Business Schools' Role in Achieving Sustainable Development Goals: Palestine as a Case Study

Saed R. Al Koni [1], Mohammed Mahamda [2], Abdulnaser I.Nour [3]

[1,2,3] An-Najah National University, Nablus, Palestine

[1] **saed@najah.edu**

Abstract

The aim of this research was to examine the role that business schools in Palestinian universities played in achieving Sustainable Development Goals (SDGs) (G1, G4, G8, G9, G12, G16, G17) through their study plans, due to their close connections to the local market. Additionally, the study aimed to determine whether business school graduates acquire the skills and competencies necessary for the local market. For this descriptive and analytical study, a survey questionnaire was created to collect data from faculty members and employers in the local market. The findings show that business schools in Palestinian universities have included SDGs in their study plans to a medium-to-high degree, with a stronger focus on quality education. Employers in the local market view graduates from these study plans as having the necessary competencies and skills, and they also rate their compliance with SDGs as being between moderate and high, particularly in quality education. Regarding the degree to which the competencies and skills of business school graduates meet those of the local market and are thus relevant to SDGs, there were no significant differences between the perceptions of university faculty members and employers in the local market. However, notable significant differences were found in the areas of international standardization, capacity knowledge in operational expertise, economic and industrial challenges, and partnerships for the goals. Business schools in Palestinian universities should continue to set a high priority on incorporating SDGs into their study plans and matching the competencies and skills of their graduates with the demands of the local market. The considerable areas of variance between employers in the Palestinian market and university faculty members present opportunities for greater collaboration to meet the requirements of the local market and accomplish SDGs.

Keywords: Business Schools; Economic Growth; Sustainable Development; Local Market; Innovation.

Received: 19/06/2023 **Revised: 28/08/2023** **Accepted: 11/12/2023**

دور كليات إدارة الأعمال في تحقيق أهداف التنمية المستدامة: فلسطين كحالة دراسية

سـائـد الكوني [1]، محمد محامدة[2]، عبد الناصر نور[3]

[1،2،3] جامعة النجاح الوطنية، فلسطين

saed@najah.edu [1]

ملخص البحث

هدفت الدراسة إلى تسليط الضوء على دور كليات الأعمال في الجامعات الفلسطينيّة في تحقيق أهداف التنمية المستدامة في فلسطين، اعتمادًا على خططتها الدّراسيّة، بوصفها دولةً ترزح تحت الاحتلال، وتسعى مؤسساتها إلى الانعتاق في إطار مشروع تنموي شامل. وقد اختيرت سبعة أهداف تنموية من أصل سبعة عشر هدفاً تبنتها كافة الدول الأعضاء في الأمم المتحدة في العام 2015 لتحقيق مستقبل أفضل وأكثر استدامة للجميع بحلول العام 2030؛ والهدف الأول: «القضاء على الفقر»، والرابع: «التعليم الجيد»، والثامن: «العمل اللائق ونمو الاقتصاد»، والتاسع: «الصناعة والابتكار والهياكل الأساسية»، والثاني عشر: «الاستهلاك والإنتاج المستداميين»، والسادس عشر:»السلام والعدل والمؤسسات القوية»، والسابع عشر: «عقد الشراكات لتحقيق الأرباح".

ويتوقع أن يكون لمؤسسات القطاع الخاص في فلسطين دور مهم في تحقيق تلك الأهداف وبالتالي الإسهام في تحقيق التنمية المستدامة في البلد. وفي هذا الإطار تسعى الدّراسة إلى فحص كفاءة خريجي كليات الأعمال في الجامعات الفلسطينية المستهدفة والمهارات المطلوبة لديهم لتحقيق أهداف التنمية المستدامة في سوق العمل الفلسطيني، حيث اعتمدت هذه الدّراسة على المنهج الوصفي الاستقصائي في جمع البيانات من أعضاء هيئة التدريس في كليات الأعمال الفلسطينية وأرباب العمل في السوق الفلسطيني، من خلال استبيانين صمما خصيصاً لهذا الغرض، وتم تحكيمهما من باحثين مؤهلين من ذوي الاختصاص، وأشارت نتائج الدراسة التي تم التوصل اليها بواسطة استخدام برنامج الحزمة الإحصائية للعلوم الإجتماعية "SPSS" إلى أنّ كليات الأعمال في الجامعات الفلسطينية قد راعت متطلبات تحقيق أهداف التنمية المستدامة في إعداد خططها الدراسية بدرجة متوسطة إلى عالية، مع تركيز أكبر على جودة التعليم.

وينظر أرباب العمل في السوق الفلسطينية إلى خريجي هذه الكليّات، على أنّهم يمتلكون من الكفاءات والمهارات بما يتوافق بدرجة تتراوح من متوسطة إلى عالية مع أهداف التنمية المستدامة، لا سيما في مجال التعليم الجيد.

ولم تُشر الدراسة بالمجمل إلى فروق ذات دلالة إحصائية بين آراء أعضاء هيئة التدريس في الجامعات الفلسطينية من جهة، وآراء أصحاب العمل في سوق العمل الفلسطينية من جهة ثانية بما يتعلق بمدى ملاءمة كفاءات خريجي كليات الأعمال ومهاراتهم مع احتياجات السوق المحليّة المتعلقة بتحقيق أهداف التنمية المستدامة الرئيسية، باستثناء بعض الأهداف الفرعية المنبثقة عنها مثل مبادئ المساءلة والشفافية، والتحديات الاقتصادية والصناعية، والشراكات من أجل تحقيق الأهداف، والمعايير الدولية، وبناء القدرات في الخبرة التشغيلية، حيث أظهرت الدراسة فروقات ذات دلالة احصائية بخصوصها.

وخلصت الدراسة إلى التوصية بضرورة مواصلة كليات الأعمال في الجامعات الفلسطينية نهج تطوير برامجها وخططها الدراسية بما يحقّق المزيد من الدمج لمفاهيم أهداف التنمية المستدامة في خططها الدراسية ومواءمة كفاءات خريجيها ومهاراتهم مع احتياجات السوق، حيث توفّر مجالات التباين الكبيرة بين أعضاء هيئة التدريس بالجامعات الفلسطينية وأرباب العمل في السوق الفلسطينية، فرصًا للمزيد من التعاون والحوار لتلبية احتياجات سوق العمل المحلية بشكل أفضل، وتحقيق أهداف التنمية المستدامة

الكلمات الدالة: التنمية المستدامة؛ النمو الاقتصادي؛ الابتكار؛ كليات الأعمال؛ سوق العمل الفلسطيني.

1 Introduction

Sustainable Development (SD) has emerged as a pressing global issue that policymakers and economists must address worldwide due to its impact on the quality of human life. The term "sustainable development" was historically formulated by the Brundtland Commission report. The definition of SD is the method of fulfilling current needs without affecting the capacity of future generations to meet their own needs (Caiado et al., 2018). International organizations and research centers have adopted SDGs as a top priority in their development plans for the purpose of the development process due to its significance in holistic development plans, recognizing its importance in achieving development and economic growth. The United Nations approved the 17 SDGs as a global call to end poverty, preserve the environment, and achieve social, economic, and environmental sustainability (UNDP, 2015).

The achievement of SDGs has become an essential concern for business experts, researchers, and policymakers worldwide. This is because SD is essential for promoting economic development while fostering social equality, protecting the environment, and improving everyone's standard of living.

Research and education at universities play a vital role in generating knowledge and innovative ideas necessary for developing new business models, entrepreneurship, and management styles. By creating and sharing new knowledge, universities contribute to the creation of new start-up companies and the development of existing businesses' competitive advantage. They also help guide capital ventures, investors, and businessmen to make informed decisions that improve their products and services' market competitiveness. Preparing future generations and future leaders with the required competencies and skills will enable them to lead their institutions efficiently and participate in achieving economic growth and SD in all productive sectors. Therefore, the aim of this study was to determine whether the study plans of business schools at Palestinian universities contribute to the achievement of SDGs (G1, G4, G8, G9, G12, G16, G17). The study also examined whether business schools' graduates have the necessary knowledge and skills for the regional market, given the strong relationship between the business schools and the local business sector.

This study is highly important as it investigates the relationship between business schools in Palestinian universities and SDGs. This is a relatively underexplored area, and the research can provide valuable insights into whether these generation-building institutions are genuinely contributing to the process of SD in Palestine.

The function of business schools in developing knowledge and researchers to improve human life quality is crucial, especially in developing countries like Palestine. By guiding policymakers and businessmen, business schools can help organizations in the local market implement strategies and policies to encourage sustainable growth.

Moreover, the research can shed light on the importance of business schools in providing the local market with qualified graduates who possess the necessary competencies and skills to contribute to economic growth. This is especially relevant in a country like Palestine, which faces economic challenges due to political instability and limited resources.

