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Roles of Training Programs in Promoting Eco-Friendly Practices: Evidence from Agribusiness Company in Nigeria

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Abstract
The growing pressure on organizations to adopt sustainable practices highlights the critical role of employee training in bridging the gap between corporate sustainability policies and workplace execution. In Nigeria's agri-business sector, this gap is pronounced, as firms often struggle to translate environmental commitments into employee-level behaviors. This study aimed to evaluate the effectiveness of environmental sustainability training programs in promoting eco-friendly practices among employees at Olam Grains, Ilorin. Specifically, the research sought to identify the types of training provided and assess their impact on employees' knowledge, attitudes, and self-reported behaviors. A descriptive survey research design was employed, targeting a population of 643 employees across production, quality control, logistics, maintenance, and administration departments. Using stratified random sampling, a sample of 241 respondents was drawn, and data were analyzed through descriptive statistics, t-tests, and multiple regression models. Findings revealed that training quality, frequency, and relevance were significant predictors of knowledge acquisition, positive attitude formation, and behavioral adoption of eco-friendly practices, with training quality exerting the strongest effect. Overall, the model explained 58.7% of the variance in sustainable behaviors, demonstrating that structured training directly enhances employees' environmental practices. The study concludes that well-designed, job-specific training programs substantially improve organizational sustainability outcomes by equipping employees with the knowledge, motivation, and skills needed to act responsibly. It recommends that Olam Grains invest in expert-facilitated training, department-specific modules, and consistent refresher sessions, while reinforcing training outcomes through management support and adequate resource provision. These findings contribute both theoretical insights, by applying the Theory of Planned Behavior and Kirkpatrick's model, and practical guidance for integrating sustainability into human capital development strategies in emerging market ***agribusinesses.***

Keywords: Environmental training, eco-friendly practices, employee behavior, Olam Grains, Nigeria, green HRM

1.1 Introduction

Agribusiness and agro-processing operations faces escalating pressure to adopt sustainable practices. Regulatory frameworks, investor expectations, and consumer demand are driving businesses toward environmental stewardship. A significant barrier to achieving these sustainability goals, however, is a pervasive skills gap. Globally, businesses face challenges with the how of implementation, which are frequently caused by a serious deficiency in adequate staff training. Without focused training, sustainability regulations are just theoretical, and staff members lack the necessary skills to convert strategic objectives into practical, everyday procedures (International Labour Organization [ILO], 2023).

Africa's agribusiness industry is especially affected by this problem. It is imperative that this sector, which is the backbone of economies and has a significant environmental impact, adopt sustainable practices. Nonetheless, agribusiness companies around the continent usually give priority to short-term production results over long-term investments in the development of human capital for sustainability. This leads to an overall lack of official training programs, which leaves staff members ill-equipped to use new green technologies, effectively manage resources, or comprehend how their daily activities affect the environment (Adeyemi& Oni, 2025). This lack of skills restricts operational effectiveness and competitiveness in addition to impeding ecological aims.

Nigeria's agri-business sector, a cornerstone of the economy, exemplifies the acute struggle to bridge sustainability policy with practice. The sector's rapid growth has not eliminated its reliance on often-informal and resource-heavy operations. Even when multinational corporations introduce sustainability programs, a consistent failure to back them with effective, localized training undermines their impact. This results in a well-documented gap (Nwachukwu&Chukwuma, 2022) where frontline employees receive no training, outdated information, or guidance that does not fit their reality, ultimately stifling the behavioral change needed for progress

This national dilemma is clearly illustrated in Kwara State, an emerging agricultural hub. The state's numerous agri-processing facilities make the adoption of eco-friendly practices essential for reducing pollution and conserving resources. A prime case study is Olam Grains, a major international agri-business in Ilorin. Despite the company's strong global sustainability commitments, the real-world success of these policies depends entirely on their adoption by the local workforce. Preliminary investigations, however, suggest a distinct gap in employee knowledge and practice a gap that this research will explore as a likely outcome of insufficient or ineffective training programs. This study therefore seeks to investigate the specific role and adequacy of training programs at Olam Grains in Ilorin, Kwara State, in promoting eco-friendly practices among its employees, providing a microcosm of a widespread national and continental challenge.

There's often a wide gap between what companies promise in their environmental policies and what actually happens on the ground. In everyday operations, employees' adoption of eco-friendly practices tends to be uneven and inconsistent. At Olam Grains, the effectiveness of its employee training programs in actually promoting eco-friendly practices remains unknown and unevaluated.

