

Governance and Social Responsibility Practices and Activities at Saudi Business Schools

MAHMOUD MOHAMMAD AL-AJLOUNI

Abstract

This study aims to identify the concepts and types of Corporate Social Responsibility (CSR) in business schools. Moreover, it investigates the role of decision makers in implementing the concept of governance in order to employ its social and economic returns and determining barriers that hinder development of social governance efficiency. Findings revealed that the business schools need to enhance implementation of CSR by conducting training programs, developing infrastructure to meet the demands of talented and gifted students, and to adopt an in-depth analysis of companies that demonstrate the role of CSR incorporated with universities.

Keywords: business school; governance; practices; responsibility; social

1. Introduction

Governance is one of the most flexible concepts which is used by firms and organizations to enhance social responsibilities by reducing the negative side effects of investments in different projects —(Cashore 2002). Nowadays, it becomes the main pillar of all human resources preparation (Lajili, Yu-Hsin, and Rostamkalaei 2017). —Pai, Khan, and Mukherjee indicated that Business schools are considered as an important venue for employment sectors to recruit qualified human resources who are talented and skilled in serving the community and keeping their positions by developing plans and market reputation of their companies (Ferrell and Fraedrich 2015, Yunus 2017). From this point, our study aims to identify the reality of governance principles in business schools by discussing their activities and practices and the effectiveness of governance principles in the society by exploring the role of business schools in enhancing the concept of governance and social responsibility, after determining the challenges and obstacles that face governance and social responsibility between business schools and community. The study aims to present recommendations that support decision makers in achieving the goals of governance and social responsibility.

This study is applicable to most countries that offer business schools programs such as Asian universities as well as India, Malaysia, and Middle East as Saudi Arabia.

1.2 Study Questions

To meet the study's aims, the author has attempted to answer the following questions:

- (1) What is the meaning of governance?
- (2) What are governance types?
- (3) What are governance determinants?
- (4) What are governance criteria?
- (5) What are the factors of successful governance in higher education?
- (6) Do business school activities lie under social responsibilities?
- (7) Do governance practices of the Northern Border University enhance social responsibility?

2. Literature Review

The concept of governance and social responsibility is an integral part in formulating the strategic plans of public business organizations. As a concept, it is characterized by incorporating various criteria that identify the correct implementation mechanisms according to Carroll (2016), Thompson (2017) and (Bryson 2018). Governance is considered as an essential

Acknowledgements: The authors wish to acknowledge the approval and the support of this research study by the grant no: (BA-2017-1-7-F-7483), from the Deanship of Scientific Research in Northern Border University, Box: 1321, Arar, P.O. 91431 Saudi Arabia.

dimension in supporting the role of the business sector in serving the local community through adopting its social responsibility towards individuals and groups in the country (Jamali and Mirshak 2007, Grayson and Hodges 2017). It becomes achievable if decision makers adopt its implementation in the community due to the various advantages and social benefits it brings about the business sector and the community in a mutual manner (Tavares and Santos 2014, Husted and de Sousa-Filho 2017). This could be available in innovation and enhancement of qualification and knowledge inside business schools, which supply organizations with qualified human resources (Hargroves and Smith 2013, Scaringella and Radziwon 2018). Meanwhile, the main aim behind establishment of universities is to create a system responsible for preparing qualified human resources in order to strengthen the social demands and to keep its structural layers within a comprehensive partnership (Kerr 2001, Atakan and Eker 2007, Whyte 2018, Banker and Bhal 2019). Epstein et al. (2018) clarified that business schools play the role of workers in two ways, positively for the community, and the quality of workers, who built their experience based on knowledge economy supported by qualified cadres, productive expert powers and operating as one of the major players in spreading implementation of governance and social responsibility (das Mercês Milagres, da Silva, and Rezende 2020, Udeozor 2020, Venkatesh, Mathew, and Chaudhuri 2020). Business schools are one of the important methods of achieving better performance for business organizations through the utilization of its positive effects in solving problems (Matten and Moon 2008). O'Brien, Wittmer, and Ebrahimi (2017) explained that during the process of qualifying students, it is mandatory to train and teach them the required experience and knowledge to support business organizations after graduation. Meanwhile, in the process of developing strategic plans as Epstein (2018) indicated, business schools support employers in adopting the concept of governance and social responsibility during university life. Therefore, students start their careers at those organizations which need governance for their plans.