By examining the contributions of Palestinian universities to achieving SDGs, the study can identify gaps and opportunities for improvement. This can help policymakers and university administrators develop strategies to enhance the contributions of business schools to SD. It can also provide valuable insights into the contributions of business schools in Palestinian universities to achieving SDGs. The findings can support the development process and actions towards achieving SD, ultimately improving the quality of life in Palestine.

The primary objective of this study is to investigate the degree to which SDGs were integrated into business school curricula and whether graduates possessed the necessary competencies related to these goals. Two sub-objectives are developed as follows:

- To examine the role of business schools in Palestinian universities in achieving SDGs. • To examine whether the graduates' competencies of business schools fit the local market employers' needs in regard to SDGs.

In conformity with these objectives, the following two questions will be addressed by this study:

- To what extent do the study plans of business schools tackle SDGs? • To what extent do the graduates' competencies of business schools fit the needs of employers in the local market in relation to SDGs?

Accordingly, a general research hypothesis is developed: "There is no significant difference at ($\alpha<=0.05$) between university faculty members' point of view and Palestinian employers' point of view regarding the role of Palestinian business schools in achieving SDGs.

2 Background

Sustainable development (SD) is defined as the strategy of development that leads nations to progress economically and socially while preserving their environmental resources, referring to national policy (Leal, 2011). Consequently, SD needs to be deeply rooted in the higher education system of any country to form what could be called a 'built-in' approach for sustainable development—an approach that can be more effectively facilitated by linking staff development and organizational change (Barth et al., 2012).

The aim of education for SD is to raise people's awareness of issues related to SD, as well as their capacity to participate responsibly in shaping future developments and to inventively tackle societal, environmental, economic, and cultural challenges. This creative approach addresses economic, social, environmental, and cultural issues (Bath et al., 2015). Cebrian et al. (2015) described SD as the capacity to construct future plans and actions by actively shaping and changing society to adopt sustainable behaviors. Higher education incorporates various activities such as operations, community outreach, assessment and reporting, collaboration with other institutions, integrating sustainability into institutional frameworks, on-campus living opportunities, and "Educate the Educators" initiatives (Lozano et al., 2017).

SD involves creating and maintaining the conditions necessary for the planet's current and future generations to live well by developing strong partnerships in close cooperation with peers, students, and local organizations to investigate values and attitudes about social justice and sustainability (Sims et al., 2013). At all levels, it combines a country's economic, social, and environmental components (Dhahri et al., 2018). According to Broman et al. (2017), the definition of SD establishes the fundamental requirements that must be met by the natural and social systems to prevent systematic degradation. Sustainability principles are established to be as precise criteria as possible—required, sufficient, general, concrete, and non-overlapping.

SD is a transformation process in higher education institutions impacted by awareness, organizational structure, human and financial resources, and teamwork between departments and partners. Collaboration between government agencies and non-profit organizations is necessary to embrace sustainable development. Every university's study program should include a required course on SD for each field of study (Verhulst et al., 2017).

Sustainable development goals (SDGs) pose a major challenge for businesses providing goods and services used every day, as well as for governments and society as a whole. Academics play an integral role in this field by conducting research and mentoring the next generation of business leaders. Additionally, they play a role in establishing a baseline of business requirements for SDGs, and they must tackle this major challenge now (Christ et al., 2019). SD demonstrates linkages between sustainability's economic, social, and environmental components, necessitating significant changes in businesses, supply chains, and communities,

achievable only through innovation and learning (Silvestre et al., 2019). SD calls academics to consider the competence sets of future generations in their current choices and plans, understanding how present lifestyles affect these competences by providing an actual basis to evaluate whether certain lifestyles are sustainable or not (Lessmann et al., 2013).

The sustainability programs offered by higher education institutions should equip students with the knowledge and skills needed to fulfill the needs of the public, private, and civil sectors. They should contribute to solving difficult societal problems and constructing a sustainable future (Wiek et al., 2015). Instead of concentrating on a single business discipline, future relevant education needs should be built around social, environmental, and economic challenges and reflective practice, enabling students to learn from their experiences by focusing on the whole person—mind, heart, and soul (Dyllick et al., 2015).

To achieve SDGs, all parties involved (universities, the local market, and government) should work together. Early in the policy cycle, the political process should take scientific evidence and expertise into account. Additionally, it is necessary to periodically assess the SD implementation strategy and identify relevant social, economic, and environmental indicators (Hák et al., 2016). To sustain SD development in all spheres of life, there must be ongoing cooperation between business schools and the local market (Gupta et al., 2016). Such cooperation is reflected in what is called the 5 P's of SDGs: Planet, People, Prosperity, Peace, and Partnership (FAO, 2015).

Table 1. The 5'Ps of SDG

Sustainable development 5P's	Meaning
Planet	Save natural resources, and climate for future generations.
People	Eradicate all forms of hunger and poverty.
Prosperity	Maintain healthy, happy lifestyles in harmonization with nature.
Peace	Promote inclusive, justice, and peaceful society.
Partnership	Establish an effective global cooperation to carry out the agenda.

Governments, businesses, and environmental organizations worldwide support the idea of sustainable development (SD) as a check on unchecked growth. All countries and economies must focus on educational patterns, social and cultural factors, and income inequalities to achieve SD (Prizzia, 2017). SD can be defined as "the future we want," consisting of three main pillars: economic sustainability, achieving current consumption levels without compromising future needs; social sustainability, incorporating principles about institutional stability, equity, and empowerment; and environmental sustainability, related to the natural environment and its continued usefulness and resistance to human life (Mensah, 2019; Hadeel et al., 2023).

Education plays a crucial role in achieving concrete Sustainable Development Goals (SDGs). SD in education involves focusing on competencies necessary to achieve SDGs, communicating specific competencies that foster students' participation in achieving SDGs, and developing curriculum, competences, teacher training, and learning for the future (Bertschy et al., 2013). Firms pursue sustainability for ethical and economic reasons, describing it as doing what is right and smart. Human personalization of sustainability in careers or daily lives as a means of contributing to its achievement is significantly influenced by human competencies, as organizations seek to increase profitability by acquiring the best human and natural resources (Stubbs et al., 2008). SD is an approach to development that meets present needs without compromising future needs, allowing different individuals or groups with varying political preferences, value systems, or assumptions about human nature to concur on whether these criteria are met in a specific program (Ciegis et al., 2009). The concept of SD is based on three dimensions settled in balance: ecological, social, and economic pillars of sustainability, observing human development in relation to natural resources capacity and community needs (Tomislav, 2018; Alfoqahaa and Nour, 2022).

Integrating SD subjects into the teaching and learning process is part of education for SD, addressing issues such as poverty, the environment, and disaster risk reduction. Participatory teaching and learning models are required to encourage and provide students with the instruments needed to change their behavior and take steps toward sustainable growth. Research findings highlight the critical role that education for SD may play in ensuring a sustainable future, promoting competencies like critical thinking, imagining future scenarios, and collaborative decision-making (Pauw et al., 2015). SD calls for a new awareness of the need to achieve sustainable well-being by integrating all stakeholders in the decision-making process and strengthening partnerships between researchers, the local market, and government to sustain the SDGs. New organizational sensibility is required to manage, promote, and ensure sustainable development. A managerial strategy is essential to mobilize energy and meet the challenges of promoting sustainable development (Di Fabio, 2017). The idea of regulating economic growth and prosperity while sharing rewards with the ecosystem in co-evolution was a forerunner of sustainable development. The development process that begins in academics depends on creativity and imagination. Sound economic policies view legacy as a crucial resource for progress (Fusco Girard, 2013; M. Najjar, A. Nour, 2022).

According to Waas et al. (2010), higher education plays a significant role in SD and building up a learning society. It is essential to encourage scientific research that is vital for producing new knowledge, preparing future leaders and teachers, and communicating gained knowledge to policymakers and the public sector. Robert et al. (2005) added that SD can be described as a negotiation that involves a variety of stakeholders and viewpoints to find practical solutions that address the goals of opposing interest groups.

