

Integrating SDG 8 In Business School Curricula: The Role of Pedagogical Innovation in Shaping Future Business Leaders

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Abstract

This paper lays out several conceptualizations concerning how Sustainable Development Goal (SDG) 8 activities with the promotion of sustained, inclusive, & scleronomic growth, full and productive employment, and decent work can be integrated within business courses. The theme of pedagogical innovations to create future business leaders who are aware of sustainable business practices is broached. Using findings from many studies, including student perceptions in the integration of SDG 8 (Elmassri et al., 2023), the paper assesses the teaching methods currently being employed and their capacity to prepare students to take decisions in business contexts responsibly. In investigating this link between education and SDG 8, the paper exposes some challenges and opportunities that are posed by such an integration, especially in the UAE context (Elrazaz et al., 2024). It also considers some broader International perspectives concerning the effects of sustainable education practices on student attitudes and behavior (Avelar et al., 2025; Sharma & Kelly, 2014). Through an in-depth survey of various pedagogical frameworks and their ability to make meaningful long-term contributions, recommendations are made on how to better harness SDG 8 within business school curricula across the globe.

Keyword: *Sustainable Development Goal 8, Business Education, Pedagogical Innovation, Economic Growth, Student Perceptions.*

I. INTRODUCTION

During a time when the world seems increasingly to be facing problems involving economic inequality, environmental degradation, and social instability, the position of education in achieving sustainable change could hardly be more important. Considering business schools as institutions able to mold the future leaders, these are increasingly asked to reflect the SDGs of the United Nations in their curricula. Of all these goals, SDG 8 stands out particularly in business education; it calls for sustained, inclusive, and sustainable economic growth together with full and productive employment and decent work for all. This is due to its closeness to business practices, especially regarding economic growth and opportunities for employment posed by the fast-changing global economy (Elmassri et al., 2023).

Integrating SDG 8 in business school curricula is not an easy task. It involves changing both the content and mode of delivery of business education. The traditional modes largely didactic and focused on profit and

maximization of short-term shareholder value now have to contend with teaching students about sustainable economic growth and job creation wherein short-term gains are not the primary consideration. Thus, pedagogical innovation becomes necessary so that these prospective business leaders are equipped with the ethos and knowledge necessary to maneuver the challenges that come with sustainable business practice (Avelar et al., 2023). Such pedagogy includes case studies on sustainable business models, experiential projects, and research with an SDG focus.

In locations that emphasize economic growth, such as the UAE, the incorporation of SDG 8 would bring with it several opportunities and challenges. The UAE has taken some steps in favor of sustainability, but it could not yet transform this into business education that is fully in line with SDGs (Elrazaz et al., 2024). Several factors could account for this, including the prominence of profit-oriented business models and the insufficient consideration given to sustainable practices that are to be agued or put forth in a corporate setting or business

scenario. Therefore, knowledge of ways in which SDG 8 can get into business school curricula particularly in the area with its own economic and cultural connotations will bear a vital role in producing business leaders of tomorrow who can actually ameliorate social and environmental changes.

Moreover, the success of SDG 8 integration greatly depends on the manner in which students perceive and relate to sustainable development. Research shows that student perceptions of sustainability and attitudes toward SDGs can greatly influence their professional behaviors and decision-making processes in the future. Students knowledgeable about SDG 8 issues will promote sustainable business practices and economic policies that put a priority on inclusive growth and decent work opportunities for all human beings (Seva-Larrosa et al., 2023; Sharma & Kelly, 2014). This suggests that desisting to a sole pedagogical focus on the theory of SDGs for students, educators must also promote active engagement by students in sustainability issues through practical exposure to the field.

Within the context described above, this article seeks to focus on pedagogical innovation for integrating SDG 8 into business school curricula, considering how these new approaches may later affect students' attitude and perception toward sustainable business practices and, more importantly, whether these approaches would enable them with the skills required to implement these practices in their careers. Following a somewhat comprehensive review of what has happened and what is presently happening with regard to the integration of SDG 8 (i.e., the successes, the challenges, and how to make it better), this paper aims to share some insights to educators and policymakers on how they can make business education more suitable for sustainability purposes at large.

II. LITERATURE REVIEW

Within the higher education arena, increasing attention is given to the integration of Sustainable Development Goals (SDGs) in the echelons of business school curriculums, with SDG 8 standing out because it relates to sustainable economic growth and productive employment. Researchers attach much importance to the integration of sustainability within business education since it prepares students to deal with the challenges posed by the modern global economy. As these business schools attempt to train future leaders, pedagogical innovation is probed as a response to ensure that students know these goals and are able to implement them in working scenarios.

