Implementing the Principles of Responsible Management Education within the curriculum of the Graduate School of Business and Leadership (GSB&L)

By

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ABSTRACT

There is an urgency for educational institutions to contribute to solving the world's social, economic and environmental problems. Solutions to these global problems are not directed at multinational corporations only but also on educational institutions such as business schools. Curriculums in business schools are questioned in terms of the relevance and practical application of what students learn to real life scenarios. Hence, business schools have a responsibility to promote and encourage responsible management education within their curriculum and learning experience. This allows business schools to produce graduates who will become responsible leaders; who will have a lasting impact in businesses and in the society at large. In addition, business schools face the rising pressure to promote responsible management education through initiatives such as Principals of Responsible Management Education (PRME).

There are over 600 business schools across the world that are part of PRME. Nevertheless, the Graduate School of Business and Leadership (GSB & L) at the University of KwaZulu-Natal (UKZN), is not part of PRME. This indicates the need to enhance responsible management education by applying the PRME principles within the GSB & L curriculum. A mixed methods approach was used through interviews and questionnaires to ascertain the perceptions of the students as well as staff members, regarding responsible management education and the implementation of a PRME within the GSB & L curriculum. Stratified sampling technique was used to collect quantitative data and to collect qualitative data, convenience sampling was used. Findings revealed that the majority of the students agreed that PRME should be included in the curriculum at the GSB & L. The study shows that PRME would benefit the GSB & L and the students as it creates greater awareness of sustainability issues and leadership requirements to lead an organisation responsibly and sustainably. The qualitative data was analysed using thematic analysis and the quantitative data was analysed statistician using Statistical Programme for Social Science SPSS software. In conclusion, there is still room for improvement in responsible management education at the GSB & L in UKZN. It is therefore recommended that business schools in general, and GSB & L specifically, should re-evaluate their curriculums and pedagogies by being more sustainable in research, teaching, and content.

Key terms:

PRME, Curriculum, Sustainability, Education, Responsible Management

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LIST OF ABBREVIATIONS

AACSB   Association to Advance Collegiate Schools Business

AAE   American African European

AMBA   Association of MBAs

CSR   Corporate Social Responsibility

EFMD   European Foundation for Management Development

GMAC   Graduate Management Admission Council

GRLI   Globally Responsible Leadership Initiative

GSB&L   The Graduate School of Business and Leadership

HEI   Higher Education Institutions

MBA   Masters of Business Administration

MCom   Master of Commerce

MIG   School of Management Information Technology and Governance

PRME   Principles of Responsible Management Education

SABSA   South African Business Schools Association

SMART   Specific, Measurable, Achievable, Realistic, and Time-Bound

SMIG   The School of Management and Information and Governance

SPSS   The Statistical Package for the Social Science

UKZN   University of KwaZulu-Natal

UNGC   United Nations Global Compact

UNPRME   United Nations Principles of Responsible Management Education

WBSCSB   World Business School Council of Sustainable Business

CHAPTER 1: NATURE AND SCOPE OF THE STUDY

1.1 INTRODUCTION

Hutchinson and Thirumaran (2016, p.1) accentuate that "business activities impact the environment, but the environment also affects business activities" and "businesses need to systematically incorporate sustainability as a core of all of their business practices, and adopt a 'triple-bottom line' approach that accounts for the social, economic and environmental aspects of sustainability". This is important because communities are increasingly becoming aware of environmental issues and are less tolerant of companies that exhibit a poor environmental track record. If companies want to remain competitive, the business focus needs to shift from only financial profits to the sustainable use of resources and responsible business practices. The impact on the planet due to irresponsible and unsustainable business practices led to critique against the education that business leaders receive from especially business schools. According to Godemann, Moon, Haertle and Herzig (2014), over the years, there have been several business scandals and world events such as the 2007-2008 financial crises, which have resulted in business schools being called to be more sustainable (Hasouni, 2012). Also, because of these events, the content that is provided in the curricula of business schools has been questioned. Business schools have therefore been identified as a way to enhance responsible and sustainable business practices through education and leadership development. Business schools are viewed as a platform for graduates to become future business leaders who will have a lasting impact on society.

Currently, as indicated by Forray and Leigh (2012) globally, business schools are being pressurised to promote responsible management education through initiatives such as Principles of Responsible Management Education (PRME). PRME was formulated to enhance responsible management education, leadership and research within business schools across the globe (Sobczak and Mukhi, 2015). PRME aspires for continuous improvement in responsible management education (Sobczak and Mukhi, 2015). This chapter explains the nature and scope of the study by outlining the background to the study, the research problem, research questions and objectives, significance of the study, limitations of the study and outlines of the chapter. It seeks to gather the perceptions of students and lectures about the implementation of PRME in the curriculum of the Graduate School of Business and Leadership (GSB & L) at the University of KwaZulu-Natal (UKZN). To also propose a way for the GSB&L to implement PRME.

1.2. BACKGROUND OF THE STUDY

About 15 years ago it is said that the priorities of businesses were different from those of today, back then the goal was to make profit without taking into consideration the impact that it would have on the environment (United Nations Global Compact, 2015b). This is known as the shareholder's theory where the firm's objective is profit maximization for its owners while minimising the role with the interaction of society (Pfarrer, 2010). The implications of such endeavours are evident currently by businesses and are urged to practice corporate responsibility by taking into consideration ethical behaviours (Prandini, Vervoot and Barthelmess, 2012). The result of businesses operating without taking into consideration the environment led to global problems such as climate change. The study also showed that business leaders are in agreement that climate change is a priority for business (United Nations Global Compact, 2015a). Also, the impact of businesses not operating sustainably led to several initiatives being formulated to tackle the problem of environmental decay. This was seen by the emergence of initiatives such as the UNGC United Nations Global Compact, which promotes CSR Corporate Social Responsibility (United Nations Global Compact, 2012). This evidence showed the need for business to change the manner in which they operate.

The study discussed not only the need for businesses to change but also for learning institutions, particularly business schools. A business school academic Ken Starkey insisted an amendment is needed in the MBA curricula, which can be achieved through identifying errors in leadership and business (Thomas and Thomas, 2011). He further noted the importance of learning from the lessons of the past. The great emphasis of needed change in the world and the role in which business schools can contribute resulted in the formulation of PRME. PRME was described as encouraging business schools to adjust their syllabi, research and teaching approaches to adapt to the changing corporate world (Laasch and Conaway, 2015).

1.3 SCOPE OF THE STUDY

The study focuses on the perceptions of students and lectures about the implementation of PRME in the curriculum of GSB & L (UKZN).. This study focused on exploring key issues such as the benefits of the GSB & L should they sign up to PRME, the gap in responsible management education within the GSB & L curriculum, the perceptions of students and lectures at GSB & L regarding the implementation of PRME in their curriculum, and the implementation of the principles of responsible management in the curriculum at GSB & L. Unlike in the past,

curriculums of business schools have now been questioned in terms of the relevance and practical application of real-life scenarios. Although issues of sustainability are taught in business schools, sustainability is not deeply embedded in the curriculum (Musharbash, 2012). Business schools are now being pressurised to conform to the changing world (Fragueiro and Thomas, 2011). In addition, the learning interaction within the business is learning that is based on theory and students do not get much practical exposure to the content. Therefore, the first objective looked at if it would be beneficial for the GSB & L to be part of PRME. PRME was described as an initiative that aids business schools into making their curriculum, research and learning more sustainable. The importance of PRME was looked at to discover if the initiative would be beneficial. Therefore, their knowledge of PRME has been investigated and their acceptance levels towards the initiatives as a possible module within the curriculum.

This study was founded on fact that business schools are called to be more responsible hence the majority of the business schools are signing up to PRME. So, the GSB & L which is also a business school, is not a signatory of PRME. The study was also premised on the gap in responsible management education and the need to develop sustainable business leaders who will bring change and solutions to the world.

1.4. RESEARCH PROBLEM

It is evident that business schools have a responsibility presently to promote and encourage responsible management education within their curriculum and learning experience. PRME is the largest functioning initiative on responsible management education. This initiative encourages business schools around the world to adapt their curricula, research and teaching methods to be more sustainable. The GSB & L, however, has not signed up to PRME. This suggestions that more effort is needed to promote responsible management education within the GSB & L curriculum through the principles that are offered by PRME. Furthermore, it is a limitation for the school since, being a PRME signatory and applying their principles allows for business schools to produce graduates who will eventually become responsible leaders who have a lasting impact on businesses, communities, the environment, the country and the world.

1.5. RESEARCH QUESTIONS

1. To what extent is it important for GSB & L to be part of PRME?
2. Is there a gap in responsible management education at GSB & L?
3. What are the perceptions of students and lectures about the implementation of principles of responsible management in their curriculum?
4. How will the principles of responsible management be implemented as a module in the curriculum at the GSB & L?

1.6. RESEARCH OBJECTIVES

The main aim of this study is to determine how GSB & L is implementing the principles of responsible management education within its curricula.

1. To determine if it will be beneficial for GSB & L to be part of PRME.
2. To determine the gap in responsible management education within the GSB & L curriculum.
3. To investigate the perceptions of students and lectures at GSB & L regarding the implementation of principles of responsible management in their curriculum.
4. To propose a way to implement principles of responsible management in the curriculum at GSB & L.

1.7. RESEARCH METHODOLOGY

1.7.1 Research Philosophy

This research study sought to gather the perceptions of students and lectures regarding the implementation of PRME. Therefore, the interpretive method was suitable for this study as it allowed for the researcher to see the world through the eyes of the objectives studied.

1.7.2 Research Design

Neuman (2011) stated that exploratory research is when a subject is relatively new. PRME is a relatively new concept which was launched in 2007. Therefore, an exploratory research design was used. In addition, this study used questionnaires to collect quantitative data, which is consistent with the descriptive approach which uses surveys, field research and even content analysis to collect data (Neuman, 2011). Therefore, this study also used this research design.

1.7.3 Sample technique

The study also used interviews to collect qualitative data. This was also used to collect the perceptions of lectures regarding the implementation of PRME within the curriculum of the GSB & L. The study used questionnaires to collect quantitative data. It was also used to gather their perceptions on the importance of PRME as an initiative and its importance for the GSB & L, the implementation of PRME and the barriers of PRME.

1.7.4 Sample and sample size

The questionnaire was administered to 119 students from the GSB & L. Four lecturers from the GSB & L were interviewed.

1.8 SIGNIFICANCE OF THE STUDY

Researching this topic will reveal the importance of PRME for business schools and the GSB & L specifically. In addition, the research will influence the accreditation and ranking of the GSB & L, since offering responsible management education impacts on the credibility of the business school. The study will aid in producing graduates who will be responsible business leaders in society

1.9 LIMITATION OF THE STUDY

In the year of 2016, South African Universities experienced a widespread of violent protests that resulted in the majority of universities being disrupted that led to the cancellation of classes and tests, and some of the campuses shutting down (Theletsane, 2016). UKZN was one of the universities that was affected negatively by the violent protest actions and this resulted in the suspension of classes and tests, the closure of various campuses and postponing examinations to December and January (Stolley, 2016). As a result, the study faced several limitations. The study was not completed within the required timeframe since it was difficult for the researcher to administer questionnaires to the students. Some of the students were not available in class due to feeling unsafe, which resulted in the smaller sample size. Furthermore, some of the classes were cancelled which further delayed the collection of the quantitative data. The student protests caused further problems because the lecturers were also not coming to campus due to safety concerns and it was difficult to stick to original interview confirmations. Hence only four of the lecturers were interviewed. Furthermore, the student protests caused further

problems because the lecturers were off-campus which limited the researcher in terms of transportation and time.

The lectures that commence at the GSB & L mainly take place in the evening or in block-release. This was a limitation of the research study as the researcher had to wait for a suitable block release lecture. Also, another study limitation was the unavailability of lecturers to be interviewed. This resulted in a small sample of the lecturers. Some of the GSB & L lecturers were on sabbatical leave at the time of the study, therefore there was a shortage of staff members. In addition, students might not have been very familiar with the concept of PRME or they did not see the value of it. Hence, the researcher had to explain the concept of PRME before asking them to fill in the questionnaire. In addition, a brief explanation of what PRME was about was all given in a short summary on the first page of the questionnaire. Another limitation was that some of the Masters of Business Administration (MBA) participants and lecturers may have been busy due to work commitments. This limitation was overcome by booking appointments with them and asking lecturers if questionnaires could be distributed and collected during lectures. Another limitation is the limited time to conduct the research.

1.10 OUTLINE OF CHAPTERS

Chapter 1: Nature and Scope of study

This chapter outlines the introduction to the study, followed by the background to the study. The problem statement, limitations of the study and research questions and objectives are covered in this chapter. The significance of the study is also outlined.

Chapter 2: Literature Review

This chapter covers the role of businesses towards sustainability, it defines responsible management, the definition of responsible management education, the concept of PRME and what it entails, PRME in South Africa, the barriers and drivers of PRME and conclusion.

Chapter 3: Research Methodology

This chapter includes the introduction, research methodology, research philosophy, research design, research approach, sampling strategy and instruments, data analysis, reliability, the validity of the study and ethical considerations.

Chapter 4: Quantitative data analysis and discussion

This chapter includes the quantitative findings from the administered questionnaires. It also included demographics of the participants and questions related to the research objectives and descriptive analysis. Statements that were analysed include the importance of PRME, implementation of PRME, the barrier to PRME, and whether PRME would be beneficial at the GSB & L.

Chapter 5: Qualitative data analysis and discussion

This chapter includes qualitative research findings. Results are presented using a thematic analysis. The themes that are discussed include the lack of knowledge of PRME, evaluation of the curriculum, approach to the implementation of PRME in the curricula), lecturers engaging students in sustainability, hindrances to the implementation of PRME.

Chapter 6: Conclusions and recommendations

This chapter includes discussions to the study as well as recommendations. It also includes the need for future research and conclusion.

1.11 CONCLUSION

Business schools were seen to play an important role in promoting responsible management education as well as equipping business school students in being sustainable business leaders. The perceptions of students and lectures was a driving factor for this research.   This chapter outlined the introduction, background to the problem, the research problem, research questions and objectives, limitations of the study, significance of the study and the structure of the study.

The following chapter discusses the role of businesses towards sustainability, it defines responsible management, the definition of responsible management education, the concept of PRME and what it entails, PRME in South Africa, the barriers and drivers of PRME as well as the conclusion of the first chapter.

CHAPTER 2: LITERATURE REVIEW

2.1 CHAPTER OVERVIEW

In the previous chapter, an introduction to the study was outlined, followed by the background to the study. The background to the study identified the history of the problem, which was the lack of implementation of PRME at the GSB & L. This was followed by the research objections and research questions. The research objectives and questions identified what the study wanted to achieve and the questions that the study aimed to answer were also part of the first chapter. The objectives and questions were a fundamental tool as they acted as a guide to the study. The significance of the study was discussed to show the relevancy of the research. This chapter seeks to give an overview of the subjects of responsibility which includes ethics, sustainability, and corporate social responsibility. These subjects unpack the concept of sustainability and its importance. Consequently, responsible management education will be discussed which will cover how educational institutions play their roles in producing leaders who are aware of sustainability issues. This chapter will also discuss the concept of PRME and how it can be used as a tool to bring awareness to students about sustainability issues. Thereafter, the implementation of PRME into the curriculum of the GSB & L will also be analysed.

2.2 INTRODUCTION

The global issues that have arisen such as global warming and financial breakdowns, have resulted in growing concerns for business to be more aware of the environmental damage they can cause (Doh and Tashman, 2012). The turmoil that occurred such as corporate scandals at Enron and the financial crisis raised alertness that business should create social and ecological value instead of focusing on just making a profit (Prandini, Vervoort and Barthelmess, 2012). Also, the high level of concentration on shareholder value and not enough attention on the role of the manager is the cause of issues such as the financial meltdown (Shetty, 2012). Chernobyl and Exxon Valdez are companies which are among those that resulted in disaster during the period of the 1980s and early 1990s (United Nations Global Compact, 2015b). In addition, corruption was heightened through the corporate scandals by corporations such as Enron, and so the world began to see another view of greed (United Nations Global Compact, 2015b). During this period a number of corporations experienced such disasters which led to the mistrust of business because of the social and environmental problems that occurred (United

Nations Global Compact, 2015b). Therefore, being a responsible citizen is vital in this current age (Shetty, 2012). This is evident because companies are seldom tolerant to companies that focus on profit maximization while neglecting to have a positive impact on society and the environment (Prandini et al., 2012).

There is a global awareness and concern for a sustainable planet and sustainable future (Smit, 2013). This is because over the past 15 years, the idea of sustainability has been highly discussed (United Nations Global Compact, 2015b). Sustainability is a construct of three elements which are social, economic and environmental, this term is known as the "triple bottom line" (Doh and Tashman, 2012). Hence, there is a need for businesses to be sustainable and take into consideration the triple bottom line when conducting business. In a quote noted by the United Nations Secretary-General Ban Ki-moon "Nobody benefits from catastrophic climate change or rampant unemployment and the social unrest that comes with it. Prosperous, stable societies and a healthy planet are the bedrock of political stability, economic growth, and flourishing new markets. Everyone has a role to play" (United Nations Global Compact, 2015b). In light of the statement, everyone has a role to play in ensuring that the planet is healthy. Thus, there is an urgency for educational institutions to contribute to solving the world's social, economic and environmental problems. This is because, business schools have the capacity to contribute solutions to the world (Alac and Madran, 2014) Therefore, the solutions to these global problems are not directed at multinational corporations only but the focus has shifted to educational institutions such as business schools (United Nations Global Compact, 2012). For this reason, Jurse and Mulej (2011) describe business schools as a platform for business knowledge and production in society.

2.3 CONCEPTS OF RESPONSIBLE MANAGEMENT

Responsible management is a broad term which can be divided into subjects such as corporate social responsibility, business ethics, and sustainability.

2.3.1 Corporate Social Responsibility (CSR)

The idea of CSR has evolved over the years with the times, thus the concept of CSR has become very important (Mosuad, 2017). In the 1980s, the number of new definitions were few, by the 1990s, CSR had become nearly universally accepted into other thematic frameworks. (Mosuad, 2017 .CSR stems from three title words: "(1) corporate, (2) social, and (3) responsibility"

(Young and Dhanda, 2013, p193). So, in essence, CSR stands for the responsibility that a business has toward the society in which it operates in (Young and Dhanda, 2013). Blowfield (2013) however, suggests there is still a misunderstanding about the meaning of CSR. Blowfield (2013) defines CSR as voluntary actions with the aim of being a benefit to society. Rangan, Chan and Karim (2012) however, sees philanthropic motivations as the drivers of CSR, for example, a staff member may give away donations.

The term CSR has evolved over the years and how people define it (Gee, 2012). These people include authors in the field of CSR such as Milton Friedman. Friedman defines CSR as "redistributing the wealth of the company away from its owners to social causes often by the CEO" (Blowfield, 2013, p 61). However, Friedman is also of the view that the main aim of a company is to generate money, this is also in line with the views of David Packard (Young and Dhanda, 2013). Despite a great number of definitions on CSR emerging, how CSR is defined and implemented, varies in terms of counties and time (Mosuad, 2017). CSR would not be thorough, without mentioning Archie Carrol's CSR theory. According to Carroll (1999; p 84), "CSR deals with the demeanor of a business so that it is lavishly lucrative, it abides with the law, and is proper and socially supportive". According to this model, is it imperative for organisations to prioritise and esteem being economically responsible in their operations. This however, must not jeopardise the environment at the expense of increasing profit.

Smith and Lenssen (2010, p2) alluded that "The global financial crisis and its effect on the economy have once more made it obvious that the sustainability of our global market system depends greatly on accountable conduct, sustainable business models and some practical measures of management". Hence, corporations have received great pressure from various stakeholders to practice sustainability, these include, non-profit organisations, consumers and even the community at large (Blowfield, 2013). As a result of pressure to be more responsible, corporations have taken measures and implemented strategies to be sustainable and responsible. Examples include companies such as Natura. Natura places sustainability as the core business strategy of the company (Lacy, Hanes, and Hayward, 2012). In addition, Marks & Spencer, focused on organic foods and reliably managed timber (Blowfield, 2013). This examples suggest the rapid growth of the practice of CSR.
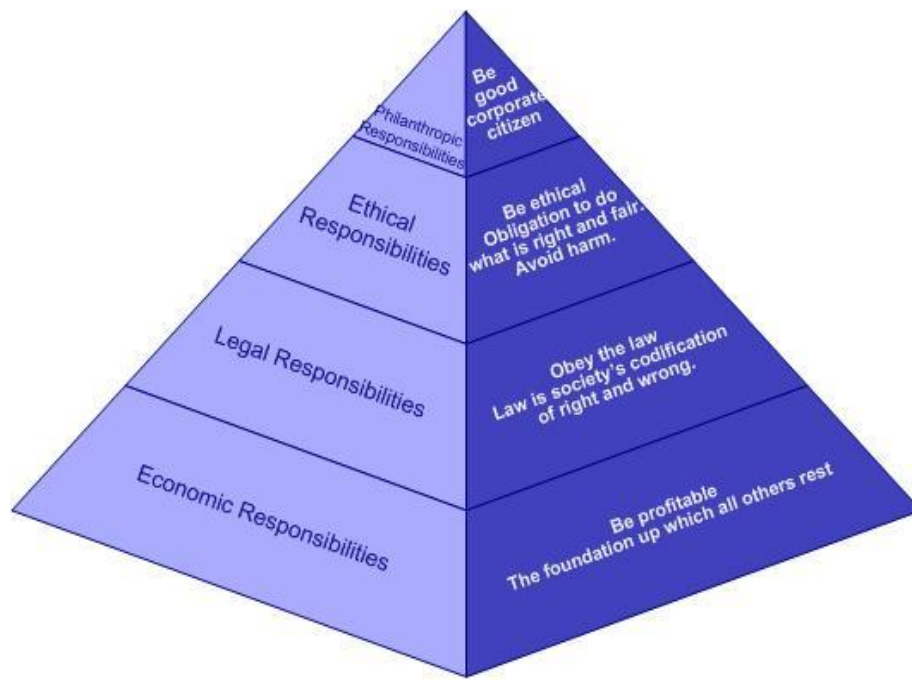
Figure 2.1: Carroll's CSR Pyramid

Source: Dudovskiy (2012)

2.3.2 Sustainability

Sustainability is not an easy concept to define, since it is an evolving term (Young and Dhanda, 2013). In essence this term means to endure (Young and Dhanda, 2013). Sustainability according to Coleman (2013) cannot be left only to scientists to understand, but managers and leaders need to have an in-depth understanding of the sustainability concept. Sustainability has become popular over this past decade as a result of global warming's impact on the natural environment and on how organisations conduct their business (Laasch and Conaway, 2015). Not only is the term extensively used, but it is a complex term that requires different ways of teaching, learning and researching (Barber, Cleaves, Garnham, Wilson and Venkatachalam, 2014). Coleman (2013) concurs that sustainability is a complex term, he further alludes that this term is highly contested.

Barber et al. (2014) further elaborate that sustainability is about making decisions that will affect citizens, communities, climate and even food. This definition basically takes into consideration the triple bottom line which consists of the economic, social and environmental factors (Laasch and Conaway, 2015). This is because even businesses are now affected by lack and exploitation of natural resources (Laasch and Conaway, 2015) .Sustainability does not only affect how corporations function but also impacts on the educational sector. It seems according

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to Barber et al (2014), that, because of the complexity of sustainability it also affects teaching and learning.

In 1987 the Bruntland Commission introduced the concept of sustainable development (Management Education for the World, 2012). Sustainable development seeks to; "consider the interest and rights of future generators, meet the expectations of today's citizens and customers, deal with historical liabilities" (Blowfield, 2013). Business are therefore increasingly being encouraged to engage in sustainable operations. There are various strategies that companies can engage in order to practice sustainability. Young and Dhanda (2013) suggest that coporatations can; make sure that sustainability is embedded within the vision of the business, the business needs to set fixed rules, join initiatives that promotes and are focused on sustainability issues, to encourage putting into action the plans that are well thought of instead of focusing on words, and also collaborating with different stakeholders.

