

**GREEN HUMAN RESOURCE MANAGEMENT PRACTICES, ORGANIZATIONAL
CITIZENSHIP BEHAVIOUR AND ACADEMIC STAFF PERFORMANCE IN
PUBLIC UNIVERSITIES IN WESTERN KENYA**

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**A Research Thesis Submitted in Partial Fulfilment of The Requirements for The
Award of the Degree of Doctor of Philosophy in Business Administration (Human
Resource Management Option) of Masinde Muliro University of Science and
Technology**

April, 2024

DECLARATION

This research thesis is my original work and has been prepared with non-other than the indicated sources, support and has not been presented elsewhere for a degree or any other award.

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DEDICATION

This work is dedicated with love to my mum Rosina Marumbu Sylvanus.

ACKNOWLEDGEMENT

I thank the almighty God for his grace that has enabled me reach this far. I give him all the Glory. The progress of this study is as a result of both direct and indirect support and encouragement far and wide. I am indebted not only to people who gave me the inspiration to take up the doctoral program but also those who gave me the guidance and assistance. It is with great gratitude that I acknowledge the role of my supervisors: Prof Robert Egessa and Dr. Edwin Simiyu for their guidance throughout the study. Masinde Muliro University of Science and Technology for its role in providing an enabling environment and inspiration to work is a great motivation. Special thanks go to other members of the School of Business and Economics for their support, encouragement, invaluable advice, support and contribution beyond the call of duty. I express my gratitude to my wife Joyce Mumu, my daughter Rosina Marumbu, my sons Michael and Kyle Mumu for bearing with me while away finishing this work. Your prayers, sacrifice towards my education, good parental guidance and immense support has made me who I am today. May you draw great inspiration from this work. I am highly indebted to colleagues for their valuable insight, coupled with constructive criticism.

God bless you all.

ABSTRACT

As drivers of innovation, universities play a central role in leading the transformation towards a carbon neutral society. In this regard universities are under obligation to embrace sustainability actions which inculcate employee's green behavior for enhancing their overall employee performance. Despite this, very few organizations have established green oriented practices in Kenya without exception to public universities which suffer internal wastage and lack optimal resource utilization amidst a reduction of government capitation. However, the role of green human resource management practices on academic staff performance in public universities remains relatively unexplored in Kenya. In this regard, this study assessed the moderating role of OCB on the effect of Green HRM practices on employee performance in public universities in Western Kenya. The study was guided by the following specific objectives, to: determine the effect of green recruitment on employee performance, examine the effect of green training and development practices on employee performance, assess the effect of green reward management practices on employee performance, determine the effect of green performance appraisal on employee performance, assess the effect of green reward management practices on employee performance, analyze the moderating effect of organizational citizenship behaviour on the relationship between of green HRM practices and employee performance in public universities in Western Kenya. Study hypotheses were formulated in line with the objectives. Relevant literature was reviewed to focus on the study variables. Ability Motivation Opportunity, Institutional theory, Social Exchange Theory and stakeholders 'theory guided the study. Basing on a positivist philosophy, an explanatory research design was adopted with a target population of 438 employees in top and middle level management from 11 public universities in Western Kenya region out of which sample size of 209 respondents was picked. Data was collected using a questionnaire which was tested for reliability and validity. Reliability was ensured through a Cronbach's Coefficient Alpha of above 0.876, while validity was achieved by ensuring relevance of the research results with theoretical approaches, literature reviews and factor analysis using principal Component Analysis (PCA) to extract the factors. KMO test yield valued between 0.765 and 0.938, qualifying the data for further analysis. Data collected was analyzed using descriptive statistics of frequencies, percentages, and inferential statistics of correlation and multiple regression analysis using SPSS version 25.0. The quantitative data was presented in tables while the inferential statistics in form of linear regression were used to assess how green human resource management practices (green reward management practices, green recruitment practices, green training practices, and green performance management practices) influence employee performance. On the first objective, the findings revealed that green reward management practices influenced employee performance accounting for about 11.1% of variation in employee performance in public universities in western region. The study results also indicated that green recruitment practices partially influenced performance of employees in public universities in western region, explaining up to 8.9% of their overall performance. Training employees on green human resource management practices was found to have significant effect on employee performance, accounting for 9.9% of variability in performance of academic staff in universities in western region, and lastly, the study findings revealed that performance management practices explained about 28.2% of employee performance in public universities. The study also revealed that occupational citizenship behavior has a significant impact on employee performance and can help universities achieve their sustainability goals. In summary, green human resource management practices have a significant effect on performance of academic staff in public universities. However, based on the study results, the researcher recommends universities to further work on adoption of human resource practices aimed at greening and sustainability.

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OPERATIONAL DEFINITION OF TERMS

Employee performance (EP): consists of the work performed by university employees who have been selected by the university in accordance with their responsibilities and duties, as well as a university-conducted performance evaluation, with the aim of attaining organizational objectives.

Green Human Resource Management Practices (GHRMP): The implementation of human resource management (HRM) policies serves to facilitate the sustainable utilization of resources inside the university, thereby advancing the broader objective of environmental sustainability.

Green Performance Management Practices (GPMP): Engaging in activities that connect performance evaluation to environmentally friendly objectives and tasks outlined in the job description.

Green Recruitment Practices (GRP): An environmentally-friendly recruitment technique that eliminates the use of paper.

Green Reward Management Practices (GRMP): A methodical approach to formulating and executing strategies and policies aimed at incentivizing workers and teams who effectively contribute to the attainment of environmental management objectives within work environments.

Green' Training Practices (GTP) : The process of on-the-job training and ongoing education is implemented with the aim of attaining corporate environmental management targets and objectives.

Organizational Citizenship Behaviour (OCB): The concept of voluntary behavior in relation to the environment encompasses several sustainable behaviors that deviate from the prescribed functional responsibilities and formal obligations outlined in official acts of responsibility.

CHAPTER ONE

INTRODUCTION

1.1 Background of study

The worldwide preoccupation with environmental impact resulting from corporate activities has lauded the necessity for public universities to adopt sustainability stances. Regarding this, universities have a responsibility to adhere to the integration of economic, social, and environmental factors in order to significantly contribute to the resolution of environmental hazards. As a result, green human resource management, as well as green management as a whole, has permeated the management field as a precursor to employee green performance in the context of sustainability worldwide (Amrutha & Geetha, 2020). This is due to the fact that practices designed to enhance the environmental efficacy of organizations are motivated by the human element. Nevertheless, the successful execution of green HR management policies in organizations worldwide to achieve complete employee green performance and green corporate culture remains fraught with ambiguity (Sridhar, 2019; Ahmad, 2015). Furthermore, academic institutions are still in the early stages of investigating the impact of Green HRM on employee behavior (Yong, Yusliza, Ramayah, & Fawehinmi, 2019). As a result, major organizations have adopted Green Human Resource Management (GHRM) as a critical business strategy, with Human Resource Departments actively participating in efforts to reduce environmental impact in the workplace (Amjad et al., 2021). Green HRM refers to the implementation of environmental management principles within business organizations, encompassing both the scientific and artistic aspects. The Human Resource function embodies environmental sustainability within the organization by aligning its policies and procedures with the track sustainability objectives, as demonstrated by the eco-center initiative (Jabbour & de Sousa Jabbour, 2016). As a consequence, corporate green HR places emphasis on employees possessing exceptional technical and managerial proficiencies, given

that the organization aims to establish groundbreaking environmental initiatives and functions that carry significant managerial ramifications. Yusliza et al. (2019) define green human resource management (HRM) as an element of a more comprehensive corporate social responsibility framework. It entails the implementation of HR policies that inspire the environmentally responsible and sustainable utilization of organization resources. This is intended to instill in employees an awareness of their role in sustainability and ecological sensitivity.

Therefore, when Green HRM is implemented effectively, employees are motivated by the pride they feel for participating in green initiatives. Organizations have been able to reduce carbon emissions, adopt paperless processes, and decrease waste generation in manufacturing divisions through the implementation of GHRM practices (Yong, Yusliza, & Fawehinmi, 2019). As a result, GHRM is regarded as a sustainable modification to the formula for sustainable profits within the organization. As a result, the employees' enthusiasm for the adoption of environmentally sustainable policies to foster a greener environment is strengthened. Going green would be difficult to achieve, however, in the absence of green human resource management and the implementation of sustainable policies. Green HR comprises two primary components: the implementation of environmentally sustainable human resource practices and the safeguarding of knowledge capital (Ali, Pua, Ali, Raza, & Ayob, 2022). The implementation of green human resource management (HRM) is crucial for attaining overarching goals, including enhancing employer branding, reducing costs, and promoting corporate social responsibility (Ali, Islam, Chung, Zayed, & Afrin, 2020). Green HRM practices comprise a range of human resource procedures, including training and development, performance evaluation, compensation, and recruitment and selection, which are all intended to foster an organization-wide workforce that recognizes and advocates for environmentally friendly conduct (Mwita, 2019).

On the contrary, Nisar et al. (2021) highlight the indirect impact of green human resource management practices on environmental and employee performance. Regarding this, discretionary employee actions that are not formally recognized or rewarded but contribute to the overall effectiveness of environmental management within the organization. Consequently, the resolution of environmental issues relies on the supplementary actions of personnel. In total, this supports the case for green OCB, which stands for organizational citizenship behavior with regard to the environment. Environmental organizational citizenship behavior encompasses a variety of sustainable activities, including staff encouragement of eco-friendly practices and regulation of workplace waste, recycling, and anti-carbon initiatives (Anwar, Yusliza, Ramayah, Faezah, & Khalid, 2020). The behavior of organizational citizenship moderates the relationship between independent and dependent variables. An association between environmental sustainability performance and green human resource management practices has been found to be strengthened by OCB (Danilwan, Isnaini, Pratama, & Dirhamsyah, 2020). Organizational Citizenship Behaviour (OCB) refers to the inclination of an employee to exceed the designated responsibilities of their position (Organ, 1990). On the basis of the responsibilities that result from being a civil citizen, Dennis Organ (1988) developed the five dimensions of organizational citizenship behavior: altruism, conscientiousness, courtesy, civic virtue, and sportsmanship (Essien & Ogunola, 2020).

Organizations worldwide are adopting environmentally sustainable management policies and practices across various sectors of management as a gesture of goodwill and concern for ecological security (Raza, Shaikh, Tursoy, & Almashaqbeh, 2022). The endeavor to implement environmentally sustainable management practices and policies is guided by the principles of

the United Nations Environment Programme (UNEP), which was founded in response to global environmental issues and requires the collaboration of numerous nations. In addition to the landmark Earth Summit of 1997, the Kyoto Protocol was ratified, stipulating reduction targets for emissions to be accomplished by 2012, the expiration date of the protocol (Jackson et al., 2020). Furthermore, the United Nations World Commission on Environment and Development (WCED) underscored the critical significance of Human Resource Management (HRM) in facilitating the attainment of sustainable competitive advantage in a pivotal report entitled "Our Common Future" (WCED, 1987).

As a result, the notion of green human resources management surfaced, offering the potential for organizations and individuals to make significant strides in environmentally sustainable outcomes. This is supported by the fact that environmentally conscious personnel are capable of carrying out duties in accordance with environmental standards; they can be incentivized to preserve the environment and granted the authority to generate innovative approaches to environmental sustainability (Gupta, 2021). The implementation of Green Human Resource Management (GHRM) has occurred worldwide, with notable instances in Germany involving Siemens, Mannesmann, Bayer, and BASF. These companies have successfully utilized their environmentally friendly image and policies to attract exceptionally talented personnel (Aishwarya & Thahriani, 2020). The Rover Group automaker incorporates environmental standards and training into each employee profile in the United Kingdom. Toyota, Amazon, Wal-Mart, and so forth. Furthermore, every other company's operations (including sales, revenue, and shareholders) are sustainable due to the presence of sustainable human resources. Nokia and major motion picture studios were unable to maintain their revenue. It indicates that they lack sustainable human resources in comparison to Apple and Samsung. (Raza, Shaikh, Tursoy, & Almashaqbeh., 2022).

While universities may not produce as much pollution as the private sector, they have a significant impact on environmental research, education, and awareness-raising regarding the significance of adopting environmentally responsible practices (Rayner & Morgan, 2018). The global United Nations has acknowledged the significant contribution of higher education institutions to response strategies to climate change through several declarations: Stockholm (1972), Talloires (1990), Halifax (1991), Swansea (1993), and Thessaloniki (1997) (Wright, 2002). Agenda 21 of the 1992 United Nations Conference on Environment and Development (UNCED) also makes reference to it, and the Johannesburg Summit on Sustainable Development in 2002 further emphasized and reaffirmed this point in South Africa (UNCED, 2002). Nevertheless, academics are shifting their focus from technological advancements to employee behavior modification in response to the sluggish and ineffective environmental performance of universities (Anwar, Yusliza, Ramayah, Faezah, & Khalid, 2020). Furthermore, empirical investigations have unveiled that the Green HRM concept remains largely obscured and undervalued in Poland (Bombiak & Marciniuk-Kluska, 2018). Young Polish businesses were found to lack the full spectrum of human resource management practices required for effective environmental management.

According to a study by Tairu (2018), an examination of Green Human Resource Management (GHRM) at Divine Word University Papua New Guinea unveiled that the integration of departments is not as comprehensive as the egg of well-being and sustainability. Staff and students at DWU have voiced the need for the institution to increase its Green Human Resource Management (GHRM)-related efforts toward sustainability education. Islamic bank environmental performance, employee commitment, and eco-friendly conduct were all significantly enhanced by green human resource management (Ali, Puah, Ali, Raza, & Ayob,

2022). In numerous developing nations, including Pakistan, green human resource management (HRM) is still in its nascent phase, and there exists a dearth of understanding regarding the strategies and approaches employed by universities to address and navigate environmental challenges (Lashari et al., 2022). Additionally, Lashari et al. (2022) state that the implementation of green human resource management (GHRM) strategies by both public and private universities influences environmentally sustainable practices positively by encouraging employees to engage in innovative work.

Environmental degradation in Africa has been attributed to organizations operating in various sectors, including air, water, noise, soil, and others (Msosa & Govender, 2019). Organizations in Africa are therefore obligated to assume the initiative to safeguard the environment by recruiting astute professionals who possess expertise in environmentally sustainable practices. According to a study conducted by Atoko (2023) titled "An African Perspective on the Impact of Green Human Resource Management Practices on Organizational Effectiveness and Efficiency," a robust correlation was identified between the aforementioned factors and organizational effectiveness and efficiency. However, many organizations in Africa have yet to completely adopt green human resource management practices and green behavior (Atoko, 2023). In South Africa, for instance, the Green HRM concept has been explored in part extensively. Therefore, green human resource management in institutions of higher education is not without its challenges (Mtembu, 2017). Therefore, it is evident that South African institutions of higher education must incorporate the HR Department so that they, too, can contribute to the establishment of environmentally sustainable organizations.

Ghana is confronted with an extensive array of economic and sociocultural challenges that render the widespread implementation of green practices, such as GHRM, an overwhelming task (Kodua et al., 2022). Nevertheless, the existing body of research on the relationship between green human resource management and employee performance in Ghanaian higher education institutions is limited. Notwithstanding this, Ghanaian manufacturing companies have widely incorporated environmental considerations into their human resource management operations; as a result, they prioritize online platforms and tools for employee recruitment, selection, engagement, training, compensation, and performance management (Suleman, Amponsah-Tawiah, & Boakye, 2022). A study conducted by Iyoha, Oguejiofor, and Ozioko (2023) found that business educators employed at Nigerian universities would exhibit higher levels of job motivation in the event that green human resource management was more extensively compensated and provided with training opportunities. Not to mention According to Mwita and Mwakasangula (2020), for the industrialization of the Tanzanian economy to be successful, industries must formalize and implement green human resource management practices to improve environmental management performance.

Public and private organizations in Kenya have yet to embrace Green Human Resources Management, notwithstanding the worldwide advocacy for the adoption of Sustainable Development Goals (Chemjor, 2020). With this in mind, a number of public and private organizations in Kenya, in addition to non-governmental organizations, are implementing frameworks to implement green human resource practices. In their study, Kwasira and Owino (2016) examined the impact of certain green human resource practices on the environmental sustainability of the Menengai Oil Refinery in Nakuru, Kenya. Green HR practices had a substantial impact on environmental sustainability at the Menengai Oil Refinery in Nakuru, Kenya, according to the study's findings. The study additionally observed that organizations

have implemented automation services that grant employees remote access to their pay stubs, job applications are conducted online, and an e-learning portal provides online access to training materials.

A collaborative effort was launched in 2016 by the Commission for University Education (CUE), the National Environment Management Authority (NEMA), and the United Nations Environment Programme (UNEP) with the objective of tackling environmental concerns. According to the reports, a considerable number of universities in Kenya were aware of the significance of sustainability requirements (Kuria & Mose, 2019). According to a study by Jeruto, Kwasira, Chelule, and Rop (2017), the absence of green job profiles and the lack of employer incentives for candidates to utilize environmental measures while seeking employment were both established. According to Langat and Kwasira (2016), the employment applications of Kenyatta University employees were not evaluated on the basis of their environmental consciousness; thus, the employees lacked a comprehensive understanding of the concept. Additionally, it demonstrated that a considerable number of personnel possessed knowledge regarding environmental sustainability and the policies and regulations of the National Environmental Management Authority, rather than sustainable organizational practice and green human resource management. Conversely, Kuria and Mose (2019) assert that Kenyan universities have demonstrated a commitment to implementing green human resource management practices in order to increase their organizational effectiveness. In addition to other tangible advantages, green HR initiatives have generated increased efficiencies, decreased costs, enhanced employee retention, and increased productivity (Ahmad, 2015). Mardani et al. (2020) assert that Africa as a whole has a dearth of GHRM-related literature on a global scale. This claim is corroborated by Amrutha and Geetha (2020), who contend that Africa's inadequate representation is due to a lack of environmental

consciousness and, as a result, advocate for increased research initiatives on the subject throughout the continent. Furthermore, research on Green Human Resource Management has been confined to corporate organizations such as those in the hospitality, manufacturing, and other sectors, excluding educational institutions (Suleman et al., 2022; Nisar et al., 2021; Jeruto et al., 2017). The literature on the relationship between Green HR and employee performance in public universities is limited in the Kenyan context. Considerable research has been devoted to examining the direct correlation between green human resources practices (including green employee engagement, green recruitment and selection, green performance management, and green training and development) and the environmental performance of an organization (Pham, Tuckova, & Jabbour, 2019). It was determined by Waithira (2018), Warsame (2018), and Lipuku, Sang, and Rop (2022) that there was a significant and positive correlation between reward management practices and employee performance. Amin (2022) discovered that there is no significant correlation between monetary compensation and executive job performance. According to Saputro and Nawangsari (2021) and Mandago (2018), there is a notable and adverse impact of green compensation and rewards on employee performance. Pham and Paille (2020) and Martins et al. (2021) In contrast to public universities, Ajadi, Adewumi, and Ntshangase (2022) and Mwita and Kinemo (2018) investigated green recruitment with an emphasis on outcomes other than employee performance in industries other than academia. The significance of "green" training in addressing individual obstacles to pro-environmental conduct and encouraging its implementation in the workplace has been recognized, given that it benefits both organizations and employees (Yuriev, Boiral, Francoeur, & Paillé, 2018; Tramarico, Salomon, & Marins, 2017). Recent research on training has revealed that it can potentially lead to adverse consequences for employees, including increased work overload, time pressure, tension, and a decline in the organization's internal social sustainability (Oppenauer & Van De Voorde, 2018;

Topcic, Baum, & Kabst, 2016). According to Yusoff et al. (2020), there was no statistically significant correlation between green performance appraisal and environmental performance. Furthermore, Alshaabani et al. (2021) discovered that there was no significant correlation between green work engagement and green performance management. Nevertheless, the research was carried out exclusively within the hospitality and renewable energy sectors, not within public universities. In addition, the research centered on the relationship between performance appraisal and green work engagement and environmental sustainability, rather than employee performance.

Researchers like Omune and Nyang'au (2021); Mahando and Juma (2020); Kuria and Mose (2019); and Langat and Kwasira (2016) looked into the effects of green human resource management practices and found that they had positive and significant effects on the work performance, effectiveness, and environmental sustainability of employees in public universities in Kenya. In contrast to methodological differences, the studies diverged with regard to employee green performance, which is an emerging and significant phenomenon within the realm of green human resource management. Moreover, while HRM practices have the potential to improve employee performance both directly and indirectly, the aforementioned studies exclusively examined the direct impact of Green HRM. An examination of the moderating effect of OCB on the relationship between Green HRM and employee performance in public universities located in Western Kenya was the objective of this research endeavor.

1.1.2 Public universities in Western Kenya

A public university is either wholly owned or substantially financed by the government. The Ministry of Education exercises authority over all public universities in Kenya. United to advance the sustainability agenda is the largest university education system in East Africa, which is located in Kenya. Universities have four principal channels through which they can advance sustainability in both their physical and social environments. Each of these four channels—education, research, operations, and community partnerships—could serve as the focal point for a distinct set of sustainability objectives at a university. In order to enhance the achievement of sustainability objectives via public universities, A Guide to Mainstreaming Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) into Kenyan Universities was published by the Ministry of Education in late 2019 (Njoroge, 2022). As a consequence, the quantity of public universities in Kenya has increased from six in 2003 to twenty-two in 2013 and is currently thirty-two as of 2022. According to data from Statista (2023), Kenya had a total of 65 universities as of 2021, of which 32 were public and 33 were private. Consequently, the total enrollment at universities increased consistently over time, from 67,558 in 2003/04 to approximately 240,550 in 2013, and is now estimated to be 450,000. Following the 2013 general election and the subsequent implementation of the new constitution, the provinces were abolished, resulting in the current division of the country into 47 counties. Due to the fact that every county has its own government, a centralized regional capital does not exist. The areas that border and encircle the Kenyan portion of Lake Victoria, namely the former Nyanza, Western, and western margins of Rift Valley provinces, constitute the western region of Kenya. Administratively, the region surrounding Lake Victoria and its environs is comprised of the fourteen counties listed in the 2010 Constitution of Kenya: Bomet, Bungoma, Busia, Homabay, Kakamega, Kericho, Kisii, Kisumu, Migori, Nandi, Nyamira, Siaya, Transzoia,

and Vihiga. These counties are members of the Lake Region Economic Block (www.lreb.or.ke, n.d.). Kabianga University (KABU), Bomet University (BOMU), Kotalel Arap Samoie (KASU), Maseno University (MU), Rongo University (RU), Kisii University (KSU), Jaramogi Oginga Odinga University of Science and Technology (JOOUST), Masinde Muliro University of Science and Technology (MMUST), Kibabii University (KIBU), Kaimosi Friends University (KAFU), and Alupe University (AUC) are among the eleven public universities located in the Western Kenya region. It is mandatory for these public universities to affix their names to the sustainability agreements established by the Kenya Green University Network (KGUN), an organization that operates in collaboration with the National Environment Management Authority (NEMA), the Commission for University Education (CUE), and the United Nations Environment Programme (UNEP) (Chemjor, 2020).

1.2 Problem Statement

Universities assume a pivotal role in spearheading the transition towards a carbon neutral society by virtue of their status as originators of innovation. Regarding this, universities have a responsibility to adopt sustainability initiatives that promote environmentally conscious conduct among their staff in order to improve the overall performance of the workforce. As a result, green human resource management practices must be implemented as a cog in the sustainability wheel. This is predicated on Freire and Pieta's (2022) contention that the implementation of green HRM practices is essential for converting environmentally conscious policies into employee behaviors that result in increased employee performance. This indicates that personnel are crucial to an organization's attainment of the primary tenets of ISO 14001 concerning the sustainable use of resources (Kim et al., 2017). Hence, when green human resource management practices are lacking, public universities are susceptible to subpar

employee performance, as evidenced by resource wastage concerns and escalating costs of consumption.

As a result, in order to improve employee performance, public universities are obligated to develop and implement policies that encourage environmentally responsible conduct on the job. Notwithstanding this, research on the impact of Green HRM on employee conduct is still in its nascent stage and requires investigation within an alternative organizational setting, such as higher education establishments (Yong, Yusliza, Ramayah, & Fawehinmi, 2019). According to Omune and Nyang'au (2021), Mahando and Juma (2020), and Tairu (2018), the greening of HRM practices in universities is a prerequisite for the greening of campuses. Nevertheless, the impact of green human resource management practices on the efficacy of employees in public universities in Kenya has received limited attention. This study filled the gap in literature by assessing the moderating role of OCB on the effect of Green HRM on employee performance in public universities in Western Kenya.

1.3 Objectives of the Study

1.3.1 General Objective

To assess green human resource management practices, organizational citizenship behaviour and academic staff performance in public universities in western Kenya.

1.3.2 Specific Objectives

The study was guided by the following specific objectives

- i. To determine the effect of green recruitment practices on employee performance in public universities in Western Kenya.
- ii. To examine the effect of green training and development practices on employee performance in public universities in Western Kenya.

- iii. To assess the effect of green reward management practices on employee performance in public universities in Western Kenya.
- iv. To assess the effect of green performance management practices on employee performance in public universities in Western Kenya.
- v. To analyse the moderating effect of organizational citizenship behaviour on the relationship between of green human resource management practices and employee performance in public universities in Western Kenya.

1.4 Hypotheses

The study was guided by the following hypotheses

H₀₁: Green recruitment practices have no statistically significant effect on employee performance in public universities in Western Kenya.

H₀₂: Green training and development practices has no statistically significant effect on employee performance in public universities in Western Kenya.

H₀₃: Green reward management practices have no statistically significant effect on employee performance in public universities in Western Kenya.

H₀₄: Green performance management practices have no statistically significant effect on employee performance in public universities in Western Kenya.

H₀₅: Organizational citizenship behaviour has no statistically significant moderating effect on the relationship between green human resource management practices and employee performance in public universities in Western Kenya.

1.5 Significance of study

This study provides benefits for human resource practitioners and administrators at large by equipping them with the means to implement the research's findings and recommendations to

enhance the efficacy of green human resource practices. Therefore, through its emphasis on the manifold activities that significantly influence environmental sustainability, this research provides a structure for the development of policies. The research outcomes illuminate the developments and trajectory of human resource management in the twenty-first century. This impacts the formulation of corporate policies pertaining to human resources in order to ensure their alignment with the sustainable development objectives. Additionally, institutions of higher education and other organizations engaged in the development of green human resource management may find the study useful in formulating policies and programs that direct aspiring human resource managers on how to encourage greener employee conduct. Additionally, academicians and students in the field of human resource management may find this study useful as it builds upon prior investigations concerning green human resource management practices, organizational citizenship behaviors, and employee performance in institutions of higher education. This could potentially serve as a foundation for subsequent replicated studies that expand their scope to developing nations. The insights derived from this study's findings would contribute to a more comprehensive understanding of green human resource management practices. This observation would subsequently emphasize the critical role that Ability, Motivation, and Opportunity Theory, Border theory, Resource-Based Theory, and Institutional theory play in comprehending the predicted employee performance of Green HRM and OCB within the specific context of developing nations such as Kenya. Scholars may utilize the study's results to generate novel insights that expand the boundaries of current knowledge regarding OCB and Green HRM, thereby motivating high-performing employees to engage in environmentally friendly conduct that improves overall employee performance.

1.6 Scope of the study

The research investigated the extent to which OCB moderated the relationship between Green HRM practices and employee performance in public universities located in Western Kenya. In terms of green recruitment and selection practices, green training and development practices, green reward management practices, and green performance management practices, green HRM practices were analyzed as the independent variable. Employee performance served as the dependent variable, with OCB acting as the moderator. The Western Kenya region was selected as the research area due to its convenient accessibility and the relatively unexplored impact of green human resource management practices on employee performance in public universities. The study's unit of analysis comprised non-teaching personnel at upper and middle management levels employed in all public universities located in Western Kenya. The research study employed an explanatory research design in order to ascertain the extent of association between variables. The research was undertaken from November 2022 to November 2023.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a comprehensive assessment of the relevant literature pertaining to the study, aiming to elucidate the factors being investigated. The chapter is structured into three primary sections, each accompanied by its respective subsections. The initial section of this study focuses on the theoretical framework, which encompasses an examination of the diverse theories that underpin the research. The subsequent section entails an examination of variables, wherein the conceptual definitions of the variables employed are elucidated. The subsequent section presents an empirical review of existing literature, aimed at formulating a critique and identifying areas of knowledge deficiency in accordance with the study's stated objectives. Additionally, a summary of the reviewed literature is provided.

