees awareness and commitments. To reduce employee's carbon footprints on the electronic filing, car-sharing, job sharing, teleconferencing and virtual interviews, recycling, telecommuting, online training, energy-efficient offices spaces etc. It has been proven that Green Human Resource Management can lower operational costs and enables industry professionals to realize their corporate social responsibilities in a better manner.

Organization generally organizes human resource practices into systems that are consistent with their culture and business strategy (Boselie et al, 2001). Many researchers agreed that HRM is the most effective tools which contribute to the creation of human capital and in turn contributes to organizational performance and competitive advantage (Paauwe & Boselie, 2003). In recent past, economic performance was dependent on companies and it is no longer dependent on minimizing the carbon footprints and increase in environmental factors which affects the economics performance of the firm.

The new strategic issue, green management emerged in 1990s and became a popular slogan internationally in 2000s, (Lee, 2009). Green management concept becomes a strategic dominant issue for businesses, especially multinational enterprises, operating their business globally, (Banerjee, 2001). Business firms play a key role in the issues of environmental management since they are part of our society and cannot be isolated from the environment, and in fact, they contribute most of the carbon footprints in the past, (Liu, 2010). Business should put more effort into research on innovation technology to minimize the impacts of environmental destruction by creating products that are nontoxic and less pollution to the environment, (Liu, 2010; Ozen & Kusku, 2008).

1.1.2 Public universities in Kenya

Kenya has the largest university education system in East Africa. The number of universities in Kenya rose from six public universities in 2003 to 22 in 2013. In total Kenya have 53 universities, nine constituent colleges of public universities and five of private universities. As a result, the number of university students rose steadily from 67,558 in 2003/04 to about 240,550 in 2013. Kenyatta University is located in Nairobi, it is the second largest public university in the country (after University of Nairobi). The University is located in Kahawa, about 20 kilometers from Nairobi's city centre, along the Nairobi-Thika road. To date Kenyatta University has its Main Campus in Kahawa and five other constituent colleges. In the list of allied campuses of The Kenyatta University are Ruiru Campus, Parkland Campus, Kitui Campus, Mombasa Campus and Pwani University College. The university also has several regional centers operational under The Institute of Distance, Open and e-Learning. Employees of Kenyatta University are distributed in the various campuses around

the country. They are either teaching or non-teaching staffs. For the purpose of this study the researcher was only done on the main campus

1.1.3 Environmental Sustainability

Sustainability is a paradigm for thinking about the future in which the economic, environmental and social dimensions are intertwined, not separate, and are balanced in the pursuit of an improved quality of life (United Nations Educational Scientific and Cultural Organization 2011). In order to achieve this, the economic and ecological considerations of institutions must be fully integrated (Brundtland 1987). Generally, the higher education sector has lagged behind government and business sectors in rising to the environmental challenge, but over the last decade universities have demonstrated increasing initiative in applying sustainability principles (Merkel & Litten 2007).

Significant numbers of senior university leaders have signed one or more international declarations that promote sustainability in higher education. The translation of signing these non-binding commitments into effective action, however, rarely results in lasting institutional transformation (Bekessy et al. 2007). Recognizing their large environmental impact in energy used and waste generated, increasing numbers of universities have improved the environmental management of their campuses to reduce their ecological footprint (Corcoran & Wals 2004). Urgent environmental issues led to the inclusion of environmental topics in the curriculum of higher education institutions in the 1970s (Wals & Blewitt 2010).

However, the extent of curriculum ‘greening’ appears to be limited by internal, interdisciplinary barriers, requiring governmental assistance and student pressure to effect greater change (Haigh 2005). Full integration of sustainability into the overall curriculum is progressing more slowly than ‘greening’ of campuses, with the emergence of a ‘third wave of sustainability’ in higher education now focusing on teaching and learning (Wals & Blewitt 2010). The numbers of higher education institutions undertaking sustainability reporting, and the level of that reporting, is still in its early stages compared to corporations (Lozano 2011).

1.2 Statement of the Problem

The changing market environment requires all managers to adopt green strategy in order to remain competitive. Over the years there has been a shift in organizational goals from profit making only to the need for environmental and social goals accomplishment. Economic and financial success need to be accompanied by the minimization of ecological footprints and increased attention to social aspects. Many Kenyan universities have already recognized sustainability demands and have responded in many ways. They are investing in greener campuses, greener curricula, and ways of engaging staff, students and community, but one of the major limiting factors is financial resources. Through Kenya Green Universities Network, NEMA allocated KES 3 million to initiate and launch this network and a further KES 3 million to support the roll-out of pilot projects by the network. With 70 public and private universities in Kenya, there is great potential to promote sustainability both through education and practice. Some universities are already implementing low-carbon solutions at their campuses; for example, Strathmore University has installed solar panels with the capacity to produce 0.6 megawatts annually. In addition to being climate-friendly, the move has also proven economically viable, with the university selling 0.25 megawatts to Kenya Power at a price of 12 shillings per kilowatt-hour. The need for general attitude change from reactive to proactive is required in ensuring GHRM strategy is implemented. The need to have a sustainable environment is a collective responsibility of all employees in any organization, since human resource function has the overall responsibility of recruitment and employee welfare, there is a need to educate and advocate for green environment in the organization. Employees must therefore be equipped with the necessary knowledge as to how to maintain and sustain conducive environment free from pollution and disposal. Kenyan public universities are faced with a problem of waste management, energy use and conservation, water use and management, chemicals, toxic wastes, hospital wastes and radioactive waste management, air and noise pollution, and other critical environmental concerns which negatively affects environmental sustainability.

1.3 Objectives of the Study

The study has general and specific objectives:

1.3.1 General Objective

The general objective of the study was to determine the influence of Green Human Resource Management practices on Environmental Sustainability at Kenyatta University, Kenya.

1.3.2 Specific Objectives

- i. To analyze the effects of green abilities on environmental sustainability at Kenyatta University.
- ii. To identify green motivational strategies for enhancing environmental sustainability at Kenyatta University.
- iii. To identify the available green opportunities on enhancing environmental sustainability at Kenyatta University.

1.5 Justification of the Study

The study is important as it provides insight into the various GHRM practices needed for organization environmental sustainability in public universities in Kenya. The study also will add to the body of knowledge on GHRM practices and environmental sustainability, hopefully it fill up the knowledge gap with an overall aim of improve environmental sustainability and thus organizational performance.

1.6 Scope of the Study

The study focused on the influence of GHRM practices on the environmental sustainability in public universities in Kenya a case study of Kenyatta University, Kenyatta University has several campuses spread within Kenya. This study however focused on the Main Campus, this is for its possession of the main Human Resource Office and staff registry where relevant employee data of the whole of Kenyatta University and its fraternity campuses can be found. This research project covered significant works on Green HRM research, integrating environmental management

and HRM and to group them so as to identify gaps, issues and scope for further research. Data was collected by use of questionnaires administered to teaching and non- teaching staff of Kenyatta University. The study took three months with a total budget of 85, 000 shillings.

1.7 Limitations of the Study

Some of the respondents were reluctant to give confidential information which was vital for the study. The researcher assured the employees that information given would be treated with confidentiality and would not use the information for other purposes but for the research. Some respondents were slow in filling and returning the questionnaires. This prompted the researcher to constantly remind them where most of them responded positively while some of them did not respond at all.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Recently the dominant focus of GHRM literature has been to demonstrate the importance of effectively introducing and sustaining GHR within the organization. Management scholars and practitioners alike have become increasingly interested in learning more about GHRM practices has emerged as one of the most important areas of organizational practice. It has not been developed in isolation but rather in the context of industrial change and economic development. The present study therefore presents various theories adopted by various researchers, a conceptual review of the variables, a framework depicting a functional relationship and summary of available literature. The section ends with critical identification of gaps in the available literature.

2.2 Theoretical Review

The researcher reviewed some literature on the theoretical framework for decision making in the modern organizations.

2.2.1 Ability, Motivation and Opportunity Theory (AMO Theory)

We use AMO theory (Appelbaum *et al.* 2000) to identify the key HRM areas that will impact on EM outcomes. AMO theory is one of the most commonly used conceptualizations of the impact of HRM practices on organizational performance in empirical studies (Boselie *et al.* 2005). AMO theory (Appelbaum *et al.* 2000) suggests that HRM practices that enhance the firm's human capital via increased human capabilities translates into performance outcomes, such as higher productivity, reduced waste, higher quality and profit.

According to AMO theory, HRM works through increasing employees' Ability through attracting and developing high performing employees; enhancing employees' Motivation and commitment through practices such as contingent rewards and effective performance management; and providing employees the Opportunity to engage in knowledge sharing and problem solving activities via employee involvement programmes. This review examines core components of GHRM in turn.

Attracting and Developing Talented Staff is a key HR challenge in the “war for talent”.

It seems that some employers, particularly major multi-national companies (Ehnert, 2009), are adopting GHRM practices as a form of ‘employer branding’ in order to improve their selection attractiveness for an increasingly environmentally aware younger generation. Job seekers prefer organizations that have a close fit between their and the organization’s values, and the recruiting organization’s environmental reputations are now increasingly prominent in recruitment efforts. Such developments are in line with signaling theory in recruitment and selection, where because of incomplete information in the recruitment process, candidates use organizational attributes, such as environmental reputation, to draw clues about the firms’ future intentions and actions.

Using Performance Management (PM) in EM presents many challenges, not least here being how to measure environmental performance standards across different organizational departments/units, and gaining useable data on the environmental performance of these units and staff. Some firms have addressed this issue by installing corporate wide environmental performance standards, and green information systems/ audits (Marcus & Fremeth 2009). One way in which Green PM systems can be successfully initiated is to develop performance indicators for each environmental risk area (TUSDAC 2005).