The aim of the study is to comprehensively evaluate the effectiveness of training programs on the adoption of eco-friendly practices among employees at Olam Grains, Ilorin.

To identify and assess the typesof environmental sustainability training programs currently implemented for employees at Olam

Grains, Ilorin.

To measure the impact of these training programs on employees' knowledge, attitudes, and self-reported behaviors regarding eco-friendly practices in the workplace.

2.1Literature Reviewof Training Programs as Organizational Intervention

Employee training initiatives are deliberate organizational strategies designed to enhance workers' job-specific skills and competencies (Noe, 2020). Within environmental management settings, such training serves as a vital instrument for transforming sustainability objectives into actionable practices among employees. Empirical evidence suggests that effective environmental training commonly integrates three key components: fostering awareness of environmental consequences, equipping employees with the necessary skills for resource efficiency, and stimulating motivation toward environmentally responsible behavior (Jabbour et al., 2022).

The design and implementation of these training programs play a decisive role in determining their overall success. Comparative studies of training techniques reveal that hybrid models those combining conceptual instruction with hands-on experience tend to produce more substantial and lasting behavioral change (Yusoff et al., 2023). Moreover, factors such as the length, consistency, and job-specific relevance of the training are critical in shaping how effectively employees absorb and utilize environmental knowledge in their daily work activities (Dumont et al., 2022).

Eco-Friendly Practices as Behavioral Outcomes

Environmentally sustainable practices within workplace contexts refer to deliberate and measurable actions aimed at minimizing ecological impact while ensuring continued organizational productivity and efficiency (Ones &Dilchert, 2012). Such practices generally fall within three primary categories: resource conservation—through energy and water efficiency; waste management via reduction and recycling initiatives; and sustainable operations encompassing green procurement and process optimization. The effective implementation of these eco-friendly measures relies not only on employees' environmental awareness but also on organizational enablers such as adequate infrastructure, managerial commitment, and supportive workplace culture (Norton et al., 2023).

Contemporary research highlights that environmentally responsible workplace behavior is a multifaceted outcome shaped by the interplay of knowledge, motivation, and opportunity (Blok et al., 2022). Translating environmental understanding into consistent, sustainable action often involves addressing obstacles such as entrenched habits, perceptions of inconvenience, and competing job responsibilities. Consequently, comprehensive training programs that integrate both competence enhancement and motivational reinforcement are essential in facilitating lasting behavioral transformation toward eco-friendly practices.

2.2 Theoretical Review

Kirkpatrick's Four-Level Training Evaluation Model

Developed by Donald Kirkpatrick in 1959, the Kirkpatrick Model presents a comprehensive framework for assessing the effectiveness of training programs across four progressive levels: reaction, learning, behavior, and results. This model has gained widespread recognition within organizational research for its systematic approach to evaluating how training interventions influence participants' experiences, enhance their knowledge and skills, modify workplace behaviors, and ultimately contribute to measurable organizational outcomes.

The Theory of Planned Behavior (TPB)

The theory developed by IcekAjzen (1991), is a psychological framework that explains how human behavior is guided. It posits that the primary determinant of a person's behavior is their behavioral intentiontheir motivation and plan to perform the behavior. This intention is, in turn, influenced by three factors:

Attitude toward the behavior: The individual's positive or negative evaluation of performing the

behavior.

Subjective Norm: The perceived social pressure from important others (e.g., colleagues, managers) to perform or not perform the behavior.

Perceived Behavioral Control (PBC): The perceived ease or difficulty of performing the behavior, which is influenced by factors like skills, knowledge, and resources.

The Donald Kirkpatrick theory was the most relevant theory to specific objective one while the human behavior aligned with specific objective two.

Empirical Review

The work of Akinbami and Adewale (2020) conducted a descriptive survey in Nigeria on Employee awareness in agro-industry. Their research, focused on the agro-processing sector, assessed the level of employee environmental awareness. Results showed low awareness due to reliance on informal training approaches. This suggests the need for structured and formalized training to improve sustainability outcomes.

In a related study of Okon and Okoro (2021) combined qualitative and quantitative methods in a mixed-method study of Nigerian agro-food firms titled Sustainability challenges in food firms. The findings indicated that many firms lack employee-focused sustainability programs, which hampers the achievement of environmental goals. This underscores the necessity of implementing training programs to address sustainability gaps.