2.2 Theoretical Review

This section provides an overview of the theories upon which this study is built. A theory facilitates the attribution of significance to diverse social constructs, i.e., in practical contexts, through the description of their interconnections with observable phenomena and their corresponding variables (2021). Capability Motivation Opportunity (AMO) by Deborah J. MacInnis and Bernard J. Jaworski (1989), Social Exchange Theory by George Caspar Homans (1958), Institutional theory by Paul Joseph DiMaggio and Walter Woody Powell (1991), and Stakeholders theory by Robert Edward Freeman (1984) all influenced this investigation.

2.2.1 Ability Motivation Opportunity (AMO)

The concept of AMO theory was initially introduced in 1989 by Deborah J. MacInnis and Bernard J. Jaworski in relation to employee behavior and information processing (Subhash & Neha, 2016). Human resources (HR) professionals employ the ability, motivation, and opportunity (AMO) model, a business framework, to delineate the intricate correlation that exists between employees and the results they achieve (Kellner, Cafferkey, & Townsend, 2019). It posits that the performance of employees is contingent upon their aptitudes, incentives, and opportunities. It emphasizes the three distinct components of the work system that comprise employee attributes and influence the advancement of the organization. That is, the opportunity, capability, and desire of the employee to contribute. Consequently, in the event that any component of AMO is absent, the employee's overall output is rendered null. To ensure the establishment of effective human resources, it is imperative that administrations of public universities conduct introspection and evaluate and improve the employee profile composition to foster sustainable outcomes. The potential consequences of an incorrect employee team composition hinder the necessary synergies between motivation, opportunity, and ability, which are detrimental to the overall sustainable performance of universities and their employees.

Hence, by adopting the Ability Motivation Opportunity (AMO) framework, public universities should prioritize Green Human Resource Management practices that drive employee motivation, enable employees to perform at their highest potential, and emphasize the enhancement of employees' abilities. For a greater return on investment in HRM programs, Ilro (2021) observes that HRM practices should be aligned to support and increase employees' capability, motivation, and opportunity to perform. Therefore, the effectiveness of Green Human Resource management practices in improving employee performance is dependent on their capacity to foster AMO and organizational citizenship behavior. This is due to the fact

that organizational citizenship behavior is positively impacted by AMO practices (Salas-Vallina, Pasamar, & Donate, 2021). The objective of this study is to determine, in accordance with the ability, motivation, and opportunity (AMO) model, which green human resource management (HRM) practices are most effective at enhancing employee performance via extra-role behaviors. This is additionally emphasized by the correlation between HRM and performance, which is comprehended via the AMO framework (Marin-Garcia & Tomas, 2016). Mehmood et al. (2022) posit that an organization's interests are most effectively advanced by implementing a system that considers the ability, motivation, and opportunity (AMO) of its employees. In addition to contextual elements, personal circumstances, personal affinities, and individual beliefs may influence the execution of these practices and the resultant consequences. Indeed, certain scholars contend that the impact of AMOs on performance is more intricate than initially perceived. This complexity stems not only from the presence of a prescribed set of practices (HRM content), but also from the subjective evaluations of these practices by employees (Marin-Garcia & Tomas, 2016). Indeed, it appears that the determination of which practices to implement is predicated less on robust empirical evidence and more on intuition regarding their impact on performance (Wood et al., 2015).

2.2.2 Institutional theory

The study was conducted in accordance with the institutional theory postulated by Walter Woody Powell and Paul Joseph DiMaggio in 1991 (Edelman, 2021). Organizational action is allegedly influenced by external pressures, according to institutional theory (Liu, Wang, & Zhao, 2018). Consequently, a multitude of external pressures influence HRM practices. According to the institutional theory viewpoint, the determination of "how" and "why" is

influenced by the environment in addition to compliance with environmental mandates. This influences the HRM's identities, values, and schemas (Alexander, Cardy, & Lulu, 2018). Consequently, institutional theory examines the mechanisms through which human resource management practices can impact external pressures. The institutional theory fosters the adoption of Green HRM practices and maintains them as pillars for overcoming environmental pressures.

As a result, Green HRM is obligated by the pillars of institutional theory to align HRM concepts, functions, processes, activities, and strategies with sustainability by establishing green behavior among employees within organizations. These are exacerbated by normative, coercive, and mimetic pressures, which are factors that promote institutional isomorphism (Liu, Wang, & Zhao, 2018). External stakeholders, including governmental authorities and non-governmental organizations, apply coercive pressure to businesses, compelling them to adopt various environmental regulations and standards (Latif et al., 2020). The adherence to these environmental regulations and standards is mandatory for businesses. Standards-required suppliers, customers, trade union associations of corporations, the media, and other social entities exert normative pressure. The failure of businesses to effectively manage public perception and oppose trade unions may have detrimental effects on their image and reputation. External injury to a company's reputation can result in the loss of competitive advantage as well (Balian, 2022). Mimetic pressure occurs when organizations compete in an effort to achieve a higher level of performance (Latif et al., 2020). In order to maintain competitiveness, businesses must address the actions and behaviors of their rivals with regard to sustainability. Therefore, in an effort to remain competitive, businesses may model their carbon management strategies after the actions of other businesses. Hence, it is evident that green HRM is an imperative for all organizations in light of external

pressures (regulatory and social pressures), as per the institutional theory (Anlesinya et al., 2023). The effects of fine-grained institutional isomorphisms on sustainable HRM adoption are either substitution (trade-offs) or complementary (synergies). The application of institutional theory can be utilized to comprehend the impact of green human resource management practice implementation on employee performance within public universities. Nevertheless, the HR department, which must contend with the demands of government regulatory bodies (state logic), performance pressures imposed on the organization (market logic), the logic of the HR profession itself (professional logic), and even community logics, faces the greatest institutional complexity of any functional unit within an organization (Alexander, Cardy, & Lulu, 2018). Institutional complexity assumes a prominent role in international contexts due to the substantial variations in institutional environments across countries, which consequently result in disparate degrees of HRM policy and practice implementation.

2.2.3 Social Exchange Theory

The social exchange theory was formulated in 1958 by George Caspar Homans, an American psychologist (Cook & Hahn, 2021). It suggests that employees' job satisfaction and performance are enhanced more effectively when they acquire high-quality exchange relationship types (Yu, Barnes, & Ye, 2022). According to social exchange theory (SET), employees determine their level of commitment at work by evaluating the perceived community and support they receive from their employer. The relationship between the employer and employee is the quintessential illustration of social exchange theory. When an employer provides benefits, such as an optimal working environment, employees are more likely to exert their maximum effort (Cropanzano et al., 2017). Consequently, high employee performance results from the degree to which green human resource management practices

foster a positive work environment. A converse would result in elevated levels of counterproductive work behavior, which serves as an indicator of subpar employee performance. Gardner, Pierce, and Peng (2021) have employed social exchange theory, psychological contract theory, and the norm of reciprocity to elucidate the correlation between organizational citizenship behavior and its resultant outcomes. Employees evaluate the benefit (positive outcome) and drawback (negative outcome) of a social interaction in accordance with social exchange theory (Mustafa, Zhang, & Naveed, 2022). Material costs and rewards may consist of money, time, or a service. Effort, social approval, affection, pride, shame, respect, opportunity, and power are all examples of intangibles. Therefore, for the sake of sustainability, the benefits of adopting green behavior should surpass the expenses associated with fostering a culture of green behavior stewardship. Furthermore, the implementation of Green HR policies would facilitate the development of Workplace Spirituality and Organizational Engagement, both of which contribute to the improvement of the organization's environmental citizenship behavior and, consequently, employee retention (Javed et al., 2022). This is additionally elucidated by the social exchange theory, which posits that employees who adhere to it exhibit greater levels of satisfaction, motivation, performance, and organizational connection (Tepayakul & Rinthaisong, 2018). Consequently, in order to synergize green human resource management practices and, by extension, employee performance, organizational citizenship behavior would likely be incited as a result of the intensity of the social exchange between the employer and employees. This demonstrates the applicability of social exchange theory to comprehending the direct impact of practices pertaining to green human resource management on the performance of employees. In addition to elucidating the moderating influence of OCB on the impact of Green Human Resources Management practices on public university employee performance. The aforementioned arguments are founded upon

the tenets of social exchange theory, which posit that individuals anticipate fairness in return for social interactions (Rademacher et al., 2017). When individuals are not compensated equally for investing the same amount of money, they become dissatisfied. Social behaviors therefore entail social exchanges of value. A criticism leveled against social exchange theory pertains to its insufficient consideration of the intricate nature of social relationships (Cropanzano et al., 2017).

2.2.4 Stake Holders Theory

The Stakeholder Theory of business ethics and organizational management, which addresses morals and values in organization management, was initially proposed by Robert Edward Freeman in 1984 (Freeman, Dmytriyev, & Phillips, 2021). A firm should create value for all stakeholders, not just shareholders, according to this theory (Freeman, Phillips, & Sisodia, 2020).

Any individual or group that has the ability to influence or is influenced by an organization's policies, practices, actions, decisions, or objectives. The primary stakeholders in the employee well-being dimension are the employees themselves, who are considered internal stakeholders. However, managers and administrators also hold significant influence as actors responsible for ensuring the protection of employee well-being (Jarlstrom, Saru, & Vanhala, 2018). Organizations exhibit responsible conduct towards internal stakeholders when they recognize the value of their employees as a critical resource and implement sustainable human resource management (S-HRM) practices to inspire and incentivize their staff (Hronova & Spacek, 2021). In summary, employees play a pivotal role in the progress and achievement of an organization. Therefore, it is critical that these internal stakeholders be regarded with integrity, fairness, and accountability so as to advance the interests of external stakeholders.

To achieve this, human resource management practices must be oriented toward stakeholders, so that the organization may derive the greatest possible benefit from the sustainable performance of its employees. Stakeholder theory posits that organizations should tailor their human resource management practices to accommodate the interests of stakeholders. This allows the organization to assist each stakeholder in attaining their objectives while simultaneously pursuing its own goals (Hermans, 2010). The valuation of resources is contingent upon the exchange relationships established with critical organizational stakeholders. Consequently, the implementation of green human resource management practices aims to enhance employee value by fostering a culture of environmentally conscious conduct, which ultimately benefits investor interests. The primary objective of green human resource management practices is to support the growth and upkeep of sustainable performance capabilities within an organization (Singh et al., 2020). Hence, the stakeholder's theory informs the relationship between employee performance and green recruitment, training, and reward management practices, which foster sustainable organizational capabilities for the benefit of all stakeholders. The rationale behind this is that stakeholder theory posits that organizations can solely attain success by providing value to the majority of their stakeholders (Wright, 2022). Critics of stakeholder theory, on the other hand, contend that it is impossible to reconcile the interests and requirements of the various stakeholder groups in an equitable manner. Stakeholder theory posits that stakeholders comprise numerous sizable and heterogeneous groups, with one or more of these groups inevitably relinquishing influence throughout the course of action. In a similar fashion, specific stakeholder groups possess greater influence or power than others, which may give rise to discord and conflict (McAbee, 2022).

2.3 Conceptual Review

This section describes concepts relevant to the study in terms of Green Human Resources Management (GHRM) management practices, organizational citizenship behavior and employee performance.

2.3.1 Green Human Resource Management Practices

Green Human Resources Management (GHRM) is an organization-wide framework consisting of policies, practices, and systems designed to encourage employees to engage in environmentally sustainable, resource-efficient, and socially responsible activities (Ali, Islam, Chung, Zayed, & Afrin, 2020). Green HRM, in a broader sense, is the implementation of HRM policies that encourage the sustainable use of organizational resources and advance the cause of environmental sustainability. The aspect of human resource management that aims to convert conventional employees into environmentally conscious ones in order to help the organization accomplish its environmental objectives and ultimately contribute significantly to environmental sustainability (Amrutha & Geetha., 2020). The inception of Green Human Resource Management can be traced back to the Brundtland Commission, an initiative launched in 1987 in Rio de Janeiro, Brazil, with the aim of addressing challenges associated with environmental degradation, climate change, and global warming (Osolase, 2022). The HRM and the role of human resources in organizational policies concerning environmental preservation are regulated by the ISO 14001 standard (Sherly & Nawangsari, 2022). The integral connection between the execution of the ISO 14001 environmental management system and the commitment and backing of senior management is inseparable. According to a study by Jabbour et al. (2010), the ISO 14001-certified Brazilian companies' most developed environmental management characteristics are associated with the vast majority of the competitive and functional dimensions of human resource management.

The implementation of green HRM practices is critical in facilitating the conversion of environmentally conscious policies into employee conduct that aligns with the primary components of ISO 14001. The aforementioned components comprise the environmental policy, the environmental plan, program implementation and operation to ensure adherence to objectives and targets, oversight and rectification, and management evaluation (Freire & Pieta, 2022). In adherence to the environmental standards, both upper and lower-level management within the organization should demonstrate a steadfast commitment to implementing the necessary environmental management system. Green HRM practices encompass the evaluation of candidates' pro-environmental values throughout the hiring and selection, training, and performance evaluation processes, in addition to the promotion of employees. By doing so, an organization could ensure that its personnel comprehends, recognizes, and advocates for environmentally sustainable practices; thus, the entire strategy would be upheld, including recruitment, development, training, assessment, and remuneration (Dutta, 2012). GHRM practices (GHRMP) encompass performance appraisal and compensation, recruitment and selection, training and development, and other elements that are comparable to those of conventional HRM practices. On the contrary, it is expected that GHRMP will imbue the organization with the capacity to consistently enhance its environmental performance (Yusoff, Nejati, & Kee, 2018). Green HRM is defined by Jabbour et al. (2016) as the implementation of environmentally friendly practices in functional aspects of human resource management, including job analysis and description, recruitment, selection, training, performance evaluation, and rewards. The degree to which human resource management (HRM) is environmentally friendly has been examined in the literature on numerous occasions in relation to traditional HR procedures, including job analysis, recruitment and selection, induction, training, performance evaluations, and rewards (Mathapati, 2013; Jabbour, 2011). According to Arora and Kaul (2020), the green HRM

functions that are most prevalent in these organizations are green recruitment, green training and development, and green safety and health management. In contrast, green performance appraisal is the least favored green HRM function. Shaikh (2010) similarly discussed green corporate social responsibility as a fundamental component of green human resource management. Green HRM refers to the implementation of rigorous recruitment, appraisal, and reward systems that incorporate environmental consciousness and its integration into the evaluation process. Additionally, it encompasses training and empowerment initiatives that foster the development of a fresh repertoire of skills and competencies among the workforce of organizations that prioritize environmental sustainability (Ahmad, 2015). Implementation of GHRM is restricted to ISO14001 certification-required practices (Hossari & Elfahli, 2022). Green practices in recruitment and selection, training, performance evaluation, and rewards administration were the focus of this study.

2.3.2 Green Rewards Management Practices

Mwita (2019) defines green reward management as a methodical procedure involving the development and execution of policies and strategies that incentivize teams and employees for their effective participation in environmental management endeavors within the workplace. Reward and compensation systems that are green HRM-compliant have the potential to assist organizations in their environmental initiatives (Mandago, 2018). Consequently, contemporary organizations are devising incentive structures to promote environmentally sustainable endeavors undertaken by their personnel. Reward structures must conform to the modern strategy of ecological initiatives. For instance, providing unrestricted printing and duplicating privileges to staff members might not align with an environmentally conscious approach. To

ensure efficacy, rewards and incentives within green organizations must mirror the organization's holistic sustainable approach (Jerónimo et al., 2020). They must establish a connection with the organization's culture and sustain the behavioral change that the company is promoting conceptually. The integration of employee compensation with the achievement of particular environmental goals could be achieved through the provision of a benefit program that incentivizes green performance (Mwita, 2019). Green reward management makes substantial contributions to managerial and non-managerial employee motivation for corporate environmental management initiatives. Financial and non-financial green reward management practices are possible (Paillé, Valéau, & Carballo-Penela, 2022). According to Klimkiewicz and Beck-Krala (2017), Green Reward Programs can be categorized into various divisions, including those that are formal or informal, geared toward managers and employees, financial or non-financial, individual or team-oriented, internal or external stakeholder-focused. Crosbie and Knight (1995) claim that some companies have been able to reward outstanding environmental actions, behaviors, and concepts by incorporating environmental factors into pay evaluations. In numerous organizations, recognition rewards for environmental performance have been implemented as a consequence of the limited availability of monetary incentives. Critical to the success of recognition rewards is the significance of enterprise-wide identification. In some organizations, communicating environmental excellence to employees is also a best practice. There are numerous internal communication channels through which organizations can convey their environmental excellence. Managers at Coors, for instance, present awards to employees who have participated in successful environmental programs at significant meetings (Woods, 1993). Rather than bestowing monetary rewards or an extra day of vacation in recognition of exceptional performance, consider implementing alternative incentives that foster collaboration, appreciation for colleagues, and both the output and quality of work (Davidson,

2021).

Renwick, Redman, and Maguire (2013) propose a number of environmentally friendly reward management strategies. The implementation of a green pay/reward system, customized incentive packages to promote the acquisition of green skills, monetary and nonmonetary rewards for environmental management (bonuses, cash, premiums, sabbaticals, leave, gifts), recognition-based rewards for environmental management (awards, dinners, publicity, external roles, daily praise), positive rewards in environmental management (feedback), and personal reward plans for all are all examples of such initiatives. The financial and financial rewards, as well as the constructs of green reward management practices, were the focus of this study.

2.3.3 Green Recruitment Practices

Green recruitment pertains to the process by which an organization selects personnel who possess the requisite knowledge, conduct, and competencies concerning environmental management systems (Abiwu & Nunoo, 2021). Green recruitment is the process of selecting employees based on their environmental management system-related knowledge, behavior, and abilities. A significant justification for green recruitment practices in the majority of organizations is to automate the process and thereby reduce recruitment expenses, while also establishing an environmentally conscious impact beginning with the online career site (Atiku & Fapohunda, 2020). The recruitment process can aid businesses in generating effective performance, including environmental performance, by ensuring that newly hired personnel are cognizant of the organization's environmental culture and are capable of upholding the organization's environmental values. Nonetheless, the primary obstacle acknowledged globally for human resources managers is the recruitment and retention of proficient personnel (Mwita & Kinemo, 2018).

The rapid advancement of environmental consciousness has rendered the green reputation and image of recruiters a significant factor in employment promotion (Paillé, 2019). The most challenging aspect of any organization is selecting green-minded personnel, but doing so enables the organization to appoint competent individuals who are acclimated to comprehending the fundamentals of sustainability and prioritize sustainable practices (Al-Swidi, Gelaidan, & Saleh, 2021). Ajadi, Adewumi, and Ntshangase (2022) identify several green recruitment practices, such as the substitution of paper-based applications with automated ones, the implementation of green interview processes via Skype and Zoom, and the posting of job advertisements on e-career portals like LinkedIn. A computer laboratory serving as a center for job applications and the utilization of psychometric tests to assess the environmental consciousness of applicants are additional procedures.

2.3.4 Green Training and development Practices

Green training, which aims to accomplish the environmental management objectives and goals of an organization, consists of continued education and on-the-job training (Pinzone et al., 2019). Training imparts to personnel the knowledge and abilities that are crucial for the attainment of various organizational goals and objectives, including improved performance. The significance of green training in addressing individual obstacles to proenvironmental behavior and encouraging its implementation in the workplace has been recognized, given that it generates favorable results for both organizations and employees (Yuriev, Boiral, Francoeur, & Paillé, 2018; Tramarico, Salomon, & Marins, 2017). Green HRM practices encompass training that imparts fundamental skills to personnel, such as trash information collection and enhancing the organization's environmental proficiency and efficacy (Ojo & Fauzi, 2020). In order to foster employees' commitment to environmentally sustainable initiatives,

environmental education is necessary (Mandago, 2018). Exploratory learning and skill development have the potential to serve as catalysts for innovation within an organization. According to Saeed et al. (2019), businesses must provide green employee training that is individualized and customized. Additionally, the efficacy of the training program is evaluated utilizing a reliable instrument. Rawashdeh (2018) suggested that future green managers incorporate practical approaches to waste management, environmental education, energy management, and safety recycling training into their work rotation and training programs. This would also support green workplace research. According to Jeruto et al. (2017), green training and development practices include the implementation of e-learning portals, job rotations for environmental staff training and staff awareness on green matters, and annual green training schedules. Diaz-Carrion et al. (2019) further state that employee sustainable training encompasses employee social responsibility (the social pillar of sustainability) and employee strategic training (the economic pillar of sustainability). Plans for employee training, development, and learning should incorporate sessions, seminars, and programs that facilitate the acquisition of green skills, EM knowledge, and attitude (Prasad, 2013).

2.3.5 Green Performance Management Practices

Purutra, Berewot, and Adreyan (2021) define employee performance management as an approach that is both dynamic and strategic in nature, with the aim of maintaining a culture of high performance within an organization. Its purpose is to align the performance of each employee with the long-term vision and mission of the organization. The term "Green Performance Appraisal" refers to the degree to which specific personnel exhibit greening-related conduct (including activities and behaviors) and generate results during a specified time

period (Ardiza, Nawangsari, & Sutawidjaya, 2021). Sachin and Aradhana (2019) posit that green performance appraisal encompasses matters pertaining to the company's policies and environmental concerns. It also emphasizes the implementation of environmental responsibilities. It also emphasizes the implementation of environmental responsibilities. Roy, Epstein, and Epstein (1997). Environmental management and organizational learning are enhanced through the implementation of ISO 14000 (Johnstone, 2020). Green performance management reduces the overall expenses of an organization by enhancing efficiency in the utilization of resources such as electricity, water, and manufactured products (Rashmi, 2021). It contributes to increased employee commitment and employment satisfaction, which in turn increases productivity.

The focus of Green Performance Appraisal is an organization's administrative effectiveness. The purpose of performance management is to assist employees in refining and enhancing their abilities, which are ultimately critical to the organization's success in attaining its objectives. The implementation of Green Performance Appraisal is critical for the assessment of both employees and managers, as it facilitates the development of subsequent reward and compensation systems (Abid, Matloob, Raza, & Ali, 2020). Performance appraisal comprises three fundamental principles: planning and goal establishment, performance evaluation, and employee development (www.trinet.com, 2021). A strategic approach is necessary for leadership teams to implement each principle, taking into account the distinct attributes of each employee. The four pillars of purpose, outcomes, accountability, and collaboration must serve as the basis of a performance culture, according to Miles (2021). According to Mishra (2017), the Green Performance Appraisal evaluates employee performance in terms of their progress towards establishing a green environment. The appraisal is comprised of three dimensions: strategic focus, measurability, and completeness.

2.3.6 Organizational Citizenship Behavior

Organizational citizenship behavior refers to an individual's discretionary dedication to a company or organization beyond the scope of their contractual responsibilities (Ebby, 2020). Organizational citizenship behavior encompasses a wide range of individual actions that surpass the minimum requirements, often for the benefit of the organization, and may even be motivated by personal objectives. The manifestation of organizational citizenship behavior is attributable to the initiative and personal preference of the employee. In the realm of functional responsibilities, organizational citizenship conduct surpasses the criteria for efficacy, implementation, and functionality. The concept of Organisational Citizenship Behaviour (OCB) was revised by Organias (1990) to encompass an employee's inclination to exceed the designated responsibilities assigned to them. On the basis of the responsibilities that result from being a civil citizen, Dennis Organ (1988) developed the five dimensions of organizational citizenship behavior: altruism, conscientiousness, courtesy, civic virtue, and sportsmanship (Essien & Ogunola, 2020). Altruism is the act of providing assistance to a person in need without anticipating anything in return. It is the act of contributing to the collective welfare, which in this instance is the team. Demonstrating awareness and mindfulness towards colleagues constitutes courtesy (Barsky, 2019). It may involve declining incoming calls in a communal area where individuals are engaged in silent work. An example of sportsmanship is a squad player. There are occasions in every professional environment when a team emerges victorious and other times when they are forced to restart from the beginning (personio.com, 2023). Conscientiousness can be defined as the deliberate and conscientious completion of one's work, as opposed to merely marking it as completed (Xu, Wang, & Ma, 2022). This typically requires additional effort beyond what is required. An employee's civic virtue is the manner in which they discuss the organization beyond the confines of the workplace. Demonstrating loyalty and pride in one's employment

with a company can result in an improvement in work quality (personio.com, 2023). In order to motivate personnel in institutions of higher education to exceed their prescribed responsibilities, it is imperative that they are provided with a conducive and pleasant working environment (Anwar, Yusliza, Ramayah, Faezah, & Khalid, 2020). OCB can result in increased workplace enthusiasm and job performance, both of which can influence an employee's approach to a given task. By adopting a more receptive and optimistic mindset, one is capable of approaching a problem in a novel and imaginative fashion. Regarding this, discretionary employee actions that are not formally recognized or rewarded but contribute to the overall effectiveness of environmental management within the organization. Consequently, the resolution of environmental issues relies on the supplementary actions of personnel. In total, this supports the case for green OCB, which stands for organizational citizenship behavior with regard to the environment. Environmental organizational citizenship behavior encompasses a variety of sustainable activities, including staff encouragement of eco-friendly practices and regulation of workplace waste, recycling, and anticarbon activities (Anwar, Yusliza, Ramayah, Faezah, & Khalid, 2020). OCBE necessitates the voluntary actions and conduct of employees, which frequently run counter to formal procedures and advantages (Micheli, Cagno, Mustillo, & Trianni, 2020). This is further supported by the finding that employees' attitudes toward organizational citizenship behavior for the environment (OCBE) have a significant impact on the implementation and reinforcement of green initiatives (Priyankara et al., 2018). The present study utilized the OCBE dimension. As stated by Boiral et al. Boiral (2009) and Anwar et al. (2020) identify eco-helping, eco-initiatives, and eco-civic engagement as the dimensions and indicators of OCBE. Eco-helping and eco-civic engagement are terms that denote voluntary assistance to coworkers in integrating environmental concerns more effectively into the workplace and participation in an organization's environmental programs and activities, respectively. Employee eco-initiatives encompass any course of action

undertaken by an employee with the intention of enhancing the organization's environmental performance (Hameed et al., 2020).

2.3.7 Employee Performance

Employee performance encompasses the tasks and obligations carried out by staff members as determined by the organization, in conjunction with the assessment of their performance conducted by the organization with the aim of attaining its objectives (Saputro & Nawangsari, 2021). Employee performance refers to the manner in which a staff member carries out their designated responsibilities, accomplishes mandatory assignments, and conducts themselves within the organizational setting (Risal, Asyik, & Suroso, 2021). Performance is evaluated based on the quantity, quality, and effectiveness of the work produced. An alternative definition of performance is $f(A \times M)$, which represents the interaction between ability and motivation (Sinambela & Ernawati, 2021). Nonetheless, an alternative perspective relates it to behavior (Armstrong & Baron, 2000). Employee performance is predominantly determined by the accomplishments and outcomes achieved during the course of work. Performance pertains to the act of fulfilling obligations and striving to achieve desired results. Every organizational policy, procedure, and design element has a substantial effect on the performance of an organization or an individual. Task performance is predominately facilitated by task knowledge, task skill, and task routines; it requires greater cognitive ability (Risal, Asyik, & Suroso, 2021).

As stated by Miles (2021), the establishment of a performance culture necessitates the utilization of the following four pillars: purpose, outcomes, accountability, and teamwork. Performance is evaluated based on the quantity, quality, and effectiveness of the work produced. The evaluation of all other aspects of their performance is predicated on the quality

of their work. Since efficiency is achieved by maximizing output while minimizing expenses, it is critical for your organization to be cognizant of this. Employees who demonstrate exceptional performance can be entrusted with autonomy and will persist in generating robust outcomes with minimal oversight (Perkbox, 2023). Employee performance can be assessed based on various factors, including work performance, organizational loyalty, responsibility, creativity, and employee knowledge (Targan & Rozzyana, 2018).

2.4 Empirical Review

The relationship between employee performance and green human resource management practices (green rewards management, green recruitment practices, green training and development, and green performance appraisal) was elucidated in the empirical literature review. In addition to the relationship between employee performance and green human resource management practices, which is moderated by organizational citizenship behavior.

2.4.1 Green Reward Management Practices and Employee performance

Lossin et al. (2016) explored green incentives: an empirical study of monetary and symbolic prizes to encourage energy conservation in Germany. This can be accomplished with the use of personal information systems (e.g., web portals); nevertheless, they must be actively employed to generate results. The results of the study indicate that incentives substantially increased participants' system usage and, furthermore, their energy savings. Nevertheless, there was no absolute superiority between monetary and non-monetary incentives. In addition, the research was carried out outside of Kenya and specifically examined employee performance in relation to green reward management. This limitation creates a space for the present study to

fill.

