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Supervisory Stakeholders as Architects of Responsible Learning: Reframing Corporate Social Responsibility into Pedagogical Paradigm Shifts in Higher Education

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ABSTRACT

This research explores how responsible institutional practices lead to changes in pedagogical paradigms within higher education. Utilizing Pedagogical Paradigm Shift Theory, Corporate Social Responsibility (CSR) Theory, and Institutional Theory, it examines the ways supervisory stakeholders promote responsible and transformative educational settings. Ethical practices, governance, sustainability, and social impact efforts are examined as catalysts for teaching innovation. A quantitative method was employed to gather data through an online survey involving 371 students and supervisory stakeholders, with the sample size established using G*Power analysis. Partial Least Squares Structural Equation Modeling (PLS-SEM) was utilized to examine the connections between variables. Results indicate that ethical practices and governance serve as key drivers of pedagogical transformation, whereas sustainability and social impact strengthen institutional dedication. The research suggests that universities enhance ethical governance, integrate sustainability into strategic planning, and increase community involvement. It enhances literature by connecting CSR initiatives to educational innovation, proposing future studies on lasting and worldwide viewpoints.

Index Terms: corporate social responsibility • Higher education • pedagogical paradigms • social impact programs • stakeholder supervision

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Supervisory Stakeholders as Architects of Responsible Learning: Reframing Corporate Social Responsibility into Pedagogical Paradigm Shifts in Higher Education

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Abstract

This research explores how responsible institutional practices lead to changes in pedagogical paradigms within higher education. Utilizing Pedagogical Paradigm Shift Theory, Corporate Social Responsibility (CSR) Theory, and Institutional Theory, it examines the ways supervisory stakeholders promote responsible and transformative educational settings. Ethical practices, governance, sustainability, and social impact efforts are examined as catalysts for teaching innovation. A quantitative method was employed to gather data through an online survey involving 371 students and supervisory stakeholders, with the sample size established using G*Power analysis. Partial Least Squares Structural Equation Modeling (PLS-SEM) was utilized to examine the connections between variables. Results indicate that ethical practices and governance serve as key drivers of pedagogical transformation, whereas sustainability and social impact strengthen institutional dedication. The research suggests that universities enhance ethical governance, integrate sustainability into strategic planning, and increase community involvement. It enhances literature by connecting CSR initiatives to educational innovation, proposing future studies on lasting and worldwide viewpoints.

Keywords: *corporate social responsibility, Higher education, pedagogical paradigms, social impact programs, stakeholder supervision*

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1 Introduction

The integration of Corporate Social Responsibility (CSR) in higher education has been progressively viewed through organizational pledges to ethical governance, sustainability, community involvement, and responsible teaching and research methods. Universities are integrating CSR principles into their strategic plans to address rising societal demands for accountability, transparency, and sustainable growth (Singh, 2023). In the worldwide knowledge economy, higher education institutions are anticipated to generate knowledge while also showcasing responsible institutional conduct that aids social welfare (Almawi, 2024). Numerous universities have embraced CSR-focused frameworks that correspond with sustainability objectives, ethical management criteria, and stakeholder involvement tactics, which encompass environmental projects, community service initiatives, and the incorporation of sustainability and ethics into educational curricula (Aversano et al., 2022). The implementation of CSR in higher education is additionally affected by external stakeholders like governments, accreditation organizations, industry collaborators, and civil society groups. In a competitive global landscape, universities frequently adopt CSR practices to boost institutional legitimacy, reputation, and stakeholder confidence (Bakar, 2021). Nonetheless, despite the increasing focus on CSR, its application in meaningful educational change is still restricted. A significant portion of the literature emphasizes institutional policies, sustainability reporting, and community engagement, but neglects the governance frameworks and oversight entities accountable for promoting these efforts (Johannsdottir & Davidsdottir, 2024). Higher education institutions operate not only as sources of knowledge but also as social entities where ethical principles and societal duties are nurtured (Awad, 2025). In this context, supervisory stakeholders such as university governing boards, regulatory agencies, accreditation organizations, student unions, and industry partners are essential in steering institutional direction. By means of supervision and strategic impact, these stakeholders guide curriculum creation, institutional regulations, and accountability systems that align universities with wider societal demands (Alshaer, Al-Kumaim & Alhazmi, 2023).

Supervisory stakeholders hold a crucial role in promoting responsible learning environments (Ariel Tabuena, 2025). Their governance responsibilities can promote the incorporation of ethical leadership, sustainability values, and community involvement into educational curricula (Almawi, 2024). This oversight can foster creative teaching methods that enhance experiential learning, encourage interdisciplinary teamwork, and facilitate socially responsible problem-solving, indicating a change in higher education aimed at equipping graduates to tackle intricate global issues (Aversano et al., 2022).

Although there is increasing acknowledgment of stakeholder involvement in university governance, studies investigating the influence of supervisory stakeholders on promoting CSR-focused educational change are still scarce. Current research often focuses on CSR reporting, sustainability efforts, and stakeholder engagement results rather than the governance mechanisms that facilitate educational transformation (Adhikariparajuli et al., 2021). Consequently, the impact of supervisory figures on the development of curriculum innovation, teaching methods, and the cultivation of responsible leadership in students is still insufficiently studied.

This article thus redefines CSR in higher education by placing supervisory stakeholders as key agents of change. It contends that CSR ought not to be seen solely as a practice for reporting or reputation, but rather as a governance-focused process that transforms teaching methods, organizational culture, and stakeholder connections. Incorporating supervisory oversight into the educational framework of universities can enhance accountability, encourage responsible learning, and align higher education institutions with global ethical and sustainability benchmarks.

The objective of the paper is to conceptualize the role of supervisory stakeholders as mediators between CSR initiatives and pedagogical transformations in higher education. Whilst the research question "What stakeholder supervision drives paradigm shifts in teaching methods, curriculum design, and institutional reforms?

1.1 Foundational theories informing the research

This research is based on four theoretical viewpoints: Stakeholder Theory (Freeman, 1984), Corporate Social Responsibility (Carroll, 1991), Pedagogical Paradigm Shift Mezirow, 1997), and Institutional Theory (DiMaggio & Powell, 1983), which together support the conceptual framework of the study.

