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The Impact of Enviromental Knowledge and Training Environmental Care Attitudes

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Abstract

Changes in the environmental system are quite an urgent challenge and environmental issues can pose major challenges for organizations. Environmentally friendly business organizations become a concern for business practitioners and academics. Vital and strategic aspects in environmental management are human factors and human resource management. Therefore, employees of an organization are expected to care for the environment. This study sets to find out the factors that can improve environmental care attitudes. Environmental care attitudes become a dependent variable whereas independent variables are knowledge of the environment and training. The respondents used in this study are 100 employees from manufacturing in Purwakarta Regency. Employees who become the respondents have a moderately good environmental care attitude. The results of multiple linear regressions show that knowledge of the environment and training impact environmental care attitudes. Employees who have more knowledge about the environment will be more concerned with their environment. Training is also required to improve environmental care attitudes.

Keywords
environmental attitude; environmental knowledge; green HRM; training

I. Introduction

Climate change has been a critical challenge. Damages caused by global warming is likely irreversible and can be catastrophic if there is no action to alleviate the temperature rise in Earth's surface (Shi, Visschers and Siegrist, 2015). Proper and effective action implementation requires an understanding of public perceptions of climate change and its impacts. Public concern is not only a prerequisite for informing the impact of climate change but it becomes the potential to increase public's willingness to care more about the environment.

Environmental issues pose major challenges for organizations and require them to mobilize substantial resources and capabilities to achive the transition to greater sustainability (Andersson, Jackson and Russell, 2013). The idea of an environmentally friendly business organization has become common concerns among academics and business practitioners in recent times. Business organizations in the hypercompetitive era are required not only to be efficient and effective in generating financial profits and driving corporate value, but also environmentally responsible. For business organizations, the pressure for corporate stakeholders is to further drive organizational change towards environmental and social goals that are aligned with economic goals (Roome, 1994). Pro-environmental management becomes vital and essential for every business organization. Apart from being a demand, pro-environmental management is also capable other benefits to the organization (Shah, 2019). These benefits include reducing the organization's total operating costs, improving collaboration and good operating performance and improving

the enrichment of business values and principles (Jabbar and Abid, 2014). A practical push on less big for companies to adopt an environmental management system is the launch of the International Organization for Standardization (ISO) 14000 (Jabbour and Santos, 2008; Chan, 2010). Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). The success of leadership is partly determined by the ability of leaders to develop their organizational culture. (Arif, 2019).

At the theoritical level, experts conceptually construct an implemetation framework for the effective environmental management system to drive the environmental performance for business organizations. Due to escalating environmental crisis, sustainable development and human resource management are imperative in achieving business organizational sustainability (Saifulina, Carballo-penela and Ruzo-sanmartín, 2020). Studies showed that environmentally oriented business organizations by applying environmental management to organizational sustainability have proven that supporting employee behavior is a critical issue that supports the effectiveness of the organization's sustainable strategy (Daily and Huang, 2001; Pellegrini, Rizzi and Frey, 2018). Human factors and human resource management are vital and strategic aspects of an organization's environmental management in long term (Daily and Huang, 2001; Jackson et al., 2011). Human resources can affect the company's relationship with the external environment such as sosciety and ecology (Saifulina, Carballo-penela and Ruzo-sanmartín, 2020). This thinking is conceptually known as Green Human Resource Management (GHRM), which represents aspects of human resource in the organization's environment management (Renwick et al., 2016).

GHRM incorporates elements of green management into job design, staffing, training and development, motivation, and maintenance functions of human resource management (HR) to improve employee behavior and pro-environmental capabilities, meet employee expectations, and achieve organizational goals, (Renwick et al., 2016; Pellegrini, Rizzi and Frey, 2018; Shah, 2019). The role of HRM can switch to GHRM, which represents a change in orientation or objective from simply managing "people" in the organization to managing the management of environmentally conscious behaviors (pro environment behaviors) of all members of the organization. GHRM is a change in the various continuums of conventional human resource management such as job analysis, recruitment and selection, induction, training, evaluation and performance awards (Jabbour and Santos, 2008; Jabbour and De Sousa Jabbour, 2016).

Human behavior that cares about the environment can be seen from the environment-caring attitude. Numerous companies are improving employee behavior to care effectively about the environment (Muster and Schrader, 2011). A person's attitudes and behavior towards the environment can be identified from their daily behavior which is then applied to where she works. Since everyone has a different way of life, their consumption practice patterns will cause different effects on the environment (Muster and Schrader, 2011). A person's attitude and behavior towards the environment can be determined from the extent of environmental knowledge he has. This attitude can be shown in the form of actions or responses (Istiana, 2014; Ahmadi, Surbakti and Jalmo, 2018). When someone cares for a good environment both in attitude and behavior, then he/she has a sound environmental knowledge (Agustin and Maisyaroh, 2020).