The in-depth review showed that Arab countries are concerned nowadays with enacting legislation related to governance, and they supervise commercial branches such as banks and trading companies in general, especially in non-oil countries (Naceur and Omran 2011, Mallin, Farag, and Ow-Yong 2014, Black et al. 2019). Research studies by El Sebai (2006) El-Sayed Ebaid (2011), Binnawas, Khalifa, and Bhaumick (2019) aimed to identify the reality of governance in higher education institutions in Egypt and firms listed in the Egyptian economy, using transparency and internal auditing. The study investigated the quality of those institutions as well as the weaknesses accumulated through the years, and determined multiple disadvantages that occurred due to weakness in implementing governance principles which were already approved in an earlier similar study of different samples conducted by Pandey (2004). Alrob (2015) discussed how important it is for banks to adopt accomplishment with surroundings, based on the supreme practice, and avoid threats that might be located under resilience, which is considered as one of the most significant features of governance. Saini et al. (2017) explored the commitment of public companies in India to the principles of organizational governance by comparing different industrial sectors. The author sought to generalize and deepen the basic concepts and principles of organizational governance at Indian companies and study the commitment to those principles as well as the barriers, and the findings showed that some firms in the industrial and commercial branches don't practice corporate social responsibilities and corporate governance approaches. Pillai et al. (2017) in their study aimed at investigating the governance at Saudi companies, and identifying the efforts of the state, unions and academic organizations in applying this concept. Additionally, the study sought the mechanisms of the governance implemented which form the basis for the governance at the companies. In their thesis, Al-Zaid (2012), Al Matari and Mgamal (2020) and Habbash (2016) revealed that huge reforms led by the Saudi government have moved from CSR in governance hierarchy to the entrepreneurship level by reacting with firms to achieve sustainable development.

Based on systematic review of available data-resources and information, it was concluded that corporate governance should focus on the equality between social demands and current economic matters. Meanwhile, economic players use corporate social responsibility to support social individuals or groups. Research across several studies by Sharma (2015) revealed that researchers focused on the concept of governance from the perspective of the business sector and the organizations within it. They did not cover the other end of implementation of the concept of governance – which is Business Administration Colleges at Universities and their role of supplying business sectors with qualified experts to implement their strategic plans of adopting the concepts of governance and social responsibility.

Overall, there were a few studies that focused on governance and CSR in higher education in Saudi Arabia. Accordingly, based on the aforementioned review, one of the obstacles of this study was finding suitable references about CSR in business schools in Saudi universities, but in parallel, it provides the uniqueness of this study to present new data for the knowledge field of Governance and CSR in this global subject.

3. Method

The study adopts the following methodology:

- Analytical deductive method, which depends on an in-depth systematic review of previous relevant research, to display the actual implementation of governance and social responsibility.
- Analysing business school as a case study to explore its efforts and activities in serving the community and applying social responsibilities approaches.

3.1 Sample:

A case study which we conducted for this research is the Business School at the Northern Border University (NBU). It is a newly established higher education institution in the northern area of Saudi Arabia. This university has 16 colleges and 15,000 students – both genders – with 4 branches, spreading higher education service to 5-10% of Saudi Arabia area, and employed more than 1,000 academics. Meanwhile, the Business Administration School has 3,500 enrolled students within 6 departments with (n=0.23%) in the total of all enrolled students in the university. Moreover, there are approximately 30,000 business students across more than 30 Saudi Universities. In addition, NBU Business School represents 12% of all enrolled students in the Saudi business schools and all schools together implement the same laws and policies for higher education empowered by Ministry of Higher Education in the Kingdom of Saudi Arabia (KSA). The school has many activities in partnership with the local community, and this study sheds light on their contribution to evaluate schools' evolvement within governance and social responsibilities.

3.2 Instruments

The study follows a systematic review and compares results with deep literature analysis of the selected case study reports, news and magazines. Based on the IMRD: Introduction, Methodology, Results and Discussion framework, the study shows successive and relative results based on two major criteria, the most impacted with study field and the most cited based on web-engines.

3.3 Case study model

The study considered the following model to explain the relationship between the business school, Ministry of Higher Education and community in implementing scientific research in all levels by following IMRD approach as shown in Figure 1.

