

THE IMPORTANCE OF UNIVERSITIES FOR SOCIETY AND ECONOMY THE EXPERIENCE OF RESEARCHERS FROM THE VISEGRÁD GROUP

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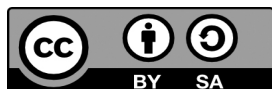
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CHAPTER 2

Going Green in the Education of Future Managers

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Abstract: The need to move society towards more sustainable living patterns is now reflected in many strategic European and global documents. This urgency has arisen from the pressure that humanity exerted on the environment and its resources. Changes in production and consumption trends are now inevitable, but their implementation is neither easy nor quick. Implementing such profound structural changes across the economy also requires understanding and support from society. It requires a sophisticated society both aware of the need for such change and capable of managing this transformation. Educational systems, and in particular higher education, offer and co-create an enabling environment for learning about the changes underway (climatic, social, demographic, etc.), their dynamics, impacts and overlaps, in order to promote adaptation and resilience in society. Higher education has the potential to go far beyond the educational institution, and a suitably trained and profiled graduate can be a valuable resource and accelerator of progress for society. The aim of this paper was to present different ways of implementing current challenges and trends, with an emphasis on green topics, into the educational content of future managers, using the example of the Faculty of Management and Business, University of Prešov, Slovakia.

Keywords: education, green topics, future managers



2.1. Introduction

The impact of environmental education is a reliable tool in the pursuit of sustainability and the implementation of comprehensive change. Green education plays a key role in expanding social and environmental awareness and improving individual understanding of the most pressing issues. Incorporating green education into the curriculum from primary to higher education will help to raise a responsible generation of environmentally conscious people who will have the up-to-date knowledge and skills needed to address environmental challenges. Environmental education improves critical thinking and helps students to understand in more detail the need for appropriate attitudes and practices in their everyday lives. Achieving the intersection of knowledge between human activity and the environment through green education contributes to building a more aware population that can greatly assist in implementing green and sustainable solutions in practical context (Xiao et al., 2024).

In transforming the mindset of society, disseminating information through educational systems is one of the most effective ways. Such environmental information does not just relate to a factual understanding of environmental issues, but actively encourages people to incorporate forms of responsible behaviour into their established standards. Students themselves respond more readily to the increasing costs of learning if the topic appeals to them or they are interested in it. Therefore, it is extremely important to get students interested in green issues before the initial step of education itself. The relation between a student's personal commitment to the environment and interest in overcoming the learning costs incurred in doing so is best explained by Campbell's paradigm (Baierl et al., 2022). This 1963 conceptual idea discusses that the relative cost (i.e. difficulty) of enacting a certain behaviour is a critical element for understanding the relationship between latent attitude and manifest behaviour. Therefore, a person who expresses an interest in environmental issues can also be expected to actively engage in activities and actions that reflect his or her attitude – which is also the driving idea behind all initiators and promoters of green education (Kaiser & Wilson, 2019).

The main idea in understanding the importance of green education is to create positive environmental attitudes and subsequent support and active engagement to engage in certain environmental activities. In this context, one can speak of a reliable positive correlation between people's commitment to environmental protection and their actual acquired knowledge in environmental topics. It should be understood that a student retains more knowledge and understanding of green topics according to the interest and intensity with which he/she approaches the issue (Baierl et al., 2022).

Most primary and secondary schools have a poor awareness of green education and environmental protection. Although the number of environmental courses has increased in recent decades, there is still insufficient attention to this issue. A considerable knowledge deficit is felt both on the part of students and teachers who have inadequate knowledge in the field of environmental protection. Some teachers have difficulties in explaining common environmental pollution phenomena and do not sufficiently understand the causes and methods of prevention. The reason for this lack of knowledge is the absence of environmental education in schools in lesson content plans (Liu et al., 2024).