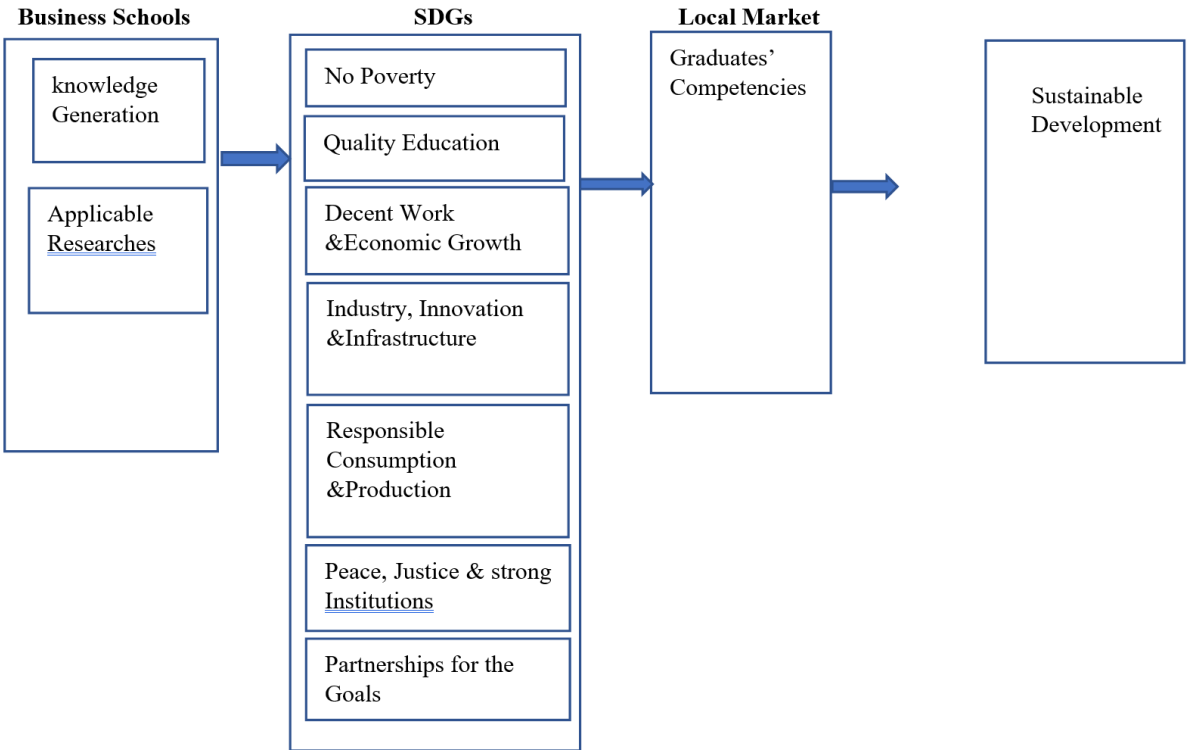
This research is based on the assumption that SD is an integration process of economic, environmental, and social objectives across sectors and territories to improve human quality of life and achieve well-being. Additionally, higher education is supposed to take a crucial part in this process by providing the labor market with related competent graduates (Christ et al., 2019). Businesses may assist in promoting sustainability through the achievement of the United Nations' SDGs, considering the impact on the economy, society, and the environment. The SDGs examined in this research and their relevance to the business sector, as outlined by the United Nations in 2015, are summarized in the following table:

Table 2. Sustainable Development Goals

Goal Number	Goal	Definition
SDG 1	No poverty	Ends poverty everywhere.
SDG 4	Quality education	Ensuring that every student receives an inclusive and equal education and increasing the opportunities for everyone to keep learning throughout out their life.
SDG 8	Decent work and economic growth	Empower everyone to work fulltime, inclusive, sustainable development and equal conditions of employment
SDG 9	Industry, innovation and infrastructure	Improve industrialization through innovation, support inclusive and sustainable industrialization, and construct robust infrastructure.
SDG 12	Responsible consumption and production	Emphasize sustainable patterns of production and consumption.
SDG 16	Peace, justice and storing institutions	Make sure that everyone has access to justice to create inclusive, effective, and peaceful societies that support long term development.
SDG 17	Partnerships for the goals	Strengthening the global partnership for SD.

In the following figure, the theoretical framework of the study is clearly and simply explained, where business schools, internationally are supposed to generate through their study plans general knowledge that assists with achieving the SDGs by providing the labor market with competent graduates (future employees) as a part of a holistic integrated process to achieve SD in any country all over the world; Palestine is taken as a case study.

Fig. 1. Theoretical Framework of Sustainable Development Goals



3 Methodology

A descriptive approach was adopted to address the study questions. The researchers developed and distributed two versions of online questionnaires: one to a sample of business faculty members in Palestinian universities and the second to a sample of business owners/ employers in the Palestinian market. Thus, the study population includes two sub-populations:

- Business faculty members in 8 Palestinian universities in the West Bank (An Najah National University, Birzeit University, Hebron University, Al Quds University, Al Quds Open University, Bethlehem University, Arab American University, and Palestinian Technical University-Kadoorie).
- Employers in the Palestinian market in both governmental and private sectors; where owners or high-level managers in governmental and private institutions are considered employers.

A random sample of 79 faculty members in West Bank business schools were invited to participate in the study, while a random sample of 109 Palestinian employers (comprising approximately 35% governmental and 65% private) was selected. The response rate was around 81% among business faculty members (64 questionnaires were received, of which 52 were valid), and approximately 83% among employers (91 questionnaires were received, of which 88 were valid). Each questionnaire version consists of two main parts: demographic data and 35 items covering 7 Sustainable Development Goal (SDG) fields.

Validity: The questionnaires underwent review by four experts in the fields of business and statistics, and their feedback was incorporated into the final version of the two questionnaires.

Reliability: Regarding university faculty members, Cronbach's Alpha values for SDGs were high, with values ranging between 0.886 and 0.928. The Achieving SDGs construct had a Cronbach's Alpha of 0.979, indicating very high reliability. For the Palestinian Market, Cronbach's Alpha values for SDG Goals were also high, ranging between 0.773 and 0.883. Achieving SDGs demonstrated a Cronbach's Alpha of 0.964, indicating very high reliability.

- **University Faculty Members**

Table (3): Distribution of University Faculty Members According to University

University	Number	Percentages %
Birzeit University	5	9.6
An-Najah National University	5	9.6
Al-Quds University	4	7.7
Bethlehem University	5	9.6
Arab-American University	6	11.5
Al-Quds Open university	8	15.4
Palestine Technical University	14	26.9
Hebron University	3	5.8
Missing	2	3.8
Total	**52**	**100**

About one-quarter of university faculty members work at Palestine Technical University, (15.4%) from Al-Quds Open University, (11.5%0 from Arab-American University, the lowest percentage in Hebron University (5.8%).

- **Palestinian Market**

Table (4): Distribution of Palestinian Market Managers According to Gender

Gender	Number	Percentages %
Male	64	72.7
Female	24	27.3
Total	**88**	**100**

About (72.7%) of Palestinian market employees were males, the other quarter are females.