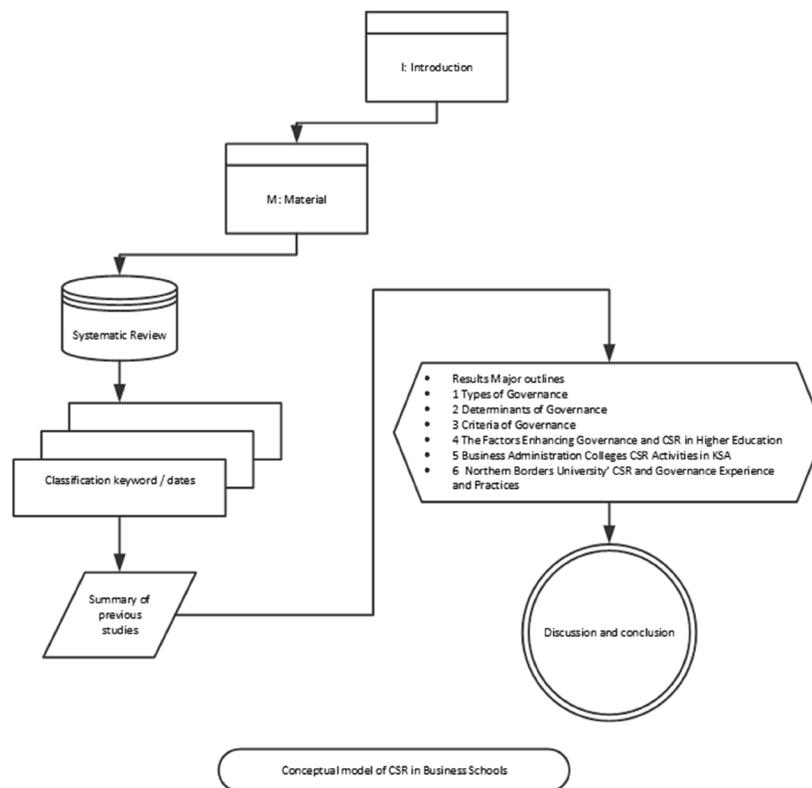


Figure 1 Conceptual Model of SR in Business School

4. Results

4.1 Types of Governance

Governance types vary according to the shape and type of the organization in which governance is employed. Here, we are concerned with certain types of governance within the business sector like projects and business schools, and between the government and citizens. The process of implementing governance principles between schools and businesses is among the essential economic points policymakers face concerning the rôle of these schools in contributing to the business sector positively. This can be ascribed to the variability of administrative and economic concepts among the institutions and the business sector in Kingdom of Saudi Arabia. In the Gulf region, in general, the economic resources in the various business sectors vary, including marketing methods as well as the aims of its social responsibility practices (Matten and Moon 2008). For instance, a certain country may head for constructing housing areas for its people and visitors, which can be seen in Kuwait, UAE and Saudi Arabia according to many studies including those of Katsioloudes and Brodtkorb (2007), Raman and Bukair (2013), Dalwai, Basiruddin, and Abdul Rasid (2015), Hasan (2017). Concerning the topic of this study, it was found that the business sector in the Kingdom of Saudi Arabia could be divided into three types:

- (1) The first – attracting – incorporating construction, oil, and mineral mining sectors.
- (2) The second – religious – focused on sacred cities during pilgrimage (Moid 2016).
- (3) Tourist – characterized by multiple resources of tourists' returns such as the landscape and the climate as well as the various historical sites.
- (4) Through the definition of the governance applied between the government and the citizens, we can see that it can be classified into two types of decisions.

The first is governance steered in the legislation of the Kingdom such as investments conditioned by employing national qualifications, and the second is the random governance such as that applied by the citizens based on the tribal inheritance as mentioned by Salvioni and Gennari (2020).

4.2 Determinants of Governance

Determinants of governance differ based on its definition and its scope as well as the structure of the society to which the sectors are related. Lowery (2008), Ledgerwood (2017) identified the determinants of governance to be classified into two types: a) External. b) Internal. The external determinants are the conditions surrounding the investment setting in the Kingdom of Saudi Arabia such as the laws governing the market of capital and the competition system. Meanwhile, Waweru, Mangena, and Riro (2019) referred to internal determinants which are the rules and bases which specify the method of making decisions as well as the distribution of authorities.

4.3 Criteria of Governance

Increasing attention given to the concept of governance led several formal sectors to incorporate a number of organizations from the business sector (Azab 2007, Freeland 2007, Roccu 2018) to study and analyse this concept and setting certain criteria for its implementation.

Those organizations included:

- (1) OECD organization (Kirkpatrick 2009).
- (2) Basel committee criteria Balthazar (2006), Rossignolo (2020).
- (3) International financial institutions (Du Plessis, Hargovan, and Harris 2018).
- (4) In KSA, several companies applied the concept of governance, such as telecommunications companies, and food processing companies.

The organizations differ in their interpretation of governance and their implementation, as demonstrated below:

- Governance is applied based on five criteria set by OECD in 1999, and were modified in 2004; they include: ensuring an effective framework for the activities of companies, protecting the rights of shareholders, the role of risk groups in practicing authority, disclosure and transparency and the responsibilities of the board of directors (OECD 2004). The other organization is the Basel International Financial Criteria Committee (Freeland 2007, Marcussen 2007), Roccu (2018). Moreover, the International Finance Criteria – of 2003, which set directives, rules and general criteria aimed at enhancing governance at various financial and non-financial institutions.
- The concept of governance implemented by business sectors in the kingdom is identical to the criteria of OECD. Our study showed the need for developing a set of items by legislative chambers aimed at protecting the national system from any future consequences which may waste the public wealth at the Kingdom, in accordance with the secrecy of intellectual property (Collier and Zaman 2005). Therefore, it coordinates with the international criteria based on the relationship between its concept and the implementation of governance for the society.