2.3.3 Business Ethics

The emergence of global problems such as unethical behaviour makes it imperative for future business leaders to be knowledgeable about issues such as ethics, accountability, and responsibility. Business ethics is seen as being interlinked with sustainability. However, Young and Dhanda (2013) assert that, business ethics is found within sustainability when there is a situation where a case in ethics is breached. Business ethics as a term is well known and identified within the business sector and academia. It pertains to matters that have to do with being right or wrong as it is addressed in corporate situations and tasks (Crane et al., 2008). Businesses ethics is not only applicable within the corporate sector, but also within diverse sectors such as the government.

 The matter of ethical education is not a new phenomenon; however, business schools have increased pressure to incorporate business ethics into their curricula (Prandini et al., 2012). Business ethics in a sense encourages responsible management education since it challenges students to think of the moral aspects of doing business.

2.4 CALL FOR RESPONSIBLE BUSINESS PRACTICE

The world is evolving and companies are under pressure to create environmental and social value and not only financial value (Prandini et al., 2012). Beusch (2014) thus describes that the globe's greatest problem is sustainability. This is because over the years, the world has been experiencing ecological, social and environmental problems that have resulted in businesses

being labelled as the key culprits responsible for such dilemmas (United Nations Global Compact, 2012).Furthermore, in the last 50 years, humans have also been key contributors to environmental issues such as global warming (United Nations Global Compact, 2015b). Also, economics cannot refute that humans have a role in contributing to climate change (Blowfield, 2013). Consequently, businesses have been called to be more sustainable. Being sustainable is linked to the term corporate social responsibility, which is the way businesses conduct their operations, without disregarding the welfare of various stakeholders (Gee, 2012). Despite this concept, some businesses do not practice corporate social responsibility. This is evident from the corporate scandals that have emerged over the years. These corporate scandals stem from companies such as Enron and WorldCom, because of these scandals greater analysis has focused on the way people run business (Louw, 2006).

The United Nations over the past decade has been conducting research on CEOs around the world. In 2016, a survey was conducted on CEOs to obtain their perspectives on climate change. This survey sought to identify the role and beliefs of companies in dealing with the climate problem. Jones (2013) argued that the issue of the planet being sustainable has to make progress. Although, there has been more interest in sustainability in places such as Europe and North America, emerging places such as Africa have not consciously adapted to energy saving, recycling and climate change (Jones, 2013). So, these business leaders who are part of the survey recognise that deliberate action is needed from citizens, government and business for damaged prosperity and damage are avoided. These CEOs note that not only does climate change bring about risks but there are also opportunities associated with it. Hence, these leaders have committed themselves to taking further action (United Nations Global Compact, 2015a). Business leaders acknowledge that climate change is an urgent priority for business which is evident from the results of the survey (United Nations Global Compact, 2015a).

Furthermore, this study asked CEOs what the main global challenges were that could threaten business operations, and climate change was ranked second (Laasch and Conaway, 2015). This proves that business leaders are recognising that climate change is a serious problem that the world is facing now. The results of a survey conducted by 750 business leaders within 152 countries prove that climate change is an urgent matter that needs to be addressed (The United Nations Global Compact, 2015a). The results showed that 91% believe that climate change is an urgent priority. Furthermore, 66% believe that businesses are not doing well to tackle

climate change and only 34% believe that businesses are on track in fighting against climate change (The United Nations Global Compact, 2015a). Climate change is a mounting catastrophe that leads to instability, unrest and a threat to development. Climate change has considerably changed biodiversity and will further increase species and ecosystem biodiversity loss (Hul, 2013). The result of climate change is that, resource managers and governments at all scales are becoming cautious of the obstacles and opportunities that climate change and unpredictability pose for their operational goals (Dilling and Berggren, 2014). However, there has been an improvement of the management of climate change by stakeholders such as businesses, communities and even schools (The United Nations Global Compact, 2015a). The dilemma of climate change has resulted in business leaders across the world taking a standing to combat climate change. Moreover, these business leaders recognise that the various stakeholders such as businesses, communities, and government all need to help in combating the problem of climate change to avoid further disaster (The United Nations Global Compact, 2015a).

Summits such as Conference of the Parties to the United Nations Framework Convention on Climate Change (COP21) bring together business leaders across the world to address issues that pertain to sustainability and climate change. One of the traits of a good business leader is the ability to come up with solutions to dilemmas that occur (Mirvis, DeJongh, Googins, Quinn and Van Velser, 2010). This is an indication of the seriousness of climate change and its effect on the world at large. There are other international initiatives such as the World Business Council for Sustainable Development (WBCSD) that seek to tackle global sustainable problems. The cry for climate change being resolved is not only from business corporations and leaders but from students as well. A survey of 3,700 students from 29 top business schools, was conducted and the results showed that these students believe that the private sector has to take measures into coming up with solutions for climate change (Franceschini, Wang, and Todd, 2015). This shows that people from all spectrums of life are being affected by climate change.

The need for businesses to be more sustainable resulted in the formation of a global initiative called the United Nations Global Compact (UNGC). The UNGC according to United Nations Global Compact (2012) is the largest voluntary initiative that promotes corporate social responsibility. The UNGC requests businesses to comply with them about how they should

govern a planet, bearing in mind that they play a crucial role in global governance (Waddock, Rasche, Werhane, and Unruh, 2009). This is a suggestion that UNGC seeks to create a more sustainable world. There are over 400 companies from various countries who have become part of this initiative; this is an indication that being sustainable is now becoming a norm for businesses. Businesses are now seeing the need to not only make profits to their own advantage but also taking into consideration the economic, social and environmental damage. The formation of UNGC reflects how businesses should focus on more than just having profits in the 21st century but also taking into consideration the economic, social and environmental factors that come into play (Waddock et al., 2009). In order for these businesses to succeed in becoming responsible, a new crop of responsible business leaders is needed. According to Mirvis et al., (2010), the days when business leaders could operate without taking into consideration the welfare of society, natural environment, and human rights is long gone. This makes responsible leadership critical.

Responsible leadership is defined by the Globally Responsible Leadership Institution (GRLI) as "the art of communicating, motivating, empowering and convincing people with a new vision for sustainable development". According to Mirvis et al. (2010, p 10), Management Education for the World points out that responsible leadership is about individual responsibility (Me), institutional responsibility (We) and other interests such as the globe (Us). Mirvis et al. (2010) asserts that unless Me, We and Us work in collaboration with each other, progress towards responsible leadership will be minimal.

2.5 ROLE OF BUSINESS SCHOOLS

Not only are corporations seen as the main culprits that cause global problems but business schools are also blamed for their role in educating business leaders that are only profit oriented (United Nation Global Compact, 2012). In reality, business schools are often models of a perfect business (Blowfield, 2013). This has resulted in pressure being placed on business schools to be responsible ethically, environmentally and sustainably (United Nation Global Compact, 2012). Also, business schools are encouraged to focus on the type and quality of leadership, and concentrate on subjects that were best marginal to the curriculum (Blowfield, 2013) .Therefore, there are norms and values that educational institutions like business schools need to live up to in order for them to make a meaningful contribution to the world by fulfilling their calling (United Nation Global Compact, 2012). This means that they have to understand

and embrace corporate social responsibility. Despite the pressure surrounding business schools, over the past 125 years, they have established themselves as being relevant (Fernando and Thomas, 2012).

By tradition, business schools have been viewed as a hub for grooming students to be leaders in the business world who conduct their businesses sustainably. However, the global financial meltdown resulted in the questioning of the role and function of business schools. Mirvis et al. (2010) state that the public is questioning who trained the Wall Streets kids who were responsible for stealing the life savings of many individuals. The major crisis is that Wall Street kids and bankers are said to come from prestigious business schools (Prandini et al., 2012). Thomas, Thomas and Wilson (2013) believe that the results of organisational crashes of large corporations such as Parmalat, Enron and WorldCom are because business schools failed to teach moral and critical thinking. This shows that there is a need for business schools to take responsibility in what they teach and in the method in which they teach. This has resulted in the business school being questioned by various analysts of their method of teaching and what they should be teaching (Rayment and Smith, 2013). That is why Murphy et al. (2012) suggest that allowing academics to engage and reflect upon realistic learning situations can lead to deeper learning about concepts such as sustainable business education.

Not only are business schools criticised about what they teach, but the research conducted in business schools is viewed as irrelevant (Thomson and Wilson, 2012; Muff, 2012). It is suggested to be irrelevant because of being too scientific instead of being practically relevant. (Muff, 2012; Thomas et al., 2013). The need for business schools to change is an issue that is not hidden but highly recognised (Rayment and Smith 2013). Business schools are not only seen as an educational institution, but they are viewed as an industry (Thomson and Wilson, 2012). The purpose and vision of business schools are to develop future business leaders who are to deal with complex challenges that society faces (Muff, 2012). It is also the responsibility of educators within higher education institutions to ensure that students are well equipped in being future sustainable leaders who will make management decisions that will benefit the world at large (United Nations Global Compact, 2012). Furthermore, educators also have a responsibility of developing the skills and behaviour of students into being more sustainable. Kolachi (2015) also describes the role of the teacher as being very important and the content that is provided requires different strategies in order for students to remain motivated. The

tactics that are considered to be effective in business schools are such as case studies, videos, interactive and dialogue sessions (Kolachi, 2015). Despite the goal of the business school to develop future leaders, there seem to be challenges that prevent this from becoming a reality. One of such challenges that business schools face is that educators within business schools lack professional experience and to resolve such predicaments, business schools have integrated professionals to enhance the practicality and learning experience of students (Muff, 2012). Alternatively, it is suggested by several critics that the reason for the failure of business schools to adequately develop sustainable business leaders is because of the curriculum. This is further explained by Thomas et al. (2013) who insisted that the culture which is instilled in the curriculum of the MBA contributed to the 2008 financial crisis. Which is the reason, responsible management education is essential in the business school curriculum.

2.6 WHAT IS RESPONSIBLE MANAGEMENT EDUCATION?

According to Rasche and Gilbert (2015), responsible management education is aimed at how the business schools' educational practices can function by taking into consideration the social, environmental and ethical impact that can occur. However, within a single business school there could be different ideas about what responsible management education is (Blasco, 2012). During the late ninetieth and early twentieth century, the sole purpose of management education was to instill moral values in business people and to increase their status as professional managers (Thomas et al., 2013). However, as business schools began to advance in the 1970s and 80s, they were criticised for the irrelevant management research and for being too scientific (Thomas et al., 2013). This resulted in the evolution of management by the creation of readable management books by authors such as Michael Porter (Thomas et al., 2013). The reason for business schools to be founded was on the basis of making management as a profession (Vervoot and Barthelmess, 2012). Business schools saw that using knowledge could result in the achievement and education of societal interest (Vervoot and Barthelmess, 2012). Despite this, management education with its problem-solving formulas has been questioned in its role in developing sustainable business leaders (Waddock et al., 2009). It is clear that responsible management education is a phenomenon that has grown over the years, and the call for business schools to be responsible has also increased. Business schools are no longer operating for the sole purpose of producing graduates but they are now investing their efforts to aligning their organisational practice with responsible management education (Rasche and Gilbert, 2015). However not every business school has taken the necessary steps

to do this and to make sure that they practice responsible management education. This is because over the past decade business schools have been scrutinised about their relevance in contributing to the world of management and leadership (Management Education for the World, 2012). Part of the reason is, business schools have failed to acknowledge the input they could have had in equipping and training responsible managers, and hence preventing the recent financial constraints (Atakoa, 2013). These corporate scandals and financial breakdown that emerged made it difficult for management education to achieve re-legitimisation (Management Education for the World, 2012). It is suggested by Thomas et al. (2013), that the understanding of management education should not be narrow, but should be seen from various stakeholders' perspectives such as business, communities and even students.

Business schools have been under pressure to consider the concepts of responsible management education due to the economic crisis (Prandini et al., 2012). Responsible management education has of recent been extended to how business schools embed sustainability within their curricula. Education, therefore, is a platform where global sustainability problems can be tackled and dealt with. That is why there is a global initiative such as the UNGC. The UNGC not only calls for businesses to be responsible but also calls Higher Education Institutions (HEI's) to be responsible as well. The UNGC amplified and highlighted the role of management education and how UNGC led to a new way of thinking (Smit, 2013). The call for HEI to embrace sustainability is an indication that responsible management education is vital within the education sector. HEI's, who are signatories of the UNGC, are required to comply with several commitments as a guide to aligning themselves with the Global compact values (United Nations Global Compact, 2012).

The 50+20 vision

The 50+20 vision seeks for the transformation of management education for the coming 20 years (Lloyd, 2016). This initiative seeks to find ways in which management education can have a meaningful impact on the world (Lloyd, 2016). The 50+20 vision states that it envisions three new roles that management education has to play; which are: "educating and developing globally responsible leaders, enabling business organisations to serve the common good, and engaging in the transformation of business and the economy" (Management Education for the World, 2012).
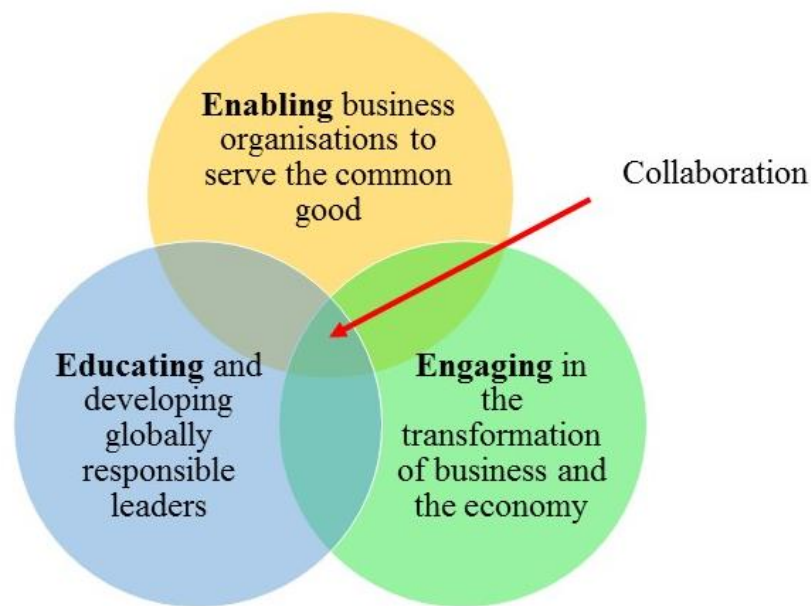
Figure 2.2 The three roles of the 50+20 vision, supported by the collaboratory. p10
Source: Management Education for the World (2012, p10)

 World Business School Council of Sustainable Business (WBSCSB)

This initiative was formed in the year 2010 at the annual conference of the Academy of Management in Montreal, a small group of concerned deans and professors took the first step to create the WBSCSB (WBSCSB, 2015). This initiative identify themselves as a platform for business schools to contribute in making businesses sustainable through research, education, and engagement. The core vision of this initiative concentrates mainly on research that with sustainability

The WBSCSB describes its three core functions as follows: "Research that is conducted should be on the basis of pressing matters such as sustainability, it should be a prerequisite for education to accept sustainability as a cohesive function of the business. This could make it easy for graduates to meritoriously conclude on the relevance of sustainability as being part of their responsibilities, It is the role of academics and business scholars to maximize on their proficiency and status to participate and encourage activities that enhance sustainable development" (WBSCSB, 2015).

Global Responsible Leadership Initiative

The Global Responsible Leadership Initiative (GRLI) was formulated in the year 2004 by senior representatives of twenty-one companies, business schools, and leadership and learning centres from around the world (European Foundation for Management Development, 2005). It is renounced for altering management education in the promotion of corporate responsibility (Nhamo and Nhamo, 2014). The GRLI is also described as being at the forefront in providing the intellectual platform for PRME (Nhamo and Nhamo, 2014). Their goal is to make alliances with educational institutions, companies, with the aim of implementing and promoting globally responsible leadership (European Foundation for Management Development, 2005). This initiative stipulates that the content that should be in business school curricula includes

- Ethics in global business;
- A holistic approach, consideration of the whole person;
- Sustainable business practices;
- Globally-responsible leader-linked attributes.

This all forms part of responsible management education, where educational institutions are a part of such global movement that compels them to be more sustainable. It also means, HEIs has to always be conscious of the role they have to play in society. Moreover, they need not view themselves as only educational institutions, but institutions that have a responsibility to play in changing the world in a positive manner. Initiatives such as these are an indication that there is an urgency for the alignment of management education with the changing world. So, global transformation is needed in business education, Issues on the globe such as climate change, global warming, and energy crises are creating new challenges of which the globe is exhausted (Alan and Madran, 2014).

2.6.1 Principles of Responsible Management Education (PRME)

As a result of global issues such as climate change, there is now a need for business schools to involve themselves in strategies that are in line with the new realities of business and the world (Fragueiro and Thomas, 2011). In addition, business schools ought to care about the problems of the world since their graduates play a crucial role such as being managers (Alan and Madran, 2014). Godemann, Herzig Moon and Powell (2011) assert that business schools are no longer just seen as institutions of higher education, but institutions that can produce business graduates who can impact the world in a positive manner. Solitander, Fougère, Sobczak and Herlin,

(2012) further attest that business schools are central in favouring the development of responsible managers. Also, a business school is the best platform to train students in playing a contributing role in the organisations (Kolachi, 2015). The need to operate sustainably globally has increased over the years. Hence, the response from business schools across the world to conduct education sustainably is the formulation of an initiative called PRME. PRME is the largest global initiative that brings together business schools for the sake of promoting sustainable management education in response to the changing nature of social values (Forray and Leigh, 2012, Alcaraz and Thiruvattal, 2010).

The conception of PRME historically, started a conversation between close friends, Manuel Escudero and David Cooperider at Western Reserve University in Cleveland, in the Weatherhead School of Management (Alcaraz and Thiruvattal, 2010). It was in the conversation that Manuel stated that "what if we try to cooperate to formulate some principles to reform and to change gradually the business education toward sustainability" (Alcaraz and Thiruvattal, 2010, p 544). It was at the Center for Business as an Agent of World forum where they first announced the concept of PRME. PRME is an initiative that was formulated by an international team of sixty deans, school presidents and official representatives of prominent business schools and follows a recommendation of all academic stakeholders of the United Nation's Global Compact (PRME, 2015, Adran and Madan, 2014). PRME encourages business schools to adapt their curricula, research and teaching methodologies to adapt to the changing business world (Laasch and Conaway, 2015). Also, PRME is an initiative that develops the capabilities of students to be future generators (Prandini et al., 2012). This, also is primarily the role of business schools to shape students towards responsible business leadership (Prandini et al., 2012). In essence, business schools are not only learning institutions but they are essential drivers such as government, economy and business (Alan and Madran, 2014). The significance of the formation of PRME by a task force of people in the world is an indication that there is no bias and one point of view about sustainability and society. PRME was formulated in collaboration with the United Nations Global Compact (UNGC), the Association to Advance Collegiate Schools of Business (AACSB), the Aspen Institute's Business and Society Program, the European Foundation for Management Development (EFMD), the Globally Responsible Leadership Initiative (GRLI) (Waddock et al., 2009).

In July 2007 PRME was launched in Geneva, Switzerland during the United Nations Global Compact Leaders' Summit (Waddock et al., 2009), Alcaraz and Thiruvattal, 2010). Since its launch in 2007, the number of business schools who have signed up to PRME is over 550 from 80 different countries (Sobczak and Mukhi, 2015). The conception of PRME is also due to the notion that management education is a powerful force that is able to change the world (Waddock et al., 2009) and the fostering responsible management education across the planet (Sobczak and Mukhi, 2015). In addition, it was formulated as a result of the societal and institutional change (Forray and Leigh, 2012). PRME according to Waddock et al. (2009), is aligned to the UNGC principles to develop upcoming leaders with the needed skills, values, and capabilities to deal with the 21st-century dilemmas by following a set of voluntary guidelines. The current head of the PRME Secretariat in the UN Global Compact Office agrees that the purpose of PRME is to develop future responsible business leaders (Sobczak and Mukhi, 2015). Business schools need to be engaged to make sure that sustainable business leaders are developed (Waddock et al., 2009). Being a signatory of PRME does not only involve signing up and being a silent partner but also requires the organisation to be involved in several commitments. These commitments include research being conducted on issues pertaining to PRME; transparency, by submitting a progress report on the implementation of PRME; and lastly the adjustment of the curriculum by adding PRME related content. Moreover, it calls for business schools to go beyond implementing sustainability topics in their curricula but to make progress in their teaching and research with the aim of achieving global exclusive growth (Sroufe, Sivasubramaniam, Ramos and Saiia, 2015, Alcaraz and Thiruvattal, 2010).

PRME is seen as a new catalyst of the definition of business education (Alcaraz and Thiruvattal, 2010). PRME is an initiative that is encouraged not only by business leaders but also endorsed by two leading management education proponents, which are AACSB and the EFMD (Waddock et al., 2009). PRME also seeks to educate future business managers and leaders who can link profitability with sustainability and to conduct sustainable businesses that will allow for the inclusive global economy (Waddock et al., 2009).) point out that PRME has three distinct characteristics, "a global call, a framework, and a learning network" Alcaraz and Thiruvattal (2010). This means that PRME is not only calling specific business schools to be responsible but is calling all of them around the globe with the aim of being responsible. Alcaraz and Thiruvattal (2010) further elaborate that PRME acts a framework for, curriculum

change; experimenting new learning methods; research and orientation. PRME similarly seeks to create a sense of awareness that management education courses need to educate future business leaders on how to deal with environmental, social or economic problems (Waddock et al., 2009). The key solution to these problems is the implementation of PRME in the management curriculum. The world is changing, and there are new demands in the world that require business leaders to be transparent, accountable as well as more sustainable. PRME requests management schools to fully equip students with skills that will require them to think broadly and have a global perspective on how to deal with the world's demands (Waddock et al., 2009). Also, it helps to shape the attitudes of students in being responsible for research and education Prandini et al., 2012). It is evident through literature that there is still a gap in terms of the skills that students have in business schools who have to tackle the 21st-century problems, the world at large is dealing with. Waddock et al. (2009, p9) state that "the PRME do not aim to be a compliance measurement system". It means that the six principles are there for business schools to come up with solutions that will fit their specific context, for example, administrative functions.

There is a term that is used by PRME organisers that are called "bluewashing". This term refers to business schools who sign up to PRME but do not necessarily make any progress or change in their research, teaching, and learning. The organisers of PRME, do not want signatories of PRME to only become members, but rather to take the necessary steps by changing their curricula and research into being more sustainable. Statistics show that from the year 2007 to 2015, the number of PRME signatories has increased. The reporting, however, showed that 46% of PRME signatories are active participants and are communicating effectively (PRME, 2015). PRME seeks to achieve transparency and accountability, which is why signatories are obligated to have status progress reports. However, some institutions do not submit their reports which is the reason behind the 22% of these schools being deregistered.

