



ECOVERSITY AND THE FUTURE OF MANAGEMENT EDUCATION: A THEMATIC ANALYSIS

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ABSTRACT

Ecoversity is grounded in a holistic educational philosophy, emphasising ecological awareness, ethical leadership, and systemic thinking. With a focus on a revolutionary movement towards holistic and wide-ranging learning, this thematic study aims to explore how ecoversity ideas are incorporated into management education courses. Employing a qualitative thematic analysis, the study systematically reviews scholarly literature published between 2018 and 2024 to uncover how ecoversity principles are being incorporated into management curricula. This research article gathered data by synthesising literature on pedagogical models, stakeholder perceptions, and institutional practices in sustainability education. The findings reveal a shift toward alternative and inclusive learning modalities such as peer-to-peer education, ecological aesthetic frameworks, and AI-driven personalisation. The study highlights institutional obstacles and hurdles to incorporating ecoversity principles and provides suggestions for future scholars, policymakers, and practitioners. Ultimately, it highlights the importance of collaboration between organisations and educational institutions in promoting sustainability. This helps cultivate a culture of social responsibility, environmental awareness, and moral leadership that will enable them to tackle global sustainability issues. This study provides implications for educators, policymakers, and institutional leaders to adopt the ecoversity philosophy into management education reform to connect higher education with the Sustainable Development Goals.

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Introduction

With the growth of environmental crises and the increasing recognition of the need for sustainable development, green management is a potentially effective means to realign educational paradigms worldwide. Ecoversity embodies an all-encompassing educational methodology that surpasses conventional disciplinary confines by integrating sustainability, social responsibility, and environmental stewardship principles into the fundamental structure of academic establishments (Alvares, 2023).

This transformative pathway presents a means to achieve a more sustainable future in management education by equipping

aspiring leaders with the skills necessary to navigate progressively more complex business landscapes. The ecological aspect of management produces a new aspect about leaders who embody fervent commitments to sustainability as well as their professional prowess by imparting students with the essential knowledge and abilities for proficient management and a deep comprehension of the interdependencies that exist among business, society, and the environment (Senge, 2008; Rehman *et al.*, 2021).

Environmental challenges and risks are increasing (Bhattarai & Conway, 2021). Green

practices and other innovative educational initiatives encounter obstacles in settings characterised by socioeconomic disparities, environmental susceptibilities, and resource constraints. The transformative capacity of a green future appears brightest precisely in such challenging circumstances. Incorporating green management principles into the educational framework is essential in light of the country's vulnerability to environmental perils and the pressing demand for sustainable development methodologies. The summer of 2023 in Nepal was a fundamental moment due to the country's ecological vulnerability, which was brought to the forefront by unprecedented heatwaves and forest fires. The critical nature of the situation was highlighted by unprecedented temperatures, extensive forest fires, and wildfires that continued to grow (The Kathmandu Post, 2023).

The increased use of pesticides in Nepal, as emphasised by Bhandari *et al.* (2021), gives rise to apprehensions regarding the long-term viability of the environment and the well-being of human beings. According to Westerman *et al.* (2014), educational establishments significantly impact the development of the values and principles that will guide future leaders and citizens. The significance of incorporating sustainable principles into management education is particularly pronounced considering international conduct such as the Paris Agreement, which emphasises the critical nature of adapting to climate change (Bhattarai *et al.*, 2021; Edwards, 2021). Sustainable development, conservation, and the proper use of human and natural resources are essential for the socioeconomic transformation and enhancement of Nepal's economic growth (Poudel, 2020).

A growing demand for environmental responsibility and sustainability is also reflected in the shifting consumer landscape (Arisal & Atalar, 2016). In order to satisfy consumer demands and protect the environment, businesses must adhere to sustainability principles (Ghimire & Karki, 2022; Buratti & Albanese, 2023). Due to the potential adverse effects of

business practices on the environment, it has become necessary to integrate sustainability and environmental considerations into operations (Gast *et al.*, 2017; Shakya *et al.*, 2024). It is essential to look into how sustainable conduct can facilitate positive change and resilience in Nepal in the face of environmental and developmental perils.

The current dialogue surrounding management education is becoming more closely linked to the crucial issues of environmental stewardship and sustainable development. Colombo (2023) emphasised that business institutions frequently foster a culture that reinforces self-interest and short-termism, which presents obstacles in effectively tackling ecological and climate emergencies. Notwithstanding the imperative need to incorporate sustainability principles into management education, a significant deficiency persists in the curriculum with regard to subjects related to sustainability (Wilhelm, 2009; Lovins & Cohen, 2011). Students and sustainability in education are very needed (Stein *et al.*, 2022), this gives rise to apprehensions regarding the readiness of prospective business executives to navigate intricate environmental obstacles and promote sustainable business methodologies effectively.

One important factor contributing to this gap is the lack of attention paid to ecological attitudes and behaviours among business students (Wang & Huang, 2022). Benton and Funkhouser (1994) emphasised the need to understand modern business students' environmental knowledge and attitudes to push curriculum improvements successfully. However, there has been little study comparing business and non-business students regarding ecological expertise and dedication to environmental sustainability. This shortage of empirical evidence prevents the creation of specialised educational interventions that meet management students' individual needs and viewpoints on sustainability challenges.

