SOCIAL AND MANAGEMENT SCIENCES RESEARCH JOURNAL

www.smsrj.com

p-ISSN: 2791-0415 **e-ISSN:** 2791-0423

Volume:3 Issue: 02 (2025)

CORPORATE SOCIAL RESPONSIBILITY AND EDUCATORS AS SUSTAINABILITY CHANGE AGENTS: A CONCEPTUAL MODEL FOR Eco-INITIATIVES IN HIGHER EDUCATION

Sumaira Zulqarnain*
School of Business Management, University Utara Malaysia.
Email: sumaira.zulqarnain11@gmail.com

Chen Liuyin
The University of Sheffield, UK.
Email: liuyin.chen.phd@outlook.com

Saralah Devi Mariamdaran Chethiyar
School of Applied Psychology, Social Work and Policy, College of Arts and Sciences, Universiti Utara Malaysia, Sintok, Malaysia.
Email: devi@uum.edu.my

Abstract:

The concept of Corporate Social Responsibility (CSR) has become one of the most urgent factors of sustainability in the corporate and non-corporate world. Although CSR has been widely researched in business settings, its application in the higher education institutions (HEIs) is relatively under researched. The conceptual paper will create a model to explain how CSR activities conducted by HEIs impact on the teacher eco-initiatives, where environmental information and green passion is the mediators, and green warm glow the moderators. Based on the CSR Pyramid and Conservation of Resources (COR) theory developed by Carroll, the paper will support the claim that CSR offers both information and psychological resources that can help educators to transform the commitments of sustainability of the institution into eco-initiatives. The green passion activates intrinsic motivation to act, whereas environmental information enriches information and clarity about sustainability goals in teachers. Green warm glow is the inherent reward of environmentally-friendly behavior and supports these processes by enhancing the connection between CSR and behavior. The theoretical contributions of the paper are: the theoretical provisions of the COR theory are extended to the sphere of higher education providing a dual-pathway (cognitive and psychological) model of CSR promoting the creation of eco-initiatives, and the consideration of emotional

reinforcement as an intermediate. In practice, it assists the HEI leaders and policymakers to design CSR strategies to give sufficient information, foster passion, and reward sustainability successes among the teachers. Placing CSR in the background of HEIs, the framework identifies the role of educators as the sustainability change agents and proposes the roadmap of the subsequent empirical research.

Keywords: *Corporate Social Responsibility; Environmental Information; Green Passion; Eco-Initiatives; Green Warm Glow; Higher Education; Conservation of Resources Theory*

1. INTRODUCTION

Sustainability is now a characteristic of the 21st century which needs to be addressed by people and governments, industries and educational systems. Businesses have always been considered to be the key players in the sustainability transitions, but higher education institutions (HEIs) are now acknowledged to be the equally important ones (Lozano, 2013). HEIs do not just play a role in creating knowledge and innovation but also influence the values and behaviors of the future citizens (Cebrian, Grace, and Humphris, 2015). In this sense, universities and colleges can become drivers of sustainable development with ecological responsibility integrated into teaching, research and community outreach.

Corporate Social Responsibility (CSR) is a business concept that offers a practical approach to the analysis of ways in which HEIs can incorporate the concept of sustainability in their operations and their culture. The CSR Pyramid by Carroll (1991) and its four dimensions of economic, legal, ethical, and philanthropic points out that organizations need to strike a balance between profitability and duties to the society and environment. CSR is not only compliance based and reputation based in the case of HEIs, but a strategy of integrating sustainability into various functions (Latif, Perez, and Sahibzada, 2020).

Notwithstanding this appreciation, there are still major issues. Most HEIs are challenged with the material scarcity of resources, competing institutional priorities, and a lack of mechanisms that would enable institutional CSR to be transformed into individual-level actions (Leal Filho et al., 2019). Educators as direct players in a classroom are especially important in the process. They affect curricula, set a sustainable practice, and encourage students to develop pro-environmental values (Ruiz-Mallen & Heras, 2020). However, the literature on the influence of institutional CSR initiatives on teacher eco-initiatives is still in disjointed pieces.

In this conceptual paper, this gap has been filled by formulating a framework that connects CSR initiatives and teacher eco-initiatives with environmental information and green passion facilitating and green warm glow moderating them respectively. The paper describes the way in which the institutional resources are converted into informational, motivational, and emotional resources that promote sustainability behaviors through a contextualization of the model in the Conservation of Resources (COR) theory (Hobfoll, 1989).