Figure 2.3: Percentage of total PRME participation

Source: (PRMEb, 2015, p44)
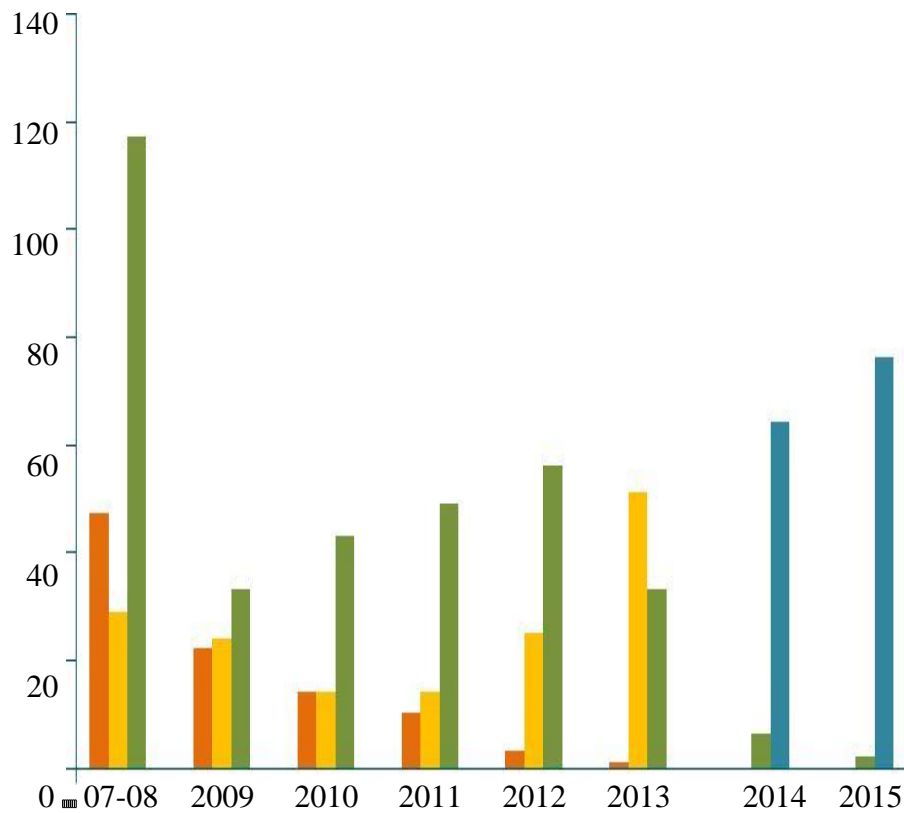
Figure 2.4: Reporting Status of PRME Participants since 2007

Source: (PRMEb, 2015, p 44)

2.6.2 The Six Principles of Responsible Management Education (PRME)

Arac and Madran (2014) highlighted that business schools have begun to see the need for corporate responsibility but have not gone as far as incorporating it into the business school education. PRME was established to develop business leaders who will be able to tackle and solve challenges that the world is and could be faced with (Laasch and Conaway, 2015) and could be faced with in future. The six principles according to Alcaraz and Thiruvattal (2010), are framed according to the values of the United Nations which seek to promote human rights, responsible labour, environmental responsibility as well as anti-corruption. Responsible management education cannot be separated from the six principles that were developed as the core focus of the initiative. Which is why these six principles laid the foundation for responsible management education (Alan and Madran, 2014). This initiative seeks to achieve the following:

Purpose: "We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy" (PRME, 2016).

This principle sees the fundamental role in which students have to play in the global economy. The principal highlights of how it seeks to groom students by cultivating their competencies, this will eventually lead to them adding value in business (PRME,2016). Based on the first principle outlined by PRME, great importance is placed on sustainable education. Milpark's Business school addresses the first principle through providing students with management and business leadership education (Milpark Business School, 2015).

Values: "We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact" (PRME, 2016).

The second principle aims to align the prospectus and academic activities to be in line with the values that are specified in the United Nations Global Compact (Louw, 2015). This principle compels business schools to re-evaluate their curriculum to make sure that it is sustainable. The Rhodes Business School focused on developing six courses, and one which was compulsory; this included the amendment of the MBA curricula to imbed an environmental management stream in the year 2004 (Nhamo and Nhamo, 2014). The discipline of MIG at UKZN developed a compulsory core module for undergraduate students in sustainable business and management practices (School of Management, Information Technology and Governance, 2015).

Method: "We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership" (PRME, 2016).

The third principle stipulates that business schools are called to participate in operative learning materials that will result in tangible learning experiences to achieve sustainable business leaders (Louw, 2015). The experimental learning theory comes into play as it seeks to stimulate students by putting into practice what is being learned in class. PRME also expects business schools to contribute in experiential research that progresses knowledge in understanding the

role that corporations have in adding economic value to the public (Louw, 2015). An example is the discipline of Management and Entrepreneurship at the University of KwaZulu-Natal, where they have developed a programme known as *E-Zone* for students and academics to create a podium to write enlightening and practical articles to develop entrepreneurial and managerial thinking and abilities (School of Management, Information Technology and Governance, 2015). The discipline also uses the platform to engage with other schools to showcase responsible management education which is why the school is in partnership with the AAE Summer School Programme which focuses on responsible business and leadership.

Research: "*We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value*"(PRME, 2016).

Nhamo and Nhamo (2014) describe how the University of Stellenbosch Business School included over 200 publications including doctoral theses and masters dissertations. These publications demonstrated how they achieved this principle through the calibre of the research topics. Nhamo and Nhamo (2014, p104) elaborate further that they were attracted to two theses one focusing on climate change strategies among South African companies. An example of one of the thesis is titled; "*A conceptual framework and value creation perspective* and another addressing *Sustainable development as an integral part of the future Strategy and Business Model of Eskom Holdings*". These topics consider the role of corporations being sustainable.

Partnership: "We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges" (PRME, 2016).

Business schools have a huge role to play partnering with businesses environmental responsibilities. The fifth principle calls for business schools to converse with business owners to work together in solving issues that may arise such as companies failing to engage in social and environmental responsibilities (PRME, 2016). The University of Stellenbosch Business School gives an illustration of how they maximised partnership as quoted below:

"*We have these managers in both our postgraduate and executive development programmes. We create convening spaces where we engage in conversations with leaders from industry,*

government, and society. Several faculties do consulting assignments. Several faculties represents us in global forums where responsible leadership and sustainable development challenges are deliberated on whether we reap the reciprocal benefit of this exposure in terms of our educational relevance is a conversation that we need to engage in more regularly" (USB Business School, 2017).

*Dialogue: "We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, and civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability" (*PRME, 2016).

And lastly, PRME envisions a business school that will expedite and support dialogue and among academics, organisations, government, customers, media, and other interested group on serious issues related to global social responsibility and sustainability (PRME, 2016). This initiative shows the role that business schools have to play in making sure that these principles are implemented. PRME seeks to constantly be improved to produce a new generation of business leaders (Alan and Madran, 2014).

2.7 BARRIERS TO THE IMPLEMENTATION OF PRINCIPLES OF RESPONSIBLE MANAGEMENT EDUCATION

Business schools in the past years have been under intense scrutiny (Fragueiro and Thomas, 2011). As a result of this scrutiny, it is evident that several business schools are now making necessary adjustments such as making changes to their mission statements and by rebranding their degrees (Weybrecht, 2015). Such implementations require immense planning and careful evaluation of resources. Despite the planning that is involved there are barriers that hinder the implementation of responsible management education within the curricula of business schools. According to Rasche and Gilbert (2015) business schools seem to struggle when it comes to aligning their organisational practices with responsible management education. Their argument is based on a pattern that showed that nine business schools decided to withdraw from PRME, and 43 schools were delisted from PRME (PRME, 2016). Indeed, this is clearly an indication that there are certain barriers that are prohibiting the implementation of responsible management education. Rasche and Gilbert (2015) identified conditions that are likely to prompt decoupling, which is:(1) when schools have limited resources, (2) there is resistance

among powerful stakeholders; (3) business schools face institutional pressures and lastly, (4) the organisational actors view institutional demands as being vague. Furthermore, Weybrecht (2015) argues that the long process of curricula change can prevent new ideas from being implemented in business schools.

2.7.1 Leadership

There is no single term for leadership (Thomas and Thomas, 2011). However, Bolden, Gosling, Hawkins and Taylor (2011) define leadership as a process of social influence towards the achievement of shared goals. In business schools, there are powerful actors who play a significant role in attaining set goals such as organisational or academic change. In business schools, leadership usually consists of a dean, directors and even senior lecturers. According to Waddock et al. (2009), deans of a business school play a significant role in the implementation of principles of responsible management education within the curricula, as they are required to sign a letter as an indication of a desire to participate in PRME. That is why Alcaraz and Thiruvattal (2010) point out that the strong conviction of deans is crucial for the transformation of business schools. Deans are basically seen as the CEOs of business schools since they have the power of setting a schools' strategic direction (Fragueiro and Thomas, 2011). In addition, support is needed from upper management – the deans and directors – for business schools to have an effective strategic approach (Weybrecht, 2015). This is a clear indication that a dean in a business school is very important in the implementation of change. Fragueiro and Thomas (2011) further allude that deans are hired to both improve performance and building their own careers. Also, Deans, serve as a connection between external stakeholders, the institutional goals and the departments own interests and motivations, and they act as mediators in the decision-making process (Thomas and Thomas, 2011).

Despite the significance of deans in business schools, they can be a barrier and not accept to incorporate sustainable management education within the curricula. Rasche and Gilbert (2015) agree that influential actors have power on whether or not business schools approve of structural elements. In addition, Herlin, Fougère, Sobczak and Solitander (2012) believe that business schools who have signed up for PRME, received support from the school's higher leadership. The lecturers in business schools also play a significant role since they teach students about a series of content including responsible management education. Lecturers can

be a barrier to being reluctant to integrate sustainability because of the lack of knowledge and even self-confidence (Godemann et al., 201 1). Furthermore, lecturers can teach aspects of the syllabus without making it practical in their actual teaching practice. (Rasche and Gilbert, 2015). This could slow down the process of implementing and making responsible management education, practical.

2.7.2 Faculty

According to Weybrecht (2015), the faculty is one the biggest hindrances to the integration of sustainability in the curricula of business schools. Normally, faculties have their set programs and agenda to which they adhere to. Business schools have their own agenda, some faculty may not be willing to accept resist responsible management education because it may not be in line with the faculties mission and agenda. (Rasche and Gilbert, 2015). Furthermore, this makes it more difficult to translate sustainability into such disciplines because of the lack of understanding of the concepts of sustainability (Godemann et al., 2011). One of the problems that arise is faculties' inability to comprehend how sustainability relates to their field of study and having limited awareness (Weybrecht, 2015). Godemann et al. (2011) argue that faculties still want to maintain their academic freedom, which explains why they may resist the implementation of the principles of responsible management education.

2.7.3 Rankings and Accreditation

Rankings play a crucial role in many business schools. There are three main accreditation organisations, which are the Association of Advanced Collegiate Schools of Business (AACSB International), the European Foundation for Management Development (EFMD), and the Association of MBAs (AMBA) (Weybrecht, 2015). According to Weybrecht (2015), ranking influences a student's choice on where to study, as well as many of the decisions, such as curricula change, are influenced by rankings. Despite institutional pressure and limited resources, business schools still face pressure due to rankings and the obligation to practice responsible management education (Rasche and Gilbert, 2015). Wedlin (2006) argues that business schools continuously compete with each other, this results in them having the pressure of linking up with professional organisations. The pressure and competitiveness amongst the business schools, rankings are often faced with criticism such as the lack of transparency and rigour (Weybrecht, 2015). This can influence the attitude of business schools towards not incorporating sustainability since they believe rankings are not clear enough. Also, having a

good reputation is a high priority for any business school (Moratis, 2015). So, business schools may not want to sign up to initiatives they evaluate as having potential to reputational risks (Moratis, 2015).

2.7.4 Limited Resources

Making changes in a curriculum is not a simple task, it requires time, effort and even resources. Rasche and Gilbert (2015) agree that making a change to existing courses or adding new ones involve financial resource commitments.

2.8 IMPLEMENTATION OF PRINCIPLES OF RESPONSIBLE MANAGEMENT IN BUSINESS SCHOOL CURRICULUMS

Business schools, in general, are seen as an important platform to provide the relevant content and modules in which students can practically apply theory to the real-world working environment and society. This is because business courses have been found to stimulate student concern for the obligation of businesses to act for social good (Sleeper, Schneide, Weber, and Weber, 2006). However, this has not been the case as students are mainly being exposed to theory and not the practical aspects of it such as doing sustainable community service. Thomas, Thomas and Wilson (2013) further alluded to the fact that business schools provide 'lip service' because of the lack of reality in the concepts they teach. In addition, a survey that was conducted by a Graduate Management Admission Council (GMAC), showed that business schools do not link theory to practice and how businesses are to succeed. This raises questions about the content of business school curricula (Muff, 2012). Hence, a business school that is good takes the necessary steps in making sure that students are equipped on how to work practically in an organisation and business schools that are bad are those that teach less Kolachi (2015). Kolachi (2015) further notes that most business schools are just schools with business, and only a few of them provide quality education to its students. It is evident through literature that there is a need for business schools to re-evaluate their curricula and for them to align themselves with the changing world.

The solution for business schools is by embracing PRME as part of their curriculum. Even though business schools have in their curriculum modules such as business ethics, it is not enough to build up future sustainable leaders, which is why PRME is needed to be imbedded in other subjects such as, marketing and finance (Alcaraz and Thiruvattal, 2010). It is noted by

Waddock et al. (2009, p 10) a significant question that may arise may be, "Is PRME limiting academic freedom?" especially because PRME is still a new concept. However, these authors beg to differ as they believe signing up to PRME by business schools do not limit academic freedom. It is stated by the United Nations Global Compact (2012) that PRME over the years has seen an increase in the number of business schools who have become part of this global initiative. Over 600 business schools in over 80 different countries have signed up to PRME, this staggering amount shows the relevance and importance of practicing sustainability (PRMEb, 2016). There are several questions that Waddock et al. (2009) ask themselves with regards to the implementation of PRME, 1. (What do we teach within responsible management education?) 2. (How do we teach responsible management?) 3. (What is the business school and general economic context shaping responsible management education?)

Signing up to PRME is not a difficult task, there are several of steps and processes that are involved in its implementation. According to Waddock et al. (2009), the most important and crucial step is getting an approval from the Dean or other authority in the business school. After approval is obtained, the business school starts implementing PRME within research, the curriculum and operations; compile a report on the implementation progress; and advocate the PRME values. If business schools do not comply with these requirements, they are de-listed. There are several problems that could arise from the implementation of PRME, which is why there is a forum that was created in 2008 called the Global Forum for Responsible Management. This forum allows for signatories to come together and discuss amongst themselves any problems, challenge or even new knowledge they encounter with the implementation of PRME (Waddock et al, 2009, and Unruh, 2009, Sobczak and Mukhi, 2015). The disadvantage of signing up to PRME early is making sure that PRME is well executed and implemented within the curricula. Furthermore, the pressure of being consistent (Waddock et al., 2009) is a factor to take into account by business schools that are PRME operated.

There are several approaches of how PRME can be implemented, which can be through a top-bottom approach or a bottom-up approach. The top-down approach according to Waddock et al. (2009) is when the Dean signs up and then announces the news to the school with an expectation that change will occur. Similarly, is to involve management and those in the school by allowing for a constant dialogue as PRME is being implemented in the curricula (Waddock et al, 2009). Even though more business schools are continuing to sign up to PRME there are

still organisations that are not aware and familiar to PRME. Like the Society for Business Ethics, the International Society for Business in Society, the International Society for Business, Economics, and Ethics, and similar professional associations (Waddock et al., 2009). The most prevalent manner in which PRME signatories implement the principles within the curriculum is the integration of responsible management into mainstream degrees (PRME, 2010). There are two basic ways of how the PRME content can be implemented which is through the Inspirational Guide (PRME, 2010). Horizontal integration: **"**consists of offering stand-alone courses exclusively covering topics related to responsible management. Such courses accompany the mainstream business curriculum and might be elective or compulsory. Depending on the organisational structure of the institution, these courses could also be bundled into a specialisation or minor approach factor in responsible management".

Vertical integration: "consists of a responsible management-related section within mainstream business courses" (PRME, 2010). This vertical integration commonly is implemented by individual professors developing RM-related content within their field of expertise

Sem	Course 1	Integrated RM Topics	Course 2	Integrated RM Topics	Course 3	Integrated RM Topics
1	Marketing Management	-Cause-related Marketing -Social Marketing - Ethics in Marketing	Accounting & Controlling	-Social & Environmental Accounting, Reporting, Certification - Social- & Environemntal Performance	Strategic Management	-Strategic CSR - Sustainable Competitiveness
2	Organizational Theory & Management	-CSR in the Value Chain - Organizational Integration of RM - Corporate Governance	Technology & Operations Management	- Operational Efficiency & Eco-efficiency	Financial Management	-Socially Responsible Investment -Microfinance
3	Leadership & Entrepreneurship	•Social & Environmental Entrepreneurship, Intrapreneurship & Leadership	Business, Government & Economy	•Social & Environmental Regulations	Human Resources Management	•Internationl Labor Standards & Human Rights •Ethics in HRM
4	Decision Science	•Ethical Decision Making	Managerial Economics	•Externalities •Principal Agent Theory • Public Economics	International Management	•Sustainable Value Chain Management • Ethics & Globalization

Vertical Integration

Figure 2.5: Exemplary vertical integration of responsible management contents into typical mainstream business courses of an MBA. Source: PRME (2010, p43)

2.9 BENEFITS OF PRME

According to Sroufe et al. (2015), business schools who fully implement PRME have the benefit of producing responsible business graduates who are able to conceptualise the importance of sustainability and the triple bottom line. Over the past five years, a number of business schools recognised the role that management education is playing in advancing sustainability to produce sustainable business leaders (Weybrecht, 2015). The School of Management and Information Technology and Governance (SMIG) currently has a core PRME module in the curricula offered to second year students. The main aim of formulating the PRME module for SMIG was with reference to Principle 1, which is to; "develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy" (PRME, 2016). This is an indication that having a PRME module at GSB & L can contribute to producing graduates who are

responsible. Another opportunity that GSB & L has in implementing PRME is being able to exchange ideas and good practices with other like-minded institutions (Escudero and Rasche, 2009). This platform is given to business schools at conferences such as the Global Forum for Responsible Management Education, where business schools speak about sustainable issues. It is pointed out by Escudero and Rasche (2009) that institutions that sign up to PRME enjoy the perks of being recognised as a school that practices responsible management. Implementing PRME brings about a holistic innovative change in a business school (Escudero, Albareda, Alcaraz, Weybrecht and Csuri, 2012). This entails a change in the school's culture and experimental teaching and learning practices. Hence, GSB & L will learn to explore and utilise more innovative ways of teaching her students. This, according to PRME (2012) will result in more partnerships and collaboration with an array of stakeholders, such as the business community and Non-Governmental Organisations.

Several schools have joined the PRME network and can attest to the benefits of signing up. Based on the testimonies of other institutions who have signed up for PRME, PRME (2012) provides three internal benefits of PRME, which are: (a) Strengthens and highlights the values and mission of the school; (b) Acts as a mechanism of stimulating business schools to reframe conversations which then leads to them being relevant; and (c) Aids in terms of systematic change and improves coordination.

Business schools have core values and goals which they seek to adhere to. The goals of GSB & L (2009) are: (1) "pursue excellence in teaching and learning; (2) engage in socially relevant and innovative research; (3) nurture regional, national and international partnerships and collaborations; (4) make GSB & L a school of choice for students and (5) engage in responsible community programmes". PRME calls for business schools to not only implement sustainability issues in their curricula but to improve their teaching and research with the aim of global exclusive growth (Sroufe et al., 2015; Alcaraz and Thiruvattal, 2010). Hence it will be a good opportunity for GSB & L to sign up to PRME, as one of their core values is to engage in socially relevant research and teaching. The GSB & L also seeks to establish international collaborations, and signing up to PRME will fulfil this value since PRME is an international initiative.

2.10. PRME IN SOUTH AFRICA

A substantial idea of Responsible leadership in South Africa is found in the King Report on Corporate Governance in South Africa in 2009 (Smit, 2013). Hence, the transformation that is needed in management education lies heavily on business schools (Smit, 2013). The problem is that, in Africa, as compared to other continents there are not many signatories of PRME. the highest signatories of PRME come from Europe and North America since the leading institutions of PRME come from Europe and the USA Arac and Madran (2014). The reason for this is due to the pedagogic approach of these institutions. Furthermore, they have more resources and their educational system is more conducive to the society. On the contrary, Africa does not have enough resources. Arac and Madran (2014) describe continents like Africa, South America and the Middle East have a few business school organisations because of the lack of physical and mental resources.

An online survey was conducted by Gibson (2011) who received 45 respondents from 31 business schools from nine different countries. The results of the survey showed that 81% believed that the values of global social and environmental responsibility are appropriate to African businesses (Gibson, 2011). In spite of their eagerness for sustainability, the results also showed that 55% did not receive sufficient information about PRME to inform them to participate in it, and only 26% said they had sufficient information (Gibson, 2011). This is evidence of the possible reasons for the small percentage of African business schools signing up to PRME. Despite their lack of knowledge about PRME, 96% of these African businesses said they would be interested in signing up for PRME. From the PRME website, there is evidence that from the year 2011 to 2016 there has been an increase in the number of business schools in Africa who have signed up for PRME. Although recent statistics shows that as at 2015, the Middle East and Africa made up 7% of the PRME participants (PRME , 2015). This shows that there is a need for more African business schools to sign up to PRME which also includes GSB & L.

Reporting Status of PRME Participants since 2007
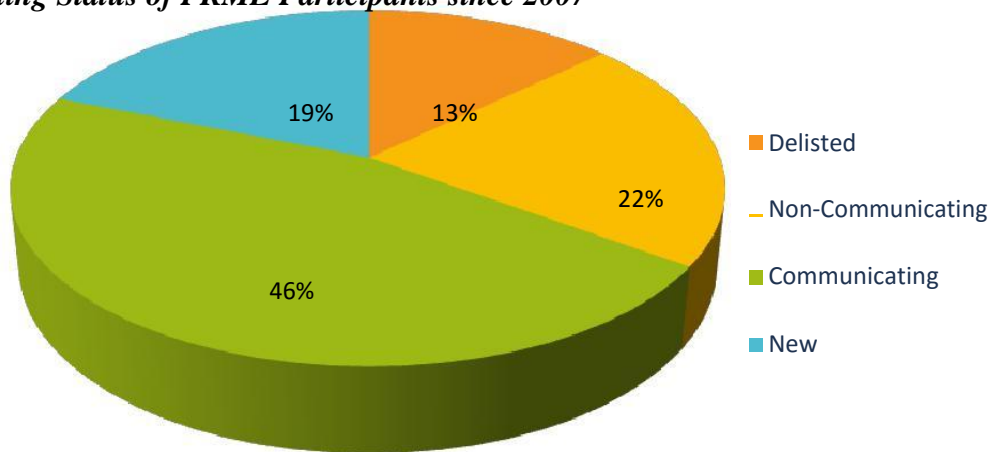
Figure 2.6: Status of PRME Participants Since 2007

Source: PRME 2015 (2015, p 44)

The GSB & L at the University of Kwa-Zulu Natal (UKZN) is part of the South African Business Schools Association (SABSA) (GSB & L, 2009). It is one of the preeminent 1000 business schools worldwide. Their mission states that they, "educate leaders and managers to create value for the community at large and initiative research and academic excellence is what they are known for" (GSB & L, 2009). Despite these achievements from the GSB & L, they are not a signatory of PRME. There are several schools in South Africa that have signed up for this initiative such as the Graduate School of Business, University of Cape Town; Gordon Institute of Business Science, University of Pretoria; Rhodes Investec Business School; University of Stellenbosch Business School (Gibson, 2011). Furthermore, the school of Management IT and Governance at the University of KwaZulu-Natal is also a signatory of PRME. Every business school, according to Weybrecht (2015), has its own drivers, pressure, culture, and people. Moreover, business schools differ in existing norms and values regarding education (Escudero and Rasche, 2009) and because of these differences, no single formula can work in terms of embedding sustainability. It is essential for the GSB & L to reflect and commit themselves to how they view PRME in practice.

2.11 DRIVERS TO THE IMPLEMENTATION OF RESPONSIBLE MANAGEMENT EDUCATION

There are various drivers that contribute to the implementation of PRME which is why PRME has developed a model that shows how PRME can be implemented. This model is called the PRME transformational model which is based on five commitments and eight steps that are

required for the implementation of PRME. The eights steps for the implementation of PRME are:

2.11.1 Top-down commitment from leadership

The first step in the PRME transformational model is a commitment from top management. It is critical that support from top management is granted since such stakeholders have much power vested in them. Top management includes the Dean, Vice-chancellor, Principal, Senior Administrator and even the Director-General (PRME, 2016a). It is also vital that top management is committed to sustainability; without this commitment the likelihood of accepting PRME is minimal. However, it is not only the top-bottom approach that is needed for the progress of PRME but also a bottom-up strategy is needed (Escudero and Rasche, 2009). There are instances when institutions join initiatives such as the United Nations just for recognition and affiliation and not having real commitment (PRME, 2016a). This results in the lack of full expression of commitment. The Leadership processes involve two steps: first, securing support from key actors regarding an initiative; second, encouraging key people to seize that initiative (Thomas and Thomas, 2012). One of the drivers for the commitment of top leadership to sign up to PRME are the students. Students have a great influence as they mount pressure on the department to embed sustainability issues into the curricula (PRME, 2016c).