Amin (2022) conducted a study to determine the degree to which financial and non-financial rewards influence the performance of executives in Malaysian manufacturing companies. This study concluded that there is no statistically significant correlation between monetary incentives and the job performance of executives. Although non-monetary incentives exhibit a substantial correlation with the job performance of executives. In contrast to manufacturing firms, where nonfinancial rewards have a positive effect on executive performance, SmartPLS analysis demonstrates that financial rewards have an adverse effect on executive performance. However, the impact of green reward management practices on university employee performance was not the focus of the study. Empirically, in Lusaka, Zambia, Siwale et al. (2020) investigated the effect of reward systems on employee performance at Brentwood Suppliers Ltd. The investigation unveiled that the current incentive structure employed by Brentwood suppliers was unproductive and necessitated revision; a correlation was identified between incentive systems and employee performance. Nevertheless, the research was not executed within the setting of a university and was hampered by a small sample size. Onuorah, Okeke, and Ikechukwu (2019) focused at how three types of compensation—performance, competency, and equity—impacted worker productivity in Nigeria's Anambra State, although they didn't specifically address green training practices. The study's conclusions were that compensation management has a substantial impact on employee performance in Nigerian organizations, based on its findings. Nevertheless, the research did not encompass public universities, which restricts the applicability of the results. Additionally, there was no emphasis on green employee performance. Anthonia and Ikechukwu (2019) investigated at how management of pay affects the work performance of workers in Nigeria's manufacturing industry. All of the independent variables (Salary (SLY) and Benefits Programmes (BP)) were

found to have a significant relationship with Employee Performance in the Manufacturing Industry, according to the findings. However, the research was carried out within the manufacturing sector, which restricts the applicability of the results to the context of universities. Additionally, the research employed a limited sample size. The effects of monetary rewards, non-monetary rewards, promotion schemes, and recognition on employee performance at Farm Concern International, Kenya were investigated by Waithira (2018). First, the results indicated that a majority of employees were dissatisfied with their compensation, and second, it was unclear whether the firm's current monetary incentives resulted in enhanced employee performance. Furthermore, it was disclosed that the firm's implementation of non-monetary incentives was well-received and effectively stimulating employee performance. Furthermore, it was ascertained that the firm's promotion schemes played a pivotal role in enhancing employee performance. Finally, it was determined that the current implementation of recognition strategies within the organization was significantly affecting employee performance. Nevertheless, the research did not specifically examine green reward management practices in public universities, which restricts the applicability of the results to this population. In a case study of Wajir county, Warsame (2018) investigated the correlation between compensation management practices and employee performance in county governments in Kenya. The research findings indicate that employee performance is positively correlated with both direct compensation and employee incentives. However, public universities and their green reward management practices were not the focus of the study.

Lipuku, Sang, and Rop (2022) examined the correlation between compensation and reward management and employee performance in a subset of not-for-profit organizations in Kenya's South Rift region. Reward and compensation initiatives had a significant positive correlation with employee performance, according to the findings ($\beta = 0.395$; $p = 0.000 < 0.05$). The

research did not center on green reward management at public universities, which creates a knowledge vacuum that was addressed by the present study. The impact of green reward and compensation practices on the environmental sustainability of five service-based state corporations in Kenya was assessed by Mandago (2018). The results indicated that green rewards had a negligible impact on environmental sustainability. The significance of Green Reward and compensation management practice was found to be negative, as indicated by a coefficient of -0.082. On the contrary, Paillé, Valéau, and Carballo-Penela (2022) assert that the impact of green rewards on the environmental performance of individuals is, at best, inconclusive. Nevertheless, the research was limited in scope and concentrated on the environmental sustainability of state-owned enterprises rather than employee performance.

2.4.2 Green Recruitment and Employee performance

Martins et al. (2021) examined the effect of green hiring and green human resource management practices, specifically green hiring, on the long-term viability of private and public healthcare organizations in Portugal. Green recruitment has a positive and significant effect on environmental performance, economic performance, and social performance, according to the findings of the study. The path coefficients test additionally demonstrated that compensation and green performance management mediate the relationship between sustainable performance of public and private healthcare organizations and green hiring. Nevertheless, the research was carried out within the health sector with an emphasis on the sustainable performance of private and public healthcare, rather than employee performance. Pham and Paille (2020) examined green recruitment and selection, providing insight into green patterns. Some businesses choose to utilize green criteria in their candidate selection processes, while others do not, according to the findings. Communicating the environmental values and

orientation of a company is, nonetheless, something to hone during GRS. Prior research has distinguished four mediators—anticipated pride, perceived value alignment, expectation of favourable treatment, and perceived organisational green reputation/prestige—that bridge the gap between job seekers' perceptions of organisational attractiveness and signals of a company's CES. Nevertheless, five moderators—pro-environmental attitude, socioenvironmental consciousness, desire to make a substantial impact through one's work, environmental-related standard registration, and job seeker expertise—impact the magnitude of this effect. However, no information regarding green recruitment and selection or employee performance was included in the study.

Suwarto and Subyantoro (2019) examined the interplay between selection and performance, recruitment and placement, placement and performance, selection and placement, and placement and performance at PT Green Glovers Indonesia in Klaten. The findings indicated that placement influences performance, selection influences placement, and recruitment influences selection, while placement is influenced by placement. Due to the small sample size, the results cannot be extrapolated to public universities in Kenya as a whole.

Using quantitative research methodology, Sinaga and Nawangsari (2019) examined the impact of green recruitment, green training, and OCBE on employee performance in Indonesia. Employee performance is positively and significantly impacted by green recruitment, green training, and Organization Citizenship for Behavior (OCBE), according to the findings of this study. Employee performance is positively and significantly impacted by green training and Organization Citizenship for Behavior (OCBE). Nevertheless, the research was carried out in the private sector, which is not representative of the Kenyan context, and its small sample size prevented it from being applied to public universities in Kenya.

Ajadi, Adewumi, and Ntshangase (2022) investigated the correlation between green

recruitment best practices and the environmentally conscious conduct of employees. In doing so, they identified a number of obstacles that beset green recruitment practices in the eThekweni Municipality of South Africa. The results indicate that a variety of green recruitment practices were implemented, such as substituting paper applications with automated ones, conducting interviews via green platforms like Skype and Zoom, and posting job advertisements on e-career portals like LinkedIn. A computer laboratory serving as a center for job applications and the utilization of psychometric tests to assess the environmental consciousness of applicants are additional procedures. The study did not, nevertheless, center on the results of green recruitment practices.

Remilekun, Oaya, and Ogbu (2017) Using a descriptive survey research design, the study examined the impact of recruitment and selection strategies on employee performance in the real sector of Nigeria. The study findings indicate that organizations can effectively recruit dedicated and productive personnel by utilizing recruitment agencies and internal employee referrals during the selection and recruitment process. Conversely, relying solely on the influence of the host community can result in inefficient organizational recruitment. Nevertheless, green recruitment and selection in public universities was not the primary focus of the study.

Imucheri and Kakuba (2022) analyzed the relationship between labor force job performance and government administration in Uganda. The results of the analysis indicated that 47% of the variances in employee job performance can be accounted for by the job analysis ($R^2=0.47$). The R-square statistics indicate that 31% of the variance in employee job performance can be attributed to the selection process. 45% of the variance in employee work performance can be attributed to orientation, as indicated by the R-square statistics. The recruitment procedure has a substantial impact on employee performance. However, green recruitment practices within the context of universities were not the focus of the study.

Mwita and Kinemo (2018) conducted a case study on Tanzania Tobacco Processors Limited (TTPL) to examine the impact of green recruitment and selection on the performance of processing industries in Tanzania. Green recruitment and selection practices have been identified as effective in attracting a greater pool of highly qualified job candidates. Performance was also found to have a linear correlation with green recruitment and selection, according to the study. The research, nevertheless, was carried out in private universities as opposed to public ones. Additionally, the study centered on organizational performance rather than employee performance. The impact of green recruitment and selection on the sustainability of a subset of tea factories in the Kericho Highlands region of Kenya was evaluated by Kiplangat, Sang, and Kingori (2022). A considerable positive correlation was found between green recruitment and selection practices and the sustainability of the tea factories, according to the findings. Nevertheless, the research was carried out exclusively within public universities and did not specifically examine the impact of green recruitment and selection on employee performance.

2.4.3 Green training Practices and Employee performance

Xie and Zhu (2020) used organizational learning theory to look into how and when green training affects a company's chances of achieving sustainability success. They did this in Chinese manufacturing companies. Green training is positively correlated with corporate sustainability performance through the indirect effect of green innovation behavior, according to the findings. Furthermore, an increasingly positive indirect effect exists, which is contingent upon ambidextrous learning. Specifically, firms with lesser ambidextrous learning capacities experience the least positive indirect effect, while firms with higher ambidextrous learning

capacities experience the strongest indirect effect. Despite this, the research was limited to the manufacturing industry and did not center on employee performance. Kumarasinghe and Pallewaththa (2018) utilized a descriptive cross-sectional research design to examine the impact of green training and development practices on employee performance at ABC (Pvt) Ltd in Sri Lanka. The results indicate that ecological development and training practices have a marginally negative impact on employee performance. The findings from the regression analysis indicate that a one-unit increase in green training and development practices is associated with a one-unit decrease in employee performance. Nevertheless, the research was carried out within the manufacturing sector as opposed to public universities. Tramarico, Salomon, and Marins (2017) conducted a comprehensive evaluation of GSCM training by applying a multi-criteria approach based on the four highest-level processes outlined in the Supply Chain Operations Reference Model (SCOR): Plan, Source, Make, and Deliver. The Analytic Hierarchy Process was utilized to evaluate the instruction. The findings of the analysis indicate that training has a substantial positive impact on the organization, yielding 87% in organizational benefits and 77% in individual benefits. Organizational Benefits emphasized the application of GSCM best practices and the shared comprehension of terminology and procedures. Additionally, Individual Benefits enhanced GSCM expertise and knowledge. However, the research primarily examined the individual advantages in relation to skill development, neglecting to demonstrate the impact of the training on employee performance. In conjunction with universities, the research was also carried out in the chemical industry, which has a distinct institutional culture. Pham et al. (2020) assessed the effectiveness of training programs in addressing environmental challenges and enhancing the environmental performance of hotel employees in Vietnam. The results indicate that an environmental training program plays a crucial role in directly influencing employee in-role green performance (EIGP). Furthermore, employee

environmental commitment substantially mediates the relationship between environmental training and EIGP. Notably, the study provides evidence in favor of our hypothesis that the influence of employee environmental commitment as a mediator between environmental training and EIGP is more pronounced in hotels under the management of Western hospitality corporations. Surprisingly, cultural influence has no moderating effect on the effect of environmental training on EIGP. Although the research was carried out within the hospitality sector, it did not pertain to public universities.

The study conducted by Pinzone, Guerci, Lettieri, and Huisinigh (2019) investigated the impact of green training on job satisfaction and proenvironmental behaviors. Insights derived from the Italian healthcare industry. Survey-based research was conducted on 260 healthcare professionals for the study. Green training is associated with employee participation in voluntary pro-environmental behaviors, according to the findings; this relationship is mediated by the fact that green training instills in employees a sense of challenge, which motivates them to engage in green-oriented discretionary effort, according to the evidence. Furthermore, in contrast to alternative training modalities, green training enhances employee job satisfaction. This correlation was found to be mediated by employees' perception of green training as an employer-provided form of support, which contributed to a more gratifying professional experience. However, the research was limited to the Italian health sector and failed to demonstrate the impact of environmentally friendly training on staff productivity.

Wu et al. (2021) utilized the dynamic componential model of innovation and creativity in Chinese public sector enterprises to propose and sequentially test the relationship between green training and employees' green creativity, which is measured by green values and green intrinsic motivation. According to the findings, which are supported by data gathered at two distinct time intervals from Chinese public sectors (N = 464), green training is positively associated with green creativity. Furthermore, this correlation is mediated in a sequential

fashion by green intrinsic motivation and green values. However, the research was carried out within the context of the Chinese public sector rather than public universities. Moradeke, Ishola, and Okikiola (2021) looked at how green training and development methods affected the long-term health of the environment in WAMCO Nigeria. The results indicated that the development of green abilities merely explains 93.7% of the variability observed in environmental awareness. This suggests that the development of green abilities has a noteworthy and positive impact on environmental awareness, which serves as an indicator of environmental sustainability. Similarly, employee commitment to the environment, a component of environmental sustainability, is positively and significantly correlated with green knowledge ($r=0.942$, $pvalue<0.05$). However, the research was not carried out within the specific context of Kenya and did not examine employee performance in public universities. Rather, it examined the impact of green training on environmental sustainability. In their study, Abuelhassan and Elsayed (2020) examined the effects of green training for hotel employees on the environmental performance of hotels located in Egypt. The findings, as determined by structural equation model analyses, underscored the favorable influence of PAGT and PSGT on the environmental performance of hotels. Nevertheless, the research was not carried out within scholarly establishments, which restricts the applicability of the results to public universities in Kenya. In their study, Sherifah et al. (2022) employed a descriptive quantitative design to examine the associations between employee performance and training and development at Uganda Wildlife Authority (UWA). The results of the study indicated that (1) training methods and training needs analysis (TNA) had a substantial impact on employee performance at Uganda Wildlife Authority; and (2) training and development at UWA had a substantial positive influence on employee performance. Rejection of the null hypothesis occurred. Nonetheless, a small sample size and a lack of emphasis on green training practices in public universities were drawbacks

of the study.

Jeruto, Kwasira, Chelule, and Rop (2017) examined the impact of green training and development practices on the environmental sustainability of a specific group of state-owned service-oriented organizations in Kenya. The organization's policies incorporated ecological training and development, according to the findings of the study. The implementation of green training and development practices within state corporations in Kenya has a substantial and favorable impact on environmental sustainability. On the contrary, there is no statistically significant correlation between green employee training and environmental sustainability, as stated by Owino and Kwasira (2016). However, employee performance was not the focus of the studies, creating a need for the present study.

2.4.4 Green Performance Appraisal Practices and Employee performance

Yusoff et al. (2020) investigated the correlation between environmental performance in Malaysia's hotel industry and green HRM practices, including green recruitment and selection, green training and development, green performance appraisal, and green compensation. The study's analysis unveiled that green performance appraisal lacks a significant correlation with environmental performance, whereas green recruitment and selection, green training and development, and green compensation do exhibit a meaningful association with environmental performance. Furthermore, Alshaabani et al. (2021) discovered that there was no significant correlation between green work engagement and green performance management. Nevertheless, the research was carried out exclusively within the hospitality and renewable energy sectors, not within public universities. In addition, the research centered on the correlation between performance appraisal and green work engagement and environmental sustainability.

Amjad et al. (2021) examined the influence of GHRM practices—specifically, reward and compensation, performance appraisal, and training and development—on the sustainability of Pakistan's textile industry. The authors examined the mediating effect of environmental performance and employee performance on this relationship. Organizational Sustainability was significantly impacted by GHRM practices (training and development, performance evaluation, and reward and compensation), according to the study's findings. Nevertheless, the research did not center on employee performance in relation to green performance appraisal. Furthermore, it should be noted that the research was not carried out within the framework of public universities, which creates a research vacuum that the present study aims to fill. Helal (2022) examined the relationship between employee productivity and performance evaluations in the retail industry of Lebanon. A direct correlation was found between performance appraisal, 360-degree evaluation, management by objectives, and organizational performance, according to the findings. Nevertheless, green appraisal practices within the context of public universities were not the primary focus of the study. Ramous et al. (2016) studied the effects of performance appraisal on organizational commitment and employee job satisfaction within the context of microfinance institutions in Ghana. Employees' job satisfaction is positively correlated with and influenced by an appraisal system that is fair, ties promotions to evaluations, provides clear roles and responsibilities, and provides performance feedback, according to the study. Additionally, the research unveiled that the correlation between performance appraisals and salary, the identification of training requirements, the provision of clear performance appraisal objectives, and employee participation in the development of appraisal instruments all have a positive influence on employee commitment. However, due to the private institution where the research was conducted, the results cannot be extrapolated to public universities. Binta et al. (2019) investigated the impact of performance appraisal on employee productivity

at the headquarters of the Federal Ministry of Education in Abuja. The coefficients of performance appraisal and employee feedback had a positive and statistically significant impact on employee productivity during the study period, according to the findings. Nevertheless, green employee evaluation practices in public universities were not the topic of the study.

Kagotho (2018) examined the impact of performance appraisal on employee performance within the healthcare industry in Kenya, specifically focusing on Getrudes Children Hospital in Nairobi as a case study. The research study determined that performance appraisal feedback is of the utmost importance due to the fact that it provides organizations with a valuable opportunity to assess the extent to which each employee is aligned with predetermined standards and expectations. The results suggest that performance appraisal and performance appraisal feedback are of the utmost importance, as they provide organizations with a valuable opportunity to assess the extent to which each member of staff meets predetermined standards and expectations. Additionally, the study determined that performance appraisal objectives are of the utmost importance, and that effective performance appraisals result in significant benefits including employee trust and commitment, job satisfaction, and productivity. Nevertheless, employee performance and ecological performance appraisal practices were not the primary focus of the study.

Moraa and Datche (2019) examined the impact of performance appraisal on employee performance at the Nairobi County office of the National Health Insurance Fund. Determined the impact of performance planning, goal setting, performance review, and employee feedback on employee performance at the Nairobi County headquarters of the NHIF. Performance evaluation and employee performance are positively correlated, according to the findings of the study. The defined objectives had a substantial impact on the performance of the employees. Additionally, all variables exhibited a positive correlation with employee

performance, as indicated by the coefficients. Nevertheless, the research did not examine the impact of green performance appraisal on university employees' performance.

2.4.5 Moderating role of Organizational Citizenship Behaviour on the effect of Green Human Resource Management Practices on Employee performance

Freire and Pieta (2022) examined the influence of green human resource management on organizational citizenship behavior in Portuguese companies that hold ISO 14001 certification. The authors explored the mediating effects of organizational identification and job satisfaction. The findings suggest that a mediating model exists wherein job satisfaction influences the connection between organizational citizenship behavior and the influence of green human resource management. However, OCB is not the result of Green HRM in this study; rather, it moderates the relationship between Green HRM and employee performance, as it does in the present study. Furthermore, it should be noted that the research was not carried out within the specific context of Kenya.

Ardiza, Nawangsari, and Sutawidjaya (2021) used OCBE to find out how Green Performance Appraisal and Green Compensation can help employees do a better job in Indonesia. This study provided evidence that the impact of Green Performance Appraisal and Green Compensation and Rewards on Employee Performance is not mediated by OCBE among groups of employees with less than five years of service. Conversely, in the case of employee cohorts exceeding five years of service, OCBE merely acts as an intermediary between Green Compensation and Rewards and Employee Performance. The investigation was not, nevertheless, conducted within the Kenyan context.

Mousa and Othman (2020) evaluated the extent to which Palestinian healthcare organizations have adopted green human resource management practices and analyze the resultant effects on

sustainable performance. The results of the study indicated that the degree of adoption of green human resource management practices was moderate, with an overall mean implementation score of 2.42 out of 5. Furthermore, an exceptionally high level of sustainable performance was attained, 3.42 on a scale of 5. The process involved the identification and prioritization of green practices; "green hiring" and "green training and involvement" were found to be the most influential, while green performance management and compensation had the least impact. Furthermore, sustainable performance was found to be positively impacted by green human resource management practices, as determined by the path coefficients test. Nevertheless, the research solely examined the direct impact of green human resource management practices, neglecting to consider the moderator and the university context. Umrani et al. (2020) studied the correlation between the implementation of Green HRM practices by organizations and their environmental performance in Pakistan. The study explored how environmental concerns and environmental responsibility mediated this relationship. The results indicate that Green HRM contributes positively to the organization's environmental performance. Additionally, it was observed that environmental responsibility and environmental concerns served as significant mediators. In addition, the results demonstrated that an increase in employee environmental consciousness would strengthen the correlation between Green HRM and environmental performance. The study was, however, conducted in the hotel industry of Pakistan and not in Kenyan universities. Furthermore, the research did not employ OCB as a moderator. Paillé et al. (2014) analyzed the correlation between organizational citizenship behavior for the environment, strategic human resource management, internal environmental concern, and environmental performance within the Chinese context. The primary findings suggest that the relationship between strategic human resource management and environmental performance is entirely mediated by organizational citizenship behavior for the environment. Additionally, the

impact of strategic human resource management on organizational citizenship behavior for the environment is moderated by internal environmental concern. Nevertheless, the research centered on environmental performance rather than employee performance. Gill, Ansari, and Samra (2021) researched the way in which organizational citizenship behavior toward the environment influenced the environmental performance of universities in Punjab, Pakistan, as an indirect effect of GHRM practices. The findings of the direct hypothesis demonstrated that green performance, green reward, and green training have a significant influence on the environmental citizenship behavior of organizations. For the purposes of mediation analysis, the relationship between green performance, green reward, green training, and environmental performance is substantially mediated by the organizational citizenship behavior of the environment. Nevertheless, the research was carried out exclusively in Punjab, Pakistan, which restricts the applicability of the results to the Kenyan setting. Furthermore, employee performance was not the primary focus of the study as the dependent variable. Nisar et al. (2021) investigated the impact of green human resource management practices on the environmental performance of Malaysian green hotels. Additionally, the study examined the mediating role of pro-environmental behavior and green intellectual capital. Green human resource practices (green training and development and green discipline management) were found to be significant predictors of green intellectual capital, which in turn positively influences pro-environmental behavior. The results additionally demonstrated that the environmentally conscious conduct of employees has a substantial impact on improving the environmental performance of hotels. Furthermore, empirical evidence suggests that green human resource management practices have an indirect positive impact on environmental performance by fostering pro-environmental behaviors and green intellectual capital. This research endeavor represents a limited number of attempts within the field of environment management to integrate green intellectual capital and pro-environmental behaviors with green

human resource management practices. Nevertheless, the research was carried out within the specific context of the hospitality industry in Malaysia. Furthermore, the research did not employ OCB as a moderator.

Saputro and Nawangsari (2021) employed a quantitative survey methodology to examine the impact of Green Human Resource Management on employee performance at PT Andalan Bakti Niaga via Organization Citizenship Behavior for the Environment (OCBE). The results indicate that Green Recruitment, Green Training, Green Compensation and Rewards, and Green Performance Appraisal all have a significant and positive impact on OCBE. However, there is no significant effect of Green Performance Appraisal on OCBE. However, Green Training and Green Performance Appraisal do have a positive and significant effect on employee performance. On the other hand, Green Recruitment and Green Compensation and Rewards have a significant and negative effect on employee performance. Lastly, OCBE has a positive and significant effect on employee performance. Nevertheless, the research was not carried out within the specific context of Kenya, which restricts the applicability of the results to public universities in Kenya. Additionally, the sample size was inadequate, potentially impeding the ability to extrapolate the results.

Aremu and Adepoju (2022) investigated the impact of Green Human Resources Practices on the retention of employees at a sample of Southwest Nigerian food and beverage companies. Employee retention is significantly correlated with green employee socialization, green ethic management, green reward systems, green health and safety, and green remote employment, according to the findings. In contrast, selection and green recruitment ($Z = 0.62$; $P > .05$). Nevertheless, the research was not carried out within the context of a university, and its primary emphasis was not on employee retention rather than performance.

Ahakwa, Yang, Tackie, and Asamany (2021) researched the effects of green innovation-driven human resource management practices on the environmental performance of small and

medium-sized manufacturing companies operating in Ghana. Green human resource management practices have a direct and substantial impact on environmental performance, according to the findings. Additionally, the impact of green human resource management practices on environmental performance was partially mediated by green innovation. The greatest impact on environmental performance is produced by green compensation via green innovation; this effect is statistically significant ($p < 0.01$). The research, however, was carried out among SMBs and not universities. Furthermore, the research centered on environmental performance rather than employee performance.

Kuria and Mose (2019) investigated the impact of green human resource management practices on the overall efficacy of Kenyan universities. Green recruitment and selection, green HR performance management, green training and development, and green pay and reward were found to have a significant and positive correlation with the organizational efficacy of Kenyan universities, according to the findings. Nevertheless, the research centered on the organizational efficacy of Kenyan universities rather than employee performance. Furthermore, the research did not employ OCB as a moderator. Mandago (2019) assessed the impact of green human resource management practices on the environmental sustainability of five Kenyan state-owned service-oriented corporations. The study employed a descriptive design to examine the impact of green recruitment and selection, green training and development, green reward systems, and green performance management practices on the environmental sustainability of Kenyan state-owned enterprises. According to the results, the implementation of green performance management practices, green recruitment, green reward systems, and green training and development had a significant and positive impact on the environmental sustainability of state-owned enterprises in Kenya. In general, the implementation of green human resource management practices within state corporations was

observed to yield favorable results in terms of environmental sustainability. Nevertheless, the research did not center on employee performance, Mahando and Juma (2020) examined the impact of human resource management practices on the performance of employees at the Technical University of Kenya. The study's particular aims were as follows: to ascertain the impact of employee promotion, employee recognition, and interpersonal communication on employee performance at the Technical University of Kenya. Employee performance was found to be significantly and positively influenced by all three independent variables—interpersonal communication, employee recognition, and employee promotion—according to the study's findings. Nevertheless, this aspect was not the primary focus of the aforementioned study, which created a knowledge gap that the present research aims to fill. Omune and Nyang'au (2021) assessed the impact of green human resource management practices on the work performance of employees at four public universities located in the South Rift region of Kenya. An investigation into the impact of green compensation and rewards, green recruitment and selection, and green training and development on employee work performance and employee relations. Green employee relations, green compensation and rewards, green recruitment and selection, and green training and development all had a significant impact on employee performance at the four public universities in South Rift Kenya that were included in the study. Nevertheless, the research primarily examined the teaching staff, neglecting the non-teaching staff. Moreover, the investigation failed to examine the moderating effect of the OCB on the relationship between Green HRM and employee performance.