The paper contributes by:

- Expanding the research on CSR to the HEIs, especially in non-Western and resource-deprived settings.
- The suggestion of two mediators (information and passion) that describe the impact of CSR on individual eco-initiatives.
- Presenting the emotional moderator of warm glow that strengthens sustainability engagement.
- Offering real-world knowledge that can be used by policymakers and the leaders of the respective institutions to entrench CSR in teacher training and culture.

The subsequent paragraphs examine literature relating to the subject, develop a conceptual model, formulate a set of hypotheses, and then summarize an intended methodology to be used in the prospective study followed by conclusions and recommendations.

2. Expanded Literature Review

2.1 CSR and Sustainability in Higher Education

CSR has become more than a business approach; it has become a multi-dimensional notion that can be applied to various organizations including schools. Initially described by Carroll (1991), CSR highlights the fact that organizations have economic, legal, ethical and philanthropic relationships with the society. CSR is becoming more of a responsibility of universities in the higher education sector to solve the issue of sustainability, social justice, and community needs (Latif et al., 2020).

HEIs have a special role in transitioning to sustainability. To begin with, they are enormous organizations that use energy, water, and other resources as contributors to environmental footprints (Leal Filho et al., 2019). Secondly, they influence the values of the society by inculcating sustainability in the curriculums and pedagogy as agents of education (Cebrian et al., 2015). Third, they are community partners, which means that they interact with local and global stakeholders and strengthen the social aspect of sustainability (Disterheft et al., 2015).

Studies indicate that when universities have good CSR betas, sustainability tends to be incorporated within business operations and their coursework, such as green campuses, social responsible courses, and community service initiatives (Larran Jorge & Andrades Pena, 2017). There is, however, an uneven implementation especially in the developing economies where HEIs might have budgetary and infrastructural constraints (Ramos et al., 2015). This poses the question of how CSR initiatives can be used to trigger individual level behaviors like teacher eco initiatives.

2.2 Theoretical premises of CSR.

2.2.1 Carroll's CSR Pyramid

The framework proposed by Carroll (1991) is still fundamental as it identifies four planes of responsibility, such as economic (profitability), legal (compliance), ethical (moral obligation), and philanthropic (voluntary contributions). When applied to HEIs, this pyramid implies that

university should fulfill the goals of financial sustainability and environmental management alongside ethical governance and social inclusion (Caputo et al., 2021).

2.2.2 CSR Non-Corporate.

Even though the conceptualization of CSR was aimed at corporations, it is more and more often applied to the public and non-profit organizations. In the case of HEIs, the CSR appears in the management of campuses sustainably, inclusion and involvement of the community (Latif et al., 2020). Notably, CSR will improve legitimacy and institutional image, increase the ability of HEIs to recruit students, collaborators, and subsidies (Ahmad et al., 2024).

2.2.3 CSR and Individual Behavior

On top of the institutional gain, CSR influences personal attitudes and behaviors. A study indicates that employees within CSR oriented organizations report being more motivated, be satisfied with their jobs and pro-social (Aguinis and Glavas, 2012). CSR in education can encourage educators to incorporate the principles of sustainability into their routines and transform the institutional policies into individual environmentally friendly projects (Ito and Reid, 2020).

2.3 Theory of Conservation of Resources (COR)

The concept of COR theory argues that people aim at obtaining, maintaining, and safeguarding valuable resources- material, cognitive, social, and emotional (Hobfoll, 1989). Stress and motivation are increased by the threat and loss of resources and the increase of resources respectively. It is possible to frame CSR initiatives as institutional resources, which lessen the stress and make pro-environmental courses of action possible.

In this model, CSR provides:

- Environmental information as cognitive resources.
- Green passion as a source of psychology.
- Strengthening resources as warm glow.

These capabilities lead to the spirals of resource gain where initial participation in eco-initiatives brings about satisfaction, which drives subsequent participation (Hobfoll et al., 2018). The implementation of the COR theory into the HEI is a very strong explanation of the way in which the institutional CSR supports the teacher eco-initiatives.