2.11.2 Bottom-up Commitment

Escudero and Rasche (2009) state that it is not only the top-bottom approach that is needed for the progress of PRME, but also a bottom-up strategy is needed. A bottom-up strategy is when support is received from staff and the school to implement PRME within research, learning, and engagement (PRME, 2016a). This means that the dean is not primarily the determining factor of implementing PRME, but support is received from those at lower levels. Rasche et al., (2009) further state that the bottom-down approach helps to quickly implement PRME into the curriculum and operations while maintaining communication amongst all members in the school.

2.11.3 Long-term Planning

Before embarking on a commitment, it is vital that a consensus is reached regarding the path to embark on in terms of long-term planning (PRME, 2016a). Long-term planning includes

priorities that have a specific set time in which they are to be achieved. In addition to the time frames, human and financial resources have to be taken into consideration (PRME, 2016a).

2.11.4 Resources

It is vital for business schools to examine the resources that they have as an institution to have a sustainability approach that is suitable to meet the intentions of PRME (Maloni, Napshin and Smith, 2012). Implementing PRME will not be possible if costs are not taken into consideration, implementing PRME into the curriculum involves costs; these costs include (PRME, 2016a):

- Nominal annual PRME service fee to help support the administrative costs of the PRME Secretariat;
- Travel expenses to participate in PRME meetings;
- Economic resources will have to be allocated to help realize planned actions for a given time frame;
- Resources for staff awareness, engagement, and training; and
- Human capacity and time.

2.11.5. Implementation

This stage is the actual implementation of PRME in the business school. At this stage, it is suggested that the action should be Specific, Measurable, Achievable, Realistic, and Time-Bound (SMART) (PRME, 2016a). The implementation stage should be clearly defined and be achievable. This includes how is doing to be done; by whom; and where is it going to be done (PRME, 2016a). The PRME initiative also has a blog which is called PRIME time, which gives examples of schools of how to incorporate sustainability into the curriculum, and guidance on how to make progress (PRME Annual Report, 2016a).

2.11.6. Assessing Impact

This stage is crucial to determine the actual impact of the implementation of PRME. One of the key elements that are vital in assessing the impact of PRME are the students. This is because PRME is focused on the students and how PRME is making them sustainable business leaders (PRME, 2016a). Other indications that could be used for assessments are the business community, the institution itself and the society at large (PRME, 2016a).

2.11.7 Reporting and Communication

Since the formulation of PRME in 2007, there has been minimal research on PRME implementation progress (Win, 2012). Hence, business schools are required to have the Shared of Information Progress (SIP) report every two years stipulating the progress they have made since implementing PRME (Win, 2012). In 2016, 50 schools were delisted because of the inability to communicate on their progress (PRME, 2016b). This is an indication that the reporting and communication stage is essential. It serves as a tool to inform the public about how responsible management education is implemented within the curricula and teaching of the business school (PRME, 2016b). The reports have a potential to attract other business schools to sign up to PRME since the reports are provided to the public. The SIP report requires signatories of PRME to have four elements in their reports which are:

- Signatories are required to communicate within 24 months on the progress they have made as a school. Communication is vital for PRME signatories.
- Requires signatories to give full descriptions of the practical activities that they have implemented in line with the six principles since signing up to PRME
- How the goals were met, also the qualitative and quantitative evaluation of results
- Concrete strategies and timelines for the next 24 months with regards to the implementation of the principles (PRME, 2016b).

2.11.8 Strategy

The last stage is when the School incorporates PRME within the School's strategy.

Figure 2.7: PRME Transformational Model

Source: PRME (2016b, p6)

2.12 CONCLUSION

This thesis provided discussions under the umbrella term responsible management. From the term responsible management, three themes that emerged were CSR, sustainability and business ethics. These three themes highlighted on sustainability and preservation. In 2008, during the financial crisis, these terms grew in popularity. The concept of responsible management education was discussed; this term suggested that business school educational practices have to take into consideration the economic, environmental and social impact that can occur. Responsible management education was defined as the embedding of sustainability into the curricula, and this was viewed as important. The solutions that were presented to the lack of sustainability issues within the curricula of business schools was an initiative called PRME. This initiative was described as having six principles which served as a guide to enhance sustainability in the curricula, teaching, and even research. Statistic from PRME Annual Reports proved that there was a significant number of business schools who were signing up to this initiative. However, literature suggested that PRME in South African business schools was still lacking. Although research suggested that African business schools were signing up to the initiative, the GSB & L was not a signatory.

The implementation of PRME within the curricula of business schools was discussed as a measure to produce sustainable business leaders. Some barriers to the implementation of PRME, included resources, leadership, and even rankings and accreditation. Various researchers suggested that there were benefits in business schools signing up to PRME. Being a graduate who is a responsible business leader emerged as a significant benefit to the signing up of PRME. The following chapter discusses the research methodology: a research onion was used to discuss the different components that will be discussed in the chapter. This included the research philosophy, data collection methods, sampling methods and data analysis.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

In the previous chapter, literature was conducted to unpack the concept of responsible management education. It explored the role of business schools as a platform to promote responsible management education. Emphasis was placed on the implementation of PRME within the curricula of business schools, particularly the GSB & L.

In this chapter, the research onion (see Figure 3.1) adopted by Saunders, Lewis and Thornhill (2009) was used to give an overview of the chapter. The first layer of the research onion starts with the research philosophy which is also known as the epistemological assumption. For this study, it was fitting to use the interpretive philosophical stance. The basis of the research study was to get the perspectives of students and lecturers on responsible management education, therefore an exploratory strategy was employed. This was followed by the theoretical perspective and approach, in which this study opted to use the mixed methods approach. The mixed methods approach is the combination of qualitative and quantitative research. The data collection instruments that were used to collect data were questionnaires and interviews. The qualitative data collected was analysed using thematic analysis and the quantitative data was analysed with the help of a professional statistician using Statistical Programme for Social Science SPSS software. Lastly, the research study also took into consideration ethical implications and the limitations of the study. See Figure 3.1 on the next page.
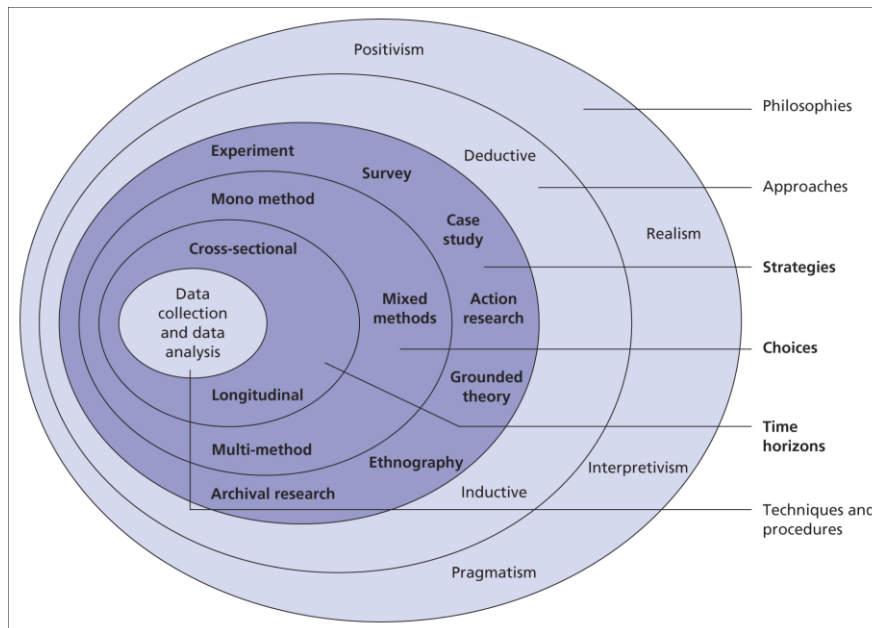
Figure 3.1: Research Onion

Source: Saunders, Lewis and Thornhill (2009, p108)

3.2 RESEARCH METHODOLOGY

Creswell et al. (2003) define research as the means of developing statements that are true to fully describe and understand the situation at hand. It is said that research is based on an open system of thought and that research varies from information gathering to decision making (Struwig and Stead, 2011). Greener (2008) stated that research, is systematic, whether it may be data collection or analysis. In business research, research is conducted with an aim of achieving a practical outcome (Greener, 2008).

3.2.1 Research philosophy

The Positivist approach states that what produces knowledge is a phenomenon which is known through our senses (smell, sight, hearing, touch, and taste) (Greener, 2008). Moreover, the post-positivist paradigm holds that there is one truth and reality (Vicki, Clark and Creswell, 2008). On the contrary, several positivist researchers viewed interpretative research as being very biased considering how qualitative data is collected. Despite this assumption, the research study did not use the positivist paradigm but adopted the interpretive method. This method is much more common in the social science field (Greener, 2008). The term interpretive was linked with the term qualitative research although they are not similar (Bhattacherjee, 2012). This research study sought to gather the perceptions of students and lecturers regarding the implementation of PRME. Therefore, the interpretive method was suitable for this study as it

allowed for the researcher to see the world through the eyes of the objectives being studied unlike the positivist approach (Greener, 2008). Moreover, the interpretive research method described society as being shaped by human experiences and society not being seen as singular. Dudovskiy (2016) also alluded that it is imperative for the researcher to take into consideration the different perspective and views of the participants. Therefore, this method was fitting as students and lecturers identified different experiences when it came to sustainability. This approach allows for human interests to be integrated within the study to interpret elements of the study Dudovskiy (2016) and to consider the different perspective and views of the participants.

The interpretive research method allowed the researcher to derive a theory from the observed data, unlike the positivist method where it is mainly intended for hypothesis testing (Bhattacherjee, 2012). Additionally, this research paradigm allowed for the researcher to understand the participants in their own research setting, which was in an academic institution (Vicki, Clark and Creswell, 2008). Bhattacherjee (2012) also advised that researchers undertaking this philosophical stance should collect both qualitative and quantitative data as it leads to unique insights. Hence, the interpretive research method was in line with this requirement as the research study used a mixed methods approach. The interpretive method does not only use one method, but various methods to allow for reflection of different views. This is in correlation with this study since questionnaires and interviews were used Dudovskiy (2016).

3.2.2 Research Design

The research design is defined by Bhattacherjee (2012) as a blueprint for experimental research used to answer exact research questions or test definite hypotheses. Exploratory research is frequently piloted in new areas of inquiries to discover the scale of a certain issue, problem or behaviour (Bhattacherjee, 2012).Therefore, using exploratory research was a platform to discover the scale of the issue about the gap in responsible management education in the curriculum of the GSB & L. Neuman (2011) stated that exploratory research occurs when a subject is relatively new. For this study, literature revealed that PRME is a relatively new concept which was only launched in 2007. In addition, it is useful in generating initial ideas about a behaviour (Bhattacherjee, 2012). Hence, exploratory research was useful in exploring the concept of PRME and the perceptions of students and lecturers. As put by Neuman (2011)

researchers who in future utilise exploratory approach should be able to explore sources of information, be flexible, open-minded and be able to adopt an investigative stance. Bless, Higson Smith and Sithole (2013) further allude that exploratory research is when there is limited knowledge about a particular subject, and it is used primarily by researchers to gain an in-depth understanding of phenomena. Hence, using the exploratory route helped the researcher to find solutions to questions and get the perspectives of students and academic leaders on responsible management education. Struwig and Stead (2013) describe that the researcher undertaking this route, formulates and clarifies ideas and develops questions. The exploratory approach did not limit the researcher in testing the feasibility of conducting the study.

3.2.2.1 Characteristics of exploratory research design

Bhattacharjee (2012, p 6) states that exploratory research is often conducted in new areas of inquiries, where the goals of the research are:

- To scope out the magnitude or extent of a particular phenomenon, problem, or behavior.
- To generate some initial ideas (or "hunches") about that phenomenon.
- To test the feasibility of undertaking a more extensive study regarding that phenomenon.

3.2.2.2 Descriptive Research

Higson Smith and Sithole (2013) defines descriptive research as being able to describe a phenomenon. This approach achieves this by painting a picture through the use of words or numbers (Neuman, 2011). For this study, this was achieved through the use of both numbers and words in the data analysis and findings chapters. Bhattacherjee (2012) states that this research design can be used from a quantitative or qualitative perspective. For this study, it used a quantitative perspective through the use of statistics and figures. Statistics were tools that were used to describe the findings of the implementation of PRME as well as the perceptions of students and lectures about PRME. This study sought to find out the opinions and perceptions of students and lecturers about the initiative PRME and if it could be incorporated into the curricula. This is in line with the descriptive approach which states that the researcher may be interested in finding out an opinion towards an issue from a group of people (Bless, Higson Smith and Sithole, 2013). This study used questionnaires to collect data, which is consistent with the descriptive approach which uses surveys, field research and even content analysis to collect data (Neuman, 2011). Blance, Durrheim and Painter (2014) point

out that the descriptive approach focuses more on the validity and reliability of the observation. This approach seeks for consistency and accuracy. Therefore, it was imperative for the quantitative data of this study to be consistent and accurate. These authors further allude that they believe that exploratory is always qualitative because it explores, therefore, leaving the description to more quantitative. Based on these findings this study was suitable to use both the exploratory and descriptive research as they complement each other in practice (Neuman, 2011).

3.2.2.3 Characteristics of descriptive research design

Neuman (2011) describes descriptive research as seeking to achieve the following purpose:

- To create a set of categories or to classify types;
- To provide a more accurate detailed picture; and
- Involves reporting on the background of a situation.

3.2.3. Research Approach

There are three main research approaches which are the qualitative approach, quantitative approach, and the mixed method approach. In qualitative research, the researcher used a constructivist perspective. This is when knowledge claims centred on numerous connotations of individual experiences, social meanings and words of the participants with the intention to develop a theory (Creswell et al., 2003). Here, data is collected in the form of words and concepts are formed in the form of themes captured and meanings derived from participant responses (Neuman, 2011). Furthermore, it uses strategies such as narratives, case studies, ethnographies and the data collected is primarily open-ended. Qualitative research allows for participants to expand on the statements presented to them, this allows for a more detailed explanation (Struwig and Stead, 2013). Qualitative research is more flexible and circular as the respondents play a crucial role in determining how reality is interpreted (Bless, Higson Smith and Sithole, 2013). Quantitative research according to Struwig and Stead (2011) is the type of research that comprises large representative samples which use an equally arranged data collection procedure. Here, data appear in the form of numbers and precise measurements which are relied upon in order for data to be captured. The data collected is usually analysed using statistical methods, tables or charts to show how they relate to the hypothesis (Neuman, 2011) or research objectives. The data collected in quantitative research is generalised, and data is usually collected by using a set of steps (Bless, Higson, Smith and Sithole, 2013).

Creswell (2003) suggests that quantitative research uses strategies such as surveys and experiments, as well as a post positivist view to develop knowledge. Alternatively, other researchers use a mixed method approach which is a combination of both the qualitative and quantitative approaches (Creswell, 2013). The mixed methods approach can mix structured questionnaires and open-ended questions (Bless, Higson Smith and Sithole, 2013).

The research objectives of this research study were to:

- To determine if it will be beneficial for GSB & L to be part of PRME.
- To determine the gap in responsible management education within the GSB & L curriculum.
- To investigate the perceptions of students and lectures at GSB & L regarding the implementation of principles of responsible management in their curriculum.
- To propose a way to implement principles of responsible management in the curriculum at GSB & L.

Based on the research objectives, the researcher sought to use a qualitative approach to understand the perceptions of PRME being implemented within the curricula of the GSB & L. This allowed for the researcher to get an in-depth understanding and to investigate the problem from the perspective of the respondent (Bless, Higson Smith and Sithole, 2013). Although it is embraced by various business schools, the GSB & L is not a signatory of PRME. Qualitative data helped in understanding the reasons why the GSB & L is not a signatory of PRME through the lenses of the lecturers. Qualitative research, according to Bless, Higson Smith and Sithole (2013), attempts to understand a problem in the natural setting and not in a controlled environment. The natural setting of the study is the GSB & L, University of KwaZulu-Natal, at Westville Campus, which is not a controlled environment.

Postgraduate students from the GSB & L played an important role in determining the need for PRME to be implemented in the curricula since they are the recipients of education. Struwig and Stead (2013) noted that in quantitative research, individuals do not need to know each other, what is vital is that their responses are analysed. For this study, questionnaires were administered to students from different courses, which are the MBA and Master of Commence in Leadership (MCom) streams who do not necessarily know each other. These two streams were chosen since students from these streams are likely to be involved in business. Therefore, it was ideal to consider their perceptions on responsible management education. Using this

approach helped the researcher to determine if it will be beneficial for the GSB & L to implement PRME, as well as to identify the gap in responsible management education in the GSB & L curriculum. Therefore, a mixed method approach was utilised to generate richer data from various perspectives.

3.2.3.1 Characteristics of qualitative research

According to Neuman (2011, p174) qualitative research has various characteristics:

- Researchers capture and discover meaning once they become immersed in the data.
- Concepts in the form of themes, generalizations and taxonomies.
- Research procedures are particular, and replication is very rare.
- Theory can be casual or no causal and is often inductive.

3.2.3.2 Characteristics of quantitative research

According to Neuman (2011, p 174), quantitative research has various characteristics:

- Researchers test hypotheses that are stated at the beginning.
- Concepts are in the form of distinct variables.
- Measures are systematically created before data collection and are standardized.
- The analysis proceeds by using statistics, tables or charts and discussing how what they show relates to the hypotheses.

Bless, Higson Smith and Sithole (2013) state that a mixed methods study might combine the following;

- Structured questionnaires and open-ended interviews;
- Surveys and case studies; and
- Questionnaires and observations.

For this study, to elaborate and confirm the problem investigated, both questionnaires and interviews were included. Bless, Higson Smith and Sithole (2013) state that the point at which qualitative data and quantitative data is mixed could be during data collection, during data analysis or at the interpretation of results. Triangulation is defined by Cohen, Manion and Morrison (2007) explains more fully and in-depth human behaviour, rather than studying it from one focal point. Neuman (2011) also describes triangulation as allowing the researcher to learn more by looking at multiple perspectives as opposed to one. Bless, Higson Smith and

Sithole (2013) further explain this as the combination of different methodologies to investigate the same problem. Neuman (2011) identifies four types of triangulation, which is a triangulation of measure, theory, method, and observation. Figure 3.2 shows how data was triangulated in the study.

SECONDARY DATA: Literature Review on PRME

FINDINGS

INTERVIEWS: Lecturers' perceptions of PRME

QUESTIONNAIRES: Students' perceptions of PRME
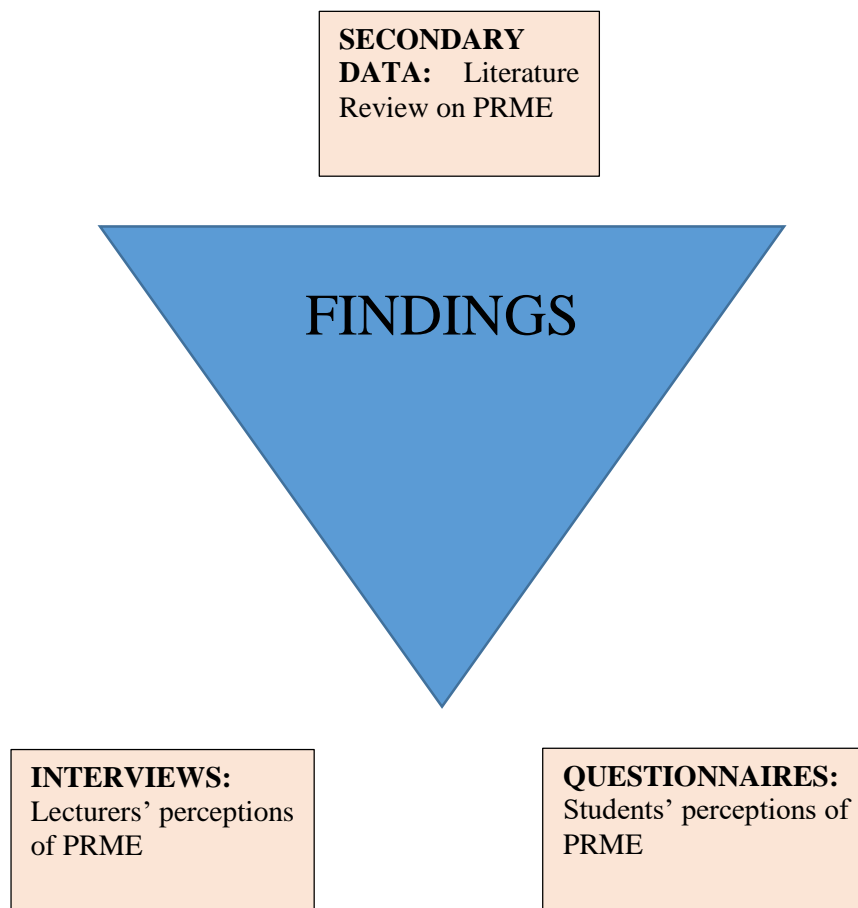
Figure 3.2 Triangulation Source: Own compilation

The study used secondary data (a literature study) to:

- Determine the advantages and disadvantages of being a signatory of PRME as a business school; and
- Determine the gap in responsible management education within the GSB & L curriculum by exploring course outlines and module templates.

The secondary data informed the questions used in the study using the qualitative approach to:
- Investigate the perceptions of lectures at GSB & L regarding the implementation of principles of responsible management in their curriculum; and
- Find ideas from the lecturers to propose ways to implement principles of responsible management in the curriculum at GSB & L.

Lecturers were asked specific questions to explore their existing knowledge and perceptions of the implementation of PRME in the curriculum of the GSB & L. Secondary data and interviews were used to inform the questions used in the quantitative approach to:
- Investigate the perceptions of students at the GSB & L regarding the implementation of principles of responsible management in their curriculum.

From the primary data collected from lecturers, a thematic analysis was done to answer the research objectives and to understand the perceptions of lecturers about the concept of PRME. From the primary data collected from the questionnaires administered to students, the perceptions of students regarding PRME was summarised and explained in tables and figures using various statistical methods. Based on the findings from the literature review, questionnaires and interviews, triangulation occurred.

3.2.4 Research Setting
Data collection methods included questionnaires and interviews. UKZN consists of four major campuses which are, Howard College, Medical Campus, Pietermaritzburg Campus and Edgewood Campus. However, in UKZN there is only one business school which is situated on the Westville campus. The research study sought to propose a way to implement PRME within the curriculum of a business school. Therefore, the GSB & L was a suitable setting for the research to be conducted.

3.2.4.1 Target Population

Bless, Higson Smith and Sithole (2013) describe a population as the characteristics that the researcher seeks to discover from the people or set of objects being studied. Furthermore, a population is the combination of all the elements the research study seeks to focus on (Struwig and Stead, 2011). For this study, the researcher focused on the population from the GSB & L which includes lecturers and students specifically for this study.

3.2.4.2 Sampling Strategy

According to Bless, Higson Smith and Sithole (2013) a sample is described as the subset of the whole population. The sample, which may consist of people or units, become the focus of the study (Struwig and Stead, 2011). In this research study, the sample consisted of postgraduate students who are studying MCom in Leadership Studies and MBA, as well as lecturers from the GSB & L. In 2016, the GSB & L had 242 MCom in Leadership students and 2057 MBA students from 1st to 3rd year. GSB & L also have 24 permanent academic staff. There are several types of sampling methods, but the main sampling methods are the non-probability and probability sampling. Probability sampling consists of various sampling techniques such as cluster sampling, systematic sampling and Multi-stage area sampling (Struwig and Stead, 2011). However, the two main probability sampling techniques as identified by Struwig and Stead (2011) are random probability sampling and stratified random sampling. In stratified sampling, the sampling frame is divided into homogeneous and non-overlapping subgroups (called "strata"), and a simple random sample is drawn within each subgroup (Bhattacherjee, 2012). Therefore, for this study stratified sampling was used to collect quantitative data (the students).