Yet, with increasing acknowledgement of the significance of sustainable business practices, green marketing, and green

entrepreneurship, research on the integration of these concepts into management education remains limited (Demirel *et al.*, 2017; Reddy *et al.*, 2023). Notwithstanding the growing inclination towards education that prioritises sustainability (Wilhelm, 2009), there exists a dearth of scholarly discourse concerning the efficacy with which ecoversity principles can empower aspiring leaders in management education programmes. In management education, the cultural and contextual nuances that influence students' attitudes and behaviours regarding sustainability are frequently overlooked in discussions at university. Jimenez and Kabachnik (2023) accentuated the necessity of incorporating indigenous perspectives and place-based knowledge into management education curricula to cultivate a more comprehensive comprehension of sustainability. Our understanding of the efficacy of ecoversity initiatives in academic environments is complicated by the fact that we are unaware of the extent to which they effectively integrate diverse cultures.

Despite increasing scholarly and institutional awareness, there is still a significant gap in how management education incorporates ecological principles and sustainability competences (McCowan *et al.*, 2022). The majority of present business and management initiatives continue to be based on obsolete concepts that prioritise short-term economic gain above long-term environmental and social well-being. While there are numerous studies on green education in general, few have looked at the ecoversity approach as a structured framework within management education, particularly in emerging economies like Nepal. Furthermore, there is little empirical information on how such models affect students' environmental views, leadership orientation, and capacity for systemic thinking.

Given these factors, there is an urgent need for empirical research that thematically examines the literature on the integration of ecoversity principles into management education, particularly in terms of its potential

to develop sustainability-oriented leadership among students. To meaningfully address this gap, it is important to outline the study's specific focus within the broader discourse on the future of management education.

While the term itself is inherently multifaceted, this study specifically concentrates on the integration of ecoversity principles into management curricula, emphasising sustainability leadership, ecological consciousness, and pedagogical innovation. Furthermore, in exploring this focus, the research also examines the attitudes, behaviours, and competencies of management students concerning environmental stewardship and sustainability, while accounting for the cultural and contextual factors that influence these outcomes (Karki *et al.*, 2024). By examining these deficiencies in the academic literature, researchers can contribute significant knowledge regarding the efficacy of ecoversity action and guide the creation of educational interventions grounded in empirical evidence that promote sustainable leadership growth in management programmes.

Through an analysis of the results, perspectives, and firsthand encounters with green knowledge management in an educational field across the Nepalese business environment. This thematic information aims to present significant knowledge regarding the programme's capacity to revolutionise management industries and its implications for tackling the country's pressing environmental and developmental challenges. By means of meticulous thematic analysis, this research contributes to the development of a more sustainable and resilient future for the country and its citizens.

The study begins with an overview of ecoversity and how it relates to management education in the introduction. Next, a thorough literature review is conducted to examine previous studies on green management education, sustainable education, and the fusion of traditional and modern teaching methods, including theoretical frameworks and empirical findings. The research design, data collection

strategies, participant selection standards, and data analysis methodologies will all be covered in depth in the methodology section. The study's findings, with an emphasis on how ecoversity principles empower the future generation in management education, will be presented and debated.

The findings and discussion will explain the results, look at how they affect theory and practice, and provide suggestions for interested parties. The study concludes by highlighting key implications for practice and policy, as well as making recommendations for further research.

Literature Review

There has been a growing emphasis on incorporating ecological principles into curricula and campus operations when it comes to promoting sustainability in educational institutions. This has led to a focus on the convergence of interconnected ecosystems and the development of an environmental culture among faculty and students (Ghimire *et al.*, 2023). At the same time, there has been a surge in the popularity of programmes that promote environmental awareness, focusing on pro-environmental education, green entrepreneurship, and the role of universities in assisting with sustainability-oriented projects.

In addition, a paradigm change towards civic management education, which incorporates discourse analysis, indigenous views, and transformational educational approaches based on ecological justice, has become necessary in order to rethink management education for environmental concerns and the need for comprehensive approaches to corporate sustainability has brought attention to corporate practices and sustainability. There is a growing understanding of the necessity to minimise waste generation, minimise carbon footprints, and adopt eco-friendly practices across organisational domains; the following empirical study gives the analysis evidence of this analysis.

Sustainability Promotion in Educational Institutions

Kadirov *et al.* (2023) outlined a new idea known as the “marketing covers”, which emphasised the connectivity of commercial, sociocultural, and natural biogeophysical ecosystems. Their concept challenged established business ecosystem models by emphasising the interconnection and common dynamics across these ecosystems. The study's contribution is its comprehensive approach to understanding marketing dynamics, which sheds insight into how natural events affect marketing processes and vice versa. The authors give useful insights into the complexity of sustainability in marketing strategies by presenting these issues using a case study on bike-sharing systems in rural African areas.

Azizi *et al.* (2024) explored the promotion of energy-saving behaviour among university students, focusing on Malaysia. Their findings show a discrepancy between students' desires for energy-saving methods and the approaches used by the university administration. By highlighting student preferences for tactics that emphasise leadership possibilities and creative participation, such as energy ambassador jobs and themed mural projects, the study underscores the need for customising sustainability programmes to student requirements. This study provides helpful information for building managers and energy management experts looking to close the gap between student desires and institutional initiatives.

According to Ainsworth (2021), sustainability will be enhanced by incorporating discourse analysis into business and management education. The study emphasises the role of language awareness in changing views and attitudes toward sustainability within organisational contexts by employing an ecolinguistic discourse analysis technique. Students learn about communication processes and how to use language strategically to promote sustainability by thoroughly examining the

language used in chief executive officers (CEO) letters to shareholders. This method of teaching sustainability is unusual in that it encourages critical thought on the role of language in fostering sustainable business practices.