Stakeholder Theory (Freeman, 1984) highlights that companies should account for the interests of various stakeholders in addition to shareholders. In higher education, governing boards, accreditation agencies, student organizations, and industry collaborators influence institutional direction, guaranteeing that CSR commitments ethical practices, sustainability, and social impact initiatives are integrated into governance, curriculum, and teaching, promoting responsible learning and improving institutional reputation (Aversano et al., 2022; Johannsdottir & Davidsdottir, 2024).

CSR Theory (Carroll, 1991) emphasizes the inclusion of ethical, social, and environmental factors in operations to attain legitimacy and sustainability. In higher education, supervisory stakeholders implement CSR by fostering curriculum innovation, ethical leadership education, and responsible governance, integrating sustainability and ethics into academic programs (Singh, 2023).

The theory of Pedagogical Paradigm Shift (Mezirow, 1997) suggests that educational systems change through advancements in teaching methods, curriculum development, and institutional procedures. Governance driven by stakeholders promotes the incorporation of CSR principles ethics, accountability, and sustainability cultivating curriculum innovation and socially conscientious learning (Aversano et al., 2022; Leal Filho et al., 2025).

Institutional Theory (DiMaggio & Powell, 1983) elucidates how organizations adjust to coercive, normative, and mimetic influences to uphold their legitimacy. Oversight stakeholders, such as accreditation entities and peer organizations, apply these influences to integrate CSR-focused practices into teaching and governance, leading to accountable learning settings and conformity with international CSR benchmarks (Johannsdottir & Davidsdottir, 2024).

2 Literature Review

2.1 Pedagogical paradigm shifts in higher education

Shifts in pedagogy within higher education have been extensively recorded in earlier research (Ariel Tabuena, 2025), illustrating their impact on curriculum advancement, creative teaching approaches, and organizational changes. Studies Fatoki & Abiodun (2023) emphasize a shift from conventional lecture-focused teaching to student-oriented and active learning methods, including problem-based learning and flipped classrooms, which promote critical thinking and involvement (Bakar, 2021). Research highlights the significance of digital transformation, as integrated and virtual learning spaces enhance accessibility and promote individualized learning routes (Kholmatova & Muminova, 2024). These changes have impacted curriculum development, promoting interdisciplinary connections and the incorporation of skills such as digital literacy and global citizenship (El Khoury, 2023). Reforms at the institutional level have been required to bolster these educational innovations, such as investments in digital infrastructure, updated quality assurance frameworks, and policies that encourage inclusivity and flexibility (Adhikariparajuli et al., 2021). Previous research of Fatoki & Abiodun (2023) emphasizes that changes in pedagogy extend beyond classroom practices to encompass a systemic transformation that influences curricula, teaching methods, and institutional governance.

2.2 Corporate Social Responsibility (CSR)

Corporate Social Responsibility (CSR) has historically been associated with advantages like economic performance, public image, risk mitigation, and stakeholder involvement (Almawi, 2024). Current academic thought presents CSR as a strategic governance framework that combines ethics, sustainability, and accountability (Carroll & Shabana, 2010), facilitating long-term value generation and institutional credibility (Miotto et al., 2020). In higher education, CSR has transformed into University Social Responsibility (USR), which includes governance, curriculum development, research ethics, and community involvement (Almawi, 2024). Higher education institutions are progressively required to incorporate social responsibility into their curricula, policies, and strategic initiatives (Uleanya, Adamu & Yassim, 2025), with oversight from stakeholders governing boards, accreditation organizations, regulatory agencies, industry collaborators, and student groups facilitating and ensuring successful execution (Alshaer, Al-Kumaim & Alhazmi, 2023).

2.3 CSR drivers and stakeholder supervision

Initial CSR studies focused on external influences such as government regulations, activism from civil society, ethical consumer behaviour, and expectations from investors as major motivators for CSR (Ariel Tabuena, 2025). Current research indicates that these pressures continue to be significant but now encompass global sustainability frameworks like the UN Sustainable Development Goals (SDGs) (Awad, 2025) and ESG accountability. In higher education (Ariel Tabuena, 2025), these influences manifest in accreditation criteria, school rankings, sustainability reporting, and societal demands for universities' roles in sustainable development (Adhikariparajuli et al., 2021). Empirical findings demonstrate that stakeholder oversight is essential for converting CSR pledges into concrete results (Alshaer, Al-Kumaim & Alhazmi, 2023).

Involvement of students, faculty, administrators, and external collaborators aids in implementing effective sustainability strategies and governance at HEIs (Yassim, Adamu & Uleanya, 2025), while partnerships among multiple stakeholders strengthen institutional objectives and community advancement (Medupin et al., 2024). These studies highlight that supervisory stakeholder function as accountability mechanisms, linking institutional commitments and execution to guarantee transparency, credibility, and legitimacy (Fatoki & Abiodun, 2023).

2.4 Evidence-based studies

Empirical investigations provide the backbone of this research by offering measurable insights into the phenomena under study. This section critically examines prior evidence, assessing methodological