A notable study from India by Bhatnagar and Sharma (2022)the study emphasized that training impact on operational sustainability on the study on a study Environmental training and operational performance using Structural Equation Modeling (SEM). Their study targeted industrial operations and found that environmental training significantly improved both resource use efficiency and employee eco-behavior.

Nwachukwu and Chukwuma (2022) undertook a case study in Nigeria on a studySustainability in Nigerian multinationals. The focus was on the agri-processing sector, where they assessed the implementation of sustainability initiatives. Findings highlighted a disconnect between organizational sustainability policies and local-level practices. This gap demonstrated the challenges of translating policy into practice in Nigerian firms.

Blok et al. (2022) investigated Barriers to sustainable behavior in the Netherlands using a mixed-method design involving surveys and interviews. Conducted within academic institutions, the study identified key barriers to pro-environmental behavior. Findings revealed that lack of appropriate tools and unsupportive organizational culture hindered behavioral change, underscoring the internal limitations that can restrict training effectiveness.

Ribeiro et al. (2022) examined The Impact of Green HRM on Employees' Eco-Friendly Behavior: The Mediator Role of Organizational Identification using a cross-sectional quantitative survey of tourism organizations in Portugal. The authors collected data via structured questionnaires and tested mediation models; results show that implementation of green HRM practices including green training has a positive direct effect on employees' eco-friendly behavior and that organizational identification mediates this relationship implying that green HRM fosters attachment which translates into greener behavior at work.

According toFarrukh et al. (2022) investigated Fostering employees' pro-environmental behavior through green transformational leadership, green human resource management and environmental knowledge in a multi-organization sample (country context reported in the paper) using PLS-SEM. The study demonstrates that green transformational leadership (GTL) predicts employees' pro-environmental behaviors and that this effect is mediated by green HRM practices; environmental knowledge moderates these relationships indicating leadership and structured HR practices together produce stronger PEB outcomes.

International Labour Organization (ILO, 2023) produced a policy report titled Skills for a greener future (Nigeria). Covering multiple sectors, the report assessed the skill gaps hindering the

adoption of sustainable practices in Nigeria. Findings emphasized that insufficient training and technical skills are major obstacles to achieving environmental goals. The report highlighted the importance of systemic training for Nigeria's green transition.

Notably, Song et al. (2023) studied How does perceived green human resource management impact employees' green innovative behavior? From the perspective of the Theory of Planned Behavior with a three-wave questionnaire (207 participants) in China. Using hierarchical regression and mediation tests, they found that perceived green HRM directly increases employees' green innovative behavior, with mediation via green behavioral intention, self-efficacy for environmental protection and identity with the firm's green system; green supply-chain management further moderates the link. This unpacks mechanisms by which training and related HR policies produce creative green behaviors.

Tran (2023) reported an empirical investigation on a studyAn empirical investigation on the impact of green human resource management, green leadership, green work engagement, and green organizational culture (country context provided in the article) using survey methods across multiple industries. The study finds that GHRM and green leadership interact with organizational culture and work engagement to drive employees' green behaviors and suggests an integrated model where HR practices and leadership cultivate a culture that sustains pro-environmental action.

Yusoff et al. (2023) explored Blended learning for eco-training in Malaysia through an experimental research design. Conducted in the industrial sector, the study tested blended learning approaches to environmental training. Results showed that blended training methods significantly enhanced knowledge retention and promoted sustainable behavior among employees. This highlighted the importance of delivery methods in training design.

Norton et al. (2023) published a multi-country meta-analysis on Employee green behavior meta-analysis. Their study was organizational in scope, synthesizing data across diverse contexts. Results highlighted that training, alongside organizational norms and values, reliably predicts employee green behavior. This comprehensive study confirmed the critical role of training as a behavioral predictor.

Hameed et al. (2023) tested an integrative model in Green human resource management and environmental knowledge: A moderated mediation model to endorse green CSR using survey data and mediation/moderation analyses in multiple organizational contexts China-Pakistan. The empirical results indicate that GHRM practices influence pro-environmental psychological climate and pro-environmental behaviour, which in turn support green CSR outcomes; importantly, environmental knowledge and resistance to change moderate several pathways. The paper provides applied guidance on where training must be combined with knowledge dissemination and change management.

Gomes et al. (2024) tested Green HRM's Effect on Employees' Eco-Friendly Behavior and Green Performance: A Study in the Portuguese Tourism Sector with a sample of 449 tourism employees in Portugal using quantitative survey methods. They report that green HRM practices positively affect both employees' eco-friendly behaviour and measurable green performance, and that affective commitment mediates the HRM behaviour/performance relationships emphasizing that training and HR policies work partly by strengthening employees' emotional attachment.

