



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

“A STUDY ON GREEN TRAINING AND DEVELOPMENT”

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ABSTRACT :

The study titled “A Study on Green Training and Development” aims to examine the role of green training and development in promoting environmental awareness, encouraging eco-friendly employee behaviour, and supporting sustainable practices within organizations. In the present business environment, environmental sustainability has become an important concern, encouraging organizations to integrate environmentally responsible practices into their human resource management activities. Green training and development helps employees acquire the knowledge, skills, and attitudes necessary to minimize environmental impact and contribute to organizational sustainability.

The study focuses on three major objectives: to examine employees’ awareness and understanding of green training and development practices, to analyze the perceived impact of green training on environmental awareness and eco-friendly workplace behaviour, and to evaluate its effectiveness in promoting sustainable practices and environmental performance. The research adopts a descriptive research design and proposes the collection of primary data through a structured questionnaire administered to employees. A sample size of 100 respondents is considered for the study, and the collected data can be analyzed using frequency distributions, percentages, tabular presentation, and interpretation.

The study explores key aspects of green training, including energy conservation, waste management, paper reduction, recycling, efficient resource utilization, employee participation, and managerial support. It also considers the importance of evaluating training effectiveness and integrating environmental sustainability into organizational policies. The illustrative analysis prepared for the study indicates generally positive employee perceptions of green training and its potential contribution to environmentally responsible workplace practices. However, these preliminary observations must be validated using actual survey responses before they can be reported as empirical findings.

The study highlights the importance of regular training programs, practical learning activities, management involvement, employee participation, and continuous evaluation in strengthening green training initiatives. It is expected to provide useful insights for human resource managers and organizations seeking to develop an environmentally conscious workforce and integrate sustainability into everyday business operations.

Keywords: Green Training and Development, Green Human Resource Management, Environmental Awareness, Employee Behaviour, Sustainable Practices, Environmental Sustainability, Resource Conservation, Waste Management, Organizational Performance, Employee Training.

1.1 Introduction

In the modern business environment, environmental sustainability has become an important concern for organizations across different industries. Issues such as climate change, pollution, depletion of natural resources, excessive waste generation, and increasing energy consumption have encouraged businesses to adopt environmentally responsible practices. Organizations are increasingly recognizing that long-term success depends not only on financial performance but also on their ability to minimize environmental impact and contribute to sustainable development. In this context, Human Resource Management (HRM) plays an important role in developing an environmentally conscious workforce through the implementation of Green Human Resource Management (Green HRM) practices.

Green Human Resource Management refers to the integration of environmental management principles into human resource functions, including recruitment, selection, training, development, performance management, and employee engagement. Among these practices, *Green Training and Development* is particularly important because it equips employees with the knowledge, skills, and awareness required to perform their duties in an environmentally responsible manner. It encourages employees to understand environmental issues and adopt sustainable practices in their daily workplace activities.

Green Training and Development involves providing employees with training related to environmental protection, energy conservation, waste reduction, recycling, pollution prevention, and efficient utilization of organizational resources. It aims to improve employees’ understanding of environmental responsibilities and motivate them to participate in sustainability initiatives. Through training sessions, workshops, seminars, online learning modules, and practical demonstrations, organizations can help employees develop the capabilities required to support environmental objectives.

1.2 Concept of Green Training and Development

Green Training and Development is a systematic process through which organizations educate and develop employees regarding environmental sustainability and eco-friendly workplace practices. It focuses on developing environmental knowledge, practical skills, and responsible attitudes among employees so that they can contribute to reducing the negative environmental effects of organizational activities.

Traditional employee training primarily focuses on improving job-related knowledge, technical abilities, productivity, and professional performance. In contrast, green training incorporates environmental considerations into the learning process. For example, employees may be trained to reduce unnecessary printing, switch off unused electrical equipment, segregate waste, conserve water, use resources efficiently, and follow environmentally responsible procedures.

Green development extends this process by continuously improving employees' environmental competencies throughout their careers. It encourages organizations to provide ongoing learning opportunities and prepare employees to respond to changing environmental requirements, sustainability standards, and organizational objectives.

Therefore, Green Training and Development is not simply an educational activity; it is an important approach to integrating environmental responsibility into employee behaviour and organizational culture.

1.3 Importance of Green Training and Development

Green Training and Development is important because employees influence many of the routine activities that determine an organization's environmental impact. Even small actions, when performed consistently by a large workforce, can contribute to resource conservation and waste reduction.

First, green training improves environmental awareness by helping employees understand the consequences of workplace activities on the environment. It provides knowledge about sustainability challenges and explains how individual employees can contribute to environmental protection.

Second, it promotes eco-friendly workplace behaviour. Employees who receive appropriate environmental training may become more conscious of electricity consumption, paper usage, waste disposal, recycling, and other environmentally significant activities.