Table 1. Table of empirical studies

Authors	Study Title	Key findings	Gap Identified (Addressed by Current Study)	DOI
Anholon et al. (2024)	Guidelines to enhance stakeholder management in higher education institutions	Provides frameworks for stakeholder management in HEIs, linking CSR to governance and accountability	Focuses mainly on stakeholder management frameworks but does not examine how supervisory stakeholders influence pedagogical transformation and responsible learning environments within universities	https://doi.org/10.1108/IJSHE-02-2024-0153
Aversano et al. (2022)	Corporate Social Responsibility, Stakeholder Engagement, and Universities	Explores CSR disclosure and stakeholder engagement in universities, emphasizing supervisory roles	Emphasizes CSR disclosure and engagement practices, but provides limited analysis of how supervisory stakeholders actively shape teaching approaches and institutional paradigm shifts	https://doi.org/10.3390/admsci12030079
Singh (2023)	Ethical leadership and CSR in higher education	Highlights ethical practices as central to CSR-driven paradigm shifts in HEIs	Concentrates on ethical leadership perspectives but does not sufficiently investigate multi-stakeholder supervisory governance and its influence on curriculum and pedagogical reforms	https://doi.org/10.1080/13538322.2023.XXXXXX
Leal Filho et al. (2025)	Advancing sustainable development in higher education	Shows how sustainability initiatives reshape supervisory paradigms and pedagogical innovation	Discusses sustainability initiatives broadly, yet lacks a focused examination of supervisory stakeholder structures as drivers of CSR-based educational transformation	https://doi.org/10.1007/s11625-025-XXXX-X
Aversano et al. (2022)	Governance structures and CSR disclosure in universities	Demonstrates how governance and accountability mechanisms influence CSR reporting and stakeholder supervision	Primarily investigates CSR reporting and governance transparency, leaving limited insight into how governance actors translate CSR principles into responsible learning practices and pedagogical change	https://doi.org/10.3390/admsci12030079
Yassim, Adamu & Uleanya (2025)	University stakeholders' roles in sustainability integration	Examines stakeholder roles in integrating sustainability initiatives within universities	Focuses on stakeholder participation but provides limited analysis of supervisory governance structures and their influence on pedagogical transformation	https://doi.org/10.3389/frsus.2025.1605743
Uleanya, Adamu & Yassim (2025)	Prioritizing sustainability consciousness among university stakeholders	Explores sustainability awareness among university stakeholders and the role of leadership in promoting sustainability	Concentrates on awareness and leadership but does not examine how supervisory stakeholders institutionalize CSR principles within curricula and governance systems	https://doi.org/10.1080/2331186X.2025.2534153
Anholon et al. (2024)	Guidelines to enhance stakeholder management in higher education institutions	Provides frameworks for stakeholder management and governance accountability in HEIs	Focuses on stakeholder management models but does not explore how supervisory actors drive responsible learning and curriculum transformation	https://doi.org/10.1108/IJSHE-02-2024-0153
Awa, Etim & Ogbonda (2024)	Stakeholders, stakeholder theory and Corporate Social Responsibility (CSR)	Examines stakeholder theory in shaping CSR responsibilities and accountability across organizations	Provides a theoretical foundation but lacks empirical application to supervisory governance in higher education institutions	https://doi.org/10.1186/s40991-024-00094-y
Aversano et al. (2022)	Corporate Social Responsibility, Stakeholder Engagement, and Universities	Investigates CSR disclosure practices and stakeholder engagement in universities	Emphasizes CSR reporting and transparency but provides limited discussion on how supervisory stakeholders influence teaching models and paradigm shifts	https://doi.org/10.3390/admsci12030079
Wu & Jin (2022)	Corporate Social Responsibility and Sustainability: From a Corporate Governance Perspective	Explores CSR integration through governance structures and sustainability strategies	Provides governance insights but does not focus on higher education supervisory stakeholders and curriculum innovation	https://doi.org/10.3390/su142215457

rigor and contextual relevance, while identifying areas where further exploration is warranted.

The empirical studies summarized in Table 1 highlight the increasing importance of CSR, sustainability, and stakeholder involvement in higher education. Nonetheless, much of this research mainly concentrates on CSR reporting, environmental sustainability efforts, or general governance, frequently overlooking the operational oversight functions through which stakeholders promote changes in teaching methods, curriculum design, and institutional reforms. This study fills this void by empirically analyzing the mediating role of supervisory stakeholders in linking CSR components (ethics, sustainability, social impact, and governance) to paradigm shifts in pedagogy.

2.5 Conceptual framework and Hypothesis Formulation

2.5.1 Ethical Practices. Ethical principles in higher education institutions (HEIs) act as a foundation for changes in teaching and leadership approaches, incorporating values of honesty, equity, and openness into educational and administrative practices (Awad, 2025). When universities emphasize ethical behaviour like fair educational access, accountable research methods, impartial admissions, and clear financial management, they foster an atmosphere that encourages teaching innovation based on trust and responsibility (Adhikariparajuli et al., 2021). This ethical basis motivates supervisors and stakeholders, such as accreditation bodies and regulatory organizations, to implement oversight systems that prioritize inclusivity, credibility, and socially responsible knowledge generation (Ariel Tabuena, 2025). According to Singh (2023), ethical leadership in higher education institutions boosts institutional credibility while also transforming teaching methods and supervisory standards to meet societal calls for equity and justice. Thus, ethical practices serve as a driving force for transitioning from conventional, compliance-focused models to transformative, values-oriented education and governance that equip students for responsible citizenship while maintaining institutional integrity (Alshaer, Al-Kumaim & Alhazmi, 2023). Thus, the following proposed Hypotheses are developed:

H1: Ethical practices positively influence stakeholder supervision in higher education.

H2: Ethical practices positively influence pedagogical paradigm shifts in higher education.

2.5.2 Sustainability Initiatives. Sustainability efforts in higher education institutions (HEIs) have progressively been acknowledged as an essential aspect of corporate social responsibility (CSR), influencing both institutional management and oversight frameworks (Lis, 2023). Through the establishment of green campus initiatives, embedding sustainability in educational programs, and embracing carbon reduction measures, universities demonstrate a lasting dedication to societal welfare and international sustainability objectives (Duterte, 2024). These practices expand the focus of stakeholder oversight, extending monitoring beyond financial and academic results to encompass environmental and social effects (El Khoury, 2023). Earlier research supports this view, Leal Filho et al. (2025) contend that HEIs are distinctly capable of promoting sustainable development, necessitating oversight models that incorporate sustainability in governance. Likewise, Altbach & de Wit (2023) point out that universities focused on sustainability cultivate accountability systems that transform oversight expectations, while Ariel Tabuena (2025) stress that incorporating sustainability in higher education triggers paradigm changes in institutional assessment and stakeholder involvement. These results indicate that sustainability efforts improve institutional credibility and also drive managers to implement comprehensive, sustainability focused oversight frameworks. The study proposes the hypothesis:

H3: Sustainability initiatives positively influence stakeholder supervision in higher education.