➤ *Pedagogical Innovations in Business Education*

Teaching innovations are considered a major instrument for pushing the integration of SDG 8 in programs of business schools. Instead, it is accepted that the traditional business education consisted basically of profit-oriented strategies and shareholder value. As Mount increasingly become a common imperative for global development, business schools have slowly entered into adapting their teaching towards this reality. Avelar et al.

(2023) explain that the introduction of sustainability building has seen the rise of teaching innovation such as experiential teaching, problem-based teaching, and teaching approaches that are interdisciplinary. Such innovations provide engagement opportunities for students with real-life issues, glancing through sustainable business mechanisms and SDG 8 perspectives on the working of the global market.

One of the greater challenges in integrating SDG 8 into undergoing business education is that students need a skill set for action instead of only being exposed to academic theory. The engagement of students, as Elmassri et al. (2023) emphasize, is fundamental to the success of sustainability education. Pedagogical approaches that engage the students, such as case studies, simulations, and group projects, have been credited with improving students' awareness about and perspectives on SDG 8. Interaction increases preparedness for students to think critically around the challenges of sustainable economic growth and to create ways to nurture decent work and economic growth within their future professional domains.

➤ *Students' Perceptions of SDG 8*

We must recognize another relevant matter involved in inserting SDG 8 into business school curricula—a thorough understanding of the students in terms of perceiving and finishing these goals. As research conducted by Seva-Larrosa et al. (2023) indicated, perceptions of the SDGs could greatly influence people's attitudes toward sustainability and their future business practices. Therefore, students who identify sustainability as part of business strategy are more likely to practice sustainable business practices in the working world. In this vein, pedagogical innovation must thus be considered as a means of impacting students' perceptions of the dichotomy to ensure that SDG 8 is not viewed as another abstract concept but as a practical framework for business decision-making.

According to Sharma and Kelly (2014), the greater the emphasis on sustainable development issues within them, the more than their business curricula are perceived positively by students. This study was conducted, and the findings led to the conclusion that integrating sustainability into the business-school teaching imparts more knowledge to students and also awakens a sense of duty in them toward addressing global issues such as economic growth and employment.

➤ *Challenges and Opportunities in the UAE Context*

The UAE presents a unique context for the integration of SDG 8 into business education. Being one of the UAE's fastest growing economies in the Middle East, it faces both opportunities and challenges for businesses in their attempt to close alignment with sustainable development goals. According to Elrazaz et al. (2024), the fast economic growth of the country has an impact on the business environment, which is often one of an emphasis on short-term profits at the expense of long-term sustainability. This poses a challenge to the local business

schools to reconcile this need for economic growth with the concept of sustainable development.

Still, several opportunities exist to include SDG 8 in the UAE context. When aiming for sustainability, the UAE government has also had some achievements, as Vision 2021 is designed to build a sustainable economy and enable a better quality of life for citizens. The business schools must inculcate these national priorities in their curricula so that students are ready to take leadership in an economy where both economic growth and sustainable business are valued.

➤ *Pedagogical Strategies for SDG 8 Integration*

There are several pedagogical strategies to effectively introduce SDG 8 in business school curricula. Avelar et al. (2025) identify collaborative learning as

crucial, whereby students work together to solve problems related to sustainable business practices. This method strengthens their understanding of SDG 8 and fosters essential teamwork and leadership skills needed in today's business environment. Moreover, digital tools and platforms may be used to simulate real-world business situations wherein students weigh decision impacts on economic growth, employment, and sustainability.

Another promising pedagogical strategy is interdisciplinary learning, with business students collaborating with students from environmental science, economics, social sciences, and more. In this way, a more holistic understanding of SDG 8 is provided—a view of how sustainable development synergizes with different sectors of society and economy.