Mazhar *et al.* (2021) discussed the difficulties of carbon management at institutions in the United Kingdom, stressing finance constraints, stakeholder engagement concerns, and insufficient leadership. Their mixed-methods approach offered a comprehensive look at the barriers to efficient carbon control measures in higher education institutions. The study identifies these impediments and provides valuable information for university administrators entrusted with implementing sustainability efforts. Recognising and solving these problems is critical for colleges that want to attain carbon neutrality and contribute to larger environmental goals.

The situation of campus sustainability initiatives at Saudi Arabian colleges was examined by Alsharif *et al.* (2020), who focused on the influence of decision-makers' viewpoints and expertise. Their research demonstrated varying levels of sustainability knowledge among decision-makers, with cost appearing to have the most potent effect on sustainability-

related decisions. By highlighting constraints such as low leadership support and a lack of sustainability-related regulations, the study emphasises the need to resolve institutional problems to promote sustainability successfully.

This study sheds light on the existing condition of campus sustainability in Saudi Arabian universities and identifies critical areas for development. Rustamova (2023) argues for instilling an ecological culture in pupils through comprehensive environmental education and transdisciplinary approaches. By emphasising hands-on learning experiences, community participation, and lifetime learning, the research provides a comprehensive framework for encouraging environmental stewardship. The study also provided practical assistance for educators and institutions committed to growing environmental advocacy among future generations by identifying critical elements of ecological education.

Additionally, this study provides useful insights on promoting sustainability in educational institutions by cultivating an ecological awareness and action culture. Table 1 presents a review summary of sustainability promotion in educational institutions.

Table 1: Sustainability promotion in educational institutions

No.	Variable	Authors	Thematic Contribution
1	Ecoverse framework for marketing	Kadirov <i>et al.</i> (2023)	Self-regulatory processes and interrelated ecosystems converge within the marketing ecoverse.
2	Energy-efficient actions	Azizi <i>et al.</i> (2024)	There is a disparity between what students want and how the university manages to encourage energy-saving behaviour.
3	Discourse analysis	Ainsworth (2021)	Discourse analysis is included in business and management education to teach sustainability.
4	Obstacles in the way of carbon management	Mazhar <i>et al.</i> (2021)	Key challenges to carbon management in United Kingdom institutions identified.
5	Initiatives for campus sustainability	Alsharif <i>et al.</i> (2020)	The state and obstacles of sustainability programmes on Saudi Arabian university campuses.
6	Students' ecological culture	Rustamova (2023)	Crucial components to cultivate in kids an ecological culture.

Environmental Consciousness

Reddy *et al.* (2023) investigated Indian consumers' opinions with regards to green marketing and their inclinations towards environmentally friendly fast-moving consumer goods (FMCGs). According to the report, Indian consumers have strong environmental values and are highly aware of eco-marketing strategies and products. The research offers valuable insights for green product marketers looking to promote environmentally friendly products by emphasising the significance of successful marketing and communication campaigns and the perceived eco-cost among customers.

The study emphasised the value of sustainable development and environmental consciousness for businesses and consumers, which helps to understand consumer behaviour in the context of green marketing. Xie *et al.* (2023) looked into the impact of executives' pro-environmental education and knowledge-sharing actions on eco-friendly agriculture output in China. The study found that pro-environmental education positively affected eco-friendly agriculture practices by instilling managerial environmental concerns. Furthermore, knowledge-sharing initiatives improved the interaction between executive education and organisational issues, thus encouraging environmentally responsible agriculture output. This study significantly assists policymakers seeking to promote agricultural enterprise sustainability by providing fresh insights into the importance of education and knowledge-sharing in creating environmental consciousness among agricultural executives.

Green entrepreneurial behaviour (BEH) and its influence on environmental sustainability were studied by Li *et al.* (2023) among Chinese undergraduates. Their research found strong positive relationships between entrepreneurial motivation (MOT), university support (SUP), entrepreneurship education (EDU), perceived capacity to use technology (TEC), environmental commitment (CMT), and green entrepreneurial behaviour (BEH). The

study sheds light on the factors of ecological consciousness among aspiring entrepreneurs by emphasising the mediating impacts of EDU, TEC, and CMT, as well as the roles of MOT and SUP in increasing BEH. This study helps better understand the elements influencing green entrepreneurial behaviour and emphasises the need to include environmental considerations in entrepreneurship education programmes. Wiredu *et al.* (2023) studied how green accounting affects ecological sustainability in Ghanaian pharmaceutical enterprises. Their findings show that environmental compliance and business efficiency have a favourable impact on sustainability, with ecological expenses acting as a mediator between green accounting and sustainability.

The study emphasises the need to adopt holistic approaches to corporate sustainability by demonstrating green accounting techniques' indirect contribution to ecological sustainability through environmental cost management. This study helps better understand the function of accounting processes in developing environmental awareness and sustainability within organisations.

If we are to effectively address environmental and climate change, as was addressed in Colombo (2023), management education must undergo a radical overhaul. The report criticises business schools' current culture of competition and short-termism, calling for a paradigm shift towards civic management education. The research provides a transformational vision for the future of management education by advocating principles such as generalised reciprocity, substantive rationality, diversified organising, and systemic thinking.

This study helps to better understand the function of education in raising environmental awareness and supporting sustainable practices within educational institutions and beyond. Table 2 shows a review summary of environmental consciousness.