2.5 Summary and Research Gaps

While eco-friendly practices are being adopted in every sector of the globe, developing countries have been slower to embrace this trend. A significant number of developing nations

have yet to completely integrate green practices into their various functional domains (Gupta, 2018). Analysis of the implementation of GHRM practices in the service sector of developing nations has been the subject of a limited number of studies. Consequently, the present investigation examines the influence of green human resource management practices on the performance of employees in public universities located in Kenya, with the moderation effect of OCB, a developing nation. Nevertheless, the degree to which green measures are effectively executed and reinforced is predominantly contingent upon the employees' perception and commitment to organizational citizenship behavior for the environment (OCBE) (Priyankara, Luo, Saeed, Nubuor, & Jayasuriya, 2018). Hence, HRM professionals are confronted with the task of creating, cultivating, and sustaining environmentally conscious employees who exemplify OCBE (Priyankara et al., 2018; Renwick et al., 2013). The integration of employee compensation with the achievement of particular environmental goals could be achieved through the provision of a benefit program that incentivizes green performance (Mwita, 2019). Notwithstanding this, the impact of green rewards on the environmental performance of individuals is, at best, inconclusive (Paillé, Valéau, & Carballo-Penela, 2022). Lossin and colleagues (2016) According to Siwale et al. (2020), Anthonia and Ikechukwu (2019) and Onuorah, Okeke, and Ikechukwu (2019) state that rewards can significantly and positively affect employee performance. Waithira (2018), Warsame (2018), Lipuku, Sang, and Rop (2022) discovered a positive and statistically significant correlation between reward management practices and employee performance in the Kenyan context. Amin (2022) discovered that there is no significant correlation between monetary compensation and executive job performance. Although non-monetary incentives exhibit a substantial correlation with the job performance of executives. According to a study by Saputro and Nawangsari (2021), green rewards and compensation have a substantial and adverse impact on employee performance. Mandago (2018) found that the implementation of green reward

and compensation management practices had an adverse impact on environmental sustainability in Kenya. The existing discrepancies in research have created a knowledge vacuum concerning the correlation between green reward management practices and the performance of employees in public universities. Furthermore, research examining the impact of green recruitment practices on employee performance in public universities in Kenya is scarce. Ogbu and Remilekun (2017), Sinaga and Nawangsari (2019), Suwanto and Subyantoro (2019), Sinaga and Nawangsari (2019). The research conducted by Imucheri and Kakuba (2022) examined the impact of green recruitment on performance. However, the study is limited by a small sample size, which hinders the generalizability of its results to different contexts. Furthermore, the research was not carried out within the framework of public universities in Kenya. Ajadi, Adewumi, and Ntshangase (2022), Pham and Paille (2020), and Martins et al. (2021) In their investigation of green recruitment, Mwitwa and Kinemo (2018) directed their attention away from employee performance and toward alternative industries besides public universities. The study conducted by Kiplangat, Sang, and Kingori (2022) examined the impact of green recruitment and selection practices on manufacturing sector sustainability. The significance of green training in addressing individual obstacles to proenvironmental behavior and encouraging its implementation in the workplace has been recognized, given that it benefits both organizations and employees (Yuriev, Boiral, Francoeur, & Paillé, 2018; Tramarico, Salomon, & Marins, 2017). Recent research on training has revealed that it can potentially lead to adverse consequences for employees, including increased work overload, time pressure, tension, and a decline in the organization's internal social sustainability (Oppenauer & Van De Voorde, 2018; Topcic, Baum, & Kabst, 2016). According to Yusoff et al. (2020), there was no statistically significant correlation between green performance appraisal and environmental performance. Furthermore, Alshaabani et al. (2021) discovered

that there was no significant correlation between green work engagement and green performance management. Nevertheless, the research was carried out exclusively within the hospitality and renewable energy sectors, not within public universities. In addition, the research centered on the relationship between performance appraisal and green work engagement and environmental sustainability, rather than employee performance. Studies on the impact of green human resource management practices in public universities in Kenya have been conducted by Omune and Nyang'au (2021), Mahando and Juma (2020), Kuria and Mose (2019), and Langat and Kwasira (2016). These researchers have identified that green human resource management practices have a positive and statistically significant effect on employee work performance, effectiveness, and environmental sustainability, respectively. In addition to methodological differences, the studies diverged with regard to employee green performance as an emerging and significant phenomenon within the context of green HRM. Moreover, while HRM practices have the potential to improve employee performance both directly and indirectly, the aforementioned studies solely examined the direct impact of Green HRM without considering OCB as a moderator. Similarly, there is a scarcity of research conducted in public universities in Kenya that specifically examines the relationship between green training and employee performance. According to the findings of Xie and Zhu (2020), Pham et al. (2020), and Kumarasinghe and Pallewaththa (2018), employee performance is significantly impacted by green training and development practices. The impact of green training and development practices on employee performance was found to be substantially moderated by additional variables, namely green values and green intrinsic motivation, according to Wu et al. (2021). The impact of green training and development practices on employee performance was found to be substantially moderated by employees' perception of green training, according to Pinzone, Guerci, Lettieri, and Huisinigh (2019). Abuelhassan and Elsayed (2020) and Moradeke, Ishola, and Okikiola

(2021) discovered that green development and training practices have an impact on both performance and environmental sustainability. Recent research on training has also brought attention to the potential adverse consequences it may impose on employees. These include heightened work demands, time constraints, and tension, which can ultimately undermine the organization's internal social sustainability (Oppenauer & Van De Voorde, 2018; Topcic, Baum, & Kabst, 2016). Nevertheless, the studies under evaluation did not originate from public universities in Kenya. An assessment was conducted by Jeruto, Kwasira, Chelule, and Rop (2017) to determine the impact of green development and training practices on environmental sustainability. The investigation did not center on the performance of employees, thereby creating a void for the present study. With regard to performance According to Helal (2022), Binta et al. (2019), Moraa and Datche (2019), and Kagotho (2018), performance appraisals have a significant and positive impact on employee productivity. In contrast, Yusoff et al. (2020) discovered that there was no statistically significant correlation between green performance appraisal and environmental performance. Furthermore, Alshaabani et al. (2021) discovered that there was no significant correlation between green work engagement and green performance management. Nevertheless, the research was carried out exclusively within the hospitality and renewable energy sectors, excluding public universities. In addition, the research centered on the correlation between performance appraisal and green work engagement and environmental sustainability. Green human resource management practices indirectly contribute to environmental performance, according to Nisar et al. (2021). In its entirety, these factors created a deficiency in the evaluation of how OCB moderates the relationship between Green HRM and employee performance in public universities located in Western Kenya.

Table 2.1: Summary of Specific Research Gaps

Researcher(s)	Focus of Study	Finding(s)	Knowledge Gap	Filling of Gaps
Green Reward Management Practices and academic staff performance				
Paillé, Valéau, and CarballoPenela, (2022)	Green rewards for optimizing employee environmental performance: examining the role of perceived organizational support for the environment and internal environmental orientation	effect of rewards individual environmental performance mixed, at best green on is	focused on individual environmental sustainability and not employee performance	The study focused on employee performance in public universities as an outcome of green reward management practices
Lossin, et al (2016)	investigated incentives to go green: an empirical investigation of monetary and symbolic rewards to motivate energy savings in German	incentives significantly increased system usage of participants, and additionally increased energy savings. However, monetary incentives were not necessarily superior to non-monetary incentives	the study was conducted in a nonKenyan Context and not focusing on employee performance as an outcome of green reward management thus providing a gap for the current study	The study focused on employee performance in public universities as an outcome of green reward management practices
Amin (2022)	The role of financial and non-financial rewards and their contribution to the performance of executives in manufacturing firms in Malaysia	The finding of this study found that financial rewards have no significant relationship with executive job performance. While non-financial rewards have a significant relationship with executive job performance.	the study didn't focus on green reward management practices on the performance of employees in the University context	The study focused on green reward management practices on the performance of employees in the University context
Siwale, et al., (2020)	impact of reward systems on employee performance at Brentwood suppliers Ltd; empirically in Lusaka, Zambia	There was a relationship between rewards systems and employee performance	However, the study was not conducted in a university context and suffered the limitation of a low sample size.	The study was conducted in public universities focusing on

			Besides the study didn't focus on green reward practices	
Onuorah, Okeke, and Ikechukwu (2019)	Influence of performance-based compensation, competency-based compensation and equity-based compensation on employee performance in Anambra State, Nigeria	compensation management has significance effect on employee performance	the study was not conducted amongst public universities. Besides it didn't focus on green employee performance.	The study focused on green reward management practices on employee performance in public universities in Kenya
Anthonia and Ikechukwu (2019)	Effect of Compensation Management on Employees Performance in the Manufacturing Industry in Nigeria	Salary (SLY) and Benefits Programmes (BP), have a significant relationship with Employees Performance	The study was conducted in the manufacturing industry The study had a low sample size	The study focused on green reward management practices on employee performance in public universities in Kenya using a larger sample size
Waithira (2018)	effects of monetary rewards, nonmonetary rewards, promotion schemes and recognition on employee performance in Farm Concern International, Kenya	Monetary rewards, non-monetary rewards, promotion schemes and recognition significantly affected employee performance	the study didn't focus on green reward management practices in the public universities	Green reward management practices and employee performance in public universities
Warsame (2018)	relationship between compensation management practices and employee performance in the county	there is direct relationship between the employee performance and direct compensation and employee incentives	the study didn't focus on public universities and their green reward management practices	The study focused on the effect of green reward management practices on employee performance in

	governments in Kenya, a case study of Wajir county			public universities
Lipuku, Sang, and Rop (2022)	the relationship between reward and compensation management and employee performance in not-for-profit organisations in Kenya using a case of select organisations within the South Rift region	reward and compensation initiatives had a significant positive relationship with employee performance	The study was not conducted in public universities focusing on green reward management	The study focused on the effect of green reward management practices on employee performance in public universities
Mandago, (2018)	influence of green reward and compensation practices in environmental sustainability of five service-based state corporations in Kenya	Green Reward and compensation management practice had a negative significance as shown by a coefficient of -0.082	The study focused on environmental sustainability and not employee performance as an outcome of green reward management	The study focused on the effect of green reward management practices on employee performance in public universities
Green Recruitment and academic staff performance				
Martins, et al., (2021)	the impact of green human resource management practice—i.e., green hiring—on the sustainable performance of public and private healthcare organizations in Portugal	green performance management and compensation significantly mediate the relationship between green hiring and sustainable performance of public and private healthcare organizations	the study was conducted in the health sector and focused on sustainable performance of public and private healthcare and not employee performance	The study focused on the effect of green recruitment on employee performance in public universities
Suwarto and Subyantoro (2019)	effect of recruitment on performance, the effect of selection on performance, the effect of placement on performance, the effect of	recruitment has no effect on performance; selection affects performance; placement affects performance; recruitment affects selection; and that	the study was not conducted the Kenyan public universities besides low sample size	The study focused on the effect of green recruitment on employee performance in public universities with

	recruitment on selection, and the effect of selection on placement at PT Green Glovers Indonesia in Klaten	selection affects placement		a larger sample size
Sinaga and Nawangsari (2019)	effect of green recruitment on employee performance in Indonesia	Green recruitment have positive and significant effect on employee performance.	the study had a low sample size and conducted in the private sector outside the Kenyan Context limiting the generalization of the findings to the Kenyan public universities	The study focused on green recruitment and employee performance in public universities using a larger sample size
Oaya, Ogbu, and Remilekun (2017)	examined the recruitment and selection strategy on the employee performance in the real sector in Nigeria	the use of recruitment agency and internal employee recommendation in the recruitment/selection process enables organization to recruit committed and productive employees	the study didn't focus on green recruitment and selection in public universities	the study focused on green recruitment and selection in public universities in Kenya
Imucheri and Kakuba (2022)	investigated government administration: management of recruitment process and employee job performance in Uganda	Recruitment process significantly affects employee performance	the study didn't focus on the green recruitment practices in the context of universities	The study focused on green recruitment practices and employee performance in the context of universities in Kenya
Mwita and Kinemo (2018)	the role of green recruitment and selection on performance of processing industries in	a linear relationship between green recruitment and selection and performance	the study was conducted in a private sector and not public universities	The study focused on recruitment practices and employee performance public

	Tanzania by using Tanzania Tobacco Processors Limited (TTPL) as a case study			universities in Kenya
Kiplangat, Sang, and Kingori (2022).	assessed the influence of green recruitment and selection on the sustainability of selected tea factories in Kericho Highlands region, Kenya	a significant positive relationship between green recruitment and selection and the sustainability of the tea factories	the study was conducted in the public universities besides didn't focus on employee performance as the outcome of green recruitment and selection.	The study focused on employee performance in the public universities in Kenya as the outcome of green recruitment and selection.
Green training Practices and academic staff performance				
Xie and Zhu (2020)	explored how and when green training influences the likelihood of firms to achieve sustainability performance by using organizational learning theory in Chinese manufacturing firms	there is an increasingly positive indirect effect that is conditional on ambidextrous learning; specifically, this indirect effect is least positive for firms with lower ambidextrous learning capacity but stronger for those firms having higher ambidextrous learning capacity	the study was conducted in the manufacturing sector and didn't focus on employee performance.	The study was conducted in the public universities in Kenya and focusing on effect of green training practices on employee performance
Kumarasinghe and Pallewaththa, (2018)	effects of green training and development practices on employee performance in ABC (Pvt) Ltd in Sri Lanka using a descriptive cross-sectional research design	green training and development practices significantly affect employee performance.	the study was conducted in the manufacturing industry and not public universities.	The study was conducted in the public universities in Kenya and focusing on effect of green training practices on employee performance
Tramarico, Salomon, and Marins (2017)	multi-criteria training assessment for GSCM through	training essentially contributes to the organization,	the study the study focused on individual benefits interms	The study focused on other

	the four toplevel processes of Supply Chain Operations Reference Model (SCOR) i.e., Plan, Source, Make and Deliver	resulting in 87% for Organizational Benefits, and 77% for Individual Benefits	of skills but not showing the effect of the training on employee performance. Besides the study was conducted in a chemical industry with different institutional cultures with Universities	indicators of employee performance in public universities in Kenya as predicted by green training
Pham, et al (2020)	Managing environmental challenges: Training as a solution to improve employee green performance in hotels in Vietnam	environmental training program is as an important tool to drive employee in-role green performance (EIGP) directly, and this environmental training-EIGP relationship is significantly mediated by employee environmental commitment cultural influence does not moderate the effect of environmental training on EIGP.	However, the study was conducted in the hospitality industry and not the public universities.	The study focused on how OCB moderates the effect of green training on employee performance in public universities in Kenya
Pinzone, Guerci, Lettieri, and Huisingh (2019)	effects of green training on proenvironmental behaviours and job satisfaction: Evidence from the Italian healthcare sector	green training is associated with employee's engagement in voluntary pro-environmental behaviours and job satisfaction	However the study was conducted in the Italian health sector and didn't show the effect of green training on employee performance	The study was conducted in the public universities in Kenya and focusing on effect of green training practices on employee performance
Moradeke, Ishola, and Okikiola	effect of green training and development	Green training enhances green abilities which	the study was not conducted in the Kenyan	The study was conducted in the public

(2021)	practices on environmental sustainability in WAMCO Nigeria	accounts for variations in environmental awareness which is a component of Environmental Sustainability	context and focusing on performance of employees in public university but Environmental Sustainability as an outcome of green training	universities in Kenya and focusing on effect of green training practices on employee performance
Abuelhassan and Elsayed (2020)	impact of employee green training on hotel environmental performance in the Egyptian Hotels	positive impact of both PAGT and PSGT on environmental hotel performance	the study was not conducted in the institutions of higher learning limiting generalization of the findings to the Kenyan public universities	The study was conducted in the public universities in Kenya and focusing on effect of green training practices on employee performance
Sherifah, et al (2022)	investigate the correlates of Training and development on employee performance in Uganda Wildlife Authority (UWA) using a descriptive quantitative design	training and development had a significant positive effect on employee performance	the study suffered the limitation of a low sample size and did not focus green training practices in public universities	The study was conducted in the public universities in Kenya and focusing on effect of green training practices on employee performance using a larger sample size
Jeruto , Kwasira, Chelule and Rop (2017)	evaluated the influence of green training and development practice on environmental sustainability in selected service-based state corporations in Kenya	Green training and development practices have positive significant influence on environmental sustainability among the state corporations in Kenya	the studies didn't focus on employee performance	The study focused on effect of green training on employee performance in public universities in Kenya
Owino & Kwasira, (2016)	Influence of selected green human resource management	Green training and development programs did not influence much	The study was conducted in the manufacturing	The study focused on effect of green

	practices on environmental sustainability at Menengai Oil Refinery Limited Nakuru, Kenya	environmental sustainability	industry whose findings cannot be generalized to the public universities Besides the study focused on environmental sustainability as an outcome of green training and not employee performance	training on employee performance in public universities in Kenya
Green Performance Management Practices and academic staff performance				
Yusoff et al., (2020)	Relationship between green HRM practices ie performance appraisal and environmental performance in Malaysia's hotel industry	green performance appraisal did not have a significant relationship with environmental performance	the study was conducted in the hospitality industry and not in the in public universities. Besides the study focused on environmental sustainability as the outcome of performance appraisal	The study focused on the effect of green appraisal on employee performance in public universities in the Kenyan context
Alshaabani et al, (2021)	explored the role of Green human resources management (green HRM) in predicting the green work engagement (GWE)	green performance management was not a significant predictor of green work engagement	However, the study was conducted in the renewable energy industry and not in the in public universities. Besides the study focused on green work engagement as the outcome of performance appraisal.	The study focused on the effect of green appraisal on employee performance in public universities in the Kenyan context
Amjad, et al., (2021)	investigated the impact of GHRM practices ie performance	the study showed significant effects of GHRM practices, i.e.	However, the study didn't focus on employee performance as	The study focused on the effect of green appraisal on employee

	appraisal on organizational sustainability through the mediating role of environmental performance and employee performance in the textile industrial sector of Pakistan	performance appraisal on Organizational Sustainability	an outcome green performance appraisal. Besides the study was not conducted in the context of public universities	performance in public universities in the Kenyan context
Helal (2022)	the impact of Performance Appraisals on Employee Productivity: The Case of the Lebanese Retail Sector	a direct relationship between performance appraisal, and organizational performance	However, the study didn't focus on green appraisal practices in the context of public universities.	The study focused on green appraisal practices in public universities in Kenya
Ramous et al, (2016)	the Impacts of Performance Appraisal on Employees' Job Satisfaction and Organizational Commitment: A Case of Microfinance Institutions in Ghana	employees' job satisfaction is positively related to and impacted by fairness in the appraisal system, linking appraisals with promotion, clarity of roles and feedback about their performance	the study was conducted in a private institution and the findings cannot be generalized to public universities.	The study was conducted in public universities focusing on green appraisal practices and employee performance
Moderating role of Organizational Citizenship Behaviour on the effect of Green Human Resource Management Practices on academic staff performance				
Freire and Pieta (2022)	impact of green human resource management on organizational citizenship behaviour through the mediating role of organizational identification and job satisfaction in Portuguese	there is a mediation model, which uses the effect of job satisfaction in the relationship between green human resource management and its impact on organizational citizenship behaviour	OCB is the outcome of Green HRM unlike in the current study where the moderating role of OCB on the link between Green HRM and employee performance is focused .	The study focused on the moderating role of OCB on the effect of Green HRM on employee performance in public universities in Kenya

	companies certified by ISO 14001		Besides the study was not conducted in the Kenyan Context	
Ardiza, Nawangsari, & Sutawidjaya (2021)	Influence of Green Performance Appraisal and Green Compensation to Improve Employee Performance through OCBE in Indonesia	OCBE does not mediate the effect of Green Compensation and Rewards and Green Performance Appraisal on Employee Performance in groups of employees who have worked for <5 years. Meanwhile, for groups of employees who have worked for more than 5 years, OCBE only mediates the effect of Green Compensation and Rewards on Employee Performance	the study was not conducted in the Kenyan context	The current study was conducted in the Kenyan context
Mousa & Othman (2020)	level of implementation of green human resource management practices in Palestinian healthcare organisations, and their impact on sustainable performance	green human resource management practices had a positive influence on sustainable performance	the study only tested for direct effect of green human resource management practices and didn't focus on the moderator and the context of universities	The study focused on the moderating role of OCB on the effect of Green HRM on employee performance in public universities in Kenya
Umrani, et al., (2020)	investigated the interrelationship between organizations' Green HRM and environmental	Green HRM positively contributes to the environmental performance of the organization.	the study was conducted hotel industry in Pakistan and not universities in Kenya. Besides	The study focused on the moderating role of OCB on the effect of Green

	performance through the mediation of environmental concerns and environmental responsibility in Pakistan	Mediating roles of environmental concerns and environmental responsibility were also found statistically significant	the study didn't use OCB as a moderator	HRM on employee performance in public universities in Kenya
Paillé, et al., (2014)	investigated the relationship between strategic human resource management, internal environmental concern, organizational citizenship behavior for the environment, and environmental performance in the Chinese context	organizational citizenship behavior for the environment fully mediates the relationship between strategic human resource management and environmental performance, and that internal environmental concern moderates the effect of strategic human resource management on organizational citizenship behaviour for the environment	the study focused on environmental performance and not employee performance.	The study focused on employee performance as the outcome of OCB
Gill, Ansari, and Samra (2021)	indirect effect of GHRM practices on universities' environmental performance through organizational citizenship behaviour toward the environment in Punjab, Pakistan	The environment 's organizational citizenship behaviour significantly mediates the relationship between green performance, green reward, and green training and environmental performance for mediation analysis	the study was conducted in Punjab, Pakistan limiting the generalization of the findings to the Kenyan context. Beside the study didn't focus on employee performance as the dependent variable.	The study focused on the moderating role of OCB on the effect of Green HRM on employee performance in public universities in Kenya

Nisar, et al., (2021)	examined the role of green human resource management practices towards the environmental performance of green hotels in Malaysia	that employees' proenvironmental behaviour plays a significant role to enhance the environmental performance of hotels. Moreover, it is shown that green human resource management practices indirectly contribute to environmental performance through green intellectual capital and proenvironmental behaviors	, the study was conducted in the Malaysian hospitality industry context. Besides the study didn't use OCB as a moderator	The study focused on the moderating role of OCB on the effect of Green HRM on employee performance in public universities in Kenya
Saputro and Nawangsari (2021)	analysed the effect of Green Human Resource Management on Employee Performance at PT Andalan Bakti Niaga through Organization Citizenship Behavior for Environment (OCBE)	Green Human Resource Management has a significant effect on Employee Performance through OCBE	the study was not conducted in the Kenyan context limiting the generalization of the findings to the Kenyan public universities. Besides sample size was low which may prevent the findings from being extrapolated.	The current study was conducted in the Kenyan context with a low sample size
Aremu and Adepoju (2022)	examined the effect of Green Human Resources Practices on the	employee socialization, green ethic management, green reward system, green health and safety and green	the study was not conducted in the university context besides not focusing on employee	The current study was conducted amongst universities focusing on

	Employees' Retention of selected food and beverages companies in Southwest Nigeria	remote staffing have a significant relationship with employee retention	performance but retention	employee performance as the outcome of Green HRM
Ahakwa, Yang, Tackie, and Asamany (2021)	examined the impact of green Human Resource Management practices through green innovation on the environmental performance of small and medium-sized manufacturing enterprises in Ghana	green Human Resource Management practices directly and significantly influence environmental performance	the study was conducted amongst SMEs and not Universities. Besides the study focused on environmental performance and not employee performance	The current study was conducted in public universities focusing on employee performance
Kuria and Mose (2019)	the effect of green human resource management practices on organizational effectiveness of Universities in Kenya	green recruitment and selection, green HR performance management, green training & development and green pay and reward recorded a positive and significant relationship with organizational effectiveness of universities in Kenya	the study focused on organizational effectiveness of Universities in Kenya and not employee performance. Besides the study didn't use OCB as a moderator.	The study focused on the moderating role of OCB on the effect of Green HRM on employee performance in public universities in Kenya
Mandago (2019)	the influence of green human resource management practices in environmental sustainability of five service-	green human resource management practices were found to have a positive influence on	the study didn't focus on employee performance besides there was no moderator used.	The study focused on employee performance besides using OCB as a moderator used.

	based state corporations in Kenya	environmental sustainability among state corporations.		
Mahando and Juma, (2020)	investigated the influence of human resource management practices on employee performance in the Technical University of Kenya	all the three human resource management practices which are interpersonal communication, employee recognition and employee promotion had a positive and significance influence on employee performance	the study didn't focus on the green human resource management practices on employee performance thus providing a gap for the current study	The study focused on green human resource management practices on employee performance as moderated by OCB

2.6 Conceptual Framework

A conceptual framework functions as a graphical depiction within the realm of research, serving to elucidate the anticipated correlation between cause and effect (Conner et al., 2022). Incorporating various variables and the presupposed relationships among them, the conceptual framework embodies the anticipated outcomes. The relationship between green human resource management and employee performance is conceptualized in this study as being moderated by organizational citizenship behavior. This notion is supported by Saputro and Nawangsari (2021), who note that Green Human Resource Management significantly impacts employee performance via environmental organizational citizenship behavior. According to Arora and Kaul (2020) and Jabbour et al. (2016), green human resource management practices consist of green reward management, green recruitment, green training practices, and green performance appraisal.

Green reward management practices refer to incentive systems that promote environmentally sustainable initiatives. Employee performance is impacted by green reward management

practices (Siwale et al., 2020; Lossin et al., 2016). In accordance with Lossin et al. (2016), green reward management practices were evaluated based on whether they involved monetary or nonmonetary rewards. Green recruitment is the process of selecting employees based on their environmental management system-related knowledge, behavior, and abilities. As stated by Pham and Paille (2020), there exists a correlation between green recruitment practices and employee performance. Green employer branding, green awareness, and green criteria to attract candidates were utilized to evaluate green recruitment practices (Tang, Chen, Jiang, Paillé, & Jia, 2018). As the most effective human resource management practice for fostering superior environmental performance among employees, green training is given top priority (Xie, Zhu, & Qi, 2020). Green induction, green knowledge, and green creativity were utilized to evaluate green training (Mansoor, Farrukh, Lee, & Jahan, 2021; Cabral & Dhar, 2019). Sustainable performance is notably and favorably impacted by green performance evaluation (Malik, Sarwar, & Orr, 2021). The assessment of green performance was conducted with respect to its adherence to green objectives, transparency of procedure, and fairness (Mandago, 2019; Skinner & Green, 2010). Performance was assessed in terms of work quantity, quality, and efficiency (Sinambela & Ernawati, 2021).

Independent Variable

Dependent Variable

Green Human Resource Management Practices

Employee Performance

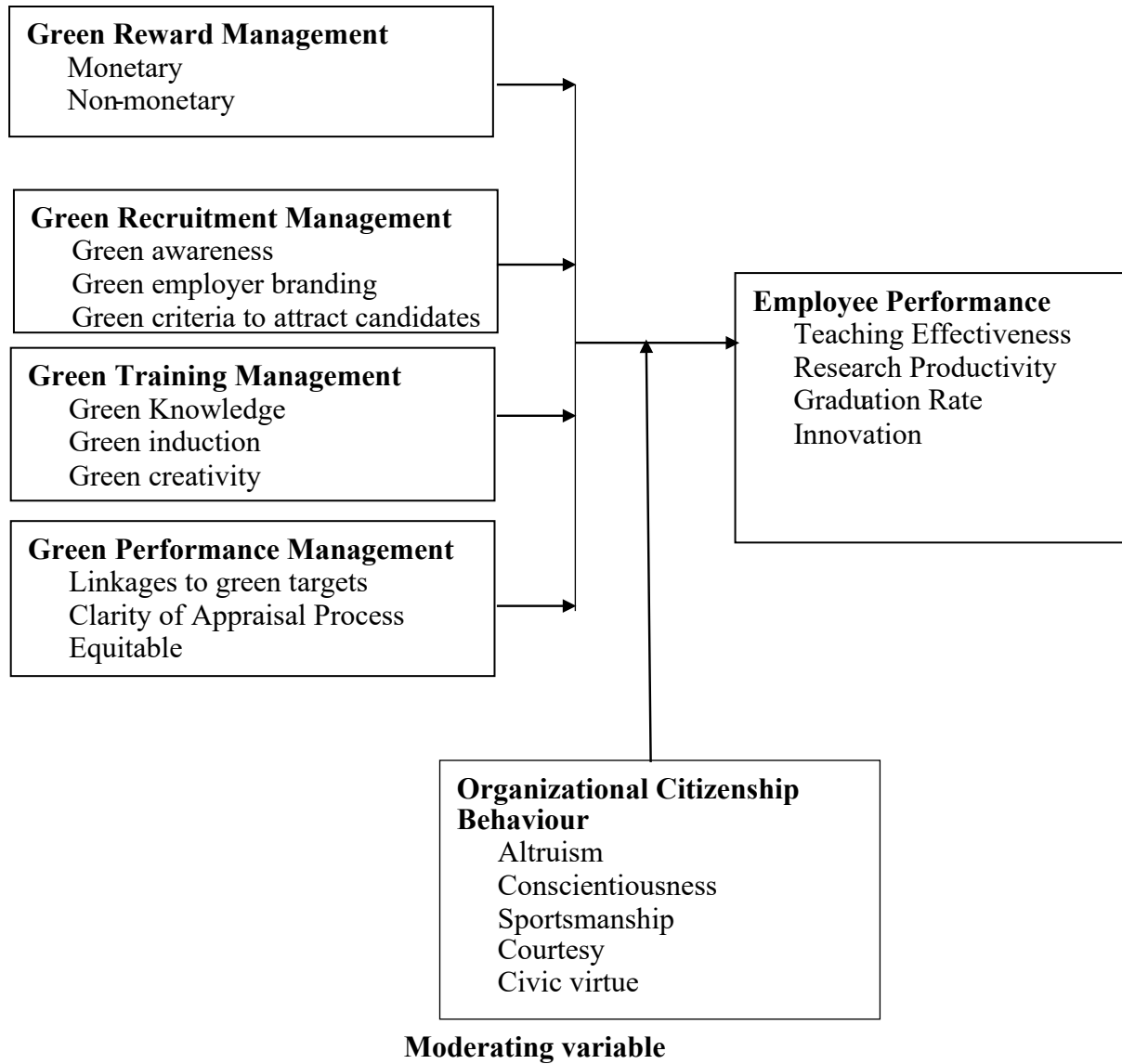


Figure 2.1 Conceptual framework

Source (Study conceptualization, 2023).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a description of the methodology employed to accomplish the study's objectives. Methodology encompasses the complete framework of the research process, including techniques, procedures, and research approaches and strategies. Consequently, this chapter provides a description of the methodologies employed in the research, including a delineation of the research philosophy, design, study area, population, sample and sampling techniques, data collection methods, data analysis approaches, and ethical considerations.

3.2 Research Paradigm

This study used positivist philosophy which posits that genuine and factual occurrences could be studied and observed scientifically and empirically and shows imperfect modes of knowledge (Khaldi, 2017). Positivism adheres to the view that only —factuall knowledge gained through observation (the senses), including measurement, is trustworthy. Positive knowledge is based on natural phenomena and their properties and relations as verified by the empirical sciences, logical positivism, the quality or state of being positive (Carnap & Pap, 2021). As a philosophy, positivism adheres to the view that only —factuall knowledge gained through observation (the senses), including measurement, is trustworthy. In positivism studies the role of the researcher is limited to data collection and interpretation in an objective way (Dawadi, Shrestha, & Giri, 2021).