Figure 1 shows that environmental education has meaningfully enriched the traditional education models (Breiting, 1994; González-Gaudiano, 1997; Novo, 1995 as cited in: Gómez, 2005). Environmental education equipment is quite often highly sensitive to the inherited in emergent problems (globalisation, poverty, biodiversity, peaceful coexistence, sustainable tourism, fragile landscapes, etc.) that require 'new proposals for action' (Xunta de Galicia & UNESCO, 2001 as cited in: Gómez, 2005).

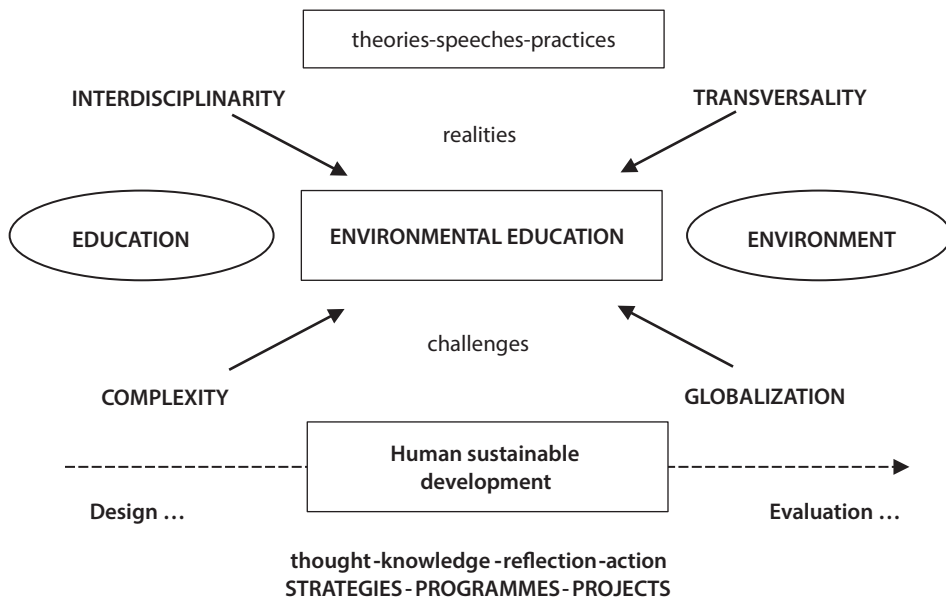


Fig. 2.1. Environmental education: realities and perspectives

Source: (Gómez, 2005).

By integrating environmental topics into the curriculum, students have the opportunity to understand the interaction between human activity and the environment. This promotes their sense of environmental responsibility and provides

a more holistic view of environmental solutions and practices. Through this form of education, individuals become more conscious consumers and are able to actively participate in various initiatives promoting sustainability. In this context, increasing environmental literacy plays a key role in educating the next generation (Yin et al., 2024).

Higher education institutions recognise the fact that they are a key element in society that can contribute meaningfully to sustainability. Educating future generations and advancing research activities are fundamental steps in the transformation of contemporary societies. The goal of green education in universities is young minds that can independently and consciously approach global environmental issues (Al-Nuaimi & Al-Ghambi, 2022).

A large number of international declarations (e.g. Sustainability Initiative for Higher Education, Principles for Responsible Management Education) have been adopted due to the needs and current requirements of sustainable development in internationally recognised programs. It is expected that green-oriented universities will be the driving force to achieve the set goals in international programs in the context of sustainability (Dagiliūtė et al., 2019).

The current requirements of the 2030 Agenda target education and research for achieving the SDGs, in addition to a wide range of areas in the concept of sustainability. However, based on research by Kopnina (2020), there have been significant gaps in the achievement of the set goals, despite increased efforts by many educational institutions. Boarin et al. (2020) found that the vast majority of students consider sustainability to be a key part of their education, despite the wide range of diversity in curricula. However, extensive research conducted by Paço and Lavrador (2017) found that students do not register a relation between attitudes and environmental knowledge and environmentally friendly behaviour. The integration of sustainability needs to be visible in the curriculum of different subjects, as well as, for example, marketing. The issue was addressed more closely by Kemper et al. (2020) who identified marketing disciplines that promote increased consumption as an indicator of success, despite knowledge of increased environmental burdens. Sustainability as a stand-alone subject in the educational process is still finding its proper place, but many elements from this area have already been broken down and included in existing courses. Priyadarshini and Abhilash (2020) stated that almost none of such subjects offer information on sustainability comprehensively.