Table 2: Environmental consciousness

No.	Variable	Study	Thematic Contribution
1	Environment-friendly education	Xie <i>et al.</i> (2023)	Provides information on how education may help agricultural CEOs become more environmentally sensitive, and it can also direct legislators towards making farming operations more sustainable.
2	Motivational entrepreneurial drive	Li <i>et al.</i> (2023)	Highlights the significance of environmental considerations in entrepreneurship education and offers insight into the elements influencing green entrepreneurial behaviour.
3	University assistance	Li <i>et al.</i> (2023)	Draws attention to how university support might help students become more environmentally conscious and engage in green entrepreneurship.
4	Entrepreneurship training	Li <i>et al.</i> (2023)	Highlights how entrepreneurship education has a moderating effect on aspiring entrepreneurs' green entrepreneurial behaviour and environmental consciousness.
5	Capacity as perceived to operate technology	Li <i>et al.</i> (2023)	Shows how important it is for students to be tech-savvy in order to encourage green entrepreneurship and raise their level of environmental awareness.
6	Dedicated concern for the environment	Li <i>et al.</i> (2023)	Demonstrates how environmental dedication motivates green entrepreneurship and raises students' awareness of environmental issues.
7	Consideration of green marketing	Reddy <i>et al.</i> (2023)	Explains how customers behave when it comes to green marketing, highlights how important environmental awareness and sustainable development are to both businesses and consumers.
8	Environmental accounting methods	Wiredu <i>et al.</i> (2023)	Argues for comprehensive approaches to corporate sustainability and highlights the role that green accounting practices play in promoting ecological sustainability within organisations.
9	Environmental awareness in education	Colombo (2023)	Advocates for a paradigm shift in management education that emphasises sustainable practices, environmental conscience, and civic management education.

Rethinking Management Education for Environmental Challenges

Much discussion has been on how management education should be rethought in light of environmental challenges. Academics have argued for creative ways to include sustainability principles in business and management courses. According to Ainsworth (2021), introducing discourse analysis into business education can foster students' environmental and linguistic consciousness. Through a methodical examination of language use in organisational settings, students can better understand the fundamental ideologies influencing attitudes

toward sustainability. This method promotes strategic language and critical evaluation while addressing environmental issues in commercial contexts.

The need to reconsider management education in light of environmental challenges has been a topic of much recent discussion. Scholars have advocated for innovative approaches to integrate sustainability themes into courses on business and management. Discourse analysis can help students become

more sensitive to language and the environment by being incorporated into business education. Students can learn more about the underlying ideologies affecting attitudes toward sustainability by carefully examining language use in organisational contexts.

This approach addresses environmental challenges in commercial situations and encourages using critical judgment and strategic language. O'Neill (2023) examined colleges' specific role in solving the climate catastrophe, bringing to light conflicts brought about by the growing neo-liberalisation of higher learning. O'Neill highlighted the need for radical places for debate and experimentation inside higher education institutions, although many contend that universities are well-positioned to assume leading roles in dealing with climate change issues. In order to envisage and build a more sustainable future, O'Neill advocates for significant changes in education at all levels by pushing for a re-evaluation of current practices and attitudes.

In support of a paradigm shift in management education, Colombo (2023) emphasised the importance of systemic approaches, diverse organisation, and generalised reciprocity as essential elements of civic management education. The study suggests revolutionary approaches that encourage cooperative behaviour, significant commercial practices, and more equitable societies by redefining ideas of civility within educational institutions. Together, these programmes add to the conversation on rethinking management education in light of environmental challenges. The study highlights concepts like innovative pedagogies, institutional leadership, and transformative practices that align with sustainability objectives.

Young and Malone (2023) investigated the preservice teachers' teaching and learning experiences in an environmental sustainability course at an Australian institution. Their research questions accept ecological practices and promote different viewpoints in learning environments to cultivate a profound love and respect for nature. Lin *et al.* (2023) supports

contemplative inquiry and storytelling as epistemology and pedagogy for eco-justice education. In order to address a wider spectrum of ecological problems, Jimenez and Kabachnik (2023) suggested a paradigm change towards "Indigenous sustainability's" integrating indigenous ideas into higher education institutions. Iqbal *et al.* (2023) looked into how green marketing affects consumers' intentions and behaviours when making green purchases, highlighting how environmental concerns influence consumer choices.

The goals of the ecoversity programme, which aims to integrate sustainable development ideas into all aspects of university life are outlined by Hopkinson (2010). The term "ecoversity" was coined by Matthews *et al.* (2009) as a manifesto for higher education, highlighting the importance of universities in fostering creative problem-solving and critical discourse related to sustainability.

In their discussion of the University of Bradford's ecoversity project, Hopkinson and James (2013) provided insights into ground-breaking programmes to promote sustainability in higher education. In order to facilitate institution-wide engagement with sustainability, Hopkinson *et al.* (2008) designed a framework for integrating education for sustainable development into the student learning process. They placed particular emphasis on the alignment of institutional activities. Hopkinson (2011) investigated how the University of Bradford incorporated carbon reduction activities into both formal and informal curricula, focusing on campus-based initiatives that included students in attempts to mitigate climate change.

In order to involve wildlife, Garlick *et al.* (2011) suggested an engaged learning strategy that fosters moral reflection and knowledge of the relationships between humans and animals. A case study of a university initiative to integrate sustainability throughout the curriculum was presented by Trowler *et al.* (2013), providing insights into the dynamics of institutional transformation towards a

sustainability agenda. In order to raise student awareness of environmental issues, Robison (2011) investigates the University of Bradford’s use of a geocache puzzle trail. She highlighted the importance of campus-based activities in promoting sustainability education.

Table 3 provides a concise summary of the key insights from the review on rethinking management education to address environmental challenges.