Green Performance Appraisals (PA) covers topics such as environmental incidents, use of environmental responsibilities, and the communication of environmental concerns and policy. Issues involved in environmental PA’s concern the need for managers to be held accountable for EM performance in addition to wider performance objectives. One concern is that the PA systems with EM objectives appear to be limited largely to plant or division managers and executives only, rather than more broadly for other employees. It may also be negative reinforcements are needed in PM systems to get employees to make environmental improvements.

Wider employee participation in EM, rather than restricting involvement to managers and specialists, is often seen as crucial to successful outcomes (Remmen & Lorentzen 2000). Although market, business, and regulatory demands remain as the key drivers

of EM, employees themselves are often reported as a source of pressure for organizations to address environmental issues (Berry & Rondinelli 1998). Henriques & Sardosky's (2003) study of 400 Canadian firms found organizations with more proactive environmental commitment profiles being positively associated with employees as a pressure source.

There are a wide range of practices to increase employee involvement in EM, in addition to more traditional ones such as newsletters, suggestion schemes and problem solving groups. Example, 'low carbon champions' (Clarke 2006), work based recycling schemes (CIPD 2009), establishing specific Green/Environmental action teams to discuss how to involve staff in helping firms become more environmentally-friendly (Felgate 2006), and encouraging employees to use tele/videoconferencing, car-sharing, and home-working (Philpott & Davies 2007), are all recent developments aimed at engaging employees in environmental initiatives.

Institutions of higher learning in Kenya can apply the use of AMO theory, HRM department should work through increasing employees' ability through attracting and developing high performing employees. The move to web-based recruitment activity has permitted recruiters to provide much more information, such as detail on their EM activities, compared to traditional mediums such as newspaper advertising or brochures. Developing Performance indicators for each environmental risk area is another way of initiating Green PM. The use of environmental rewards and recognition by the universities will have a significant impact on employee willingness to generate eco-initiatives. Such initiatives produce an open style of communication which encourages employees to discuss environmental ideas in an honest and unstrained manner.

2.2.2 Dynamic Model of Green HRM

Dynamic Model of Green HRM integrates two major theoretical perspectives to propose a dynamic model of Green HRM: behavioral and cognitive social information processing. First, the cognitive social information processing perspective is based on Mischel & Shoda's (1995) cognitive affective processing system which was originally developed to explain the dynamics of personality relative to behavior. It suggests that an individual's behavior results from his/her personality, an organized whole with

units that are activated by the specific features of the situation the individual encounters. Those features are processed through cognitive, affective, and motivational (CAM) mechanisms in a dynamic fashion.

Because individuals differ in the ease with which particular CAM attributes become activated (Higgins, 1998), the levels of activation that occur in response to (a) elements of the "psychological situation" that is being processed, and (b) the activity of other associated units that stimulate, inhibit, or exert influence on the units, also differ among individuals (Smith, 2006). The dynamic interactions among the units mediate relations between situations and behaviors (Mischel & Shoda, 1995). The perspective has been applied to health behavior (Miller, Shoda & Hurley, 1996), sports behavior (Smith, 2006), maladaptive behavior (Shoda & Smith, 2004), and employee development (Zoogah, 2010), it can also be applied to GHRM.

Second, the behavioral perspective is based on the role behavior theory of Schuler and Jackson (1987). Using Katz and Kahn's (1978) role theory Schuler & Jackson (1987) proposed that through role behaviors, "the recurring actions of an individual appropriately interrelate with the repetitive activities of others so as to yield a predictable outcome" (Katz & Kahn 1978), HRM practices can be linked with competitive strategies (cost, innovation, and growth) of organizations. The Dynamics of Green HRM Behaviors mechanisms by which organizations send role information through the organization, support desired behaviors, and evaluate role performances. Depending on the type of strategy, different role behaviors of employees (and different HR practices) are exhibited.

They concluded that HRM effectiveness depends on the extent to which HRM is congruent with organizations' behavioral requirements which emerge from the expectations that are communicated internally to employees and the ways in which performance is evaluated (Fredericksen, 1986). Combined the two perspectives suggest that managers' green signatures constitute interdependent roles that not only are responses to specific environmental situations but when executed contribute to achievement of environmental strategies of organizations. HR managers function as role senders and executors, encoding and decoding information from internal and external contexts to form decisions about establishment and maintenance of EM-related behaviors.

The model suggests that HR managers' green signatures result from encoding of information from internal and external sources in response to environmental situations they encounter, and the interactive influences of activated CAM factors as well as self-regulatory strategies, competencies, and resources. These green signatures influence environmental management and organizational effectiveness. Green signatures comprise of green decisions and behavior. While green decisions refer to the formation of intentions and volitions of HR managers to use policies and practices to promote or prevent harm to EM, green behaviors refer to the EM-related role behaviors of HR managers.

This view is consistent with promotion and prevention in decision-making (Crowe & Higgins, 1997), information processing theory (Simon, 1979), and the regulative influence of HRM on EM (Daily & Hung, 2001). Green Behaviors Renwick et al (2008) suggest that managers may take up different roles in EM. Using Schuler & Jackson's (1987) behavioral theory, we propose integration, cooperation, compliance, focus, risk-taking, and creativity role behaviors as important for green HRM. They are either promotive or preventive behaviors. Promotive Behaviors are role behaviors that are concerned with EM advancement and growth.

They include integration, creativity, and risk-taking behaviors. Integration behaviors, higher level actions that enable organizations to function effectively (Lawrence & Lorsch, 1967), facilitate the integration of EM to other organizational systems. HR managers interconnect HRM and EM practices and systems in a way that enhances organizational functioning. For example, in the NUMMI joint venture, managers facilitated integration of knowledge management and HR practices (e.g., employee involvement and participation), and management style to produce environmental improvements for the firm (Rothenberg, 2003).

Preventive Behaviors are role behaviors that are concerned with EM protection, safety, and accountability or responsibility. They include cooperative, compliance, and focus behaviors. Cooperative actions link up with those of others deemed significant. They arise from a sense of interdependence. One major role for environmental managers is "to guide line managers in terms of gaining full staff co-operation towards implementing environmental policies" (Wehrmeyer & Parker, 1996), which suggests that HR managers have to solicit allies, nurture supporters and create

networks of problem-solvers who are willing to act as change agents (Sharma et al., 1999).

Cooperative behavior enhances EM effectiveness in organizations by influencing planning, implementation, monitoring, and corrective action particularly in integrated EM systems. Compliance behavior includes actions that fulfill norms, rules and regulations, ensure that organizations' structural mechanisms, strategies, and goals are achieved. Organizations have to comply with International Standards Organization (ISO) rules and standards as well as governmental and international environmental standards. Through compliance behavior, HR managers facilitate compliance with environmentally linked responsibilities and duties, and enable organizations to minimize costs, and enhance effectiveness.

Focus behavior deals with the attention of HR managers on tasks, activities, and programs; ensures that organizations are not distracted from EM goals when circumstances change, and contributes to innovation and quality-enhancement as well cost reduction (Schuler & Jackson, 1987). In the context of EM, both long- and short-term foci are essential. While long-term focus is linked to preservation and sustainable development goals of the organization through planning and implementation, short-term focus is associated with waste reduction and energy conservation.

Managers who exhibit focus behaviors ensure that organizations achieve not only short term EM and ES goals but also innovation and quality enhancement. The presence of environmental managers or leaders in Public universities in Kenya is crucial, they play a major role to guide line managers and other employees in terms of gaining full staff co-operation towards implementing environmental policies. These environmental managers have to solicit allies, nurture supporters and create networks of problem-solvers who are willing to act as change agents. Environmental managers plays critical role in ensuring public universities comply with International Standards Organization (ISO), rules and standards as well as governmental and International Standards.

2.2.3 Ownership and Organizational Identification Theory

According to Pratt & Dutton (2000) Ownership is a concept that involves a feeling of possession of an issue, and a feeling that the issue is a legitimate action focused on emotional reactions and interpretations to organizational issues which can either promote or retard an individual's sense of issue ownership. The study builds upon research on issue interpretation in organizations and subsequent links to pattern of action. We examine this notion further and apply their theoretical frame to current research that investigates the relationship between environmental issues and emotion; we find the application of this theory is useful in explaining seemingly contradictory results between environmental psychology and management research findings.

One of the key findings from the study was that emotional intensity differentiated issues that were fully owned from those that were not. They found that those issues that were strongly owned were associated with a narrow range of similar emotions with a high average intensity. Conversely, issues that were not owned had limited ownership and were associated with a low average intensity and ambivalence. Their findings also suggested that both positive and negative emotions resulted in strong ownership. This is likely also to be true for environmental issues. According to Vining's (1987) study of environmental decision making found that 'hot' emotional messages were more likely to elicit pro-conservation decisions by respondents.

Other studies have shown that both positive and negative emotion significant predictors of pro-environmental behavior (Pooley & O'Connor, 2000). Pratt & Dutton (2000) found that while emotional intensity was important in differentiating issue ownership, the valence of emotion also became important when it was examined in relation to the social identities of the individuals in their study. They identified both work and non-work identities as relating to social issues. For example where issues were strongly owned, participants identified a small range of negative emotions (annoyance and frustrations) positive emotions (hope and excitement) with general ambivalence, with no clear differentiation between the current and ideal organizational identities.

Further support for this notion is provided by Markus & Nurius (1986) work on the possible self. They suggest that possible selves are "the cognitive manifestation of

enduring goals, aspirations, motives, fears and threats, they provide essential link between the self-concept and motivation”. Their work suggests that that possible self are important as incentives for future behavior and also because they provide an evaluative and interpretive context of current and possible future identities of the organization, which when examined with the valence of emotional response is likely to predict the degree of issue ownership.