The categories in stratified sampling are described as being exclusive and exhaustive (Neuman, 2011). Therefore, using the stratified sampling method was suitable for this study since units are pre-divided into group or strata. In stratified sampling, the relative size of each spectrum is controlled, and in this study, each of the samples was collected from the two postgraduate programmes (Neuman, 2011). Quinlan, (2011) indicated that in stratified sampling, a sample is collected based on the known characteristic of the population. The study was conducted among the postgraduate students of the Graduate School of Business and Leadership who are studying Master of Commerce in Leadership (Coursework) and MBA. Students were selected as they will be expected to manage business challenges and will need to be upskilled in terms

of principles of responsible management education (Dyllick, 2015). Lecturers were selected since they are vital in teaching the principles of responsible management education to ensure graduates will be able to manage businesses' sustainability. In addition, the researcher selected this sample since they represent the interest of a larger population (Neuman, 2011). A sample of 20 students was selected to represent the population of postgraduate students at GSB & L who are doing MCom in Leadership studies and 99 who are MBA students. Challenges were experienced in getting access to students due to the "fees must fall protest action" on campus and the cancellation of classes which took place after hours in 2016. These challenges made it very difficult to get access to the required sample size and after the careful thought to complete the study in time, a decision was taken to stop data collection. The study also focuses on UKZN specifically and therefore cannot be generalized to other business schools. The researcher also used non-probability sampling for the study, which is defined as the sample used to represent the whole population (Quinlan, 2011). To collect qualitative data, convenience sampling was used. Quinlan (2011) asserts that the convenience sampling allows for the researcher to engage participants based on convenience. The researcher made appointments with the lecturers to interview them. Struwig and Stead (2013), furthermore, asserted that convenience sampling was suitable for a study where the sample is cooperative. Hence, this sampling technique was used to select a sample of four academics (Sekaran & Bougie, 2011). There is only one Dean and he will not form part of the academic staff sample due to him not being available at that time. The findings of this study cannot be generalized to other Business Schools and were suitable to discover if a gap exists in responsible management education at the GSB & L.

3.2.5 Data Collection Instruments

The purpose of this study was to identify the perceptions of postgraduate students at the GSB & L regarding responsible management education and the implementation of PRME. A questionnaire was designed to identify these perceptions specifically. The researcher administered the questionnaires before lecturers commenced with classes and were collected it directly after the questionnaires were completed. Bhattacherjee, (2012) defines a questionnaire as a research instrument that consists of questions intended for the response of participants in a standardised manner. Questionnaires according to (Bhattacherjee, 2012) can be structured or unstructured. This study made use of a structured questionnaire. The questionnaire consisted of closed-ended questions, which Neuman (2011) describes as a type of research inquiry in which the participants must choose from a set of answers using a 5-point or a 7-point Likert

scale. Neuman (2011) states questionnaires are easy and quick for respondents to use. Using a questionnaire was an easy way to collect data and suitable for students at University level. The questionnaire consisted of the following two sections:

Section A: Demographic questions.

Demographical questions such as the participants' age, race, and gender were asked.

Section B: Statements linked to objective one and two, which looked at the importance of PRME and if students thought there is a gap for responsible management education at GSB & L. Statements linked to objective three and four, which explored the perceptions of students about the implementation of PRME. Interviews were used to collect primary data from academics specifically. Interviews are defined by Bless, Higson Smith and Sithole (2013) as a method that involves direct personal contact with the participant who is asked a question related to the research problem. Abawi (2013) further elaborated that there are four types of interviews, which are structured interview, semi-structured interview, in-depth interview and focused group interviews/ discussion. For this study, semi-structured interviews were used which is a combination of structured and unstructured interviews (Struwig and Stead, 2013). Semi-structured interviews were used to allow for the respondents to not be restricted in their answers, allowing for qualitative data.

This study is both a descriptive and an exploratory study and Bless, Higson Smith and Sithole (2013) considered it helpful to use semi-structured interviews in such a study. Lecturers were asked questions on PRME to get their perceptions about the implementation of PRME at the GSB & L. The interviews were held face-to-face which allowed the interviewee to express their individual perspectives on the phenomena investigated (Quinlan, 2011). Questions were drawn from the objectives of the research study, which allowed for the research questions to be answered. When conducting interviews, data can be collected in several ways, such as recording responses, listening to participants or even combining the two methods (Abawi (2013). To allow for more accurate data to be collected, this study combined the two methods.

3.2.6 Data Analysis

3.2.6.1 Qualitative data analysis

Bless, Higson Smith and Sithole (2013) define data management as data being managed securely while it is being analysed, stored and gathered. Qualitative research according to

Bless, Higson Smith and Sithole (2013), tries to identify themes from the data, textually and discursively. Bless, Higson Smith and Sithole (2013) further state that qualitative data analysis does not involve or draw on statistical methods. Themes were drawn, relationships were formed and conclusions were made based on responses. According to Marshall and Rossman (2011), qualitative data analysis consists of seven phases as indicated in Table 3.2 also used in this study.

Table 3.2 Thematic Analysis Phases

Phase One	**The data is collected and organised**
Phase Two	Researchers carefully study the data
Phase Three	Categories and themes are provided
Phase Four	Data is coded
Phase Five	Data is interpreted
Phase Six	Alternative understandings of the data are sought
Phase Seven	Data are reduced to meaningful chunks

Source: Marshall and Rossman (2011).

The first phase the researchers collect and organise the data (Marshall and Rossman, 2011). At this stage, the similarities and differences of the data collected were identified. During the second phase themes were identified, this according to Stuwig and Stead (2011) is when the important concepts and ideas are identified. Dawson and Catherine (2002) Practical Research Methods (2002) further elaborates that when data is arranged and categorised into themes, coding of data occurs. Struwig and Stead (2011) suggest that when an interview is analysed, a code could be linked to a particular word or sentence. After coding data, the data should be interpreted to comment on the data collected and to identify insights that were not recognised at first (Stuwig and Stead, 2011). This was important to the researcher as it allowed, as suggested in phase six, for greater understanding of the data and then lastly to reduce the data into meaningful chunks.

3.2.6.2 Quantitative data analysis

The Statistical Package for the Social Science (SPSS) version 16 was used to analyse the quantitative data collected from the questionnaires. Quantitative data are provided in the form of numbers, are coded numerically and then presented in graphs and figures to enhance

understanding. Descriptive and inferential statistics are used in SPSS and some of these were also used in this study. Inferential Statistics is to estimate the likelihood of hypotheses given the observational evidence for them (Van Elst, 2015). Also, it involves techniques that are used to make generalizations about the populations from which the samples were drawn. (Laerd statistics, 2013). Therefore, this study employed inferential statistics to get the generalization of the population of the GSB & L. Descriptive statistics show and summarises data in a meaningful way (Laerd statistics, 2013). Hence using it was necessary to present the results of the data in a presentable and understandable manner.

3.3 Validity and Reliability

3.3.1 Validity

Validity according to Neuman (2011, p.208) "suggests truthfulness". Validity also refers to the degree in which the instrument measures what it had originally intended to measure (Struwig and Stead, 2013). A knowledgeable statistician was used to ensure the validity of the findings and effective research (Cohen et al., 2007). Although, it is vital that a research study achieves validity. Cohen et al. (2007) suggest that research can never be 100 percent accurate. Cohen, et al. (2007) state that, despite this there are measures that can be used to ensure validity such as sampling carefully. For this study, face validity was used. Face validity is seen as the easiest and basic to achieve, as it uses the judgement of others (Neuman, 2011) for example more experienced people. Another method of ensuring validity is called triangulation. The researcher administered questionnaires to students to collect quantitative data and interviewed lecturers to get qualitative data. This was to get both the perceptions of lecturers and students about the perceptions of PRME and the implementation of PRME in the curriculum. Secondary data was also used focusing on teaching and learning documentation and other literature sources. The combination of these three approaches had complementary strengths and made findings richer and more comprehensive (Neuman, 2011). Therefore, this study meets the validity requirement.

3.3.2. Reliability

Neuman (2011, p 208) defines reliability as consistency. Struwig and Stead (2013) define reliability as the measure in which results are consistent or stable. Bhattacherjee (2012) also asserts that reliability is when the construct or subject is dependable. He further states that reliability implies consistency and is not always accurate. For this study, the focus was on

ensuring as far as possible that the instruments were accurate and consistently used and that bias was avoided. The reliability of the study was increased by the testing of the interview schedule and. The supervisor checked the instruments for suitability, thereafter, the statistician ensured the suitability of the instruments by ensuring that these instruments will measure what they intended to measure. Some questions were amended accordingly ensuring the reliability of data being collected.

3.4 Ethical Consideration

Ethics is defined by Bhattacherjee (2012) as the moral distinction between right and wrong. Greener (2008) defines ethics as the moral choices that are made that eventually affect decisions and behaviour. The study has taken into consideration the ethical implications when doing research at GSB & L, to maintain and achieve integrity throughout the whole process. The researcher sought permission from the UKZN ethics committee and Registrar to conduct the research. This was granted - ethical clearance number HSS/0792/016M. The questionnaire included information that stated that participation in this research was voluntary and participants could withdraw at any time without any negative effect on their status as a student. Participants were fully informed of the objectives of the study. Anonymity and confidentiality of data and subject identities were maintained and protected, and results were presented in summary form only. Moreover, participants were not required to provide their names or any information that could reveal their identity. Participants had to sign and tick to agree to participate in the study. The target population for the questionnaires were students, therefore the researcher avoided using ambiguous and leading questions. For interviews, lecturers had to sign a consent form which allowed them the liberty to withdraw should they wish to do so. To maintain fair and accurate data, the researcher had to make sure that the lecturers were permanent and not part-time lecturers of the school. The researcher did not ask misleading or biased questions but maintained fairness in the questions.

3.5 Limitations of the Study

In 2016, South African Universities experienced a widespread of violent protests that resulted in the majority of universities being disrupted that led to the cancellation of classes and tests, and some of the campuses shutting down (Theletsane, 2016). UKZN was one of the universities that was affected negatively by the violent protest actions and this resulted in the suspension of classes and tests, the closure of various campuses and moving examinations to December

and January (Stolley, 2016). As a result, the study faced several limitations. The study was not completed within the required time frame since it was difficult for the researcher to administrate questionnaires to the students. Some of the students were not available in class due to feeling unsafe, which resulted in the smaller sample size. Furthermore, some of the classes were cancelled which further delayed the collection of the quantitative data. The student protests caused further problems because the lecturers were also not coming to campus due to safety concerns and it was difficult to stick to original interview confirmations. Hence only four of the lecturers were interviewed. Another limitation was that most of the students were not very familiar with the concept of PRME or they did not see the value of it in the studies. Hence, the researcher had to explain the concept of PRME before asking students to complete the questionnaires. In addition, a brief explanation of what PRME was about was added to the first page of the questionnaire. To overcome some of the limitations, appointments were booked by asking lecturers if questionnaires could be distributed and collected during lectures.

3.6 Conclusion

This study used the mixed methods approach as the methodology. The researcher used the interpretive philosophical stance as the researcher sought to see the world from the eyes of the participants rather than having a singular view. A sample was drawn from the MBA and MCom in Leadership (coursework) students at the GSB & L. A closed-ended questionnaire was used to explore the perceptions of students regarding PRME. Interviews were conducted with the GSB & L lecturers to get qualitative data. The researcher had to set up appointments with the lecturers prior to interviewing them. To ensure validity, the lecturers were asked to sign an agreement to be recorded. Due to violent student protest action at the University of KwaZulu-Natal, various limitations were experienced in the study. The following chapter covers the data analysis and results of the study based on the quantitative data collected, as well as some secondary resources.

CHAPTER 4: QUANTITATIVE FINDINGS AND DISCUSSION

4.1 INTRODUCTION

This study utilised a mixed methods approach. For the quantitative approach, the study employed questionnaires to collect data. There were 119 questionnaires distributed at the Graduate School of Business and Leadership (GSB & L) (Westville Campus) among postgraduate students enrolled for the Masters of Business Administration (MBA) and Masters of Commerce (MCOM) in Leadership Studies programmes. The purpose of this study was to explore the perceptions of students and lectures from the GSB & L about the implementation of the Principles of Responsible Management Education (PRME) in the curriculum of the GSB & L. The aim of this chapter is to encapsulate and present the quantitative results that are in line with the research objectives, which are as follows:

1. To determine if it will be beneficial for GSB & L to be part of PRME.
2. To determine the gap in responsible management education within the GSB & L curriculum.
3. To investigate the perceptions of students and lectures at GSB & L regarding the implementation of principles of responsible management in their curriculum.
4. To propose a way to implement principles of responsible management in the curriculum at GSB & L.

Due to the detail provided in the qualitative data, these findings will be included in a separate discussion chapter (Chapter 5) and not in this chapter.

4.2 QUANTITATIVE FINDINGS

4.2.1 Section A: Demographical analysis

4.2.1.1 Age of respondents

Table 4.1 shows that 2.5% of the respondents were between the ages of 18-25, 15.0% was between the ages of 26-30, 36.7% was between the ages of 31-35 and this was followed by those who were between the ages of 36-40 with a percentage of 22.5%, and lastly those above the ages of 40 was 22.5%.

Table 4:1 Age of respondents

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	18-25	3	2.5	2.5	2.5
	26-30	18	15.0	15.1	17.6
	31-35	44	36.7	37.0	54.6
	36-40	27	22.5	22.7	77.3
	Above 40	27	22.5	22.7	100.0
	Total	119	99.2	100.0	
Missing	System	1	.8		
Total		120	100.0		

4.2.1.2 Race of respondents

Figure 4.1 shows that 69.3% of the respondents were African, 3.3% were White, 22.5% were Indian, 4.2% were Coloured and 1.7 % were Other. The results depicted that Africans had the highest percentage, which is in line with the demographics of the university and region.
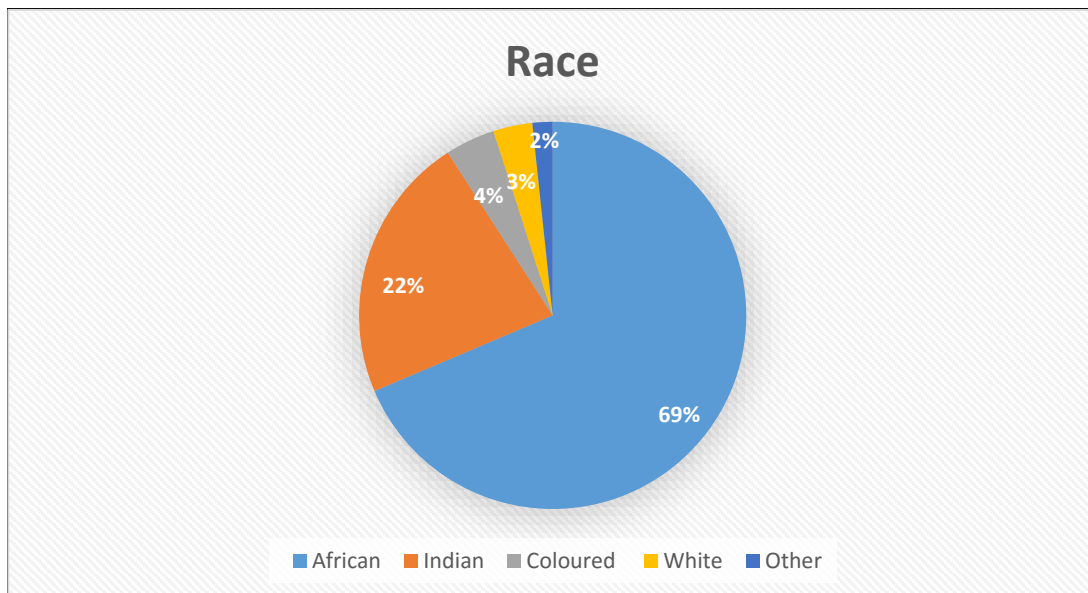
Figure 4.1: Race of respondents

4.2.1.3 Gender

Figure 4.2 shows that there were slightly more female respondents (50.8%) than male respondents (49.2%).
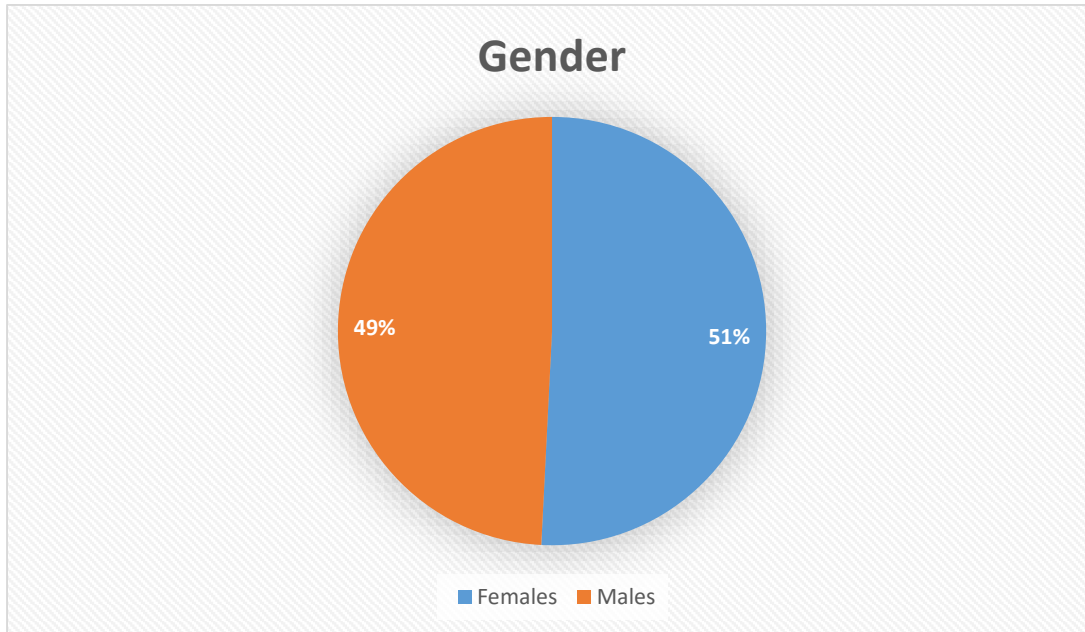
Figure 4.2: Gender of respondents

4.2.1.4 Programmes of respondents

Table 4.2 indicates the programmes that the respondents are enrolled for. The results showed that there was a total of 20 (16.7%) students enrolled for the MCom in Leadership programme and the majority (99 in total) (82.5%) of the respondents were enrolled for MBA programme offered at the GSB & L. Only one (0.8%) respondent did not indicate which programmes s/he was enrolled for.

Table 4.2: Programmes of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MCom	20	16.7	16.8	16.8
	MBA	99	82.5	83.2	100.0
	Total	119	99.2	100.0	
Missing	System	1	0.8		
Total		120	100.0		

4.2.1.5 PRME module

Figure 4.3 shows that only 7.5% of respondents believed that a PRME module (or elements of PRME) was included in the curriculum of the GSB & L; 61.7% of respondents were sure that a PRME module was not included in the curriculum of the GSB & L, 26.7% of the respondents were not sure, and 4.2% respondents left this question blank. This is consistent with a list from the PRME annual report showing that the GSB & L has not been part of signatories of PRME (PRME, 2015).
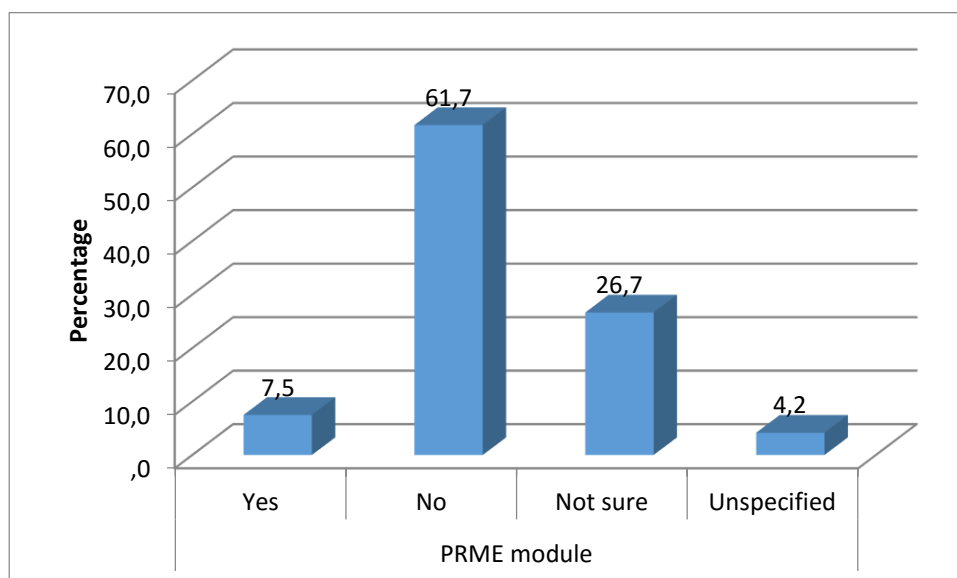
Figure 4.3: PRME module

4.2.2 Section B: Quantitative data and inferential analysis

This section indicates the findings based on the closed-ended questions in the questionnaire distributed amongst the students at the GSB & L. The questions are divided into sections below and indicated as:

4.2.2.1 Importance of PRME at the GSB&L

4.2.2.2 Benefits of being a PRME signatory

4.2.2.3 Implementation of PRME

4.2.2.4 Acceptability levels of PRME in the GSB&L curriculum

4.2.2.5 Barriers to implementing PRME

This study was divided into five sections with the aim of answering the research objectives. The first subheading sought to find the importance of PRME. It was imperative for the study to understand whether PRME was important for the GSB & L. Hence the study sought to find the gap in responsible management education at the GSB & L. The results later revealed that students were not familiar with the term PRME, which was a high identification factor on the importance of PRME. The study revealed several benefits if the GSB & L would become a signatory of PRME. These benefits included the attraction of potential students and the exchange of innovative ideas. The study also identified the perceptions of students about the possible barriers to the implementation of PRME. Therefore, the study had a subsection on the barriers to the implementation of PRME. Each and every subheading was linked to the objectives of the study.

4.2.2.1 Importance of PRME at the GSB&L (Section B)

Table 4.3: GSB & L should have a core module on PRME

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Strongly disagree	3	2.5	2.5	2.5
	Disagree	11	9.2	9.2	11.8
	Neutral	44	36.7	37.0	48.7
	Agree	49	40.8	41.2	89.9
	Strongly agree	12	10.0	10.1	100.0
	Total	119	99.2	100.0	
Missing	System	1	0.8		
Total		120	100.0		

GSB & L should have a core module on PRME

According to Nhamo and Nhamo (2014), the world is understanding the need for business schools to incorporate corporate responsibility and environmental issues within their curricula. In addition, the authors identified social responsibility and sustainability as a platform in which PRME could be mainstreamed within the curricula of business schools. Table 4.3 showed that 2.5% of the respondents strongly disagreed that GSB & L should have a core module on PRME; this was followed by 9.2% who disagreed that PRME should not be a PRME module. However, there was a high number of respondents (36.7%) who were neutral. However, overall results showed that the 40.8 % of respondents agreed and 10% strongly agreed to the implementation of PRME. There was 1 (0.8%) respondent who left the question blank. These responses were consistent with a survey done on business students around the world, which revealed that students are also realizing the need for responsible management education (Haski-Leventhal, 2016). The survey showed that 68% of these business students believed that their business schools should integrate ethical, social and environmental themes into the core curricula (Haski-Leventhal, 2016). There is significant agreement that: GSB & L should have a core module on PRME (M=4.47, SD = .891), t (118) = 5.762, p < 0005) as per Table 4.3 above.

4.2.2.2 Benefits of being a PRME Signatory

Five questions were posed to the respondents to determine if it will be beneficial to the GSB & L to become a signatory of PRME. The benefits were explored by focusing on the following areas:

- The rating of GSB & L
- The potential to create sustainable leaders
- Creation of a practice of sustainable education
- Stimulating research on the sustainability at the GSB & L
- Attracting students

Appendix C shows the frequency tables for each of these benefits and Table 4.4 indicates the results of the one-sample t-test.

One-Sample T-test on the benefits of being a PRME Signatory

This test was done to check whether a mean score is significantly different from a scalar value.

Table 4.4: One-Sample Test on the benefits of being a PRME Signatory

	Test Value = 3				95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
6.1 GSB & L should have a core module on PRME	5.762	118	.000	.471	.31	.63
6.2 Signing up to PRME will influence the rating of GSB & L	8.683	116	.000	.667	.51	.82
6.3 PRME has the potential to create sustainable business leaders	12.451	118	.000	.840	.71	.97
6.4 PRME will encourage the practice of sustainable education	13.036	118	.000	.874	.74	1.01
6.5 Signing up to PRME will allow for more research on sustainability at GSB & L	8.890	119	.000	.675	.52	.83
6.6 Signing up to PRME will attract potential students to GSB & L	7.555	119	.000	.608	.45	.77

Signing up to PRME will influence the rating of GSB & L.