Table 3: Rethinking management education for environmental challenges

No.	Variables	Study	Thematic Contribution
1	Analysis of discourse	Ainsworth (2021)	Supporters of enhancing language awareness and promoting environmental sustainability in business and management education through the integration of discourse analysis.
2	The radical alteration of society	Barcinas and Fleener (2023); Foran (2022)	Considers the difficulties that universities are facing in tackling the climate problem and suggests a number of strategies to help rethink universities as pioneers in sustainability.
3	Reports on sustainability	Melles (2020)	Looks at sustainability reporting at Australian universities, emphasising the need for more accountability and openness in sustainability initiatives as well as compliance-oriented methods.
4	Leadership in higher education	O’Neill (2023)	Examine how colleges may help solve the climate catastrophe and calls for a review of current policies and beliefs in universities to make sure they are more sustainable.
5	Civic management instruction	Colombo (2023)	Advocates for a paradigm shift in management education that emphasises sustainable practices, environmental conscience, and civic management education.
6	Experiences with instruction and learning	Young and Malone (2023)	Argues against humanist discourses in environmental education and offers substitute teaching strategies based on critical posthuman, relational, and ecological philosophies.
7	Sustainability and advancement in the classroom	Lin et al. (2023)	Proponents of contemplative inquiry and storytelling as pedagogy and epistemology for eco-justice education use Justice-Based Ecological Pedagogies (JBES) to foster in students a profound love and respect for the natural world.
8	Traditional viewpoints in the classroom	Jimenez and Kabachnik (2023)	Suggests incorporating indigenous viewpoints into higher education to support Indigenous sustainability and use place-based knowledge to address a wider spectrum of ecological problems.
9	Environmentally friendly marketing	Iqbal et al. (2023); Chhetri and Karki (2023)	Examines how green marketing affects consumers’ intentions to make green purchases and how they use green products, with a focus on how environmental concerns influence these behaviours.

10	The ecoversity initiative	Hopkinson (2010); Hopkinson and James (2013); Hopkinson <i>et al.</i> (2008); Matthews <i>et al.</i> (2009); Trowler <i>et al.</i> (2013)	Advocating for radical transformation towards sustainable colleges, it discusses university projects and experiences integrating sustainability ideas into curricula and campus management.
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Corporate Practices and Sustainability

Academic research pertaining to the relationship between corporate practices and sustainability provides significant contributions to our understanding of the intricate dynamics that exist between organisational strategies and environmental accountability. The notion of the marketing converse was first proposed by Kadirov *et al.* (2023), who underscored the interdependence of natural, sociocultural, and commercial ecosystems. Their work highlighted the importance of holistic frameworks in comprehending sustainability beyond conventional business paradigms.

The study conducted by Azizi *et al.* (2024) examined the energy-conserving practices of college students, emphasising the need for management strategies to align with student inclinations to promote sustainability efficiently. The results of their research underscored the importance of involving relevant parties and cultivating a conducive atmosphere that promotes sustainable conduct. Mazhar *et al.* (2021) highlighted the importance of addressing funding, stakeholder engagement, and leadership concerns to successfully implement carbon reduction strategies within universities in the United Kingdom.

In addressing the climate crisis, Foran (2022) and O’Neill (2023) contemplated higher education institutions’ difficulties. They promoted substantial societal transformation and reassesses existing methodologies and ideologies within these establishments to more effectively correspond with the critical requirements of climate action and sustainability.

According to Colombo (2023), there is a need for a fundamental change in management education in the form of civic management education, which would encourage sustainable practices and cultivate environmental awareness. Reddy *et al.* (2023) also considered how consumers perceived green marketing, emphasising the significance of impactful communication campaigns in advancing sustainability.

Meanwhile the Xie *et al.* (2023) study examined the impact of pro-environmental education for executives on environmentally friendly agricultural production. The authors highlight the significance of knowledge-sharing activities in promoting sustainable practices. Li *et al.* (2023) investigated the determinants of green entrepreneurial behaviour and its impact on environmental sustainability, emphasising the criticality of technological proficiency and entrepreneurship education. In their study, Wiredu *et al.* (2023) investigate the effect of green accounting on ecological sustainability, emphasising the significance of business efficiency and environmental compliance in advancing sustainable practices.

A study by Jaya *et al.* (2023) examined the impact of green Human Resource Management (HRM) practices on organisational environmental sustainability. The researchers highlight the criticality of HRM strategies in encouraging employees to adopt green behaviours and attitudes. Joshi and Ghimire (2023) discovered a significant connection between personal moral norms, green human

resource management, green transformational leadership, and green commitment with the green behaviour of employees.

Table 4 provides a brief overview of the key findings from the review of corporate practices and sustainability.