In the organization they studied, Pratt & Dutton (2000) also found that issues were only fully owned by organizational members when issues were linked to organizational identities. A tight connection between an organizational identity and an organizational issue allows members to feel connected, attached, and part of the issue. Therefore, we suggest that identification with the organization is likely to be an important variable when examining ownership of environmental issues within organizations. Organizational identification according to Dutton et al (1994) is the cognitive connection that occurs when a person’s self-concept contains the same attributes as those they perceive to be in their organization. Using this, there is a support for the proposition that organizational identification can result in stronger issue ownership.

According to Bansal (2003), ethnographic studied environmental issues in two organizations. Her findings suggest that the congruence between an individual’s concern about an issue and the values of the organization were key variables in the success of addressing environmental issues, that is, without alignment between the values of the individual and the organization, the issue would remain unresolved. It is likely that what Bansal is suggesting could be described through framework of organizational identification, (Pratt & Dutton, 2000) suggest organizational identification is a necessary for organizational action.

There is also evidence to suggest that the pro-environmental climate may moderate the relationship between identification and environmental issue ownership. Use of ownership and organizational identification theory in institutions of higher learning in Kenya is needed to boost environmental sustainability and other functions in the institutions. Wider employee participation and involvement in EMS rather than restricting it to managers and specialists is often seen as crucial to successful outcomes. This is so since employees’ feels ownership of the success. Although

market, business and regulatory demands remain key drivers of EM employees themselves are often reported as a source of pressure for organizations to address environmental issues. Ownership and organizational identification in EM and ES has been reported as improving the key outcomes of EMS through efficient resources usage, reducing waste and reducing pollution from workplaces.

2.3 Conceptual Review

It is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. The interconnection of these blocks completes the framework for certain expected outcomes.

2.3.1 Developing Green Abilities and Environmental Sustainability

General Job descriptions can be used to specify a number of environmental aspects. These include environmental reporting roles and health and safety tasks, which staffs are exposed to harmful substances/potential emissions, and matching personal attributes to needed environmental competencies, i.e. buying-in specialist competencies via new hires or investing in training. Induction for new recruits is seen to be needed to ensure they understand and approach their corporate environmental culture in a serious way (Wehrmeyer, 1996). Candidate preferences for green organizations also seem to be impacting on organizational practice with some employers increasingly influenced by ‘green job candidate’ thinking in planning their recruitment strategies (Brockett 2006).

Creating and sustaining a pro-environment organization also requires the organization to hire employees who are willing to engage with EM activities. The green agenda appears to be impacting on the criteria some employers require in new hires. For example, a survey of 94 Brazilian firms with ISO14001 certification found recruiters preferring candidates with environmental knowledge and motivation (Jabbour, Santos & Nagano 2010). Although there are as yet few systematic studies of “green-collar” recruitment practices, there is a growing advice industry of self-help guides on how to find a green job that includes case study and employer interview evidence about their hiring practices (Parks & Helmer 2009; Cassio & Rush 2009; Llewellyn & Golden 2008).

Literature reports the use of job descriptions and personnel specifications which emphasize environmental aspects of the job and interview protocols which probe applicant environmental knowledge, values and beliefs. U.K. survey data reports that high-achieving graduates judge the environmental performance and reputation of a company as a criterion for decision-making when applying for jobs (CIPD 2007). HR professionals also appear to believe that environmental reputation is important, especially for younger employees. Organizations believe that a policy on environmental management is important in recruiting and retaining younger workers (Philpott & Davies 2007).

A wider survey by the British Carbon Trust – an organization set up by the U.K. Government in 2001 to help organizations cut carbon emissions – shows over 75% of 1,018 employees considering working for a firm see it as important that such firms have an active policy to reduce carbon emissions (Felgate, 2006). Since career development is an ongoing, dynamic process, Kenyatta University and other public universities employees in Kenya need encouragement and support in reviewing and reassessing their goals and activities. Formal training and classes away from the job are effective in providing new information but adult employees also need to practice the new skills. Employees need to be facilitated to acquire professional development skills and knowledge that go beyond the scope of employers' job description. This will be necessary for employees who do not play an active role in environmental sustainability and management within the university.

2.3.2 Green Motivational Strategies and Environmental Sustainability

Monetary and nonmonetary rewards are potentially powerful tool for supporting EM activities. Managers and executives, tying incentive pay to the attainment of environmental goals may help focus attention and invigorate efforts aimed at achieving them (Milliman & Clair, 1996). In the United States, companies such as Dupont have experimented with tying the salaries and bonuses for middle managers and senior officers to environmental stewardship practices and performance (May & Flannery, 1995). In Europe, bonuses to environmental performance goals and encourages line managers to allocate rewards to motivate the environmental behaviors of employees (Ramus, 2002).

The effectiveness of executive pay practices is suggested by a longitudinal study of 469 US firms operating in high-polluting industries. Results revealed that firms with good environmental performance paid their CEOs more, and basing pay on long-term company results was associated with greater pollution prevention success (Berrone & Gomez-Mejia, 2009). Developing effective monetary incentives can be challenging due to the difficulty of accurately and fairly evaluating environmental behaviors and performance (Fernandez, Junquera & Ordiz, 2003). Organizations must strive to find the right balance between the uses of motivational. If punishment for low performance on environmental goals is viewed as too harsh, managers may withdraw from EM actions, and if too weak, they may fail to stimulate managers to take significant action.

The structure of an organization's base pay also can be used to reward employees who contribute to achieving environmental objectives, by including factors such as knowledge of environmental regulations and assessing responsibility for decisions with potential environmental consequences when conducting job evaluation studies. For example, salaries offered to recent graduates recruited at Shell UK, the Oil Company, take into account and reward knowledge and experience related to bio-fuels (Brockett, 2007). Recognition programs are another popular component of corporate environmental initiatives. Other non-monetary rewards some firms recognize employees who have contributed to meeting environmental goals through paid vacations, time off, preferred parking, and gift certificates (Govindarajulu & Daily, 2004).

Work organizations are ideally seen to benefit from establishing reward system to motivate employees for waste reduction practices. Public universities in Kenya can come up with environmental Respect Awards program which recognizes employee environmental achievements, offer rewards for suggestions that individual staff make to help environment increase profitability and even Rewards Packages related to acquiring designated skills and competencies e.g knowledge of environmental legislation. In general such universities are seen to need to develop rewards to produce desirable behaviors in EM and ES and doing so requires effective employment of both incentives and disincentives.

2.3.3 Providing Green Opportunities and Environmental Sustainability

According to Callenbach et al., (1993), in order to carry out green management, employees must be inspired, empowered and environmentally aware for greening to be successful. Corporate green management requires a high level of technical and management skills in employees, since the company will develop innovation-focused environmental initiatives and programmes that have significant managerial implications. In this respect, the introduction of training programmes aimed at increasing the employees' environmental awareness and courses specifically addressed to the development of new technical and management competencies has a basic importance for fostering environmental innovations (Hart, 2005; Perez-Sanchez et al., 2003).

A number of rationales for using Employee Involvement (EI) teams in EM include the ideas that they can cut waste (as employees are seen to have the most knowledge of the work processes and products involved); can manage such complex work well; and that using them helps build employee pride and commitment in their work. Using EI in the EM domain is not only seen as changing how work processes are performed, but also in terms of improving worker health and safety too. Fernandez, Junquera & Ordiz (2003) argue that 'an advanced environmental approach demands a culture based on ecological values', which is made in part by managers leading EI in environmental issues – a mix of manager and worker training, ecological awareness and high levels of motivation to generate enhanced environmental performance.

The two key gains from introducing Green EI initiatives are seen to be improvements in environmental and worker health and safety, and the development of more knowledgeable employees and supervisors (Govindarajulu & Daily, 2004). A number of rationales for using EI teams in ES and EM in public universities in Kenya include ideas that they can cut out waste, manage such complex work well and that using them help build employee pride and commitment in their work. An advanced environmental approach demands a culture based on ecological values which made in part by managers leading EI in environmental issues, ecological awareness and high level of motivation to generate enhanced environmental performance.

2.3.4 National Environmental Management Authority (NEMA)

The National Environment Management Authority (NEMA) is established under the Environmental Management and Co-ordination Act No. 8 of 1999 (EMCA) as the principal instrument of Government for the implementation of all policies relating to environment. EMCA 1999 was enacted against a backdrop of 78 sectorial laws dealing with various components of the environment, the deteriorating state of Kenya's environment, as well as increasing social and economic inequalities, the combined effect of which negatively impacted on the environment. The supreme objective underlying the enactment of EMCA 1999 was to bring harmony in the management of the country's environment.

Section 9(i) of EMCA mandates the Authority to exercise general supervision and coordination over all matters relating to the environment and to be the principal instrument of the Government of Kenya in the implementation of all policies relating to the environment.

The Authority is a Semi-Autonomous Government Agency (SAGA) in the Ministry of Environment, Water and Natural Resources and has been in operation since 1st July 2002. The Authority works closely with lead agencies and development partners, the latter who include UNEP, UNDP and DANIDA. Since its establishment NEMA has implemented three strategic plans and has been on performance contracting as required by the State Corporation (performance contracting) Regulations, 2004 legal notice No. 93.

Under these regulations, Boards of Directors in state corporations, among others, are required to sign performance contracts with the Government, against which they are periodically evaluated. There is a great deal of increase in the level of environmental pollution and waste from emerging organizations and from industries. This has resulted in increase in implementation of policies by governmental and private sector with the aim of reducing the rapid destruction to the non-renewable resources and the ultimate negative impact it would have on societal consequence. Therefore public universities in Kenya need to come up with policies and regulations to ensure environmental sustainability and management, these policies should be in accordance with the NEMA guidelines.

2.3.5 Concept of Environmental Sustainability

Environmental sustainability is responsible interaction with the environment to avoid depletion or degradation of natural resources and allow for long-term environmental quality. Environmental sustainability efforts in organizations appear to follow a three-stage model (Jabbour & Santos, 2006). The first stage involves the organization reacting to environmental legislation and product requirements. During this initial phase, the company seeks to comply with regulations or use its economic/political muscle to influence its regulatory environment. The second phase focuses on prevention of harm to the environment (e.g., preventing pollution, ensuring proper waste disposal).