To encourage the improvement of caring or environmentally friendly attitudes, training is required. Training can also expand knowledge. One of the advantages of training is that an employee can provide the best output for an organization (Khan, Haleem and Kanwal, 2017). Training relates to the skills that employees need to increase the prospect of achieving organizational goals and objectives. Self-training will make

employees jobs more efficient (Khan, Haleem and Kanwal, 2017) and improve employee's attitude to increase proficiency in doing their work (Truitt, 2011). Training and development impact the employee's work-related performance. For this particular reason, training is necessary to help improving environmentally friendly attitude inside an organization. Environmentally friendly training will motivate employees to acquire skills and understand environmental issues as well as protect the environment (Zoogah, 2018).

The most significant contributor to pollution and environmental problems is the manufacturing industry. One of the districts that have a growing number of manufacturing companies is Purwakarta Regency. Purwakarta currently consists of 70 companies engaged in the manufacturing industry ranging from small to medium and large businesses. For this reason, this study aims to find out the influence of environmental knowledge and training on environmental attitudes and behaviors employees working in the Purwakarta manufacturing industry.

II. Research Method

The manufacturing industry in Purwakarta Regency is able to absorb a lot of labor. Approximately 109,279 people are listed this manufacturing industry as workers. The *Slovin* formula is used to determine the sample size. Based on the *solvin* formula, the number of samples is 100 people (Equation 1). Where *n* is the number of samples used, *N* is the number of existing populations, and *e* is the margin of error (10%). The sampling technique used proportionate random sampling. Two variables are used in this study: independent and dependent variables. Independent variables consist of knowledge about the environment (X1) and training (X2) while the dependent variable used are environmentally friendly attitudes (Y).

$$n = \frac{N}{1+N.e^2} = \frac{109.279}{1+109.279\times 0,1^2} = 99,9 \approx 100\ people \quad (1)$$

Questionnaires are used as data collection method in this study, where questionnaire assessment are weighted using a *likert* scale of 1 to 5. Prior to hypothesis testing, the study tested the questionnaires' validity and reliability. The next step is hypothesis testing using multiple linier regression analysis. The multiple linier regressions model can be seen in Equation 2, where α is a constant, $\beta 1$ and $\beta 2$ are coefficients of independents variables, and *e* is the error. The hypothesis testing uses partial analysis of tests and simultaneous tests. The hypothesis constructed are as follows:

H_{01}: environmental knowledge has no significant positive effect on environmentally friendly attitude.

H_{11}: environmental knowledge has a significant positive effect on environmentally friendly attitude.

H_{02}: training has no significant positive effect environmentally friendly attitudes.

H_{12}: training has a significant positive effect on environmentally friendly attitudes.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e \quad (2)$$

III. Result and Discussion

The first test is the validity test. A validity test will inform whether an item constructs a variable is valid or not. Based on Table 1 it is seen that items from all three variables are valid. This is because the r_{count} value is greater than r_{table} (95% confidence interval and 5% error). Cronbach's Alpha value in Table 1 is also greater than 0.60 so that all three variables pass the reliability test.

Table 1. Validity and Reliability Test Results

Variable	r count	r table	*Cronbach's Alpha*	Description	
				Validity	Reliability
X_1	0,636	0,196	0,782	Valid	Reliable
X_2	0,719	0,196	0,837	Valid	Reliable
Y	0,584	0,196	0,811	Valid	Reliable

The following test result is hypothesis testing. The results of multiple linear regression can be seen in Table 2. Based on Table 2, it can be known that environmental knowledge positively affects environmentally friendly attitudes seen from a positive beta value of 0.327. Its significant effect is based on sig values less than 0.05, which is 0.000. So that environmental knowledge has a significant positive effect on environmentally friendly attitudes. Environmental knowledge that increases 100% will increase environmental care attitudes by 32.7%. Training also has a significant positive effect on environmentally friendly attitudes. This is because the beta value is 0.292, and the sig value is less than 0.05. The existence of training can increase environmentally friendly attitudes by 29.2%. The equation of the regression test results can be seen in equation 3.

Both variables simultaneously affect environmental attitudes with a sig value of 0.000, less than 0.05. The adjusted R square value of this model is 0.545 or 54.5%. Where environmental knowledge and training can explain environmentally friendly attitudes by 54.5% and the remaining 45.5% is explained by other variables outside the study.