4.4 The Factors Enhancing Governance and CSR in Higher Education

Al-Shammari (2008) showed that the implementation of governance in higher education is divided into two main groups:

- (1) The first group represents the internal players – the university students and teaching staff at the campus.
- (2) The second group represents the external players, which includes the local community sectors such as media, suppliers, contractors, audits and the members of the local community.

It is certain that positive change begins from inside and that the best type of training and implementation is good practices, which ought to be considered when graduating students and sending them to the labour market.

4.5 Business Administration Colleges' CSR Activities in KSA

A review of business schools' reports on the Ministry of Higher Education's website revealed that BA colleges were implementing the following points:

- (1) Setting strategic educational plans for the students at those colleges which move them towards universality in business studies.
- (2) Activating modern scientific administrative specializations such as MIS, human resources and marketing.
- (3) Supporting their expertise through a system of training and qualification.
- (4) Supporting small projects implemented by students during their study at the university.
- (5) Enhancing the concept of initiative, pioneering and competitiveness among the students.
- (6) Providing them with opportunities for fieldwork.
- (7) Developing curriculum and introducing the latest international developments.
- (8) Enhancing the expertise of tutors about the business world.
- (9) Organizing national competitions for the students' works and projects.
- (10) Introducing a partnership system among a number of service sectors and businesses.

4.6 Northern Border University CSR and Governance Experience and Practices

The researchers derived examples from the experience of Northern Border University (NBU), which welcomed this study, and which implements the principles of governance and social responsibility based on Bottom-Up Management. In the earlier period, Mellahi and Wbod (2001) discussed the principle of diffusion of authorities. They found that the university has an academic climate which provides equal opportunities that was established during the last few years based on the principle of justice, equality and self-realization, and the principle of transparency in disclosing information, and neutrality in making decisions, which is based on the division of labour and the systematic decentralization: Governance principle is employed between the university and the local community. During the period in which this study was carried out, the university witnessed a qualitative transformation in the field of educational services, according to 'Dandan and Zoran (2016), which presented brief data about NBU's efforts as a leader of education in the northern region. Based on research by 'Dandan and Zoran (2016), Sharma and Nair, NBU included a central database internet LAN with a physical and digital library as well as entertainment facilities and restaurants, guests' rooms and meeting halls, which was also accompanied by technical developments in wireless networks on the Web (Kumar and Prusty). Concerning social responsibility, the university targeted the community, which can be regarded as a basis for communal partnership. Agreements with governmental agencies were signed, aimed at fighting smoking, donating blood, which increased the role of the university in serving the community (Chawla and Sharma 2014). The university seeks to sign several agreements with civil and non-governmental organizations, especially with the industrial sector. Several workshops were held, as well as courses, which depended on the expertise and knowledge of the teaching staff at the university. The university set forth to lead the pioneering projects in the region, and the university calls frequently for proposals to be funded by scientific research deanship. The university provides suitable infrastructure and facilities, which are useful for social events at the local community. It also participates in the provision of services to the pilgrims. Teams for community service were formed at the university and they had a role in cleaning public places and planting trees. The university succeeded also in constructing several new buildings. This was accompanied by the development of professional media and controlled disclosure of information. So we can notice that the university has applied and implemented the concept of governance towards the society through all people carrying their responsibilities towards the community in order to achieve the most valuable goal for which it was established, which is the provision of services to the community as well as social services.

5. Discussion

Findings showed that governance is a modern administrative tool, which makes use of previous experiences and introduces ways through available resources for the purpose of organizing the activities of businesses, and is considered one of the bases for the success of the idea of the complementary economy, which leads to a real partnership between business administration and local community. Moreover, it is an administrative framework recently introduced which can be developed to make it possible for the higher management to expand the authorities of the minor management. In addition, it activates the role of shareholders within the operations in businesses, especially in higher education organizations in a way that serves the knowledge-based economy, by considering the students as internal effective parties. Governance is a process of organization which facilitates the mission of higher management at the university in terms of internal supervision, discovering and anticipating the risks of the occupational settings in a way that protects the university and achieves the goal of its existence. Remarkably, governance aids business schools in setting a general framework for training courses aiming at qualifying the university students for the labour market within the perspective of national economy directed towards knowledge, so they can be the basis for the human resources which enhance the social dimension of the implementation of the concept of governance which was noticeable as a poor domain in the selected case study. So, colleges are provided with an opportunity to develop the spirit of citizenship among the students and contribute to increasing the efficiency of employment of human resources provided by the community. Moreover, governance aids in facilitating the task of university graduates through the adoption of training projects aimed at finding job opportunities available in the market. One of the main criteria of governance is including the achievement of economic integration through enhancing the efficiency and performance in the business sector.