2.4 Teacher Eco-Initiatives

The concept of teacher eco-initiatives describes a voluntary and proactive sustainability initiative carried out by teachers, including incorporation of environmental content in classes, green projects, or modeling of environmentally friendly practices (Ruiz-Mallen & Heras, 2020). These efforts are essential since the teachers have direct impact on the students and they, in turn, determine the norms of sustainability in the society.

Green initiatives help in institutional legitimacy, student involvement and the transformation of the wider society. They need time, energy, and commitment, though, which teachers might be reluctant to dedicate without institutional reinforcement (Nazir et al., 2021). CSR initiatives also minimize such costs by justifying sustainability initiatives and information and motivation resources.

2.6 Environmental Information as an Intermediary.

One of the important factors of sustainability behavior is environmental information. Well-informed teachers are more willing to participate in eco-initiatives due to the knowledge of policies, sustainability aims, and other useful guidelines at the institution (Zhang et al., 2022). CSR activities tend to give this information in the form of training, reports and campaigns. Therefore, the connection between the CSR and ecological initiative is mediated through the environmental information, which converts the institutional values into practical knowledge.

In a COR point of view, environmental information is a cognitive resource. It eliminates ambiguity, decreases the perceived cost of sustainability engagement, and empowers the teachers to be confident. In the absence of such information, CSR would just be symbolic but not transformative.

2.6 Green Passion as a Mediator

Passion is a psychological asset, which maintains a sustained involvement in sustainability. Green-hearted educators have an inherent motivation to integrate environmental-friendly attributes in their practice (Gilal et al., 2019). Green passion is created through CSR initiatives as it shows the institutional interest and offers rewards on sustainability activities (Ali et al., 2023).

Passion mediates the CSR-eco-initiative line because it guarantees internalizing of sustainability values not just conceptualizing them. Passionate teachers tend to start projects, incorporate sustainability in curricula, and promote institutional changes (Ari et al., 2020).

2.7 As a Moderator: Green Warm Glow.

The personal gratification inherent to performing pro-environmental acts is known as warm glow (Hartmann et al., 2017). Within the context of HEIs, warm-glow teachers will gain personal fulfillment through eco-initiatives, and are thus more likely to continue engaging.

Green warm glow as a moderator reinforces the effect of information as well as passion on eco-initiatives. The emotionally satisfied teachers feel stronger to continue with eco-initiatives despite limited resources. Warm glow, according to COR terms, is a resource reinforcing and amplifies resource gain spirals (Jia and van der Linden, 2020).

2.8 Research Gaps

Although there is increased interest in sustainability and CSR in HEIs, there are still some major gaps:

- Few studies using CSR frameworks to education, particularly non-Western.

- The lack of attention to mediating mechanisms (information, passion) and emotional moderators (warm glow).
- Absence of models that describe both the cognitive and emotional routes.

This paper fills these gaps by suggesting a theoretical framework to be built based on the COR theory where CSR initiatives have two-mediated effects on the teacher-eco-initiatives based on dual mediation and emotional reinforcement.

3. Conceptual Framework and Hypotheses

3.1 Conceptual Framework Overview

In the current study, the conceptual framework is presented in the following way.

The suggested conceptual framework places the Corporate Social Responsibility (CSR) as the pivotal institutional antecedent of teacher eco-initiatives in higher education institutions (HEIs). Teacher eco-initiatives are theorised as voluntary and proactive sustainability practices that educators take in their career. The framework brings on two mediating mechanisms which are environmental information (cognitive resource) and green passion (psychological resource) and one moderator which is green warm glow (emotional reinforcement).

Based on the theory of Conservation of Resources (COR) (Hobfoll, 1989), the model claims that CSR offers institutional resources, and subsequently converts them into cognitive and psychological resources that impact on the behaviors of teachers. Warm glow is a supporting tool and enhances the relationship between CSR, mediators and eco-initiatives.

The framework thus incorporates cognitive, motivational and emotional routes and provides a holistic explanation of how CSR promotes sustainability behaviour in HEIs.

3.2 Eco-initiatives and Teacher CSR.

CSR is becoming more popular among HEIs in a bid to meet their ethical and environmental obligations, improve legitimacy, and resonate with international sustainability initiatives like the United Nations Sustainable Development Goals (SDGs). Teachers can also find CSR to be an observable indicator of institutional dedication, which lessens uncertainty and justifies eco-initiatives (Camilleri, 2016).