Third, green training supports the efficient use of organizational resources. Training employees to avoid unnecessary consumption and minimize waste can help organizations improve resource utilization and potentially reduce operating costs.

Fourth, it encourages employee participation in environmental initiatives. Employees who understand organizational sustainability goals may be more willing to participate in recycling programs, tree plantation activities, energy conservation campaigns, and other environmental projects.

Finally, green training can support organizational sustainability objectives by helping integrate environmental considerations into routine work processes. However, its effectiveness depends on the quality of training, management support, availability of resources, and opportunities for employees to apply their learning.

1.4 Role of Green Training in Employee Behaviour

Employee behaviour is an important factor in the successful implementation of environmental management practices. Organizational sustainability policies may not achieve their intended outcomes unless employees understand and apply them in their daily activities.

Green Training and Development can help bridge the gap between environmental knowledge and practical action. For instance, employees may learn how to segregate recyclable waste, reduce unnecessary printing, conserve electricity, and follow appropriate procedures for disposing of materials. Such practices can become part of routine workplace behaviour when supported by suitable infrastructure and management encouragement.

Green training may also increase employees' sense of environmental responsibility. By understanding the relationship between individual actions and organizational sustainability, employees can become more conscious of their role in achieving environmental objectives.

Furthermore, managers and supervisors can strengthen the effectiveness of training by demonstrating eco-friendly behaviour, encouraging employee suggestions, and recognizing contributions to environmental improvement. Therefore, the relationship between green training and employee behaviour depends not only on training content but also on the broader organizational environment.

1.5 Green Training and Organizational Sustainability

Organizational sustainability involves managing business activities in ways that consider environmental responsibility alongside economic and operational objectives. Green Training and Development can support this approach by preparing employees to adopt practices that reduce environmental impact.

For example, organizations can train office employees to use digital documentation instead of unnecessary printing, manufacturing employees to minimize material waste, and facility-management employees to improve energy and water conservation. These role-specific initiatives can make environmental training more relevant and practical.

Green training may also contribute to the development of an environmentally responsible organizational culture. When sustainability becomes part of employee learning, communication, and management practices, environmental responsibility can become a shared organizational objective rather than an isolated activity.

Nevertheless, training alone cannot guarantee improved environmental performance. Organizations must also establish appropriate environmental policies, provide the necessary equipment and facilities, set measurable targets, and monitor the results of their sustainability initiatives.

1.6 Need for the Study

The growing importance of environmental sustainability has increased the need to understand how organizations can develop employees' environmental awareness and encourage eco-friendly workplace behaviour. Although organizations may introduce environmental policies and sustainability initiatives, their success depends partly on employees' knowledge, skills, participation, and willingness to apply environmentally responsible practices.

Green Training and Development provides a structured approach to developing these capabilities. However, employees may differ in their awareness of green training, access to environmental training programs, participation in such initiatives, and perceptions of their effectiveness.

Therefore, it is important to examine employees' awareness and understanding of green training and development practices, assess their perceived influence on environmental awareness and workplace behaviour, and evaluate their perceived contribution to sustainable organizational practices.

The present study seeks to explore these aspects through primary research using a structured questionnaire administered to employees. The findings may help identify areas where organizations can improve environmental training, strengthen managerial support, increase employee participation, and evaluate training effectiveness more systematically.

2.0 Objectives of the Study

This study focuses on main around three objectives:

1. To examine the awareness and understanding of employees regarding green training and development practices in organizations.
2. To analyze the impact of green training and development on employees' environmental awareness and eco-friendly workplace behaviour.
3. To evaluate the effectiveness of green training and development in promoting sustainable practices and environmental performance within organizations.

3.0 Literature Review

3.1 Renwick, Redman, and Maguire (2013) Renwick, Redman, and Maguire conducted a comprehensive review of Green Human Resource Management practices and proposed a research agenda for integrating environmental sustainability into HR functions. Their study discussed the role of green recruitment, training and development, performance management, employee involvement, and rewards in supporting environmental objectives. The authors emphasized that HR practices can contribute to environmental management by developing employee capabilities and encouraging environmentally responsible behaviour. This study provides a theoretical foundation for understanding green training as an important component of an organization's broader environmental strategy.

3.2 Saeed et al. (2019) Saeed and colleagues examined how Green Human Resource Management practices influence employees' pro-environmental behaviour. Their research considered practices such as green recruitment and selection, green training and development, green performance management, green rewards, and employee empowerment. The study emphasized that environmental sustainability initiatives depend significantly on employees' willingness and ability to engage in environmentally responsible activities. It supports the importance of integrating environmental considerations into HR policies and training programs to encourage employees to contribute to organizational sustainability.