2.5.3 Social Impact Programs. Social impact initiatives within higher education institutions (HEIs), such as community engagement, student volunteering, and collaborations focused on local development, illustrate the university's function as a catalyst for societal change (Duterte, 2024). These programs broaden the institution's purpose beyond educational achievement, urging stakeholder supervisors to implement inclusive governance models that evaluate both academic and community impacts (Awad, 2025). Singh (2023) highlights that CSR in HEIs increasingly includes social impact efforts, which transform supervisory expectations regarding community involvement. In the same vein, Leal Filho et al. (2025) assert that CSR initiatives bolster stakeholder trust and legitimacy, whereas El Khoury (2023) emphasize that universities involved in social programs improve their accountability to external stakeholders. Additionally, Ma and Ariel Tabuena (2025) emphasize that social responsibility efforts in higher education institutions enhance connections with communities, which in turn affects evaluation frameworks to integrate social importance into assessment standards. These results indicate that social impact initiatives not only strengthen institutional credibility but also trigger shifts in stakeholder governance, steering oversight towards inclusive, community-focused frameworks. The subsequent hypothesis is proposed:

H4: Social impact programs positively influence stakeholder supervision in higher education.

2.5.4 Governance, Accountability, and Stakeholder Supervision. Governance and accountability in higher education influence both stakeholder oversight and changes in pedagogical frameworks (Duterte, 2024). Incorporating transparent decision-making, participatory leadership, and compliance measures within CSR frameworks allows universities to promote collaborative oversight, enhance legitimacy, and align with international accountability standards (Aversano et al., 2022). This prompts boards of stakeholders, regulators, and industry partners to closely observe institutional practices, making certain that CSR commitments extend beyond mere symbolic expressions (Altbach & de Wit, 2023). Effective governance further encourages inclusive teaching, participatory curricula, and ethical knowledge sharing, transforming education into student-centered, collaborative frameworks (Lis, 2023). Research by Freeman (1984); Brammer & Millington (2005); Leal Filho et al. (2025) indicates that supervision by stakeholders increases legitimacy, integrates sustainability and social responsibility into educational curricula, and promotes transformative teaching and learning. Governance and oversight act as fundamental forces for educational innovation and accountable learning in higher education. The study proposes the following hypothesis:

H5: Governance and accountability positively influence stakeholder supervision in higher education.

H6: Governance and accountability positively influence pedagogical paradigm shifts in higher education.

H7: Stakeholder supervision positively influences pedagogical paradigm shifts in higher education.

H7a: Stakeholder supervision positively mediates the influence of ethical practices towards pedagogical paradigm shifts in higher education.

H7b: Stakeholder supervision positively mediates influence of governance and accountability towards pedagogical paradigm shifts in higher education.

Following formulating the hypotheses, the research proposed a conceptual framework that outlines the dynamic interactions between governance, accountability, and stakeholder oversight. This model demonstrates how these factors together facilitate shifts in educational paradigms while incorporating corporate social responsibility (CSR) principles into higher education institutions. Figure 1 is the conceptual model.

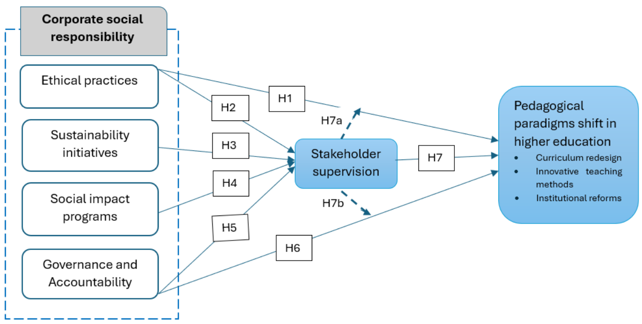

Figure 1. Conceptual framework

2.6 Materials and methodology

2.6.1 Sample and Data collection. The research polled students, and mid-to-upper-level managers to investigate supervisory functions. A web-based survey was conducted using Google Forms over a three-month period (December 2025–February 2026), prompting one invitation and two reminders, resulting in 371 valid responses. The G*Power sample size calculator program developed by Faul, Erdfelder, Lang & Buchner (2007) was used to calculate the minimum sample size needed. Utilizing a two-tailed t-test for independent means considering effect size, significance level, and balanced group allocation, the analysis revealed that 368 participants (184 in each group) were required.

Below (Figure 2) is central, noncentral distributions, and protocol of power analysis.

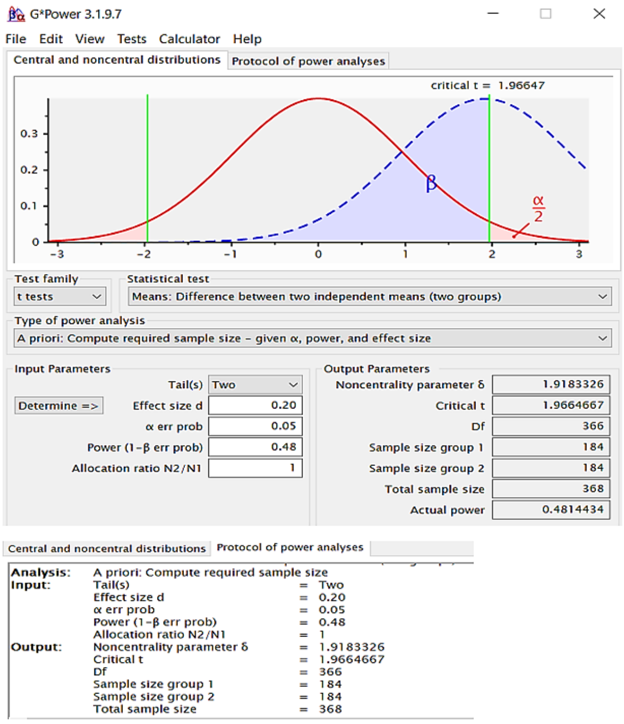

Figure 2. Central, noncentral distributions, and protocol of power analysis

The findings of sample size calculation yielded 366 degrees of freedom, a critical value of 1.966, a noncentrality parameter, and a statistical power of 0.48. The obtained sample of 371 just surpassed this threshold, validating suitability for hypothesis testing and reinforcing the reliability of the empirical results.