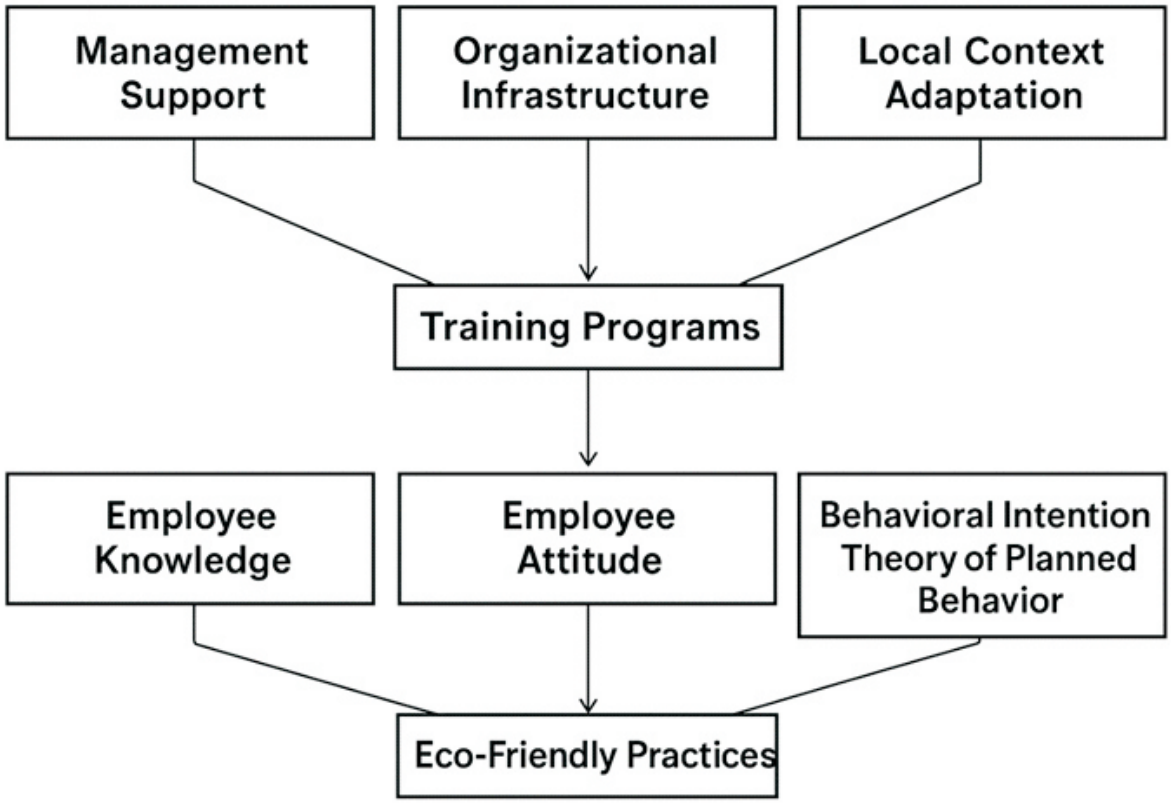
Carbone et al. (2024) in Green Workplace Behaviors: Can Employees Make the Difference? used survey data across workplace settingsPadova, Italy to examine antecedents of green workplace behaviors. The empirical analysis shows that individual attitudes, perceived norms, and workplace interventions are associated with greater reporting of green behavior, indicating training should be combined with normative and structural supports to maximize impact.

Saputra et al. (2024) **assessed**the effect of green recruitment and selection,green training and green intellectual capital on organizational citizenship behavior for the environment (OCBE) using a quantitative design at conservation/zoo organizations (GembiraLoka Zoo, Indonesia). The

study found green training and related HR practices positively predict OCBE and organizational environmental performance, highlighting that even single-site institutional programs produce measurable employee behavioral gains when formalized.

Goodwoodpub (2024) published an empirical article on Green human resource management practices in the manufacturing sector using survey data (country indicated in the article). The study finds that employees' environmental consciousness, regulatory pressures and firm performance influence adoption of green HRM and that green training is correlated with higher self-reported environmental practices and improved environmental performance indicators in manufacturing firms.

