



Authentication of five-pillar empirical sustainability model and sustainable management

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DESCRIPTION

Promoting sustainability is crucial to addressing the world's environmental and social problems, such as poverty, inequality, war, and environmental deterioration. The United Nations (UN) positioned sustainability as the crucial problem determining our future when it articulated the Sustainable Development Goals (SDGs). The ensuing COVID-19 epidemic has been lauded as the impetus for management instructors to re-valuate, and maybe recalibrate, how to best serve the people and earth by encouraging greater compassion and teamwork, to overcome long-standing disregard for ecosystems and social health. Among governments and officials, sustainable management education that fosters more compassion and cooperation. Study into the factors influencing sustainable attitudes has been sparked by growing awareness of the global sustainability challenge. Key terms like "determinants of sustainability" and "Corporate Social Responsibility" (CSR) have become part of the literature. As a socially responsible accounting tool and transformative framework for change, the "triple bottom line" a company's social, environmental, and economic impact has been around for over three decades. Recently, the triple bottom line framework should be abandoned because it "has failed to bury the single bottom line paradigm," according to the same author, who also urges us to replace it with "a triple helix for value creation, a genetic code for tomorrow's capitalism, spurring the regeneration of our economies, societies, and biosphere."

The most reliable "determinant" in the study of sustainable attitudes and behaviours has been shown to be a college degree. The important connection between Higher Education Institutions (HEI) and sustainable attitudes and behaviours has been supported by several of these studies. As a result, it is now commonly acknowledged that sustainability education plays a significant role in fostering more conscientious global citizens. It has been argued that Higher Education

Institutions (HEI) should actively promote sustainability through suitable programmes, including more knowledgeable curriculum design, in order to maximise their influence. As a consequence, study of sustainable management education has grown significantly. However, despite this development of research, there has frequently been a lack of appropriate understanding to aid Higher Education Institutions (HEI) in planning and developing sustainable management education. In order to help Higher Education Institutions (HEI) maximise their positive environmental and social impacts, there have been urgent calls for more research. These calls centre on developing effective sustainable management education programmes that hasten the required behavioural changes among key stakeholders, such as governments, organisations, communities, and individuals. Business schools, which are the primary institutions of higher education for management education, are usually seen as crucial for disseminating knowledge of CSR and other sustainable business practises. In order to facilitate the incorporation of sustainability into management education, the United Nations (UN) established the Principles of Management Education (PRME) initiative in 2007. One of the most pertinent study directions is to assess how stakeholders perceive and comprehend sustainability. For the development of sustainable education strategies and curriculum, it has been determined that a deeper knowledge of students' perspectives on sustainability is essential. Constructivist learning concepts, which hold that eliciting previous knowledge is a crucial initial step in the design of education, are in line with how to recognize and respond to these student conceptions of sustainability. After determining students' pre-existing ideas on global sustainability, suitable sustainable education may be devised to expand on these ideas and fill up any knowledge gaps. Additionally, positive alignment with international sustainability agendas, like the 2030 agenda for sustainable development, may make it possible for better sustainability frameworks or

typologies to be developed, which will deepen understanding and provide good planning tools. Through its mixed-methods investigation of students' perspectives on sustainability at a Higher Education Institutions (HEI) business and law school, this research provides significant contributions that will influence the design and strategy of sustainable management education. More particularly, this study fills knowledge gaps in sustainable management education by addressing the following inquiries:

- Students at Higher Education Institutions (HEIs') knowledge of and attitudes toward sustainability and sustainable development, including those from developed vs developing nations.

- Categorizations focused on sustainability to enhance Higher Education Institutions (HEI) comprehension of global sustainability dimensions.

In order to determine student knowledge gaps and prospective methodologies or frameworks for guiding the design of sustainable management courses, the sustainability views of Higher Education (HE) students were compared to published literature and models of sustainability. In this regard, the next part offers an overview of the literature on sustainable management education.