Table 4: Corporate practices and sustainability

No.	Variable	Study	Thematic Contribution
1	Ecoverse marketing	Kadirov <i>et al.</i> (2023)	Presented the idea of the marketing ecoverse, highlighting the necessity for holistic frameworks to comprehend sustainability and the interconnection of corporate, sociocultural, and natural ecosystems.
2	Energy-conserving actions	Azizi <i>et al.</i> (2024)	Examined methods for encouraging university students to save energy, emphasising how crucial it is to match management tactics with student preferences in order to advance sustainability successfully.
3	Management of carbon	Mazhar <i>et al.</i> (2021); Waheed <i>et al.</i> (2020)	Identified the obstacles to carbon management in United Kingdom universities and highlights the necessity of resolving concerns with money, stakeholder participation, and leadership in order to put effective carbon reduction plans into action.
4	Climate emergency	Foran (2022); Galkina (2021); O'Neill (2023)	Pondered the difficulties that universities are facing in confronting the climate catastrophe and promotes drastic societal change as well as a reassessment of the methods and beliefs that universities now hold.
5	Sustainable development	Brenner and Hartl (2021); Colombo (2023)	Advocated for a paradigm shift in management education that emphasises sustainable practices, environmental conscience, and civic management education.
6	Environmentally friendly advertising	Reddy <i>et al.</i> (2023)	Investigated customer preferences for eco-friendly products and their opinions of green marketing, emphasising the role that successful marketing communication initiatives play in advancing sustainability.
7	Education that is pro-environment	Xie <i>et al.</i> (2023)	Examined how executives' environmental education affects environmentally friendly farming operations, emphasising the value of knowledge-sharing initiatives in improving sustainable methods.
8	Eco-friendly business practices	Li <i>et al.</i> (2023)	Examined the variables that affect environmentally sustainable green entrepreneurial behaviour and how it contributes to it, highlighting the significance of technology competence and entrepreneurship education.
9	Ecological bookkeeping	Karki <i>et al.</i> (2023); Wiredu <i>et al.</i> (2023)	Explored the relationship between ecological sustainability and green accounting, highlighting the importance of environmental compliance and company efficiency in advancing sustainable practices.
10	Eco-friendly HRM	Bhattarai <i>et al.</i> (2024); Jaya <i>et al.</i> (2023); Joshi and Ghimire (2023)	Focused on the significance of HRM tactics in encouraging environmentally conscious behaviours and attitudes among employees. It examined the role that green HRM practices play in supporting environmental sustainability inside businesses.

Building upon the insights established in the literature review, this study is based on Transformative Learning Theory (TLT) (Mezirow, 1991), which provides a strong framework for understanding how sustainability education, particularly through ecoversity principles, allows students to critically rethink their beliefs, values, and roles as future leaders. TLT contributes to the philosophical underpinning of this study by defining education as a catalyst for profound personal and societal change, which aligns with the goals of holistic, ecological, and ethical management education.

Methodology

The study used qualitative research designs, for its thematic review which investigates and synthesises the extant literature concerning the incorporation of ecoversity principles into management education. By applying an explorative design, this study identified and analysed scholarly articles, reports, case studies, and other pertinent sources from the recent literature (2018 to 2024) in order to clarify prevalent trends, patterns, and key themes in the field of ecological education in management.

Furthermore, in order to gather and classify information on the influence of green initiatives on the attitudes, behaviours, and proficiencies of students with regards to sustainability and environmental stewardship, a qualitative content analysis will be performed. This thematic review seeks to offer a comprehensive overview of the existing knowledge on sustainability in management education by integrating qualitative data from various sources. Through this synthesis, this research article hopes to provide valuable insights into sustainability education's effectiveness, challenges, and potential to foster sustainable leadership among students.

The review process thus followed to a structured protocol inspired by Braun and Clarke's (2006) six-phase thematic analysis approach, which includes: (1) Data

familiarisation, (2) initial code generation, (3) theme searching, (4) theme reviewing, (5) theme definition and naming, and (6) report creation. During the initial evaluation phase, the authors read and reread the selected resources several times, emphasising repeating concepts, vocabulary, and conceptual connections to ecoversity principles. Coding was done manually using an inductive approach, which allowed themes to arise naturally from the material rather than being predetermined. This bottom-up approach was especially relevant given ecoversity's philosophical principles. Each theme was validated by iteratively comparing sources to assess relevance, consistency, and compatibility with the study's objectives.

A thematic review is an ideal method for consolidating current literature on incorporating green principles and conduct into management education. This is primarily because of its qualitative character and emphasis on discerning significant themes and patterns throughout various sources. In light of the extensive array of scholarly articles, reports, and case studies pertaining to this subject matter, employing a qualitative research approach enables a comprehensive examination of the multifaceted aspects of environmentally friendly initiatives, encompassing their approaches to implementation, effects on students, and obstacles faced by institutions.

This thematic review seeks to extract rich, context-specific data from scholarly articles, reports, and other sources through the use of qualitative content analysis. By doing so, it aims to generate insights that can inform future research and practice in the field of management education and sustainability and provide a comprehensive understanding of the research questions. As a result, the themes developed are interpretive rather than descriptive, providing a more in-depth knowledge of how ecoversity might rethink management education in response to global environmental and educational concerns.

Results and Discussions

Integration of Ecoversity in Management Education Curricula

Ecoversity emphasises the complete development of persons in harmony with ecological values, and its integration into management school curricula marks a substantial shift from previous educational paradigms (Wu & Ren, 2002; Wang & Huang, 2022). Rogers' holistic approach emphasises the value of including the body, mind, emotion, spirit, and soul in educational processes and other aspects of the human experience (Roger & Messinger, 1967; Karki, 2017). According to Wang and Huang's (2022) proposal, ecological aesthetic education fosters environmental appreciation and creativity by elevating ecological concepts to aesthetic dimensions.

The ecoversity movement brings cutting-edge learning methods that question traditional educational foundations and encourage experiential learning and teamwork, like gig work, online courses, and ecovillages (Facer, 2022). With the help of these decentralised initiatives, learners can interact with ecological concepts in real-world scenarios through various information exchange formats. By adopting these alternative strategies, management education may foster in students a sense of social responsibility, ecological stewardship, and ethical leadership that cuts across disciplinary boundaries.

Pedagogical Approaches and Teaching Strategies

Teachers are encouraged to use a variety of pedagogical strategies that foster critical thinking, creativity, and systems thinking by incorporating ecoversity ideas into management education (Garlick & Matthews, 2009; Hopkinson *et al.*, 2009; Sterling, 2021; Tang *et al.*, 2022). The emergence of artificial intelligence offers prospects for democratising education and tackling the obstacles teachers encounter. Personalised learning opportunities can be provided by AI-driven platforms, enabling students to investigate various viewpoints and

acquire critical abilities for negotiating intricate socioecological systems (Facer, 2022).