The third stage is characterized by voluntary proactive actions and change to ensure long-term environmental sustainability. Environmental sustainability is meeting “the needs of the present without compromising the ability of future generations to meet their own needs” (Brundtland, 1987) and “improving the quality of human life while living within the carrying capacity of supporting eco-systems” (IUCN, UNEP, WWF, 1991). Accordingly, corporate environmental performance refers to organizational performance in managing natural resources and the natural environment in the process of conducting business. It includes both pro-environmental initiatives that organizations undertake and environmental outcomes.

The former focuses on what organizations do for environmental sustainability. The latter corresponds to the ecological impact or footprint of organizational activities. Confounding the two can be problematic. The distinction between company pro-environmental initiatives and environmental outcomes is analogous to the distinction made between employee behaviors that make up job performance and the outcomes of such behaviors (Campbell, 1990), which are often only distally related to actual performance. Leaders have long been recognized as important drivers and motivators of organizational behaviors (Bass, 1960). The effectiveness of organizational interventions depends on top management commitment (Rodgers, Hunter, & Rogers, 1993).

No organization is yet sustainable, but environmentally proactive organizations have attempted to prevent pollution to minimize resource use and redesign products and services in order to move towards sustainable operations. In the mid-1980s, many corporations began focusing on ‘greening’ their businesses. Therefore Kenyan public universities need to be proactive in environmental protections since it is a source of

competitive advantage. Policies of sustainable development and environmental protection should be adopted in an attempt to decrease their impact on natural environment.

2.4 Conceptual Framework

The study postulates that Environmental Sustainability (dependent variable) in public universities is influenced by three main green human resources practices namely; developing of green abilities, motivation of green employees and providing green opportunities (independent variables).

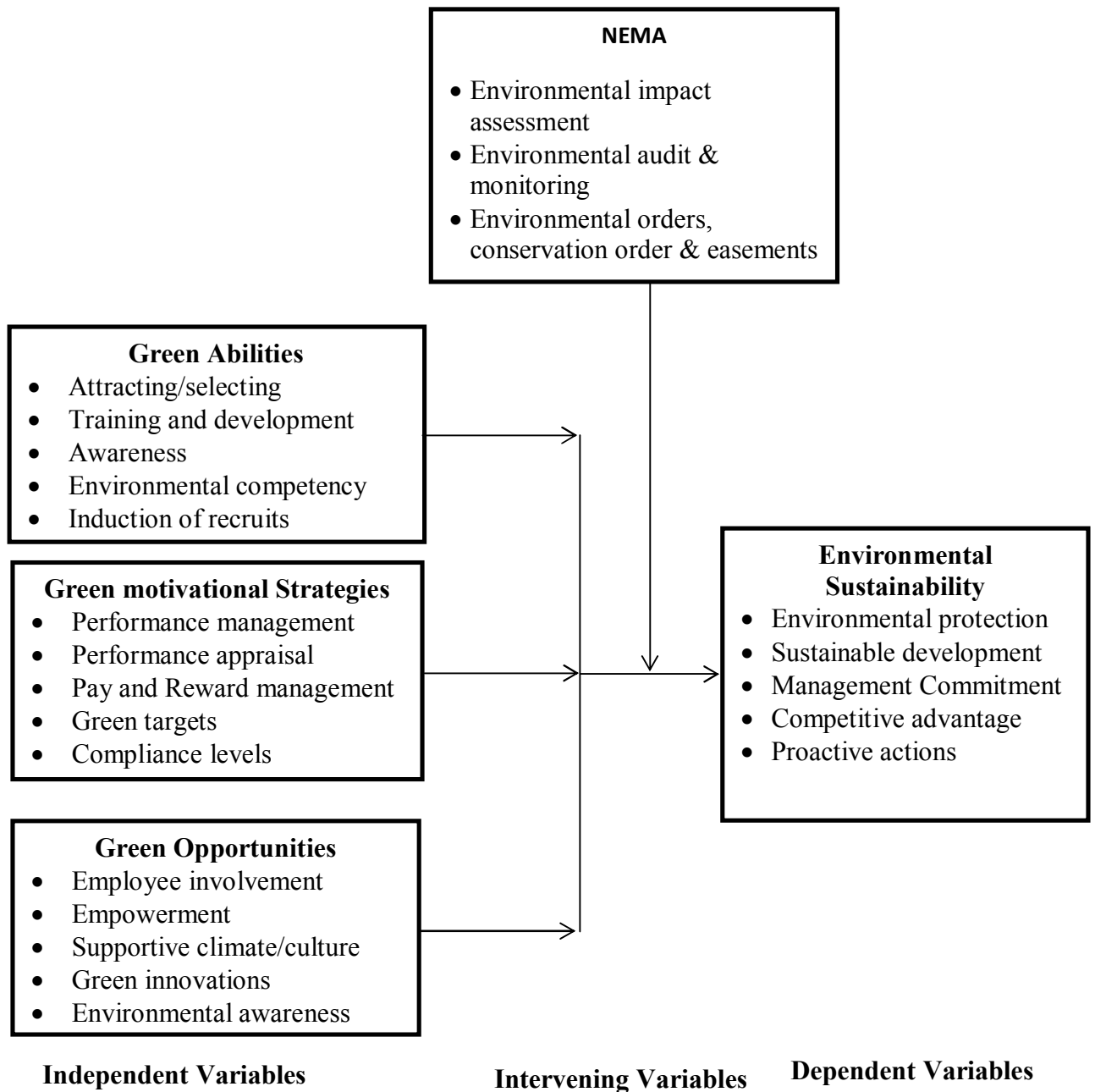


Figure 2. 1: Conceptual Framework

2.5 Summary of Reviewed Literature

The review finds considerable evidence of the positive impact of employee involvement in EM with evidence of an association with the key outcomes of efficient resource usage, reduced waste and pollution and also some evidence of a positive impact on employee outcomes such as increased job satisfaction. The GHRM area of attracting and developing staff is also increasingly researched in the literature. In sum, being seen as pro-environment is important in attracting high quality talent, not least because such firms generally receive better qualified and motivated job applicants. However, we know rather less about how organizations are selecting candidates in line with a pro-environment stance. The area of GHRM that we have the least knowledge base on is the motivation of employees to become involved in EM via performance appraisal and reward management practices. As yet, there are no reported studies of the impact of GHRM systems as a whole on either environmental outcome, such as waste reduction, or on wider organizational performance metrics. The individual GHRM activities discussed in this review may be better viewed as interdependent and reinforcing “bundles” of activities with a synergistic link between practices so that the impact of each element is enhanced when the others are also implemented. Studies that examine the impact of GHRM systems rather than individual practices would be especially useful in this respect. The role of emotions in relation to the pro-environmental behavior of individuals within organizations is an area worthy of further investigation. Provided this reviews and suggestions there is need for further research in the hope that researchers will reduce the practice-research gap in GHRM.

2.6 Research Gap

The studies reviewed have looked into the importance of GHRM practices vis-a vis ES in the organizations. However they have failed to address GHRM and ES in unison and clearly illustrate how GHR practices contribute to ES and performance of employees at large. Against the backdrop of studies on GHRM and ES is largely unclear especially in the Kenya’s context. The current study, therefore seeks to bridge the identified research gaps by determining the influence of GHRM practices on the ES in public universities in Kenya.

According to Okonkwo et al, 2015 in their study they established that effective talent management is key for organizational success and sustainable growth. This would allow organization to retain its top talent while increasing productivity. They further recommended that talent management system be integrated across all aspects of HRM. The current study seeks to recommend therefore that talent management be integrated into GHRM as this will help in recruiting and retaining essential talent which will work towards achieving organizational success and environmental sustainability.

According to (Fryxell & Lo 2003; Branzei *et al.* 2004; Chun 2009), the GHRM literature is largely a Western one and given the importance of Asian and African economic development for EM, this is an important gap for future studies to reduce. I also suggest that the notion of sustainability also applies to HRM itself. All too often accounts of strategic HRM assume that human resources are there to be consumed and exploited rather developed and maintained (Ehnert 2009) and a wider GHRM practice would help place sustainability at the heart of people management.

In the structure of environmental management Kenya, National Environment Council takes the lead role. Government officials including the Minister, Permanent Secretaries and the Director General of NEMA, dominate national Environmental Council. The other members are mainly appointees of the Minister and there is no criteria defined on how such appointments will be done. Given the mandate of the NEC in formulation of policies and directions and setting up goals and objectives in environmental management, the body is not satisfactorily representative of the public in Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter sets out the research methodology that was used to meet the objectives of the study. It includes the research design, target population, sampling frame and sampling technique, research instruments, data collection procedures, pilot testing and data processing and analysis.

3.2 Research design

Research design refers to the way a study is planned and conducted, the procedure and technique employed to answer the research questions (Orodho, 2003). A descriptive research design was used, specifically using a case study technique to carry out the study. The study employed both a qualitative and quantitative approach using structured questionnaire with open and close ended questions. The questionnaires were administered using both interview method and hand-delivered where the respondents fill the questionnaires on their own and return them to the researcher.

3.3 Target Population

According to Cooper and Schindler (2003), target population comprises all the elements from which the sample is actually drawn. According to Kenyatta University Staff registry, as of 2015, the total number of employees in its payroll from the main campus was 2,400. The figures change per day because of employee suspensions, dismissals, layoffs, quitting, sackings and other activities from the University Human resource department based in main campus. Kenyatta University is basically divided into various campuses. The target population for the study was employees of Kenyatta University main campus totaling 2,400. This is the population from which the sample was drawn.