6. Conclusion

The study revealed that a comprehensive economic project can be developed and led by the university through business administration college on one hand, and the business sector on the other hand. We can take an example from the current industrial situation of the region, where many firms are heading towards construction contracts in the investment field, which means they are specialized in engineering. Meanwhile, other studies presented an increment in the vacancies of mineral mining where all of these projects need project managers to implement the plan of investment (Feldman et al. 2018).

The university ought to achieve its goals related to serving the community by reconstructing its Business School, both quantitatively and qualitatively, which leads to the implementation of governance through the implementation of its principles in order to achieve a mutual relationship between the college and the community to enhance the social responsibility towards KSA.

Recommendations

This is the study show necessity of implementing the concept of governance through Business Administration colleges at the universities in Saudi Arabia. This could be useful by some clear measurement tools and training programs and could be implemented if:

- The university ought to achieve its mission related to the provision of social services, which can be achieved through reconstructing its business college both quantitatively and qualitatively in terms of the resources, programs and educational infrastructure.
- NBU provides gifted students with opportunities to carry out their projects.
- NBU facilitates training students on competitiveness, operational plans, and financial management within a program which supports them through training on the adoption of the concept of governance in order to implement the concept of governance and CSR; this is a necessity after graduation.
- NBU prepares students for the economic sector and trains them to handle process management to enhance economic integration.
- It is qualifying human resources to enter the local community as well as achieving profitable returns for the companies working among the principles of governance and social responsibility.
- BA in NBU must increase the level of awareness among students of business colleges about the concept of governance and its mechanisms as well as its positive effects by its social responsibility in order to make a new generation which grows up keeping track of the developments in modern administrative concepts among which governance is the most important.
- Carrying out and applying more studies practically on companies that demonstrate the role of governance and social responsibility shall be a priority.

Applicability and Generalizability

Based on the study's results, it was clear that most Asian schools that follow modern teaching methods and connecting education curricula to applicability approach, were forming similar metaphor data as well as they are teaching approximately the same educational materials and course as mentioned by Gupta, Gollakota, and Sreekumar (2014).

In addition, most academics and labour forces graduated from those schools and leading the education and learning of the new generation of enrolled students retain the experience by sharing knowledge, which has been inherited implicitly during university life to keep critical thinking style in business reserved by those fresh graduates. From this point, this study is applicable in general for most BA colleges to compare and distinguish between best practices to enhance managerial education studies (Shaikh, Purchase, and Brush 2019).

The results of this study are applicable for most schools with the same culture, circumstances and education approach as India and Saudi Arabia according to Akinwale, Ababtain, and Alaraifi (2019) Rahman and Naaz (2019), Das (2019).

Arora, Budhwar, and Jyoti (2019) and Osuji, Ngwu, and Jamali (2019) revealed that in developed economies, there has been the highest demand for graduates to handle corporate social responsibilities and governance and help to give feedback to faculty to learn how to enhance teaching methods and curricula (Aaltonen, Torkkeli, and Worek 2020, Sankar and Gayathri 2020, Venkateswaran and Ojha 2017).

References

- Aaltonen, Päivi, Lasse Torkkeli, and Maija Worek. 2020. "The Effect of Emerging Economies Operations on Knowledge Utilization: The Behavior of International Companies as Exaptation and Adaptation." In *International Business and Emerging Economy Firms*, 49-87. Springer.
- Akinwale, Yusuf Opeyemi, Aljohara Khalid Ababtain, and Adel Abdullah Alaraifi. 2019. "Structural equation model analysis of factors influencing entrepreneurial interest among university students in Saudi Arabia." *Journal of Entrepreneurship Education*.
- Al-Shammari, AH. 2008. "Corporate Governance in the Kingdom Of Saudi Arabia, Realty and Ambition." First Scientific Conference of the Faculty of Economics at the University of Damascus.
- Al-Zaid, Ahmad Abdulaziz. 2012. "Corporate Governance in the Kingdom of Saudi Arabia." University of Kansas.
- Al Matari, Ebrahim Mohammed, and Mahfoudh Hussein Mgamal. 2020. "The moderating effect of internal audit on the relationship between corporate governance mechanisms and corporate performance among Saudi Arabia listed companies." *Contaduría y Administración* 64 (4):143.
- Alrob, Mohamed Mahmoud Fareed Abo. 2015. "Enhancing Organizational Resilience: The Case of Palestinian Islamic Banking Sector." An-Najah National University.
- Arora, Bimal, Pawan Budhwar, and Divya Jyoti. 2019. *Business responsibility and sustainability in India: Sectoral analysis of voluntary governance initiatives*: Springer.
- Atakan, MG Serap, and Tutku Eker. 2007. "Corporate identity of a socially responsible university—a case from the Turkish higher education sector." *Journal of Business Ethics* 76 (1):55-68.
- Azab, BASSAM. 2007. "The role of commercial banks in promoting corporate governance of their clients." Corporate Governance and Reform: Paving the Way to Financial Stability and Development, a conference organized by the Egyptian Banking Institute, Cairo.
- Balthazar, Laurent. 2006. "From Basel 1 to Basel 3." In *From Basel 1 to Basel 3: The Integration of State-of-the-Art Risk Modeling in Banking Regulation*, 209-213. Springer.
- Banker, Darshna V, and Kanika T Bhal. 2019. "Creating world class universities: Roles and responsibilities for academic leaders in India." *Educational Management Administration & Leadership*:1741143218822776.