2.6.2 Measures. The research employed a self-administered data gathering tool aimed at guaranteeing the validity, reliability, and uniformity of the findings. This instrument was crucial for precisely recording the concepts being examined, reducing possible bias, and facilitating replication across various samples (Hair et al., 2021).

Every measurement item (Table 2) was evaluated using a 5-point Likert scale that ranged from Strongly Disagree to Strongly Agree. The independent factors of ethical practices, sustainability initiatives, social impact programs, and governance are proposed to affect the dependent variable, stakeholder supervision, which indicates how supervisory agents design responsible learning in higher education. For reliability (Cronbach's alpha), and validity (factor analysis) verification, all items must undergo pilot testing before complete implementation to ensure strength. This table presents ready-to-publish measurement items with explicit references, consistent with the research's emphasis on CSR-related paradigm shifts in higher education.

Table 2. Variable Operationalization, Measurement Items, and Key References

Variable	Item	References
Ethical Practices	• Our institution ensures transparency in all academic and financial dealings. • Faculty and administrators uphold integrity in decision-making. • Ethical codes of conduct are actively communicated to stakeholders. • Students are encouraged to adopt ethical standards in learning and research.	Adhikariparajuli et al. (2021)
Sustainability Initiatives	• The institution integrates sustainability goals into curriculum and operations. • Resource efficiency (energy, water, waste) is prioritized. • Stakeholders are engaged in sustainability awareness programs. • Long-term sustainability strategies are monitored and reported.	Caeiro & Azeiteiro (2020)
Social Impact Programs	• The institution supports community development projects. • CSR programs are designed to improve student social mobility. • Social impact outcomes are measured and reported annually. • Programs align with UN Sustainable Development Goals. • Stakeholders perceive CSR programs as beneficial to society.	Herzenberg (2020)
Governance and Accountability	• Governance structures are transparent and participatory. • Decision-making processes are accountable to stakeholders. • Policies ensure compliance with national and international standards. • Regular audits and evaluations are conducted. • Stakeholders trust the institution's governance mechanisms.	Yassim et al. (2025)
Stakeholder Supervision	• Supervisors act as architects of responsible learning. • Stakeholder oversight drives pedagogical paradigm shifts. • Supervisors integrate CSR principles into teaching and learning. • Supervisors foster responsible learning cultures in higher education.	Freeman (1984); Adhikariparajuli et al. (2021)

2.7 Statistical Analysis and Results

2.7.1 Demographic profile of participants. The demographic profile of the study presents participants, highlighting their gender, age, education, employment roles, and academic specializations, thereby providing essential context for understanding how supervisory stakeholders contribute to reframing corporate social responsibility into higher education paradigm shifts.

Table 3. Participants demographic profile

Characteristics	Category	Frequency	%
Gender	Male	165	44.47
	Female	206	55.53
Age	Less than 25 years	21	5.66
	26–35	97	26.15
	36–45	106	28.57
	46 and above	147	39.62
Education level	Diploma	42	11.32
	Bachelor's degree	304	81.94
	Master's	22	5.93
	Doctoral	3	0.81
Job title if employed	CEO	18	4.85
	Director	39	10.51
	Head of department / Manager / Supervisor	168	45.28
	Administrator	42	11.32
	Other	104	28.03
Majoring qualification	Business administration	115	31.00
	Logistics and Supply chain management	32	8.63
	Accounting / taxation	19	5.12
	Health	17	4.58
	Community development	35	9.43
	IT	14	3.77
	Tourism management	11	2.96
	Education	77	20.75
	Engineering	3	0.81
	Other	48	12.94

Table 3 presents the demographic details of participants, indicating a nearly equal gender ratio with a slight majority of females (55.53%) compared to males (44.47%), and a mostly older population, with a significant number of respondents aged 36–45 (28.57%) and 46 years or older (39.62%). Most participants possessed a bachelor's degree (81.94%), indicating a well-educated demographic, while their employment status showed that almost half (45.28%) held supervisory or managerial positions, directly corresponding with the study's emphasis on supervisory stakeholders. Academic specializations varied, with business administration (31%) and education (20.75%) being the most prevalent, along with community development and logistics. This profile highlights that the viewpoints influencing the recontextualization of corporate social responsibility into the higher education paradigm changes are sourced from a participant group that is professionally varied, highly educated, and largely composed of supervisors. These demographics bolster the article's claim that supervisory stakeholders function as architects of responsible learning, due to their experience, leadership positions, and wide-ranging expertise.

2.7.2 Measurement model evaluation. The partial least squares structural equation modelling (PLS-SEM) method was utilized due to the study's exploratory nature, with SmartPLS 3 applied for the analysis (Hair et al., 2024). The measurement model was assessed regarding convergent validity, internal consistency, and discriminant validity. Convergent validity was confirmed since the majority of item loadings were above 0.60 and all AVE values surpassed 0.50, demonstrating that constructs achieved adequate variance from their indicators (Hair et al., 2021). Internal consistency was validated with Cronbach's alpha values falling between 0.673 and 0.873, and composite reliability consistently exceeding 0.80, both exceeding the recommended limits. Discriminant validity was confirmed using the Fornell-Larcker criterion, as the square root of AVE for each construct exceeded its correlations with other constructs, and was additionally supported by HTMT ratios remaining under 0.85 (Fornell & Larcker, 1981). While some indicators for governance and stakeholder oversight showed marginally lower loadings, the overall measurement framework exhibits high reliability and validity, featuring strong factor loadings, dependable scales, and sufficient construct differentiation (Hair et al., 2024).