As far as COR is concerned, CSR is an institutional resource reservoir. When teachers believe that the institution is investing in the sustainability, they will invest their own resources in the eco-initiatives, i.e. time, energy and creativity. Therefore, teacher eco-initiatives are directly impacted by CSR.

H1: CSR activities by schools will have a positive impact on teacher eco-activities.

3.3 CSR and Environmental Information.

CSR activities tend to take the form of sustainability reporting, green campus policies, workshops and training programs. These present environmental data, which is necessary in

converting institutional commitments into active knowledge. The environmental knowledge eliminates the ambiguity and prepares teachers to incorporate sustainability in their teaching and practice (Zhang et al., 2022).

H2: CSR projects which are implemented in educational establishments will have a positive impact on accessibility to environmental information.

Environmental information is not a goal in itself- it is a channel to an action. When teachers are aware of the institution-wide sustainability goals, they tend to invite eco-initiatives, including minimizing waste in the classroom, integrating sustainability into a course or coursework, or spearheading green campus efforts (Ito & Igano, 2020).

H3: Eco-initiatives by teachers will positively respond to availability of environmental information.

Combined, H2 and H3 will provide the position of environmental information as a mediator:

H4: There will be a mediation of environmental information between CSR initiatives and teacher eco- initiatives.

3.4 CSR and Green Passion

CSR activities not only impart knowledge but they also arouse intrinsic motivation. When teachers experience that their institution is dedicated to being green, there are increased chances of internalizing these values, which may result in green passion, a strong passion of wanting to practice something eco-friendly and this passion is intrinsic (Gilal et al., 2019).

H5: Educational institutions carrying out CSR activities will have a positive impact on the green passion of teachers.

Green passion is the strong psychological motivation of eco-initiatives. The teachers who have a passion to teach are more willing to introduce sustainability in their classroom and may launch green projects after school and positively impact institutional change (Ari et al., 2020).

H6: Teacher eco-initiatives will be positively impacted by teacher green passion.

Green passion, therefore, mediates the CSR-eco-initiative interactions by seeing that the institutional promise is internalized and mobilized.

H7: Green passion of teachers will mediate the association between CSR initiatives and teacher eco-initiatives.

3.5 Moderating-Green Warm Glow.

Whereas CSR programs generate informational and motivational tools, the green warm glow supports these channels with emotional contentment. Warm glow is the inherent satisfaction of being involved in pro-environmental actions (Hartmann et al., 2017). Teachers who feel warm glow become proud and satisfied with their eco-initiatives, which enhances their chances of continuing interest.

Increasing the CSR-passion pathway, warm glow enhances an intrinsic reliance of teachers to the sustainability of the institutions. CSR initiatives are more apt to evoke passion when the warm glow is high.

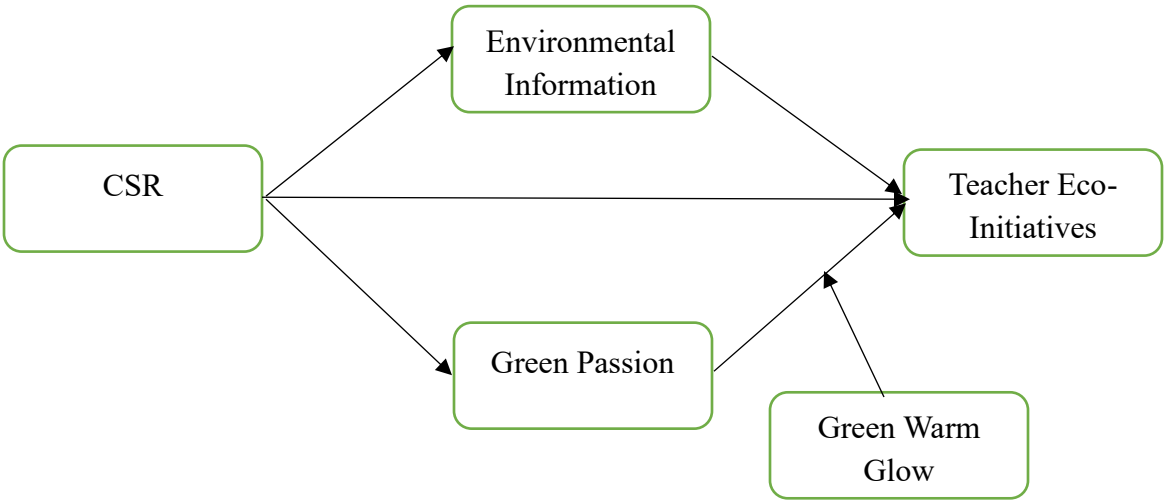
H8: The relationship between CSR initiatives and green passion of teachers will be mediated by teachers green warm glow whereby stronger relationship will be observed when warm glow is high.