- Binnawas, Musabeh Surour Hamad, Gamal SA Khalifa, and Amyia Bhaumick. 2019. "The Influence of Higher Education Service Quality on Behavioural Intention: The Mediating Role of Student Happiness." *Restaur. Bus* 118(10):444-458.
- Black, Bernard S, Antonio Gledson De Carvalho, Vikramaditya S Khanna, Woochan Kim, and B Burcin Yurtoglu. 2019. "Which aspects of corporate governance do and do not matter in emerging markets." *Northwestern Law & Econ Research Paper* (14-22).
- Bryson, John M. 2018. *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*: John Wiley & Sons.
- Carroll, Archie B. 2016. "Carroll's pyramid of CSR: taking another look." *International Journal of Corporate Social Responsibility* 1 (1):3.
- Cashore, Benjamin. 2002. "Legitimacy and the privatization of environmental governance: How non-state market-driven (NSMD) governance systems gain rule-making authority." *Governance* 15 (4):503-529.
- Chawla, Mamta, and Tejinder Sharma. 2014. "Service quality in higher education: A comparative study of management and education institutions." *NMIMS Management Review* 24:59-72.
- Collier, Paul, and Mahbub Zaman. 2005. "Convergence in European corporate governance: The audit committee concept." *Corporate Governance: An International Review* 13 (6):753-768.
- Dalwai, Tamanna Abdul Rahman, Rohaida Basiruddin, and Siti Zaleha Abdul Rasid. 2015. "A critical review of relationship between corporate governance and firm performance: GCC banking sector perspective." *Corporate Governance* 15 (1):18-30.
- Dandan, Sameer Mohammed, and Annmarie Gorenc Zoran. 2016. "Organization's Role in Serving Community by Enhancing: Corporate Social Responsibilities." *Indian Journal of Science and Technology* 9 (33).
- Das, Manoj. 2019. "Future of Business Education and Admission Challenges." In *New Age Admissions Strategies in Business Schools*, 36-47. IGI Global.
- das Mercês Milagres, Rosileia, Samuel Araujo Gomes da Silva, and Otávio Rezende. 2020. "Collaborative Governance: The Coordination of Governance Networks." *Revista de Administração FACES Journal* 18 (3):103-120.
- Du Plessis, Jean Jacques, Anil Hargovan, and Jason Harris. 2018. *Principles of contemporary corporate governance*: Cambridge University Press.
- El-Sayed Ebaid, Ibrahim. 2011. "Internal audit function: an exploratory study from Egyptian listed firms." *International Journal of Law and Management* 53 (2):108-128.
- El Sebai, Nahla M. 2006. "The Egyptian higher education system: towards better quality in the future." *Journal of Futures Studies* 11 (2):75-92.
- Epstein, Joyce L, Mavis G Sanders, Steven B Sheldon, Beth S Simon, Karen Clark Salinas, Natalie Rodriguez Jansorn, Frances L Van Voorhis, Cecelia S Martin, Brenda G Thomas, and Marsha D Greenfeld. 2018. *School, family, and community partnerships: Your handbook for action*: Corwin Press.
- Epstein, Marc J. 2018. *Making sustainability work: Best practices in managing and measuring corporate social, environmental and economic impacts*: Routledge.
- Feldman, Naomi E, Laura Kawano, Elena Patel, Nirupama Rao, Michael Stevens, and Jesse Edgerton. 2018. "The Long and the Short of It: Do Public and Private Firms Invest Differently?" *Available at SSRN 3239663*.
- Ferrell, Odies C, and John Fraedrich. 2015. *Business ethics: Ethical decision making & cases*: Nelson Education.
- Freeland, C. 2007. "Basel Committee Guidance on Corporate Governance for Banks." Stability and Development, a conference organized by the Egyptian Banking Institute, Cairo.
- Grayson, David, and Adrian Hodges. 2017. *Corporate social opportunity!: Seven steps to make corporate social responsibility work for your business*: Routledge.
- Gupta, Vipin, Kamala Gollakota, and Ancheri Sreekumar. 2014. "Quality in business education: A study of the Indian context." In *Business and Management Education in Transitioning and Developing Countries: A Handbook*, 31-49. Routledge.
- Habbash, Murya. 2016. "Corporate governance and corporate social responsibility disclosure: evidence from Saudi Arabia." *Social Responsibility Journal* 12 (4):740-754.