3.4 Sampling Size and Sampling Technique

In this section, the size of the sample is outlined and also the technique adopted to extract the sample from the population

3.4.1 Determination of Sample Size

According to Kothari (2004), sample size is the number of items to be selected from the universe to constitute a sample. A sample of study is necessary because according to Welmen (2001) the size of the population usually makes it impractical and uneconomical to involve all the members of the population in research project. Therefore, we have to rely on the data obtained from a sample of the population. The minimum sample size was calculated to increase precision, confidence and variability. In order to determine a representative sample from the general population, Yamane's (1967) sampling formula was used. In this formula, a sample n is selected from a population N , taking a sampling error to be 5%. Therefore, a sample size of 96 respondents was used in the study. Given a population of 2400 and precision level of 0.1 the sample size is calculated as;

$$n = \frac{N}{1 + N(e)^2}$$

Where; n is the sample size; N is the population size and E is the level of precision (0.1)

$$n = \frac{2400}{1 + 2400 (0.1)^2}$$

$$n=96$$

The sampling frame of the study constituted 96 employees.

Table 3. 1 Sampling Frame

Designation	Frequency	Percent
Teaching	26	32.5
Administrators	28	35.0
Clerks	26	32.5
Total	96	100.0

3.4.2 Sampling Technique

Stratified random sampling method was used to identify a representative sample where basic generalizations were deduced. This is because in stratified random sampling method, each member of the target population has an equal and independent chance of being included in the sample. Stratified random sampling technique is a technique that identifies sub groups in the population and their proportions and selects from each sub group to form a sample. It groups a population into separate homogeneous sub sets that share similar characteristics so as to ensure equitable representation of the population in the sample, (Sakaran, 2003). The strata were identified on the basis of staff duties; stratified Random Sampling Technique was therefore used to get a representative of each stratum to ensure that the target population within each stratum is homogeneous.

3.5 Data Collection Procedure

The study collected both primary and secondary data. Primary data is the information the researcher obtained from the field. Primary data was collected using semi-structured questionnaires. The questionnaires were administered by the researcher in each and every department. The questionnaires were used because they allow the respondents to give their responses in a free environment and help the researcher get information that would not have been given if interviewers were used. The questionnaire was self-administered to all the respondents.

3.6 Data Collection Instruments

Data was collected using a survey questionnaire and interview guide. The survey was created using suitable questions modified from related research and individual questions formed by the researcher. Likert scale was used to determine if the respondent agreed or disagreed in a statement.

3.7 Pilot Testing

The research instrument was pre-tested before final administration to the respondents. According to Mugenda & Mugenda, (2003) pre-testing allows errors to be discovered before the actual collection of data begins and 1% of the population is considered

adequate for pilot study. Researcher conducted a pilot test to ensure that there is validity and reliability of instrument using Cronbach's alpha while conducting the research in order to obtain data that is consistent with the main objective. An alpha score of 0.70 or more indicated the instrument is reliable. Besides this, pre-testing aided the researcher in clearing any ambiguities and ensuring that the questions posed measure what it is intended.

Respondents in the pretest were drawn from one of the departments perceived to be knowledgeable in human resource matters. They were asked to evaluate the questions for relevance, comprehension, meaning and clarity. The instrument was modified on the basis of the pilot test before administering it to the study respondents. Cronbach Alpha was therefore used to test reliability of the instrument. A coefficient of 0.7 and above shows high reliability of data (Saunders, 2009). The Cronbach Alpha test of the instrument resulted in a value of 0.735 which is greater than 0.7, thus the questionnaires were reliable.

3.7.1 Validity of the Instruments

According to Bryman and Bell (2007), a valid instrument measures the concept in question accurately. In the study, the validity of the questionnaires will be observed by adhering to the characteristics of self-evident measures. These measures demonstrate the extent to which the instruments to be measured are supposed to measure, which was classified as face and content validity. Thus, in order to ensure face validity, the questionnaires were subjectively being assessed for presentation and relevance of the questions.

Measurement for validity is meant to determine whether the questionnaire measures what it purports to measure. It is to assess the degree to which results obtained from the piloting analysis actually represents the phenomenon under investigation. It is essentially concerned with both content and validity and construct validity. Content validity is to determine the degree to which the sample of the questions represents the content that the test was designed to measure. Construct validity is to measure the degree to which data collected from the questionnaire are meaningful and accurately reflect or represent the theoretical concept.

3.7.2 Reliability of the Instruments

A questionnaire with a high reliability will receive similar answers if it is done again and again or done by different researchers (Bryman & Bell, 2007). The reliability of the questionnaires was determined through the Cronbach alpha coefficient analysis. Cronbach alpha provides a good measure of reliability because holding other factors constant the more similar the test and conditions of administration are, the greater the internal consistency reliability.

3.7.3 Results of the Pilot Testing

A pilot study was conducted to test the reliability and validity of the questionnaire. A sample of 10 respondents was selected and the response was 100%. The Cronbach's Alpha Test was conducted on all measures for the independent and dependent variables which gave a threshold of more than 0.7. A correlation coefficient greater or equal to 0.7 is acceptable (George & Mallery, 2003). Therefore, all the variables were retained for the study. These results from the pilot study were not included in the final data analysis.

Table 3. 2: Reliability Test Results

Variable	No. of Test Items	Cronbach's Alpha
Developing green abilities	5	0.709
Motivational green strategies	4	0.718
Green opportunities	3	0.724
Sustainability	5	0.736

3.8 Data Processing and Analysis

Once the raw data had been collected, the first step was to clean the data for any inconsistencies. The coding of the data was next step. Descriptive and inferential statistics were used to explain results of the findings. These included means, frequencies and percentages. Analysis was done using a computer programme, the Statistical Package for Social Science (SPSS). In addition, the researcher used Pearson correlation multiple regression so as to determine the relationship between environmental sustainability (dependent variable) and the independent variables

namely; green abilities, green motivational strategies and green opportunities. The following multiple linear regression function was specified for this study.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Y is the dependent variable (Environmental sustainability), β_0 is the regression coefficient/constant/Y-intercept, β_1 , β_2 and β_3 are the coefficients of the linear regression equation.

X_1 : Developing Green abilities

X_2 : Green motivational strategies

X_3 : Green abilities, ε is an error term

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

The purpose of the study was to determine the effects of Green Human Resource Management practices on Environmental Sustainability in Public Universities in Kenya with a focus on Kenyatta University. This chapter presents and discusses the research findings of the demographic characteristics followed by both the descriptive, inferential and regression analyses respectively. The study findings are accompanied by discussions and implications of the findings.

4.2 Response Rate

The study targeted a sample size of 96 participants out of which 85 questionnaires were filled and returned. 80 questionnaires were completely well filled giving a response rate of 83.3%. This response was very good enough and representative of the target population. The higher response rate was occasioned by the researcher who took time to explain and clarify issues to the respondents before he left them the questionnaire to fill.

4.3 Demographic Characteristics of the Respondents

The study analyzed the demographic characteristics of the participants covering gender distribution, age categories, level of education, job designation and working experiences of the respondents.

4.3.1: Gender Distribution of the Participants

Table 4. 1: Gender Distribution of the Participants

Gender	Frequency	Percent (%)
Male	51	64.0
Female	29	36.0
Total	80	100.0

The study sought to establish the gender distribution of the participants in Kenyatta University. From the findings, the males made the majority of the participants at 64% while the females formed 36% of the participants as shown in Table 4.1

4.3.2 Staff Designation

Table 4. 2: Current Staff Designations

Staff Designation	Frequency	Percent (%)
Teaching staff	26	32.5
Administration	28	35.0
Clerks	26	32.5
Total	80	100.0

In addition, the study investigated the current staff designations at the Kenyatta University main campus. From the findings shown in Table 4.2, majority of the staff were in administrative roles (35%) while the teaching staff and clerks each formed 32.5% of the respondents respectively. This further confirms that the non-teaching staffs were the majority at the Kenyatta University main campus.

4.3.3 Participants as per Departments

Table 4. 3: Participants' Departments

Department	Frequency	Percent (%)
Public Health	7	8.8
Environmental	12	15.0
Education	17	21.3
HRM and/ personnel	14	17.5
Engineering	7	8.8
Business and finance	18	22.5
Hospitality and tourism	5	6.3
Total	80	100.0

The study further sought to establish the departments in which the participants worked in Kenyatta University. The results in Table 4.3 show that majority of the participants were in Business and Finance departments (22.5%), followed by those in Education (21.3%), HRM and/ personnel (17.5%), Environment (15%), Engineering and Public Health both had 8% each while Hospitality and tourism (6.3%) were the least.

4.3.4 Participants Working Experience

Table 4. 4: Participants' Working Experience

Duration (Years)	Frequency	Percent (%)
Less than 5 years	16	20.0
5-10 years	10	12.5
10-15 years	25	31.3
15-20 years	12	15.0
20-25 years	17	21.3
Total	80	100.0

The researcher in addition wanted to find out the working experience in terms of number of years the participants had worked. The results in Table 4.4 shows that the majority of the participants had worked for between 10 to 15 years (31.3%) followed by those who had worked for 20-25 years (21.3%). Further, 15% had worked for 15-20 years, 20% had worked for less than 5 years while 12.5% had worked for 5-10 years respectively. These findings indicates that majority of the participants when combined had worked for between 10 to 25 years (67.6%). Accordingly, this implies that majority of the respondents had garnered dependable skills, experience and knowledge in their various departments, tasks and jobs. Therefore, the participants were competent to adequately respond to the research questions.

4.4 Descriptive Analysis

Descriptive analysis focuses on describing the basic feature of the data in a given study (Cooper & Schindler, 2013). In this section, descriptive analysis was used to summarize data regarding to green abilities, green motivational strategies and green opportunities and their influence on environmental sustainability at Kenyatta University.