3.3 Chaudhary (2020) Chaudhary examined the relationship between Green Human Resource Management and employee green behaviour in the Indian automobile sector. The study collected data from 301 employees and used hierarchical regression analysis. The findings indicated that Green HRM practices significantly predicted both task-related and voluntary employee green behaviours. Organizational identification mediated this relationship, suggesting that employees' connection with their organization can help explain how green HR practices influence their behaviour. This research is particularly relevant to the present study because it provides evidence from an Indian organizational setting and highlights the importance of employee behaviour in environmental sustainability.

3.4 Benevene and Buonomo (2020) Benevene and Buonomo conducted an evidence-based systematic literature review of Green Human Resource Management research. Their review included 48 selected studies and examined the antecedents and outcomes of green HR practices. The authors found that research had addressed different HR activities, including training and development and performance management, although some HR dimensions received less attention than others. Their work highlights the need for stronger empirical evidence about the outcomes of specific Green HRM practices. It supports the present study's focus on green training as a distinct practice rather than examining Green HRM only as a broad organizational concept.

3.5 Ojo et al. (2021) Ojo and colleagues investigated the impact of green training on environmental performance through the mediating roles of green competencies and green motivation. Their study used an online survey involving public and private universities in Malaysia. The research explored how environmental training can contribute to employees' capabilities and motivation to support green organizational practices. Its focus on competencies and motivation is important because it suggests that the potential value of training extends beyond awareness to employees' ability and willingness to apply what they learn. This study provides a useful basis for examining the perceived effects of green training on employee behaviour and sustainability practices.

MDPI

3.6 Sharma and Dhamija (2024) Sharma and Dhamija examined the relationship between Green HRM, green training, environmental performance, employee motivation, and efficiency in India's education sector. Their study used purposive sampling and included 280 academics and instructors. The research is particularly relevant because it considers green training within an Indian educational context rather than focusing exclusively on manufacturing or hospitality. It also highlights the importance of examining employee motivation and efficiency alongside environmental performance. The present study builds on this area by investigating employees' awareness of green training and their perceptions of its influence on eco-friendly workplace behaviour and sustainable practices.

3.7. Research Gap

Although previous studies have examined Green Human Resource Management and its relationship with employee behaviour and environmental performance, several opportunities remain for further investigation.

First, many studies examine Green HRM as a combination of multiple practices, including recruitment, training, performance management, and rewards. Consequently, there is scope to examine green training and development as a distinct HR practice.

Second, previous empirical research has been conducted in particular sectors, such as automobile manufacturing, hospitality, and higher education. Further research involving employees from different organizational settings may provide additional insights into the awareness and implementation of green training practices.

Third, the literature has explored the relationships between green training, employee competencies, motivation, and environmental performance. However, additional research can examine employees' perceptions of specific workplace behaviours, including energy conservation, paper reduction, waste segregation, recycling, and efficient resource utilization.

Fourth, the effectiveness of training depends partly on its implementation and organizational support. There is scope to investigate employees' experiences of training availability, participation, managerial encouragement, and the evaluation of training programs.

4.0 Research Methodology

1. Introduction

Research methodology refers to the systematic process used to conduct a research study, collect relevant information, analyze data, and draw meaningful conclusions. It provides a structured framework for achieving research objectives and ensuring that the research process is organized and systematic.

The present study, titled "*A Study on Green Training and Development*," aims to examine employees' awareness and understanding of green training practices, analyze the perceived impact of green training on environmental awareness and eco-friendly workplace behaviour, and evaluate its perceived effectiveness in promoting sustainable workplace practices and environmental performance.

The study uses a structured questionnaire to collect primary data from respondents. The collected responses are intended to be analyzed using frequency distributions, percentages, tables, and interpretations. This methodology provides a basis for understanding employees' perceptions of green training and development within organizations.

2. Research Design

The present study adopts a *descriptive research design*. Descriptive research is used to describe the characteristics, opinions, awareness, and perceptions of a particular group of respondents.

This research design is appropriate because the study seeks to understand employees' awareness of green training and development, their perceptions of its influence on workplace behaviour, and their opinions regarding its contribution to organizational sustainability.

The study does not experimentally manipulate training conditions. Instead, it collects respondents' views through a structured questionnaire and summarizes the responses to identify patterns and trends.

3. Research Approach

The study follows a quantitative research approach because it involves collecting responses through a structured questionnaire and presenting the results numerically.

The questionnaire includes demographic questions and statements related to green training and development. Responses to the main statements are recorded using a five-point Likert scale ranging from strongly disagree to strongly agree.

The quantitative approach enables the researcher to calculate the number and percentage of respondents selecting each response category. These calculations help summarize employee perceptions and compare responses across different questionnaire statements.

4. Sources of Data

The study uses the following sources of data:

4.1 Primary Data

Primary data refers to information collected directly by the researcher for the purpose of the study. In this research, primary data is intended to be collected from employees through a structured questionnaire.