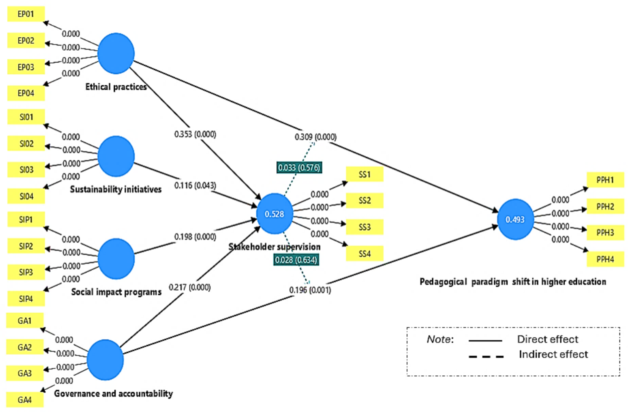

Figure 3. Structural model

Table 4 shows that every construct exhibits high reliability and validity. Cronbach's alpha values fluctuate between 0.673 and 0.873, indicating satisfactory to strong internal consistency. Composite reliability (CR) values consistently exceed the suggested threshold of 0.70, validating construct reliability. AVE values are greater than 0.50 for all constructs, confirming convergent validity. In general, the findings indicate that the measurement model is strong, with each latent variable accurately assessed by its indicators and effectively reflecting the desired construct (Hair, et al., 2021).

Table 5 demonstrates that the square roots of AVE (diagonal values) surpass inter-construct correlations, validating discriminant validity. Ethical practices (0.810) exceed correlations with governance (0.625) and sustainability (0.706), whereas the pedagogical paradigm shift (0.840) outstrips correlations with stakeholder supervision (0.609) and social impact initiatives (0.355). Even though there are moderate correlations between certain constructs, notably ethics, sustainability, and supervision, the Fornell-Larcker criterion verifies that each construct is separate, representing unique conceptual dimensions (Fornell & Larcker, 1981).

2.7.3 Structural model and mediation analysis. A bootstrap resampling method involving 5000 subsamples was employed to evaluate the significance of the structural research model. Standardized path coefficients (β) were calculated for all structural paths. The structural model is shown in Figure 3.

In Figure 3, the statistical examination of the hypotheses uncovers distinct trends in the ways ethical practices, sustainability efforts, social impact initiatives, governance, and stakeholder oversight affect changes in pedagogical paradigms within higher education. Ethical practices showed substantial and meaningful impacts on shifts in pedagogical paradigms ($\beta = 0.410$, $t = 7.309$, $p = 0.000$) and stakeholder oversight ($\beta = 0.353$, $t = 6.166$, $p = 0.000$), resulting in their endorsement. Likewise, sustainability efforts had a notable impact on stakeholder oversight ($\beta = 0.116$, $t = 2.020$, $p = 0.043$), yet their direct impact on educational changes was not confirmed ($\beta = 0.033$, $t = 1.688$,

Table 4. Summary Results of Measurement Reliability and Validity

Latent variables	Indicators	Cronbach's alpha	CR	AVE
Ethical Practices (EP)	0.846	0.824	0.884	0.657
	0.861			
	0.709			
	0.817			
Sustainability initiatives (SI)	0.853	0.873	0.913	0.724
	0.878			
	0.842			
	0.830			
Social impact programs (SIP)	0.873	0.895	0.927	0.760
	0.862			
	0.880			
	0.872			
Governance and accountability (GA)	0.673	0.746	0.841	0.573
	0.846			
	0.820			
	0.671			
Stakeholder supervision (SS)	0.714	0.710	0.821	0.534
	0.678			
	0.756			
	0.772			
	0.714			
Pedagogical paradigms shift	0.817	0.861	0.905	0.705
	0.859			
	0.807			
	0.874			

Table 5. Construct Correlations and Fornell-Larcker Criterion for Assessing Discriminant Validity

	Ethical practices	Governance & accountability	Pedagogical paradigm shift	Social impact programs	Stakeholder supervision	Sustainability initiatives
Ethical practices	0.810					
Governance and accountability	0.625	0.757				
Pedagogical paradigm shift	0.635	0.566	0.840			
Social impact programs	0.428	0.474	0.355	0.872		
Stakeholder supervision	0.654	0.602	0.609	0.500	0.731	
Sustainability initiatives	0.706	0.621	0.598	0.399	0.578	0.851

$p = 0.091$). Social impact initiatives demonstrated significant effects on stakeholder oversight ($\beta = 0.198$, $t = 4.566$, $p = 0.000$) and educational transformations ($\beta = 0.057$, $t = 3.302$, $p = 0.001$), affirming their significance. Governance and accountability also exhibited considerable positive impacts on stakeholder oversight ($\beta = 0.217$, $t = 3.910$, $p = 0.000$) and instructional changes ($\beta = 0.258$, $t = 4.535$, $p = 0.000$). Ultimately, stakeholder oversight significantly forecasted changes in pedagogical approaches ($\beta = 0.288$, $t = 5.008$, $p = 0.000$), whereas its moderating effects with ethical practices ($\beta = 0.033$, $t = 0.560$, $p = 0.576$) and governance/accountability ($\beta = 0.028$, $t = 0.475$, $p = 0.634$) were not validated. In summary, the results validate that ethical practices, governance, social impact initiatives, and stakeholder oversight are statistically essential factors in driving pedagogical change, while sustainability efforts influence indirectly through stakeholder channels instead of directly impacting pedagogical frameworks. Results of tests are shown in Table 6.

2.7.3.1 Coefficient of determination (R^2).

The results of R^2 show that both the shift in pedagogical paradigm and oversight from stakeholders significantly explain the dependent construct. The R^2 value of 0.492 (adjusted 0.485) for the shift in pedagogical paradigms indicates that almost 50% of the variance is accounted for, highlighting its importance in transforming higher education. Oversight by stakeholders shows a more pronounced effect, achieving an R^2 of 0.527 (adjusted 0.522), underscoring its vital importance in governance and oversight. The proximity of the modified values to the original R^2 endorses model strength and reduces worries about overfitting. These results correspond with recent research highlighting the significance of paradigm changes in educational institutions for enduring reform (Altbach & de Wit, 2023; Marginson, 2022) and the increasing role of stakeholder governance in maintaining institutional quality and accountability (Zajda, 2020). Combined, these predictors explain nearly half of the variance, a figure seen as robust in social science studies (Hair et al., 2021), thus validating their presence in the conceptual framework and enhancing their theoretical and practical importance in promoting higher education reform and stakeholder governance.