Sustainability in higher education is a complex concept that includes not only environmental aspects but also ethical and social dimensions. This requires a holistic approach that integrates different areas into a coherent whole, the outcome of which is a generation of future professionals and responsible citizens towards sustainability in the long term (Trevisan et al., 2024).

In order to achieve the sustainability goals, human resource education, especially in the field of management, based on sustainable development and various concepts

of environmental protection, should be implemented exclusively in higher education. It is generally believed that it is higher education that has a key role to play in transforming the study of sustainability and its comprehensive integration into the curriculum. Investing in green education at university level will help to create capable and environmentally oriented leaders in the future, who completed this type of study during college and bring green elements and innovations to business leadership that are in line with current requirements towards sustainability and environmental protection (Obrecht et al., 2022).

2.2. Material and Methods

The aim of the paper, using the mixed methods research, was to present different ways of implementing current challenges and trends into the educational content of future managers at the Faculty of Management and Business, University of Prešov (Slovakia), with an emphasis on its greening. To achieve the objective, the authors used a case study approach (including the analysis of internal documents), and questionnaire survey conducted among internal students of the Faculty of Management and Business, University of Prešov.

2.3. Different Ways of Implementing Current Challenges and Trends Into the Educational Content of Future Managers

The goal of human endeavour is to improve the quality of life in all its various forms and dimensions. The progress of society is evident in its readiness to respond to dynamic changes, unexpected crises, global and local challenges, but above all in its ability to transform them into new opportunities. The content and form of education are inevitably evolving under the influence of these diverse changes that society is undergoing, and it is desirable to respond to these changes in a timely and appropriate manner. Adaptation to new conditions appears to be crucial in all areas of our lives, and especially in the economic sphere, in the work of a manager.

The Faculty of Management and Business of the University of Prešov is one of the largest faculties of economics in Slovakia and has long been preparing future managers who find employment in various economic sectors and in the public sphere. The faculty has been implementing economic-management study programmes since 2004, but the beginnings and the core of its current university education date back to the academic year 1989/1990, when the first university master's degree in management was established in Prešov. Currently, the faculty provides education

in seven accredited study programmes in both full-time and part-time form, in Slovak and in English, in the field of Economics and Management, including three Bachelor study programmes: Management; Business Management and Marketing; and Tourism, Hotel and Spa Industry.

In order to maintain the attractiveness as well as the topicality of the educational content offered, the faculty continuously monitors the quality of the educational process and updates the educational curriculum. These processes include the implementation of new challenges, current requirements and trends in the educational content. Presenting and communicating them to students using new innovative methods and creating an appropriate environment for critical discussion is the basis for understanding them and a prerequisite for mastering them. In practice, the following appear to be appropriate ways of enriching, updating and modernising educational content in this context:

- partial change, updating and addition of necessary current topics to existing courses,
- creation of new courses, extension of existing courses (e.g. elective courses),
- creation of new study programmes.

These methods of innovation in educational content can also be complemented by innovative and participative ways of educating, such as specialist discussions and workshops, but it is also appropriate if they are combined with a direct link between theory and practice, e.g. in the form of specialist excursions, lectures by invited experts and practitioners, case studies, and direct involvement of students in scientific research projects, and linking their seminars and final theses with practice.

We co-create a world in which we face different challenges. The first major challenge for society as a whole, with significant social and economic repercussions, is humanity's response and adaptation to ongoing climate change and its impacts. Issues related to changes in the quality of the environment and its components, resource scarcity and depletion, and energy intensity, comprise a broad spectrum of environmental or sustainability challenges. Given their critical nature, these issues must be swiftly integrated into the educational curriculum of future managers who will be confronted with them in their professional practice.