The questionnaire covers employee awareness of green training, participation in environmental training programs, eco-friendly workplace behaviour, resource conservation, managerial support, and perceived training effectiveness.

4.2 Secondary Data

Secondary data refers to information already published or collected by other researchers and institutions. For this study, secondary data may be obtained from research journals, academic articles, books, published reports, and other relevant scholarly sources.

Secondary sources are used to establish the theoretical background, review previous studies, identify research gaps, and support the interpretation of the research topic.

5. Population of the Study

The population of the study consists of employees working in different types of organizations. These may include private-sector organizations, public-sector organizations, government organizations, and other institutions.

Employees are the appropriate respondents because they can provide information about their awareness of environmental training, participation in green initiatives, and perceptions of eco-friendly workplace practices.

The study focuses on employee perceptions rather than attempting to measure the environmental performance of every organization directly.

6. Sample Size

The proposed sample size for the study is *100 respondents*.

A sample of 100 respondents is considered manageable for an academic research project and allows the researcher to present the results through frequency tables and percentage analysis.

The final sample size should reflect the number of valid questionnaires actually collected and included in the analysis. If fewer or more than 100 valid responses are obtained, the reported sample size and all corresponding percentages must be adjusted accordingly.

7. Sampling Technique

The study may use *convenience sampling*, a non-probability sampling technique in which respondents are selected based on their accessibility and willingness to participate.

This method is suitable for a small academic project when the researcher has limited time and resources to reach employees from different organizations.

However, convenience sampling may not represent the entire employee population accurately. Therefore, the findings should be interpreted in the context of the respondents who participated and should not automatically be generalized to all organizations or employees.

8. Research Instrument

A *structured questionnaire* is the primary research instrument used in this study.

The questionnaire is designed according to the three objectives of the research and is divided into four sections.

9. Measurement Scale

The questionnaire uses a five-point Likert scale to record respondents' opinions regarding the statements about green training and development.

The response categories are as follows:

Response Category	Assigned Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The scale allows the researcher to summarize the direction of respondents' opinions and calculate descriptive statistics where appropriate.

Higher scores indicate stronger agreement with positively worded statements. The scale measures reported perceptions and should not be treated as direct proof of actual environmental performance.

10. Data Collection Procedure

Primary data is intended to be collected by distributing the structured questionnaire to employees who are willing to participate in the study.

The questionnaire may be distributed in printed form or through an online survey platform. Respondents should receive a brief explanation of the research purpose and be informed that participation is voluntary and that their responses will be used for academic purposes.

The researcher should check the completed questionnaires for missing answers, duplicate submissions, and inconsistent entries before including valid responses in the final dataset.

11. Tools and Techniques for Data Analysis

The study uses descriptive statistical techniques to summarize the questionnaire responses.

11.1 Frequency Distribution

Frequency distribution is used to determine how many respondents selected each response category for a particular question.

11.2 Percentage Analysis

Percentage analysis expresses the number of respondents selecting a response category as a proportion of the total valid responses.

The formula is:

$$\text{Percentage} = (\text{Number of respondents selecting an option} / \text{Total valid respondents}) \times 100$$

For example, if 40 out of 100 respondents agree with a statement, the percentage agreeing is 40%.

11.3 Tabular Presentation

The results are presented in tables containing three main columns: Particular, Number of Respondents, and Percentage. For Likert-scale questions, each table lists the five response categories separately.

12. Limitations of the Methodology

The methodology has several potential limitations.

First, the proposed sample size of 100 respondents may limit the extent to which the findings can be generalized to a wider employee population.

Second, convenience sampling may introduce selection bias because respondents are selected based on accessibility rather than through random selection.

Third, questionnaire responses reflect employees' reported perceptions and may be affected by personal opinions, recall errors, or social desirability bias.

Fourth, the descriptive research design identifies patterns and associations in responses but does not establish that green training directly causes changes in employee behaviour or organizational environmental performance.

5.0 Data Analysis and Interpretation

Section A: Demographic Profile of Respondents

Table 1: Age of Respondents

Particular	No. of Respondents	Percentage
Below 20 years	5	5%
20–25 years	35	35%
26–35 years	30	30%
36–45 years	20	20%
Above 45 years	10	10%
Total	100	100%

Interpretation: The table shows that 35% of respondents belong to the 20–25 years age group, followed by 30% in the 26–35 years group. Meanwhile, 20% belong to the 36–45 years category, 10% are above 45 years, and 5% are below 20 years. This indicates that the sample primarily consists of young and early-career respondents, whose views can help assess awareness and perceptions of green training and development.

Table 2: Gender of Respondents

Particular	No. of Respondents	Percentage
Male	57	57%
Female	43	43%
Total	100	100%

Interpretation: The table indicates that 57% of respondents are male and 43% are female. The sample therefore includes responses from different gender groups, providing a broader perspective on employees' awareness and perceptions of green training practices.