Positivism in management studies is a truth-seeking paradigm that is interested in observed factual happenings that can be explained empirically and scientifically through rational investigation and analysis (Kankam, 2019). Therefore, the researcher derived variables,

constructs and formulated hypotheses based on existing theories on the moderating role of OCB on the effect of Green HRM practices on employee performance in public universities in Western Kenya. The positivist's worldview seeks to optimally draw causal inferences as a result of independent variable influencing dependent variable and events through quantitative methodologies (Hughes & Sharrock, 2016). In this regard the study used quantitative methodologies in data collection to answer to the research hypotheses independently. Independent means that you maintain minimal interaction with your research participants when carrying out your research (Gray, 2019). In other words, studies with positivist paradigm are based purely on facts and consider the world to be external and objective. Quantitative research is a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques (Khatri & Karki, 2022).

3.3 Research design

The research design serves as a comprehensive blueprint that integrates the various elements of the study in order to efficiently tackle the research problem through data collection, measurement, and analysis (Ghauri, Gronhaug, & Strange, 2020). A research design comprises the techniques and methods that a scientist selects as a framework for carrying out an investigation. The study employed a quantitative research design known as explanatory research. The explanatory research model is a quantitative approach utilized to gather data that either confirms or refutes a given hypothesis (Efron & Ravid, 2019). Explanatory research elucidates the causes and consequences of a subject that has been extensively investigated. The approach of explanatory research investigates the reasons behind the occurrence of a phenomenon in situations where information is scarce (Butt, 2021). It primarily addresses the inquiries of what, when, where, and how in relation to the research problem, placing less emphasis on the question of why. The research design assisted in

elucidating the correlation between employee performance in public universities in Western Kenya and the impact of Green HRM practices, with OCB serving as a moderating factor. Due to the paucity of research in this area and the fact that the variables under investigation were not manipulated or controlled, this design was utilized to determine the nature of the relationship between the variables.

3.4 Study Area

The research was conducted at academic institutions situated in Western Kenya. Historically, the western provinces of Nyanza and Western comprised the western region of Kenya. Ten of the 41 counties in Kenya are located in this expansive region: Busia, Vihiga, Kakamega, Bungoma, Migori, Kisumu, Homa Bay, Siaya, Kisii, and Nyamira. The region's composition of universities, both in terms of quantity and diversity, was considered representative. Kabianga University (KABU), Bomet University (BOMU), Kotalel Arap Samoie (KASU), Maseno University (MU), Rongo University (RU), Kisii University (KSU), Jaramogi Oginga Odinga University of Science and Technology (JOOUST), Masinde Muliro University of Science and Technology (MMUST), Kibabii University (KIBU), Kaimosi Friends University (KAFU), and Alupe University (AUC) are among the eleven public universities located in the Western Kenya region.

3.5 Target Population

The target population refers to the complete group or population that the researcher wishes to investigate and assess (Walliman, 2021). The scope of the entire population or universe for the purpose of determining sample size is delineated by the target population. The focus of this

research was on the upper and middle management levels of academic and non-academic personnel at ten public universities located in the western region. The universities included in the study were as follows: Kisii University (KSU), Jaramogi Oginga Odinga University of Science and Technology (JOUST), Masinde Muliro University of Science and Technology (MMUST), Kibabii University (KIBU), Kaimosi Friends University (KAFU), and Rongo University (RU). These universities were selected on the basis that their attributes are identical to those of every other university in Kenya. The research was exclusively concerned with the main campuses, and the target population consisted of 438 employees, as detailed in Appendix III.

3.6 Sample and Sampling Technique

3.6.1 Sample frame

The sampling frame serves as the apparatus or source material from which a sample is extracted. A sampleable population comprises a comprehensive enumeration of all members, including but not limited to institutions, households, and individuals (Lohr, 2021). The sampling frame comprises the enumeration of units from which the sample is selected. The study's sample frame comprised all individuals in the top and middle management positions at public universities in the Western Kenya Region. This included Deputy vice Chancellors, registrars, deans, and heads of sections.

3.6.2 Sampling Technique

A sample technique refers to a systematic strategy devised to acquire a representative subset of a population (Litosseliti, 2018). It denotes the methodology or process that the investigator

would employ to acquire the components of the sample. Sampling design aims to guarantee that the results obtained from a particular sample can be extrapolated and applied to the entire target population (Denscombe, 2017). The research employed a probability sampling methodology. By employing probability sampling, each sample member was afforded an equal opportunity of being chosen to participate in the research. Cluster, stratified, and basic random sampling techniques were included. The selection process for public universities in the Western Kenya region involved cluster sampling. Cluster sampling involves the division of the entire population into subgroups whose characteristics are comparable to those of the subgroups (Bhardwaj, 2019). Consequently, in the Western Kenya region, each public university represented a subgroup of public universities. The selection process for Deputy VCs, Deans/Directors, HODs/CODs, and Registrars at public universities employed stratified random sampling. In stratified sampling, the population is partitioned into subpopulations characterized by significant differences (Denscombe, 2017). By assuring adequate representation of each subgroup in the sample, it enables the researcher to derive more precise conclusions. A method of simple random sampling was employed to enroll individuals from each stratum. Every member of the stratum is afforded an equal opportunity to be chosen. Then, information is gathered from the largest possible proportion of this random subset.

3.6.3 Sample Size

University personnel, comprising middle and top management, served as the study's units of analysis. All university Deputy vice chancellors, Deans, Registrars, and Heads of Specific Sections were intentionally singled out for dependable information regarding OCB, employee performance, and green human resource management practices. Using Slovin's formula, the

research determined the sample size to be 209. As a result, 209 participants were chosen as the sample population for this research. To achieve this, the sample size was determined utilizing the Slovin's formula, which is as follows:

The Slovin's Formula is given as follows: $n = \frac{N}{1+Ne^2}$

Where n = sample size

N = population size

e = the margin of error (0.05).

$$n = \frac{438}{1+438(0.052)}$$

$$n = 209$$

A good maximum sample size is usually around 10% of the population (Bullen, 2016). Therefore 209, which is 47.7% of the population was preferable. The sample proportions from each public university were determined using the formula below and presented in Appendix

$$\text{III: } n_i = \frac{N_i X_n}{N}$$

3.7 Data Collection

3.7.1 Instrumentation

Quantitative primary data was gathered from a sample of employees via the administration of a structured questionnaire. The survey instrument comprised both closed-ended and 5-point Likert scale items, which are widely employed in the social sciences to assess behaviors, attitudes, perceptions, and values (Gkana & Nychas, 2018). The items utilized a Likert Scale consisting of five points: 1 (Strongly disagree), 2 (Disagree), 3 (Undecided), 4 (Agree), and 5 (Strongly agree). In order to obtain detailed information from respondents regarding their

perceptions of the predictors Green human resource management practices, the moderator (OCB), and employee performance, a structured questionnaire was employed. The researcher developed the questionnaire in accordance with the study variables. The questionnaire utilized closed-ended inquiries, which offer several benefits: they simplify response processing, improve answer comparability, and facilitate the illustration of the relationship between variables. The survey comprises 82 statements organized into four sections, as detailed in the appendix. Four items were included in Section I and pertained to the demographic information of the respondent. The four sections of Section II contained information regarding green human resource management practices. In total of 82 statements, Section III addresses organizational citizenship behavior and Section IV addresses employee performance.

3.7.2 Data Collection Procedure

The Data Collection Procedure specifies the steps that must be taken to administer the questionnaire, the research instrument in this instance. As mandated by law for research conducted in Kenya, the researcher obtained permission from the National Commission for Science, Technology and Innovation (NACOSTI) via the faculty of Graduate Studies at Masinde Muliro University of Science and Technology prior to data collection. Following this, the public universities in the Western Kenya region were duly informed regarding the study's intention and purpose. The researcher distributed the questionnaire to the participants in order to facilitate information consistency and clarification. Respondents were provided with the questionnaire in order to elucidate the researcher's rationale for conducting the survey. Response guidelines were included with the questionnaire. The participants were mandated to express their level of agreement, disagreement, or indecision regarding the construct statements

used to describe the variables of the research. The neutral position represented the middle ground.

The respondents completed the questionnaires using the drop and pick later technique. Research assistants conducted follow-ups and acts as reminders via personal visits and telephone communications. This contributed to an increase in response rate and reliability. Extrapolation methods were utilized in this research, operating under the premise that subjects who provide less-than-obvious responses (e.g., responding later or requiring more prompting to answer) are more comparable to nonrespondents. Carrying extrapolation over successive waves of a questionnaire is the prevailing method. In this context, wave denotes the response elicited by a stimulus, such as a subsequent postcard.

3.8 Pilot Study

A pilot study is a method employed to validate the questionnaire by administering it to a reduced sample size in comparison to the initial sample size (Teresi, Yu, Stewart, & Hays, 2022). Njoroge, Arasa, and Nganu (2022) assert that the purpose of conducting a pilot test is to identify design and instrumentation flaws, as well as to supply proxy data for probability sample selection. The pre-testing procedure for the questionnaire was analogous to that which was implemented throughout the data collection phase. A pilot survey serves as a practice run and replica of the primary survey. Piloting was conducted in this study to pre-test the instrument used for data collection, which was the questionnaire in this instance. This action was taken to guarantee the soundness of the study design. In the South Rift region of Kenya, Bomet University carried out a pilot study. Bomet University, which was founded in 2017, is currently confronted with the identical challenges that plague the western region. A pre-test sample size of 1% to 10% of the total sample size is recommended (Kothari & Garg, 2014). 20

respondents, or 10% of the total of 29, participated in the piloting of the data instrument for this study. Subsequently, modifications were implemented regarding the questions' validity, wording, formatting, and sequencing, prior to distributing the final version of the questionnaire to the participants.

3.8.1 Validity of the Research Instrument

Validity pertains to the degree of accuracy with which an instrument assesses the construct for which it was designed (Cohen, Manion, & Morrison, 2017). The extent to which an instrument measures what it was intended to measure is referred to as its validity (Ahmed & Ishtiaq, 2021). It pertains to the degree of precision with which the data acquired for the research represents the study's variables. When research demonstrates a high degree of validity, its findings align with actual properties, characteristics, and fluctuations that exist in the physical or social realm. The validity of an attitude scale is established by the degree to which its outcomes align with other assessments of attitude possession (Rahman & Uddin, 2009). To determine the construct validity of the instrument in this instance, the researcher provided operational definitions for terms used in the study and assigned meanings to both the independent and dependent variables for the purposes of this investigation. In order to attain construct validity, the researcher took measures to ensure that the variables' indicators and measurements were meticulously crafted in accordance with pertinent prior knowledge. The survey solely comprised pertinent inquiries that assessed the indicators of the variables. Construct validity refers to the extent to which conclusions regarding the constructs underlying operationalizations (which link concepts to observations) in a research study can be drawn (Brendan, 2021). Lay down The factors were extracted through the implementation of Principal Component Analysis (PCA) in order to assess validity. Each variable underwent a Keiser-Meyer-Olkin

(KMO) and Bartlett's test of sphericity prior to factor analysis. In general, high values (approximately 1.0) suggest that conducting a factor analysis on the data would be beneficial (Plachowski, 2019). The conclusions drawn from the factor analysis are generally accepted if the value is below 0.50. Using Bartlett's test of sphericity, the hypothesis that the correlation matrix is an identity matrix was examined. For studies to meet the criterion proposed by Shrestha (2021), factor loadings must exceed 0.40 in order to be deemed statistically significant.

Additionally, the study assessed its internal validity. Internal validity is defined as the degree to which the observed effect can be precisely attributed to the independent variable (Kite & Whitley, 2018). Internal validity was utilized to demonstrate the degree of correspondence between data collection, analysis, and interpretation and the research variables. In accordance with a literature review and theoretical frameworks, content validity was established by ensuring that research findings were pertinent (Saunders, Lewis, & Thornhill, 2007). Content validity was determined using a judgmental approach, which entailed conducting literature reviews and subsequently subjecting the research to evaluation by committees of experts, supervisors, or judges. In order to facilitate the validation process, the judgmental approach to content validity necessitates the presence of experts alongside researchers (Almanasreh, Moles, & Chen, 2019).

3.8.2 Reliability of the Research Instrument

The degree to which a measurement of a phenomenon yields consistent and stable results is referred to as its reliability (Chan & Lay, 2018). Replicability is an additional aspect of reliability. Important as it pertains to the consistency of the components of a measuring

instrument, reliability testing is critical (Taber, 2018). A reliability of high internal consistency is attributed to a scale in which its elements measure the same construct and are capable of hanging together. The most frequently employed metric for assessing internal consistency is the Cronbach Alpha coefficient. Therefore, Cronbach's alpha was utilized to assess the instrument's reliability in the study. (Mueller & Knapp, 2018) Cronbach's Alpha does not necessitate that respondents complete the same questionnaire twice or that the test be administered in two formats. Cronbach's alpha is a measure of internal consistency, specifically the extent to which items in a study employing multiple summated scales are interrelated (Surucu & Maslakci, 2020).

The formula for Cronbach's alpha is:

$$\alpha = \frac{K\bar{r}}{(1 + (K - 1)\bar{r})}$$

Where: K = numbers of indicators or number of items

\bar{r} = mean inter – indicator correlation.

Typically, the value obtained represents the proportion of the dependable variance. As an illustration, a value of 0.7 indicates that 70% of the variability observed in the scores can be attributed to reliable variance, while the remaining 30% can be attributed to error variance (Tavakol & Derrick, 2011; Cronbach, 1951). In support of the claim that items assess an underlying (or latent) construct, a high value of alpha was employed. Piloting was utilized to ascertain reliability; in this process, 22 questionnaires were distributed to participants, and their responses were cross-referenced with the research objectives. The study deemed a Cronbach's alpha coefficient value of α greater than 0.7 to be reliable. A Cronbach's alpha coefficient approaching 1 is considered more favorable as it signifies that the items comprising the scale

exhibit satisfactory internal consistency (Maniu & Maniu, 2015; Matkar, 2012). The researcher utilized the findings from the pilot study to inform the revision of the questionnaire, ensuring that it adequately addressed the study's objectives (Fraenkel, Wallen, & Hyun, 2012).

3.7 Data Processing and Analysis

The data underwent examination to ensure consistency and completeness. As part of the data processing and screening procedure, missing data was addressed and the response rate was evaluated. Data that was absent were omitted from subsequent analyses. External validity was adequately supported by the response rate. Response rates of 50% or greater were deemed sufficient for analysis in the study (Vasileiou, Barnett, Thorpe, & Young, 2018). For analysis, the returned questionnaires were inputted into SPSS version 25.0. The researcher performed preliminary data analysis by calculating the distribution of scores using descriptive statistics that are straightforward to calculate, including percentages, the mean, and standard deviation. This facilitated the emergence of a broad pattern within the dataset. Utilizing inferential statistics including multiple regression, ANOVA, and Pearson product moment coefficient correlation, the data were analyzed. Utilizing Pearson product moment coefficient correlation, the extent to which OCB moderates the effect of Green HRM practices on employee performance in public universities in the Western Kenya Region was determined. Additionally, the test operates under the assumption that the data exhibits linearity. In order to examine the impact of multiple independent variables on a solitary dependent variable, the researchers utilized multiple regression analysis (Jeong & Jung, 2016). The study employed multiple regression analysis to ascertain whether the dependent variable (employee performance in public universities) could be predicted by a set of independent variables (Green HRM practices). The study employed hierarchical regression to examine the influence of the

moderating variable (Henseler & Fassott, 2010) on the association between the independent and dependent variables. From the model, the beta (β) coefficients for each independent variable were derived. ANOVA was implemented in order to examine the hypotheses. This test examines the amount of variation within each of these samples in relation to the amount of variation between samples in order to identify differences among the means of populations. Analysis of variance (ANOVA) is applied to normally distributed data. Samples of the dependent variable were obtained from a population that followed a normal distribution. Hierarchical regression was utilized to examine moderation in the study.

The model specifications were as follows:

$$Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \varepsilon \dots \dots \dots (1)$$

$$Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \beta_5M + \varepsilon \dots \dots \dots (2)$$

Where;

Where, Y = Employee performance

β_0 = Constant

β_1 - β_4 = the coefficients of the variables in the model.

X1 = Green reward management

X2 = Green recruitment

X3 = Green training practices

X4 = Green performance appraisal

M = Organizational Citizenship Behaviour as the moderating variable

ε = Error term (the residual error, which is an unmeasured variable)

All the above statistical tests were analysed using Statistical Package for Social Sciences (SPSS), version 25.

3.7.1 Hypothesis Testing

Hypothesis testing is a type of statistical inference in which conclusions about a population parameter or probability distribution are drawn from sample data. (EmmertStreib & Dehmer, 2019). Hypothesis testing is a statistical procedure in which an analyst evaluates a presumption concerning a parameter of a population (Washington, Karlaftis, Mannering, & Anastasopoulos, 2020). The hypothesis was examined in the investigation, as detailed in Table 3.3.

Table 3.3: Details of Hypothesis Testing

Hypothesis	Test Statistic	Accept/ Reject Criteria
H₀₁ : Green recruitment has no statistically significant effect on employee performance in public universities in Western Kenya region.	Simple linear regression model of the form $y=\beta_{01}+\beta_1X_1+\varepsilon$, <i>Pearson</i> product-moment <i>correlation</i> coefficient (r)	Accept H ₀₁ if $p \geq 0.05$ or reject if $p \leq 0.05$ Positive linear relationship if correlation coefficient =+1, negative linear relationship = -1 and no linear relationship =0
H₀₂ : Green training and development practices has no statistically significant effect on employee performance in public universities in Western Kenya region	Simple linear regression model of the form of $y=\beta_{01}+\beta_2X_2+\varepsilon$, <i>Pearson</i> product-moment <i>correlation</i> coefficient (r)	Accept H ₀₂ if $p \geq 0.05$ or reject if $p \leq 0.05$ Positive linear relationship if correlation coefficient =+1, negative linear relationship = -1 and no linear relationship =0
H₀₃ Green reward management practices has no statistically significant effect on employee performance in public universities in Western Kenya region	Simple linear regression model of the form of $y=\beta_{01}+\beta_3X_3+\varepsilon$, <i>Pearson</i> product-moment <i>correlation</i> coefficient (r)	Accept H ₀₃ if $p \geq 0.05$ or reject if $p \leq 0.05$ Positive linear relationship if correlation coefficient =+1, negative linear relationship = -1 and no linear relationship =0

<p>H₀₄ Green performance appraisal has no statistically significant effect on employee performance in public universities in Western Kenya region,</p>	<p>Simple linear regression model of the form $y = \beta_{01} + \beta_4 X_4 + \epsilon$, <i>Pearson</i> product-moment <i>correlation</i> coefficient (r)</p>	<p>Accept H₀₄ if $p \geq 0.05$ or reject if $p \leq 0.05$ Positive linear relationship if correlation coefficient = +1, negative linear relationship = -1 and no linear relationship = 0</p>
<p>H₀₅ OCB has no statistically significant moderating role on the effect Green HRM practices on employee performance in public universities in Western Kenya region</p>	<p>Hierachical regression model of the form $y = \beta_{02} + \beta_1 X_1 * M + \beta_2 X_2 * M + \beta_3 X_3 * M + \beta_4 X_4 * M + \epsilon$, <i>Pearson</i> product-moment <i>correlation</i> coefficient (r)</p>	<p>Accept H₀₅ if $p \geq 0.05$ or reject if $p \leq 0.05$</p>

Source: (Author, 2023)

Hypothesis testing is a form of statistical inference that uses data from a sample to draw conclusions about a population parameter or a population probability distribution. (Emmert-Streib & Dehmer, 2019).

3.7.2 Assumptions of Regression Model

Regression assumption testing was performed in order to determine the degree to which the data satisfy the assumption. When assumptions are broken, relationships can be overestimated (biased standard errors) and confidence intervals and significance tests can't be trusted (Amrhein, Trafimow, & Greenland, 2019). Multiple regressions operate under the following four assumptions: collinearity, normality, homoscedasticity, and linearity (Plonsky & Ghanbar, 2018).

3.7.2.1 Normality

The shape of the normal distribution, which provides more insight into the values the researcher can anticipate, is associated with the normality assumption (Bonnet, Morrissey, & Kruuk,

2019). Regression operates under the assumption that variables follow normal distributions. Variables that deviate significantly from normality in distribution, such as those that are highly skewed, kurtoskewed, or contain substantial outliers, have the potential to impact significance tests and relationships. Several methods can be employed to assess the normality of data, such as skewness, kurtosis, P-P plots, and visual inspection of data plots. The premise was examined in this study through the utilization of skewness and kurtosis (Jammalamadaka, Taufer, & Terdik, 2021). Kurtosis quantifies the distribution's peakness, whereas skewness quantifies the distribution's deviation from symmetry (Bono, Arnau, Alarcón, & Blanca, 2019). Skewness and kurtosis values should be contained between +1 and -1, and +3 and -3, respectively (Menon, 2023).

3.7.2.2 Test for linearity

Testing for linearity is required because correlation, regression, and other elements of the general linear model are linear. Linearity denotes that the rate of change between two variables' scores remains constant across their entire range. Scatter diagrams and Pearson's product moment correlation were employed to analyze the relationship between the variables under examination.

3.7.2.3 Multicollinearity

Multicollinearity is defined as the presence of significant correlations among multiple independent variables (Johnston, Jones, & Manley, 2018). In order to determine whether or not one predictor variable in a multiple regression model is sufficiently correlated to be predicted linearly from the others, a multicollinearity test was conducted. To reach a diagnosis, tolerance

and VIF statistics were applied. Multicollinearity is confirmed by small tolerance values and high VIF values (Senaviratna & Cooray, 2019).

3.7.2.4 Homoscedasticity

Equal variance of errors is indicated by this for each level of independent variable (Yang, Tu, & Chen, 2019). Hence, the study operates under the assumption that errors are uniformly distributed among the variables (Sajid, Chouinard, & Carino, 2022). Homoscedasticity of the standardized residuals was assessed through visual inspection of the scatter plot, using the regression standardized predicted value (Senaviratna & Cooray, 2019). The standardized residuals exhibit either a circular concentration near zero or a rectangular distribution.

3.8 Ethical Considerations

Ethical considerations in research serve as guiding principles that safeguard morality and provide researchers with direction during the research process. By holding researchers accountable, they ensure the appropriate utilization of funds and prevent instances of research malfeasance (Moumita, 2022). An ethical framework comprises a set of principles that scientists ought to adhere to when undertaking investigations pertaining to human behavior. According to Bell and Waters (2018), it is imperative for researchers to contemplate potential ethical dilemmas that may arise during the course of their study prior to initiated research. The National Commission for Science, Technology, and Innovation (NACOSTI) granted authorization for the research, contingent upon authorization from the County Commissioner and County Director of Education of the eight counties where the study will be carried out. A letter detailing the study's objectives and the researcher's measures to ensure confidentiality and anonymity, along with a consent form for participants to sign prior to participating in the

research as recommended by Creswell (2012), was appended prior to questionnaire administration. This form guaranteed the protection of the rights of participants throughout the process of data collection. Anonymity is maintained when the ethnic or cultural origin of respondents is not disclosed, they are not referred to by name, and no other sensitive information about a participant is exposed (Surmiak, 2018). By safeguarding the research subjects against physical and psychological damage, this practice promotes greater candor and prevents the researcher from posing humiliating inquiries that may frighten or even shock the participants. One of the most significant ethical concerns in research is informed and voluntary consent, which requires that a person give his or her consent in a plain and manifest manner, knowingly, voluntarily, intelligently, and consciously (Dankar, Gergely, & Dankar, 2019). This was accomplished by the researcher providing the respondents with an explanation of the study's objectives and potential risks, as well as by ensuring their anonymity and freedom of choice to participate or not, thereby protecting their confidentiality. The researcher effectively established identification with the subjects by elucidating the advantages of the study, thereby bolstering the subjects' willingness to participate. Simultaneously, the researcher was expected to exhibit forbearance, candor, and tolerance towards the participants while gathering their information. The participants were afforded the right to disengage, which signifies that they may discontinue their involvement in the research at any juncture. From before the study has begun until after the data has been collected.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings of the research study on the relationship between Green Human Resource Management (GHRM) practices, Organizational Citizenship Behavior (OCB), and academic staff performance in public universities in Western Kenya. The chapter provides a comprehensive analysis of the collected data and examines the extent to which GHRM practices and OCB influence academic staff performance in the context of sustainable practices.

4.1 Questionnaires' Return Rate

A total of 209 questionnaires were diligently distributed among the targeted respondents of which 204 were returned, resulting in a return rate of approximately 97.61%, which was considered excellent. The return rate reflects the respondent's willingness to contribute to the study as green human resources practices are integral to any organization's corporate social responsibility initiatives. This is in line with previous research which suggests that several factors, such as the relevance of the study to participants, can impact response rates (Dillman, Smyth, & Christian, 2014). The return rate can also be attributed to the data collection procedures adopted by the researcher and the research assistants, including self-administration of the questionnaires and allowing the respondents sufficient time to fill them out. Personalized communication and follow-up strategies have been shown to positively influence response rates (Groves, Cialdini, & Couper, 1992). In a study on how many responses may yield a desirable outcome, Dvir, Nim, Gafni and Ruti (2018) who was examining consumer response rate against the market known outcome concluded that a response rate of at least 80% is preferable. The researcher further compared to the demographic characteristics of the

respondents and non-respondents to check for any biasness that might have been introduced by non-respondents.

Table 4.1
Response Rate

Responses	Number	Percentage
Administered questionnaires	209	100.0%
Returned questionnaires	204	97.61%
Unreturned questionnaires	5	2.39%

Source: Field Data (2023)

4.2 Validity of the Research Instrument

Ensuring the validity of a research instrument is help the researcher to meaningfully interpret the findings of a study. During the development of the questionnaire, expert reviews were conducted to assess the relevance, clarity, and representativeness the questionnaire items, and the feedback was affected to enhance the validity of the questionnaire. Further, the Kaiser-Meyer-Olkin (KMO) test and the Bartlett's Test of Sphericity were used to estimate sampling adequacy and ascertain whether the items originated from a population with the same variance, respectively. The results obtained were as presented below:

Table 4.2
Sampling Adequacy and Sphericity Test Findings

Variable	Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO)	Bartlett's Test of Sphericity		
		Approx. Chi-Square	Degrees of freedom	p-value
Green Reward Management Practices	0.907	1082.515	28	0.000
Green Recruitment Practices	0.893	960.392	21	0.000
Green Training Practices	0.915	1208.702	28	0.000
Green Performance Management Practices	0.938	2287.524	66	0.000
Organizational Citizenship Behavior	0.885	1067.034	21	0.000
Employee Performance	0.765	1165.615	45	0.000

Source: Field Data (2023)

Kaiser-Meyer-Olkin (KMO) test provides a robust information regarding the variance, which justifies examination of underlying constructs and their suitability for factor analysis. For this study, the KMO test yielded significantly higher values between 0.765 and 0.938, which are above the commonly minimum acceptable threshold of 0.6, implying the data is highly suitable for factors analysis. The Bartlett's Test of Sphericity also yielded significant results at $p < 0.05$, indicating that the correlation matrix of the variables is significantly different from an identity matrix. This implies there is enough correlation in the dataset to support the use factors analysis.

4.3 Reliability of Research Instruments

Reliability of a research instrument ensures measurements taken are consistent. Besides reviewing the questionnaire to address potential issues and ambiguities, the researcher tested internal consistency using Cronbach's alpha coefficient. According to Sekaran and Bougie (2010), the Cronbach's alpha coefficient denotes the degree to which a research tool is error-free, consistent, and stable over time as well as across the numerous elements on the scale. The results of the test were as indicated in the table below.

Table 4.3
Reliability of Study Instruments

Variables (Constructs)	Number of items	Cronbach's Alpha
Green Reward Management Practices	8	0.924
Green Recruitment Practices	7	0.921
Green Training Practices	8	0.934
Green Performance Management Practices	12	0.958
Organizational Citizenship Behavior	7	0.927
Employee Performance	10	0.876

Source: Field Data 2023

The obtained Cronbach's alpha values, ranging between 0.876 and 0.958, indicate a high level of consistency among the items, strengthening the confidence in the reliability of the research

instrument. This shows that the items in the questionnaire are highly correlated, suggesting that they are measuring the constructs reliably.