Figure (2) Distribution of Palestinian Market Managers According to Gender

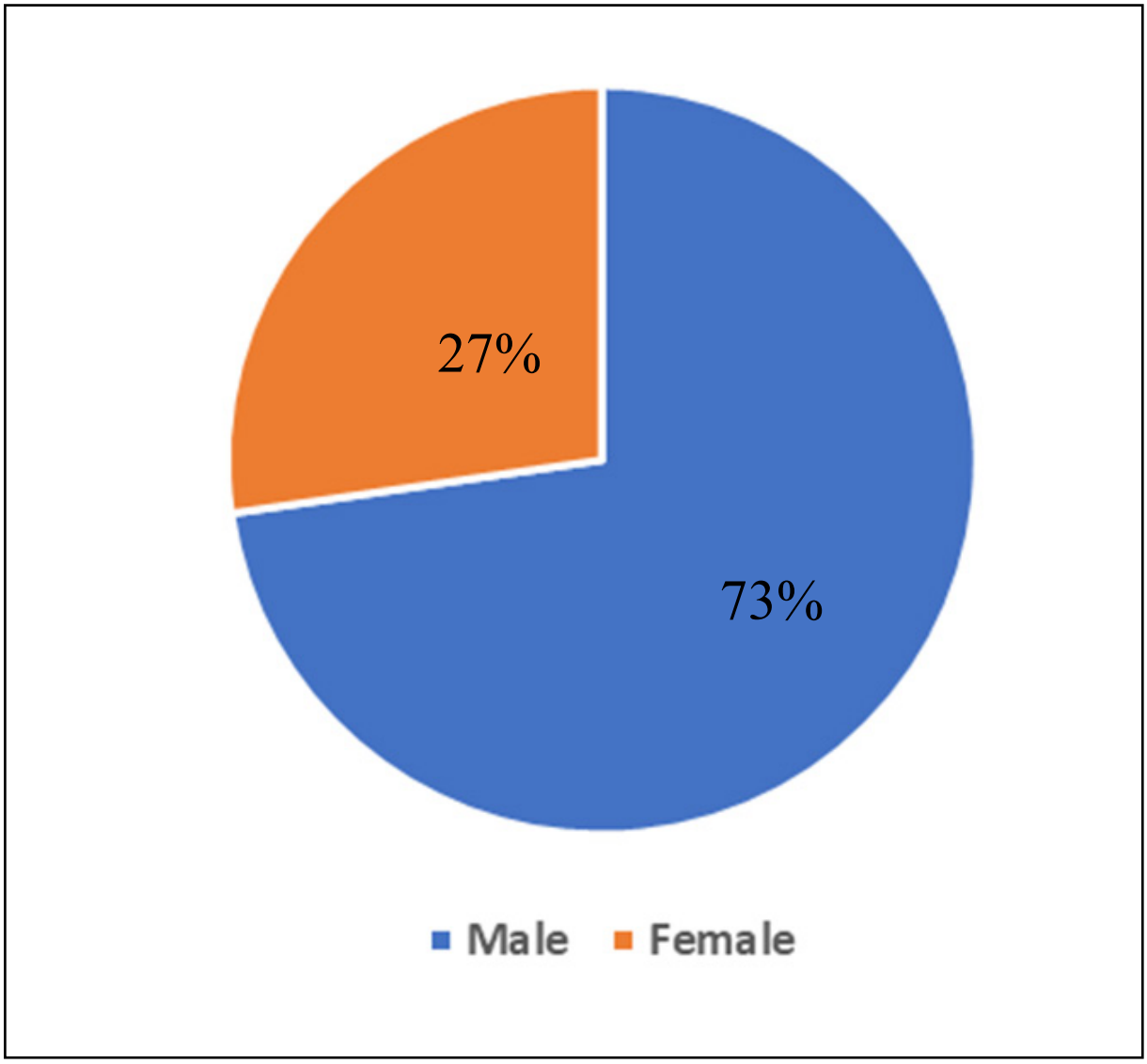
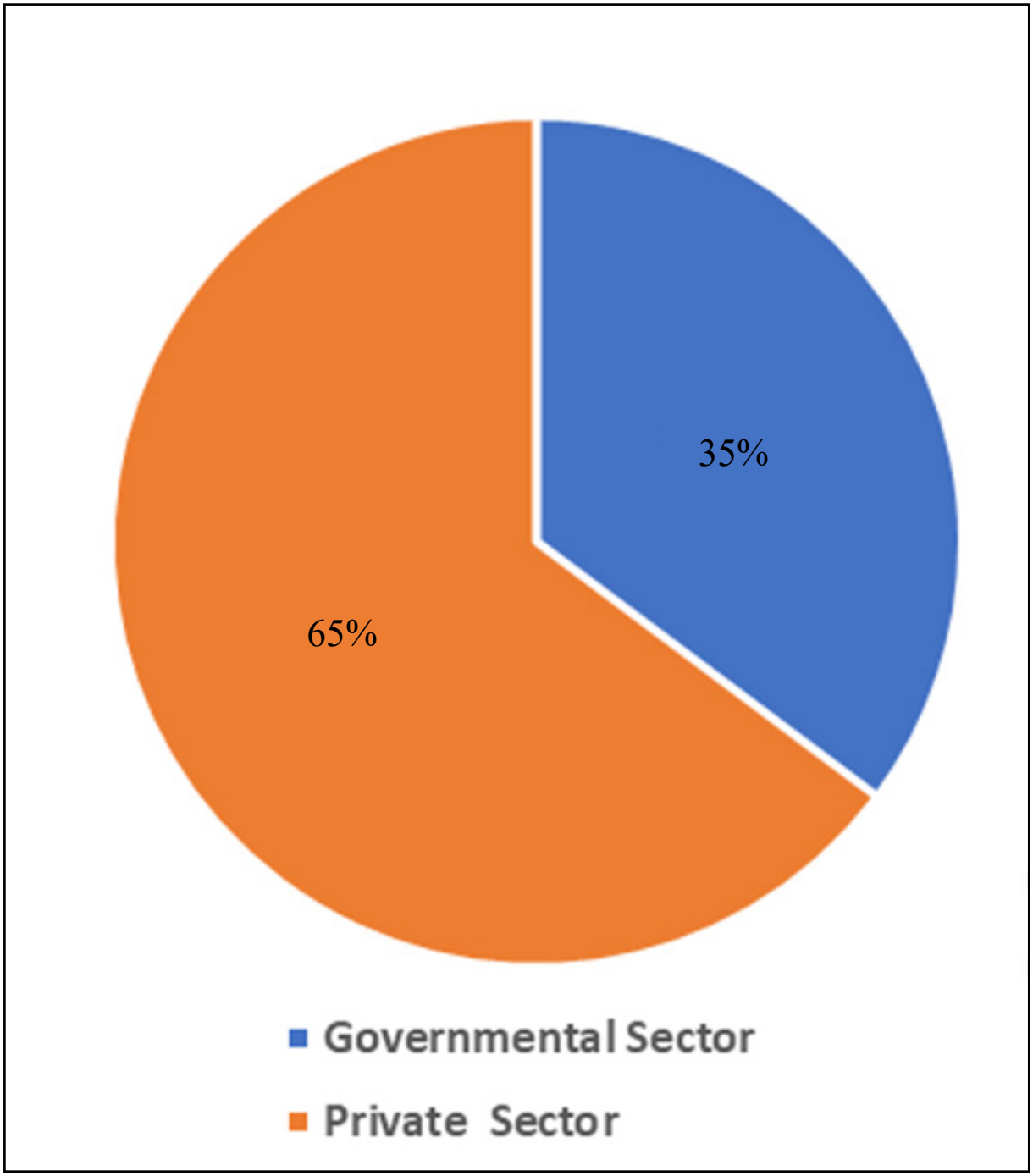


Table (3): Distribution of Palestinian Market Managers According to Sector

Sector	Number	Percentages %
Governmental Sector	31	35.2
Private Sector	57	64.8
Total	**88**	**100**

About (64.8%) of Palestinian market employees work in the private sector, (and 35.2%) work in the governmental sector.

Figure (4): Distribution According to Sector



The researchers used the Statistical Package for the Social Sciences (SPSS) software to analyze the data and compare the responses of faculty members and employers. In addition to primary data collected through the surveys, a literature review was performed as a source of secondary data for the purpose of providing a theoretical background for the study.

4 Findings

For analysis, data was recorded as follows: (1) for "Strongly Disagree", (2) for "Agree", (3) for "I don't Know", (4) for "Agree", and (5) for "Strongly Agree", the following scale was adopted to arrange items and domains as follows: 4.2 and above Very High, 3.4 – less than 4.2: High, 2.6 – less than 3.4: Medium, 1.8 – less than 2.6: Low1 – less than 1.8: Very Low.

- **As to the question: To what extent do the study plans of business schools tackle the sustainable development goals?**

Table (6): Study plans of business schools tackle the sustainable development goals.

Item	Mean	Std. Deviation	%	Degree of Response
Study plans of business school gives priority to processes and service quality rather than to their quantity	3.90	0.755	78	High
In study plans of business school, we are fully concerned with using technology.	3.84	0.946	76.8	High
In Study plans of business school, we are fully concerned with economic environment.	3.84	0.946	76.8	High
In study plans of business school, we are fully concerned with market needs.	3.78	0.966	75.6	High
In study plans of business school, we are fully concerned with applying knowledge in new practical situations.	3.88	0.887	77.6	High
Quality Education	**3.85**	**0.733**	**77**	**High**
Study plans of business school tackle the recent investment regimes.	3.51	0.967	70.2	High
Study plans of business school tackle the technological innovation.	3.57	1.082	71.4	High
Study plans of business school have a well-established communication channel with local market.	3.57	1.044	71.4	High
Study plans of business school are guiding entrepreneurs for creating new business projects.	3.51	1.084	70.2	High
Study plans of business school explain how to reallocate financial and human resources in different productivity sectors.	3.48	0.983	69.6	High
Decent Work and Economic Growth	**3.53**	**0.876**	**70.6**	**High**

Item	Mean	Std. Deviation	%	Degree of Response
Study plans of business school promote innovation by empowering its students with required skills.	3.85	0.908	77	High
Study plans of business school tackle the environmental challenges.	3.61	1.000	72.2	High
Study plans of business school tackle the economic challenges.	3.68	0.983	73.6	High
Study plans of business school tackle the industrial challenges.	3.66	0.987	73.2	High
Study plans of business school tackle the infrastructural challenges.	3.40	1.014	68	High
Industry, Innovation and Infrastructure	**3.63**	**0.871**	**72.6**	**High**
Study plans of business school promote innovation in using technology for increasing productivity.	3.73	0.896	74.6	High
Study plans of business school promote innovation in consuming goods and resources.	3.59	1.023	71.8	High
Study plans of business school tackle the challenges of recycling and reduce waste of businesses and consumers.	3.37	0.999	67.4	Medium
Study plans of business school promote entrepreneurships for new projects of using renewable sources of energy.	3.37	1.058	67.4	Medium
Study plans of business school tackle the social responsibility regarding the conservation of the environment.	3.51	1.007	70.2	High
Responsible Consumption and Production	**3.51**	**0.867**	**70.2**	**High**
Study plans of business school tackle the international management systems	3.90	0.900	78	High
Study plans of business school tackle the accountability and transparency principles.	3.84	0.857	76.8	High
Study plans of business school tackle the social responsibility of businesses for enhancing peaceful community.	3.63	0.871	72.6	High
Study plans of business school tackle the effective governance.	3.75	0.977	75	High
Study plans of business school tackle the injustice work conditions.	3.53	0.902	70.6	High
Peace, Justice and Strong Institutions	**3.73**	**0.752**	**74.6**	**High**