In response to the problem of sustainability, the faculty is implementing the so-called 'green trends' in the educational content.

We have innovated and continue to upgrade selected subjects to include green themes such as: Corporate Social Responsibility, Green business, Circularity and Sustainability, Waste Management, Green Public Procurement, Renewable Energy Transition, Energy Efficiency etc. For example, currently, within the project KEGA 010PU-4/2023, the University is innovating the content of the subject Entrepreneurship in small and medium-sized enterprises in the context of circularity and sustainability, with an emphasis on family, social and sustainable entrepreneurship.

We are focusing on green-oriented scientific research projects, e.g. the project 'Applied research to improve the acoustic properties of mobile noise barriers and the ecological use of waste generated during their production', within the 'Green Industry Innovation' scheme, whose implementation and results are incorporated and connected with the education process and will enrich the educational curriculum by direct involvement of students in the project (as part of their final thesis and work experience). Students become active co-creators of green solutions (first green effect) in the production process of pro-environmentally oriented noise barrier products (second green effect) with applicability especially in the construction industry. In this way, we are able to provide students with a 'double green' experience and increase their competences in line with current needs and trends.

The educational curriculum will also be enriched by transferring the results directly into the educational process – e.g. by means of case studies or by developing examples of best practices into teaching materials.

The University of Prešov, in an effort to respond to current needs and challenges and at the same time to highlight their importance (also) in the process of education, in 2020 developed and implemented a strategic document *Environmental Sustainability Strategy* in which the first strategic objective is the promotion of environmental education and research. In the document the University declares (among other things) that it will create the conditions for a higher representation of sustainable development topics for all accredited programmes (Environmental Sustainability Strategy of the University of Prešov). The broad and diverse implementation of green themes in the training of future managers, implemented at the Faculty of Management and Business, is fully in line with the vision and goals of the University.

One of the key aspects in the process of greening the educational process is the quality and availability of infrastructural facilities. The availability of material and technical support has a strong accelerating and synergistic effect in the process of improving the quality of education. At the faculty, with the support of the Ministry of Education, Science, Research and Sport of the Slovak Republic, within the framework of the project 'Green Universities', the Centre of Energy Efficiency and Renewable Energy Sources was built with the appropriate computer and technical equipment, a dedicated library, as well as interactive models demonstrating the production of energy from renewable sources; facilities for students were also built.

Another of the current challenges is digitalisation and informatisation towards building a knowledge-based society, presented by issues and topics such as: Working in an online environment; Social networks; e-Commerce; Digital security; Data mining and Artificial Intelligence, Smart solution, etc.

In response to the trends of digitalisation and computerisation, the faculty built a Neuromarketing Laboratory where research on consumer responses to various marketing stimuli is currently underway, using biometric data collection.

The research is carried out with the active participation of students, thus directly enriching the educational process with practical and innovative methods. At the same time, the Neuromarketing Laboratory enables further linking of the faculty and the business sphere and the transfer of knowledge into practice to increase the success and applicability of graduates in business. The faculty also operates a Centre for Technology Transfer and Research Results in cooperation with the Centre for Scientific and Technical Information of the Slovak Republic (CVTI SR), which builds on the work of the Laboratory of Neuromarketing.

The faculty also supports students' orientation and work in the online environment. The face-to-face education is (partially) enriched with the possibilities of online education using classical tools such as Microsoft Teams and LMS Moodle which represent an educational and interactive communication platform, but also serve as a database of professional resources.

The primary objective of educational institutions (and universities in particular) is to properly prepare graduates for the changing labour market. This objective should be borne in mind when designing study programmes, encompassing their content, complexity, but also the choice of appropriate forms and methods of education. The orientation of contemporary education must be towards enhanced training that emphasises practical experiences over theoretical knowledge, incorporates professional practice and enhances the adaptability of graduates.