4.4.1 Descriptive Analysis of Developing Green Abilities

Table 4. 5: Descriptive Analysis of Developing Green Abilities

Statement Developing Green Abilities	N	SA	A	N	D	SD	Mean	S.D
1.My application for employment at Kenyatta University was based on green issues	80	10.0%	11.2%	2.5%	52.5%	23.8%	2.31	1.239
2.During the interview questions on environmental management and sustainability were asked	80	11.3%	7.5%	6.2%	52.5%	22.5%	2.33	1.230
3.Green/ environmental issues were addressed during the induction process	80	5.0%	20.0%	12.5%	50.0%	12.5%	3.15	1.181
4.Green/ environmental issues were included in my job description	80	10.0%	26.2%	13.8%	40.0%	10.0%	3.14	1.209
5.We have been trained on green HRM to increase awareness, skills and expertise	80	6.3%	25.0%	17.5%	30.0%	17.5%	3.24	1.210

The study further sought to analyze the development of green abilities at Kenyatta University main campus. The first statement asked the participants whether their application for employment at Kenyatta University was based on green issues. The results in Table 4.5, the mean score was 2.31 suggesting that the participants disagreed (52.5%) on the statement. The standard deviation of 1.239 implies the participants had very divergent responses on the statement. Further, the study sought to find out whether during the interview questions on environmental management and sustainability were asked. The mean scores of the responses was 2.33 implying the participants disagreed (52.5%) with the statement.

The standard deviation of 1.230 indicates that the participants were not cohesive on their responses. The third statement sought to establish if Green/ environmental issues were addressed during the induction process. The respondents were neutral (50%) with a mean score of 3.15 (approximately mean of 3) and standard deviation of 1.181. Moreover, the study in the fourth statement asked participants whether Green/ environmental issues were included in their job descriptions. Again, majority were neutral (40%) with a mean of 3.14 and standard deviation of 1.209 implying indifference in responses to the statement. The fifth statement asked participants whether they had been trained on green HRM to increase awareness, skills and expertise. The mean score of the responses was 3.24 and standard deviation of 1.210.

In conclusion, the participants were neutral on all statements of developing green abilities in Kenyatta University. The findings suggest that developing green abilities has not been adequately adopted in fostering environmental sustainability. The findings are congruent with those of Renwick et al. (2008) who reported that the implementation of rigorous recruitment and selection of employees, performance-based appraisal system, introduction of training programmes aimed at increasing the employees' environmental awareness and development of new technical and management competencies have a basic importance for fostering environmental innovations. The researcher sought to find out other ways of developing green abilities among the employees that Kenyatta University could adopt. The participants indicated that policy formulation to guide GHRM and environmental sustainability, training of employees and recruitment of experts in environmental issues should be seriously taken into consideration in order to develop green abilities at Kenyatta University.

4.4.2 Descriptive Analysis of Green Motivational Strategies

Table 4. 6: Descriptive Analysis of Green Motivational Strategies

Statement on GMS	N	SA	A	N	D	SD	Mean	S.D
6. Green/environmental performance indicators are included in performance management and appraisals systems	80	10.0%	27.5%	38.5%	20.0%	3.8%	3.31	1.026
7. Communication of green schemes to all levels of staff through performance appraisals scheme and establishment of firm-wide dialogue on green matters are done	80	13.8%	23.8%	47.5%	11.3%	3.8%	3.33	.978
8. Employees within my department are given set of green targets, goals and responsibilities	80	15.0%	21.3%	48.8%	11.3%	3.8%	3.33	.991
9. There are benefits in performance management system for compliance/meeting the green/environmental management and sustainability goals	80	27.5%	47.5%	16.3%	7.5%	1.3%	3.93	.925

Additionally, the study sought to analyze green motivation strategies being used or implemented in Kenyatta University main campus. In order to determine the contribution of green motivation strategies to environmental sustainability, the participants were asked whether Green/environmental performance indicators were included in performance management and appraisals systems. The responses mean

score was 3.31 and standard deviation of 1.026 as illustrated in Table 4.6. The result suggest that majority (38.5%) of the participants were neutral on their responses to the statement. Further, the study sought to determine if communication of green schemes to all levels of staff through performance appraisals scheme and establishment of firm-wide dialogue on green matters were done. The mean score of 3.33 indicate the majority of the participants were neutral (47.5%) to the statement. The standard deviation of 0.978 indicates that the participants were cohesive in their responses to the statement. The findings are consistent with Lozano (2011) that the numbers of higher education institutions undertaking sustainability reporting and the level of that reporting is still in its early stages compared to corporations.

The participants were also asked whether employees within their departments were given set of green targets, goals and responsibilities. Once again, the participants were neutral (48.8%) with a mean score of 3.33 (approximately 3) and standard deviation of 0.991 meaning the responses did not vary from the mean by more than 0.991. The fourth statement asked participants whether there were benefits in performance management system for compliance/ meeting the green/environmental management and sustainability goals. The mean response score of 3.93 indicates that majority of the participants were in agreement (47.5%) with the statement. This was supported by a mean of 0.925 which implies there was cohesion by the participants on their responses to the statement. The findings are congruent with those of Merkel & Litten (2007) who posited that generally, the higher education sector has lagged behind government and business sectors in rising to the environmental challenge, but over the last decade universities have demonstrated increasing initiative in applying sustainability principles. The study further asked the participants to enlist other green motivational strategies that Kenyatta University should consider to encourage environmental sustainability. The participants suggested that measuring performance based on Environmental management and sustainability issues, monetary motivation, non-monitory motivation and involvement of all employees should be prioritized. In their opinions, the aforementioned factors are the foundation for a successful green motivation strategy in Kenyatta University.

4.4.3 Descriptive Analysis of Green Opportunities

Table 4. 7: Descriptive Analysis of Green Opportunities

Statement	n	SA	A	N	D	SD	Mean	S.D
10. We are involved in green and other environmental sustainability issues in the university	80	60.0%	37.4%	1.3%	1.3%	3.8%	4.56	.592
11. The university empower and encourage us to make suggestions and contributions on environmental improvement	80	46.3%	46.3%	7.4%	0.0%	0.0%	4.39	.626
12. The university offer managerial and supervisor support to develop employee engagement in environmental sustainability	80	52.5%	37.5%	8.8%	1.2%	0.0%	4.41	.706

The study asked the participants whether they were involved in the green and other environmental sustainability issues in the university in Table 4.8. Majority of the respondents (60.0%) strongly agreed (mean = 4.56) with the statement that they were involved in environmental sustainability issues. The standard deviation indicates that the responses did not vary from the mean by more than 0.592. The participants were also asked whether the university empowered and encouraged them to make suggestions and contributions on environmental improvement. The majority were in agreement (46.3%) with a mean of 4.39 and standard deviation of 0.626. Moreover, the study sought to find out if the university offered managerial and supervisory support to develop employee engagement in environmental sustainability. The results revealed that majority of the participants (52.5%) were in agreement with a mean of 4.41 and standard deviation of 0.706.

4.4.4 Descriptive Analysis of Green Human Resource Management (GHRM)

Table 4. 8: Descriptive Analysis of Green Human Resource Management (GHRM)

Statement	N	SA	A	N	D	SD	Mean	S.D
13. Members of my department are aware of Green HRM practices	80	8.8%	15.0%	32.5%	27.5%	16.3%	2.73	1.169
14. Members of my department are aware of environmental sustainability issues	80	48.8%	41.3%	2.5%	3.8%	3.8%	4.28	.968
15. The university has made a lot of efforts to create awareness on Green HRM practices	80	3.8%	31.3%	32.5%	20.0%	12.5%	2.94	1.083
16. Members of my department have participated on green/ environmental issues	80	48.8%	35.0%	11.3%	1.3%	3.8%	4.24	.971
17. Members of my department are aware of NEMA policies and regulations	80	33.8%	51.3%	10.0%	3.8%	1.3%	4.13	.832

In order to determine the development of green human resource management, the participants were asked to respond to a set of statements on a five point scale. The first statement was that members of the department were aware of Green HRM practices. As shown in Table 4.7, the mean score for responses was 2.73 indicating that a majority of the participants were neutral (32.5%) with this statement. The standard deviation indicates that a majority of responses did not vary from the mean by more than 1.169. The finding is not consistent with Philpott & Davies (2007) who posited that HR professionals appear to believe that environmental reputation is important; especially for younger employees and that organization believe that a policy on environmental management is important in recruiting and retaining younger workers. Accordingly, majority of the participants in the study were neutral on the awareness of Green HRM practices at Kenyatta University.

The second statement sought to determine whether the members of the department were aware of environmental sustainability issues. A mean of 4.28 suggests that a majority of the participants were in strong agreement (48.8%) with the statement. A standard deviation of 0.968 indicates that the responses did not vary from the mean score by more than 0.968. The third statement asked respondents whether the university had made a lot of efforts to create awareness on Green HRM practices. A mean score of 2.94 implies that majority of the respondents were neutral (32.5%). The standard deviation was greater than 1 at 1.083 implying that the participants had divergent views on the statement.

The fourth statement sought to establish whether the members of the respondents' departments had participated on green/ environmental issues. Majority of the participants were strongly in agreement (48.8%) with a mean score of 4.24 and standard deviation of 0.971 showing that the respondents were cohesive on their responses to the statement. The fifth statement sought to determine if the members of the respondents' departments were aware of NEMA policies and regulations. The majority of the respondents were in agreement (51.3%) with a mean score of 4.13 and standard deviation of 0.832. This could be attributed to the availability of information on NEMA through various channels and requirements currently in all the sectors of the economy touching on development initiatives. The study further wanted to establish the other activities in line with Green HRM practices Kenyatta University could adopt to ensure Environmental sustainability. From the participants' responses, creating awareness, training, workshops and seminars and implementing a waste management control policy are critical factors that should be incorporated into the Green HRM practices.