Item	Mean	Std. Deviation	%	Degree of Response
Study plans of business school promote partnerships with local market and other stakeholders.	3.82	0.865	76.4	High
Study plans of business school promote improving access to technology.	3.88	0.816	77.6	High
Study plans of business school promote improving the international business.	3.69	1.049	73.8	High
Study plans of business school promote international standardization.	3.71	1.064	74.2	High
Study plans of business school promote capacity building in operational expertise.	3.75	0.997	75	High
Partnerships for the Goals	**3.77**	**0.799**	**75.4**	**High**
Study plans of business school focus on how to cooperate with various stakeholders to fulfill basic needs of Palestinian community.	3.65	0.796	73	High
Study plans of business school focus on how to improve the circumstances of the most vulnerable territories in Palestinian community.	3.45	0.923	69	High
Study plans of business school focus on how to improve the use of natural resources.	3.49	0.925	69.8	High
Study plans of business school concentrate on how to achieve food-security in Palestinian community.	3.41	1.004	68.2	High
Study plans of business school tackle the policies and frameworks for alleviating poverty.	3.55	0.966	71	High
No Poverty	**3.51**	**0.794**	**70.2**	**High**
Achieving Sustainable Development Goals	**3.71**	**0.733**	**74.2**	**High**

All items exhibited means ranging between 3.37 and 3.90, indicating a range from medium to high. Specifically, for Sustainable Development Goals (SDGs), means were observed between 3.51 for both Responsible Consumption and Production, and No Poverty, and 3.85 for Quality Education. Achieving SDGs demonstrated a mean of 3.71, signifying a high level.

For the Quality Education Goal, individual items had means between 3.78 and 3.90, representing a high level, while the overall Quality Education Goal had a mean of 3.85, indicating high achievement. In the case of the Decent Work and Economic Growth Goal, all items exhibited means between 3.48 and 3.57, signifying a high level, with the Quality Education Goal having a mean of 3.53, indicating high achievement. For the Industry, Innovation and Infrastructure Goal, individual items had means between 3.40 and 3.85, signifying a high level,

while the overall Industry, Innovation and Infrastructure Goal had a mean of 3.63, representing high achievement. In the Responsible Consumption and Production Goal, all items had means between 3.37 and 3.73, ranging from medium to high, while the goal itself had a mean of 3.85, indicating a high level. For the Peace, Justice and Strong Institutions Goal, all items exhibited means between 3.53 and 3.90, signifying a high level, with the goal itself having a mean of 3.73, representing high achievement. The Partnerships for the Goals Goal showed means between 3.69 and 3.88 for individual items, signifying a high level, while the overall goal had a mean of 3.77, indicating high achievement. Finally, for the No Poverty Goal, all items demonstrated means between 3.41 and 3.65, indicating a high level, with the goal itself having a mean of 3.51, representing high achievement.

Regarding the question: To what extent do the graduates' competencies of business schools fit the needs of employers in the local market in relevance to SDGs? The results are discussed in the section below.

Table (7): Graduates' competencies of business schools that fit the needs of employers in the local market in relevant to SDGs.

Item	Mean	Std. Deviation	%	Degree of Response
Graduates of business schools give priority to processes and service quality rather than to their quantity.	3.65	0.817	73	High
Graduates of business school can cope with international quality standards.	3.83	0.900	76.6	High
Graduates of business school can cope with economic environment.	3.75	0.950	75	High
Graduates of business school can cope with market needs.	3.55	1.103	71	High
Graduates of business school can apply knowledge in new practical situations.	3.55	1.082	71	High
Quality Education	**3.66**	**0.707**	**73.2**	**High**
Graduates of business school can cope with recent investment regimes.	3.38	1.168	67.6	Medium
Graduates of business school can cope with technological innovation.	3.33	1.248	66.6	Medium
Graduates of business schools can establish communication channels with the local market.	3.55	1.005	71	High
Graduates of business school are entrepreneurs and able to establish new business projects.	3.17	1.375	63.4	Medium

Item	Mean	Std. Deviation	%	Degree of Response
Graduates of business school can reallocate financial and human resources in different productivity sectors.	3.27	1.201	65.4	Medium
Decent Work and Economic Growth	**3.34**	**0.930**	**66.8**	**Medium**
Graduates of business school can create new innovative ideas.	3.49	1.213	69.8	High
Graduates of business school can overcome environmental challenges.	3.26	1.264	65.2	Medium
Graduates of business school can overcome the economic challenges.	3.17	1.366	63.4	Medium
Graduates of business school are able to overcome the industrial challenges.	3.06	1.281	61.2	Medium
Graduates of business school can overcome the infrastructural challenges.	3.16	1.193	63.2	Medium
Industry, Innovation and Infrastructure	**3.23**	**1.051**	**64.6**	**Medium**
Graduates of business school can promote innovation in using technology to increase productivity.	3.44	1.123	68.8	High
Graduates of business school can promote innovation in consuming goods and using resources.	3.49	1.061	69.8	High
Graduates of business school can cope with the challenges of recycling and reduce waste for businesses and consumers.	3.66	0.829	73.2	High
Graduates of business school can innovate new projects in using the sources of renewable energy.	3.73	1.047	74.6	High
Graduates of business school are socially responsible for conserving the environment.	3.69	1.032	73.8	High
Responsible Consumption and Production	**3.60**	**0.758**	**72**	**High**
Graduates of business school can cope with international management systems .	3.65	0.923	73	High
Graduates of business school are committed with accountability and transparency principles in their work.	3.45	1.134	69	High
Graduates of business school are committed to safety for a peaceful community.	3.57	0.920	71.4	High
Graduates of business school can accomplish their tasks effectively.	3.40	1.099	68	High
Graduates of business school can adapt to new work conditions.	3.51	1.072	70.2	High

Item	Mean	Std. Deviation	%	Degree of Response
Peace, Justice and Strong Institutions	**3.52**	**0.831**	**70.4**	**High**
Graduates of business schools can promote partnerships with the local market and other stakeholders.	3.53	1.070	70.6	High
Graduates of business school can promote access to technology.	3.65	0.943	73	High
Graduates of business school can cope with international business context .	3.37	1.080	67.4	Medium
Graduates of business school can apply international standards in their work.	3.26	1.146	65.2	Medium
Graduates of business school can promote capacity building in operational expertise.	3.39	0.957	67.8	Medium
Partnerships For the Goals	**3.44**	**0.842**	**68.8**	**High**
Graduates of business schools can cooperate with various stakeholders and customers to fulfill the basic needs of the Palestinian community.	3.55	1.016	71	High
Graduates of business school can participate in improving the circumstances of the most vulnerable territories in the Palestinian community.	3.55	0.909	71	High
Graduates of business school can participate in improving the use of natural resources.	3.40	1.078	68	High
Graduates of business school can participate in achieving food-security projects in the Palestinian community.	3.22	1.055	64.4	Medium
Graduates of business schools can apply the local policies for alleviating poverty.	3.24	1.145	64.8	Medium
No Poverty	**3.39**	**0.833**	**67.8**	**Medium**
Achieving Sustainable Development Goals	**3.45**	**0.731**	**69**	**High**

All items demonstrated means ranging between 3.06 and 3.73, signifying a range from medium to high. Specifically for Sustainable Development Goals (SDGs), means were observed between 3.23 for Industry, Innovation, and Infrastructure and 3.66 for Quality Education. Achieving SDGs demonstrated a mean of 3.45, indicating a high level.

For the Quality Education Goal, individual items had means between 3.55 and 3.83, representing a high level, while the overall Quality Education Goal had a mean of 3.66, indicating high achievement. In the case of the Decent Work and Economic Growth Goal, all items exhibited means between 3.17 and 3.38, signifying a medium level, with the Quality

Education Goal having a mean of 3.34, indicating a medium level. For the Industry, Innovation and Infrastructure Goal, individual items had means between 3.06 and 3.49, signifying a range from medium to high, while the overall Industry, Innovation and Infrastructure Goal had a mean of 3.23, indicating a medium level. In the Responsible Consumption and Production Goal, all items had means between 3.44 and 3.73, ranging from medium to high, while the goal itself had a mean of 3.60, indicating a high level. For the Peace, Justice and Strong Institutions Goal, all items exhibited means between 3.40 and 3.65, signifying a high level, with the goal itself having a mean of 3.52, representing high achievement. The Partnerships for the Goals Goal showed means between 3.26 and 3.65 for individual items, signifying a range from medium to high, while the overall goal had a mean of 3.44, indicating a high level. Finally, for the No Poverty Goal, all items demonstrated means between 3.22 and 3.55, indicating a range from medium to high, with the goal itself having a mean of 3.39, representing a medium level.