Responding to the dynamic changes in the labour market, the faculty has a long-standing and very intensive cooperation with practitioners who are associated within the Expert and Business Council which currently has 47 members representing various areas of business, public administration and regional stakeholders. The Council intensively enters into the processes of preparing new study programs, but also comments on the intended changes in the content of education to reflect the needs of the market as much as possible.

In line with the dynamics of the European labour market, other topics such as European trends, internationalisation development and changes in society also need to be addressed. It seems necessary to create space in the educational content also for European topics and to increase the knowledge and competences of students, e.g. in the fields of Orientation in European policies and Mobility and international cooperation, including transfer of best practices from the international environment'. The need for a permanent improvement of language competences, which are crucial in the European area (and beyond), is also still relevant.

In response to these trends, the faculty:

- offers Master's and PhD programmes in English, thus directly supporting students' professional and linguistic competences;
- indirectly supports language training through a wide range of exchange internships and mobility abroad.

As a result of the intensive links between higher education at the faculty and practical needs, constantly expands the almost 70-strong network of Centres for Student Practice, Practical Training and Research Transfer in the Slovak Republic, and a further seven centres of practice located abroad.

Taking advantage of the existing background and in an effort to make the content and forms of education more attractive, we looked for ways to appropriately incorporate current challenges, but especially green and sustainability topics into the educational curriculum.

In our ongoing efforts to emphasise the significance of environmental sustainability within our academic curriculum, the University acknowledged the pivotal role of environmental education in shaping effective management practices. Recognising the essential need to address sustainability issues within the business and management study field, it sought to understand the perspectives and expectations of our students concerning this important subject area.

For this purpose, the University conducted a comprehensive questionnaire among students across various internal programmes. The insights gathered are intended to act as a guide in refining educational strategies to better equip students to address the sustainability challenges and opportunities they will encounter in their professional lives. The following section presents the findings from the survey, offering a detailed analysis of how the University of Prešov students perceive the integration of environmental education into their studies.

2.4. Questionnaire of Students' Preferences in Relation to Sustainability Issues in Education

Students from all study programmes participated in the survey, which included 70 respondents from Management, 79 from Business Management and Marketing, and 26 from Tourism, Hotel, and Spa Industry (Fig. 2.2). Regarding their year of study,

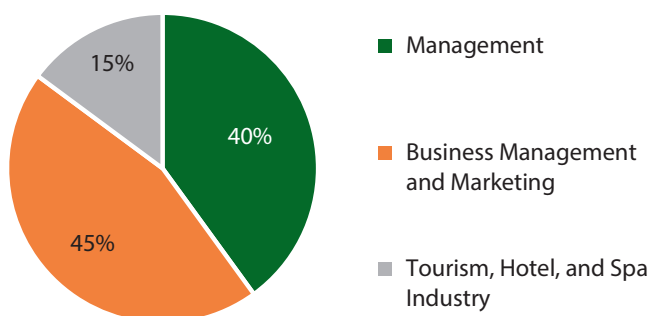


Fig. 2.2. Distribution of the students according to study programmes

Source: own survey.

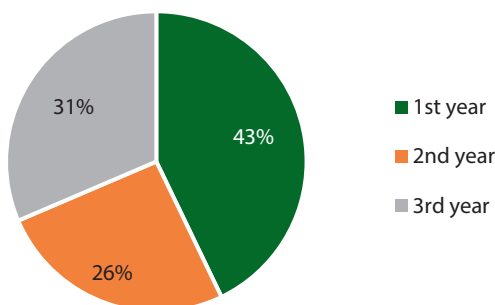


Fig. 2.3. Distribution of the students according to the year of study

Source: own survey.

the distribution of participants was as follows: 75 from the first year, 45 from the second year, and 55 from the third year (Fig. 2.3).