4.4 Demographic Characteristics of the Respondents

Understanding demographic characteristics of respondents in a study helps a researcher gain insights into the diversity and dynamics of target population. In this study, the researcher sought to understand the composition of the middle level management in universities in western region. The findings were as shown below:

Table 4.4
Demographic Characteristics

		Frequency	Percent
Gender	Male	109	53.4
	Female	95	46.6
Age	30-35	32	15.7
	36-40	23	11.3
	41-45	39	19.1
	46-50	60	29.4
	51-55	35	17.1
	Above 55	15	7.4
Academic Qualification	Masters	94	46.1
	Ph. D	110	53.9
Years Served	1-5	27	13.2
	6-10	58	28.4
	11-15	48	23.5
	16-20	54	26.5
	Above 20 years	17	8.3

Source: Field Data (2023)

The demographic analysis revealed that 53.4% of the university staff who participated in the study were males while 46.6% were females. 15.7% of them were aged between 30-35, 11.3% were aged 36-40, 19.1% were aged 41-45, the majority at 29.4% were aged 46-50, 17.1 were aged 51-55, while 7.4% were more than 55 years old. These findings reflect the workforce in Kenyan universities, implying that majority of holders of managerial and middle-level managerial positions are over the age of 40. This can be attributed to need for proper understanding of academic environment, research processes, and administrative procedures

required for any managerial position in institutions of higher learning. Professionals who have been in academia for considerably longer are also likely to have extensive networks and connections within the academic community, which can be advantageous in managerial roles, especially where collaboration, partnerships, and networking are essential.

The researcher was also interested in understanding the respondents' highest level of education as higher education is a dynamic field, and staying abreast of educational trends and innovations is crucial for decision making. Further, professionals with advanced degrees may be better equipped to understand and adapt to changes in the academic landscape. Interestingly, majority of the participants in this study, at 53.9%, had attained a Ph. D while 46.1% had a master's degree. The findings also revealed that 13.2% had been in service for 1-5 years, 28.4% had served for 6-10 years, 23.5% had served for 11-15 years, 26.5% had served for 16-20, while only 8.3% has served for over 20 years. Considering majority of managerial and middle-level managerial positions are offered on contractual basis, it can be concluded that the individuals who indicated to have served for more than 16 years might have holding their office at acting capacity or might have shifted from one institution to other for same positions due to the perks the different institutions might be offering. Nevertheless, these findings imply that most of the universities staff who participated in this study are generally capable of performing excellently and have earned substantial expertise to offer reliable information regarding green human resource management practices. According to Kotur and Anbazhagan (2014), employee performance steadily grows with experience, and performance begins declining beyond 20 years of experience.

4.5 Descriptive Statistics

Descriptive statistics are a powerful tool to understand research data as they provide a way to summarize, organize, present, and interpret the data, allowing for a comprehensive understanding of the variables under investigation. The researcher sought to assess the

moderating role of organizational citizenship behaviors on the effect of green human resource management practices on employee performance in the select university, which are a representative of all universities in the country.

4.5.1 Descriptive Statistics on Green Reward Management Practices

Green Reward Management Practices refers to incorporating environmentally sustainable and responsible initiatives into the design and implementation of employee reward systems within an organization. The goal of these practices is to align the reward structure with institution’s commitment to environmental sustainability, foster a culture of environmental consciousness, and promoted overall responsible behaviors among employees. The researcher was interested in understanding how institutions of higher learning, particularly universities, in the Western region have implemented green human resources management practices. The results if the study were as tabulated below:

Table 4.5
Green Reward Management Practices

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Environmental performance is linked to the compensation every employee receives in the university	37 18.1%	109 53.4%	50 24.5%	7 3.4%	1 0.5%
The university has customized its compensation package to reflect their environmental goals	28 13.7%	38 18.6%	54 26.5%	84 41.2%	0 0.0%
There is a payment pack package for promoting environment greening activities	52 25.5%	90 44.1%	43 21.1%	16 7.8%	3 1.5%
Employees who champion environmental issues get paid time off	58 28.4%	92 45.1%	26 12.7%	28 13.7%	0 0.0%
The university recognizes employees who are rated as promoters of environmental sustainability	29 14.2%	64 31.4%	74 36.3%	27 13.2%	10 4.9%
	6	25	24	94	55

There is issuance of special leaves and sabbaticals to staff who are green environmental champions	2.9%	12.3%	11.8%	46.1%	27.0%
Gifts are given to employees considered as green environmental champions	24 11.8%	24 11.8%	27 13.2%	114 55.9%	15 7.4%
Employee promotions are linked to their participation in green initiatives, e.g. planting trees, recycling wastes, communication	48 23.5%	72 35.3%	47 23.0%	30 14.7%	7 3.4%

Source: Field Data (2023)

From the results presented in Table 4.5 on the Green Reward Management practices, a cumulative of 71.5% respondents, which is a significant portion, agreed that environmental performance is linked to the compensation employees get. 24.5% of the respondents remained neutral on this issue, indicating some uncertainty or lack of awareness about the relationship. A smaller number of respondents disagreed and others strongly disagreed, 3.4% and 0.5% respectively, implying that they are of the opinion that there is no linkage between the environmental performance and the compensation employees receives in their universities.

When it comes to the customization of the compensation package to reflect environmental goals, the results were more diverse. Only 13.7% of respondents strongly agreed and 18.6% agreed that the university has tailored its compensation package accordingly to reflect corporate sustainability practices. However, a larger percentage (41.2%) disagreed with this statement, suggesting that they perceive a lack of alignment between compensation and environmental objectives. However, a considerable number of respondents (26.5%) remained neutral on this issue, indicating some uncertainty or lack of awareness about the university's customization of the compensation package to reflect environmental goals.

The study also explored whether there are specific payment packages for promoting environmental greening activities. The results indicated that 25.5% of respondents strongly agreed, and an additional 44.1% agreed that such packages exist. However, a smaller percentage 7.8% disagreed with this statement with an additional of 1.5% strongly disagreeing, implying lack of initiatives that encourage employees to engage in greening activities. 21.1% remained neutral, indicating some uncertainty about the existence of payment packages for promoting sustainability practices.

Regarding recognition and rewards for employees who champion environmental issues, 28.4% and 45.1% strongly agreed and agreed, respectively, that employees advocating for environmental causes receive paid time off. 12.7% of the respondents neither agreed or disagreed about time off compensation for employees that champion environmental issues. However, 13.7% of the respondents holds a contrary opinion, indicating that there is no recognition for employees that champions environmental issues according to them. Similarly, a cumulative of 45.6% of the participants in this study agreed that the university recognizes employees who are rated as promoters of environmental sustainability. However, there were still those who disagreed, strongly disagreed or remained neutral on these matters, making 13.2%, 4.9% and 36.3% of the participants, suggesting differences in how universities motivate employees to promote sustainability.

In terms of special leaves and sabbaticals for staff who are considered green environmental champions, the results indicated a lack of consensus. Only a small percentage of respondents (2.9% and 12.3%, respectively) agreed with the existence of such rewards. Conversely, a significant number of respondents (46.1% and 27.0%, respectively) disagreed with these statements, indicating that they do not believe such benefits are offered or are not familiar with these initiatives. 11.8% with a neutral opinion remains uncertain on the existence of such special leaves. Similarly, small number of respondents (23.6%) shows agreement on the

statement that there are gifts offered to employees considered as green environmental champions. 13.2 % of the respondents shows uncertainty about the existence of gifts for the green environmental champions employees. Huge number of respondents (55.9%) disagree with an additional of 7.4% with a strong disagreement opinion indicating inexistence of such gifts.

Lastly, the results revealed mixed opinions about the connection between employee promotions and participation in green initiatives. While 23.5% of respondents strongly agreed and 35.3% agreed that promotions are linked to green initiatives, a notable portion (14.7%) disagreed. Additionally, a small percentage (3.4%) strongly disagreed, suggesting some disagreement with this linkage. 23% of the respondents shows uncertainty in their opinion towards the relationship between employees' promotions and their participation in green initiatives.

As most institutions continue to shift towards sustainability, it is crucial for institutions to implement ways to promote and encourage employees adopt practices that conserve the environment. The United Nations' Sustainable Development Goals (UNSDGs) provide a comprehensive framework for evaluating corporate sustainability initiatives. By examining case studies of institutions which have successfully integrated sustainability into their core strategies (Schaltegger & Wagner, 2006), universities in Western region can adopt the best practices and discern patterns that contribute to long-term business success. While the results of this study show that many universities recognize and reward champions of green environment, there is still need to employ more initiative that promote sustainability.

4.5.2 Descriptive Statistics on Green Recruitment Practices

As many organizations continue acknowledging the pivotal role of employees in driving sustainable practices, the concept of "Green Recruitment" has emerged as a strategic response

to the growing global emphasis on environmental sustainability. Organizations that actively communicate their commitment to environmental sustainability during talent acquisition are more likely to attract top talent and candidates who prioritize working for socially responsible and environmentally conscious employers. To gain insights into whether universities have adopted green recruitment, this study collected information on practices related to green recruited and the results of the analysis were as shown below:

Table 4.6
Green Recruitment Practices

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Job applicants are recruited based on their awareness of the environmental policies of the organization	29 14.2%	7 3.4%	15 7.4%	97 47.5%	56 27.5%
Job description focus on environmentally responsible candidates	29 14.2%	21 10.3%	29 14.2%	122 59.8%	3 1.5%
The organization uses automated application for employment	36 17.6%	96 47.1%	46 22.5%	25 12.3%	1 0.5%
Email is used when corresponding with candidate	45 22.1%	115 56.4%	44 21.6%	0 0.0%	0 0.0%
Past environmental conservation initiatives achieved by the university are made prominent on its hiring webpage to attract prospective employees	52 25.5%	99 48.5%	33 16.2%	20 9.8%	0 0.0%
My university uses brochures or paper recruiting materials that are made of recyclable resources	47 23.0%	157 77.0%	0 0.0%	0 0.0%	0 0.0%
The university's impressive environmental credentials are featured in business journals, professional and publication as well as in newspapers and on TV	39 19.1%	43 21.1%	55 27.0%	65 31.9%	2 1.0%

Source: Field Data (2023)

From the results in table 4.6 on the green recruitment practices, 47.5% of the respondents disagree with an additional of 27.5% strongly disagreeing with the statement that job applicants are recruited based on their awareness of the environmental policies of the organization. This indicates that job recruitment is based on other factors such applicants qualifications rather than applicants awareness of the environmental policies of the organization. 17.6% of the respondents holds an agreement opinion towards the statement on the recruitment of job applicants. This implies that in some institutions, applicants with a good knowledge of environmental policies of the organization stands high chances of recruited into the organization. A slightly small number of respondents, making 7.4%, were uncertain about the criteria of selection of job applicants by their institutions.

Regarding job description focusing on environmentally responsible candidates, only 14.2% of respondents strongly agreed and 10.3% agreed that job descriptions during advertisement of openings focuses on environmentally responsible candidates. A significant proportion at 59.8% disagreed with an additional of 1.5% strongly disagreeing with this statement, suggesting that they perceive a lack of alignment between job description and environmentally responsible candidates. However, a considerable number of respondents (14.2%) remained neutral on this issue, indicating some uncertainty or lack of awareness about Job description focusing on environmentally responsible candidates.

The survey also explored whether the organization uses automated systems in regard to application for employment. The results indicated that a good number of respondents (47.1%) strongly agreed, and an additional 17.6% agreed that such systems exist. However, a smaller percentage (12.3%) disagreed with this statement with an additional of 0.5% strongly disagreeing, implying that they may not be aware of or do not believe in the existence of such systems. A good number of respondents (22.5%) remained neutral on this matter, indicating some uncertainty about the existence of automated systems for making applications for

employment. Concerning the mode of correspondence with the candidates, the majority of respondents expressed agreement. 22.1% strongly agreed, and 56.4% agreed that organizations corresponds to their candidates via email. 21.6% of the respondents holds a neutral opinion about the mode of correspondence. It can be noticed that no candidate disagrees with the use of email by the organization in corresponding to his or her respective candidate.

In terms of past environmental conservation, initiatives achieved by the university made prominent on its hiring webpage to attract prospective employees, bigger percentage of respondents (25.5% and 48.5%, respectively) agreed with the existence of such environmental conservation initiatives on the hiring webpage. Conversely, a good number of respondents (16.2%) holds a neutral opinion on the past environmental conservation initiatives achieved made prominent on the hiring webpages. 9.8% disagrees with this statement suggesting that there is no past environmental conservation initiatives achieved by the university are made prominent on its hiring webpage to attract prospective employees.

Its recorded that all respondents (100%) holds an agreement opinion on the use of brochures or paper recruiting materials that are made of recyclable resources. It can be noticed that no respondent holds uncertainty or disagreement on this statement

Lastly, the results revealed mixed opinions about the university's impressive environmental credentials. While 19.1% of respondents strongly agreed and 21.1% agreed that the university's impressive environmental credentials are featured in business journals, professional and publication as well as in newspapers and on TV, 31.9% disagreed. Additionally, a small percentage (1%) strongly disagreed, suggesting some disagreement with this featuring of the university's impressive environmental credentials. 27.0% of the respondents shows uncertainty in their opinion towards this statement suggesting that lack of awareness on where university's impressive environmental credentials should feature.

4.5.3 Descriptive Statistics on Green Training Practices

Green training practices refer to the initiatives, programs, and strategies implemented by an organization to train their workforce in environmentally sustainable practices in order to promote sustainability, reduce environmental impact, and foster a culture of eco-consciousness within the organizational framework. The researcher sought to understand the implementation of green training practices in universities in Western region. The results of the findings were as presented below:

Table 4.7
Green Training Practices

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The university periodically undertakes training needs assessment to identify the extend to which employees are aware about our green environment and its sustainability	36 17.6%	133 65.2%	9 4.4%	24 11.8%	2 1.0%
The organization provides environmental training to the organizations members to increases environmental awareness	46 22.5%	97 47.5%	37 18.1%	22 10.8%	2 1.0%
Employees are trained on environmental consciousness in operation of equipment and tools	36 17.6%	116 56.9%	33 16.2%	19 9.3%	0 0.0%
The recycling and reuse of materials is emphasized during training e.g. need to print on both sides of a paper	59 28.9%	114 55.9%	15 7.4%	14 6.9%	2 1.0%
Employees are trained on the corporate social responsibility of the organization and their role	67 32.8%	137 67.2%	0 0.0%	0 0.0%	0 0.0%
Apart from just focusing on the organization, its history, rules and regulation, the university follows induction programs that emphasize environmental issues/concerns	25 12.3%	98 48.0%	31 15.2%	49 24.0%	1 0.5%
	39	58	90	15	2

As part of my annual targets, I am expected to include activities that touch on environmental conservation and sustainability	19.1%	28.4%	44.1%	7.4%	1.0%
Apart from achieving targets set by my job description, I am expected to show how I annually reduce costs/ensure organization sustainability	32	115	35	20	2
	15.7%	56.4%	17.2%	9.8%	1.0%

Source: Field Data (2023)

The results presented in table 4.7 show that almost two third of the respondents (65.2%) agrees with an additional of 17.6% strongly agreeing the university periodically undertakes training needs assessment to identify the extend to which employees are aware about our green environment and its sustainability. It can also be noted that 11.8% of the respondents holds a disagreement opinion with an addition of 1.0% strongly disagreeing on the statement the university periodically undertakes training needs assessment. This implies that in some institutions, no training needs assessment are contacted by the universities in order to identify extend to which employees are aware about our green environment and its sustainability. A small number of respondents (4.4%) shows uncertainty in their opinion on whether universities undertakes a training needs assessment periodically.

Regarding the organization providing environmental training to their members to increases environmental awareness, a good number of respondents (47.5%) agrees with an additional of 22.5% strongly agreeing that their organization provides environmental training for them to increase environmental awareness. Small number of respondents 10.8% disagreeing with an addition of 1%strongly disagreeing about this statement suggesting that their institutions does not organize environmental training for their members to gain environmental awareness. However, a considerable number of respondents (18.1%) remained neutral on this issue, indicating some uncertainty or lack of awareness about on whether there institution organizes environmental trainings.

We also explored whether the organization conducts training on environmental consciousness in operation of equipment and tools. The results indicates that a good number of respondents (56.9%) agreed, and an additional 17.6% strongly agreeing that such training sessions exists within the university. However, a smaller percentage (9.3%) disagreed with this statement, implying that they may not be aware of or do not believe in the existence of such programs within their institutions. A significant number of respondents (16.2%) remained neutral on this matter, indicating some uncertainty about the existence of such training sessions training employees on environmental consciousness in operation of equipment and tools.

In terms of recycling and reuse of materials, bigger percentage of respondents (55.9.5%) agreed that emphasis are made on the need to recycle and reuse of materials during trainings. 6.9% of the respondents disagreed with an additional of 1% strongly disagreeing suggesting no emphasis are made on the need to recycle and reusing of materials during trainings. Conversely, a smaller number of respondents (7.4%) holds a neutral opinion on recycling and reuse of materials is emphasized during training implying uncertainty on whether such emphasis are made or not during trainings within their organizations.

It's recorded that more than two third of the respondents (67.2%) holds an agreement opinion with an additional of 32.8% strongly agreeing that employees receives a training on the corporate social responsibility of the organization and their role. We noted that none of the respondents had a neutral opinion or disagreed on the existence of such trainings within their organizations.

The results revealed mixed opinions whether the university follows induction programs that emphasize environmental issues/concerns. While 12.3% of respondents strongly agreed and 48.0% agreed that the university follows induction programs that emphasize environmental issues/concerns rather than just focusing on the organization, its history, rules and regulation.

15.2% of the respondents remains with a neutral opinion indication of their uncertainty whether their university follows induction programs that emphasize environmental issues/concerns or not. Smaller number of respondents (24.0%) disagreed with an additional 0.5% strongly disagreeing suggesting that the focus is on organization, its history, rules and regulation only.

Regarding the annual targets , 28.4% of the respondents agreed with an additional of 19.1% strongly agreeing that they are expected to activities touching environmental conservation and sustainability as part of their annual targets. 44.1% remains neutral in their opinion suggesting uncertainty on whether activities touching environmental conservation and sustainability is a part in the annual targets or not. 7.4% of the respondents disagreed with an addition of 1.0% strongly disagreeing indicating that activities touching environmental conservation and sustainability is not part or requirement in their annual targets within their organizations.

Lastly, a bigger number of respondents (56.4%) agreed with an additional of 15.7% strongly agreeing that apart from them achieving targets set by job descriptions, they are expected to show how they annually reduce costs/ensure organization sustainability. 17.2% holds a neutral opinion on whether they are expected to show how I annually reduce costs/ensure organization sustainability or not. 9.8% disagreed with this statement with an additional of 1% strongly disagreeing suggesting they expected to achieve targets set by their job descriptions only nothing more.

4.5.4 Descriptive Statistics on Green Performance Management Practices

With increasing focus on sustainability, universities and other organizations are increasingly recognizing the importance to integrate environmentally conscious practices into their core operations. In leading organizations, the blend of performance management principles with environmentally sustainable practices has proven to help in alignment of objectives with

ecological responsibility. This study sought to gain insights into the adoption and impact of green performance management practices, and the findings were as presented below.

Table 4.8
Green Performance Management Practices

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Employees are expected to set targets on their goals and responsibilities as well as those touching on environmental conservation and sustainability in my university	56 27.5%	148 72.5%	0 0.0%	0 0.0%	0 0.0%
My university incorporates environmental management objectives and targets with the performance evaluation system of organization	31 15.2%	82 40.2%	52 25.5%	38 18.6%	1 0.5%
There is incorporation of environmental conservation and sustainability performance indicators into performance management system and appraisals apart from those touching on professional goal attainment	37 18.1%	36 17.6%	95 46.6%	36 17.6%	0 0.0%
Providing regular feedback to the employees or teams to achieve environmental performance	68 33.3%	49 24.0%	45 22.1%	42 20.6%	0 0.0%
Roles of managers in achieving expected environmental conservation and sustainability outcomes included in performance appraisals	1 0.5%	28 13.7%	2 1.0%	120 58.8%	53 26.0%
Employees receive a reward if they meet environmental conservation and sustainability performance expectation	25 12.3%	95 46.6%	29 14.2%	53 26.0%	2 1.0%
Proper communication of environmental conservation and sustainability schemes is done to all levels of staff	32 15.7%	45 22.1%	19 9.3%	100 49.0%	8 3.9%
	25	40	67	55	17

There are penalties for non compliance on targets in environmental management	12.3%	19.6%	32.8%	27.0%	8.3%
Performance appraisal used by the organization is accurate	39 19.1%	54 26.5%	59 28.9%	31 15.2%	21 10.3%
Performance appraisal used by the organization is fair	40 19.6%	103 50.5%	6 2.9%	39 19.1%	16 7.8%
Performance appraisal process aligns the organization green values	40 19.6%	66 32.4%	13 6.4%	71 34.8%	14 6.9%
The questions during appraisal relate to the employee's core areas of participating in environmental conservations and sustainability responsibility apart from other professional responsibilities	29 14.2%	47 23.0%	83 40.7%	27 13.2%	18 8.8%

Source: Field Data (2023)

From the results presented in table 4.8 on green performance management practices, a significant proportion of the respondents 72.5% agree with the rest (27.5%) strongly agreeing that employees are expected to set targets on their goals and responsibilities as well as those touching on environmental conservation and sustainability in my university. It can be noted that no respondents disagreed, suggesting that this might be a standard requirement for all employees in within all institutions.

Regarding incorporation of environmental management objectives and targets with the performance evaluation system of organization within the university, a good number of respondents (40.2%) agrees with an additional of 15.2% strongly agreeing that their organization incorporates environmental management objectives and targets with the performance evaluation system of organization. 18.6% disagreed with an addition of 0.5%strongly disagreeing about existence of such incorporation within their universities. However, a considerable number of respondents (25.5) remained neutral on this issue, indicating some uncertainty or lack of awareness about on whether their institution incorporates

environmental management objectives and targets with the performance evaluation system of organization.

We explored whether there is incorporation of environmental conservation and sustainability performance indicators into performance management system and appraisals apart from those touching on professional goal attainment. The results indicates that a good number of respondents (46.6%) remains neutral suggesting that they are unaware of whether such incorporation exists or not within their organizations. 17.6% agreed, and an additional 18.1% strongly agreeing that such incorporation exists within the university. However, a percentage 17.6% disagreed with this statement, implying that they may not be aware of or do not believe in the existence of such incorporations within their institutions.

In terms of providing regular feedback to the employees or teams to achieve environmental performance, good percentage of respondents (33.3%) strongly agreed with an addition of 24% agreeing that regular feedbacks to employees or teams are provided. 20.6% of the respondents disagreed suggesting no provision of regular feedback to the employees or teams. Conversely, a number of respondents (22.1%) holds a neutral opinion on providing regular feedback to the employees or teams to achieve environmental performance implying uncertainty on whether such provisions are made or not to the employees or teams to achieve environmental performance

58.8% of respondents holds an disagreement opinion with an additional of 26% strongly disagreeing roles of managers in achieving expected environmental conservation and sustainability outcomes are included in performance appraisals. 13.7% of the respondents agreed with an additional of 0.5% strongly agreeing that roles of managers in obtaining expected environmental conservation and sustainability outcomes included in performance appraisals. Only 1% holds neutral opinion suggesting uncertainty in their opinion on whether

roles of managers in achieving expected environmental conservation and sustainability outcomes should be included in the performance appraisals or not.

The results revealed different opinions whether the employees receive a reward if they meet environmental conservation and sustainability performance expectation. 46.6% of respondents agreed and 12.3% strongly agreeing that the employees who meet environmental conservation and sustainability performance expectation receives a reward. However, 26.0% of the respondents disagreed with an additional of 1% strongly disagreeing suggesting that there are no such rewards for employees that meet environmental conservation and sustainability performance expectation. 14.2% of the respondents remains neutral in their opinion suggesting uncertainty in awareness whether such rewards are there or not for employees that meet the expectations.

Regarding proper communication, 22.1% of the respondents agreed with an additional of 15.7% strongly agreeing that proper communication of environmental conservation and sustainability schemes is done to all levels of staffs. 49% disagreed with an additional of 3.9% strongly disagreeing suggesting no proper communication are made to all staffs within the organization. 9.3 % of the respondents remains uncertain about their opinion regarding proper communication to all staffs within the organization implying that lack of awareness whether the kind of communication made within the organization are proper or not.

32.8% of the respondents remains uncertain on the existence of penalties for non-compliance on the targets in environmental management. This suggests unawareness of such penalties within the organizations for those that are non-compliance to the targets. 19.6% agreed with an additional of 12.3% strongly agreeing there exists such penalties within their respective organizations. 27% disagreed with an addition of 8.3% strongly disagreeing suggesting that

such penalties does not exist in some organizations to apply for employees that are non-compliant to the targets of the environmental managements.

Concerning performance appraisal tool used within the organization, 26.5% agreed with an addition of 19.1% strongly agreeing that the tool used for performance appraisal is accurate. 28.9% of the respondents remains uncertain on the accuracy of the performance appraisal used within their institutions. 15.2% disagreed with an addition of 10.3% strongly disagreeing on the accuracy of the tool used within their organization suggesting that its inadequate in evaluation of performance in the organization.

Similarly, performance appraisal tool used within the organization being fair, 50.5% agreed with an addition of 19.6% strongly agreeing with this statement. 2.9% of the respondents remains uncertain on the fairness of the performance appraisal used within their institutions. 19.1% disagreed with an addition of 7.8% strongly disagreeing on the fairness of the tool used within their organization suggesting lack of fairness in the tool used in evaluation of performance in the organization

Performance appraisal process aligns the organization green values received a diverse number of opinions. 32.4% agreed with an additional of 19.6% strongly agreeing on the existence of alignment between performance appraisal and organization green values. However, 34.8% disagreed with an addition of 6.95 strongly disagreeing with this assumption suggesting that there is no alignment between performance appraisal and organization green values. 6.4% of the respondents remains uncertain whether they are aware of the alignment between performance appraisal and organization green values or not.

A number of respondents (40.7%) remains uncertain in their opinion on questions during appraisal relate to the employee's core areas of participating in environmental conservations and sustainability responsibility apart from other professional responsibilities. 23% agreed

with addition of 14.2% strongly agreeing on the relationship between questions during appraisal and the employee's core areas of participating in environmental conservations and sustainability responsibility apart from other professional responsibilities. On the contrary, 13.2% of the respondents disagreed with an additional of 8.8% strongly disagreeing on the existence of the relationship between questions during appraisal and the employee's core areas of participating in environmental conservations and sustainability responsibility apart from other professional responsibilities.

The findings of this study are consistent with the findings of Smith et al. (2019), whose research reported a growing trend towards sustainability initiatives, suggesting a widespread commitment to environmental responsibility among universities in Western region. Further, the results suggest universities are increasingly integrating sustainability into their policies, which resonates with the research by Jackson and D'Amore (2020), who explored sustainability policy integration in higher education institutions. The study demonstrated that universities are recognizing the importance of embedding sustainability principles into their strategic plans and policies.

4.5.5 Descriptive Statistics on Organizational Citizenship Behavior

Organizational Citizenship Behavior reflect the discretionary efforts of employees that extend beyond their formal job descriptions but contribute to the overall effectiveness and functioning of the organization. As organizations recognize the effects of positive workplace behaviors on overall performance, this study sought to understand prevalence of organization citizenship behaviors in universities in Western region., Kenya. The findings were as presented in the table below.

Table 4.9
Organizational Citizenship Behavior

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I often engage in environmentally friendly voluntary activities that go beyond my formal job requirements to support my colleagues and students	43 21.1%	145 71.1%	0 0.0%	16 7.8%	0 0.0%
I assist my colleagues in completing their tasks or provide guidance without being asked to do so	66 32.4%	138 67.6%	0 0.0%	0 0.0%	0 0.0%
I do participate in university committees, environment friendly activities or other service-oriented activities	43 21.1%	100 49.0%	31 15.2%	29 14.2%	1 0.5%
I promote a positive environmental suitable work atmosphere and supporting colleagues contribute to a better overall performance of the university	46 22.5%	90 44.1%	55 27.0%	9 4.4%	4 2.0%
I take initiative to propose improvements in teaching, research, or administrative processes withing my university	52 25.5%	122 59.8%	15 7.4%	14 6.9%	1 0.5%
My university recognizes and rewards corporate citizenship practices among academic staff	42 20.6%	45 22.1%	2 1.0%	81 39.7%	34 16.7%
I engage in activities that demonstrate a positive and respectful attitude towards my colleagues and students	61 29.9%	143 70.1%	0 0.0%	0 0.0%	0 0.0%

Source: Field Data (2023)

When asked about engaging in environmentally friendly voluntary activities that go beyond their formal job requirements to support colleagues and students, a significant number of respondents (71.1%) agreed and 21.1% strong agreed. This indicates a high level of engagement among employees in actively participating in initiatives that promote environmental sustainability within the university as well as helping colleagues achieve their

objectives related to sustainability. Additionally, 7.8% disagreed about engaging in environmentally friendly voluntary activities that go beyond their formal job requirements to support colleagues and students.