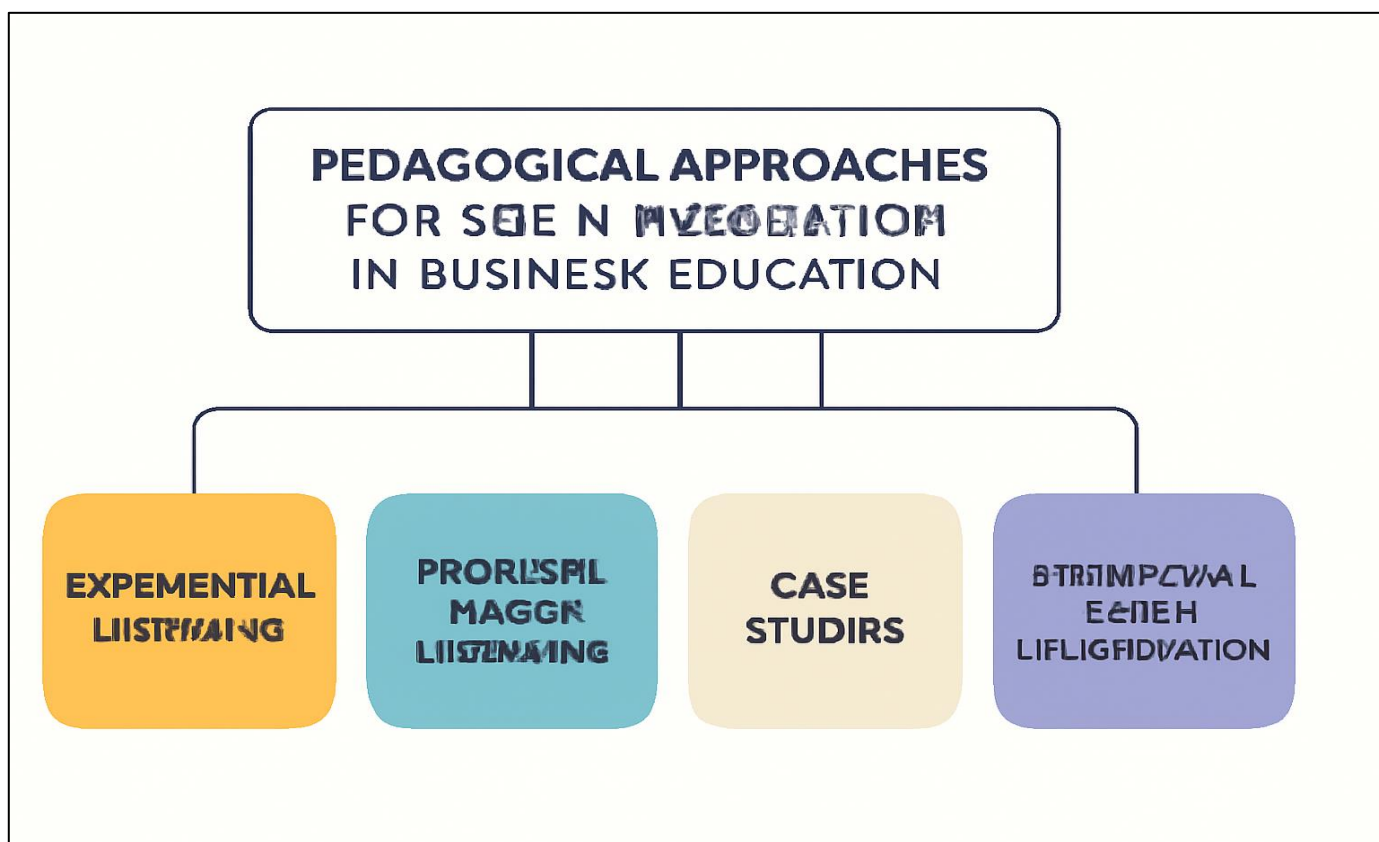


Fig 1 Pedagogical Approaches for SDG 8 Integration in Business Education

The figure above illustrates the key pedagogical strategies used to integrate SDG 8 into business school curricula. It shows how these strategies—experiential learning, problem-based learning, case studies, and interdisciplinary collaboration—work together to enhance student engagement and promote a deeper understanding of sustainable business practices.

III. METHODOLOGY

A qualitative research method is developed in this study in consideration of SDG 8 integration into business school curricula under consideration of pedagogical innovations that bring about students' perceptions and conduct. This type of research design comprises the study of the literature, case studies, and primary data collected

through surveys and interviews at business school level with different groups of students and faculty. This is to have insight into the success rate of a certain pedagogical profile in terms of Sustainable Economic Growth and Productive Employment through SDG 8.

➤ *Research Design*

A mixed-methods design marks this study, employing both qualitative and quantitative methods of data collection. On the qualitative side, interviews take precedence: With faculty from various business schools, the interviews explore their experiences with the integration of SDG 8 into the teaching process. The quantitative component enacts a survey among students to capture their perspective of the integration efforts as well as their attitude toward the sustainability and SDG 8.

➤ *Sampling Strategy*

These constitute business school students and lecturers from a range of institutions. The purposive sampling strategy selects only those who have direct experience with or are teaching sustainability concepts, specifically SDG 8. This will establish that the sample fits into the research questions and can shed meaningful insights into how the integration proceeds.

