

## GREEN TRAINING A CATALYST FOR STUDENTS' PRO-ENVIRONMENTAL BEHAVIOUR IN HIGHER INSTITUTIONS IN NIGERIA

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### Abstract

In the enhancement of environmental performance, institutions need to provide students with specific, green-related skills as either a course or curricular activity and getting their dedication towards reducing greenhouse gases in the school environment. As a result, this study enriches the rising literature on green training in perspectives. Firstly, it involves viewing green training as been connected to eco-civic engagement in students' pro-environmental behaviour; evidence indicates a clear link between green training and students' pro-environmental behaviour, implying that students must be active in the greening process to fulfil the 2030 Sustainable Development Goals (SDG). Secondly, this paper shows that green training brings satisfaction to the student with a sense of belongingness to positively participate in exhibiting eco-friendly behaviour among their peers. The result was achieved with a survey of 103 students in Covenant University. This institution was chosen because of the lack of research regarding engaging in eco-friendly practices in educational sector in Nigeria. Therefore, the purpose of this study is to explore the effect green training on students' pro-environmental behaviour in solving and reducing greenhouse gases produced in the school environment.

**Keywords:** green training, eco-civic engagement, greenhouse gases, students' pro-environmental behaviour.

### 1. INTRODUCTION

Environmental damage is a critical issue that requires immediate attention. Rather, at the individual, corporate, political, and societal levels, humans continue to engage in environmentally unfavourable behaviour (Ramanathan, 2018). The long-term impacts of human activity on the ecosystem have been discovered. Environmental difficulties, problems, and challenges have been at the centre of people's daily lives from the beginning of the twentieth century, to the point that, in the mid 1920's, the disturbing repercussions of environmental contamination drew increasing attention every day (Mtutu & Thondhlana, 2016). The globe is now worried about a range of environmental concerns, like rising temperatures, resource depletion, and global climate change, to name a few (Rawashdeh, 2018). Many of these issues are the result of irresponsible environmental behaviour, which is heavily impacted by people's beliefs (Sam-amobi, Ekechukwu & Chukwuali, 2019)

According to Shultz (2000), environmental concerns can arise only when people perceive themselves as crucial to the ecosystem. One of the many consequences of globalization is environmental degradation (Fatoki, 2019). Globalisation's rising speed indicates that environmental deterioration will continue to be a significant issue in the future (Dumont, Shen & Deng, 2017). As the world's population continues to grow, conservation is becoming increasingly important (Idoko & Kasim, 2019). Conservation is defined as the management of human use of the biosphere in such a way that it offers the most long-term benefit to present generations while maintaining future generations' capacity to meet their needs and goals (Ren, Tang & Jackson, 2018).

Sustainable development (SDmajor)'s goal is to secure a promising future and a healthy environment. National and international governments have adopted relevant legislation to that purpose. Numerous studies have underlined the necessity of individuals increasing their efforts to protect the natural environment (Kot, Haque & Kozlovski, 2019). The United Nations has prioritized environmental protection and pushed the rest of the world to do the same. Goal 12 of the 2030 Agenda for Sustainable Development highlights the necessity of increasing global awareness of SD and encouraging a healthy lifestyle (United Nations, 2018). Despite these efforts, environmental issues like as pollution (of air, water, and land resources), global warming, and scarcity of natural resources have become increasingly common in recent years. One of the recognized major variables is human behaviour.

The increased number of environmental problems caused by human behaviour, pro-environmental behaviour has become a significant subject of environmental sustainability research (Blok, Wesselink, Studynka & Kem, 2015). Pro-environmental behaviour is a set of actions performed by individuals to improve the environment and offset the impacts of human irresponsibility (Carmi, N.; Arnon, S.; Orio, 2015) Despite its importance, pro-environmental behaviour may not be embraced by individuals owing to a number of factors such as time, money, and effort, as indicated by Ertz, F. Karakas, and Sarigoll (2016). Individuals' intents to live in a sustainable manner may be impacted by their views, motives, and commitment to the environment (Khare, 2015). Furthermore, highly educated individuals with significant environmental knowledge and motivation are more likely to engage in this responsible behaviour (Chakraborty, Singh & Roy, 2017). Individuals' self-identity and biospheric values may motivate individuals to engage in environmentally friendly behaviour (Ruepert, Keizer, Steg, Maricchiolo, Carrus, Dumitru, Mira, Stancu, Moza, 2016). Various factors, such as Eco-civic participation, affect pro-environmental behaviour (Han & Hyun, 2016).

