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

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Abstract

Green management initiatives have become an important factor in forward thinking businesses around the world. Employees must be inspired, empowered and environmentally aware of greening initiatives. This is important in developing environmentally innovative solutions. There is a growing need to integrate green abilities into Human Resource Management policies for sustainable use of resources. The objective of the study was to establish the influences of green human resource management practices on environmental sustainability in Kenya. The study looked at the effects of selected Green abilities on environmental sustainability. The study employed a descriptive research design with a target population of 2400 employees of Kenyatta University with a sample size of 96 employees. The data was gathered using structured questionnaire. The collected data was summarized and analyzed using both descriptive and inferential analysis. Application for employment at Kenyatta University was not based on green issues (mean 2.31). Interview questions on environmental management and sustainability are rarely asked (52.5% disagreed).Green environmental issues were not adequately addressed at induction (mean 3.15). A strong positive significant relationship (r = 0.615) exist between green

motivational strategies and environmental sustainability.50.2% of environmental sustainability was explained by green abilities. Thus, to develop staff for environmental sustainability, training is critical in developing environmental knowledge base, employees and leaders of the future in the university systems.

Keywords: Training; Abilities; Sustainability; Environment; Performance; Competence; Awareness; Specifications

INTRODUCTION

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 (Sroufe et al., 1998; Daily et al., 2012; 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. 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).

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 to maintain and sustain a 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.

The general purpose of this study was to determine the influence of Green Human Resource Management practices on Environmental Sustainability at Kenyatta University, Kenya. To fully understand this issue; the research question posed was:

i) To what extent do green abilities affect environmental sustainability at Kenyatta University?

THEORETICAL LITERATURE

Ability, Motivation and Opportunity Theory (AMO Theory) proposed by Appelbaum*et al. (*2000) was adopted to identify the key green abilities areas that will impact on environmental management outcomes. AMO theory is one of the most commonly used conceptualizations on the impact of Human Resource Management (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 Opportunityto 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 Environmental Management (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 and 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.

EMPIRICAL REVIEW

This section reviews the relevant literature related to green abilities and their effects on environmental sustainability.

Effect of Developing Green Abilities on 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.

Figure 1. Conceptual Framework

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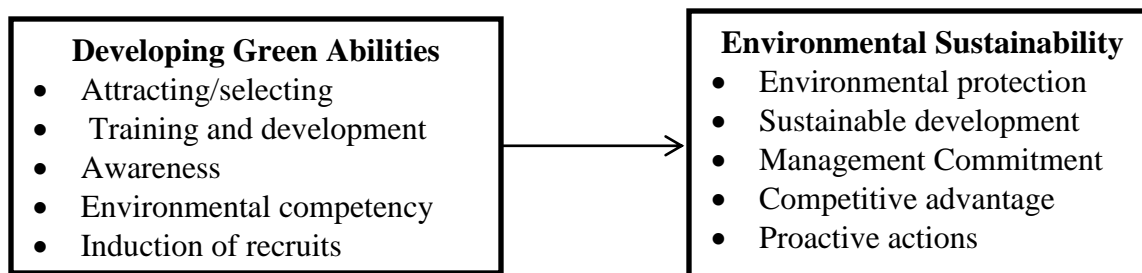
Critique of Reviewed literature Relevant to the Study

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 that we have the least knowledge base on is the development of green abilities of employees to become involved in Environmental sustainability via performance appraisal and reward management practices. As yet, there are no reported studies of the impact of developing green ability systems as a whole on either environmental outcome, such as waste reduction, or on wider organizational performance metrics. The role of emotions in relation to the pro-environmental behavior of individuals within organizations is an area worthy of further investigation.

Research Gaps

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 green human resource management 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.

METHODOLOGY

Research Design

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 approaches using a semi-structured questionnaire. The questionnaire was administered using both interview method and drop and pick later methodology. According to Cooper and Schindler (2003), target population comprises all the elements from which the sample is actually drawn. The target population for the study was 2400 employees.

Determination of Sample Size

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

Table 1. Sampling Frame

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

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 (Sakaran, 2003).

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.

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.

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. The 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. Cronbanch 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 Cronbanch Alpha test of the instrument resulted in a value of 0.735 which is greater than 0.7, thus the questionnaires were reliable.

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.

$Y = \beta_0 + \beta_1 X_1 + \varepsilon$

Y is the dependent variable (Environmental sustainability), β0 is the regression coefficient/constant/Y-intercept, β_0 and β_1 are the coefficients of the linear regression equation and X_1: Developing Green abilities

ANALYSIS AND FINDINGS

Descriptive Analysis of Developing Green Abilities

Table 2: 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 2, 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.

Relationship between Green Abilities and Environmental Sustainability

Table 3: 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:

$H_{0:}$ 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 3, the researcher established that there was a strong positive significant relationship (r = 0.615) 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 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. Results of t-test on Green Abilities and Environmental Sustainability (*P< 0.01)

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

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.

Regression Analysis

Table 5. 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 5 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.

Hypothesis Testing

A bivariate regression method was used to investigate the relationship between green abilities and environmental sustainability. The regression models are mainly used as a means of predicting values or scores on the outcome variable using one or more predictor variables. The value of this relationship can then be used to test hypotheses and provides support for causality.

The hypothesis tested was:

H_0: There is no significant relation between developing of green abilities and environmental sustainability at Kenyatta University.

ES= β_0+ $\beta_1 X_1$ +ε

Where,

ES represents environmental sustainability, β_0 and $\beta 1$ are beta coefficients and ε is the error term and X_1 represents the green abilities.

Table 6. 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
R-Square	0.402				
Adjusted R-Square	0.400				
a. Dependent Variable					

As shown in Table 6, the beta value of the computed scores of green abilities is 0.280 with a t test value of 3.309 and a significance level of $\alpha = .0321$. The hypothesis that there is no significant relation between developing of green abilities and environmental sustainability at Kenyatta University is consequently rejected. This means that there is a statistically significant relationship between green abilities and environmental sustainability at Kenyatta University. Additionally, the model fitness found that 50.2% of environmental sustainability is explained by green abilities ($R^2 = 0.502$ Adjusted $R^2 = 0.499$). This also shows that the relationship between green abilities and environmental sustainability is strong with a model fit of 0.502. Therefore, it can be concluded that there is a strong positive and significant relationship between green abilities and environmental sustainability at Kenyatta University.

Multiple regression analysis was conducted to determine the relationship between Green abilities and environmental sustainability. 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) at zero, a unit increase in developing green abilities leads to a 0.614 increase in environmental sustainability. The findings infer that developing green abilities affects environmental sustainability at Kenyatta University.

Summary of the Findings

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

CONCLUSIONS OF THE STUDY

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.

RECOMMENDATIONS OF THE STUDY

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.

LIMITATIONS AND SUGGESTIONS FOR FURTHER 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

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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