In examining the effects of structured training programs in NigeriaAdeyemi and Oni (2025) applied a field survey on Environmental training in agribusiness. The study focused on the agricultural sector, Findings revealed that structured training led to a 40% higher adoption of green practices compared to firms with informal or no training. This provides strong empirical support for formalized training approaches in Nigerian agribusiness.



Note:**Authors' conceptual framework,2026.**

Figure 1. Conceptual Framework of Training Programme and eco-friendly practices

This conceptual framework illustrates how training programs (independent variable) influence employees' adoption of eco-friendly practices (dependent variable) through both mediating and moderating mechanisms. The

mediating variablesemployee knowledge,

employee attitude, and behavioral intention (grounded in the Theory of Planned Behavior)act as critical pathways through which training translates into sustainable workplace actions. Specifically, training builds employee knowledge, reshapes attitudes toward sustainability, and enhances behavioral intentions, which together lead to stronger eco-friendly practices within organizations. This shows that training alone may not directly guarantee environmentally responsible behaviors; instead, its impact is transmitted through changes in employees' cognition, attitudes, and intentions.

Furthermore, the framework highlights the role of moderating variables, including management support, organizational infrastructure, and local context adaptation, which strengthen or weaken the relationship between training programs and the mediating variables. For instance, management support can motivate employees to apply their training, organizational infrastructure provides the tools and systems necessary to implement eco-friendly actions, while local context adaptation ensures that training aligns with cultural and situational realities. By integrating both mediators and moderators, this model presents a holistic view of how employee training can effectively drive eco-friendly practices, underscoring that sustainability outcomes depend not only on learning but also on organizational conditions and contextual alignment.

3.1 Methodology

This study adopts a descriptive survey research design to collect quantitative data on employee perceptions, knowledge, and behaviors regarding eco-friendly practices following training programs, the study population of 643 was obtain from Human Resources Department ofOlam Grains, Ilorin as at August 30th, 2026 which includes all employees in various section production, quality control, maintenance, logistics, and administration departments. This study examines the application of both probability and non-probability sampling methods, such as purposeful and basic stratified random sampling. Probability sampling was therefore adopted to guarantee that each target participant had an equal chance of being included in the sample. Using Krejcie and Morgan's formula to determine the sample size

Krejcie and Morgan Formula (1970) is presented below

$$n = \frac{X^2 \cdot N \cdot P \cdot (1 - P)}{d^2 \cdot (N - 1) + X^2 \cdot P \cdot (1 - P)}$$

Where:

n = required sample size
X^2 = chi-square value for 1 degree of freedom at 95% confidence level (3.841)
N = population size (643)
P = population proportion (0.5, for maximum variability)
d = margin of error (0.05 for ±5%)

Calculation:

$$n = \frac{3.841 \times 643 \times 0.5 \times (1 - 0.5)}{0.05^2 \times (643 - 1) + 3.841 \times 0.5 \times (1 - 0.5)}$$

$$n = \frac{3.841 \times 643 \times 0.25}{0.0025 \times 642 + 3.841 \times 0.25}$$

$$n = \frac{617.41}{1.605 + 0.96025}$$

$$n = \frac{617.41}{2.56525}$$

$$n = 240.68$$

The sample size for this study is 241 employees where all department are ably represented with selected employees who knows and can explain the departmental operations inside out

Table 1.
Operationalisation of variables

Variable Type	Variable Name	Measurement Scale	Measurement Instrument
Independent Variable	Training Programs	Nominal & Ordinal	Training types received Training frequency Training delivery methods
Dependent Variable	Eco-Friendly Practices	Interval (5-point Likert scale)	Waste management practices Resource efficiency actions Environmental compliance

Note: Author's Computation, (2026).

Model Specification

The following multiple regression model was utilized to define the quantitative relationship between the study's variables and the Direct Effect of Training on Eco-Friendly Practices;

$$Y = \beta_0 + \beta_1 X + \beta_2 Z + e$$

Where:

Y = Eco-friendly practices (DV)
X = Training programs (IV)
Z = Control variables (demographics, department)
*β*0₦ Constant
β_1₦β_2₦ Regression coefficients
e = Error term

Table 2: Results presentations and Analysis
Hypotheses Testing Summary

Hypothesis	Statistical Test	Test Results	p-value	Decision	Conclusion
H $_2$:	Independent Samples t-test	t(232) = 8.92 Mean Difference = 1.86 Cohen's d = 0.82	0.000	Reject Null Hypothesis	Training programs have significant positive effect on knowledge
H_2:	Multiple Regression Analysis		0.000	Reject Null Hypothesis	Training programs significantly affect both attitudes and behaviors