Individual behavioural change is readily promoted among younger generations; hence, colleges, universities, and training institutes play an essential role in encouraging pro-environmental behaviour (Massaro, M.; Dumay, J.; Garlatti, A.; D, 2018). Furthermore, in the context of education, organizations are interested in making pro-environmental shifts as a result of their sustainability goals and the implications for student enrolment in green training that deposits the skills and knowledge required promoting pro-environmental behaviour in the school setting (Meyer, 2015).

Students, for example, may be attracted to engage in environmentally sustainable behaviour as a consequence of greater green training (education) (Blok et al., 2015). Several studies have been conducted to investigate students' pro-environmental behaviour, including food-related environmental beliefs and behaviours (Arva, 2015), students' intention and loyalty towards green products (Yu, Yu, & Chao, 2017), gender differences in pro-environmental behaviour (Yu, Yu, & Chao, 2017), and even the use of emoticons to encourage students. However, the purpose of this study is to explore the effect green training on students' pro-environmental behaviour in solving and reducing greenhouse gases produced in the school environment.

## **2. LITERATURE REVIEW**

### **2.1. Green Training**

Green training (GT), also known as environmental training (ET), is a main strategy by which environmentalists advocate for environmental management (Mehta & Mehta, 2017). According to Sinaga and Nawangsari (2018), "green training is a crucial tool for developing pupils and enabling the transition to a more sustainable community." It is used to improve companies' ability to cope with environmental management challenges (Jabbour & Jabbour, 2016). In the current study on green human resource management, green training may also be seen as a crucial human or organizational element (Renwick et al., 2016). Additionally, Arulrajah et al. (2015) claimed that the most important influence on environmental awareness among students occurred as a result of green training, which was instrumental in establishing a culture of green practice in institutions.

Green training programs should address social and environmental problems at all levels, beginning with technical health and safety considerations related to students' real actions (Mehta & Mehta, 2017). Similarly, when green training improves and becomes more intensive, universities' environmental maturity tends to

increase (Sinaga & Nawangsari, 2018). Nonetheless, it is critical in determining the most pertinent and effective training for the individual students (Ahmad, 2015). According to Mehta and Chugan (2015), it was critical to construct green training around the training demands [which are environmental in nature] in order to maximize the training's advantages. Training requirements must be identified holistically, encompassing professors responsible for environmental management programs as well as other departments of the university, including senior management (Jabbour et al., 2017)

## 2.2. Students' Pro-environmental Behaviour

Recycling (e.g., reusing paper, plastic, glass, containers), conserving water (e.g., limiting water usage while taking a shower or washing hands), saving electricity (e.g., shutting off lights when not required), reusing (e.g., disposable cups), utilizing public transit, riding bikes, or even walking, properly disposing of non-recyclable trash, and using less energy are all instances of pro-environmental behaviour (Bissing-Olson, Fielding & Lyer, 2016). Gender, age, and location of residence, as well as political viewpoint, values, and life perspectives, can all impact pro-environmental behaviour (Vicente-Molina, M.A.; Fernández-Sainz, 2018). Furthermore, according to Vicente-Molina et al. (2018), public-sphere behaviour can influence this behaviour (e.g., public policies). Consumption of green products, usage of public transportation, and recycling are examples of how the private and public spheres may have a direct influence on pro-environmental behaviour. Individuals' aspirations to engage in environmentally responsible activity are influenced not just by their own beliefs, but also by the behaviours and actions of others. According to Vicente-Molina et al. (2018), in the university setting, pro-environmental behaviour among students can be promoted by university plans and actions such as providing disposable containers or offering environmental-related subjects (such as a waste to money concept to save the planet through students), or providing customized bottles to prove less need for bottles.

## 3. METHODOLOGY

This research made use of quantitative research method. The quantitative survey research design would be utilized in this research. The purpose for accepting the descriptive research design is because there are many variables to be measured at the point in time. In addition, the research used a structured questionnaire to gather valuable information from the large pool of respondents. The population comprised of all the students' (Business Management Department Students 300 and 400 level) in Covenant University, Ogun State, Nigeria. The population from the prospectus of the Covenant University, Ogun State, Nigeria is known to be 200.