Q1: Interest in Environment and Sustainability

The majority of students expressed a positive interest in environmental and sustainability topics, with 62.2% (13.1% strongly agreeing and 49.1% agreeing) indicating their interest. This suggests a favourable disposition towards these subjects among the student body. However, a significant portion, 31.4%, remained neutral, which might imply a lack of strong feelings towards the topic or a potential area where more engaging content could spark further interest. The combined disagreement rate is low, at 6.2% (5.1% disagreeing and 1.1% strongly disagreeing), indicating that outright disinterest is minimal.

Q2: Active Information Seeking on Environment and Sustainability

Responses to this question revealed a more passive stance, with only 30.9% (6.3% strongly agreeing and 24.6% agreeing) actively seeking information on these topics. A significant number of students, 46.3%, neither agreed nor disagreed, suggesting ambivalence or a lack of motivation to seek out information actively. The combined disagreement rate, at 22.9% (18.9% disagreeing and 4% strongly disagreeing), was higher than in the first question, indicating a more substantial barrier to active engagement.

These findings highlight an opportunity to increase students' engagement with environmental and sustainability topics. The high percentage of neutrality and disagreement suggests that students may not be sufficiently motivated to seek out information on their own. This could be due to several factors, such as perceived irrelevance of the information to their personal or professional interests, lack of awareness of available resources, or the perceived complexity of the topics.

To address this, educational strategies should include:

- **integrating more hands-on activities:** practical applications and real-world problem-solving sessions can make the relevance of sustainability more apparent;
- **enhancing resource accessibility:** making resources more accessible and actively promoting them can help reduce the effort students need to put in to find relevant information;
- **incorporating sustainability into core curricula:** embedding sustainability topics into the core curricula of all related programmes could ensure that students perceive these issues as integral to their fields of study, not just optional or supplementary;
- **motivational initiatives:** workshops, guest lectures, and motivating sustainability challenges or projects could enhance interest and make learning about environmental issues more engaging.

Q3: Exposure to Sustainability in Studies

A majority of the students (56.6% combined: 12% strongly agree, 44.6% agree) indicate that they have encountered sustainability topics in their studies. However, there was a notable number (20.5% combined: 17.1% disagree, 3.4% strongly disagree) that feels sustainability is not sufficiently covered, suggesting potential gaps in the integration of these topics within the curriculum. Another 22.9% remained neutral, which could indicate either a sporadic integration of sustainability topics or an uncertainty about what constitutes adequate coverage.

Q4: Desire for More Integration of Sustainability Themes

A significant majority (59.8% combined: 19% strongly agree, 40.8% agree) expressed the desire for more integration of sustainability themes into the educational process. This suggests that while sustainability is being addressed to some extent, students feel there is room for deeper and more comprehensive coverage. The 30.5% neutrality here might reflect students' uncertainty about how this integration should be implemented or a satisfaction with the current level.

Q5: Need for More Discussion of Sustainability Issues

A strong consensus (66.7% combined: 22.4% strongly agree, 44.3% agree) supported the need for more discussions on sustainability issues in the classroom. This indicates a clear demand for an increased focus on interactive and discussion-based learning methods regarding sustainability, which can help in understanding complex issues more deeply and developing critical thinking. To increase discussion of sustainability issues, which a significant majority of students see as necessary, the following

strategies can be considered: structured debates and discussion panels, case studies, interactive workshops, guest lectures from industry professionals, etc.

Q6: Need for Practical Examples of Sustainable Measures

The majority (75.4% combined: 25.7% strongly agree, 49.7% agree) advocated the presentation of practical examples of the implementation of green and sustainable measures in the classroom. This response highlights a gap between theoretical knowledge and practical application, suggesting that students seek for real-world examples to better understand how sustainability principles are applied in practice. To better integrate practical examples of sustainability in the classroom, one can adopt the following approaches: field trips and real-world observations, project-based learning, partnerships with local businesses, design thinking projects focused on sustainability etc.