Weybrecht (2015) stated that a student's choice of a business school is influenced by how the school is ranked. This is consistent with the results in which 41.7% of the students agreed that the ratings of the GSB & L would increase if they would sign up to PRME. Rasche and Gilbert (2015) suggest that business schools are under pressure due to rankings and the need for them to practice responsible management education. As a result, it has become imperative for business schools to sign up to initiatives that promote sustainable management education. This is consistent with the literature, which states that more business schools are signing up to professional organisations because of the intense competition amongst business schools (Wedlin, 2006). Appendix C (see Table 4.5) indicated that only 0.1% of the population strongly disagreed and 5% disagreed that signing up to PRME would influence the ratings of the GSB & L. A total of 35% were neutral, 15% strongly agreed and 2.5% (2 respondents) did not respond. Also, signing up to PRME will probably influence the rating of the GSB & L showed a significant agreement (M= 3.67, SD=830, t (116) =8.683, p<0005) in Table 4.6.

PRME has the potential to create sustainable business leaders

Results in Table 4.6 showed that there is a significant agreement of PRME having the potential to create sustainable business leaders (M=3.84, SD=.736, t (118) =12.451, p<0005). Results in Appendix C (Table 4.6) showed 25.8% of the respondents were neutral and that PRME has the potential to create sustainable business leaders, followed by a high response of 16.7% who strongly agreed. One respondent (0.8%) did not answer the question. The literature showed that that the curricula of business schools have been questioned about not allowing students to think critically and as a result, business schools have been seen as one of the contributing factors that led to business and financial meltdowns (Thomas, Thomas and Wilson, 2013). Hence, initiatives such as PRME, is seen as a mechanism that could challenge moral obligations of business leaders (Nhamo and Nhamo, 2014). Results showed that only 53.3% of the students agreed that PRME has a potential to create sustainable business leaders and 16.7% strongly agreed. From these results, it seems that students believe that responsible management education has the potential to influence how business leaders in terms of their behaviour towards sustainably. This is also in line with literature, which stated that the current head of the PRME Secretariat in the UN Global Compact Office agrees that the purpose of PRME is to develop future responsible business leaders (Sobczak and Mukhi, 2015) However, only 3.3% of the students at the GSB & L disagreed that PRME is capable of creating sustainable business leaders and a total of 25.8% of the students remained neutral.

PRME will encourage the practice of sustainable education

There was a significant agreement that signing up to PRME will encourage the practice of sustainable education (M=3.87, SD=.731, t (118) =13.036, p<0005). According to the results in Appendix C (Table 4.7), 2.5% of the respondents disagreed that PRME would encourage the practice of sustainable education, 25.8% were neutral, 52.5% agreed that PRME is a manner in which sustainable education could be encouraged, 18.3 % strongly agreed and one respondent (0.8%) did not respond. Results showed that only 2.5% of the respondents disagreed that PRME would encourage the practice of sustainable education. Results from a survey of students from business schools around the world, also showed only 26% of them indicated that there is an emphasis on responsible management education (Haski-Leventhal and Concato, 2016). The small percentage suggests that there is still a knowledge gap regarding the value and benefits of responsible management education and PRME specifically. Despite this lack of knowledge of PRME, Murphy, Sharma and Moon (2012) cite that there has been growth in responsible management education. This is evident in terms of the growth of initiatives such as the Aspen Institute's Beyond Grey Pinstripes index, the European Academy of Business in Society (now Academy of Business in Society), and UNPRME. The participants of this study agreed (52.5%) and seemed optimistic that PRME will encourage sustainable education and 18.3% strongly agreed. This is consistent with literature which states that PRME encourages sustainable management education (Alcaraz and Thiruvattal, 2010).

Signing up to PRME will allow for more research on sustainability at GSB & L

There was a significant agreement that signing up to PRME would allow for more research on sustainability at the GSB & L (M= 3.68, SD=. 832, t (119) = 8.890, p<0005). One of the values of the GSB & L state that they seek to be a school that has innovative research outputs (GSB & L, 2009). The students at GSB & L, however, disagreed (0.8% strongly disagreed and 6.7% disagreed) that this is the case. This could be that students do not identify PRME as a driving force for research being done on sustainability. Table 4.8 (see appendix C) results also showed that 30.8% of the participants were neutral, which could be due to the fact that they could not decide whether they agreed or disagreed that PRME would allow for more research on sustainability at the GSB & L. According to literature, research that is conducted in business schools is irrelevant because of it being too scientific in nature and not linked to the needs of a changing business world (Thomson and Wilson, 2012; Muff, 2012). The literature showed that

PRME encourages business schools to adapt their curricula, research and teaching methodologies to adapt to the changing business world (Laasch and Conaway, 2015). Results showed that 47.5% agreed that signing up to PRME would allow for more research on sustainability at the GSB & L and 14.2% strongly agreed. Nhamo and Nhamo (2014) further alluded that more business schools are encouraging their students and staff to do research based on Environmental, Sustainable and Governance (ESG) issues.

Signing up to PRME will attract potential students to GSB & L

A significant agreement was shown that signing up to PRME would attract potential students to GSB & L (M= 3.61, SD= .882, t (119) =7.555, p<0005)**.** When asked about their views if signing up to PRME would attract potential students, only one (0.8%) of the respondents strongly disagreed and 8.3% disagreed. A total of 35.8% of the respondents were neutral, while the majority of respondents (39.2%) agreed and 15.8% strongly agreed. These results show that students are in favour of sustainability issues being taught at business schools and specifically at the GSB & L. It was also noted that students have a greater influence as they mount pressure on the department to embed sustainability issues into the curricula (PRME, 2016c). Hence, the implementation of PRME has the potential to draw more students to GSB & L. Results from a study on the perceptions of sustainable education conducted on business school students showed that students had strong attitudes towards CSR. Furthermore, the survey showed that 79% of students encourage all business students to study business ethics, and 76% to study environmental sustainability (Haski-Leventhal and Concato, 2016). This great interest of students towards sustainability issues is an indication that not only businesses but students are concerned about sustainability. Only 0.8% of students strongly disagree that signing up to PRME would attract potential students to the GSB & L and 8.3% disagreed.

4.2.2.3 Implementation of PRME

Six questions were posed to the respondents to determine how PRME can be best implemented in GSB & L's teaching and learning and this was explored by focusing on the following areas:

- Practical aspects and case studies
- Using guest lecturers
- Using videos and interactive teaching techniques
- Developing ethical behaviours

Table 4.10: I am exposed to the practical aspects of what I study in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	3.3	3.4	3.4
	Disagree	12	10.0	10.1	13.4
	Neutral	18	15.0	15.1	28.6
	Agree	62	51.7	52.1	80.7
	Strongly agree	23	19.2	19.3	100.0
	Total	119	99.2	100.0	
Missing	System	1	0.8		
Total		120	100.0		

I am exposed to the practical aspects of what I study in class.

When asked if respondents felt exposed to the practical aspects of what they study in class (see Table 4.10), 3.3% strongly disagreed and 10% disagree with this question, while 15% were neutral. However, 51.7% of the respondents said that what they study is not only restricted to class but they are exposed to the practical aspects of it as well. In addition, 19.2% were also in agreement and 0.8% did not respond. Murphy, Sharma and Moon (2012) stated that there is a growing trend to use experiential learning to teach ethics and business responsibility. According to Sharlanova (2004) the experimental learning theory involves stages that are linked to thinking, sensing, observing, planning and reflecting. Hence, experiential learning is described as the exposure of the practice of what is studied in class studied (Bartle, 2015). Results showed that the students from the GSB & L felt that they are exposed to practical aspects of what they study in class, about 51.7% agreed and 19.2% strongly agreed. This is contrary to literature, where it showed that business schools provide "lip service" and what they study in class does not transition to reality (Thomas, Thomas and Wilson, 2013). Rasche and Gilbert (2015) further noted that lecturers could teach in class but not make what they teach practical. This insinuates that lecturers also have a role to play in making sure that students are exposed to the practical aspects they study in class.

Table 4.11: Lecturers use case studies to help students understand sustainability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	8	6.7	6.7	7.6
	Neutral	14	11.7	11.8	19.3
	Agree	69	57.5	58.0	77.3
	Strongly agree	27	22.5	22.7	100.0
	Total	119	99.2	100.0	
Missing	System	1	.8		
Total		120	100.0		

Lecturers use case studies to help students understand sustainability.

When questioned if, in class, lecturers use case studies to help students understand sustainability (see Table 4.11), only 0.8% strongly disagreed, 6.7% disagreed, 11.7% were neutral and the majority of the students (57.5% agreed and 22.5% strongly agreed). Murphy, Sharma and Moon (2012) noted that there has been an increase in high-quality case studies. Results showed that 57.5% of GSB & L students agreed and 22.5% strongly agreed that lecturers use case studies to help them understand sustainability. During lectures, it is imperative that the lecturer uses a variety of tools to present the content to students. Using case studies is seen as a pedagogical tool that helps students to reflect upon the difficulties of responsible business education in business contexts (Murphy, Sharma and Moon, 2012). Only a small number of 6.7% students were in disagreement that the lecturers at the GSB & L use case studies.

Table 4.12: We have guest lecturers who speak on sustainable issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	10.0	10.3	10.3
	Disagree	29	24.2	24.8	35.0
	Neutral	23	19.2	19.7	54.7
	Agree	43	35.8	36.8	91.5
	Strongly agree	10	8.3	8.5	100.0
	Total	117	97.5	100.0	
Missing	System	3	2.5		
Total		120	100.0		

We have guest lecturers who speak on sustainable issues

Respondents were asked if they have guest lecturers who speak on sustainable issues. According to Table 4.12, a total of 10.0% of the respondents strongly disagreed they have guest lecturers, whilst 24.2% disagreed and 19.2% were neutral. The majority of the students (35.8% agreed and 8.3% strongly agreed) felt that the GSB & L does have guest lecturers who teach on sustainable issues. A total of 2.5% did not respond to the question. Murphy, Sharma and Moon (2012) state that there are various pedagogical approaches that are used, such as having guest speakers, textbooks or even seminars. Using guest lecturers can engage students practically. Results showed that only 35.8% of the students agreed that they have guest lecturers to speak on sustainability issues and therefore engaging them from a practical perspective.

Table 4.13: Lecturers at the GSB & L teach on sustainability issues in an interactive manner

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Strongly disagree	3	2.5	2.5	2.5
	Disagree	13	10.8	11.0	13.6
	Neutral	26	21.7	22.0	35.6
	Agree	65	54.2	55.1	90.7
	Strongly agree	11	9.2	9.3	100.0
	Total	118	98.3	100.0	
Missing	System	2	1.7		
Total		120	100.0		

Lecturers at the GSB & L teach on sustainability issues in an interactive manner

Table 4.13 indicates that there was 2.5% of the respondents who strongly disagreed that the lecturers at the GSB & L teach on sustainability issues in an interactive manner, 10.8% disagreed and 21.7% were neutral. A total of 54.2%, which made up the majority of the percentage, agreed and 9.2% strongly agreed. Only 1.7 % who did not answer the question. The literature showed that in business schools the element of experimental learning is missing (Alcaraz and Thiruvattal, 2010). However, results showed that 54.2%, which made up the majority of the students agreed that the lecturers at GSB & L teach on sustainability issues in an interactive manner using TED talks and YouTube videos.

Table 4:14: What I study in class prompts me to behave in an ethical manner

Valid	Strongly disagree	1	.8	.8	.8
	Disagree	7	5.8	5.9	6.8
	Neutral	14	11.7	11.9	18.6
	Agree	72	60.0	61.0	79.7
	Strongly agree	24	20.0	20.3	100.0
	Total	118	98.3	100.0	
Missing	System	2	1.7		
Total		120	100.0		

What I study in class prompts me to behave in an ethical manner

Only a small percentage (0.8%) of the respondents strongly disagreed that what they study in class prompts them to behave in an ethical manner, while 5.8% disagreed and 11.7% was neutral. The majority of the respondents (60% agreed and 20% strongly agreed) that their studies cause them to act in an ethical manner. A total of 1.7% did not respond to the question. Bhattacherjee (2012) defined ethics as the moral distinction between right and wrong. Only a small percentage of 5.8% of the GSB & L students disagreed that what they study in class prompts them to behave in an ethical manner. However, 20% strongly agreed and 60% of the population agreed that what they study causes them to act in an ethical manner, making it a total of 80% of the population who agreed with the question. This is a correlation with the aim of responsible management education, which is to make sure that business schools' educational practices take into consideration the ethical impact on their students (Rasche and Gilbert, 2015). Literature, however, shows that due to the corporate scandals and financial breakdowns, business schools are not seen to have a meaningful impact on the world. In addition, 45% of students from business schools around the world felt their business schools are not doing enough to equipping them in behaving ethically (Haski-Leventhal, 2016).

4.15 Our curriculum covers aspects of how to take the environment into consideration when conducting business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.5	2.5	2.5
	Disagree	6	5.0	5.0	7.6
	Neutral	28	23.3	23.5	31.1
	Agree	65	54.2	54.6	85.7
	Strongly agree	17	14.2	14.3	100.0
	Total	119	99.2	100.0	
Missing	System	1	.8		
Total		120	100.0		

Our curriculum covers aspects of how to take the environment into consideration when conducting business

Majority of the students, agreed that their curriculum covers aspects of how to take the environment into consideration when conducting business, this was seen by 54.2% of students agreeing and only 5.0% of the students who disagreed.

4.2.2.4 Acceptability levels of PRME in the GSB&L curriculum

Six questions were used to ascertain the views of students on PRME to measure the gap in responsible management education in the curriculum by focusing on the following areas:

- Familiarity of PRME to GSB & L students
- Signing up for PRME and the benefit to GSB & L
- Implementing PRME in the curriculum for creating awareness of sustainable education
- Responsibility of business schools like GSB & L to produce sustainable future leaders
- PRME in the curriculum to ensure a positive view of sustainability
- GSB & L's involvement in global initiatives that promote sustainable management education

Appendix C shows the frequency tables for each of these focus areas and Table 4.16 indicates the results of the one sample t-test.

One-Sample T-Test on the importance of PRME to GSB & L

Table 4.16: One-Sample T-Test on the importance of PRME to GSB & L

	Test Value = 3				95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
8.1 PRME is a term that I am familiar with	-6.634	119	.000	-.600	-.78	-.42
8.2 Signing up to PRME; can benefit GSB & L	9.788	117	.000	.559	.45	.67
8.3 Implementing PRME in the curriculum will make me more aware of sustainable education	10.322	118	.000	.647	.52	.77
8.4 It is the responsibility of business schools to produce sustainable future leaders	15.278	118	.000	1.143	.99	1.29
8.5 The implementation of PRME in the curriculum will change the way I view sustainability	10.791	118	.000	.681	.56	.81
8.6 GSB & L should be involved in more global initiatives that promote sustainable management education	16.562	117	.000	1.025	.90	1.15

PRME is a term that I am familiar with

PRME is a term that is relatively new (Nhamo and Nhamo, 2014). This is evident by only 10.8% of the GSB & L students who are familiar with the term PRME and 19.2% who were neutral. Students felt they did not have adequate knowledge about the term. Furthermore, the majority (52.5%) of the students disagreed that they were familiar with the term PRME. PRME is a global initiative in which over the years many business schools are signing up to it (United Nations Global Compact, 2012). Although business schools are signing up to PRME, results from a survey showed that 55% of African business schools did not receive sufficient information about PRME to inform them to participate in it, and only 26% said they had sufficient information (Gibson, 2011). Based on these findings, it is proof that PRME, particularly in African business schools is still a new concept that still needs to be integrated into the curricula of business schools. There is a significant disagreement that: PRME is a term that the respondents are familiar with (M= 2.40, SD = .991), t (119) = -6634, p>.0005). Table 4.17 (see Appendix C) shows that 13.3% of the respondents strongly disagreed and 52.5% disagreed that they were familiar with PRME. This means that the majority of students at the GSB & L do not know about PRME at all. A total of 19.2% were neutral, and only a small number of 10.8% agreed and 4.2 strongly agreed that they were familiar with the term.

Signing up to PRME; can benefit GSB & L

Results prove that there is a significant agreement that signing up to PRME can benefit the GSB & L (M = 3.56, SD= .621), t (117) = 9.788, p<.0005). Table 4.18 (see Appendix C) shows that only 2.5% of the respondents disagreed that signing up to PRME can benefit the GSB & L, whilst 42.5% were neutral. This could be as a result of the lack of knowledge of PRME, which could be the reason why students felt that PRME would not be beneficial. A total of 49.2% respondents agreed that PRME would benefit the GSB & L. A total of 1.7% of the respondents did not answer the question. The literature showed that there are benefits that are associated with being a PRME signatory, for example, allowing for an exchange of ideas with other institutions (Escudero and Rasche, 2009). Moreover, it allows for holistic innovative change. The findings are consistent with the literature, as only 2.5% of the respondents disagreed that signing up to PRME can benefit the GSB & L.

Implementing PRME in the curriculum will make me more aware of sustainable education

There is a significant agreement that implementing PRME in the curriculum will make the respondents more aware of sustainable education (M=3.65, SD=.684), t (118) =10.322,

p<.0005). When asked if implementing PRME in the curriculum will create an awareness for sustainable education, 3.3% of the respondents disagreed, 36.7% were neutral, and 50.8%, which made up the majority. A total of 0.8% did not answer the question. Forray and Leigh, (2012), Alcaraz and Thiruvattal (2010) described PRME as an initiative that seeks to promote sustainable management education by bringing business schools together, which is why 50.8% of GSB & L students agreed that implementing PRME would make them more aware of sustainable education and 8.3% strongly agreed. Although the majority of the students indicated that PRME would encourage them to know more about sustainable education, there is still more that needs to be done. Results from a survey of students in business around the world revealed that only 26% of the respondents said there is too much emphasis on responsible management in business education (Haski-Leventhal and Concato, 2016). These results prove that there is a need to create more awareness of responsible management education.

It is the responsibility of business schools to produce sustainable future leaders
There is a significant agreement that it is the responsibility of business schools to produce sustainable future leaders (M=4.14, SD =.816), t (118) = 15.278, p <0005). A small total of 0.8% of respondents strongly disagreed and 4% disagreed that it is the responsibility of business schools to produce sustainable future leaders. A total of 11.7% were neutral, while 48.3% agreed and 35% strongly agreed. Only 0.8% did not answer the question.

The literature states that business schools need to make sure they engage in developing sustainable business leaders (Waddock et al., 2009). Business schools have been criticized for the role they play due to the various financial breakdowns that occurred due to a lack of leadership and the lack of sustainable business practices (Mirvis et al., 2010). Hence, more pressure has been placed on business schools to produce sustainable business leaders. The PRME Secretariat indicates that PRME is an educational vehicle to develop sustainable business leaders (Sobczak and Mukhi, 2015) in an effort to overcome the negative effects of unsustainable business practices and greed in the business world. GSB & L students agreed (48.3%) that it is the responsibility of business schools to produce future business leaders which are in line with the sentiments of the PRME Secretariat.

The implementation of PRME in the curriculum will change the way I view sustainability

The results show that there is a significant agreement that the implementation of PRME will change the way the respondents view sustainability (M =3.68, SD= .688), t (118) = 10.791, p <.0005). Results showed that 50% of the students felt that implementing PRME would indeed change the way they view sustainability, and only 2.5% of the students disagreed, 36.7% were neutral. A total of 0.8% did not respond to the question (see Appendix C, table 4.21). This is consistent with literature which suggested that PRME has the potential to produce graduates who are able to see the value of sustainability and the triple bottom line (Sroufe et al., 2015). Musharbash (2012) stated that even though in business schools they teach sustainability it is not deeply embedded within the curricula. This shows that students are not fully engaged with the concept of sustainability.

GSB & L should be involved in more global initiatives that promote sustainable management education

The results showed in Table 4.22 (see Appendix C) that 1.7% of the respondents did not agree that the GSB & L should be involved in more global initiatives that promote sustainable education. This was followed by 15.8% who were neutral, and 59.2% who agreed and 21.7% who strongly agreed that GSB & L should be involved in more global initiatives that promote sustainability. In addition, 1.7 % of the respondents did not answer the question. It is also one of the principles of PRME to allow for dialogue among stakeholders to promote global issues of sustainability PRME (2015). Currently, the GSB & L supports collaboration with international networks as one of its core values (GSB & L, 2009). Global initiatives such as PRME are seen to have a strong focus on other global initiatives such as the United Nations Global Compact UNGC) made up of 10 principles, and the Globally Responsible Leadership Initiative (GRLI), which was launched in 2004 (Nhamo and Nhamo,2014). It is an indication that there are several global initiatives that promote sustainable education.The GSB & L could benefit by allowing for more innovative ways of teaching (Escudero, Albareda, Alcaraz, Weybrecht and Csuri, 2012).Overall, there is a significant agreement that the GSB & L should be involved in more global initiatives that promote sustainable management education (M =4.03, SD= .673, t (117) =16.562, p <.0005).

4.2.2.5 Barriers to PRME

Appendix C shows the frequency tables for each of these focus areas and Table 4.23 indicates the results of the one sample t-test.

Table 4.24: The Dean of GSB & L may not want to sign up to PRME

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Strongly disagree	3	2.5	2.5	2.5
	Disagree	14	11.7	11.8	14.3
	Neutral	86	71.7	72.3	86.6
	Agree	13	10.8	10.9	97.5
	Strongly agree	3	2.5	2.5	100.0
	Total	119	99.2	100.0	
Missing	System	1	.8		
Total		120	100.0		

The Dean of GSB & L may not want to sign up to PRME

When asked if they think that the Dean of the GSB & L may not want to sign up to PRME, 3% of the respondents strongly disagreed, 14% disagreed, there was a huge percentage of 71.7% that were neutral about the Dean who may not likely sign up to PRME. Only 10.9% of the population agreed, whilst 2.5% strongly agreed, and 0.8% was the missing system. Literature revealed that the Dean of business schools plays a significant in the decision to implement initiatives such as PRME (Waddock et al., 2009). Deans are basically seen as CEOs of business schools who have an influence on the strategic direction of the school (Fragueiro and Thomas, 2011). The findings revealed that the majority of students were neutral when asked if the Dean of the GSB & L would be a barrier to the implementation of PRME. This was shown by 71.7%, which was a significant percentage. These results show that students were not sure if Deans could be barriers, only 2.5% strongly agreed and 10.8% agreed with this statement. Another small percentage of 14% disagreed.

Table 4.25: Lectures may not want to embrace PRME

Valid					
	Strongly disagree	5	4.2	4.2	4.2
	Disagree	26	21.7	21.7	25.8
	Neutral	73	60.8	60.8	86.7
	Agree	14	11.7	11.7	98.3
	Strongly agree	2	1.7	1.7	100.0
	Total	120	100.0	100.0	

Lectures may not want to embrace PRME, for example, by not engaging in activities such as case studies on sustainability

When asked if lectures may not want to embrace PRME, for example, by not engaging in activities such as case studies on sustainability, 4.2% strongly disagreed, 21.7% disagreed, an overall majority of 60.8% were neutral, 11.7% were in agreement with the statement and only 1.7 of the sample strongly agreed that lecturers may not want to embrace PRME. Nhamo and Nhamo (2014) state that business schools have become hubs for transformative learning. The problem is when lecturers do want to adapt to change or adopt PRME. Students were then asked if lectures may not want to embrace PRME, for example, by not engaging in activities such as case studies on sustainability and 60.8% of the students were neutral. Since PRME is a new concept, students could not reach a definite decision regarding the perceptions of lecturers. Only 21.7 disagreed and 11.7 agreed that lecturers may not want to embrace PRME.