The sample size for senior and employees is 154 as recommended on using Bartlett, Kotrlik and Higgins and Taherdoost (2017) Sample Size Determinant Table. The enquiries in the questionnaire are clearly structured in order to certify that it takes respondents not less than five minutes to respond. Descriptive and statistical examinations were used to investigate and analyse the data gathered. Using survey primary data, a quantitative research approach was used. Primary data were gathered from Covenant University in Ogun State, Nigeria, and processed using the statistical package for social sciences (SPSS) version 26 and a Pearson Correlation T-test.

### 3.1 Data Presentation and Analysis

The staff students (Business Management Department Students 300 and 400 level) at Covenant University in Ogun State, Nigeria served as the study's unit of analysis. A standardized questionnaire was sent to each of the 154 responders. Following follow-ups, 103 duplicates of the surveys were obtained and were suitable for study. This indicated a 90% response rate, which is substantial enough to construct a baseline and is legitimate for the conclusion and dependability of the study problem on the link between the variables. Table 1 shows the return rate to the questionnaire that was distributed.

**Table 1: Respondents' Response Rate**

Sample Size	Number	Percentage
Correctly filled and returned	103	90%
Not Returned and not filled	51	10%
Total	154	100%

Source: Researcher's Field Results, 2021

Table 2 shows the Descriptive table of the students' (Business Management Department Students 100 to 400 levels) in Covenant University, Ogun State, Nigeria. The table presented represents the descriptive statistics on the classification of responses on demographic characteristics of respondents.

**Table 2- Descriptive Statistics**

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Covenant University	103	.00	9.00	9.00	9.0000	.00000	.000
Gender	103	1.00	1.00	2.00	1.3204	.46891	.220
Age	103	3.00	1.00	4.00	1.7573	.84559	.715
Level	103	1.00	1.00	2.00	1.4272	.49709	.247
Previous Qualification	103	3.00	1.00	4.00	2.6117	.68932	.475
Years in school	103	3.00	1.00	4.00	2.2427	.53259	.284
Department	103	7.00	1.00	8.00	4.3592	2.13217	4.546
Valid N (listwise)	103						

Source: Researcher's Field Results, 2021

**Correlations table**

		Mean Green Training	Mean Students' pro-environmental behaviour
Mean Green Training	Pearson Correlation	1	.345**
	Sig. (2-tailed)		.000
	N	103	103
Mean Students' pro-environmental behaviour	Pearson Correlation	.345**	1
	Sig. (2-tailed)	.000	
	N	103	103

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

Source: Researcher's Field Results, 2021

The correlation test result is shown in the table, which demonstrates that there is a substantial positive association between students' pro-environmental conduct and green instruction (.345), that means when students' are properly trained and duly informed of the environmentally sustainable processes, students' would be motivated and committed to participate in eco-friendly practices. The correlation test also runs a t-test to show if there is a correlation or not and in this case it is at ( $p < .01$ ). The correlation table shows a p value that is less than zero (.000).

### 3.2 Discussion

According to North (1997), green training has advantages such as increasing environmental awareness and achieving high environmental performance. Green training is delivered by Covenant University lecturers in charge and supervisors through a variety of curriculum, classes, seminars, in-class training, and workshops. In this regard, Ramnus (2002) stated that designing environmental training curriculum and needs makes it easier for students to acquire the necessary environmental skills, knowledge, and attitudes.

Guerci, Longoni, and Luzzini (2016) discovered that green training and development had a substantial influence on students' academic achievement as well as their home behaviour in their study. Renwick et al. (2013) suggested that some of the green student interactions include students' inclusion and commitment in green proposal activities and challenge, establishing in-class training courses for students in environmental management, and engaging with stakeholders in all environmental issues.

### 4. RECOMMENDATION AND CONCLUSION

Finally, training and development are critical in increasing the university's environmental performance. Green education is critical in developing, practicing, and sustaining environmental-related students' innovative behaviours and attitudes toward greening. Without comprehensive green training and development, it is difficult to build and maintain sustainable environmental performance. As a result, it is argued that the covenant university's understanding of the extent and depth of green training or education is significant and helps other universities perform better.

The study however recommends the following:

- i. Create a student's sustainability curriculum to be incorporate in their daily school activities.

- ii.Constant students' awareness about the environment and how they can help in achieve the 2030 SDG goals.
- iii.Encourage students to recycle, pick up trash around them, sort the garbage for recyclable products with the supervision of the lecturer, planting of a garden and making laundry products at home to practice reuse.

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