Equally, warm glow reinforces the passion-eco-initiative pathway. Teachers who are passionate are likely to take action as long as their actions will lead them to emotional gratification. Warm glow, therefore, magnifies the way passion is translated to eco-initiatives.

H9: The green warm glow of the teachers will mediate the association between green passion and green initiation of the teachers to eco-initiatives, and the relationship between them will be stronger in the high-warm glow instances.

3.6 Integrated Model

Bringing these hypotheses together, the conceptual framework proposes a dual-mediation, moderated model:



This integrated model highlights the multi-layered mechanisms through which CSR fosters sustainability in HEIs. It acknowledges that information (cognitive), passion (psychological), and warm glow (emotional) are all essential in translating institutional commitments into teacher-driven eco-initiatives.

4. Conclusion

This conceptual paper has conceptualized a detailed model to justify that Corporate Social Responsibility (CSR) on higher education institutions (HEIs) can lead to teacher eco-initiatives. The model uses the theory of Conservation of Resources (COR) in which CSR is seen as an institutional resource capable of mediating two pathways of eco-initiatives, namely, environmental information (cognitive resource) and green passion (psychological resource). The

model also introduces green warm glory as a moderating variable, in which the teachers are focused on related to the emotional support they get when they use sustainability behaviors.

The paper adds to the theory by applying COR to the education sector and closing the gap between the research on CSR and sustainability behavior and that of psychology. It contributes to CSR scholarship by noting the mechanisms connecting institutional efforts to individual actions, providing dual-pathway model of integrating both cognitive and emotional aspects. In practical terms, it can give leaders of HEIs and policymakers a guiding model on how to formulate CSR programs that both inform and inspire and emotionally compensate the teachers so that sustainability becomes part of the institutional culture.

This framework highlights the multiplier impact of teachers in influencing the student attitudes and norms of sustainability in the society by reconceptualizing teachers as being agents of sustainability change. It also underscores the relevance of considering CSR in the educational strategies as one of the ways of aligning the HEIs with global sustainability, such as the UN Sustainable Development Goals, and national carbon neutrality targets.

Empirical studies are needed in the future to confirm and improve the model. Its applicability and strength can be increased with longitudinal, mixed-method and cross-cultural studies. Finally, this theoretical construct can be used to form the basis of future research and can also be used as a guiding tool to change CSR in education into a practice of strategic sustainability.

5. Future Recommendations

5.1 Theoretical Directions

Comparative Frameworks - Scale COR with Self-Determination Theory (SDT), Social Exchange Theory (SET), or Stakeholder Theory to expand explanatory power. Cross-Cultural Studies - Compare CSR-eco-initiative activities across various cultural contexts, and especially, compare collectivist (e.g., Asia, etc.) and individualist (e.g., Europe, North America, etc.) cultures. Multi-Stakeholder Perspectives. Go beyond teachers with research to students, administrators, and policymakers.

5.2 HEIs Practical Recommendations.

CSR Integration - Integrate CSR activities with teaching, research, and campus accounting, not only administrative reporting. Faculty Training - Offer sustainability oriented professional training to empower the teachers with environmental knowledge as well as passion. Recognition and Rewards - Have recognition systems (awards, grants, promotions) in place to recognize those teachers leading eco-initiatives within the school. Collaborative Platforms - Build green committees and sustainability hubs to promote peer learning and shared eco-initiatives.

5.3 Policy Recommendations

National Standards - Accreditation and ranking systems should include government-established sustainability standards of HEIs. Financial Incentives - HEIs that are effective in implementing CSR and sustainability in their programs should be given grants and tax incentives. Public-

Private Partnerships - Promote the idea of collaboration between HEIs, the industry and NGOs to develop CSR-oriented sustainability initiatives together. Accountability Mechanisms - Mandate the HEIs to provide an annual report on sustainability performance, which would tie CSR to outcomes.