Peer-to-peer learning is becoming recognised as a potent pedagogical instrument that develops collaborative learning settings, individual agency, and group responsibility for sustainability (Garlick & Matthews, 2009; Hopkinson *et al.*, 2009). Peer-to-peer interactions enable students to become active change agents in their communities and organisations by promoting knowledge exchange and co-creating solutions to real-world situations.

This pedagogical transformation also resonates with the constructivist learning paradigm, which emphasises active knowledge construction through experience and collaboration (Piaget, 1973; Vygotsky, 1978). Ecoversity-aligned approaches emphasise peer-to-peer and experiential learning, which aligns with Vygotsky's concept of the "zone of proximal development", in which learners scaffold their understanding through social interactions. These approaches support the shift from passive to participatory education, which is a key component of sustainability learning.

Student Attitudes Environmental Leadership

Students' perceptions of environmental leadership must change due to the constant ecological concerns (Westerman, 2014). Management education must provide students with the competencies and mindsets necessary to effectively address sustainability concerns, as the skills needed to construct sustainable economies change. This shift goes beyond skill acquisition; it requires a deeper transformation in how future leaders see themselves and their role in fostering sustainability.

This evolution of environmental leadership can be viewed through the perspective of identity theory in education, which holds that individuals acquire and internalise leadership identities through socially situated learning experiences

(Wenger, 1998). Ecovercity approaches facilitate identity creation based on ecological ethics and civic duty by immersing students in ecosystems of sustainability dialogue and practice.

Institutional Challenges and Barriers

Institutional constraints present considerable challenges to integrating ecovercity principles into management education, notwithstanding the potential benefits. Implementing holistic and interdisciplinary methods in education is sometimes hampered by bureaucratic slowness, financial limitations, and reluctance to change (Facer, 2020). By providing sufficient funding, incentives, and policy support, national policymakers play a critical role in fostering an environment that allows universities and colleges to respond to sustainability imperatives.

Perceptions and Perspectives of Stakeholders

Fostering a culture of sustainability in management education requires attending to stakeholders' many requirements and interests (Stubbs & Cocklin, 2008). Decision-making processes must involve stakeholders, including students, teachers, administrators, and outside partners, to ensure that sustainability projects are implemented effectively. Achieving sustainable development goals and encouraging ecological decision-making requires understanding the interdependence of humans and the environment.

Management and Sustainability

In order to solve ecological issues at work, minimise waste, reduce carbon footprints, and encourage sustainable consumption habits, management education is essential (Selsky & Smith, 1994; Mazhar *et al.*, 2021; Azizi *et al.*, 2024). Organisations can minimise environmental damage while optimising stakeholder value by implementing eco-friendly practices and pursuing social, economic, and ecological goals (Hawken, 1993). This integrated approach to management and sustainability highlights the significance of striking a balance between stakeholder interests, environmental responsibility, and profitability.

Carbon Footprint

Since carbon emissions play a major role in climate change and environmental degradation, reducing the carbon footprint is essential to sustainable management methods (Mazhar *et al.*, 2021). Management education can significantly enhance the knowledge and abilities required for future leaders to implement carbon reduction measures successfully. Students can develop a sense of responsibility for reducing carbon emissions by gaining a deeper awareness of the relationship between human activities and its associated environmental repercussions by integrating ecovercity concepts into curricula (Hopkinson *et al.*, 2008).

Also, programmes like sustainability reporting in higher education can pinpoint important areas for improvement and offer insightful information on carbon management techniques (Melles *et al.*, 2022). Educational institutions can create focused interventions to address finance limitations, stakeholder involvement concerns, and leadership deficits by analysing the hurdles and challenges associated with carbon management (Mazhar *et al.*, 2021). Furthermore, cooperation with legislators and business partners can speed up the adoption of cutting-edge techniques and best practices for reducing carbon emissions (O'Neill, 2023).

Minimising Waste Generation

Reducing waste is a crucial goal of sustainable management, seeking to lessen pollution, environmental damage, and resource depletion (Mazhar *et al.*, 2021). Through creative business models, sustainable practices across industries, and awareness-raising, management education can support waste minimisation (Alsharif *et al.*, 2020). Students can learn how to develop and implement waste reduction strategies that maximise resource use, minimise environmental effects, and create value for stakeholders by creating a circular economy and integrating resource efficiency principles into their curricula (Karki, 2018; Shrestha *et al.*, 2022; Wiredu *et al.*, 2023).

Students can participate in waste reduction projects and sustainability efforts inside educational institutions through programmes like campus sustainability initiatives. Students can obtain practical experience in trash management, recycling, and environmental stewardship by participating in extracurricular activities and community relationships with a sustainability focus (Rustamova, 2023). Moreover, companies may monitor waste generation with integrated green accounting methods, facilitating data-driven decision-making and ongoing development (Dahal *et al.*, 2020; Wiredu *et al.*, 2023). Management education can support a sustainable culture that encourages responsible consumption, waste reduction, and environmental conservation through interdisciplinary cooperation and experiential learning opportunities (Xie *et al.*, 2023).

Sustainable Leadership and Organisational Learning

Iqbal and Ahmad (2021) drew attention to how organisational learning is greatly enhanced by sustainable leadership and how this, in turn, affected sustainable performance. This highlighted the significance of cultivating a sustainable organisational culture, wherein leaders precede environmental stewardship and social responsibility. Evidentially, sustainable leaders are essential in encouraging organisational learning, fostering information exchange, and providing staff members with the freedom to innovate and adjust to changing environmental conditions. Family business also help sustain the use of resources owing to a knowledge transfer between family leaders (Sharma & Sharma, 2021).