Hypothesis: No significant difference at (α<=0.05) between University Faculty Members and Palestinian Markets according to how they fit with SDGs needs

Table (8): Comparison between University Faculty Members and Palestinian Market according to how they fit with SDGs needs

Item	Work	N	Mean	Std. Deviation	t	df	Sig.
Study plans of business schools gives priority to processes and service quality rather than to their quantity.	Faculty Members	51	3.90	0.755	1.817	137	0.071
	Palestinian Market	88	3.65	0.817			
In study plans of business school, we are fully concerned with using technology.	Faculty Members	51	3.84	0.946	0.084	137	0.933
	Palestinian Market	88	3.83	0.900			
In Study plans of business school, we are fully concerned with economic environment.	Faculty Members	51	3.84	0.946	0.558	137	0.578
	Palestinian Market	88	3.75	0.950			
In study plans of business school, we are fully concerned with market needs.	Faculty Members	51	3.78	0.966	1.287	137	0.200
	Palestinian Market	88	3.55	1.103			
In study plans of business school, we are fully concerned with applying knowledge in new practical situations.	Faculty Members	51	3.88	0.887	1.886	137	0.061
	Palestinian Market	88	3.55	1.082			

Item	Work	N	Mean	Std. Deviation	t	df	Sig.
Quality Education	**Faculty Members**	**51**	**3.8510**	**0.733**	**1.486**	**137**	**0.140**
	Palestinian Market	**88**	**3.6636**	**0.7078**			
Study plans of business school tackle the recent investment regimes.	Faculty Members	51	3.51	0.967	0.697	137	0.487
	Palestinian Market	88	3.38	1.168			
Study plans of business school tackle the technological innovation	Faculty Members	51	3.57	1.082	1.142	137	0.256
	Palestinian Market	88	3.33	1.248			
Study plans of business school have a well-established communication channel with local market.	Faculty Members	51	3.57	1.044	0.129	137	0.897
	Palestinian Market	88	3.55	1.005			
Study plans of business school are guiding entrepreneurs for creating new business projects.	Faculty Members	51	3.51	1.084	1.511	137	0.133
	Palestinian Market	88	3.17	1.375			
Study plans of business school explain how to reallocate financial and human resources in different productivity sectors.	Faculty Members	46	3.48	0.983	0.999	132	0.320
	Palestinian Market	88	3.27	1.201			
Decent Work and Economic Growth	**Faculty Members**	**46**	**3.5261**	**0.876**	**1.130**	**132**	**0.261**
	Palestinian Market	**88**	**3.3386**	**0.930**			
Study plans of business school promote innovation by empowering its students with required skills.	Faculty Members	47	3.85	0.908	1.796	133	0.075
	Palestinian Market	88	3.49	1.213			
Study plans of business school tackle the environmental challenges.	Faculty Members	46	3.61	1.000	1.617	132	0.108
	Palestinian Market	88	3.26	1.264			
Study plans of business school tackle the economic challenges.	Faculty Members	44	3.68	0.983	2.211	130	0.029
	Palestinian Market	88	3.17	1.366			

Item	Work	N	Mean	Std. Deviation	t	df	Sig.
Study plans of business school tackle the industrial challenges.	Faculty Members	44	3.66	0.987	2.737	130	0.007
	Palestinian Market	88	3.06	1.281			
Study plans of business school tackle the infrastructural challenges.	Faculty Members	42	3.40	1.014	1.151	128	0.252
	Palestinian Market	88	3.16	1.193			
Industry, Innovation and Infrastructure	**Faculty Members**	**40**	**3.6300**	**0.871**	**2.115**	**126**	**0.036**
	Sector	**88**	**3.2273**	**1.051**			
Study plans of business school promote innovation in using technology for increasing productivity.	Faculty Members	51	3.73	0.896	1.534	137	0.127
	Palestinian Market	88	3.44	1.123			
Study plans of business school promote innovation in consuming goods and resources.	Faculty Members	51	3.59	1.023	0.540	137	0.590
	Palestinian Market	88	3.49	1.061			
Study plans of business school tackle the challenges of recycling and reduce waste of businesses and consumers.	Faculty Members	51	3.37	0.999	-1.820	137	0.071
	Palestinian Market	88	3.66	0.829			
Study plans of business school promote entrepreneurships for new projects of using renewable sources of energy.	Faculty Members	51	3.37	1.058	-1.918	137	0.057
	Palestinian Market	88	3.73	1.047			
Study plans of business school tackle the social responsibility regarding the conservation of the environment.	Faculty Members	51	3.51	1.007	-1.018	137	0.310
	Palestinian Market	88	3.69	1.032			
Responsible Consumption and Production	**Faculty Members**	**51**	**3.5137**	**0.867**	**-0.629**	**137**	**0.530**
	Palestinian Market	**88**	**3.6023**	**0.758**			
Study plans of business school tackle the international management systems.	Faculty Members	51	3.90	0.900	1.580	137	0.117
	Palestinian Market	88	3.65	0.923			
Study plans of business school tackle the accountability and transparency principles.	Faculty Members	51	3.84	0.857	2.120	137	0.036
	Palestinian Market	88	3.45	1.134			

Item	Work	N	Mean	Std. Deviation	t	df	Sig.
Study plans of business school tackle the social responsibility of businesses for enhancing peaceful community.	Faculty Members	51	3.63	0.871	0.373	137	0.710
	Palestinian Market	88	3.57	0.920			
Study plans of business school tackle the effective governance.	Faculty Members	51	3.75	0.977	1.869	137	0.064
	Palestinian Market	88	3.40	1.099			
Study plans of business school tackle the injustice work conditions.	Faculty Members	51	3.53	0.902	0.101	137	0.920
	Palestinian Market	88	3.51	1.072			
Peace, Justice and Strong Institutions	Faculty Members	**51**	**3.7294**	**0.752**	**1.511**	**137**	**0.133**
	Palestinian Market	**88**	**3.5159**	**0.831**			
Study plans of business school promote partnerships with local market and other stakeholders.	Faculty Members	51	3.82	0.865	1.634	135	0.105
	Palestinian Market	86	3.53	1.070			
Study plans of business school promote improving access to technology.	Faculty Members	51	3.88	0.816	1.457	135	0.147
	Palestinian Market	86	3.65	0.943			
Study plans of business school promote improving the international business.	Faculty Members	51	3.69	1.049	1.690	136	0.093
	Palestinian Market	87	3.37	1.080			
Study plans of business school promote international standardization.	Faculty Members	51	3.71	1.064	2.242	136	0.027
	Palestinian Market	87	3.26	1.146			
Study plans of business school promote capacity building in operational expertise.	Faculty Members	51	3.75	0.997	2.068	136	0.041
	Palestinian Market	87	3.39	0.957			
Partnerships For the Goals	Faculty Members	**51**	**3.77**	**0.800**	**2.269**	**135**	**0.025**
	Palestinian Market	**86**	**3.44**	**0.842**			

Item	Work	N	Mean	Std. Deviation	t	df	Sig.
Study plans of business school focus on how to cooperate with various stakeholders to fulfill basic needs of Palestinian community.	Faculty Members	51	3.65	0.796	0.613	137	0.541
	Palestinian Market	88	3.55	1.016			
Study plans of business school focus on how to improve the circumstances of the most vulnerable territories in Palestinian community.	Faculty Members	51	3.45	0.923	-0.587	137	0.558
	Palestinian Market	88	3.55	.909			
Study plans of business school focus on how to improve the use of natural resources.	Faculty Members	51	3.49	0.925	0.513	137	0.609
	Palestinian Market	88	3.40	1.078			
Study plans of business school concentrate on how to achieve food-security in Palestinian community.	Faculty Members	51	3.41	1.004	1.073	137	0.285
	Palestinian Market	88	3.22	1.055			
Study plans of business school tackle the policies and frameworks for alleviating poverty.	Faculty Members	51	3.55	0.966	1.629	137	0.106
	Palestinian Market	88	3.24	1.145			
No Poverty	**Faculty Members**	**51**	**3.51**	**0.794**	**0.841**	**137**	**0.402**
	Palestinian Market	**88**	**3.39**	**0.833**			
Achieving Sustainable Development Goals	**Faculty Members**	**40**	**3.71**	**0.733**	**1.854**	**124**	**0.066**
	Palestinian Market	**86**	**3.45**	**0.711**			

As for Industry, Innovation, and Infrastructure, study plans of business school tackle economic challenges. The mean of faculty members (3.68) was higher than the mean of managers (3.17) in the In the Palestinian market, study plans of business schools address industrial challenges. The mean of faculty members (3.66) was higher than the mean of managers (3.06) in the Palestinian market. Similarly, the mean of the indicator of Industry, Innovation, and Infrastructure (3.63) was also higher than the same indicator for the mean of managers (3.23) in the Palestinian market.