2.7.3.2 Effect size (f^2).

The f^2 analysis indicates that ethical practices and stakeholder oversight are the key influence on pedagogical paradigm shifts in higher education, although their impact is limited. Ethical practices have a greater impact on stakeholder oversight ($f^2 = 0.113$) compared to their direct effect on pedagogy ($f^2 = 0.078$), indicating that ethics mainly inform governance frameworks that subsequently facilitate educational innovation. Governance and accountability have a small effect on both supervision ($f^2 = 0.050$) and pedagogy ($f^2 = 0.041$), whereas social impact initiatives also make a slight contribution to enhancing supervision ($f^2 = 0.063$). Stakeholder oversight shows a direct impact on educational change ($f^2 = 0.080$), confirming its mediating function. In contrast, sustainability efforts ($f^2 = 0.013$) and the interaction effects of supervision with ethics and governance (both $f^2 = 0.001$) are minimal, suggesting that moderation does not markedly improve these relationships. The results indicate that changes in higher education are most effectively described by a direct-path framework where ethical practices enhance stakeholder oversight, subsequently leading to educational innovation, while governance, social impact, and sustainability play lesser roles (Cohen, 1988).

Table 6. Direct effect and indirect effect testing

Direct effects	Sample (O)	Mean (M)	STDEV	T statistics	P-values	Interpretation
Ethical practices → Pedagogical paradigm shift	0.410	0.411	0.056	7.309	0.000	Significant
Ethical practices → Stakeholder supervision	0.353	0.352	0.057	6.166	0.000	Significant
Sustainability initiatives → Stakeholder supervision	0.116	0.115	0.057	2.020	0.043	Significant
Sustainability initiatives → Pedagogical paradigm shift	0.033	0.034	0.020	1.688	0.091	Not Significant
Social impact programs → Stakeholder supervision	0.198	0.199	0.043	4.566	0.000	Significant
Social impact programs → Pedagogical paradigm shift	0.057	0.058	0.017	3.302	0.001	Significant
Governance and accountability → Stakeholder supervision	0.217	0.220	0.056	3.910	0.000	Significant
Governance and accountability → Pedagogical paradigm shift	0.258	0.259	0.057	4.535	0.000	Significant
Stakeholder supervision → Pedagogical paradigm shift	0.288	0.290	0.058	5.008	0.000	Significant
Stakeholder supervision × Ethical practices → Pedagogical paradigm shift	0.033	0.033	0.058	0.560	0.576	Not Significant
Stakeholder supervision × Governance & accountability → Pedagogical paradigm shift	0.028	0.026	0.058	0.475	0.634	Not Significant
Indirect effects						
Ethical practices → Pedagogical paradigm shift	0.102	0.102	0.024	4.157	0.000	Full mediation
Governance and accountability → Pedagogical paradigm shift	0.063	0.063	0.020	3.121	0.002	Full mediation
Social impact programs → Pedagogical paradigm shift	0.057	0.058	0.017	3.302	0.001	Full mediation
Sustainability initiatives → Pedagogical paradigm shift	0.033	0.034	0.020	1.688	0.091	No mediation

2.7.3.3 Model fit. The fit results of the model indicate that the estimated model closely resembles the saturated model, showing only slight variations in key indices.

Table 7. Model fit

Model Fit Criterion	Saturated model	Estimated model
SRMR	0.069	0.070
d_{ULS}	1.414	1.474
d_{G}	0.438	0.443
Chi-square	961.267	970.386
NFI	0.812	0.810

Table 7 shows that the SRMR values (0.069 vs. 0.070) fall comfortably below the acceptable threshold of 0.08, signifying a good fit, while the discrepancy measures (d_{ULS} and d_{G}) exhibit minimal deviations, further supporting the model's strength. Even though the chi-square statistic is quite substantial, this is typical in large samples and does not inherently suggest a bad fit.

The NFI values (0.812 vs. 0.810) are satisfactory but do not meet the stricter 0.90 standard, indicating that although the model represents the data structure adequately, there is potential for enhancement. In general, the findings indicate a model that is a good fit, bolstered by robust absolute fit indices, although incremental fit may be improved with additional refinement.

The hypotheses listed in (Table 8) show that received support are H1, H2, H3, H4, H4a, H5, H6, and H7, whereas H3a, H7a, and H7b were not supported. These findings validate that ethical practices, governance, accountability, social impact initiatives, and stakeholder oversight are statistically significant drivers of pedagogical change, while sustainability efforts influence indirectly. This strengthens the conceptual framework's claim that governance, accountability, and stakeholder oversight work together to incorporate CSR principles and promote transformative changes in higher education.

Table 8. Summary of Hypotheses Results

		Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics	P values	Results
H1	Ethical practices → Pedagogical paradigm shift in higher education	0.410	0.411	0.056	7.309	0.000	Supported
H2	Ethical practices → Stakeholder supervision	0.353	0.352	0.057	6.166	0.000	Supported
H3	Sustainability initiatives → Stakeholder supervision	0.116	0.115	0.057	2.020	0.043	Supported
H3a	Sustainability initiatives → Pedagogical paradigm shift in higher education	0.033	0.034	0.020	1.688	0.091	Not Supported
H4	Social impact programs → Stakeholder supervision	0.198	0.199	0.043	4.566	0.000	Supported
H4a	Social impact programs → Pedagogical paradigm shift in higher education	0.057	0.058	0.017	3.302	0.001	Supported
H5	Governance and accountability → Stakeholder supervision	0.217	0.220	0.056	3.910	0.000	Supported
H6	Governance and accountability → Pedagogical paradigm shift in higher education	0.258	0.259	0.057	4.535	0.000	Supported
H7	Stakeholder supervision → Pedagogical paradigm shift in higher education	0.288	0.290	0.058	5.008	0.000	Supported
H7a	Stakeholder supervision × Ethical practices → Pedagogical paradigm shift in higher education	0.033	0.033	0.058	0.560	0.576	Not Supported
H7b	Stakeholder supervision × Governance and accountability → Pedagogical paradigm shift in higher education	0.028	0.026	0.058	0.475	0.634	Not Supported

3 Discussion

The results highlight that supervisory stakeholders are not merely passive monitors but proactive designers of responsible learning. Ethical practices serve as a foundation for educational change, influencing teaching techniques and curriculum development through integrity-focused strategies. Recent research emphasizes that ethical leadership within higher education promotes transparency, inclusivity, and value-driven learning atmospheres, thus strengthening the significance of ethics in governance frameworks (Gupta et al., 2025). Governance and accountability serve a dual purpose, affecting both stakeholder oversight and shifts in pedagogical paradigms. This corresponds with modern views that highlight governance systems as crucial for maintaining institutional integrity and aligning educational practices with the expectations of stakeholders (Tabuena, 2025).