Table 4.26: Lectures lack adequate knowledge about PRME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	4.2	4.2	4.2
	Disagree	19	15.8	16.0	20.2
	Neutral	75	62.5	63.0	83.2
	Agree	17	14.2	14.3	97.5
	Strongly agree	3	2.5	2.5	100.0
	Total	119	99.2	100.0	
Missing	System	1	.8		
Total		120	100.0		

Lecturers lack adequate knowledge about PRME

The total percentage of respondents who strongly disagreed that lecturers lack adequate knowledge about PRME amounted to 4.2%, 15.8% disagreed, a majority of 62.5% were neutral. Furthermore, 14.2% agreed, and 2.5% strongly agreed and lastly, 0.8% were part of the missing link. Godemann et al. (2011) stated that lecturers may resist implementing PRME because of the lack of knowledge and self-confidence. Moreover, PRME is a relatively new concept, which was also evident from the qualitative findings discussed later in this chapter. The majority (62%) of the students were neutral when asked if lecturers lacked the knowledge of PRME. This high percentage was an indication that the majority of the students were not sure

Table 4.27: There may be limited resources such as financial constraints

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.5	2.5	2.5
	Disagree	11	9.2	9.2	11.7
	Neutral	56	46.7	46.7	58.3
	Agree	45	37.5	37.5	95.8
	Strongly agree	5	4.2	4.2	100.0
	Total	120	100.0	100.0	

There may be limited resources such as financial constraints to invite distinguished guests to talk on sustainability issues

Results show that 2.5% of the respondents strongly disagreed that one of the barriers to the implementation of PRME may be limited resources. In addition, 9.2% disagreed, however, 46.7% were neutral about the statement, 37.5% did not disagree but agreed with the statement and 4.2% strongly agreed.

Table 4.28: It may take time to adjust the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	3.3	3.3	3.3
	Disagree	14	11.7	11.7	15.0
	Neutral	48	40.0	40.0	55.0
	Agree	45	37.5	37.5	92.5
	Strongly agree	9	7.5	7.5	100.0
	Total	120	100.0	100.0	

It may take time to adjust the curriculum.

When the respondents were asked if they thought one of the barriers to implementation of PRME is that it may take time to adjust the curriculum, 3.3% strongly disagreed, 11.7% disagreed, 40% were neutral which made up the majority of the percentage, 37.5% were in agreement with the statement and 7.5% strongly agreed. Limited resources were revealed in literature as one of the barriers to the implementation of PRME. This limitation is due to the cost that is involved in adding and changing courses (Rasche and Gilbert, 2015). Results showed that 37.5% of the students agreed and 46.7% were neutral that one of the barriers are limited resources. This can be due to the lack of information students have about the management of resources in the GSB & L.

Table 4.29: PRME may not be aligned with the GSB & L mission statement

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Strongly disagree	7	5.8	5.8	5.8
	Disagree	23	19.2	19.2	25.0
	Neutral	68	56.7	56.7	81.7
	Agree	19	15.8	15.8	97.5
	Strongly agree	3	2.5	2.5	100.0
	Total	120	100.0	100.0	

PRME may not be aligned with the GSB & L mission statement

A percentage of 5.8% of the respondents strongly disagreed that it could be a barrier for PRME to be implemented because PRME may not be aligned with the GSB & L mission statement. Also, 19.2 % disagreed with the statement, 56.7% were neutral, and 15.8% agreed that this could be a barrier to the implementation of PRME and only 2.5% strongly agreed.

One-sample T-Test on the barriers of PRME

There is a significant disagreement that, lecturers not wanting to embrace PRME, may be a barrier to the implementation of PRME (M = 2.85, SD= .741), t (119) = -2.218, p>.0005

There is a significant agreement that a barrier to the implementation of PRME is that there may be limited resources such as financial constraints (M = 3.32, SD = .799), t (119) = 4.342, p < 0.005). Results show that there is a significant agreement (M= 3.34, SD= .903), t (119) = 4.146, p < 0.005(see Appendix C).

4.3 SINGLE CONSTRUCT MEASURES

Table 4.30: One-Sample Test on single construct measures

| | Test Value = 3 | | | | | |
| | | | | | 95% Confidence Interval of the Difference | |
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
IMP	11.438	119	.000	.69167	.5719	.8114
APP	10.958	118	.000	.66919	.5483	.7901
BEN	16.666	119	.000	.81417	.7174	.9109
BAR_S	-1.224	119	.223	-.06944	-.1818	.0429
BAR_ORG	2.979	119	.004	.18611	.0624	.3098

In terms of single construct under measure, there is significant agreement about the importance of PRME (M= 3.6917, SD= .66241, t (119) =11.438, p<.0005). There is a significant agreement about the implementation of PRME when looking at single construct under measure (M = 3.6692, SD= .66616, t (118) = 10.958, p <.0005). In terms of single construct under measure, there is significant agreement about the importance of PRME at the GSB & L (M=3.8142, SD= .53516, t (119) = 16.666, p<.0005). There is no agreement or disagreement of the barrier to PRME (staff), under a single construct under measure (M= 2.9306, SD= .62158, t (119) =-1.224, p<.0005).There is a significant agreement in terms of single construct under measure of the barrier to PRME (organisational) (M= 3.1861, SD= .68435, SD= .68435, t (119) = 2.979, p <.0005).

4.4 CONCLUSION

The study revealed that PRME is not a term that the students of the GSB & L are familiar with. This was also seen by the majority of the students signifying that there is no PRME module

within the curriculum of the GSB & L. Although the study revealed that students were not familiar with PRME, the majority of the students agreed that PRME should be included in the curriculum of the GSB & L. Students were asked questions with the intentions identifying the importance of PRME. From these questions, the results revealed that students believe that signing up to PRME would increase the ratings of the GSB & L. Overall the results from the study showed that students felt that PRME would be of benefit to the GSB & L. The majority of the students saw PRME as a means for sustainable business leaders to be produced. Furthermore, results revealed that PRME would increase the practice of sustainable education. The literature showed that the research in business schools is too scientific. Nevertheless, students identified PRME as a platform to allow for more research on sustainability issues. The study also showed that signing up to PRME would attract potential students. The respondents signified that PRME would make them aware of sustainability issues. This is evident that sustainability is a broad term that is evolving. The literature showed that business was blamed as part of the cause of the corporate scandals that have occurred over the years. The majority of the students also believed that business schools have a role to play in producing sustainable business leaders. There are several global initiatives for business schools that encourage sustainability. With this said, students believe that the GSB & L should be involved in more global initiatives that encourage sustainability. The results from the study showed that students felt that lecturers engaged them in an interactive manner and the content they study in class prompts them to behave in an ethical manner. There are several barriers that could hinder PRME being implemented in the curriculum, which is the reason students were asked to identify with them. However, the results showed a majority of the students were neutral in their answers. The barriers that were identified in the study was the issue of resources, the Dean being a possible barrier, the lecturers being possible barriers and also the lack of knowledge of PRME. For all these categories students were neutral.

CHAPTER 5: QUALITATIVE FINDINGS AND DISCUSSION

5.1 INTRODUCTION

The purpose of this chapter is to discuss the qualitative findings of this study.

5.2 Qualitative findings and discussion

The qualitative data was collected from four lecturers at the GSB & L. The responses from the open-ended interviews showed the lecturers' perceptions regarding the implementation of PRME within their curriculum and if a gap existed in responsible management education at the business school. The responses were coded into five themes namely; *(1) Lack of knowledge of PRME, (2) Evaluation of the curriculum, (3) Approach to the implementation of PRME in the curriculum), (4) Lecturers engaging students' in sustainability (5) Hindrances to the implementation of PRME.*

5.2.1 Lack of knowledge of PRME

The call for PRME was formulated as a call for business schools to play a role in solving the world's problems such as climate change. Also, a survey conducted on CEOs believe that managers are not fully equipped to handle sustainability issues (Lacy, Haines and Hayward, 2012), which is why PRME became so relevant for business schools, to train students in being sustainable business leaders in the future. PRME is a global initiative in which business schools from around the world sign up to in order for the curriculum, teaching, and research to be more sustainable. Moreover, there is an increase in the number of participants that sign up to this initiative yearly. In 2016, there were over 600 business schools around the world who were signatories of PRME (PRME, 2016b). The questions that were asked to the lecturers required them to show a level of understanding of what the concept of PRME entailed. It was imperative to the perspective of the lecturers since they are key in delivering the sustainability concept in class. However, the responses from the lecturers sounded uncertain and vague, and the answers were only provided after a long silence, which showed that they did not fully understand or have sufficient knowledge about the concept of PRME.

Some of the comments are presented as follows:

Respondent 2
I have no knowledge about PRME to be specific.

Interviewer:

The concept of it?

Respondent 2*:*

The concept from what I gather from the conference and other presentations it is good but no I don't have in-depth knowledge regarding PRME.

Respondent 3:

Not much really, let me confess at this stage

Respondent 4:

You know, PRME encapsulates a number of things within it, although there have been split into small facets so on and so forth, so basically, PRME is about responsible management. So, we are talking about ethics, we are talking about corporate social responsibility. We are talking about environmental management. We are talking about the creation of social change and how our curriculum can contribute towards that. These are some of the aspects that are captured by the construct PRME

PRME is still in its early stages since it was only formulated in the year 2007 Nhamo and Nhamo (2014). In addition, global business schools are still familiarising with the term. Although this term is relatively new, there has been growth in responsible management education in places such as Western Europe and North America (Murphy, Sharma and Moon, 2014). This, however, is not the case within African and Asian business schools where statistics have shown a lower percentage in signatories such as 7% out of the different continents (PRME 2015 Annual Report, 2015). This could explain the lack of knowledge of the term PRME by the lecturers of the GSB & L. Based on the responses, it was evident that PRME is still a concept that is new to the academic staff of the GSB & L. Despite the lack of knowledge from the lecturers, respondent 4, was able to define and briefly show an understanding of PRME. Respondent 4 described PRME as responsible management being divided into facets that encapsulate terms such as ethics, CSR, and even environmental management. Sobczak and Mukhi (2015) also described PRME as means of fostering responsible management education across the planet.

Responsible management education was defined as PRME is not the only responsible management education initiative that has emerged over the years. There are other global initiatives that have emerged that promote sustainability such as the United Nations Global

Compact (UNGC) (2012). In addition, the growth in responsible management education has seen a growth in business school initiatives such as Aspen Institute's Beyond Grey Pinstripes index, the European Academy of Business in Society (now Academy of Business in Society) (Murphy, Shrama, and Moon, 2014). The lectures were asked if they knew other global initiatives that promote sustainable management education. This was to see if lecturers were knowledgeable about other initiatives. Rasche and Gilbert (2015) suggested that responsible management education is aimed at how the business schools' educational practices can function by taking into consideration the social, environmental and ethical impact that can occur. The responses from the lecturers indicated that they are not adequately knowledgeable about other initiatives that advance sustainable education. These are some of the responses:

Respondent 2

No, I don't

Respondent 1

(Long silence), I can't mention a specific one. There is a lot of debate on sustainable management education and good ethical behaviour, but for me to point exactly to say that this is the organisation that deals with it, I cannot.

Respondent 4

PRME something with the United Nations as champions. I can't recall what specifically it is.

Respondent 3

Hmmm, no.

From these responses, it was clear that not only is there a gap in the knowledge about PRME amongst the lecturers but also a lack of knowledge overall about other global initiatives that promote sustainable management education. Not only were the participants not knowledgeable about PRME but the majority of them did not know the initiatives that the GSB & L are involved in that promote responsible management education. Responses were as follows:

Respondent 2

I don't know

Respondent 1

(Long silence I can't give you an example.

Respondent 4

None.

The responses from the interviews were short and vague. Respondents could not identify any initiative that the GSB & L is part of that promoted sustainable management education. This is alarming, considering that business schools are seen as a platform where they can have a tremendous impact on the world (Godemann et al., 2011). It is evident that there is a gap in the implementation of PRME. It seems that more needs to be done at the GSB & L in promoting responsible management education.

5.2.2 Evaluation of the curriculum

Business schools have been questioned about what they teach (Rayment and Smith, 2013). Even though in business schools they teach CSR and sustainability, these are not fully embedded within the curriculum (Rasche and Gilbert, 2015). Therefore, business schools have been called to re-evaluate their curriculum to incorporate sustainability issues. This was stimulated by the global financial meltdown, which also resulted in the questioning of the role and function of business schools (Mirvis et al., 2010). The content that is provided in curriculums plays a significant role in what is instilled in the minds of students. However, for business schools, it is not the case since it is suggested that what they teach do not expose students to the practical aspects of what they study (Fragueiro and Thomas 2011). Therefore, lecturers were asked about the measures they have taken as a school to implement PRME in the curriculum. Responses and the manner in which the lecturers articulated the answers showed that they were knowledgeable about the current curriculum of the GSB & L. Nonetheless, responses indicated that not much has been done to evaluate the curricula for the purpose of incorporating PRME. These were some of the responses:

Respondent 2

As I am saying, we have not implemented PRME in GSB & L but some of the modules may have touched on elements of PRME, but not specifically focused on PRME during curriculum development

Respondent 1

All I know is that these are things that we are speaking about but it has not been formalized to link to PRME specifically.

Respondent 4

As a school, I don't remember of any measures thus far that have been formulated that raise the incorporation of PRME in the class or in teaching. If anything happens in class it will be dependent on the exposure or experience or how a person can convey the PRME message.

Not only did the respondents express that at the GSB & L there is a lack of implementation of PRME, but they suggested that the modules that are offered at the business school have touched on the concepts of PRME. Respondent 1 expressed that the GSB & L has not taken the necessary steps to formalize PRME. This suggested that although the lecturers touch on sustainability issues they haven't taken the further step of being a signatory. There could be various factors that contribute to this notion. Some schools acknowledge that the actual term "sustainability" can be an impediment to allow for curricula change, because of the complexity of the word (Weybrecht, 2015). Respondent 4 clearly indicated that as a school, they can't recall any measures that they have taken to incorporate PRME. Respondent 3 was not comfortable with answering the question, hence no response was given during the time of the interview. During the interviews, the majority of the lecturers felt that it was not feasible for the current curricula of the MBA to be evaluated to accommodate PRME. Respondents justified this by stating that the new MBA curriculum have already been put into effect in 2016, and to change it would be a problem. This is in line with the literature, which showed that the long process of curricula changes hinders the implementation of new ideas (Weybrecht, 2015) and that resistance could come from powerful stakeholders (Rasche and Gilbert, 2015. The comments below depict the responses of the lecturers when asked if the curricula should be evaluated:

Respondent 4

No, we can't now. It can only happen after the next three years. With the review of the curriculum and across the country it's not only here at UKZN because the new curriculum has been approved by the council of education across the country. All the business schools across the county have the new MBA curriculum which took effect in 2016.

Respondent 2

I don't think so because it has been evaluated recently; the new programme is already in place and the new MBA class started in 2016.

The responses from lecturers is also an indication that there are several factors that could cause the curriculum of business not to undergo changes. Moreover, lecturers can be a barrier to being

reluctant to integrate sustainability because of the lack of knowledge and even self-confidence (Godemann et al., 2011).

5.2.3 Implementation of PRME in the curricula

The implementation of PRME within the curricula can occur vertically or horizontally. Horizontal integration was defined as stand-alone courses exclusively covering topics related to responsible management, whilst vertical integration was described as "consists of a responsible management-related section within mainstream business courses (Escudero et al., 2012). For the lecturers of the GSB & L, the vertical integration was more ideal. The lecturers were highly adamant that PRME should not be a stand-alone module, instead, it should be incorporated within the modules. Rayment and Smith (2013) also suggest that ethics and sustainability on a global level do not run as a core module in the curriculum but may appear on individual courses. In addition, they allude that business leaders may be treating sustainability and ethics as not fundamental to the syllabi but as an "add-on". However, the lecturers did not refute the idea of PRME being introduced into the curricula of the GSB & L, however, they felt that there were too many modules already within the MBA programme. These were some of the comments:

Respondent 4

PRME can be mentioned in and within the lectures. It should not be a stand-alone module as the curriculums that are offered are being integrated. And we are having close cutting content that does not necessarily have to be a stand-alone module. Well, I do understand that other business schools have stand-alone modules, for example, ethics under the responsible leadership or business ethics.

Respondent 2

They may have it, but from the position I see, I do not think it is that important to have another module and leave another module out. Maybe we can have it as an optional module and students can choose to do it.

Respondent 1

I can include topics on it, but to do it as a module on its own, there are already other modules as our electives. There are so many of them.

In order for PRME to be integrated within the curriculum through vertical integration, there are two approaches that could be used as described in the PRME transformational model. The

first approach would be the top-down approach, this includes top management such as the Dean, who has the final verdict to implement PRME (PRME, 2016a). The Dean would first have to agree to implement PRME. Whilst, the bottom-up approach states that support is received from the staff and school to implement PRME (PRME, 2016a). The GSB & L can use one of the two approaches should they formalize and decide to implement PRME in the curricula. Lecturers, however, were very expressive that PRME should not be a stand-alone module, but should rather be incorporated within the current modules they offer.

5.2.4 Lecturers engaging students' sustainability

Business schools have been questioned about the manner in which they present their content to students. Hence, there is a principle called 'Method' which is one of the principles of PRME in which business schools have to engage in tangible learning experiences that would lead to the formation of sustainable business leaders (Louw, 2015). Despite the discontent, there has been a trend in innovative ways of teaching ethics, such as role-playing and experiential learning (Sharma, Murphy and Moon, 2014). Other tactics that are considered to be effective in business schools are such as case studies, videos, interactive and dialogue sessions Kolachi (2015). This is used to stimulate students with the content in which they study. The experiential theory identified four stages that are necessary for the learning experience. The concrete experience is the first stage of the model, which seeks to stimulate students to make observations and conceptualize the environment, reflective observation requires for the students to form opinions and reflect on what they have learnt, and lastly, Abstract experimentation means that graduates would then apply what they have learnt in class within real-life business settings (Sharlanova, 2004). This theory emphasizes how students can be exposed to the practical aspects of what they study, which is said to be missing in business schools. This calls for lecturers to take measures and use various practices to engage their students and enable active learning, since other cases lecturers can teach aspects of the syllabus without making it practical in their actual teaching practice (Rasche and Gilbert, 2015).

Lecturers from the GSB & L were asked if they engaged students practically in class on the topic of sustainability. It was evident from the responses that lecturers did not practically engage students on the topic of sustainability. Instead, the responses stipulated that they used talking about sustainability in class as a manner of addressing the topic of sustainability. These were some of the responses:

Respondent 2

(Long pause) It's very difficult because it's very wide in terms of topics being covered. I always bring the very recent information to help the students to focus on new developments and to look at it from a responsible perspective.

Respondent 3

I, lecture mostly in, well, my area is on leadership than on strategic leadership, then change management, conflict management but some of them are from the commercial side of our business school that is extended learning.

Respondent 1

Lecturer: *I have not done anything*

Interviewer: Nothing at all? To enhance the students' knowledge and to engage them in responsible management education?

Lecturer: *of course, in as we teach right, I teach leadership, I talk about responsible management general. I talk about it, but not as an issue so that I will say I can spend time around it. But I talk about responsible management. When we are talking about ethics, ethical behaviour all those issues is responsible management*

It is apparent from the responses that there was not much done practically by the lecturers to teach students sustainability. It seems that the majority of the lecturers are acquainted with merely teaching the students by touching briefly on sustainability issues. One of the lecturers (respondent 1) also indicated that s/he has not done anything to practically make students understand sustainability when s/he said: *"Ah I have not done anything".*

5.2.5 Hindrances to the implementation of PRME

Although implementing PRME is not difficult, there are various factors that could be a hindrance to the implementation of PRME in the curricula of the GSB & L. Some of the barriers which prompt decoupling is that; schools have limited resources, there is resistance among powerful stakeholders; business schools face institutional pressures and lastly, the organisational actors view institutional demands as being vague (Rasche and Gilbert, 2015). Hence, it was inevitable for the lecturers to be asked if they believe the Dean could be a hindrance to the implementation of PRME. Reason being, Deans play a very important role in the implementation of change (Fragueiro and Thomas, 2011). The lecturers expressed their

views and responses showed that the majority of the participants disagreed. These were some of the comments:

Respondent 2

No, I don't think so

Respondent 1

I don't think so, the dean would want to school to be responsible, the products of the institution to shine wherever they go.

Respondent 4

Not necessarily an impediment, I cannot say they are an impediment

One of the lecturers suggested that the Dean is a key stakeholder who would want the school to be more responsible. This is because Deans play a role in using their authority to prevent resistance whilst other stakeholders champion initiatives. Deans are responsible for their school's direction. Their task is to form their school's strategy and to make it work in a way that initiatives when needed, can be pursued and efficiently executed (Thomas and Thomas, 2011).

Lecturers were asked if they believed that finances could be a barrier to the implementation of PRME, half of the lectures felt that it would be a problem. It could be an issue since, making a change to existing courses or adding new ones involve financial resource commitments (Rasche and Gilbert, 2015). Their responses are as follows:

Respondent 4

It can be an impediment, for example, the School of Management, IT and Governance (SMIG) is running a what you call self-funding programmes and annually the school makes a lot of money from the self-funded training programmes. GSB & L is not running self-funded programmes or the short courses run by the extended learning unit on GSB & L's behalf. That's why the GSB & L is not even a member because there is no money even if the business school and management are willing.

Respondent 2

Ya, definitely, it could be a hindrance because right now the university is experiencing financial problems so it could be seen as a luxury.

Respondent 4 expressed that the GSB & L has no resources and they are at a disadvantage since they do not have a self-funding programme like SMIG. Furthermore, respondent 2 emphasized

how implementing PRME could be seen as a luxury since the university is experiencing financial problems. Furthermore, half of the lecturers felt strongly that the lack of knowledge about PRME is a possible barrier to the implementation of PRME. Responses showed that not all lecturers are well versed about PRME, they may have heard about it in passing, during conferences or seminars, but it is not sufficient knowledge. These were some of the comments:

Respondent 2

There is a lack of knowledge about PRME. If you are not knowledgeable, you cannot get someone to talk about this and tell people to just implement it.

Respondent 1

It looks like I have, I, while it is a good thing but one might say it is a topic that is assumed, and it is assumed knowledge. That when you after finishing your MBA or after graduating you, you already know that you will be responsible in some way. One would say, it's worth teaching it,

A survey conducted on MBA managers showed that barriers were more likely to be found in the internal commitment toward RME, with emphasis on the lack of interest than opposing change (Moratis, 2015). This is seen as Respondent 1 felt that the lecturers would be reluctant to implement PRME because some lecturers may feel it is not worth it since it is assumed knowledge.

5.3 CONCLUSION

The study found that the interviewed lecturers did not have adequate knowledge of PRME. Some of the lecturers revealed that they have heard of the term in places such as conferences but they have not encapsulated the term. The study did not only reveal the lack of knowledge on PRME from the lecturers but that they did not have knowledge about sustainable global initiatives that the GSB & L is part of. It was evident there is still a gap in responsible management education at the GSB & L. Responses from the interviews also revealed that the GSB & L had not taken measures to make sure that they incorporate PRME within the curricula. The reason for no measures being taken by the lecturers was that the MBA had recently been changed. Lecturers did not think it was feasible for the GSB & L to change their current curricula, particularly the MBA curriculum. Lecturers had strong opinions that PRME should not be considered as a stand-alone module considering that there are many modules already within the curricula. The respondents described how it would be more effective if

PRME was incorporated within the existing modules. The study also revealed that lecturers did not practically engage the students on sustainability. The way in which they engaged students practically is when they actually speak about sustainability issues in a specific module during the lecturers. It was also revealed that the lecturers did not believe that the Dean would be a hindrance to the implementation of PRME. However, the respondents identified the lack of finance as a possible hindrance to the implementation of PRME.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter addresses the conclusion and recommendation about the implementation of PRME within the curriculum of the GSB & L.

6.2 RESEARCH OBJECTIVES

The research objectives of the study were to:

(1) Determine if it will be beneficial for GSB & L to be part of PRME.

(2) Determine the gap in responsible management education within the GSB & L curriculum.

(3) Investigate the perceptions of students and lectures at GSB & L regarding the implementation of principles of responsible management in their curriculum.

(4) Propose a way to implement principles of responsible management in the curriculum at GSB & L.

These objectives were answered in both chapter 4 and 5 which entailed findings and discussions.