- Hargroves, Karlson, and Michael H Smith. 2013. *The natural advantage of nations: business opportunities, innovation and governance in the 21st century*: Earthscan.
- Hasan, Samiul. 2017. "Corporate Social Responsibility and Public Governance: An Analysis of Their Interrelationships in GCC Countries." In *Corporate Social Responsibility and the Three Sectors in Asia*, 149-175. Springer.
- Husted, Bryan W, and José Milton de Sousa-Filho. 2017. "The impact of sustainability governance, country stakeholder orientation, and country risk on environmental, social, and governance performance." *Journal of Cleaner Production* 155:93-102.
- Jamali, Dima, and Ramez Mirshak. 2007. "Corporate social responsibility (CSR): Theory and practice in a developing country context." *Journal of Business Ethics* 72 (3):243-262.
- Katsioloudes, Marios I, and Tor Brodtkorb. 2007. "Corporate social responsibility: An exploratory study in the United Arab Emirates." *SAM Advanced Management Journal* 72 (4):9.
- Kerr, Clark. 2001. *The uses of the university*: Harvard University Press.
- Kirkpatrick, Grant. 2009. "The corporate governance lessons from the financial crisis." *OECD Journal: Financial Market Trends* 2009 (1):61-87.
- Kumar, Saurabh, and Twinkle Prusty. "Empirical Evidence of Corporate Governance Disclosures and Board Size Modular with Financial Performance in select IT Companies in India."
- Lajili, Kaouthar, LIN Yu-Hsin, and Anoosheh Rostamkalaei. 2017. "Corporate Governance, Human Capital Resources, and Firm Performance: Exploring the Missing Links." 3rd Annual ICGS Conference.
- Ledgerwood, Grant. 2017. *Greening the boardroom: Corporate governance and business sustainability*: Routledge.
- Lowery, Kellan V. 2008. *Corporate Governance in the 21st century*: Nova Science Publishers.
- Mallin, Christine, Hisham Farag, and Kean Ow-Yong. 2014. "Corporate social responsibility and financial performance in Islamic banks." *Journal of Economic Behavior & Organization* 103:S21-S38.
- Marcussen, Martin. 2007. "The Basel Committee as a transnational governance network." In *Democratic network governance in Europe*, 214-231. Springer.
- Matten, Dirk, and Jeremy Moon. 2008. "'Implicit' and 'explicit' CSR: a conceptual framework for a comparative understanding of corporate social responsibility." *Academy of Management Review* 33 (2):404-424.
- Mellahi, Kamel, and Geqfley T Wbod. 2001. "Management in Saudi Arabia." *Human resource management in developing countries* 5:135.
- Moid, Sana. 2016. "A Theoretical Construct of the Impact of Religious Beliefs on Accounting Practices in the Indian and Global Context." *NMIMS Management*.
- Naceur, Sami Ben, and Mohammed Omran. 2011. "The effects of bank regulations, competition, and financial reforms on banks' performance." *Emerging Markets Review* 12 (1):1-20.
- O'Brien, Kevin, Dennis Wittmer, and Bahman Paul Ebrahimi. 2017. "Behavioral Ethics in Practice: Integrating Service Learning Into a Graduate Business Ethics Course." *Journal of Management Education* 41 (4):599-616.
- OECD, OCDE. 2004. "The OECD principles of corporate governance." *Contaduría y Administración* (216).
- Osuji, Onyeka K, Franklin N Ngwu, and Dima Jamali. 2019. "Introduction to Corporate Social Responsibility in Developing and Emerging Markets: Institutions, Actors and Sustainable Development." *Corporate Social Responsibility in Developing and Emerging Markets: Institutions, Actors and Sustainable Development*:1.
- Pai, Pradeep, Bilal Mustafa Khan, and PN Mukherjee. "Data Envelopment Analysis (DEA)–Application at NMIMS–SBM, a Leading AACSB Accredited Indian Higher Education Business School."
- Pandey, IM. 2004. "Governance of higher education institutions." *Vikalpa* 29 (2):79-84.
- Pillai, Kishore Gopalakrishna, Gerard P Hodgkinson, Gurumurthy Kalyanaram, and Smitha R Nair. 2017. "The negative effects of social capital in organizations: A review and extension." *International Journal of Management Reviews* 19 (1):97-124.
- Rahman, Mohammad Naquibur, and Sahabat Naaz. 2019. "Sociological Impact of Advertisements on Saudi Arabian Consumers." *Journal of Economics and Business* 2 (3).

