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COMPARATIVE STUDY OF RESPONSIBILITY MANAGEMENT AND ESD IN EUROPEAN AND PAKISTANI EDUCATION INSTITUTIONS

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Abstract

Globally, the rate at which businesses are developing, and technology is advancing has increased in environmentally demanding situations. Concurrently, there are several threats to global well-being, such as the population boom, the scarcity of useful resources, and low confidence in eating meals. Organizations such as UNESCO have pushed for the inclusion of sustainable education and responsibility manipulation in college curricula, particularly in industrial enterprise courses, in response to pressing issues. This utility dreams of providing future leaders with the facts and abilities vital to fight environmental degradation and reduce the bad results of the populace increase on public fitness and safety. Notably, Nottingham Business School in the United Kingdom has emerged as a pioneer in selling such training, serving as a model for wonderful European universities seeking to prioritize the sustainability of their educational applications. Nonetheless, there can be a vital assessment that business enterprise faculties in Pakistan have not begun to give responsibility control and sustainable education the right weight. This disparity is obvious in the findings of an entire study of the paintings completed across numerous esteemed establishments in Karachi. Analysis of facts amassed from 380 famous university students suggests an apparent lack of emphasis on the essential subjects within the MBA curriculum. The importance of incorporating duty manipulation thoughts into academic services is regularly disregarded by the manner of Pakistani enterprise faculties, despite UNESCO's advocacy and the successful implementation of sustainable training duties in Europe. Pakistani employer colleges should assess their curricula and deliver responsibility, as well as manipulate and sustain schooling as a pinnacle priority in light of those findings. Improvements to devoted publications, university training apps, enterprise partnerships, and pupil engagement tasks are the maximum of the improvement hints. Adhering to the tips can help educational establishments become crucial to the improvement of socially aware leaders who are able to cope with the difficult, multifaceted problems added on with the aid of population growth and environmental degradation.

Keywords: Sustainable Education, Corporate Social Responsibility and Responsibility Management

Introduction

In the past 3 years, the misuse and overexploitation of natural belongings have prompted irreversible losses and damage to the environment and the planet. Despite

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upgrades in healthcare and preventive measures that have reduced toddler mortality prices and deaths associated with pregnancy and gynecological problems, the global population has persisted to grow abruptly. This populace boom, coupled with unchecked business enlargement, has resulted in widespread wastage and depletion of natural property, exacerbating environmental issues, which include water scarcity, droughts, and socio-financial issues alongside ethical, religious, and social conflicts.

In response to those annoying conditions, several European international places, together with Germany, the UK, and France, have taken projects under UNESCO to mix sustainability and accountable management ideas into manipulated and administrative schooling. For example, the Leuthana University of Luneburg in Germany has brought guides on accountable management. At the same time, Nottingham University Business School in the UK emphasizes sustainable education and accountable manipulation.

These efforts aim to equip destiny managers and directors with the understanding and talents to make decisions that minimize aid wastage, deal with socio-economic challenges, and mitigate environmental problems. However, in Pakistan, there may be a brilliant absence of emphasis on sustainability-related subjects in management training packages, which include sustainable development, accountable management, corporate social responsibility (CSR), and societal advertising and marketing.

Given the importance and urgency of addressing those issues, this paper will investigate the scope of sustainability education in universities offering control and administrative education in Karachi. The observation entails an evaluation of syllabi and academic materials from various business colleges, as well as the distribution of questionnaires to each instructor and college student to evaluate the current status and capability regions for development in sustainability education.

Rationale of the Study

The study copes with the distance in information and the emphasis placed on responsible control and sustainable improvement guides in Karachi's enterprise schools compared to the opposite numbers in Europe. By engaging in this examination, we propose to contribute to the present expertise base regarding the incorporation of CSR standards and environmental worries into enterprise education curricula.

Problem Statement

The problem underneath research is the capability disparity within the coverage and emphasis on responsible management and environmental issues inside the curriculum of Karachi's commercial enterprise schools. This gap may additionally avert students' preparedness to cope with modern-day socio-financial and environmental demanding situations in their future roles as managers and administrators.

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Research Question

1. To what extent do Karachi's pinnacle enterprise faculties combine publications on accountable management and environmental adjustments, especially focusing on the concept of CSR, in comparison to European universities?

Study Objective

- The goals are to evaluate the emphasis placed on responsible control and sustainable improvement guides in Karachi's pinnacle enterprise colleges, evaluating them to European universities.