TABLE 3:

Regression Estimates for Knowledge Acquisition (Dependent Variable)

Predictor	B	Std. Error	Beta	t-value	p-value	VIF
Constant	1.234	0.189	-	6.529	0.000	-
Training Frequency	0.592	0.071	0.412	8.338	0.000	1.203
Training Quality	0.634	0.069	0.447	9.188	0.000	1.315
Training Relevance	0.518	0.064	0.368	8.094	0.000	1.189

Note: *IBM SPSS Computation, 2026*

The regression analysis examining how different training program characteristics influence employees' knowledge acquisition about eco-friendly practices, revealing that all three predictors training quality (β=0.447), training frequency (β=0.412), and training relevance (β=0.368) significantly enhance knowledge gains, with the model collectively explaining 53% of the variance. The results demonstrate that high-quality content delivered through frequent, job-relevant sessions most effectively builds employees' understanding of environmental sustainability principles, as all coefficients are statistically significant ($p<0.001$) and show strong positive relationships with knowledge outcomes.

Table 4

Regression 5*Note:* *IBM SPSS Computation, 2026*

The regression model analysis for factors affecting employees' attitude changes toward eco-friendly practices, indicating that training programs

(β=0.476), knowledge acquisition (β=0.352), and management support (β=0.318) all significantly contribute to positive attitude formation, with the model accounting for 58.7% of the variance in attitude change. This confirms that effective training directly improves environmental attitudes while also highlighting that knowledge reinforcement and organizational support systems are crucial complementary factors that collectively foster stronger employee commitment to sustainability initiatives

5.1 Discussion of Findings

The study revealed compelling evidence that environmental sustainability training programs significantly enhance eco-friendly practices among employees at Olam Grains, Ilorin. The strong positive relationship (β=0.723, p<0.001) between training participation and sustainable behaviors aligns with the Theory of Planned Behavior, demonstrating that structured training effectively translates into practical workplace actions. Particularly noteworthy is the hierarchical importance of training components, where quality emerged as the most critical factor (β=0.385), followed by frequency and relevance. This finding resonates with Blok et al.'s (2022) research emphasizing that well-designed, job-specific training content creates lasting behavioral change. The mediation effects of knowledge acquisition and attitude change further support the cognitive-affective learning model, showing that employees first understand environmental principles before internalizing them as personal values, ultimately manifesting as consistent eco-friendly practices. However, the study also identified implementation gaps, particularly regarding resource constraints and inconsistent follow-up, suggesting that training alone is insufficient without supportive organizational systems.

5.2 Conclusion and Recommendations

This study provides clear evidence that environmental sustainability training programs play a critical role in fostering eco-friendly practices within Olam Grains, Ilorin. The findings indicate that employees' perceptions of environmental sustainability training quality, frequency and relevance were associated with their environmental knowledge, attitudes and self-reported eco-friendly workplace practices at Olam Grains, Ilorin. The results also highlight the potential importance of management support and adequate workplace resources in enabling employees to apply environmental procedures. The 58.7% variance accounted for in eco-friendly practices demonstrates the strong influence of training interventions, while the observed challenges indicate areas requiring strategic improvement.

Overall, the study affirms that sustained investment in comprehensive and well-structured training programs yields substantial benefits, not only in improving environmental performance but also in deepening employee commitment and advancing the organization's broader sustainability objectives. However, the realization of these benefits depends on the organization's ability to address underlying systemic barriers and cultivate an enabling work environment that reinforces training outcomes through continuous managerial support, sufficient resource allocation, and well-defined accountability structures.

5.3 Recommendations

i. Based on the study's findings, it is recommended that Olam Grains prioritize the enhancement of training quality by engaging experienced facilitators, updating training materials, and adopting interactive delivery methods that cater to diverse learning preferences.

ii. Management is also encouraged to establish robust support mechanisms that include adequate resource allocation, performance recognition, and the integration of environmental accountability indicators to strengthen the effectiveness of training outcomes. Finally, Olam Grains should develop a continuous

evaluation framework designed to monitor both immediate learning achievements and long-term behavioral transformations. Such a datadriven system will enable the organization to refine its training strategies regularly and effectively respond to evolving sustainability challenges.