6.3 CONCLUSIONS

R.O.1 The benefits of being a PRME signatory

The benefits of PRME were explored by asking students their perceptions by focusing on the following areas; the rating of GSB & L, the potential to create sustainable leaders, the creation of a practice of sustainable education, stimulating research on the sustainability at the GSB & L and attracting students. The aim was to find out if students thought these areas were beneficial, by doing this it revealed the likelihood of PRME being beneficial for the GSB & L to implement PRME. Chapter 4 recorded the perceptions of the students. The study showed that being sustainable has not only become a prerequisite for businesses to practice CSR but also business schools have been called to take responsibility in promoting sustainability. Hence, students were asked if PRME would promote sustainable management education, only a small percentage of the students disagreed with the statement.

Statistics revealed that students are more drawn to schools who promote CSR, and are likely to sign to sign onto such business schools. This shows that sustainability is not just an issue

encouraged by business schools only but the students as well. This was shown by the majority of the students; (40.8%) agreed PRME should be a core module in curricula of the GSB & L and that students would be drawn to the GSB & L.Overall, the results showed that students had been in agreement that PRME is beneficial, hence it signified that PRME is important for the GSB & L. Students were asked to strongly agree, agree, neutral, disagree or strongly disagree on the benefits of PRME. The objective was achieved that PRME is important for the GSB & L and there are various benefits associated with the implementation of PRME.

R.O.4 Implementation of PRME

Chapter 4 and 5 recorded the objective of proposing a way to implement PRME in the curriculum of the GSB & L. Students were asked how PRME can be best implemented in GSB & L's teaching and learning and this was explored by focusing on the following areas; practical aspects and case studies, using guest lecturers, using videos and interactive teaching techniques, developing ethical behaviours.The objective was achieved because it showed that there are various methods that are used in class to allow for different teaching methods and how best PRME could be implemented based on the findings. Also, this objective was achieved because it revealed that there is still a need to propose a way in which PRME can be implemented. Consequently, most students agreed on all the areas that they could make them understand sustainability, should they be used. It is clear that lecturers have a significant role to play in using different teaching strategies to make students understand sustainability This is because, lecturers mainly use teaching to touch on sustainability, which is a problem. The result from the interviews showed that lecturers mainly used lecturing as a means of teaching on sustainability issues. It was evident from the interviews, that there was a lack of the variety of interactive tools used to teach students on sustainability.

R.O.2 Acceptability levels of PRME in the GSB&L curriculum

Objective two sought to determine the gap in responsible management education within the GSB & L curriculum. This objective was recorded in chapter 4 and 5. This was explored by asking students if they were familiar with the term PRME. The majority of the students from the GSB & L indicated that they were not familiar with the term. It was only 10.8% of the students who were familiar with the term. The study also revealed that lecturers were also not familiar with the term. They described hearing of it but have not taken the time to conceptualize it and understand what it was. Statistics also revealed that African business schools are not

familiar with the term, which is a contributing factor to the low signatory of African business schools (Gibson, 2011). So, the objective was achieved since it showed the gap in the knowledge of PRME and how important PRME is to the GSB & L.

R.O.3 Barriers to PRME

The study revealed that there are various barriers that would prevent the implementation of PRME within the curriculum, which was recorded in chapter 4 and 5. Students were asked about the possible barriers to the implementation of PRME, which included: The Dean not wanting to sign up; lecturers not wanting to embrace PRME; lecturers' lack of knowledge of PRME; limited resources; the timeframe in adjusting the curricula; and PRME not being aligned to the GSB & L mission statement. For all the statements, results showed that the majority of the students were neutral when asked about the barriers to the implementation of PRME within the curricula. This objective was achieved as results showed the students perceptions which showed that there were neutral towards the majority of the questions. The lack of knowledge on PRME could be one of the factors that contributed to the outcome of results for this objective.

However, lecturers had more definite responses. Lecturers didn't see lecturers and the Dean of the GSB & L as a barrier to the implementation of PRME. Some lecturers viewed lack of resources as a limitation. This was shown in literature where limited resources were a barrier to the implementation of PRME. The study showed that adjusting curricula takes a certain period of time and the time factor could be a barrier. The results answered the research objective which was to investigate the perceptions of students and lecturers at the GSB & L regarding the implementation of principles of responsible management in their curriculum.

6.3 STUDY LIMITATIONS

The study limitations were the "Fees must fall" protest actions which occurred in 2016. The student protest actions resulted in the delay of data collection. Students were not available during their lecture times therefore, questionnaires could not be administered. Furthermore, lecturers were not available for interviews because of fear of the student protest actions. The student protest actions also affected the sample that was needed due to the limited number of students. Another study limitation was the unavailability of lecturers to be interviewed. This resulted in a small sample of the lecturers. Some of the GSB & L lecturers were on sabbatical

leave at the time of the study, therefore there was a shortage of staff members. Moreover, the "Fees must fall" protest action also had an effect on the lecturers being interviewed. PRME is a relatively new term, hence this study faced a limitation because students and lecturers did not have in-depth knowledge of it. Before questionnaires were administered, students were briefed about what the term PRME entailed. However, it was evident from the results that students were not familiar with the term by seeing the responses which were mainly neutral. This was a great limitation for the study.

6.4 RECOMMENDATIONS

The following recommendations are made to assist the GSB & L going forward:

PRME should be implemented within the curricula but not as a stand-alone module. It is clear from both the lecturers and students that having PRME focus areas linked to various disciplines and integrated within the various modules is not a problem and can be done quickly. The GSB & L should firstly identify modules in which PRME could be implemented and decide on the approach the business school will take to implement PRME, for example, the top-bottom approach or the bottom-up approach.

- The GSB & L should become a signatory of PRME since the results revealed that there is a correlation between the ranking of a business school and the implementation of PRME. There are a different level of categories which come with their own benefits when schools decide to sign up to PRME. There is firstly entry level one which is basic. Here, signatories are not allowed to use the PRME logo. However, they can have Access to the PRME community and Receive essential PRME communications (PRMEc, 2016) consequently, by being an advanced signatory, The PRME logo is available to all Advanced PRME signatories. By becoming an Advanced PRME signatory, you will have access to the PRME logo as well as a variety of other benefits, provided below. You can find more information on the annual service fee.

  As an Advanced PRME signatory, your institution will have access to: (PRME, 2016c)
  1. The PRME logo (a new UN Global Compact/PRME logo will be available later in the year)
  2. Relevant UN and UN Global Compact events around business and sustainability topics or with possible connections to businesses (additional costs may apply)

3. Being featured in PRME communications (PRiMEtime blog, PRME website, PRME Annual Report, social media and PRME Newsletter)
4. Engagement opportunities such as acting as Chair for PRME Chapters and Working Groups, member of the PRME Advisory Committee, hosting Regional Meeting and speaking at global events
5. PRME special resources and publications. Download free or discounted resources from The Greenleaf/PRME Book Series.

- Signing up for this initiative would draw more students to the business school. Since students like to associate themselves with schools who are aware of sustainability issues. Moreover, students within the GSB & L would be exposed to more sustainability issues in the curricula, this would help in equipping them to be business graduates with the knowledge of being sustainable and responsible. The study showed that there was a small percentage of African business schools who are signatories of PRME. Therefore, signing up to PRME would increase the number of signatories in Africa. Moreover, innovative ideas and suggestions could be exchanged with other business schools should they sign up to PRME. So, it would be highly recommended for the GSB & L to sign up to PRME.

- Students of the GSB & L should be given a presentation and seminar about the initiative and its purpose. This would assist them to understand the concept of PRME and how it could be used as a tool to make them sustainable and responsible business leaders.

- The GSB & L management should strategize on how they could overcome barriers to the implementation of PRME. They could formulate long and short-term goals.

- GSB & L can look at other business schools who are signatories of PRME and explore how responsible management education was achieved. This could be through viewing several progress reports in which signatories are obliged to submit and collaborating with business schools specifically in terms of PRME.

- The GSB & L needs to encourage Masters and Doctoral students to focus their research on responsible and sustainable management practices and/or education in business schools. One of the PRME principles is to allow for more experimental research that looks at how corporations practice sustainability and responsibility. Therefore, it is imperative that research on PRME focus areas should become an area of research development and collaboration. GSB & L should adopt the experimental learning

theory as part of their teaching pedagogies. This would benefit the students as it exposes them to more interactive tools of learning, practical learning, practical implementation, case scenarios, develop and enhance creative problem-solving skills and innovation. More guest lecturers (experts in PRME and sustainable and responsible leaders) can be used to share practical experiences to address and resolve real business issues in a sustainable and responsible way. Students can also go out on excursions to collaborate with other business schools and responsible and sustainable organisations to learn through observation, networking, and practical experience.

6.5 FUTURE RESEARCH

The study explored the concept of PRME and its relevance for business schools to implement it. The main objective of this paper was to propose a way in which GSB & L can implement PRME. The literature study proved that there is still more needed to be achieved in advancing responsible management education. More awareness strategies need to be put in place in order for the GSB & L, and other African Business Schools, to be fully aware of the importance of PRME. More research exploring national and international implementation strategies of PRME is therefore necessary. To develop the study further, the researcher could have collected more information.

6.6 CONCLUSION

The study was able to identify the perceptions of lecturers and students regarding the implementation of PRME. Students were optimistic that PRME would be beneficial for the GSB & L. Lecturers also made suggestions that PRME would be effective if it was infused within the curriculum rather than a stand-alone module. The gap in responsible management education was seen within the study. Both lecturers and students were not familiar with the concept of PRME, which showed that the GSB & L has not done much work towards promoting responsible management education. Lecturers were not aware of the global initiatives in which the school is a part. Hence, the GSB & L still needs to be exposed and be part of responsible management education. This study aimed to propose a way to implement PRME. The study revealed the barriers that could hinder PRME being implemented and several issues were identified such as resources. Having identified the barriers, it was evident that financial constraints could be a hindrance as well as the lack of knowledge of PRME from the lecturers. However, the Dean was not seen as a hindrance to the implementation of PRME.

The study revealed how business schools have been called to take responsibility in promoting sustainability. Businesses are not solely responsible for making sure that we live in a sustainable world. The study indicated that sustainable business leaders can be produced through the content that is provided within the curriculum. Hence, it was seen how vital it is for the curriculum of a business school to be evaluated. The principles of PRME served as an example in which business schools can adhere to contribute to promoting sustainable management education. The study revealed the number of signatories of PRME, this indicated the gap in Africa due to the small number of signatories. This study therefore has raised awareness to the crucial role business schools, students, academics and Deans have to play in the world.

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APPENDIX A: QUESTIONNAIRE

Implementing the Principles of Responsible Management Education (PRME) within the curriculum of the Graduate School of Business and Leadership (GSB & L), at UKZN.

Dear Respondent

As part of my course at the Graduate School of Business and Leadership, UKZN, I will be conducting research, which is titled: "Implementing the Principles of Responsible Management Education (PRME) within the curriculum of the Graduate School of Business and Leadership (GSB & L)".

The Principles of Responsible Management Education (PRME) is the largest global initiative that brings together business schools for the sake of promoting sustainable management education in response to the changing nature of social values (Forray and Leigh, 2012, Alcaraz and Thiruvattal, 2010). It is a timely global call for business schools worldwide, to produce graduates who will eventually become responsible leaders, who have a lasting impact on businesses, communities, the environment, the country and the world.

There is, therefore, a need for business schools to evaluate their curriculum and for them to align themselves with the changing world. Currently, corporate responsibility and sustainability are being discussed but they have not yet become embedded in the mainstream of business-related education. PRME calls business schools to gradually adapt their curricula, research and orientation, teaching methodologies, and institutional strategies to the new business challenges and opportunities (Monash University, 2013).

You are invited to participate in this research study. Through your participation in this study, I hope to evaluate PRME and how it can be successfully implemented within the curriculum of GSB & L, here at UKZN. I hereby request you to kindly spare some time to fill this questionnaire.

Your participation in this study is *voluntary*. You may refuse to participate or withdraw from the study at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business & Leadership, UKZN.

☐ **Consent** (*please read and tick to agree) sign………………………*

I have read the informed consent letter shown above and hereby confirm that I understand the contents of this document and the nature of the research study, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the study at any time, should I so desire.

Thank you for your co-operation.

Malebo Mokoqama

Section A: **Demographical Information**

1. Gender *(Tick the appropriate box)*

Male	
Female	

2. Age *(Tick the appropriate box)*

18-25	
26-30	
31-35	
36-40	
Older than 40	

3. Race *(Tick the appropriate box)*

Black	
White	
Indian	
Coloured	
Other (*please specify*)	

4. Indicate which Programme you are registered for.

(Select ONE option only)

Postgraduate Diploma in Management	
MCom in Leadership Studies (Coursework)	
MBA	

5. Indicate whether a module on Principles of Responsible Management Education is in the curriculum at GSB & L. (*Please select ONE option only.*)

Yes	
No	
Not sure	

Section B: **Discussion on PRME**

6. Indicate your agreement with the following statements about the importance of PRME at GSB & L

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.1 GSB & L should have a core module on PRME					
6.2 Signing up to PRME will influence the rating of GSB & L					
6.3 PRME has the potential to create sustainable business leaders					
6.4 PRME will encourage the practice of sustainable education					
6.5 Signing up to PRME will allow for more research on sustainability at GSB & L					
6.6 Signing up to PRME will attract potential students to GSB & L					

7. Indicate your agreement with the following statements:

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7.1 As a student I am exposed to the practical aspects of what I study in class					
7.2 In class, lecturers use case studies to help me understand sustainability					
7.3 In class, we have guest lecturers to speak on sustainable issues					
7.4 The lecturers at GSB & L teach on sustainability issues in an interactive manner (e.g. by using TED talks or YouTube videos)					
7.5 What I study in class prompts me to behave in an ethical manner					
7.6 Our curriculum covers aspects of how to take the environment into consideration when conducting business					

8. Indicate your agreement with the following statements:

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.1 PRME is a term that I am familiar with					
8.2 Signing up to PRME can benefit GSB & L					
8.3 Implementing PRME in the curriculum will make me more aware of sustainable education					
8.4 It is the responsibility of business schools to produce sustainable future leaders					
8.5 The implementation of PRME in the curriculum will change the way I view sustainability					
8.6 GSB & L should be involved in more global initiatives that promote sustainable management education					

9. Indicate your agreement with the following statements regarding possible barriers to the implementation of PRME

Barriers to PRME	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.1 The dean of GSB & L may not want to sign up to PRME					
9.2 Lecturers may not want to embrace PRME, e.g. by not engaging in activities such as case studies on sustainability					
9.3 Lecturers lack adequate knowledge about PRME					
9.4 There may be limited resources such as financial constraints to invite distinguished guests to talk on sustainability issues					
9.5 It may take time to adjust the curriculum					
9.6 PRME may not be aligned with the GSB & L mission statement					

APPENDIX B: INTERVIEW QUESTIONS

GSB & L Dean and staff

Section A: **Demographical Information**

1. Gender

2. Race

3. Age

Section B: Perceptions of lecturers to PRME

1. What do you understand about the concept of Principles of Responsible Management Education (PRME)?

2. In your understanding do you think there is a gap in responsible management education in business schools, particularly GSB & L?

3. Do you think enough on sustainable education is done at GSB & L?

4. In your opinion do you think responsible management education has an impact on students into becoming sustainable business leaders who have good integrity and leadership skills?

5. What are the measures that you have taken as lecturer to engage students with the topic of responsible management education?

Section C: Implementation of PRME at GSB & L

1**.** What would you think of Principles of Responsible Management Education being implemented as one of the core module at the Graduate School of Business and Leadership (GSB & L)?

2. How important is it for GSB & L to include PRME in their curriculum?

3. What are the measures and that GSB & L are taking to enhance and incorporate principles of responsible management education in the curriculum?

4. Do you think that the curriculum of the Graduate School of Business and Leadership needs to be evaluated?

5. Do you know of any global initiatives that promote sustainable management education?

6. What are some of the global programs and initiatives that GSB & L is a part of?

7. How important is it for GSB & L to include PRME in their curriculum?

8. Do you think that the Dean of GSB & L may a possible barrier to the implementation of PRME?

9. Do you think that limited resources such as financial constraints to invite distinguished guests to talk on sustainability issues can hinder the implementation of PRME?

10. As a lecturer, do you think that even lecturers could be a barrier to the implementation of PRME by their lack of knowledge on PRME?

11. As a lecturer, do you practice sustainable management education? For an example by limiting paper usage?

APPENDIX C: QUANTITATIVE DATA FINDINGS

Q6   Importance of PRME

4.5 Signing up to PRME will influence the rating of GSB&L

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.9	.9
	Disagree	6	5.0	5.1	6.0
	Neutral	42	35.0	35.9	41.9
	Agree	50	41.7	42.7	84.6
	Strongly agree	18	15.0	15.4	100.0
	Total	117	97.5	100.0	
Missing	System	3	2.5		
Total		120	100.0		

Table 4.6 PRME has the potential to create sustainable business leaders

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	3.3	3.4	3.4
	Neutral	31	25.8	26.1	29.4
	Agree	64	53.3	53.8	83.2
	Strongly agree	20	16.7	16.8	100.0
	Total	119	99.2	100.0	
Missing	System	1	.8		
Total		120	100.0		

Table 4.7 PRME will encourage the practice of sustainable education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	2.5	2.5	2.5
	Neutral	31	25.8	26.1	28.6
	Agree	63	52.5	52.9	81.5
	Strongly agree	22	18.3	18.5	100.0
	Total	119	99.2	100.0	
;Missing	System	1	.8		
Total		120	100.0		

Table 4.8 Signing up to PRME will allow for more research on sustainability at GSB&L

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	8	6.7	6.7	7.5
	Neutral	37	30.8	30.8	38.3
	Agree	57	47.5	47.5	85.8
	Strongly agree	17	14.2	14.2	100.0
	Total	120	100.0	100.0	

4.9 Signing up to PRME will attract potential students to GSB&L

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	10	8.3	8.3	9.2
	Neutral	43	35.8	35.8	45.0
	Agree	47	39.2	39.2	84.2
	Strongly agree	19	15.8	15.8	100.0
	Total	120	100.0	100.0	

Q8   Importance of PRME to GSB&L

Table 4.17 PRME is a term that I am familiar with

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	13.3	13.3	13.3
	Disagree	63	52.5	52.5	65.8
	Neutral	23	19.2	19.2	85.0
	Agree	13	10.8	10.8	95.8
	Strongly agree	5	4.2	4.2	100.0
	Total	120	100.0	100.0	

Table 4.18 Signing up to PRME can benefit GSB&L

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	2.5	2.5	2.5
	Neutral	51	42.5	43.2	45.8
	Agree	59	49.2	50.0	95.8
	Strongly agree	5	4.2	4.2	100.0
	Total	118	98.3	100.0	
Missing	System	2	1.7		
Total		120	100.0		

Table 4.19 Implementing PRME in the curriculum will make me more aware of sustainable education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	3.3	3.4	3.4
	Neutral	44	36.7	37.0	40.3
	Agree	61	50.8	51.3	91.6
	Strongly agree	10	8.3	8.4	100.0
	Total	119	99.2	100.0	
Missing	System	1	.8		
Total		120	100.0		

Table 4.20 It is the responsibility of business schools to produce sustainable future leaders

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	4	3.3	3.4	4.2
	Neutral	14	11.7	11.8	16.0
	Agree	58	48.3	48.7	64.7
	Strongly agree	42	35.0	35.3	100.0
	Total	119	99.2	100.0	
Missing	System	1	.8		
Total		120	100.0		

Table 4.21 The implementation of PRME in the curriculum will change the way I view sustainability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	2.5	2.5	2.5
	Neutral	44	36.7	37.0	39.5
	Agree	60	50.0	50.4	89.9
	Strongly agree	12	10.0	10.1	100.0
	Total	119	99.2	100.0	
Missing	System	1	.8		
Total		120	100.0		

Table 4. 22 GSB&L should be involved in more global initiatives that promote sustainable management education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.7	1.7	1.7
	Neutral	19	15.8	16.1	17.8
	Agree	71	59.2	60.2	78.0
	Strongly agree	26	21.7	22.0	100.0
	Total	118	98.3	100.0	
Missing	System	2	1.7		
Total		120	100.0		

Table 4.23 One-Sample Test

	Test Value = 3				95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
9.1 The dean of GSB&L may not want to sign up to PRME	-.139	118	.889	-.008	-.13	.11
9.2 Lecturers may not want to embrace PRME, e.g. by not engaging in activities such as case studies on sustainability	-2.218	119	.028	-.150	-.28	-.02
9.3 Lecturers lack adequate knowledge about PRME	-.726	118	.469	-.050	-.19	.09
9.4 There may be limited resources such as financial constraints to invite distinguished guests to talk on sustainability issues	4.342	119	.000	.317	.17	.46
9.5 It may take time to adjust the curriculum	4.146	119	.000	.342	.18	.50
9.6 PRME may not be aligned with the GSB&L mission statement	-1.329	119	.186	-.100	-.25	.05

APPENDIX D: GATEKEEPER'S PERMISSION LETTER

UNIVERSITY OF ™
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

23 May 2016

Miss Malebo Miranda Mokoqama (SN 210536238)
Graduate School of Business & Leadership
College of Law & Management Studies
Westville Campus
UKZN
Email: malebomokoqama@yahoo.com

Dear Miss Mokoqama

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"Implementing the Principles of Responsible Management Education within the curriculum of the Graduate School of Business and Leadership (GSB&L)".

It is noted that you will be constituting your sample by handing out questionnaires to students and/or conducting interviews with academic staff members from the Graduate School of Business and Leadership on the Westville Campus.

Please ensure that the following appears on your questionnaire/attached to your notice:
- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

MR SS MOKOENA
REGISTRAR

Office of the Registrar
Postal Address: Private Bag X54001, Durban, South Africa
Telephone: +27 (0) 31 260 8005/2206 Facsimile: +27 (0) 31 260 7824/2204 Email: registrar@ukzn.ac.za
Website: www.ukzn.ac.za

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE
Founding Campuses   ■ Edgewood   ■ Howard College   ■ Medical School   ■ Pietermaritzburg   ■ Westville

APPENDIX E: ETHICAL CLEARANCE APPROVAL LETTER

UNIVERSITY OF KWAZULU-NATAL ™

INYUVESI YAKWAZULU-NATALI

20 July 2016

Ms Malebo Miranda Mokoqama (210536238)
Graduate School of Business & Leadership
Westville Campus

Dear Ms Mokoqama,

Protocol reference number: HSS/0792/016M
Project title: Implementing the Principles of Responsible Management Education within the curriculum of The Graduate School of Business and Leadership (GSB&L)

Full Approval – Expedited Application

With regards to your application received on 02 June 2016. The documents submitted have been accepted by the Humanities & Social Sciences Research Ethics Committee and **FULL APPROVAL** for the protocol has been granted.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Dr Ziska Fields
Cc Academic Leader Research: Dr Muhammed Hoque
Cc School Administrator: Ms Zarina Bullyraj / Ms Eilieen Mahomed

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APPENDIX F: INTERVIEW CONSENT FORM

UNIVERSITY OF KWAZULU-NATAL
School of Management, IT and Governance

M Com/Doctoral Research Project
Researcher: Malebo Mokoqama (0623996258)
Supervisor: Dr Ziska Fields (031-2608103)
Research Office: Ms P Ximba 031-2603587

CONSENT

I_____(full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

I consent / do not consent to having this interview audio- recorded.

_____   _____
Signature of Participant   Date

This page is to be retained by researcher

APPENDIX G: PUBLICATION

Disclaimer: One of the products of this research is a publication in 2016, see link and sample below:

https://www.igi-global.com/book/collective-creativity-responsible-sustainable-business/166060

APPENDIX H: LETTER FROM LANGUAGE EDITOR

Dynamic Language &
Translation Specialists

Antoinette Bisschoff
71 Esselen Street, Potchefstroom
Tel: 018 293 3046
Cell: 082 878 5183
antoinettebisschoff@mweb.co.za
CC No: 1995/017794/23

Thursday, 23 November 2017

To whom it may concern,

Re: Letter of confirmation of language editing

The dissertation "Implementing the Principles of Responsible Management Education within the curricula of the Graduate School of Business and Leadership (GSB&L)" by Malebo Miranda, Mokoqama (210536238) was language edited. Final corrections remain the responsibility of the author.

Antoinette Bisschoff
Officially approved language editor of the NWU since 1998
Member of SA Translators Institute (no. 100181)

Precision ... to the last letter