Theoretical Framework

The study draws upon literature related to sustainability education, responsible management, and company social responsibility. It encompasses theories and ideas that tell the importance and implementation of incorporating sustainability ideas into enterprise education.

Conceptual Framework

The research outlines the important thing variables and constructs involved in assessing the integration of accountable control and sustainable improvement guides in commercial enterprise college curricula. It offers a dependent technique for knowledge of the relationships between these variables and their impact on college students' expertise and preparedness in addressing contemporary demanding situations.

Hypotheses

Ho_1: Business and administrative faculties in Karachi do not offer publications on accountable control and environmental issues with a focal point on CSR.

H_1: Business and administrative schools in Karachi provide courses on responsible management and environmental troubles with a focus on CSR.

Significance of the Research

This research is sizable because it sheds light on the quantity to which enterprise faculties in Karachi prioritize accountable management and sustainable development schooling. Understanding this aspect is vital for enhancing the relevance and effectiveness of business training in addressing worldwide challenges and fostering responsible leadership in destiny specialists.

Literature Review

Sustainable Development and Responsibility Management

The significant consumption and wastage of herbal sources have ended in intense and irreparable harm to the surroundings due to multifaceted issues across numerous domain names on our planet (Scholz et al., 1997). Scholars have highlighted the pressing want to provoke corrective moves and establish a clear path for addressing these troubles. They emphasize the significance of developing educational packages, specifically in professional spheres, to instill information on sustainable practices and accountable choice-making among directors (Haigh, 2005; Dlouhá et al., 2013b; Barth et al., 2007; Lambrechts et al., 2013; Rieckmann, 2012).

Over the past two many years, numerous declarations and initiatives were undertaken to sell education for sustainable development (HESD) and duty control (Lozano et al., 2013b; Karatzoglou, 2013; Lozano et al., 2013a; Barth et al., 2011; Wals, 2013). Despite these efforts, there remains an enormous gap between the modern-day state of schooling and the favored consequences in phrases of sustainability and obligation.

The fourth convention on HESD mentioned 3 key tiers for advancing sustainable schooling in Europe: management training for sustainable development, sustainable consumption in better education, and HEST improvement for the complete location (Barth et al., 2011; Adomßent et al., 2009, 2006). However, reaching those dreams necessitates a complete approach that integrates sustainability standards throughout numerous disciplines and academic levels (Khurana, 2010; Pfeffer & Fong, 2002; Currie et al., 2010; Herzig & Moon, 2013; Egri & Rogers, 2003; Forray & Leigh, 2012; Rusinko & Sama, 2009; Springett & Kearins, 2005; Starik et al., 2010).

Efforts have been made to reform control schooling by fostering vital wondering on social and environmental issues, selling management capabilities, and incorporating practical packages of sustainability concepts (Godemann et al., 2013, 2011; Kleef & Roome, 2007; Lambrechts et al., 2013; Starik et al., 2010; Lans et al., 2013). The goal of these endeavors is to empower college students to deal with complex, demanding situations, as well as convert intake and manufacturing styles, environmental degradation, and societal worries inside the enterprise realm.

Various educational techniques have been suggested, inclusive of problem-based case research, simulations, and community-based projects, to enhance pupil engagement and sensible getting-to-know reviews (Alcaraz, 2010; Godemann et al., 2011; Orlitzky & Moon, 2010; Brower, 2011; Jacoby, 1996; Rands, 2009; Yorio & Ye, 2012; O'Brien & Sarkis, 2013). Additionally, worldwide agencies like UNESCO have advocated for multiplied emphasis on HESD in member states, emphasizing the importance of training in addressing sustainability-demanding situations (UNESCO, 2005; IMELS, 2007; Fien, 2000; Thoresen, 2008; UNESCO & UNEP, 2007).

Numerous pupils and institutions have proposed educational reforms aimed at remodeling consumption and manufacturing patterns, lowering environmental effect, and

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addressing societal troubles (Dlouhá et al., 2013a; Ferrer-Balas et al., 2010; Lozano et al., 2013c; Lozano García et al., 2006; Müller-Christ et al., 2013; Albrecht et al., 2007; Hancock & Nuttman, 2013; Kastner & Matthies, 2013; BittencourtMarinho, 2013; UK-DfES, 2008; Steiner & Posch, 2006; Gombert-Courvoisier et al., 2013; Barth et al., 2013).