Table 3: Educational Qualification of Respondents

Particular	No. of Respondents	Percentage
Higher Secondary	12	12%
Undergraduate	43	43%
Postgraduate	38	38%
Other	7	7%
Total	100	100%

Interpretation: The table reveals that 43% of respondents are undergraduates, while 38% hold postgraduate qualifications. Additionally, 12% have completed higher secondary education, and 7% fall under other qualifications. The majority of respondents have undergraduate or postgraduate qualifications, which may help them understand workplace sustainability initiatives and environmental training practices.

Table 4: Work Experience of Respondents

Particular	No. of Respondents	Percentage
Less than 1 year	15	15%
1–3 years	35	35%
4–6 years	25	25%
7–10 years	15	15%
More than 10 years	10	10%
Total	100	100%

Interpretation: The table shows that 35% of respondents have 1–3 years of work experience, followed by 25% with 4–6 years of experience. Another 15% have less than one year of experience, 15% have 7–10 years, and 10% have more than 10 years. This distribution includes both relatively new employees and experienced professionals, allowing the study to consider different levels of workplace exposure.

Table 5: Type of Organization

Particular	No. of Respondents	Percentage
Private sector	55	55%
Public sector	20	20%
Government organization	15	15%
Other	10	10%
Total	100	100%

Interpretation: The table indicates that 55% of respondents work in private-sector organizations, 20% in the public sector, and 15% in government organizations. The remaining 10% belong to other types of organizations. Private-sector employees form the largest group in the sample. Including different organizational settings may help the study examine perceptions of green training across varied workplace environments.

Section B: Awareness of Green Training and Development

Objective 1: To examine the awareness and understanding of employees regarding green training and development practices in organizations.

Table 6: Awareness of the Concept of Green Training and Development

Particular	No. of Respondents	Percentage
Strongly Agree	25	25%
Agree	40	40%
Neutral	15	15%
Disagree	12	12%
Strongly Disagree	8	8%
Total	100	100%

Interpretation: The table shows that 40% of respondents agree and 25% strongly agree that they are aware of the concept of green training and development. Thus, 65% express a positive level of awareness. Meanwhile, 15% are neutral, and 20% disagree or strongly disagree. The findings suggest that awareness is relatively high among the respondents, although further awareness initiatives may be beneficial for those who are unfamiliar with the concept.

Table 7: Availability of Environmental Training in Organizations

Particular	No. of Respondents	Percentage
Strongly Agree	18	18%
Agree	32	32%
Neutral	20	20%
Disagree	18	18%
Strongly Disagree	12	12%
Total	100	100%

Interpretation: The table reveals that 32% of respondents agree and 18% strongly agree that their organizations provide environmental protection and sustainability training. In total, 50% report a positive experience. However, 30% disagree or strongly disagree, while 20% remain neutral. This indicates that the availability of environmental training may vary across organizations, suggesting a need for more consistent green training initiatives.

Table 8: Participation in Green Training Programs

Particular	No. of Respondents	Percentage
Strongly Agree	15	15%
Agree	30	30%
Neutral	20	20%
Disagree	22	22%
Strongly Disagree	13	13%
Total	100	100%

Interpretation: The table indicates that 30% of respondents agree and 15% strongly agree that they have participated in green training or environmental awareness programs. Therefore, 45% report participation, whereas 35% disagree or strongly disagree and 20% are neutral. The findings suggest that participation in green training programs may not yet be widespread among the respondents. Organizations could improve participation by introducing regular workshops, online training, and practical environmental activities.

Table 9: Communication of Eco-Friendly Practices by Organizations

Particular	No. of Respondents	Percentage
Strongly Agree	22	22%
Agree	38	38%
Neutral	18	18%
Disagree	14	14%
Strongly Disagree	8	8%
Total	100	100%

Interpretation: The table shows that 38% of respondents agree and 22% strongly agree that their organizations communicate the importance of eco-friendly practices. Overall, 60% express a positive opinion. However, 18% are neutral and 22% disagree or strongly disagree. This suggests that many organizations communicate environmental responsibilities, but communication may need to be strengthened through employee meetings, internal campaigns, posters, and digital communication channels.

Table 10: Understanding the Role of Green Training in Reducing Environmental Impact

Particular	No. of Respondents	Percentage
Strongly Agree	27	27%
Agree	41	41%
Neutral	16	16%
Disagree	10	10%
Strongly Disagree	6	6%
Total	100	100%

Interpretation: The table reveals that 41% of respondents agree and 27% strongly agree that they understand how green training can reduce the environmental impact of workplace activities. Thus, 68% show a positive understanding of its role. Meanwhile, 16% are neutral and 16% disagree or strongly disagree. This indicates that most respondents recognize the environmental importance of green training, although additional practical demonstrations could help improve understanding among the remaining employees.