4.5 Inferential Analysis

Inferential analysis focuses on the strength and direction of relationship between variables and inferring the findings from the sample to the population (Bryman & Bell, 2015). The researcher undertook correlation analysis to establish the underlying relationships between the independent and the dependent variables.

4.5.1 Relationship between Green Abilities and Environmental Sustainability

Table 4. 9: Relationship between Green Abilities and Environmental Sustainability

		Developing Green abilities
Environmental sustainability	Pearson Correlation	.615**
	Sig. (2-tailed)	.000
	N	80

** . Correlation is significant at the 0.01 level (2-tailed).

The hypotheses on green abilities were as follows:

H₀: There is no significant relation between developing of green abilities and environmental sustainability at Kenyatta University.

H_A: There is significant relation between developing of green abilities and environmental sustainability at Kenyatta University.

The study selected 99% level of significance and conducted a correlation analysis to establish the relationship between green abilities and environmental sustainability. From the results in Table 4.9, the researcher established that there was a strong positive significant relationship ($r = 0.615$) between green abilities and environmental sustainability in Kenyatta University. In order the significance of the relationship, the study used t-test with (N-2) degrees of freedom for a two tailed test at 0.01% level of significance. The t-test statistic is 2.371 and the critical t-value is 0.0883. Basing on the rule for significance level, the study rejects the null hypothesis because the t-statistic (6.889) is greater than the critical t-value (2.371) and concludes that there is a significant relationship between developing of green abilities and environmental sustainability at Kenyatta University.

Table 4. 10: Results of t-test on Green Abilities and Environmental Sustainability

N	99% Significance	Level of R	t (Statistic)	Df
80	2.371	0.615**	6.889*	78

*P < 0.01.

Therefore, it is evident that developing Green abilities is very important in enhancing environmental sustainability. This implies that enhancing the development of green abilities has the potential to enhance environmental sustainability. The findings are congruent to those of ILO (2008) which stipulated that skills development is crucial to stimulating sustainable development by helping increase both productivity of enterprises and employability of workers. Investment in education and training helps pivot an economy towards green and dynamic growth sectors that provide good jobs and hence is the development of green abilities in public universities.

4.5.2 Relationship between Green Motivational Strategies and Environmental Sustainability

Table 4. 11: Relationship between Green Motivational Strategies and Environmental Sustainability

		Green Motivational Strategies
Environmental Sustainability	Pearson Correlation	.620*
	Sig. (2-tailed)	.024
	N	80

*. Correlation is significant at the 0.01 level (2-tailed).

H₀: There is no significant relation between green motivational strategies and environmental sustainability at Kenyatta University.

H_A: There is significant relation between green motivational strategies and environmental sustainability at Kenyatta University.

The study selected 99% level of significance and conducted a correlation analysis to establish the relationship between green motivational strategies and environmental sustainability. From the results in Table 4.10, the researcher established that there was a strong positive significant relationship ($r = 0.620$) between green motivational strategies and environmental sustainability in Kenyatta University. In order the significance of the relationship, the study used t-test with (N-2) degrees of freedom for a two tailed test at 0.01% level of significance. The t-test statistic is 6.979 and the critical t-value is 2.371. Basing on the rule for significance level, the study rejects the null hypothesis because the t-statistic (6.979) is greater than the critical t-value (2.371) and concludes that there is a significant relationship between green motivational strategies and environmental sustainability at Kenyatta University.

Table 4. 12: Results of t-test on GMS and Environmental Sustainability

N	99% Significance	Level of R	t (Statistic)	Df
80	2.371	0.620*	6.979*	78

*P < 0.01.

This therefore implies that implementation of green motivational strategies equally enhances environmental sustainability and performance of the staff at Kenyatta University. As a result, the study rejects the null hypothesis and. The findings are congruent with those of OECD (2005), which reported that sustainable development and environment depends critically on the competences of all of our population – with competences understood to cover knowledge, skills, attitudes and values. To attain sustainable development, Kenya has ratified international conventions and domesticated them to suit local needs. Different regulations have been gazetted which include, Environmental Impact Assessment and Audit Regulations (2003) and Waste Management Regulations (2006). Green motivational strategies are directly linked to

technical skills, knowledge, attitudes and values by employees and organizations in order to promote environmental sustainability.

4.5.3 Relationship between Green Opportunities and Environmental Sustainability

Table 4. 13: Relationship between Green Opportunities and Environmental Sustainability

		Green Opportunities
	Pearson Correlation	.682*
Environmental Sustainability	Sig. (2-tailed)	.027
	N	80

*. Correlation is significant at the 0.01 level (2-tailed).

H₀: There is no significant relation between green opportunities and environmental sustainability at Kenyatta University.

H_A: There is significant relation between green opportunities and environmental sustainability at Kenyatta University.

The study selected 99% level of significance and conducted a correlation analysis to establish the relationship between green opportunities and environmental sustainability. From the results in Table 4.11, the researcher established that there was a strong positive significant relationship ($r = 0.682$) between green opportunities and environmental sustainability in Kenyatta University. In order to test the significance of the relationship, the study used t-test with (N-2) degrees of freedom for a two tailed test at 0.01% level of significance. The t-test statistic is 8.236 and the critical t-value is 2.371. Basing on the rule for significance level, the study rejects the null hypothesis because the t-statistic (8.236) is greater than the critical t-value (2.371) and concludes that there is significant relation between green opportunities and environmental sustainability at Kenyatta University.

Table 4. 14 Results of t-test on Green Opportunities and Environmental Sustainability

N	99% Significance	Level of R	t (Statistic)	Df
80	2.371	0.682*	8.236*	78

*P< 0.01.

The findings imply that inadequate green opportunities negatively impacts on environmental sustainability. The findings support those of Govindarajulu & Daily (2004) that the key gains from introducing Green EI initiatives are seen to be improvements in environmental and worker health and safety, and the development of more knowledgeable employees and supervisors. The findings are also congruent to those of Hasan (2013) who concluded that green distribution has an important part to play in the link between environmental innovation and competitive advantage. This study concluded that the benefits achieved by companies were increased efficiency, reduced cost, improved risk management and improved service.

4.6 Regression Analysis

Table 4. 15: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.776 ^a	0.602	0.600	2.452

a. Predictors: (Constant), Developing green abilities, Green motivational strategies and Green opportunities.

The researcher conducted a multiple regression analysis to assess the effects of Green Human Resource Management practices on Environmental Sustainability in Public Universities in Kenya. The Regression model summary in Table 4.12 shows that the three independent variables in the regression model (Developing green abilities, Green motivational strategies and Green opportunities) account for 60.2% of the total

variation in environmental sustainability because the ‘R square’ value is 0.602. The findings revealed that the three independent variables studied, explains only 60.2% of environmental sustainability. Therefore, further research should be conducted to investigate the other factors constituting (39.8%) that affect environmental sustainability in Kenyatta University main campus.

4.7 Multiple Regressions Analysis

Table 4. 16: Regression Coefficients

Model	Un-standardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.403	1.818		1.768	.0321
Developing Green abilities	0.614	0.319	0.280	3.309	.0220
Green Motivational Strategies	0.622	0.341	0.181	3.265	.0241
Green opportunities	0.643	0.326	0.174	3.231	.0251

a. Dependent Variable: Environmental sustainability

Multiple regression analysis was conducted to determine the relationship between Green Human Resource Management practices and Environmental Sustainability as shown in Table 4.14. Substituting the values in the equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

$$Y = 1.403 + 0.614X_1 + 0.622X_2 + 0.643X_3$$

The beta values that were obtained explained the regression equation. The standardized beta coefficients give a measure of influence of each variable to the model and indicate how much the dependent variable varies with an independent variable when all other independent variables are held constant. The regression model established that taking all factors into account (Developing green abilities, Green motivational strategies and Green opportunities) at zero, the constant is 1.403 as presented in Table 4.13. The findings imply that taking all other independent variables

at zero, a unit increase in developing green abilities leads to a 0.614 increase in environmental sustainability; a unit increase in Green motivational strategies leads to 0.622 increase in environmental sustainability while a unit increase in Green opportunities leads to 0.643 increase in environmental sustainability. The findings infer that Developing green abilities, Green motivational strategies and Green opportunities affects environmental sustainability at Kenyatta University.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions and recommendations which are provided below based on the objectives of the study.

5.2 Summary of the Findings

This section gives a summary of findings on the objectives of the study as obtained from the research findings and discussion.

5.2.1 Developing Green Abilities

The study sought to establish how green abilities are developed at Kenyatta University main campus, where five questions were asked, results were that majority of the participants (52.5%) disagreed with the statement that application for employment at Kenyatta University was based on green issues. The second question sought to find out whether questions asked during the interview were based on environmental /green issues, according to majority of participants (52.5%) they disagreed with the statement. Majority of the participants were neutral when asked whether green/ environmental issues were well addressed during the induction process and if the same were put in their job descriptions. Finally majority of the participants disagreed with the statement that they have been trained on GHRM to increase awareness, skills and expertise. The findings suggest that developing of green abilities has not been adequately adopted in fostering environmental sustainability. The participants indicated that that policy formulation o guide GHRM and environmental sustainability, training of employees and recruitment of experts in environmental issues should be taken into consideration in order to develop green abilities at Kenyatta University

5.2.2 Green Motivational Strategies

Concerning green motivation strategies the researcher presented four statements to the respondents to understand strategies being used or implemented at Kenyatta University main campus, participants were asked whether green performance indicators were included in performance management and appraisals systems, if communication of green schemes to all levels of staff through performance appraisals scheme and establishment of firm-wide dialogue on green matters were done and

whether employees were given set of green targets, goals and responsibilities. Majority of the participants (38.8%, 47.5% and 48.8%) were neutral on their responses to the statements. The final statement asked participants whether there were benefits in performance management system for compliance/ meeting green management and sustainability goals, majority of the participants agreed with the statement. The participants suggested that measuring performance based on EMS issues, monetary motivation, non-monetary motivation and involvement of all employees should be prioritized.