There is a consensus among scholars and policymakers on the vital position of training in selling sustainability and duty management. However, concerted efforts are had to bridge the space between current instructional practices and the envisioned goals of sustainability and duty in management and administrative schooling. UNESCO keeps proposing more advantageous recognition of HESD in member states to deal with urgent global challenges.

Research Methodology

The research methodology employed in this study utilizes both interpretative and positive approaches. Given the nature of the research, it is imperative to understand the level of education regarding sustainable development, particularly in European business schools, an area continually emphasized by UNESCO to European Union members.

A sample size of 380 students was selected from the top business schools in the city, including IQRA University, University of Karachi, IOBM, IBA, SZABIST, and Greenwich. Estified random sampling was adopted from each institute to ensure representation across various educational institutions.

Research Model

The research model operates in two distinct yet complementary phases. Firstly, data collection was conducted through questionnaires administered to students within the sample group. Secondly, a comprehensive review of the syllabi and curriculum of the institutions above in the field of business management and administrative education was undertaken.

Analysis and Findings

Table 01: Comprehensive Analysis of Students across Various Esteemed Business Schools in the City

	Count	Column N %
Total	380	100.0%
IQRA	70	18.4%
UoK	80	21.1%
IoBM	50	13.2%
IBA	70	18.4%

ZABIST	65	17.1%
Greenwich	45	11.8%

The study's findings are derived from a comprehensive analysis of 380 students across various esteemed business schools in the city. Among these institutions, IQRA University, University of Karachi (UoK), Institute of Business Management (IoBM), Institute of Business Administration (IBA), Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST), and Greenwich University were included in the sample. The distribution of students across these institutions varied, with IQRA accounting for 70 students (18.4%), UoK with 80 students (21.1%), IoBM with 50 students (13.2%), IBA with 70 students (18.4%), SZABIST with 65 students (17.1%), and Greenwich with 45 students (11.8%).

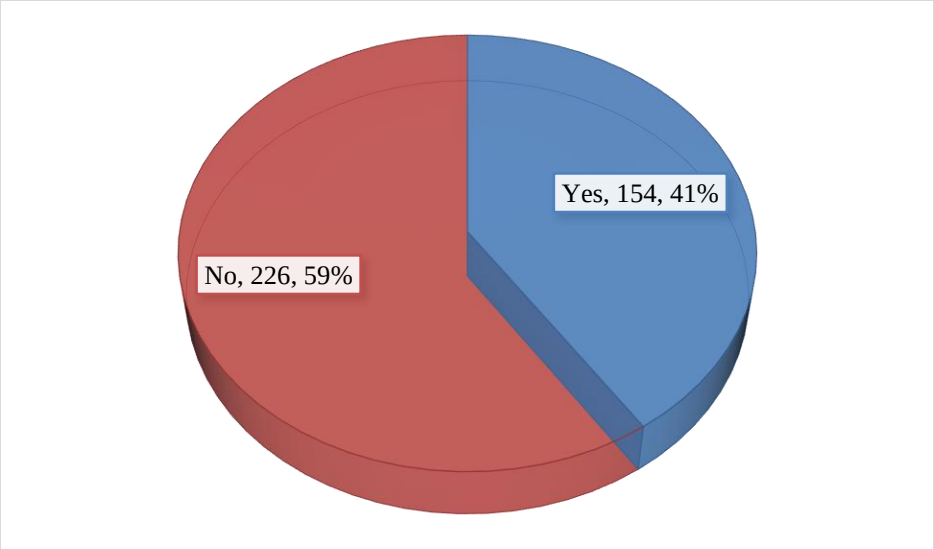
Table 02: Business/Administrative Courses on Responsibility Management and CSR Environmental Changes

	Total	IQRA	UoK	IoBM	IBA	ZABIST	Greenwich
Yes	154 (41%)	26 (37%)	37 (46%)	16 (32%)	27 (39%)	29 (45%)	19 (42%)
No	226 (60%)	44 (63%)	43 (54%)	34 (68%)	43 (61%)	36 (55%)	26 (58%)

One of the key questions posed to the students was whether they had received instruction in business and administrative courses pertaining to responsibility management and environmental changes, particularly with regard to the concept of Corporate Social Responsibility (CSR). The responses varied across institutions, with a total of 154 students (41%) indicating that they had been taught such courses. However, when broken down by institution, it becomes evident that a significant proportion of students, accounting for more than 60% in total, reported that such education was lacking in their MBA programs.