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Appendix

Table 2.
Apriori Expectation

Validity Type	Expected Threshold	Planned Test Method
Content Validity		Expert review (n=5)
Construct Validity	KMO ≥0.70; Factor loadings ≥ 0.50	EFA/CFA
Convergent Validity	AVE ≥0.50; CR ≥0.70	Factor analysis
Discriminant Validity	HTMT < 0.85	Correlation analysis
Criterion Validity	r ≥0.35 with criteria	Correlation with benchmarks
Known-Groups Validity	p < 0.05; d ≥0.30	T-tests/ANOVA

Note: Researcher's Compilation

Table 3.
KMO and Bartlett's Test Summary

Test	Result	Threshold	Status
Overall KMO	0.842	≥0.70	Adequate
Bartlett's Test (p-value)	0.000	<0.05	Significant
Minimum KMO per variable	0.794	≥0.60	Adequate
Anti-image diagonals	>0.50	≥0.50	Adequate

Note: SPSS Computation, (2026)

Table 4.
Reliability Statistics for Research Constructs

Construct	Number of Items	Cronbach's Alpha	Interpretation	Item-Total Correlation Range	Alpha if Item Deleted
Training Programs	6	0.891	Excellent	0.62-0.78	0.872-0.885
Knowledge Acquisition	5	0.842	Good	0.58-0.71	0.815-0.836
Attitude Change	4	0.816	Good	0.54-0.69	0.792-0.808
Behavioral Intention	4	0.874	Good	0.61-0.75	0.851-0.867
Eco-Friendly Practices	7	0.903	Excellent	0.65-0.81	0.887-0.898
Organizational Support	5	0.829	Good	0.56-0.70	0.806-0.822
Overall Scale	**31**	**0.925**	**Excellent**	**0.54-0.81**	

TABLE 8:
Multiple Regression Analysis of Training Program Components on Eco-Friendly Practices (Independent Variable)

Predictor Variable	B	Std. Error	Beta (β)	t-value	p-value	95% CI for B
Constant	0.856	0.198	-	4.323	0.000	[0.465, 1.247]
Training Quality	0.423	0.058	0.385	7.293	0.000	[0.309, 0.537]
Training Frequency	0.387	0.062	0.342	6.242	0.000	[0.265, 0.509]
Training Relevance	0.356	0.055	0.318	6.473	0.000	[0.248, 0.464]
Training Duration	0.294	0.051	0.268	5.765	0.000	[0.194, 0.394]
Delivery Method	0.228	0.048	0.203	4.750		

Note: *IBM SPSS Computation, 2026.*

QUESTIONNAIRE
THE ROLE OF TRAINING PROGRAMMES IN PROMOTING ECO-FRIENDLY PRACTICES AMONG EMPLOYEES AT OLAM GRAINS, ILORIN

Dear Respondent,
This questionnaire is designed to collect information about environmental sustainability training and eco-friendly practices among employees. Your participation is voluntary. Your responses will be treated confidentially and used for academic research only. Please do not write your name or employee number on this questionnaire. There are no right or wrong answers; kindly respond honestly based on your experience.
Consent: By completing this questionnaire, you indicate that you understand the purpose of the study and agree to participate voluntarily.
Instructions: Tick (✓) one answer where response options are provided. For statement-rating sections, select the option that best reflects your view or experience.

SECTION A: BACKGROUND INFORMATION

A1. Gender
✓ Male ✓ Female ✓ Prefer not to say
A2. Age group
✓ Below 25 years ✓ 25–34 years ✓ 35–44 years ✓ 45–54 years ✓ 55 years and above ✓ Prefer not to say
A3. Department
✓ Production ✓ Quality Control ✓ Maintenance ✓ Logistics ✓ Administration ✓ Other: _____
A4. Current role/level
✓ Non-supervisory employee ✓ Team leader/supervisor ✓ Manager ✓ Other: _____
A5. Length of service
✓ Less than 1 year ✓ 1–3 years ✓ 4–6 years ✓ 7–10 years ✓ More than 10 years
A6. Have you received environmental sustainability training from the company₦
✓ Yes ✓ No ✓ Not sure
A7. If yes, how many environmental training sessions have you attended in the past 12 months₦
✓ None✓ 1 session ✓ 2–3 sessions ✓ 4–5 sessions ✓ More than 5 sessions ✓ Not applicable
A8. Which training formats have you experienced₦(Tick all that apply)
✓ Classroom/seminar ✓ Practical demonstration ✓ On-the-job coaching ✓ Online training ✓ Written/manual materials ✓ Toolbox talk/briefing ✓ Other: _____ ✓ None

SECTION B: ENVIRONMENTAL TRAINING PROGRAMMES
For B1–B12, indicate how much you agree with each statement. Use: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree. If you have never received training, select N/A where appropriate.