5.2.3 Providing Green Opportunities

The study found out further that most respondents have been involved in ES, empowered and offered managerial support to ensure environmental improvement and sustainability at Kenyatta University. Majority of the respondents strongly agreed (60%) with the statement that they were involved in environmental sustainability issues. Participants were also asked whether the university empowered and encouraged them to make suggestions and contributions on environmental improvement and if the university offered managerial and supervisory support to develop employee engagement in environmental sustainability, results revealed that majority of the participants agreed with the statements.

5.3 Conclusions

The objectives of the study were met and relationship between the independent and dependent variables determined. The following are the conclusions of the study per objective:

5.3.1 Developing Green Abilities

The study concludes that awareness on GHRM is still low, thus the notion that ES also need to be applied to HRM and a lot of effort to increase awareness is done. Most of the respondents were of the opinion that training will promote awareness on GHRM in Kenyatta University and other public universities in general.

The study concludes that to develop GHRM, more need to be done to ensure recruitment of environmentally conscious individual to address shortage of expertise

in environmental issues. Training on GHRM and ES will go further in creating awareness and improving skills among the employees.

Participants were neutral on all statements of developing green abilities at Kenyatta University. The findings conclude that green abilities have not been adequately adopted in fostering environmental sustainability. Therefore implementation of rigorous recruitment and selection of employees, performance-based appraisal system, introduction of training programmes aimed at increasing the employees environmental awareness and development of new technical and management competencies have a basic importance for fostering environmental improvements. Policy formulation to guide GHRM and environmental sustainability, training of employees and recruitment of experts in environmental issues should be taken into consideration in order to develop green abilities at Kenyatta University

5.3.2 Green Motivational Strategies

The study concludes that, inclusion of green/environmental performance indicators in performance management and appraisals systems and giving employees green targets, goals and responsibilities will set a strong foundation for a successful green motivation strategy at Kenyatta University

Communication of green schemes to all levels of staff through performance appraisals scheme and establishment of firm-wide dialogue on green matters and giving employees set of green targets, goals and responsibilities bring about motivation and encouragement to participate. Motivation of employees to be involved in ES via performance appraisal/ reward practices.

The study also concludes that measuring performance based on environmental management and sustainability issues, monetary motivation and non-monetary motivation should be put in the system to encourage employee participation and engagements on environmental activities.

5.3.3 Providing Green Opportunities

The study concludes that, Employee involvement in ES, making of suggestions and contributions on environmental sustainability and management and offering managerial support leads to efficient resource usage, reduced waste and pollution and positive impact on employee outcomes such as increased job satisfaction.

From the findings, the study concludes that Kenyatta University has done a lot to provide green opportunities to employees; more effort is needed to maintain and improve on the same.

5.4 Recommendations

The study therefore recommends the following

5.4.1 Developing Green Abilities

The study recommends that the notion of sustainability applies to HRM itself; GHRM practice would help place sustainability at the heart of people management. GHRM has potential to contribute positively to both employee well-being in the workplace, improving the working environment, satisfying the needs of an increasingly environmentally aware workforce and improved organizational performance.

The study recommends that to develop staff for environmental sustainability and management widespread use of environmental training, developing environmental knowledge bases and developing pro-environment managers and leaders of the future should be put in the University system.

5.4.2 Green Motivational Strategies

Kenyatta University should put in place diverse motivation strategies if it is to improve environmental management and sustainability through GHRM practices. One of the green motivation strategies is to personalize rewards employee recognition. This is where employees are allowed to choose their own from a menu of rewards, such as gift vouchers, holiday or extra time off.

The study recommends recruitment of environmentally conscious individual to address shortage of expertise in environmental issues and training on GHRM and ES to improve skills among the employees.

5.4.3 Providing Green Opportunities

The study recommends that Kenyatta University should adopt the use of multiple channels for organizational communication. One of the most effective ways to ensure that people get your message is to send it across multiple channels, this will encourage participation and giving opinions on GHRM and ES. Furthermore communication of green schemes and establishment of firm-wide dialogue on green matters encourage employees' participation on GHRM and ES matters.

The study further recommends introduction of green employee involvement initiatives through improvements in environment, worker health and safety and development of more knowledgeable employees and supervisors.

5.5 Suggestions for Further Studies

Further research is necessary as the findings were based on a relatively small sample that may have influenced the nature of results that were obtained. There is need to expand on the sample size and carry out similar research in other organizations in the country. The descriptive analysis that was used is always not sufficient to draw conclusions on a phenomenon, and to provide adequate information that can be used for policy development. Therefore, further research focusing on effects of green human resource management practices on environmental sustainability in Kenya need to be carried out.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Benard Langat Ndugi,

C/O Jomo Kenyatta University of Agriculture & Technology,

Nakuru campus,

P.O Box 1063-20100,

Nakuru.

10th July 2016

TO Deputy Vice-Chancellor,

Kenyatta University,

P.O Box 43844-00100,

Nairobi.

Dear Sir

RE: REQUEST FOR DATA COLLECTION

I am a student of **Jomo Kenyatta University of Agriculture and Technology pursuing Master of Science in Human Resource Management**. Pursuant to the pre-requisite course work, I would conduct a research project to determine the **Influence of Green Human Resource Management Practices in Public Universities in Kenya, A case study of Kenyatta University**.

I kindly therefore, seek your permission to collect data from respondents who are Kenyatta University employees, which will be used entirely for this research while observing utmost confidentiality.

Your assistance is highly valued. Thank you in advance

Yours sincerely

Benard langat



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Ref. No.

Date:

NACOSTI/P/16/97126/12442

20th July, 2016

Benard Ndugi Langat
Jomo Kenyatta University of Agriculture
And Technology
P.O. Box 62000-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of green human resource practices on environmental sustainability of public universities in Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **19th July, 2017**.

You are advised to report to **the Vice Chancellors of selected Universities, the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The Vice Chancellors
Selected Universities.

The County Commissioner
Nairobi County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX II: QUESTIONNAIRE

I am a post graduate student at Jomo Kenyatta University of Agriculture and Technology pursuing Master of Science in Human Resource and Management. I am doing a research on the influence of Green Human Resource Management Practices on Environmental Sustainability in public universities in Kenya. All information is for academic purpose and will be treated with confidentiality. Please complete each section as instructed.

Thank you.

Section A: Biodata Information

Please tick appropriate box

1 Type of staff

Teaching staff

Non-teaching staff

2 Gender

Male

Female

3 Current designation

Management

Teaching

Administrator

Clerk

4 Department.....

5 For how long have you worked with Kenyatta University?

Less than 5 years

5 - 10 years

10 - 15 years

15 - 20 years

20 - 25 years

25 and above

Section B: Developing green abilities

On scale of 1-5 indicate to what extent you agree or disagree with the following statement regarding **developing of green abilities** among the employees of Kenyatta University guided by the following scale

5- Strongly Agree (SA) 4- Agree (A) 3- Not Sure (NS) 2- Disagree (D) 1- Strongly Disagree (SD)

No	Statement on developing of green abilities	5	4	3	2	1
6	My application for employment at Kenyatta University was based on green issues					
7	During the interview questions on environmental management and sustainability were asked					
8	Green/ environmental issues were addressed during the induction process					
9	Green/ environmental issues were included in my job description					
10	We have been trained on green HRM to increase awareness, skills and expertise					

11 What other ways of developing green abilities among the employees should Kenyatta University adopt in your own opinion?

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Section C: Green motivational strategies

On scale of 1-5 indicate to what extent you agree or disagree with the following statement regarding **green motivational strategies** at Kenyatta University guided by the following scale

5- Strongly Agree (SA) 4- Agree (A) 3- Not Sure (NS) 2- Disagree (D) 1- Strongly Disagree (SD)

No	Statement on green motivational strategies	5	4	3	2	1
12	Green/environmental performance indicators are included in performance management and appraisals systems					
13	Communication of green schemes to all levels of staff through performance appraisals scheme and establishment of firm-wide dialogue on green matters are done					
14	Employees within my department are given set of green targets, goals and responsibilities					
15	There are benefits in performance management system for compliance/meeting the green/environmental management and sustainability goals					

16 What are other green motivational strategies that Kenyatta University should consider to encourage environmental sustainability?

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Section D: Providing green opportunities

On scale of 1-5 indicate to what extent you agree or disagree with the following statement on **providing of green opportunities** to employees at Kenyatta University guided by the following scale

5- Strongly Agree (SA) 4- Agree (A) 3- Not Sure (NS) 2- Disagree (D) 1- Strongly Disagree (SD)

PROVIDING GREEN OPPRTUNITIES

No	Statement on providing of green opportunities	5	4	3	2	1
17	We are involved in green and other environmental sustainability issues in the university					
18	The university empower and encourage us to make suggestions and contributions on environmental improvement					
19	The university offer managerial and supervisor support to develop employee engagement in environmental sustainability					

Section E

On the scale of 1-5 indicate what extent you agree or disagree with the following statement regarding **Green Human Resource Management (GHRM), Environmental Sustainability (ES)** and **NEMA** at Kenyatta University as guided by the following scale

5- Strongly Agree (SA) 4- Agree (A) 3- Not Sure (NS) 2- Disagree (D) 1- Strongly Disagree (SD)

Tick inside the box that best describes your opinion on the question asked.

No	Statement on GHRM and ES	5	4	3	2	1
20	Members of my department are aware of Green HRM practices					
21	Members of my department are aware of environmental sustainability issues					
22	The university has made a lot of efforts to create awareness on Green HRM practices					
23	Members of my department have participated on green/ environmental issues					
24	Members of my department are aware of NEMA policies and regulations					

25 in your own opinion what other activities in line with Green HRM practices should the university adopt to ensure Environmental sustainability.....