Naveed Rafaqat Ahmad is a researcher specializing in public-sector governance, institutional reform, and economic policy in developing countries. His work focuses on analyzing the structural weaknesses of state-owned enterprises and proposing practical, evidence-based solutions to improve their financial sustainability and service delivery. By drawing on international best practices and comparative case studies, Ahmad's research offers valuable insights for policymakers seeking to reduce fiscal burdens, enhance accountability, and advance long-term institutional efficiency within Pakistan's public-sector enterprises.

References

Aguinis, H., & Glavas, A. (2012). What we know and don't know about corporate social responsibility: A review and research agenda. *Journal of Management, 38*(4), 932–968.

Ahmad, M., Samad, A., & Mahmood, R. (2024). CSR practices in higher education: Institutional legitimacy and stakeholder engagement. *International Journal of Educational Management, 38*(2), 215–232.

Ali, W., Wen, J., Hussain, H., Khan, N. A., Younas, M. W., & Jamil, I. (2021). Does green intellectual capital matter for green innovation adoption? Evidence from manufacturing SMEs. *Journal of Intellectual Capital, 22*(5), 868–888.

Ali, S., Zhang, T., & Shah, S. (2023). Green HRM and sustainability passion: Evidence from Asian universities. *Sustainability, 15*(7), 5432.

Ari, E., Arikan, C. L., & Yildiz, M. S. (2020). The role of passion in pro-environmental behavior. *Environmental Education Research, 26*(4), 551–567.

Camilleri, M. A. (2016). Corporate sustainability and responsibility: Creating value for business, society and the environment. *Asian Journal of Sustainability and Social Responsibility, 1*(1), 59–74.

Caputo, A., Pizzi, S., Pellegrini, M. M., & Dabić, M. (2021). CSR in higher education: A systematic literature review. *Corporate Social Responsibility and Environmental Management, 28*(1), 17–30.

Carroll, A. B. (1991). The pyramid of corporate social responsibility: Toward the moral management of organizational stakeholders. *Business Horizons, 34*(4), 39–48.

Cebrián, G., Grace, M., & Humphris, D. (2015). Academic staff engagement in education for sustainable development. *Journal of Cleaner Production, 106*, 79–86.

Chin, W. W. (2010). How to write up and report PLS analyses. In V. Esposito Vinzi, W. Chin, J. Henseler, & H. Wang (Eds.), *Handbook of Partial Least Squares* (pp. 655–690). Springer.

Disterheft, A., Ferreira da Silva Caeiro, S. S., Ramos, M. R., & de Miranda Azeiteiro, U. (2015). Developing a sustainability culture in higher education institutions. *International Journal of Sustainability in Higher Education, 16*(2), 194–216.

Gilal, F. G., Zhang, J., Gilal, R. G., & Gilal, N. G. (2019). The role of green passion in pro-environmental behavior: Insights from self-determination theory. *Journal of Cleaner Production, 236*, 117679.

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2019). *A primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* (2nd ed.). Sage.

Hartmann, P., Eisend, M., Apaolaza, V., & D'Souza, C. (2017). Warm glow in environmental decision making: An integrative review. *Journal of Business Research, 70*, 216–227.

Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist, 44*(3), 513–524.

Hobfoll, S. E., Halbesleben, J., Neveu, J. P., & Westman, M. (2018). Conservation of resources in the organizational context: The reality of resources and their consequences. *Annual Review of Organizational Psychology and Organizational Behavior, 5*, 103–128.

Ito, K., & Igano, C. (2020). Teachers as sustainability change agents: Curriculum innovation and eco-initiatives in higher education. *Journal of Education for Sustainable Development, 14*(2), 152–168.

Ito, K., & Reid, E. (2020). CSR and educational sustainability: Faculty perspectives. *International Journal of Sustainability in Higher Education, 21*(6), 1159–1175.

Jia, F., & van der Linden, S. (2020). Green consumption and warm glow: The role of intrinsic satisfaction in pro-environmental behavior. *Nature Sustainability, 3*(7), 523–530.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30*(3), 607–610.

Latif, K. F., Pérez, A., & Sahibzada, U. F. (2020). Corporate social responsibility (CSR) in higher education: A literature review and a proposed multilevel framework. *International Journal of Educational Management, 34*(1), 36–52.