Section C: Impact on Environmental Awareness and Employee Behaviour

Objective 2: To analyze the impact of green training and development on employees' environmental awareness and eco-friendly workplace behaviour.

Table 11: Improvement in Environmental Awareness Through Green Training

Particular	No. of Respondents	Percentage
Strongly Agree	28	28%
Agree	42	42%
Neutral	14	14%
Disagree	10	10%
Strongly Disagree	6	6%
Total	100	100%

Interpretation: The table shows that 42% of respondents agree and 28% strongly agree that green training improves their awareness of environmental issues. In total, 70% express a positive opinion. Meanwhile, 14% are neutral and 16% disagree or strongly disagree. The findings suggest that green training may play an important role in improving employees' environmental awareness and understanding of sustainability-related issues.

Table 12: Encouragement to Reduce Paper Usage and Unnecessary Printing

Particular	No. of Respondents	Percentage
Strongly Agree	24	24%
Agree	39	39%
Neutral	17	17%
Disagree	13	13%
Strongly Disagree	7	7%
Total	100	100%

Interpretation: The table indicates that 39% of respondents agree and 24% strongly agree that green training encourages them to reduce paper usage and unnecessary printing. Therefore, 63% show a positive response. Meanwhile, 17% are neutral and 20% disagree or strongly disagree. This suggests that green training may encourage paper-saving practices, such as digital documentation, double-sided printing, and avoiding unnecessary printouts.

Table 13: Motivation to Save Electricity and Natural Resources

Particular	No. of Respondents	Percentage
Strongly Agree	26	26%
Agree	41	41%
Neutral	15	15%
Disagree	11	11%
Strongly Disagree	7	7%
Total	100	100%

Interpretation: The table reveals that 41% of respondents agree and 26% strongly agree that green training motivates them to save electricity and other natural resources. Together, 67% report a positive perception. However, 15% are neutral, while 18% disagree or strongly disagree. The results suggest that environmental training can encourage resource conservation, including switching off unused lights and equipment and avoiding unnecessary water consumption.

Table 14: Encouragement to Follow Waste Segregation and Recycling Practices

Particular	No. of Respondents	Percentage
Strongly Agree	23	23%
Agree	40	40%
Neutral	18	18%
Disagree	12	12%
Strongly Disagree	7	7%
Total	100	100%

Interpretation: The table shows that 40% of respondents agree and 23% strongly agree that green training encourages waste segregation and recycling. Overall, 63% express a positive opinion. Meanwhile, 18% remain neutral and 19% disagree or strongly disagree. This suggests that green training may encourage responsible waste management. Organizations can reinforce these practices by providing clearly labelled waste bins, recycling facilities, and practical demonstrations on waste segregation.

Table 15: Adoption of Eco-Friendly Habits in Daily Work

Particular	No. of Respondents	Percentage
Strongly Agree	25	25%
Agree	40	40%
Neutral	16	16%
Disagree	12	12%
Strongly Disagree	7	7%
Total	100	100%

Interpretation: The table indicates that 40% of respondents agree and 25% strongly agree that green training has influenced them to adopt eco-friendly habits in their daily work. Thus, 65% report a positive perception. Meanwhile, 16% are neutral and 19% disagree or strongly disagree. The findings suggest that green training may help employees incorporate sustainable habits into their everyday activities, including saving resources, reducing waste, and using environmentally responsible work practices.

Table 16: Participation in Environmental Initiatives After Green Training

Particular	No. of Respondents	Percentage
Strongly Agree	21	21%
Agree	39	39%
Neutral	19	19%
Disagree	13	13%
Strongly Disagree	8	8%
Total	100	100%

Interpretation: The table reveals that 39% of respondents agree and 21% strongly agree that they are more likely to participate in environmental initiatives after receiving green training. In total, 60% show a positive response. However, 19% are neutral and 21% disagree or strongly disagree. This suggests that green training may encourage participation in initiatives such as tree plantation drives, recycling campaigns, workplace cleanliness programs, and energy conservation activities. Organizations can further encourage participation by involving employees in environmental projects and recognizing their contributions.

Section D: Effectiveness of Green Training in Promoting Sustainability

Objective 3: To evaluate the effectiveness of green training and development in promoting sustainable practices and environmental performance within organizations.

Table 17: Green Training Helps Employees Adopt Sustainable Workplace Practices

Particular	No. of Respondents	Percentage
Strongly Agree	27	27%
Agree	42	42%
Neutral	15	15%
Disagree	10	10%
Strongly Disagree	6	6%
Total	100	100%

Interpretation: The table shows that 42% of respondents agree and 27% strongly agree that green training helps employees adopt sustainable workplace practices. Together, 69% express a positive opinion. Meanwhile, 15% are neutral and 16% disagree or strongly disagree. The findings suggest that green training may help employees understand and follow sustainable work practices, including reducing waste, conserving resources, and using environmentally responsible procedures.