Table 2. Hypothesis testing results

Model	*Beta*	*Std. Error*	*T*	*Sig.*
	Partial test			
(*Constant*)	4,275	1,042	4,104	0,000
Environmental knowledge	0,327	0,084	3,893	0,000
Training	0,292	0,097	3,016	0,003
	Simultaneous test			
Regression			70,448	0,000

$$Y = 4{,}275 + 0{,}327X_1 + 0{,}292X_2 \quad (3)$$

3.1 Discussion

This study showed that the majority of respondents were female (62 respondents) and 38 were male respondents. Respondents were mostly aged between 21 and 24 years (61 people) and as many as 23 people aged 25 to 28 years old. A total of 80 respondents were high school graduates (or equivalent) and the remaining 10 respondents were bachelor's degree. As many as 63 respondents had been working for 1 to 5 years, 22 people had worked 6 to 10 years while the others had worked more than 10 years. The index value of knowledge is 3.7 indicating relatively good and suggests that environmental knowledge plays a role in determining environmentally friendly or caring attitudes. Both the training index and environmental care attitudes had the same score of 3.9. This score is larger than the environmental knowledge index, classified as a good category and plays a

role in determining environmentally friendly attitudes. In the presence of training, respondents will get additional knowledge to increase knowledge about the environment. The score of environmental care of 3.9 is relatively good. Based on the score, the environmental care attitude from employees of the manufacturing industry in Purwakarta Regency is considered good. This indicates that the employees had adopted an attitude of caring for the environment and maintaining their environment.

a. Environmental Care Knowledge and Attitude

Based on the test results, environmental knowledge has a significant positive effect on environmentally friendly attitudes. Knowledge about the environment increases the attitude of caring about the environment. Environmental care attitudes can be applied in everyday life and in completing work. Environmental care attitude can be seen by maintaining environment cleanliness, participating in environmental love activities, buying and using environmentally friendly goods, and preserving the forest (Istiana, 2014; Ahmadi, Surbakti and Jalmo, 2018). Knowledge can be categorized into four groups: The "know that", "know-how," "know about", and "know why." The "knows that" group is a knowledge group related to collecting information about the environment. The "know how" group refers to technical skills or expert knowledge. The "knows about" group is the knowledge gained based on a person's direct experience (personal) of the environment. The "knows why" is where knowledge relates to explanations or associates and arranges relationships that appear in the environment (Ahmadi, Surbakti and Jalmo, 2018).

Respondents changed their behavior little by little after learning the impact of environmental problems, one of which was climate change. Respondents who have of environmental issues act in an environmentally friendly way and this becomes a habit not just an intention (Levine and Strube, 2012). Increased knowledge of the environment encourages environmentally friendly behavior without the need to increase explicit intentions to behave differently. Social norms or rules that format also demand the enhancement of relevant knowledge. This happens for example residents have to sort out which products can be recycled and where the location of the recycling place to comply with existing recycling regulations. When knowledge is gained as part of an attitude change intervention, on the other hand the behavior is voluntary because the intervention includes an interesting and logical argument.

Knowledge of the environment also increases with training. Age, employment, and income can also cause increased knowledge about the environment in addition to training (Cheung and Fok, 2014). Knowledge of global warming relates to one’s intentions and behavior about climate change (Bord, O’Connor and Fisher, 2000; Shi, Visschers and Siegrist, 2015). It is also supported by Tobler et al. (2012) that knowledge relating to the causes and consequences of climate change is positively related to climate change concerns. Knowledge of the environment and climate change as well as culturally related worldview of maintaining the environment can attract public or public attention about climate change and the importance of safeguarding the environment (Shi, Visschers and Siegrist, 2015). People who have more knowledge will be more concerned about the procedures for protecting the environment (Duerden and Witt, 2010; Levine and Strube, 2012) and those who have an attitude of caring about the environment will also participate more to maintain the environment (Bamberg and Möser, 2007; Hinds and Sparks, 2008; Bissing-Olson *et al.*, 2012). Respondents are willing to change their behavior and accept environmentally friendly behavior policies if respondents are more concerned about the environment. The attitude of someone who cares about the environment can be defined as a person’s tendency to pay attention to the surrounding natural environment (Bamberg,

2003; Hawcroft and Milfont, 2010) and positively related to their environmental habits at work (Bissing-Olson *et al.*, 2012).

b. Environmental Care and Training

Training plays a vital role in helping determine a person's attitude to care more about his environment. The coach also influences a person's ability to absorb knowledge from training. If the coach has limited information about the environment, then the trainee also receives limited knowledge, Esa (2010) states that the coach or tutor must have enough knowledge to improve the environment in order for the delivery to trainees to be more effective. At the time of training, several things can affect the attitude of the trainees to be more concerned about the environment, such as ecological exposure, visual presentation modes, and participants who are already interested in the environment (Wang *et al.*, 2021). Ecological exposure can influence a person's attitude to care more about his environment. Training also helps a person to improve the attitude of caring and responsibility towards his/her environment (Cheung and Fok, 2014).