Concerning Partnerships for Goals, study plans of business schools contribute to international standardization. The mean of faculty members (3.71) was higher than the mean of managers (3.26) in the Palestinian market. Moreover, study plans of business schools promote capacity

building in operational expertise, with the mean of faculty members (3.75) surpassing the mean of managers (3.39) in the Palestinian market. The mean of the indicator of Partnerships for the Goals (3.77) was also higher than the same indicator for the mean of managers (3.44) in the Palestinian market.

The numbers in Table 3 below generally support the research hypothesis: "There is no significant difference at (α<=0.05) between university faculty members' point of view and the Palestinian employers' point of view regarding the role of Palestinian business schools in achieving SDGs."

Table (9): Comparison between University Faculty Members and the Employers (Palestinian Market) according to how study plans fit with SDGs needs.

SDGs Goals	University Faculty Members	Palestinian Employers (Market)
Quality Education	**3.85**	**3.66**
Decent Work and Economic Growth	**3.53**	**3.34**
Industry, Innovation and Infrastructure	**3.63**	**3.23**
Responsible Consumption and Production	**3.51**	**3.60**
Peace, Justice and Strong Institutions	**3.73**	**3.52**
Partnerships for the Goals	**3.77**	**3.44**
No Poverty	**3.51**	**3.39**
Achieving sustainable development goals	**3.71**	**3.45**

Research results revealed that there is no significant difference at a significance level of 0.05 between university faculty members and the Palestinian market regarding how well business schools' study plans align with the needs of employers in the local market concerning SDGs. This was observed across all items and SDGs, as the significance level was greater than 0.05, except for differences related to the following items and associated SDGs:

- **Accountability and Transparency Principles:** The mean of faculty members (3.84) was higher than the mean of managers (3.45) in the Palestinian market.
- **Industry, Innovation, and Infrastructure:** Study plans of business schools address economic challenges. The mean of faculty members (3.68) was higher than the mean of managers (3.17) in the Palestinian market. Additionally, study plans tackle industrial challenges, with the mean of faculty members (3.66) being higher than the mean of managers (3.06).
- **Partnerships for the Goals:** Study plans of business schools promote international standardization. The mean of faculty members (3.71) was higher than the mean of managers (3.26) in the Palestinian market. Furthermore, study plans of business schools promote capacity building in operational expertise, with the mean of faculty members (3.75) being higher than the mean of managers (3.39).

Conclusion

It was found that business schools in Palestinian universities exhibit medium to high levels of commitment to addressing SDGs. The mean values for each SDG ranged from 3.51 for Responsible Consumption and Production, and No Poverty, to 3.85 for Quality Education. The mean for achieving SDGs was 3.71, indicating a high level of commitment.

Moreover, the study identified that the competencies of graduates from Palestinian university business schools align with the needs of employers in the local market concerning SDGs. The mean values for each SDG ranged from 3.23 for Industry, Innovation, and Infrastructure to 3.66 for Quality Education. The mean for achieving SDGs was 3.45, indicating a high level of alignment between graduate competencies and local market needs.

While there was no significant difference between the perceptions of university faculty members and those of the Palestinian market regarding how well business schools meet the needs of employers in the local market concerning SDGs, there were exceptions. Notably, in the areas of accountability and transparency principles, economic and industrial challenges, and international standardization and capacity building in operational expertise, significant differences were observed according to faculty members. This suggests a disparity in perceptions between faculty members and the Palestinian market, indicating a potential need for enhanced collaboration and understanding between business schools and local employers to better address the requirements of the job market. The study recommends that business schools engage more with the local market, revise study plans, and focus on relevant competencies to bridge this perception gap and contribute effectively to SDGs in the Palestinian context.

Appendix:

Background About the Palestinian Universities

Hebron University:

A group of city residents led by the late Sheikh Muhammad 'Ali El-Ja'bari began to consider the concept of building a university in Hebron. In 1971, the Islamic Shari'a College served as the foundation of Hebron University, the first university in Palestine. Its mission is to advance excellence by offering top-notch academic instruction, training, research, and pertinent community initiatives in the framework of long-term sustainability, with a focus on social responsibility and democratic principles. Access to the link: https://www.hebron.edu/index.php/en/about.html

Birzeit University:

Founded more than a century ago as a modest girls' school in Birzeit, Birzeit University is a public institution that has transformed Palestinian higher education by influencing local consciousness, culture, and resistance. Birzeit University has been a thorn in the side of the occupation since it is adamant about carrying out its job of enlightenment and fostering a multicultural Palestinian society on the campus. Access to the link: https://www.birzeit.edu/en/about/history

Bethlehem University:

University of Bethlehem is a public institution. Founded in 1973 in the Lasallian tradition, Bethlehem University of the Holy Land is a Catholic Christian coeducational university that welcomes students from all different types of religious backgrounds. When the De La Salle Christian Brothers opened schools in Bethlehem, Jerusalem, Jaffa, Haifa, Nazareth, Turkey, Lebanon, Jordan, and Egypt in 1893, the first institution to be founded in the West Bank, Bethlehem institution, was born. Access to the link https://www.bethlehem.edu/aboutbu/

An-Najah National University:

An-Najah National University was founded in 1918 as An-Najah Nabulsi School, a public institution that educated students from Palestine and around the world. Its goal is to advance education, disseminate information, and cultivate in young people the abilities necessary for success as individuals and professionals in all walks of life. Additionally, An-Najah seeks to foster a culture of scientific achievement and cultivate a passion of understanding in its pupils. Access to the link: https://www.najah.edu/en/about/history-and-traditions/

Al-Quds University:

Al-Quds University (AQU) is a public university that offers more than 120 undergraduate and graduate programs at present. These programs are delivered through the university's fifteen degree-granting faculties, which cover the major scientific fields of medicine, life and natural sciences, business and management, arts and humanities, law and jurisprudence, engineering, and social sciences. AQU was founded in 1977 and is still the sole university serving Arabs and Palestinians in Jerusalem, Palestine. More than 700 faculty members teach the approximately 12,000 full-time students now enrolled at AQU. Access to the link: https://www.alquds.edu/en/al-quds-at-a-glance/

Al-Quds- Open University:

Al-Quds Open University is a publicly funded university that enjoys administrative, academic, and financial independence. In 1975, the need for higher education among Palestinians became pressing due to their demographic, social, and economic circumstances under Israeli rule. This led to the concept of founding a university to serve the requirements of the neighborhood. In order to start the project, UNESCO undertook a feasibility assessment in 1980 at the request of the Palestinian Liberation Organization. The study was later given the go-ahead by the UNESCO General Conference and the Palestinian National Council in 1981, but the Israeli invasion of Lebanon caused a delay in project execution until 1985.. Access to the link https://www.qou.edu/en/aboutQOU/about.jsp

Arab American University:

The first private university in Palestine, Arab American University (AAUP, originally AAUJ), was established in 2000 through a partnership with Utah State University (USU) in Logan and California State University (CSU) in Stanislaus. USU provided the professors and administrators needed to manage the university for its first two years, while CSU authorized the AAUP's initial curricula and provided the knowledge required to launch the university. AAUP provides a dynamic learning environment that fosters innovation and has a primary focus on each student's success. Of the nearly 11,300 students it serves, 40% are from Palestine, 55% are from the Palestinian homeland, and 5% are from other countries. . Access to the link: https://www.aaup.edu/About-AAUP/Overview

Palestinian Technical University:

A public university, Palestinian Technical University. The growth of the Palestinian question throughout history has been intimately correlated with PTUK's history. The succeeding local rulers have also had a direct impact on it.Palestinian communities sought to protect the future generations' sense of national identity and to empower them to resist occupation via education when the Ottoman Empire came to an end and the British Mandate, which was followed by the terrible Belfour Declaration, was established. Donating land and funds to create schools and universities was one way this endeavor manifested itself. For the construction of an agricultural school in Tulkarm, 600 dunums were provided. The school was supported by British businessman and philanthropist Ellis Kadoorie, whose efforts resulted in the creation of Kadoorie Agricultural College. in 1930.Acess to the link: https://ptuk.edu.ps/en/aarticlepage.php?artid=2

Hebron University (1971), **Birzeit University** (1972), **Bethlehem University** (1973), **An-Najah National University** (1977), **Al-Quds University** (1984), **Al-Quds- Open University** (1991), **Arab American University** (1997), **Palestinian Technical University** (2007).