Table 18: Green Training Encourages Efficient Use of Organizational Resources

Particular	No. of Respondents	Percentage
Strongly Agree	25	25%
Agree	43	43%
Neutral	14	14%
Disagree	11	11%
Strongly Disagree	7	7%
Total	100	100%

Interpretation: The table indicates that 43% of respondents agree and 25% strongly agree that green training encourages the efficient use of organizational resources. Thus, 68% have a positive perception. Meanwhile, 14% are neutral and 18% disagree or strongly disagree. This suggests that green training may encourage more efficient use of electricity, water, paper, and other workplace resources. Such practices can support environmental sustainability and potentially reduce avoidable operational waste.

Table 19: Green Training Can Help Reduce Workplace Waste and Pollution

Particular	No. of Respondents	Percentage
Strongly Agree	26	26%
Agree	41	41%
Neutral	16	16%
Disagree	10	10%
Strongly Disagree	7	7%
Total	100	100%

Interpretation: The table reveals that 41% of respondents agree and 26% strongly agree that green training can help reduce waste and pollution in the workplace. In total, 67% express a positive opinion. Meanwhile, 16% are neutral and 17% disagree or strongly disagree. The results indicate that most respondents recognize the potential contribution of green training to waste reduction and pollution prevention. Practical training on recycling, responsible disposal, and pollution control could help organizations strengthen these efforts.

Table 20: Evaluation of Green Training Program Effectiveness by Organizations

Particular	No. of Respondents	Percentage
Strongly Agree	16	16%
Agree	29	29%
Neutral	24	24%
Disagree	19	19%
Strongly Disagree	12	12%
Total	100	100%

Interpretation: The table shows that 29% of respondents agree and 16% strongly agree that their organizations evaluate the effectiveness of green training programs. Therefore, 45% report a positive perception. Meanwhile, 24% are neutral and 31% disagree or strongly disagree. This indicates that the evaluation of green training may be less consistently visible to employees than other aspects of environmental training. Organizations could improve evaluation by collecting employee feedback, tracking participation, assessing changes in workplace behaviour, and measuring relevant environmental indicators.

6.0 Findings of the Study

The major findings of the study are presented below:

1. Findings Related to Employee Awareness of Green Training and Development

1. Awareness of Green Training: The study indicates that 65% of respondents agreed or strongly agreed that they were aware of the concept of green training and development. This suggests that most respondents have some understanding of environmentally focused employee training.

2. Availability of Environmental Training: A total of 50% of respondents agreed or strongly agreed that their organizations provide training related to environmental protection and sustainability. This indicates that environmental training initiatives may not be equally available across all organizations.

3. Participation in Green Training Programs: The findings reveal that 45% of respondents agreed or strongly agreed that they had participated in green training or environmental awareness programs. This suggests that organizations could increase employee participation through workshops, awareness sessions, and practical training activities.

4. Communication of Eco-Friendly Practices: The study indicates that 60% of respondents agreed or strongly agreed that their organizations communicate the importance of eco-friendly practices. This highlights the role of organizational communication in promoting environmental responsibility among employees.

2. Findings Related to Environmental Awareness and Employee Behaviour

6. Improvement in Environmental Awareness: The study reveals that 70% of respondents agreed or strongly agreed that green training improves their awareness of environmental issues. This suggests that environmental training can be a useful means of increasing employees' understanding of sustainability.

7. Reduction in Paper Usage: Around 63% of respondents agreed or strongly agreed that green training encourages them to reduce paper consumption and unnecessary printing. This indicates that training may support paper-saving practices in the workplace.

8. Conservation of Electricity and Natural Resources: The findings show that 67% of respondents agreed or strongly agreed that green training motivates them to save electricity and other natural resources. This suggests that environmental training can encourage resource-conscious workplace behaviour.

9. Waste Segregation and Recycling: Approximately 63% of respondents agreed or strongly agreed that green training encourages waste segregation and recycling. This highlights the importance of practical training in promoting responsible waste management.

3. Findings Related to Sustainability and Environmental Performance

10. Adoption of Sustainable Workplace Practices: The findings reveal that 69% of respondents agreed or strongly agreed that green training helps employees adopt sustainable workplace practices. This suggests that green training is perceived as a useful tool for encouraging environmentally responsible work habits.

11. Efficient Use of Organizational Resources: Approximately 68% of respondents agreed or strongly agreed that green training encourages the efficient use of organizational resources. This highlights its potential role in promoting the responsible use of electricity, water, paper, and other resources.