Q7: Adequacy of Space Devoted to Sustainability in Business

Responses to this question showed that only 41.8% (10.9% strongly agree, 30.9% agree) felt that adequate space is devoted to sustainable approaches in business within the educational process. A significant 40% are neutral, and 18.3% (15.4% disagree, 2.9% strongly disagree) disagree with the adequacy of the coverage, indicating that many students perceive a lack of sufficient focus on how sustainability can be integrated into business practices.

Q8: Necessity of Environmental Knowledge and Skills in the Labour Market

The responses to question 8 showed that a significant majority of students (58.6% combined: 10.9% strongly agreeing and 47.7% agreeing) believed that including sustainability topics in their education will better position them in the labour market. This is a strong indicator of the perceived value of sustainability knowledge and skills in their future careers. Meanwhile, a considerable 33.3% are neutral, possibly indicating uncertainty about how sustainability directly affects their career prospects, while only a small fraction (8.1% combined: 7.5% disagreeing and 0.6% strongly disagreeing) see little or no value in this integration.

This reflects the growing importance that employers place on environmental awareness and sustainability skills. Businesses are increasingly driven to adopt sustainable practices not only due to regulatory requirements but also because of economic incentives like cost reduction through efficient resource use, consumer demand for green products, and the competitive advantage that innovation in sustainability can offer. Employers are actively seeking individuals who are not only

aware of these issues but also capable of implementing sustainable solutions that align with corporate responsibility goals and improve operational efficiency. One example of the current challenges is the EU's Corporate Sustainability Reporting Directive (CSRD) (Directive (EU) 2022/2464) – a fundamental pillar of the broad 'EU Green Deal' – which requires mandatory ESG (environment, social, governance) reporting for certain companies that do business in the EU. This industry shift underlines the need for educational institutions to further integrate sustainability into their curricula, equipping students with practical skills and knowledge that directly address the current and future needs of the labour market. Enhancing the curriculum with more practical examples, discussions, and comprehensive content on sustainable practices will better prepare students for successful careers in this evolving business environment.

Q9: Necessity of a Sustainable Approach in Business

The findings from question 9 showed clearly that students consider sustainability encompassing resource conservation, environmental quality maintenance, and waste minimisation as essential in business, with 85.2% either agreeing or strongly agreeing. This strong endorsement reflects a significant shift in the mind-set of future professionals towards recognising environmental responsibility as a fundamental aspect of modern business practices. The minimal dissent observed, with only 2.3% combined disagreeing or strongly disagreeing, stressed a broad consensus on the importance of sustainability, highlighting its acceptance as a core component of business operations. Meanwhile, the 12.6% of students who neither agreed nor disagreed may indicate a lack of full understanding of sustainability's practical impacts or its relevance to their future careers, suggesting an area where further educational focus could be beneficial.

This consensus is aligned with global business trends where sustainable practices are increasingly demanded by regulatory bodies, favoured by consumers, and beneficial for operational efficiency and attracting investment. Businesses are integrating sustainability not only to comply with regulations but also to capitalise on the growing consumer preference for eco-friendly products and to enhance operational efficiencies that reduce costs. Moreover, sustainability-oriented companies are likely to attract investments focused on long-term viability and ethical considerations. These findings suggest a need for educational institutions to further embed sustainability across all business-related disciplines, preparing students to flourish in a business environment where sustainability is no longer optional but imperative. A graphical summary of the questionnaire results can be found in Fig. 2.4.

The survey conducted among Faculty of Management and Business students highlighted a strong recognition of the importance of integrating sustainability into their academic curriculum, resonating with global educational trends. The majority