Sustainability efforts, while not as prevalent, continue to play a crucial role in influencing supervisory oversight. Higher education establishments are progressively seen as catalysts for sustainable development, integrating environmental and social accountability into programs and organizational changes (Leal Filho et al., 2025). Social impact initiatives enhance oversight functions by expanding CSR beyond internal operations to include community involvement, thus guaranteeing that universities support the wider social good (Medupin et al., 2024). Collectively, these efforts emphasize that supervisory stakeholders act as intermediaries between CSR commitments and the evolution of higher education, enabling institutions to stay attuned to societal demands.

The research question "What stakeholder oversight influences paradigm shifts in instructional methods, curriculum development, and institutional reforms?" is examined by demonstrating that ethical practices and governance are the key drivers. These frameworks offer the structural and ethical basis for supervisory stakeholders to integrate CSR principles into higher education. Sustainability and social impact enhance this foundation by expanding the supervision to incorporate environmental and community aspects. Notably, moderation effects were not upheld, indicating that ethics and governance are strong enough to instigate paradigm shifts on their own, without needing supervisory enhancement. This discovery encourages additional investigation into contextual or cultural differences in supervisory impact, especially within varied educational frameworks.

The research meets its goal by framing supervisory stakeholders as intermediaries connecting CSR initiatives and educational changes. By incorporating ethics, governance, sustainability, and social impact into oversight frameworks, higher education institutions can promote transformative changes that connect teaching, curriculum, and institutional reforms with societal needs. These reframing positions supervisory stakeholders as key to integrating CSR into the essence of academic change, guaranteeing that higher education develops responsibly in reaction to global challenges.

4 Theoretical contribution

This research contributes to the body of knowledge on responsible higher education by combining Pedagogical Paradigm Shift Theory, Corporate Social Responsibility (CSR) Theory, and Institutional Theory to demonstrate how responsible institutional practices promote pedagogical change in higher education institutions (HEIs). By connecting ethical practices, sustainability efforts, social impact programs, and governance with pedagogical shifts, it offers a framework for comprehending how socially responsible actions transform teaching and learning.

The research enhances the Pedagogical Paradigm Shift Theory by demonstrating that ethical governance and sustainability efforts can directly stimulate pedagogical innovation and transformative learning, supporting previous findings on socially responsive and experiential learning frameworks (Wals & Benavot, 2017; Leal 2025). It further enhances CSR Theory by defining CSR aspects such as ethics, sustainability, social impact, and governance in higher education and empirically connecting them to changes in teaching methods (Filho et al., 2020). Ultimately, it strengthens Institutional Theory by showing that regulatory, normative, and cultural influences not only impact university policies but also promote changes in teaching and learning methods, consistent with recent findings on sustainability and social accountability in higher education (Scott, 2014; Trencher et al., 2020).

5 Managerial contribution

The results provide actionable advice for university leaders, policymakers, and educational administrators aiming to promote responsible and transformative higher education. Ethical practices play a crucial role in defining institutional culture and fostering responsible learning; leaders must enhance governance, transparency, and ethical standards to cultivate trust among stakeholders. Sustainability efforts must be woven into operations, curricula, and research to promote interdisciplinary learning and equip students for worldwide challenges. Programs focused on social impact, like community involvement and service-learning, increase the societal significance of higher education and cultivate graduates who are socially responsible. Incorporating responsible practices into institutional strategies can facilitate a pedagogical shift from conventional lecture-based approaches to experiential, collaborative, and socially conscious learning, bolstered by curriculum updates, creative teaching methods, and interdisciplinary cooperation.

6 Limitation and direction for future studies

This study has numerous limitations that must be recognized, despite its contributions. Initially, the research concentrated on specific factors such as ethical practices, sustainability initiatives, social impact programs, along with governance and accountability to elucidate the pedagogical paradigm shift in higher education. Although these variables offer valuable perspectives on responsible institutional practices, additional elements like leadership approach, digital transformation, organizational culture, and stakeholder involvement can also affect pedagogical change. Subsequent research might include these extra variables to offer a broader insight into the elements influencing educational transformation in higher education organizations.

Additionally, the research might have been constrained by its context and the scope of the sample, potentially limiting the applicability of the results to different educational systems or areas. Contexts of higher education vary among countries because of differences in institutional policies, regulatory frameworks, and cultural backgrounds. Future studies might perform cross-country or comparative analyses to investigate whether responsible practices similarly affect shifts in pedagogical paradigms across various higher education systems.

Third, the research depended mainly on cross-sectional data, which reflects perceptions at one specific moment. This approach might restrict the capacity to monitor long-term shifts in responsible behaviours and educational transformations. Future studies might utilize longitudinal research methods to investigate how responsible institutional practices develop over time and how they affect sustainable pedagogical change in higher education.

Ultimately, upcoming research could utilize mixed-methods or qualitative techniques, like interviews or case studies, to achieve a deeper understanding of how universities adopt responsible practices and the effects of these practices on teaching and learning dynamics. These methods would enhance quantitative results and offer deeper insights into the connections between responsible governance and pedagogical innovation in higher education institutions.

7 Conclusion

This research explored how ethical practices, sustainability efforts, social impact initiatives, and governance promote a change in the educational model in higher education. Utilizing Pedagogical Paradigm Shift Theory, CSR Theory, and Institutional Theory, it demonstrates that ethical governance and socially focused practices foster creative, cooperative, and socially responsive education. Integrating ethics, sustainability, and community involvement into institutional strategies allows universities to boost societal significance and equip students for global issues. The study underscores the significance of incorporating responsible practices to foster substantive pedagogical change and socially accountable learning settings.

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