Bandura's (1969) theory of observational learning highlighted the importance of speech and communication in forming ecological and sustainable worldviews. It proposes that people learn cognitive behaviours through verbal representations. Sustainable dialogues are essential to creating a common awareness of environmental issues and encouraging

group action to achieve sustainability goals in contemporary learning institutions. Companies may foster an environment-conscious and environmentally responsible culture by incorporating sustainability principles into academic courses and workplace conversations.

Critique of Business Practices

Critics like Hawken (1993) accuse businesses and industries of sustaining environmental damage and jeopardising the ecological equilibrium of the globe. This criticism highlights the essential need for revolutionary leadership and moral decision-making in corporate settings (Dahal *et al.*, 2024). In order to practice ecologically adaptive leadership, one must be sensitive to the effects of organisational activities on the environment and emergent institutional narratives. Leaders have to drive organisational practices towards sustainable goals while navigating complicated socioecological interactions.

The importance of narratives and cultural values in influencing organisational behaviours and leadership practices was emphasised by Du Toit and Woermann (2012). Organisational narratives must change to emphasise sustainability and moral behaviour to implement Hawken's vision of changing corporate cultures from the inside out. According to Du Toit and Woermann (2012), moral sensibility and dedication to acting in the best interests of humanity and the environment should be cultivated through context-sensitive leadership processes that are incorporated into the management curriculum. Educational establishments may equip future leaders to tackle intricate sustainability issues with honesty and vision by including students in critical thinking and discussion.

Finally, in the basic work of managers cultivating a culture of sustainability inside organisations, sustainable leadership, organisational learning, and ethical decision-making are all essential components. Organisations can develop future leaders who are capable of navigating environmental issues

and driving good change by incorporating ideas of sustainability into leadership development programmes and educational curricula. The criticisms that are levelled at current business practices highlight the necessity of adopting transformative leadership strategies that emphasise social responsibility and environmental stewardship. Organisations can contribute towards a more sustainable future for future generations by engaging in discourse, reflecting on their actions, and taking action.

Conclusions

This study examined how integrating ecoversity principles into management education can successfully address the ever-changing environmental, social, and economic settings. The main issue this article attempts to address is how traditional educational models are unable to provide students with the multidisciplinary skills and comprehensive knowledge necessary to navigate the complexity of sustainability in the twenty-first century successfully.

This study offers a thorough justification for how the integration of ecoversity principles fits in with the philosophy of holistic education, as envisioned by visionaries such as Rogers and Messinger (1967), who support the development of the “whole person”, which includes body, mind, emotion, spirit, and soul.

Ecoversity principles promote a deep respect for nature by raising ecological consciousness to ethical and aesthetic levels. This encourages sustainable behaviours in all areas of life. The study uses thematic analysis to emphasise the transformative impact of pedagogies such as experiential and peer-based learning in developing sustainability-oriented leadership. The findings underline the importance of collaborative, real-world participation, such as sustainability projects and reporting, in helping students develop their leadership, critical thinking, and problem-solving skills. The study’s findings highlight the fundamental role that management education

plays in producing future leaders who possess the values, knowledge, and abilities needed to effect long-lasting change.

By adopting green learning principles, educational establishments can go beyond conventional disciplinary lines, cultivating a climate that values creativity, adaptability, and social responsibility. But in order to make this vision a reality, legislators, educators, and stakeholders must work together to overcome institutional obstacles, including bureaucratic slowness, financial limitations, and change reluctance.

This study highlights the importance of giving students concrete opportunities to apply theoretical knowledge to real-world circumstances through practical activities like campus sustainability projects and sustainability reporting. Students can develop the leadership, critical thinking, and problem-solving abilities necessary to bring about positive change in their communities and organisations by working together on practical projects. Furthermore, this study emphasises the significance of intergenerational learning, specifically the role of grandparents in passing sustainable values such as resourcefulness and environmental stewardship, which is especially relevant in the Nepalese cultural setting.

These findings support the integration of local expertise and cultural values into sustainability education, pushing business leaders and organisations to adopt socially and environmentally responsible activities. This calls for collective responsibility across sectors—particularly among educators, managers, policymakers, and students—to include sustainability into decision-making, curricula, and institutional practices. Finally, the study confirms that incorporating ecoversity concepts into management education can produce innovative, ethical, and resilient leaders capable of managing global sustainability challenges and creating a fair and sustainable future.

Recommendations

When it comes to promoting sustainable practices within companies, practitioners are essential. Initiatives that promote holistic approaches to sustainability should be given priority by practitioners in order to incorporate ecoversity concepts successfully. Eco-friendly practices—waste reduction, carbon footprint minimisation, and green innovation—should be tailored to organisational contexts. Collaborative initiatives with stakeholders and investment in organisational learning environments can further amplify sustainable impact.

Policymakers largely shape the regulatory landscape and the incentives offered for sustainable activities. Policymakers need to support school reform projects that incorporate sustainability ideas into the curriculum at all educational levels. Encouraging cooperation between governmental bodies, corporations, educational institutions, and civil society groups may efficiently tackle intricate ecological issues by using their combined knowledge and assets.

The advancement of knowledge and comprehension of sustainability challenges is largely dependent on future scholars. Research should explore the effectiveness of ecoversity-inspired approaches in transforming learner behaviour, institutional culture, and long-term ecological outcomes. Examining evolving pedagogies like online, peer-to-peer learning, and experiential learning, assess the outcomes of sustainability initiatives, and conduct longitudinal research on their environmental, social, and economic impact across time.

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Conflict of Interest Statement

The authors declare that they have no conflict of interest.

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