Moreover, a considerable percentage of respondents (67.6%) agreed and 32.4% having a strongly agreement that they assist their colleagues in completing tasks or provide guidance without being asked to do so. This finding suggests a cooperative and helpful work culture where employees willingly support and collaborate with their colleagues to achieve common goals. It can be noted that none of the respondents had a contrary opinion on this statement.

Regarding participation in university committees, environmentally friendly activities, and other service-oriented activities, nearly half of the respondents (49.0%) agreed with an additional of 21.1%with strong agreement. This demonstrates a significant level of involvement in various university initiatives beyond their core responsibilities. However, it is important to note that a notable proportion (15.2%) remained neutral, indicating the need for additional efforts to raise awareness and encourage more active engagement in these areas. 14.2 % disagreed with 0.5% having a strong disagreement regarding participation in university committees, environmentally friendly activities, and other service-oriented activities.

The survey also explored employees' perceptions of promoting a positive work atmosphere that is environmentally suitable and supports colleagues, which contributes to the overall performance of the university. While 44.1% and 22.5% of respondents agreed and strongly agreed respectively, indicating a recognition of the importance of a positive work environment, a considerable portion (27.0%) remained neutral. This implies the need for further attention to fostering a positive environmental atmosphere and highlighting its positive impact on overall university performance. However, a few proportion of respondents 4.4% and 2% disagreed and

strongly disagreed with promoting a positive work atmosphere that is environmentally suitable and supports colleagues.

Regarding employees' initiative in proposing improvements in teaching, research, or administrative processes within the university, a significant majority (59.8%) agreed plus 25.5% strongly agreeing. This finding highlights a proactive approach among employees to identify areas for enhancement and contribute to the continuous improvement of various aspects of the university. 6.9% disagreed with an additional of 0.5% strongly disagreeing with employees' initiative in proposing improvements in teaching, research, or administrative processes within the university. 7.4 % of the respondents remains neutral in their opinion about this matter.

However, when it comes to the recognition and reward of corporate citizenship practices among academic staff, the survey results indicate mixed perceptions. Only 22.1% of respondents agreed 20.6% strongly agreeing that their university acknowledges and rewards such practices. On the other hand, a notable percentage (39.7%) disagreed with an additional of 16.7% strongly disagreeing. This suggests a potential gap in the recognition and reward system, indicating a need for the university to review and enhance its practices to ensure that employees' corporate citizenship efforts are adequately acknowledged and appreciated. A small portion (1%) of the respondents remains neutral in their opinion suggesting uncertainty on the existence of such recognitions within the university.

Lastly, a significant majority of respondents (70.1%) agreed plus 29.9% strongly agreeing that they engage in activities that demonstrate a positive and respectful attitude towards colleagues and students. This finding reflects a supportive and cooperative work environment within the university, where employees prioritize maintaining positive relationships and interactions with their colleagues and students.

Generally, the findings indicate a strong supportive organizational culture which has been linked to higher levels of organization citizenship behavior. Through activities such as helping colleagues, volunteering for additional tasks, and displaying positive attitudes towards the organization can also help actualize corporate social responsibilities.

4.5.6 Descriptive Statistics on Employee Performance

Evaluating employee performance has become an integral part of assessing the overall performance of institution as it helps aligning organizational goals with ecological sustainability. In regard to green human resources practices, the researcher was interested in understanding how employees are performing by assessing the conventional indicators of productivity. The findings were as presented below.

Table 4.10
Employee Performance

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I effectively teach all courses as assigned in a semester	130 63.7%	64 31.4%	10 4.9%	0 0.0%	0 0.0%
I give assessment tests to students promptly as set out in the university schedule	139 68.1%	50 24.5%	13 6.4%	2 1.0%	0 0.0%
The pass rate of students in courses I teach has been excellent	129 63.2%	57 27.9%	12 5.9%	6 2.9%	0 0.0%
I am engaged in at least two research teams annually	104 51.0%	55 27.0%	30 14.7%	14 6.9%	1 0.5%
I have been able to attract one research grant in the last one year	81 39.7%	50 24.5%	0 0.0%	71 34.8%	2 1.0%
I have published two articles in referred journals in last one year	138 67.6%	54 26.5%	8 3.9%	4 2.0%	0 0.0%
The graduation rate has improved in the last one year	126 61.8%	57 27.9%	15 7.4%	6 2.9%	0 0.0%
My university has consistently come up with at least one innovation annually	63 30.9%	124 60.8%	15 7.4%	2 1.0%	0 0.0%
My university has registered at least one innovation patent annually	44 21.6%	128 62.7%	32 15.7%	0 0.0%	0 0.0%
	46	139	15	4	0

My university has excelled/recognized in innovation national and internationally	22.5%	68.1%	7.4%	2.0%	0.0%
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Source: Field Data (2023)

When asked about their effectiveness in teaching all courses assigned in a semester, the majority of respondents expressed confidence in their abilities, with 63.7% strongly agreeing and 31.4% agreeing. This indicates a high level of self-assurance and competence among the respondents when it comes to delivering their assigned courses. 4.9% remains neutral in their opinion towards the effectiveness in teaching all courses assigned in a semester.

In terms of giving assessment tests to students promptly as set out in the university schedule, a significant proportion of respondents (68.1%) strongly agreed, emphasizing their commitment to adhering to the provided schedule. An additional 24.5% agreed, further supporting the notion that timely assessments are a priority for these educators. 6.4% of the respondents remains neutral in their opinion on giving assessment tests to students promptly. Only 1% disagreed with this assumption suggesting more awareness need to offered in order for this group to understand importance of assessment tests to students.

When it comes to the pass rate of students in the courses they teach, a substantial number of respondents (63.2%) strongly agreed that the pass rates have been excellent. Furthermore, 27.9% agreed, indicating a positive perception of their students' academic achievements. This suggests that the respondents feel their teaching methods and support contribute to high pass rates. However, 5.9% remains uncertain on the excellency of the pass rate. 2.9 % of the respondents disagrees on the assumption that the pass rate being excellent suggesting need to improve in the way of teaching courses in order to improve the pass rate by students.

Regarding research engagement, it was found that a majority of respondents (51.0%) strongly agreed that they are engaged in at least two research teams annually. Additionally, 27.0% agreed, reinforcing the notion that these individuals actively participate in research activities,

contributing to the advancement of knowledge within their respective fields. 14.7% remain uncertain in their involvement in research teams. 6.9% disagrees with an additional of 0.5% strongly disagreeing suggesting inadequate involvement in research work by some of the teaching staffs in the universities.

When asked about their success in attracting research grants in the last year, the responses were more varied. While 39.7% of respondents strongly agreed and 24.5% agreed, indicating some success in securing grants, a significant proportion (34.8%) disagreed. With an additional 1% strongly disagreeing, this suggests that a considerable number of respondents faced challenges in attracting research funding during the specified period.

In terms of publishing articles in referred journals, a majority of respondents (67.6%) strongly agreed that they had published two articles in the past year. An additional 26.5% agreed, highlighting a significant number of contributors to scholarly journals within the surveyed group. Regarding the graduation rate, a majority of respondents (61.8%) strongly agreed that it had improved in the last one year. Additionally, 27.9% agreed, further supporting the notion of a positive trend in graduation rates. This suggests that the respondents perceive positive academic outcomes and successful student progression within their university. 7.4% remains neutral on their opinion about improvement in graduation rates last year. 2.9% disagrees with this assumption suggesting that there was a decrease in the graduation rate last year.

In terms of innovation within the university, opinions were more diverse. While 30.9% of respondents strongly agreed and 60.8% agreed that the university consistently introduces at least one innovation annually, a notable proportion (7.4%) remained neutral. This indicates that while a significant number of respondents perceive their university as innovative, there is room for improvement in communicating and promoting innovative initiatives. Regarding innovation patents, 21.6% of respondents strongly agreed and 62.7% agreed that their

university registers at least one innovation patent annually. These percentages indicate a positive perception of the university's commitment to protecting and recognizing innovative ideas through patents. However, 15.7% of the respondents remains uncertain on whether their organizations have been registered in atleast one innovation patent annually. When it comes to the university's recognition and excellence in innovation nationally and internationally, 22.5% of respondents strongly agreed and 68.1% agreed. This suggests that a significant majority of respondents perceive their university as excelling and gaining recognition in the field of innovation on both national and international levels. 2% of the respondents disagrees suggesting that there is need for improvement.

4.6 Correlations

To establish the linear association between independent and dependent variables, the Pearson correlation coefficient (r) was employed. As outlined by Zikmund et al. (2010), Pearson correlation coefficient signifies the strength of the connection between two variables. A higher absolute value of r indicates a more robust association between the variables. A positive correlation coefficient (+) implies a positive relationship, signifying that as one variable increases, the other also increases. Conversely, a negative correlation coefficient (-) suggests an inverse relationship, where as one variable decreases, the other increases. A correlation coefficient of zero ($r = 0$) denotes no discernible association between the two variables. It is essential to note that the coefficient assumes a linear correlation and causal relationship between the two variables, designating one as the independent and the other as the dependent variable.

In this study, the researcher used correlation technique to determine if there was any relationship, association or correlation between variables and establish the magnitude and direction (negative or positive). The analysis results of the correlation analysis were as presented below.

Table 4.11
Correlations

	GRMP	GRC	GTP	GPMP	OCB	EP
Pearson Correlation	1					
Sig. (2-tailed)						
N	204					
Pearson Correlation	.443**	1				
Sig. (2-tailed)	.000					
N	204	204				
Pearson Correlation	.453**	.465**	1			
Sig. (2-tailed)	.000	.000				
N	204	204	204			
Pearson Correlation	.669**	.665**	.560**	1		
Sig. (2-tailed)	.000	.000	.000			
N	204	204	204	204		
Pearson Correlation	.482**	.517**	.508**	.673**	1	
Sig. (2-tailed)	.000	.000	.000	.000		
N	204	204	204	204	204	
Pearson Correlation	.333**	.298**	.314**	.531**	.498**	1
Sig. (2-tailed)	.000	.000	.000	.000	.000	
N	204	204	204	204	204	204

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

4.6.1 Correlation between Green Reward Management Practices (GRMP) and Employee Performance (EP)

The results of the correlation analysis show that there exists a positive and significant relationship between the employee performance and the green reward management practices $r=0.333$, $p = 0.000$. This suggests that an increase in green reward management practices leads to a corresponding increase in employee performance even though the relationship is not strong.

4.6.2 Correlation between Green Recruitment Practices (GRP) and Employee Performance (EP)

Correlation analysis between green recruitment practices and employee performance resulted in $r=2.98$, $p=0.000$ suggesting a weak positive and significant relationship between the two

variables. This implies that a small change in green recruitment practices results in a corresponding change in employee performance.

4.6.3 Correlation between Green Training Practices and Employee Performance (EP)

Correlation analysis between green training practices and employee performance was conducted and found that there exists a weak positive and significant relationship based on the $r=0.314$ and $p=0.000$. It means that an increase in the green training practices leads to an increase in the employee performance.

4.6.4 Correlation between Green Performance Management Practices (GPMP) and Employee Performance (EP)

From the correlation analysis, it can be noted that there exists a moderate positive and significant relationship based on the $r = 0.531$ and $p = 0.000$ between the green performance management practices and employee performance. It suggests that an increase in green performance management practices increases the employee's performance.

4.6.5 Correlation between Organizational Citizenship Behavior (OCB) and Employee Performance (EP)

Looking at correlation analysis, it can also be noted that there exists a moderate positive and significant relationship based on the $r = 0.498$ and $p = 0.000$ between organizational citizenship behavior and employee performance. It implies that an increase in green performance management practices increases the employee's performance.

4.7 Diagnostic Tests for Normality of Data

Understanding the distribution of data is important when it comes to making reliable inferences and drawing meaningful conclusions. Before performing regression and moderation analysis, the researcher performed diagnostic tests to examine the distributional characteristics of the data.

4.7.1 Normality Test

Statistical methods are based on various assumptions., and one common assumption is that a random variable is normally distributed (Donaldson, 2013). When violated, the interpretation and inference of this assumption may not be reliable or valid. In this study, both the Kolmogorov-Smirnov and Shapiro-Wilks test for normality were used to test the probability when the sample is drawn from a normal population.

The hypotheses used were as follows:

H_0 : The data is normally distributed verses H_1 : The data is not normally distributed

The tests were performed using SPSS and the results were obtained were as indicated below:

Table 4:12
Normality Test results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
GRMP	.083	204	.052	.990	204	.164
GRC	.147	204	.080	.937	204	.103
GTP	.080	204	.123	.981	204	.097
GPMP	.116	204	.065	.950	204	.074
OCB	.132	204	.112	.947	204	.264
EP	.149	204	.071	.928	204	.182

a. Lilliefors Significance Correction

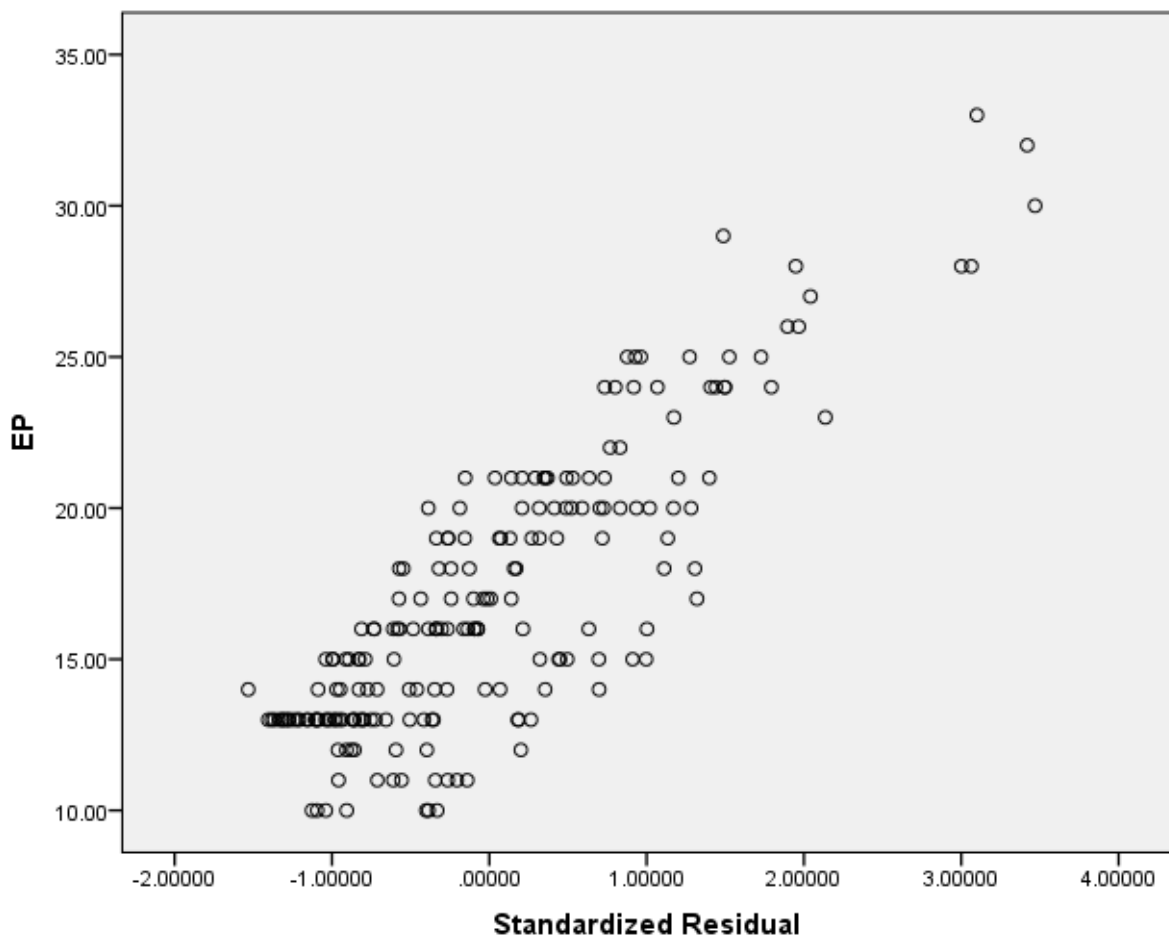
Source: Field Data (2023)

The Kolmogorov-Smirnov test compares the empirical cumulative distribution function (ECDF) of a sample to the cumulative distribution function (CDF) of a theoretical normal distribution while Shapiro-Wilk test evaluates how well the sample data fits a normal distribution by considering the correlation between the data and the expected values from a normal distribution. Both tests were employed to check for normality. When testing whether data follows a normal distribution using a 95% level of confidence, any significance value that is greater than 0.05 is not statistically significant to reject the null hypothesis that observed data

follows a random distribution. The decision therefore in this case is to accept the null hypothesis that the sampled data follows a normal random distribution. From the results presented in table 4.12, there is no significant evidence to reject the null hypothesis, suggesting that the data may be normally distributed.

4.7.2 Homoscedasticity

When performing regression analysis, the goal is to create a model that accurately represents the relationship between the independent variable(s) and the dependent variable. When the assumption of homoscedasticity is violated (assumed when assessing the model's performance), it can result in inefficient and biased estimates of the regression coefficients. For this study, the researcher tested whether the spread of the residuals is consistent across the range of predictor values and the obtained the scatter plot below.



The scatter plot above shows a relatively uniform distribution of data around the regression line, indicating that the data fulfils the homoscedasticity assumption. This means the study can use linear regression to predict the relationship between the dependent variables and independent variable with precision.

4.7.3 Multicollinearity

Multicollinearity is occurring when two or more independent variables in a regression model are highly correlated, making it difficult to isolate the individual effect of each variable on the dependent variable. It can be detected using tolerance or the variance inflation factor (VIF), where according to Baum (2006), a tolerance of less than 0.20 or a VIF greater than 10 is viewed as evidence of harmful multicollinearity while if there are no factors which are correlated, the VIFs is 1. This diagnostic test enabled the study to select the appropriate model. According to Belsley (1991), existence of multicollinearity may lead to Type II error. This study used the SPSS to check for multicollinearity:

Table 4.13
Multicollinearity

Variable	Collinearity Statistics	
	Tolerance	VIF
GTP	.860	1.515
GPMP	.857	2.799
GRC	.945	1.834
GRMP	.843	1.842

Source: Field Data (2023)

Tolerance values and Variance Inflated Factor (VIF) values criterion were used to test for multicollinearity between the independent variables. The tolerance criteria show the influence of one independent variable on another independent variable. According to Hair, Black, Babin and Andersen (2010), a tolerance value > 5 is an indication of multicollinearity while a mean VIF > 2 certainly shows the presence of multicollinearity. In this study, the VIF for all the four

independent variables was less than 5, confirming that there is no problem of multicollinearity in the observed data.

4.8 Hypothesis Testing

4.8.1. Relationship Between Green Reward Management Practices and Employee Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.333 ^a	.111	.106	4.43362

a. Predictors: (Constant), Green Reward Management Practices

From this model summary, it can be noted that the value for R-squared = 0.111 is small indicating that only 11.1% of variability in the employee performance variable can be explained or accounted for by green reward management practices in the model. Considering the penalization of the additional irrelevant or redundant predictors, Adjusted R squared = 0.106 tells us that the green reward management practices can account for approximately 10.6% of the variability in the employee performance. Std Error = 4.43362 suggests that the average distance between the observed values and the predicted values is approximately 4.43362 units.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	493.687	1	493.687	25.115	.000 ^b
	Residual	3970.720	202	19.657		
	Total	4464.407	203			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Green Reward Management Practices

Regression: The sum of squares calculates the total amount of variability that the regression model explains. In this instance, 493.687 is the regression model's sum of squares. To estimate

the population parameters, the number of independent pieces of information available is indicated by the degrees of freedom = 1 The regression model is statistically significant at the $p=0.000$ significance level since the p-value is .000, which is smaller than the usual significance level and indicates that at least one of the variables significantly affects the employee performance

Residual: This row displays the sum of squares and degrees of freedom associated with the residuals, or the unexplained variability in the model. In this case, there are 202 degrees of freedom and 3970.720 sum of squares for the residuals.

		<i>Coefficients^a</i>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	8.744	1.666		5.249	.000
	GRMP	.380	.076	.333	5.011	.000

a. Dependent Variable: Employee Performance

Unstandardized coefficients (B): The constant = 8.744 represents the intercept or the expected value of the employee performance assuming Green Reward Management Practices is set to zero. The coefficient of the variable Green Reward Management Practices is 0.380 suggests that for every unit increase in the variable, the expected change in the employee performance is 0.380

Standardized coefficients (Beta): The coefficient of the Green Reward Management Practices is 0.333 suggests that for every increase in units of the standard deviation of the variable Green Reward Management Practices, the expected change in the standard deviation of the employee performance is 0.333

Based on the significance level $p=0.05$, the predictor Green Reward Management Practices is statistically significant considering that its p -value = 0.000 is below the typical level of significance.

4.8.2 Relationship Between Green Recruitment Practices and Employee Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.298 ^a	.089	.084	4.48725

a. Predictors: (Constant), Green Recruitment Practice

From this model summary, it can be noted that the value for R-squared = 0.089 is small indicating that only 8.9% of variability in the employee performance can be explained or accounted for by the green recruitment practices in the model. Considering the effect of the additional irrelevant or redundant predictors, Adjusted R squared = 0.084 tells us that green recruitment practices can account for approximately 8.4% of the variability in the employee performance. Std Error = 4.48725 suggests that the average distance between the observed values and the predicted values is approximately 4.48725 units.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	397.052	1	397.052	19.719	.000 ^b
	Residual	4067.355	202	20.135		
	Total	4464.407	203			

a. Dependent Variable: EP

b. Predictors: (Constant), GRC

Regression: The sum of squares calculates the total amount of variability that the regression model explains. In this instance, 397.052 is the regression model's sum of squares. To estimate the population parameters, the number of independent pieces of information available is

indicated by the degrees of freedom = 1 The regression model is statistically significant at the $p=0.000$ significance level since the p-value is .000, which is smaller than the usual significance level and indicates that at least one of the variables significantly affects the employee performance.

Residual: This row displays the sum of squares and degrees of freedom associated with the residuals, or the unexplained variability in the model. In this case, there are 202 degrees of freedom and 4067.355 sum of squares for the residuals.

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	9.576	1.689		5.669	.000
	GRC	.413	.093	.298	4.441	.000

a. Dependent Variable: EP

Unstandardized coefficients (B): The constant = 9.576 represents the intercept or the expected value of the employee performance assuming Green Recruitment Practices is set to zero. The coefficients of the variable Green Recruitment Practices is 0.413 suggests that for every unit increase in the variable, the expected change in the employee performance is 0.413

Standardized coefficients (Beta): The coefficient of the variable Green Recruitment Practices is 0.298 suggests that for every increase in units of the standard deviation of the variable Green Recruitment Practices, the expected change in the standard deviation of the Employee Performance is 0.298

Based on the significance level $p=0.05$, the predictor Green Recruitment Practices is statistically significant considering that its p-value = 0.000 is below the typical level of significance.

4.8.3 Relationship Between Green Training Practices and Employee Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.314 ^a	.099	.094	4.46268

a. Predictors: (Constant), Green Training Practices

From this model summary, it can be noted that the value for R-squared = 0.099 is small indicating that only 9.9% of variability in employee performance can be explained or accounted for by green training practices. Considering the penalization of the additional irrelevant or redundant predictors, Adjusted R squared = 0.094 tells us that green training practices can account for approximately 9.4% of the variability in the employee performance. Std Error = 4.46268 suggests that the average distance between the observed values and the predicted values is approximately 4.46268 units.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	441.474	1	441.474	22.167	.000 ^b
	Residual	4022.933	202	19.916		
	Total	4464.407	203			

a. Dependent Variable: EP

b. Predictors: (Constant), GTP

Regression: The sum of squares calculates the total amount of variability that the regression model explains. In this instance, 441.474 is the regression model's sum of squares. To estimate the population parameters, the number of independent pieces of information available is indicated by the degrees of freedom = 1 The regression model is statistically significant at the $p=0.000$ significance level since the p-value is .000^b, which is smaller than the usual significance level and indicates that at least one of the variables significantly affects the employee performance.

Residual: This row displays the sum of squares and degrees of freedom associated with the residuals, or the unexplained variability in the model. In this case, there are 202 degrees of freedom and 4022.933 sum of squares for the residuals.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.370	1.848		4.529	.000
	GTP	.495	.105	.314	4.708	.000

a. Dependent Variable: EP

Unstandardized coefficients (B): The constant = 8.370 represents the intercept or the expected value of the employee performance assuming green training practices is set to zero. The coefficient of the variable green training practices is 0.495 suggests that for every unit increase in the variable, the expected change in the employee performance is 0.495

Standardized coefficients (Beta): The coefficient of the variable green training practices is 0.314 suggests that for every increase in units of the standard deviation of the variable green recruitment practices, the expected change in the standard deviation of the Employee Performance is 0.314

Based on the significance level $p=0.05$, the predictor green training practices is statistically significant considering that its p -value = 0.000 is below the typical level of significance.

4.8.4 Relationship Between Green Performance Management Practices and Employee Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.531 ^a	.282	.278	3.98457

a. Predictors: (Constant), Green Performance Management Practices

From this model summary, it can be noted that the value for R-squared = 0.282 is small indicating that only 28.2% of variability in employee performance can be explained or accounted for by green performance management practices. Considering the penalization of the additional irrelevant or redundant predictors, Adjusted R squared = 0.278 tells us that the green performance management practices can account for approximately 27.8% of the variability in the employee performance. Std Error = 3.98457 suggests that the average distance between the observed values and the predicted values is approximately 3.98457 units.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1257.298	1	1257.298	79.191	.000 ^b
	Residual	3207.109	202	15.877		
	Total	4464.407	203			

a. Dependent Variable: EP

b. Predictors: (Constant), GPMP

Regression: The sum of squares calculates the total amount of variability that the regression model explains. In this instance, 1257.298 is the regression model's sum of squares. To estimate the population parameters, the number of independent pieces of information available is indicated by the degrees of freedom = 1. The regression model is statistically significant at the $p=0.000$ significance level since the p-value is .000^b, which is smaller than the usual significance level and indicates that at least one of the variables significantly affects the employee performance.

Residual: This row displays the sum of squares and degrees of freedom associated with the residuals, or the unexplained variability in the model. In this case, there are 202 degrees of freedom and 3207.109 sum of squares for the residuals.

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	7.140	1.137		6.281	.000
	GPMP	.302	.034	.531	8.899	.000

a. Dependent Variable: EP

Unstandardized coefficients (B): The constant = 7.140 represents the intercept or the expected value of the employee performance assuming Green Performance Management Practices is set to zero. The coefficients of the variable Green Performance Management Practices are 0.302 suggests that for every unit increase in the variable, the expected change in the Employee Performance is 0.302

Standardized coefficients (Beta): The coefficient of the variable Green Performance Management Practices is 0.531 suggests that for every increase in units of the standard deviation of the variable Green Performance Management Practices, the expected change in the standard deviation of the Employee Performance is 0.531

Based on the significance level $p=0.05$, the Green Performance Management Practices is statistically significant considering that its p -value = 0.000 is below the typical level of significance.

4.8.5 Hierarchical Regression Analysis on The Effect of Organizational Citizenship Behaviour on The Relationship Between Green Human Resource Management Practices and Employee Performance in Public Universities in Western Kenya

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.538 ^a	.289	.275	3.99319	.289	20.245	4	199	.000
2	.574 ^b	.329	.313	3.88826	.040	11.885	1	198	.001

a. Predictors: (Constant), GPMP, GTP, GRC, GRMP

b. Predictors: (Constant), GPMP, GTP, GRC, GRMP, OCB

From model summary, the correlation coefficient (R) in model 1 is 0.538, indicating a moderate positive correlation between the independent variables (green performance management practices, green training practices, green recruitment practices, and green reward management practices) and employee performance. The coefficient of determination (R-squared) is 0.289, meaning that approximately 28.9% of the variance in the employee performance can be explained by the model's independent variables. The adjusted R-squared is slightly lower at 0.275, as it takes into account the number of predictors and the sample size.