- Raman, Azhar Abdul, and Abdullah Awadh Bukair. 2013. "The influence of the Shariah supervision board on corporate social responsibility disclosure by Islamic banks of Gulf Co-operation Council countries." *Asian Journal of Business and Accounting* 6 (2).
- Roccu, Roberto. 2018. "Banking on ordoliberalism? Security, stability and profits in EU's economic reform promotion in Egypt." *Mediterranean Politics* 23 (1):43-61.
- Rossignolo, Adrian F. 2020. "Basel 3.5 vs. Basel III: a radical overhaul of the capital requirements pillar. The case of commodity exposures." *International Journal of Banking, Accounting and Finance* 11 (1):1-34.
- Saini, Gordhan K, SK Pandey, Archana Singh, and Gurumurthy Kalyanaram. 2017. "Role of empathy and customer orientation in job satisfaction and organizational commitment." *NMIMS Management Review* 2:17.
- Salvioni, Daniela M, and Francesca Gennari. 2020. "Stakeholder Perspective of Corporate Governance and CSR Committees." *Symphonya. Emerging Issues in Management* (1):28-39.
- Sankar, C, and S Gayathri. 2020. "Emerging Economic Scenario In Entrepreneurs: Challenges And Opportunities." *Our Heritage* 68 (44):469-473.
- Scaringella, Laurent, and Agnieszka Radziwon. 2018. "Innovation, entrepreneurial, knowledge, and business ecosystems: Old wine in new bottles?" *Technological Forecasting and Social Change* 136:59-87.
- Shaikh, Hussain Albin, Sharon Purchase, and Gregory Brush. 2019. "Arabic business relationship characteristics: a social capital perspective." *Journal of Business & Industrial Marketing*.
- Sharma, Sakshi, and Manju Nair. 2020. "Transformational Leadership Style and Subordinates' Counterproductive Work Behaviour: A Study on Public and Private Sector Banks in India."
- Sharma, Tejinder. 2015. "Faculty Perspectives of Internal Marketing Practices: An Exploratory Study in B-Schools of Punjab." *NMIMS Management Review* 26:54-63.
- Tavares, Alexandre Oliveira, and Pedro Pinto dos Santos. 2014. "Re-scaling risk governance using local appraisal and community involvement." *Journal of Risk Research* 17 (7):923-949.
- Thompson, James D. 2017. *Organizations in action: Social science bases of administrative theory*: Routledge.
- Udeozor, Victor. 2020. "The making of innovative entrepreneurs in business schools: lessons from a resource constrained environment."
- Venkatesh, Umashankar, Jones Mathew, and Anirban Chaudhuri. 2020. "Corporate Social Responsibility as an Antecedent of Brand Valuation." In *Mandated Corporate Social Responsibility*, 175-198. Springer.
- Venkateswaran, Ramya Tarakad, and Abhoy K Ojha. 2017. "Strategic management research on emerging economies." *Critical perspectives on international business*.
- Waweru, Nelson, Musa Mangena, and George Riro. 2019. "Corporate governance and corporate internet reporting in sub-Saharan Africa: the case of Kenya and Tanzania." *Corporate Governance: The International Journal of Business in Society*.
- Whyte, William. 2018. "Building the Ivory Tower: Universities and Metropolitan Development in the Twentieth Century. By LaDale C. Winling. Philadelphia: University of Pennsylvania Press, 2018. 251 pp. Illustrations, figures, notes, index. Cloth, \$39.95. ISBN: 978-0-8122-4968-2." *Business History Review* 92 (3):587-590.
- Yunus, Muhammad. 2017. "Social business entrepreneurs are the solution." In *The Future Makers*, 219-225. Routledge.

Mahmoud Mohammad AL-Ajlouni is Associate Professor, HR Department at the Faculty of BA in Northern Border University, Saudi Arabia. He was assigned to supervise the HR Department. He taught many courses, preparing and modifying current courses, leading the team of curricula development, leading the accreditation and quality management unit, and the team of NCAAA, AACSB, and restructuring the organizational hierarchy of the university. He published more than 15 articles in International Journals and co-authored many papers. In addition, he participated in many conferences and volunteering within different activities of social and community services. He can be reached at m.m.ajlouni@hotmail.com