Training is a program that is often the first program to be run (Truitt, 2011). Employees training can help them comprehend new environmental practices (Kim, Kim, Choi, & Phetvaroon, 2019). Proper training results in effective communication and performance skills and extends employee retention times. Employees who have good communication skills can gather more information related to procedures and technologies related to job performance to increase accountability and great responsibility, which will impact improving employees' proficiency. The relationship of training with attitude is seen when doing work with others. Training deals with employees skills, knowledge, and attitudes (Zoogah, 2011) needed to increase the likelihood of achieving organization's goals and objectives (Truitt, 2011). Training also helps improve employees ability to adapt, change, and develop proactive attitudes toward environmental issues (Carter and Dresner, 2001; Zoogah, 2011). The results showed that training has a positive effect on the attitude of employees and increases proficiency in doing their work. Employees who do not receive training feel they are lacking in competency. So it can be predicted that poor training will result in a bad attitude at work and can lead to poor performance (Truitt, 2011)

The training is carried out exposing the declining environmental conditions, which has a positive effect on the trainees. The positive effect the form of the attitude of the trainees becomes more concerned about the environment (Wang *et al.*, 2021). Training can be crafted so that trainees are able to find and discuss the consequence of decreasing environmental conditions and policies that the government has set. So, this training will increase the participation of participants in environmental issues and cause environmentally concerning behavior (Ahi, Balci and Alisinanoğlu, 2017; Tseng and Wang, 2020; Wang *et al.*, 2021). Increasing the effect of training to become more concerned about the environment is utilizing communication delivery in good training and information technology. The use of communication tools can change the way people interact and learn (Wang and Bryer, 2012; Lloro and Hunold, 2020; Wang *et al.*, 2021). If not concerned about the environment, the impact that will be received can be displayed using more dynamic communication tools. One example is the polar bear being confused because the poles are starting to melt effectively and may symbolize the impending destruction of the environment. This example can thrill the trainees so much that they immediately mitigate such environmental damage. Environmental damage is caused by pollution.

Manufacturing companies have a major role in increasing pollution from emissions they produce. To produce environmentally friendly products, the company constructs the right policies using environmentally friendly technology (Manikas and Godfrey, 2010).

The company focuses on its products, and employee participation to be environmentally friendly is also necessary. The role of government is also required to realize a society that cares about the environment. Gao & Tian (2019) stated that policies and regulations have an important role in influencing environmentally concerned community people. In addition, environmental and intrapersonal education are the main factors that influence environmentally caring behavior (Varela-Candamio, Novo-Corti and García-Álvarez, 2018). The hope with education becomes one of the critical roles when every school adds learning to care more about the environment. Education can also be in the form of training. Training by involving information and communication technology can improve the training visualization and touch the trainees' hearts. To make employees more concerned about the environment requires support from senior executives, empowerment training, and rewards. (Daily and Huang, 2001; Kim *et al.*, 2019). Top management makes planning and informs employees. Training in needed so that employees are familiar with environmental care attitudes and reward can stimulate employee responsibility to care more about the environment. D. W. Renwick et al. (2013) added to increase employee motivation by evaluating and appreciating the green performance of employees. Companies that are able to empower employees to care more about the environment can produce an environmentally friendly organizational culture. Training not only affects knowledge and attitudes of environmental care but it is also the primary instrument for employees not to be wasteful (both in terms of prevention and reduction) (Krithika, Priyadharshini and Priya, 2019). This makes training necessary to realize the vision of an organization that cares about the environment.

IV. Conclusion

Knowledge plays a role in helping attitudes care for the environment, such attitudes are potentially complex, but this condition offers a pathway to intervene in others. Employees who have more knowledge have applied environmentally caring attitudes and behaviors. Training also plays a role in improving environmental care. Training can help to increase knowledge. Employees who adopt an environmentally caring attitude behave in the environment both at work and at home.

Recommendations

Because training plays a role in improving environmental care attitudes, manufacturing companies in Purwakarta can conduct training for their employees. Top management makes policies related to employee attitudes more concerned about the environment. The company is also expected to reward employees who have an attitude of caring for the environment so that it can cause interest in the participation of other employees to care more about the environment. There are varieties of other factors that can influence environmental caring attitudes. Future research can examine other factors beyond knowledge and training that can support improving environmental caring attitudes.

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