In model 2, organizational citizenship behavior (OCB) is included along with the predictors from model 1. The correlation coefficient (R) increases to 0.574, indicating a relatively stronger positive correlation between the independent variables and employee performance in this enhanced model. The coefficient of determination (R-squared) increases to 0.329, meaning that approximately 32.9% of the variance in the dependent variable is explained by the combined set of independent variables. The adjusted R-squared also increases to 0.313, reflecting the improvement in the model's fit after incorporating organizational citizenship behavior and considering the number of predictors and sample size. The R-squared change from model 1 to model 2 is 0.040, indicating that the inclusion of organizational citizenship behavior explains an additional 4% of the variance in employee performance in public universities in western region. The F Change statistic is 11.885, with a significance level (p-value) of 0.001, suggesting that the improvement in the model's fit by adding the OCB predictor is statistically significant. This indicates that the addition of organizational citizenship behavior significantly enhances the model's explanatory power, suggesting that improved organizational citizenship behavior can improve employee performance in public universities.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1291.243	4	322.811	20.245	.000 ^b
	Residual	3173.164	199	15.946		
	Total	4464.407	203			
2	Regression	1470.932	5	294.186	19.459	.000 ^c
	Residual	2993.475	198	15.119		
	Total	4464.407	203			

a. Dependent Variable: EP

b. Predictors: (Constant), GPMP, GTP, GRC, GRMP

c. Predictors: (Constant), GPMP, GTP, GRC, GRMP, OCB

The ANOVA table demonstrates how the independent variables (green performance management practices, green training practices, green recruitment practices, and green reward management practices) collectively contribute to explaining the variance in employee performance. In model 1, the predictors collectively account for a significant amount of variability in employee performance. The regression analysis reveals that the predictors in model 1 explain a considerable proportion of the total sum of squares, as evidenced by a regression sum of squares of 1291.243. The calculated F-value of 20.245 indicates that the mean square due to regression is significantly larger than the mean square of the residual variation. This implies that the regression model, with its predictors, provides a statistically significant explanation for the variance in the dependent variable. Therefore, the predictors related to green human resource management practices contribute significantly to the model's ability to predict employee performance.

In model 2, which includes organizational citizenship behavior, the resulting sum of squares is higher (1470.932) compared to model 1. The increase in the sum of squares suggests that the addition of organizational citizenship behavior predictor further enhances the model's ability to explain the variability in employee performance. The F-value of 19.459 for model 2, with its associated p-value of 0.000, indicates that the regression model is statistically significant and provides a better fit than model 1. Therefore, the inclusion of the OCB predictor

significantly improves the model's explanatory power, highlighting its importance in predicting performance of employees.

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1	(Constant)	49.007	4.585	10.689	.000
	GRMP	.055	.093	.048	.589
	GRC	.146	.112	.105	1.301
	GTP	.071	.116	.045	.612
	GPMP	.346	.057	.607	6.075
2	(Constant)	50.560	4.487	11.268	.000
	GRMP	.065	.090	.057	.719
	GRC	.183	.110	.132	1.669
	GTP	.006	.115	.004	.049
	GPMP	.268	.060	.471	4.479
	OCB	.309	.090	.279	3.448

a. Dependent Variable: EP

Regression coefficients provide useful insights into the relationships between the predictors and the dependent variables in the regression models. In model 1, the intercept for employee performance is estimated to be 49.007, which represents the expected value of employee performance when all predictors (GRMP, GRC, GTP, and GPMP) are set to zero. The coefficient for GRMP is 0.055. This suggests that, while holding other predictors constant, a one-unit increase in GRMP is associated with a 0.055 increase in the value of EP. Similarly, the coefficients for GRC, GTP, and GPMP are 0.146, 0.071, and 0.346, respectively. These coefficients indicate that a one-unit increase in GRC, GTP, or GPMP corresponds to a 0.146, 0.071, or 0.346 increase in EP, when other predictors are held constant. In model 2, the intercept is estimated to be 50.560. This represents the expected value of employee performance when all predictors (GRMP, GRC, GTP, GPMP, and OCB) are set to zero. Examining the coefficients for the predictors in model 2, the coefficient for GRMP is 0.065, suggesting that, while holding other predictors constant, a one-unit increase in GRMP is associated with a 0.065

increase in employee performance. Similarly, the coefficients for GRC, GTP, GPMP, and OCB are 0.183, 0.006, 0.268, and 0.309, respectively. These coefficients indicate that a one-unit increase in GRC, GTP, GPMP, or OCB corresponds to a 0.183, 0.006, 0.268, or 0.309 increase in employee performance, respectively, when other predictors are held constant.

$$Performance = 50.560 + 0.065 GMRP + 0.183 GRC + 0.006 GTP + 0.268 GPMP + 0.309 OCB$$

The standardized coefficients (Beta) provide a measure of the relative importance of the predictors in explaining the variance in employee performance. In model 1, the standardized coefficients for GRMP, GRC, GTP, and GPMP are 0.048, 0.105, 0.045, and 0.607, respectively, while in model 2, the standardized coefficients for GRMP, GRC, GTP, GPMP, and OCB are 0.057, 0.132, 0.004, 0.471, and 0.279, respectively. These standardized coefficients allow for comparisons of the magnitude of the effects of different predictors on employee performance. For both models, the corresponding p-values (Sig.) indicate that the coefficients for all predictors are statistically significant

4.10 Summary of Hypothesis Testing

Table 4.14
Details of Hypothesis Testing

Hypothesis	Test Statistic	Accept/ Reject Criteria
H₀₁ Green reward management practices has no statistically significant effect on employee performance in public universities in Western Kenya region	Simple linear regression model of the form of $y=8.744+0.38X_1+\epsilon$, <i>Pearson</i> product-moment correlation coefficient =0.333	Reject H ₀₂ and conclude that green reward management practices have significant influence on employee performance.
H₀₂ : Green recruitment has no statistically significant effect on employee performance in public universities in Western Kenya region.	Simple linear regression model of the form $y=9.576 +0.413X_2+\epsilon$, <i>Pearson</i> product-moment correlation coefficient =0.298	Reject H ₀₂ and conclude that green recruitment practices have significant influence on employee performance.

<p>H₀₃: Green training and development practices has no statistically significant effect on employee performance in public universities in Western Kenya region</p>	<p>Simple linear regression model of the form of $y=8.370+0.495X_3+\varepsilon$, <i>Pearson</i> product-moment correlation coefficient=0.314</p>	<p>Reject H₀₃ and conclude that green training practices have significant influence on employee performance.</p>
<p>H₀₄ Green performance appraisal has no statistically significant effect on employee performance in public universities in Western Kenya region,</p>	<p>Simple linear regression model of the form $y=7.140+0.302X_4+\varepsilon$, <i>Pearson</i> product-moment correlation coefficient = 0.531</p>	<p>Reject H₀₄ and conclude that green performance appraisal has significant influence on employee performance.</p>
<p>H₀₅ OCB has no statistically significant moderating role on the effect Green HRM practices on employee performance in public universities in Western Kenya region</p>	<p>Hierachical regression model of the form $y=50.560+0.065X_1+0.183X_2+0.006X_3+0.268X_4+0.309X_5+\varepsilon$ <i>Pearson</i> product-moment correlation coefficient =</p>	<p>Reject H₀₅ and conclude that occupational citizenship behaviors have significant effect on employee performance.</p>

CHAPTER FIVE

SUMMARY FINDINGS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the results of the study and makes conclusions from which recommendations are drawn and suggestions for further study proffered.

5.1 Summary of the Results

The objectives of this dissertation were to assess green human resource management practices, organizational citizenship behaviour and academic staff performance. This was guided by objectives aligned with corporate social responsibility; determine the effect of green recruitment practices on employee performance in public universities in Western Kenya, to examine the effect of green training and development practices on employee performance, to assess the effect of green reward management practices on employee performance, to assess the effect of green performance management practices on employee performance, and to analyze the moderating effect of organizational citizenship behaviour on the relationship between of green human resource management practices and employee performance in public universities in Western Kenya. Data was collected using questionnaires in different universities, entered in SPSS version 25 and analyzed. The researcher fitted regression models for green recruitment practices, green training practices, green reward management practices and green performance management practices in order to assess the effect of each variable on employee Performance.

5.1.1 The Effect of Green Reward Management Practices on Employee Performance in Public Universities in Western Kenya

The first objective of this study was to assess the effect of green reward management practices on employee performance in public universities in Western Kenya as rewarding can significantly foster culture of environmental consciousness. Results of the data collected

showed majority of the respondents agreeing and strongly agreeing that their institution have tailored reward programs for employees who promote environment greening. However, despite public universities in western region recognizing champions of environmental sustainability and greening, there are barely special gifts these champions get from the institution.

Correlation test results revealed a positive, significant relationship between reward practices and employee performance, suggesting that employees in public universities in western region are likely to perform better if their respective institutions improve green reward management practices. This relationship was further explained by the regression analysis results. The results obtained from the regression analysis shows that green reward management practices have an effect on the employee's performance. This is supported by the Adjusted R-Square of 0.106 implying that 10.6% change in the employee's performance is accounted by the green reward management practices. Regression analysis shows that the model is statistically significant at $p=0.05$ significance level suggesting that green reward management practices affect employee performance, and customization of compensation packages to reflect sustainability objectives can encourage staff to work towards achieving the corporate social responsibility.

5.1.2 The Effect of Green Recruitment Practices on Employee Performance in Public Universities in Western Kenya

The study sought to determine the effect of green recruitment practices on employee performance in public universities in Western Kenya. The data collected revealed that majority of the public universities do not put lots of emphasis on understanding of environmental policies during recruitment, suggesting that, like most organizations, universities recruit employees based on other qualifications and fitness for the job. However, as part of promoting sustainability, public universities in western region majorly use email when corresponding with candidates. The paper materials used during recruitment processes are also made of recyclable materials, which is a key step in achieving sustainability goals. Despite these efforts to

greening, further analysis revealed a weak relationship between recruitment practices and employee performance. The relationship between the two was demonstrated using regression analysis, where the results show an Adjusted R squared of 0.084 on green recruitment practices, suggesting that 8.4% of change in employee performance is accounted by the variable green recruitment practices. It is shown that the model is statistically significant at $p=0.05$ significance level meaning that green recruitment practices affect employee performance, and proper implementation can positively influence performance of academic staff in universities.

5.1.3 The Effect of Green Training Practices on Employee Performance in Public Universities in Western Kenya

The researcher examined the effect of green training practices on employee performance in public universities in Western Kenya. Analysis of the collected data revealed that public universities in western region offer training sessions on environment consciousness or corporate social responsibility. Induction programs are also designed to help employees understand the individual university's environmental concerns on top of organization, history, and routine operations. Further analysis revealed a statistically significant relationship between green training practices and employee performance. Results from the regression analysis shows that green training practices accounts for 9.4% change in employee performance. Regression model is statistically significant at $p=0.05$ significance level which means that green training practices has an effect on employee performance. This suggests that recruiting professionals who environmentally responsible can help universities achieve their sustainability objectives.

5.1.4 The Effect of Green Performance Management Practices on Employee Performance in Public Universities in Western Kenya

The study assessed the effect of green performance management practices on employee performance in public universities, and the results indicate varying levels of agreement or disagreement among employees regarding the implementation of green performance

management practices in the university. While some practices, such as target setting and rewards for meeting expectations, receive higher levels of agreement, areas like incorporating managerial roles and aligning appraisal questions with environmental responsibilities show lower agreement levels. This means there are areas where the implementation of green performance management practices seems to be lacking. Generally, the descriptive statistics suggest that while certain green performance management practices are being implemented effectively, there is room for improvement in areas such as managerial involvement, alignment with green values, and clarity in appraisal questions related to environmental responsibilities.

Correlation analysis results indicated a moderate positive relationship between performance management practices and employee performance, suggesting that improving such practices can result in significant change in employee performance in public universities. The relationship was modelled using regression analysis, where the regression analysis results indicated that green performance management practices account for 27.8% change in the employee performance. Regression model was statistically significant at $p=0.05$ significance level implying that encouraging university staff to work towards environmental conservation by incorporating sustainability indicators into performance management can boost overall performance along with ensuring universities achieve their greening and conservation goals.

5.1.5 The Effect of Organizational Citizenship Behaviour on The Relationship Between Green Human Resource Management Practices and Employee Performance in Public Universities in Western Kenya

Besides assessing how individual aspects of green human resources management practices affect employee performance, the study investigated how organizational citizenship behaviour influenced green HRM and employee performance. The data obtained indicated that most of the employees in public universities in western region voluntarily engaged in environmentally friendly activities along supporting colleagues and students for improved performance. To gain insights into how organization citizenship behaviors influence employee performance, the

researcher performed correlation analysis, and the results indicated a moderate relationship. Hierarchical regression analysis results indicate organizational citizenship behaviour significantly contribute to employee performance in public universities in western region.

5.2 Conclusion

Based on the results of this study, the researcher concluded that green human resource management practices have an effect on the employee performance. Through this study, the researcher also found out that there exists a positive significant relationship between green human resource management practices and employee's performance even though in some cases the relationship is moderate. Organizational citizenship behaviour, especially with activities that help promote green HRM practices, can greatly improve performance.

5.2.1 The Effect of Green Reward Management Practices on Employee Performance in Public Universities in Western Kenya

The findings revealed that while the majority of respondents acknowledged the existence of tailored reward programs for employees who promote environmental greening, there was a lack of special gifts or recognition for champions of environmental sustainability within these institutions. Further analysis indicated a positive relationship between reward practices and performance, suggesting that an improvement in rewards programs can potentially yield significant improvement in performance of employees in public universities. The researcher concluded that institutions can encourage staff to actively contribute to their corporate social responsibility initiatives by expanding the rewards systems to incorporate environmental considerations.

5.2.2 The Effect of Green Recruitment Practices on Employee Performance in Public Universities in Western Kenya

The findings of this study suggest that a significant proportion of public universities in western region do not recruit applicants based on their awareness of environmental policies. However,

there is still a recognition of the importance of environmental knowledge in the recruitment process. Despite these efforts to promote sustainability, the analysis indicated a weak relationship between recruitment practices and employee performance. Nonetheless, it is important to note that the model was statistically significant at the 0.05 significance level. This suggests that green recruitment practices do have an impact on employee performance, albeit a relatively modest one. Proper implementation of green recruitment practices has the potential to positively influence the performance of academic staff in universities.

This indicates that there may be room for improvement in aligning recruitment practices with environmental values. Consequently, the researcher concluded that there is more need for institution to consider environmental factors in recruitment processes and raise awareness about the organization's commitment to sustainability.

5.2.3 The Effect of Green Training Practices on Employee Performance in Public Universities in Western Kenya

The results indicate that a significant percentage of respondents agree that their universities periodically undertake training needs assessment and provides environmental training to increase awareness on environmental greening and sustainability. Additionally, induction programs are designed to familiarize employees not only with the university's organizational structure, history, and routine operations but also with its specific environmental concerns, and these induction programs have a statistically significant relationship with employee performance. This led to the researcher concluding that public universities in Western Kenya can enhance employee performance and foster a culture of sustainability within their organizations by providing comprehensive training programs that emphasize environmental consciousness and corporate social responsibility.

5.2.4 The Effect of Green Performance Management Practices on Employee Performance in Public Universities in Western Kenya

Examining the impact of green performance management practices on employee performance in public universities, this study revealed mixed opinions regarding the implementation of these practices within the university. While certain practices, such as target setting and rewards for meeting expectations, received higher levels of agreement, other areas, including managerial roles and alignment of appraisal questions with environmental responsibilities, showed lower agreement levels, indicating areas where the implementation of green performance management practices may be lacking. Nonetheless, further analysis indicated that a moderate positive relationship exists between performance management practices and employee performance, indicating that incorporating sustainability indicators into performance management and encouraging university staff to work towards environmental conservation can boost overall performance and help universities achieve their greening and conservation goals.

5.2.5 The Effect of Organizational Citizenship Behaviour on The Relationship Between Green Human Resource Management Practices and Employee Performance in Public Universities in Western Kenya

Based on the results, majority of respondents expressed confidence in their teaching abilities and effectiveness in delivering their assigned duties, including lecturing, adhering to assignment schedules. They also actively engage in research activities and contribute to scholarly publications. However, there are challenges in attracting research grants. The models obtained after running hierarchical regression analysis, show that the predictors variables significantly contribute to employee performance. Occupational citizenship behaviors have a significant effect of employee performance, suggesting that improvement in such behaviors by staff in public universities can help improve employee performance.

5.3 Recommendations

The findings of this revealed that the universities have not completely adopted green human resource management practices. In this regard, the researcher recommends the following:

5.3.1 The Effect of Green Reward Management Practices on Employee Performance in Public Universities in Western Kenya

From the results of this study, the researcher recommended public universities in the Western region to adopt and improve green reward management practices. This may involve implementing special recognition and incentives for employees who champion environmental sustainability and employing other measures that can help harness the potential of their workforce, drive positive change, and contribute to a more sustainable future. Public universities can align their practices with the United Nations' Sustainable Development Goals (SDGs) and learn from successful case studies to foster long-term business success and contribute to a sustainable future. By implementing more effective and comprehensive measures, universities can create a culture that encourages employees to adopt environmentally friendly practices and actively contribute to sustainability efforts.

5.3.2 The Effect of Green Recruitment Practices on Employee Performance in Public Universities in Western Kenya

Based on the results, although the relationship between green recruitment practices and employee performance is strong, it was found to be statistically significant. Therefore, the researcher recommends that public universities in Western Kenya continue their efforts to incorporate sustainability into their recruitment processes as these practices contribute to an overall commitment to environmental responsibility and can enhance the institution's reputation as a socially and environmentally conscious organization.

5.3.3 The Effect of Green Training Practices on Employee Performance in Public Universities in Western Kenya

The study shows that incorporating environmental considerations into induction programs, annual targets, and performance expectations, organizations can foster a culture of sustainability and encourage employees to actively contribute to environmental conservation efforts. Therefore, the study recommends that public universities continue to prioritize and invest in green training practices to ensure that employees are equipped with the knowledge and skills necessary to contribute effectively to environmental sustainability.

5.3.4 The Effect of Green Performance Management Practices on Employee Performance in Public Universities in Western Kenya

From the findings of the study, it is recommended that public universities focus on strengthening their green performance management practices as they significantly performance of employees. This may involve increased managerial involvement and support, aligning performance appraisal questions with environmental responsibilities, and fostering a culture that values and promotes sustainability. By doing so, universities can enhance employee performance, drive environmental conservation efforts, and achieve their sustainability objectives.

5.3.5 The Effect of Organizational Citizenship Behaviour on The Relationship Between Green Human Resource Management Practices and Employee Performance in Public Universities in Western Kenya

Based on the results of the study, the researcher recommends staff in public universities to continue their organization citizenship behaviors that help ensure effectiveness of services delivery and environmental sustainability. Universities can continue to promote and expand their sustainability initiatives.

5.3.6 Future Research Recommendations

During the study, the researcher also identified other areas that may need further research. Future research could explore the specific elements of green human resource management practices that have the greatest influence on employee performance. This would allow universities to tailor their human resource management practices to maximize their effectiveness and further optimize employee performance in the context of environmental sustainability. Research could also be conducted to explore specific strategies and interventions for improving green performance management practices in public universities. Additionally, investigating the long-term impact of these practices on employee performance and organizational sustainability would provide valuable insights for further enhancing performance management approaches in the context of environmental responsibility. A study may also be done to investigate whether partnerships that promote sustainability and conservation in universities have impact on employee performance.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Dear respondent,

The undersigned, currently undertaking a PhD in Business Management (Human Resource Management) at Masinde Muliro University of Science and Technology. I am carrying out a study that requires collecting data for writing and compiling the final research thesis as a partial fulfilment for the award of the degree. The research entails *assessing Green Human Resource management practices, Organizational Citizenship Behavior and employee performance among selected public universities in Western Kenya*. I kindly request your assistance in this academic endeavour by providing the relevant information as per the objectives of the study in the research instrument. I assure you that the information provided here will be held in confidence and your participation remains voluntary. Your responses in answering all the questions will be highly appreciated. Please direct any enquiries to: E-mail: charlesmarumbu@gmail.com, contact number: +254 716056878.

Thank you in advance for your cooperation

Mr. Charles Marumbu

APPENDIX II: QUESTIONNAIRE

Instruction

The purpose of this study is to assess the *moderating role of Organizational Citizenship Behavior on the effect of green human resource management practices on employee performance in Public Universities in Western Kenya, Region*. I kindly request you to tick against your appropriate choice from the options in the questions below.

Section I: Demographic Information

1. What is your gender?

Male { }

Female { }

2. What is your age bracket in years?

Below 30 { }

30 – 35 { }

36-40 { }

41 -45 { }

46 -50 { }

51 -55 { }

Above 55 { }

3. What is your highest academic qualification?

Diploma { }

Bachelors { }

Masters { }

Ph. D { }

4. Please indicate the number of years you have served in your position

1-5 { }

6-10 { }

11-15 { }

16-20 { }

Above 20yrs { }

SECTION II: GREEN HUMAN RESOURCE MANAGEMENT PRACTICES

This section has parts **II a, II b, II c and II d**. Please indicate the extent to which you agree or disagree with each statement by ticking where appropriate using the following 5-Point

Likert scale: In **Parts II a, II b, II c and II d**.

5 = Strongly Agree (SA), 4 = Agree(A), 3 = Neutral (N), 2 = Disagree(DA), 1 = Strongly Disagree(SD)

Part IIa. Green Reward Management Practices

Please, indicate to what extent you agree with the following statements on green reward management practices in your organization.

Items	Green reward management practices	SA	A	N	DA	SD
1	Environmental performance is linked to the compensation every employee receives in the university					
2	The university has customized its compensation package to reflect their environmental goals.					
3	There is a payment pack package for promoting environmental greening activities					
4	Employees who champion environmental issues get paid time off					
5	The university recognizes employees who are rated as promoters of environmental sustainability					
6	There is issuance of special leaves and sabbaticals to staff who are green environmental champions.					
7	Gifts are given to employees considered as green environmental champions.					
8	Employee promotion are linked to their participation in green initiatives eg planting trees, recycling wastes , communication					

Part IIb. Green Recruitment Practices

Please, indicate to what extent you agree with the following statements on green recruitment practices in your organization.

Items	Green recruitment practices	SA	A	N	DA	SD
1	Job applicants are recruited based on their awareness of the environmental policies of the organisation					
2	Job description focus on environmentally responsible candidates					
3	The organization uses automated application for employment					
4	email is used when corresponding with candidates					
5	Past environmental conservation initiatives achieved by the university are made prominent on its hiring webpage to attract prospective employees.					
6	My university uses brochures or paper recruiting materials that are made of recyclable resources.					
7	The universities impressive environmental credentials are featured in business journals, professional and publications as well as in newspapers and on TV					

Part IIc. Green training Practices

Please, indicate to what extent you agree with the following statements on green training practices in your organization.

Items	Green training practices	SA	A	N	DA	SD
1	The university periodically undertakes training needs assessment to identify the extent to which employees are aware about our green environment and its sustainability					
2	The organization provides environmental training to the organizational members to increase environmental awareness					

3	Employees are trained on environmental consciousness in operation of equipment and tools					
4	The recycling and reuse of materials is emphasised during training e.g. need to print on both sides of a paper					
6	Employees are trained on the corporate social responsibility of the organization and their role					
7	Apart from just focusing on the organisation, its history, rules and regulation, the university follows induction programs that emphasize environmental issues/ concerns					
8	As part of my annual targets, I am expected to include activities that touch on environmental conservation and sustainability					
9	Apart from achieving targets set my job description, i am expected to show how I annually reduce costs/ensure organization sustainability					

Part IId. Green performance management Practices

Please, indicate to what extent you agree with the following statements on green performance management practices in your organization.

Items	Green performance management practices	SA	A	N	DA	SD
1	Employees are expected to set targets on their goals and responsibilities as well as those touching on environmental conservation and sustainability in my university					
3	My university incorporates environmental management objectives and targets with the performance evaluation system of the organization.					
4	There is incorporation of environmental conservation and sustainability performance indicators into performance management system and appraisals apart from those touching on professional goal attainment.					
5	Providing regular feedback to the employees or teams to achieve environmental goals or improve their environmental performance					
6	Roles of managers in achieving expected environmental conservation and sustainability outcomes are included in performance appraisals.					
7	Employees receive a reward if they meet environmental conservation and sustainability performance expectation					

8	Proper communication of environmental conservation and sustainability schemes is done to all levels of staff.					
9	There are penalties for noncompliance on targets in environmental management.					
10	Performance appraisal used by the organization is accurate					
11	Performance appraisal used by the organization is fair					
12	performance appraisal process aligns the organizations green values					
13	The questions during appraisal relate to the employee's core areas of participating in environmental conservation and sustainability responsibility apart from other professional responsibilities.					

SECTION III: ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

Please, indicate to what extent you agree statements on organizational citizenship

Behaviour in your organization

Items	Organizational Citizenship Behaviour	SA	A	N	DA	SD
1	I often engage in environmental friendly voluntary activities that go beyond my formal job requirements to support my colleagues or students					
2	I assist my colleagues in completing their tasks or provide guidance without being asked to do so					
3	I do participate in university committees, environmental friendly activities or other serviceoriented activities					
4	I promote a positive environmental sustainable work atmosphere and supporting colleagues contribute to a better overall performance of the university.					
5	I take the initiative to propose improvements or innovations in teaching, research, or administrative processes within my university					
6	My university recognizes and rewards corporate citizenship practices among academic staff					
7	I engage in activities that demonstrate a positive and respectful attitude towards my colleagues and students					

SECTION IV: EMPLOYEE PERFORMANCE (ACADEMIC STAFF)

Please rate your level of agreement with the following statements concerning your academic staff performance.

Items	Employee Performance	SA	A	N	DA	SD
1.	I effectively teach all courses as assigned in a semester.					
2.	I give assessment tests to students promptly as set out in the university schedule					
3.	The pass rate of students in the courses I teach has been excellent					
4.	I am engaged in at least two research teams annually					
5.	I have been able to attract one research grant in the last one year.					
6.	I have published two articles in refereed journals in the last one year.					
7.	The graduation rate has improved in the last one year.					
8.	My university has consistently come up with at least one innovation annually.					
9.	My university has registered at least one innovation patent annually.					
10.	My university has excelled /recognised in innovations nationally and internationally.					

APPENDIX III: TARGET POPULATION AND SAMPLE SIZE

Cluster	Stratification	Target Population (N)	Sample size (n)
MU	Deputy VCs	3	1
	Deans/Directors	14	7
	HODs/CODs	52	25
	Registrars	3	1
RU	Deputy VCs	3	1
	Deans/Directors	9	4
	HODs/CODs	13	7
	Registrars	3	1
KSU	Deputy VCs	3	1
	Deans/Directors	8	4
	HODs/CODs	35	17
	Registrars	3	1
JOOUST	Deputy VCs	3	1
	Deans/Directors	11	6
	HODs/CODs	25	12
	Registrars	3	1
MMUST	Deputy VCs	3	1
	Deans/Directors	9	4
	HODs/CODs	59	29
	Registrars	3	1
KIBU	Deputy VCs	3	1
	Deans/Directors	8	4
	HODs/CODs	15	8
	Registrars	3	1
KAFU	Deputy VCs	3	1
	Deans/Directors	7	4
	HODs/CODs	20	10
	Registrars	3	1
AUC	Deputy VCs	3	1
	Deans/Directors	6	3
	HODs/CODs	15	8
	Registrars	3	1
KABU	Deputy VCs	3	1
	Deans/Directors	10	5
	HODs/CODs	22	11
	Registrars	3	1
BOMU	Deputy VCs	3	1
	Deans/Directors	8	4
	HODs/CODs	12	6
	Registrars	3	1

KASU	Deputy VCs	3	1
	Deans/Directors	6	3
	HODs/CODs	8	4
	Registrars	3	1
TOTAL		438	209

Source: HR Departments of targeted universities (November 2022)

APPENDIX IV: RESEARCH BUDGET

GOAL	EXPENDITURE ITEM	RATES	Total KShs
Proposal preparation	Visit to proposed places of research Stationery	2 reams of foolscaps, Biro pens etc.	86,000
	Internet search (Airtime)	1/= per min	25,000
	Photocopy	2 /= per page	25,000
	Printing of proposal and other documents	12 pieces	50,000
	Subtotal		186,000
Field work	Travelling expenses and accommodation		150,000
	Pilot study		100,000
	Photocopy paper 10 reams	600	6,000
	Pocket folders 20 pieces	100	2,000
	Flash disks and anti- virus		8,000
	Subtotal		266,000
	Thesis preparation	Data processing	
	Thesis binding		20,000
	Publishing		50,000
	SUBTOTAL		120,000
	Contingency 10%		57,200
GRAND TOTAL			659,200

APPENDIX V: RESEARCH WORK PLAN

PERIOD	Aug - Dec. 2022		Jan – Ap 2023		May 2023 – June 2023		July – Aug 2023	
Activities	Aug	S – D	Jan	Ap	J	F	M-A	S
Selection of research topic								
Literature review								
Presentation of a concept note								
Development of a complete proposal								
Review of the proposal								
Proposal defense								
Proposal Corrections								
Piloting								
Data collection								
Data analysis								
Discussion of data								
Journal writing and publications								
Draft research report								
Thesis defense								
Final thesis report & Presentation								