Larrán Jorge, M., & Andrades Peña, F. J. (2017). Analysing the literature on university social responsibility: A review of selected higher education journals. *Higher Education Quarterly, 71*(4), 302–319.

Leal Filho, W., Shiel, C., Paço, A., Mifsud, M., Veiga Ávila, L., & Brandli, L. (2019). Sustainable development in higher education: Trends and practices. *International Journal of Sustainability in Higher Education, 20*(1), 16–33.

Lozano, R. (2013). A holistic perspective on sustainability drivers in higher education: An empirical study. *International Journal of Sustainability in Higher Education, 14*(2), 175–187.

Mohanamerry A/P Vedamanikam , Saralah Devi A/P Mariamdaran, (2020). Money Mule Recruitment Among University Students In Malaysia: Awareness Perspective. International Journal Of Teaching, Education And Learning, 4(1), 19 - 37.

Nazir, S., Qureshi, J. A., & Shah, S. H. (2021). Green resources and employee eco-initiatives: A COR theory perspective. *Journal of Business Ethics, 174*(2), 345–360.

Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2012). Sources of method bias in social science research and recommendations on how to control it. *Annual Review of Psychology, 63*, 539–569.

Ramos, T. B., Caeiro, S., van Hoof, B., Lozano, R., Huisingh, D., & Ceulemans, K. (2015). Experiences from the implementation of sustainable development in higher education institutions: Environmental management for sustainable universities. *Journal of Cleaner Production, 106*, 3–10.

Ruiz-Mallén, I., & Heras, M. (2020). What sustainability? Higher education institutions' pathways to transformation. *Journal of Cleaner Production, 279*, 123964.

Saralah Devi A/P Mariamdaran, Rathiga A/P K Rukumangadan, (2020). The Significant Of Mindfulness Module To Reduce Aggression Among Prison Female Inmates. People: International Journal Of Social Sciences, 6(1), 570 - 584.

Saralah Devi A/P Mariamdaran, (2016). Impact Of Information And Communication Overload Syndrome (I& Cos) On Performance Of Academicians Of Universiti Utara Malaysia . Journal Of Advanced Research In Social And Behavioural Sciences, 5(1), 74 - 82.

Saralah Devi A/P Mariamdaran, (2016). Aggression And Ability Changes Among Male And Female Inmates: A Case Of Inmates In Northern Malaysia. Jurnal Persatuan Kaunselor Pendidikan Malaysia, 1(1), 65 - 69.

Saralah Devi A/P Mariamdaran, Muzaffar Asad, Mohammad Rahim Ud Kamaluddin, Ahsan Ali, Mohammed Ali Bait Ali Sulaiman, (2019). Impact Of Information And Communication Overload Syndrome On The Performance Of Students: Controlling Effect Of Gender Differences. Opcion, 35(SI 24), 390 - 405.

Stritch, J. M., & Christensen, R. K. (2016). Eco-helping and volunteering: The role of CSR in promoting employee environmental behavior. *Public Performance & Management Review, 40*(1), 1–27.

Turker, D. (2009). Measuring corporate social responsibility: A scale development study. *Journal of Business Ethics, 85*(4), 411–427.

Venothiney Dewi A/P Muniandy , Saralah Devi A/P Mariamdaran, Mohamed Aboobucker Mohamed Sameem, (2021). Level Of Cybercrime Awareness Among Diploma Students During The Pandemic Of Covid-19. Kalam – International Journal, 14(3), 53 - 60.

Virishna A/L Muthu Krishnan , Saralah Devi A/P Mariamdaran, (2020). The Effectiveness Of Module Digital Youth (Dy) As Youth Empowerment Through Crime Awareness: A Case Study Of South Malaysia. People: International Journal Of Social Sciences, 6(3), 150 - 170.

Zhang, Y., Khan, S. A. R., Kumar, A., & Yu, Z. (2022). Environmental information disclosure and sustainable behavior: Evidence from higher education. *Sustainability, 14*(9), 5367.

Ahmad, N. R. (2025). *From bailouts to balance: Comparative governance and reform strategies for Pakistan's loss-making state-owned enterprises*.

Ahmad, N. R. (2025). *Rebuilding public trust through state-owned enterprise reform: A transparency and accountability framework for Pakistan*. **International Journal of Business and Economic Affairs**, 10(3), 45–62. https://doi.org/10.24088/IJBEA-2025-103004