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Figure 01: Business/Administrative Courses on Responsibility Management and CSR Environmental Changes



Further scrutiny of the curriculum discovered disparities in many of the institutions. For instance, IoBM/CBM presented the simplest course on commercial enterprise ethics and obligation, albeit without a complete dialogue on its implications for sustainable improvement and CSR philosophy. Similarly, SZABIST, IQRA, Greenwich, and IBA lacked publications especially devoted to obligation control and CSR philosophy. In contrast, at the University of Karachi Business School (KUBS), even as a direction on investment ethics and company governance became blanketed in the MBA application, its scope remained constrained.

The overwhelming response indicating a lack of training in obligation management and CSR amongst the majority of college students, coupled with the absence of devoted guides in numerous establishments, indicates a vast hole inside the modern-day curriculum. This discrepancy underscores the need for a more robust integration of sustainability standards and CSR principles within business schooling packages to put future commercial enterprise leaders together for the demanding situations of responsible control in an unexpectedly evolving global panorama.

Conclusion

The observation's findings shed light on the academic panorama within esteemed commercial enterprise faculties in the town, encompassing a radical analysis of 380 college students. These students were drawn from legit institutions, including IQRA University, University of Karachi (UoK), Institute of Business Management (IoBM), Institute of Business Administration (IBA), Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST), and Greenwich University. The distribution of

college students throughout those institutions varied, with IQRA representing 70 students (18.4%), UoK with eighty college students (21.1%), IoBM with 50 college students (13.2%), IBA with 70 college students (18.4%), SZABIST with sixty-five students (17.1%), and Greenwich with forty-five college students (11.8%).

The study revealed that a few of the surveyed students, a total of 154 (41%), indicated that they had received coaching in such guides. However, upon additional examination through the organization, it becomes apparent that a sizable percentage of college students, constituting over 60% overall, mentioned the absence of such training within their MBA packages.

This disparity highlights an important role in academic priorities, specifically in addressing important topics like responsibility management and CSR philosophy. While a few establishments might also include these principles in their curriculum, a considerable number of students, all through numerous institutions in the pattern, lack publicity for the important areas of remark. Such findings underscore the urgent want for educational reform and an extra emphasis on sustainability thoughts and the duty to manipulate inside administrative training packages in Pakistan to align with international requirements and cope with contemporary societal and environmental worrying situations effectively.

Recommendations for Improvement

Numerous key suggestions are proposed to cope with the diagnosed gaps in administrative education concerning obligation management and CSR. Firstly, there's an urgent need to enhance the curriculum by incorporating committed guides on sustainability, responsibility management, and CSR concepts. These guides need to provide complete insurance of relevant subjects and consist of actual global case research to ensure sensible applicability.

Secondly, university individuals need to undergo education durations and workshops to beautify their skills in coaching one's topics efficaciously. This includes updating their expertise base, integrating corporation insights into their coaching methodologies, and fostering dynamic getting-to-know surroundings conducive to essential questioning and sensible hassle-solving.

Collaboration with industry partners is likewise crucial to offer college students publicity to actual-worldwide stressful situations and possibilities in responsible commercial enterprise practices. This may be completed through internship packages, traveler lectures, and collaborative responsibilities that bridge the distance between idea and workout.

Furthermore, pupil engagement tasks ought to be installed to empower college students to take an energetic position in promoting sustainability and CSR inside their educational establishments and groups. This needs to consist of organizing activities, seminars, and popularity campaigns to foster a manner of existence of duty and environmental stewardship among buddies.

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Lastly, continuous evaluation and remarks mechanisms must be implemented to assess the effectiveness of those initiatives and discover areas for development. Soliciting input from college students, college, and enterprise stakeholders will assist in making certain that the curriculum stays relevant and aware of evolving societal and environmental challenges.

By imposing those recommendations, instructional establishments can play a proactive position in equipping destiny leaders with the know-how, abilities, and attitudes vital to drive tremendous change and make contributions to sustainable development.

Limitation of Research

One potential problem of this look is the point of interest in Karachi's enterprise schools, which might not fully represent the instructional panorama of Pakistan. Additionally, the examination's scope can be constrained by elements such as access to curriculum materials and the responsiveness of collaborating institutions.

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