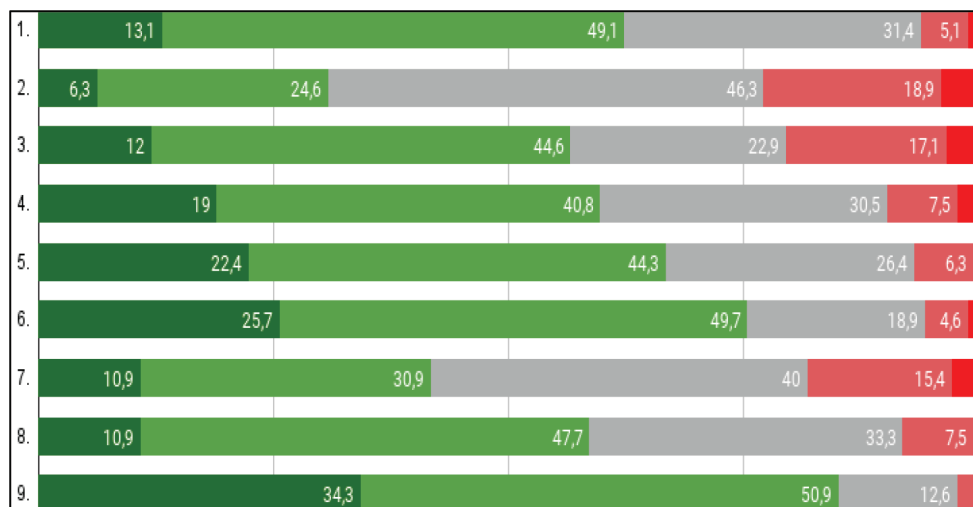


Fig. 2.4. Summary of the questionnaire results

Source: own survey.

of students not only acknowledge the necessity of embedding sustainability themes into their studies but also express a desire for more discussions, practical examples, and comprehensive coverage of sustainability in business practices. This mirrors findings from similar studies, such as those by Bagley et al. (2020), which found that students in business schools show a high interest in sustainability courses that offer practical applications. Moreover, Claro and Esteves (2021) stressed the growing demand among students for curricula that reflect the realities of a sustainability-oriented job market. The overwhelmingly positive affirmation of the importance of sustainability in business from the respondents, was also in line with trends reported in the global corporate sector, where sustainability is increasingly crucial for regulatory compliance, consumer preference, operational efficiency, and investment attraction (Ramanathan et al., 2017; Taghikhah et al., 2019). This feedback is invaluable for academic institutions, prompting them to refine their programmes and ensure that sustainability is not only integrated into educational processes but also serves as a fundamental component in shaping future leaders equipped to implement sustainable solutions in their professional careers.

Reflecting on the results of the survey, The University's efforts have been directed towards the creation of a new competitive curriculum and continuity in the incorporation of green themes into education.

The University considers the creation of a new study programme 'Green Economy...' (the working title at that time) to be the strongest response to the modern problems

and trends. This study programme addresses the aforementioned current challenges in a comprehensive way and offers the profiling of a graduate-manager able to respond adequately to the given challenges in a professional manner. The presented innovative study programme responds to the societal need for professional training in the field of economic aspects in environmental management at the first level of higher education. It is based on the updated concept of the study field of economics and management, while complementing the core topics of the core knowledge with the professional topics of economics and environmental management. The newly created curriculum offers innovative educational content combined with participatory ways and approaches to learning. The study programme focuses on:

- changing traditional forms of education (creative techniques, participatory techniques, hands-on learning, workshops, discussions, etc.);
- innovating the content of education, curriculum reflecting current, sustainable and green trends;
- enhancing stronger interconnection with practice (field experiences, expert-led lectures, global internship, business/industry embedded final thesis, etc.).

As a result of these efforts, after graduating from the 'Green Economy...', a graduate-manager will be equipped with a sustainability (economic-managerial) knowledge base, built by a diverse combination of approaches and techniques, but also possessing the necessary knowledge in the field of green issues and sustainability.



2.5. Conclusions

In this paper explored various strategies for implementing new (especially green) trends into the educational content. The authors believe that this will equip future managers to face new challenges effectively and respond adeptly. The current times may seem unfavourable for universities due to the emergence of new problems. Therefore, there is an imperative need for rapid and adequate response to these changes, which should be manifested in their recognition, acceptance and in their transformation into opportunities. High-quality content education is the most important way of responding to current challenges, enabling the University to adapt more effectively to the changes underway.

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