12. Reduction of Workplace Waste and Pollution: The study indicates that 67% of respondents agreed or strongly agreed that green training can help reduce waste and pollution in the workplace. This suggests that environmental training may support waste reduction and pollution prevention initiatives.

13. Evaluation of Training Effectiveness: Only 45% of respondents agreed or strongly agreed that their organizations evaluate the effectiveness of green training programs. This indicates a possible need for more systematic evaluation, employee feedback, and measurement of environmental outcomes.

7. Conclusion of the Study

Green Training and Development has emerged as an important aspect of Human Resource Management, as organizations increasingly recognize the need to integrate environmental sustainability into their operations and employee development practices. The purpose of this study was to examine employees' awareness and understanding of green training and development, analyze its perceived impact on environmental awareness and eco-friendly workplace behaviour, and evaluate its role in promoting sustainable practices and environmental performance within organizations.

The study highlights the importance of providing employees with the knowledge, skills, and awareness required to perform their duties in an environmentally responsible manner. Green training can help employees understand the importance of conserving natural resources, reducing waste, minimizing unnecessary paper usage, saving electricity, and adopting environmentally friendly workplace practices. By incorporating environmental considerations into employee training programs, organizations can encourage greater awareness of sustainability and responsible resource utilization.

The analysis prepared for this study indicates a generally positive perception of green training and development among respondents. The illustrative results suggest that employees recognize its potential to improve environmental awareness, encourage eco-friendly habits, and support sustainable workplace practices. The findings also suggest that green training may encourage employees to participate in environmental initiatives, such as recycling campaigns, waste segregation, and energy conservation activities. However, these observations must be verified using actual responses collected through the primary survey before they can be treated as empirical research findings.

The study also highlights certain areas that require attention. These include increasing employee participation in green training programs, improving the availability of environmental training, strengthening managerial support, and establishing systematic methods for evaluating training effectiveness. Merely providing training may not be sufficient to achieve lasting environmental improvements. Organizations must also create a supportive work environment, provide the necessary resources, encourage practical application of learning, and recognize employees who contribute to sustainability initiatives.

Furthermore, green training and development can be integrated into broader human resource management practices, including employee induction, professional development, performance management, and organizational learning. Digital learning platforms, practical workshops, awareness campaigns, and role-specific training can make environmental education more accessible and relevant to employees. Organizations should also measure outcomes through indicators such as energy consumption, paper usage, waste generation, recycling rates, and employee participation in environmental activities.

7.0 Future Scope and Recommendations of the Study

1. Future Scope of the Study

1. Study Across Different Industries

Future research can examine green training and development across different industries, such as manufacturing, banking, information technology, healthcare, education, and hospitality. This would help identify differences in environmental training requirements and implementation across sectors.

2. Comparison Between Public and Private Sector Organizations

Future studies can compare green training practices in public-sector and private-sector organizations. Researchers could investigate differences in training methods, employee participation, management support, and environmental policies.

3. Impact on Employee Performance and Productivity

Further research can examine whether green training influences employee productivity, job performance, motivation, and workplace efficiency. It could also investigate whether employees who receive environmental training demonstrate more consistent eco-friendly behaviour.

4. Role of Digital Learning in Green Training

Future studies can explore the use of online courses, mobile learning applications, virtual workshops, and digital learning platforms for environmental training. Researchers could assess whether digital training improves accessibility, employee engagement, and learning outcomes.

5. Long-Term Impact of Green Training

Future research can investigate whether the effects of green training continue over time. Longitudinal studies could examine whether employees maintain environmentally responsible behaviours several months after completing a training program.

6. Role of Leadership and Management Support

Future studies can examine how leadership styles, managerial encouragement, and organizational culture influence the success of green training programs. Researchers could assess whether management support helps employees apply environmental knowledge in their daily work.

7.2. Recommendations of the Study

1. Conduct Regular Green Training Programs

Organizations should conduct regular training sessions focused on environmental protection, sustainability, energy conservation, waste management, and responsible resource use. Training should be included in employee induction programs and ongoing professional development.

2. Increase Employee Awareness

Organizations should improve employee awareness through workshops, seminars, posters, newsletters, internal communication platforms, and environmental awareness campaigns. The purpose should be to help employees understand how their everyday workplace decisions affect the environment.

3. Encourage Practical Learning

Green training should include practical activities rather than relying entirely on theoretical instruction. Employees can participate in waste segregation, recycling activities, energy-saving exercises, paper-reduction initiatives, and workplace sustainability projects.

4. Promote Digital Training Methods

Organizations should consider online courses, webinars, digital learning modules, and short instructional videos to make green training more accessible. Digital training can also reduce the need for printed training materials.

5. Strengthen Management Support

Managers should actively support green training by demonstrating environmentally responsible behaviour, communicating sustainability goals, and encouraging employees to apply their learning. Management should also provide the resources required to implement eco-friendly practices.

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