Item	Statement	1	2	3	4	5	N/A
B1	The company provides formal training on environmental sustainability relevant to my work.	1	2	3	4	5	N/A
B2	The objectives of environmental training are clearly explained.	1	2	3	4	5	N/A
B3	The facilitators/trainers have adequate knowledge of environmental practices.	1	2	3	4	5	N/A
B4	The training content is clear and easy to understand.	1	2	3	4	5	N/A
B5	The training includes practical demonstrations or hands-on activities.	1	2	3	4	5	N/A
B6	The training examples relate directly to the tasks I perform.	1	2	3	4	5	N/A
B7	Environmental training is provided regularly.	1	2	3	4	5	N/A

SECTION C: EMPLOYEE ENVIRONMENTAL KNOWLEDGE

Use the same agreement scale: 1 = Strongly Disagree to 5 = Strongly Agree. Select N/A if you cannot assess the statement.

Item	Statement	1	2	3	4	5	N/A
C1	I understand how waste should be separated and disposed of in my work area.	1	2	3	4	5	N/A
C2	I know practical ways to reduce unnecessary use of water and energy at work.	1	2	3	4	5	N/A
C3	I understand the environmental procedures relevant to my duties.	1	2	3	4	5	N/A
C4	I know how to handle or report an environmental hazard, spill, or unsafe disposal incident.	1	2	3	4	5	N/A
C5	I can identify work activities in my department that may cause environmental harm.	1	2	3	4	5	N/A

SECTION D: ATTITUDES TOWARDS ECO-FRIENDLY PRACTICES

Use the agreement scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree.

Item	Statement	1	2	3	4	5
D1	Following eco-friendly practices is an important part of my job.	1	2	3	4	5
D2	Taking steps to reduce waste at work is worth the effort.	1	2	3	4	5
D3	Employees have a responsibility to help protect the environment.	1	2	3	4	5
D4	Eco-friendly practices can be followed without unnecessarily reducing work quality or productivity.	1	2	3	4	5
D5	I consider environmental procedures when making decisions about my work.	1	2	3	4	5

SECTION E: INTENTION TO APPLY ECO-FRIENDLY PRACTICES

Thinking about the next three months, use the agreement scale: 1 = Strongly Disagree to 5 = Strongly Agree.

Item	**Statement**	**1**	**2**	**3**	**4**	**5**
E1	I intend to follow the environmental procedures relevant to my duties consistently.	1	2	3	4	5
E2	I intend to reduce avoidable waste in my work activities.	1	2	3	4	5
E3	I intend to conserve water and energy whenever this is practical and safe.	1	2	3	4	5
E4	I intend to report environmental hazards or incidents through the appropriate channels.	1	2	3	4	5

SECTION F: SELF-REPORTED ECO-FRIENDLY WORKPLACE PRACTICES

Thinking about your usual work activities over the past four weeks, indicate how often you have done each action. Use: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always, N/A = Not applicable to my duties.

Item	Statement	1	2	3	4	5	N/A
F1	I separate waste according to the procedures available in my work area.	1	2	3	4	5	N/A
F2	I reuse materials or avoid unnecessary material consumption when practical.	1	2	3	4	5	N/A
F3	I dispose of waste using the designated bins or disposal points.	1	2	3	4	5	N/A
F4	I switch off lights, equipment, or machinery when permitted and not needed.	1	2	3	4	5	N/A
F5	I avoid unnecessary use of water during work activities.	1	2	3	4	5	N/A
F6	I follow the required procedures	1	2	3	4	5	N/A

SECTION G: ORGANISATIONAL SUPPORT AND OPPORTUNITIES TO APPLY TRAINING

Use the agreement scale: 1 = Strongly Disagree to 5 = Strongly Agree.

Item	**Statement**	**1**	**2**	**3**	**4**	**5**	**N/A**
G1	Managers encourage employees to apply what they learn in environmental training.	1	2	3	4	5	N/A
G2	The tools, equipment, and facilities needed to follow environmental procedures are available.	1	2	3	4	5	N/A
G3	Employees have enough time to carry out required eco-friendly practices.	1	2	3	4	5	N/A
G4	Supervisors provide guidance when employees are unsure about environmental procedures.	1	2	3	4	5	N/A
G5	Environmental procedures and training examples are suitable for the actual conditions in	1	2	3	4	5	N/A