References

Alfoqahaa, Sam and Nour, Abdulnaser, (2022), The performance of higher education institutions in the Arab world from a strategic perspective: challenges and possible solutions, Journal of the Association of Arab Universities for Research in Higher Education (مجلـة اتحـاد الجامعـات العربيـة للبحـوث فـي التعليـم العالـي): Vol. 42: Iss. 2,PP1-12 Article 1.https://digitalcommons.aaru.edu.jo/jaaru_rhe/vol42/iss2/1

Barth, M., & Rieckmann, M. (2012). Academic staff development as a catalyst for curriculum change towards education for sustainable development: an output perspective. ***Journal of Cleaner Production*****,** *26*, 28-36.

Barth, M., & Rieckmann, M. (2015). State of the art in research on higher education for sustainable development. In Routledge handbook of higher education for sustainable development (pp. 124-137). ***Routledge***, New York.

Bertschy, F., Künzli, C., & Lehmann, M. (2013). Teachers' competencies for the implementation of educational offers in the field of education for sustainable development. ***Sustainability***, *5*(12), pp.5067-5080.

Broman, G. I., & Robèrt, K. H. (2017). A framework for strategic sustainable development. ***Journal of Cleaner Production*****,** *140*, 17-31.

Caiado, R. G. G., Leal Filho, W., Quelhas, O. L. G., de Mattos Nascimento, D. L., & Ávila, L. V. (2018). A literature-based review on potentials and constraints in the implementation of sustainable development goals. ***Journal of cleaner production*****,** *198*, 1276-1288.

Cebrián, G., & Junyent, M. (2015). Competencies in education for sustainable development: Exploring the student teachers' views. ***Sustainability***, *7*(3), 2768-2786.

Christ, K. L., & Burritt, R. L. (2019). Implementation of sustainable development goals: The role for business academics. ***Australian Journal of Management*****,** *44*(4), pp. 571-593.

Ciegis, R., Ramanauskiene, J., & Martinkus, B. (2009). The concept of sustainable development and its use for sustainability scenarios. ***Engineering Economics*****,** *62*(2). pp.30-35.

Dhahri, S., & Omri, A. (2018). Entrepreneurship contribution to the three pillars of sustainable development: What does the evidence really say?, ***World Development*****,** *106*, 64-77

Duran, D. C., Gogan, L. M., Artene, A., & Duran, V. (2015). The components of sustainable development-a possible approach. ***Procedia Economics and Finance***, *26*, pp. 806-811.

Di Fabio, A. (2017). The psychology of sustainability and sustainable development for well-being in organizations. ***Frontiers in psychology*****,** *8*, 1534. pp1-4.

Dyllick, T. (2015). Responsible management education for a sustainable world: The challenges for business schools. ***Journal of Management Development***, pp.20-25.

Food and Agriculture Organization of the United Nation (FAO), (2015), "Sustainable development goals",pp.1-20.

Fusco Girard, L. (2013). Toward a smart sustainable development of port cities/areas: The role of the "Historic Urban Landscape" approach. ***Sustainability***, *5*(10), pp. 4329-4348.

Hák, T., Janoušková, S., & Moldan, B. (2016). Sustainable Development Goals: A need for relevant indicators. ***Ecological indicators***, *60*, pp. 565-573.

Hadeel Amjad Basalat, Saed Al Koni,and Abdul-Naser Ibrahim Nour,(2023), "The impact of governance on the financial performance of the corporation companies listed on the Palestine and Amman Stock Exchanges for the period 2013-2019" Jordan Journal of Business Administration, Vol (19), No(3),PP413-437,International Refereed Research Journal, University of Jordan. (ISBN 1815-8633). Indexed by Arcif.& Indexed by Scopus Elsevier. DOI: https://doi.org/10.35516/jjba.v19i3.1124:

Gupta, J., & Vegelin, C. (2016). Sustainable development goals and inclusive development. *The international environmental agreements:* ***Politics, law and economics***, *16*(3), pp. 433-448.

Leal Filho, W. (2011). About the role of universities and their contribution to sustainable development. ***Higher Education Policy***, 24(4), 427-438.

Lessmann, O., & Rauschmayer, F. (2013). Re-conceptualizing sustainable development on the basis of the capability approach: A model and its difficulties. ***Journal of Human Development and Capabilities***, *14*(1), pp.95-114.

Lozano, R., Merrill, M. Y., Sammalisto, K., Ceulemans, K., & Lozano, F. J. (2017). Connecting competencies and pedagogical approaches for sustainable development in higher education: A literature review and framework proposal. ***Sustainability***, *9*(10), 1889.

Mensah, J. (2019). Sustainable development: Meaning, history, principles, pillars, and implications for human action: Literature review. ***Cogent Social Sciences***, *5*(1), 1653531.

M. Najjar, A. Nour (2022), UNIVERSITY GOVERNANCE FROM THEORY TO PRACTICE: THE CASE OF UNIGOV PROJECT "IMPROVING GOVERNANCE PRACTICES AT PALESTINIAN HIGHER EDUCATION INSTITUTIONS", INTED2022 Proceedings, pp. 2988-2995. (Clarivate). doi: **10.21125/inted.2022.0844**

https://library.iated.org/view/NAJJAR2022UNI

Pauw, J. B. D., Gericke, N., Olsson, D., & Berglund, T. (2015). The effectiveness of education for sustainable development. ***Sustainability***, *7*(11), pp.15693-15717.

Prizzia, R. (2017). Sustainable development in an international perspective. In Handbook of Globalization and the Environment (pp. 19-42) ***Routledg,****:* London**.**

(PwC, 2015) cited by Christ, K. L., & Burritt, R. L. (2019). Implementation of sustainable development goals: The role for business academics. ***Australian Journal of Management*****,** pp. *44*(4), 571-593.

Robert, K. W., Parris, T. M., & Leiserowitz, A. A. (2005). What is sustainable development? Goals, indicators, values, and practice. ***Environment: science and policy for sustainable development*****,** *47*(3), pp. 8-20

Roorda, N., Corcoran, P. B., Weakland, J. P., Beckers, A. M., Grin, J., Jansen, J. L. A., & Wempe, J. F. D. B. (2017). *Fundamentals of sustainable development*. ***Routledge,*** London, pp.2-4.

Silvestre, B. S., & Ţîrcă, D. M. (2019). Innovations for sustainable development: Moving toward a sustainable future. ***Journal of Cleaner Production***, *208*, pp. 325-332.

Sims, L., & Falkenberg, T. (2013). Developing Competencies for Education for Sustainable Development: A Case Study of Canadian Faculties of Education. ***The international Journal of Higher Education***, *2*(4), 1-14.

Stubbs, W., & Cocklin, C. (2008). Teaching sustainability to business students: shifting mindsets.***The international Journal of Sustainability in Higher Education***. pp.207/2018.

Tomislav, K. (2018). The concept of sustainable development: From its beginning to the contemporary issues. ***Zagreb The international Review of Economics & Business*****,** *21*(1), pp. 67-94.

nited Nation Sustainable Development goals (2015), Access on the link ***https://unric.org/en/united-nations-sustainable-development-goals/.***

UNDP (2015), "Sustainable development goals ", access on the link ***https://www.undp.org/sustainable-development-goals***.

Verhulst, E., & Lambrechts, W. (2015). Fostering the incorporation of sustainable development in higher education. Lessons learned from a change management perspective. ***Journal of Cleaner Production*****,** *106*, pp. 189-204.

Wiek, A., Bernstein, M. J., Foley, R. W., Cohen, M., Forrest, N., Kuzdas, C., ... & Keeler, L. W. (2015). Operationalising competencies in higher education for sustainable development. In Routledge handbook of higher education for sustainable development (pp. 265-284). ***Routledge***, London.

Waas, T., Verbruggen, A., & Wright, T. (2010). University research for sustainable development: definition and characteristics explored. ***Journal of cleaner production***, *18*(7), pp. 629-636.

Acknowledgements:

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Author Contributions:

The Authors confirm their contributions to the paper as follows: Design: SK and AN, data collection: MM, analysis and interpretation of results: SK, MM, AN original draft preparation: MM, AN Language service: SK, MM, AN. All authors reviewed the results and approved the final version of the manuscript.

Competing Interest:

The Authors declare no competing interests.

Ethical Approval:

The institution's scientific and ethical review committee reviewed and approved the instruments and methodology. Ethical review and approval were required for the study of human participants per institutional requirements.

Informed Consent:

Informed consent was obtained from all the participants.