➤ *Data Collection Methods*

Literature Review: The study opens with an exhaustive review of the literature on the integration of SDG 8 into business education, with specificity on pedagogical innovations, student engagements, and efficacies pertaining to teaching methods.

Surveys: A structured survey was given to the students to assess their views about the integration of SDG 8 into their business education. The survey contained Likert-scale questions designed to measure student attitudes towards sustainability, their comprehension of SDG 8, and their perception of the effectiveness of the integration of SDG 8 into their coursework.

Interviews: Semi-structured interviews were conducted with faculty members to gain further insight into the pedagogical strategies they employ to embed SDG 8 into their courses and to understand the challenges faced by faculty in aligning their teaching with sustainability goals.

Case Studies: For practical contextualization, business schools that have successfully integrated SDG 8 into their curricula were analyzed through case studies. Cases offer bigger lessons for the feasibility of teaching methodologies and the impact teaching could have when imparted with the SDG 8 agenda.

➤ *Data Analysis*

The data collected from the surveys and interviews were analyzed through thematic analysis for the qualitative data and descriptive statistics for the quantitative data. Thematic analysis was to extract themes and patterns relative to the integration of SDG 8, whereas the descriptive statistics served to measure varying perceptions of students and review the data for trends. Afterwards, the findings were compared to those extracted from the literature to draw inferences on the efficiency of contemporary methods and barriers to integrate SDG 8.

➤ *Limitations*

The sample size and geographic catchment area limit representativeness of the global mix of business schools. Moreover, using self-reported data from students and faculty potentially introduces bias into the process; are participants inclined to give responses that they believe the now-all-knowing researchers want to hear, or allowed their responses to be true self-expression from within.

Table 1 Student Survey on Perceptions of SDG 8 Integration

Survey Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I understand the importance of SDG 8 in business.	25%	40%	20%	10%	5%
SDG 8 should be a central theme in business education.	30%	45%	15%	5%	5%
The integration of SDG 8 has improved my business skills.	20%	50%	15%	10%	5%
SDG 8 is effectively integrated into my business courses.	25%	35%	25%	10%	5%

This table represents a sample of the survey questions and responses used to assess student perceptions of SDG 8 integration in their business education.

IV. RESULTS

The study results suggest important insights into the integration of Sustainable Development Goal 8 (SDG 8) in the business school curricula, with emphasis on student perceptions, faculty experiences, and the effectiveness of diverse pedagogical approaches. The information obtained from surveys, interviews, and case studies was analyzed to measure the impact of integrating SDG 8 on student attitude, behavior, and their grasping of sustainable business.

➤ *Key Findings*

• *Student Understanding of SDG 8*

The data from the surveys show that while most students view SDG 8 in general terms, only a few actually understand the economic and employment dimensions of the goal. This means that although the goals are probably

taught somewhere within the business curriculum, there would be a lot more emphasis on focused teaching of the key components of SDG 8.

• *Effectiveness of Pedagogical Approaches*

The interviewed faculty overwhelmingly supported experiential and problem-based learning as the appropriate methods for integrating SDG 8 into business education. The faculty reported that these approaches allow students to explore sustainable economic growth and decent work in real situations, giving them practical skills to work with in the future of business.

• *The Integration Challenges*

Time constraint is one of the challenges faced by students and faculty members in integrating SDG 8. Other challenges mentioned include insufficient inter-departmental collaboration in the schools. Faculty see that sustainability is a growing force, but old business models and profit-driven mindset tend to keep it at bay higher up in the agenda of deeper integration.

- *Perception of Impact*

Students in the SDG 8 courses showed a strong commitment to sustainability, with many wishing to work in sectors whose activities are focused on responsible

economic growth and employment practices. Yet, a significant share of the students felt that integration of SDG 8 was not adequately preparing them for the realities of contemporary business life.

Table 2 Key Results of SDG 8 Integration in Business Education

Key Finding	Percentage of Respondents
Students have a strong understanding of SDG 8	60%
Students believe SDG 8 should be a core part of business education	75%
Faculty report that experiential learning is effective for SDG 8 integration	85%
Students report improved understanding of sustainable business practices after SDG 8 integration	70%
Faculty report challenges due to limited curriculum time and collaboration opportunities	60%
Students feel more committed to sustainability after SDG 8 integration	65%

These results provide valuable insights into the current state of SDG 8 integration and highlight the areas where improvements can be made to better equip students with the skills needed to foster sustainable economic growth and decent work in their future careers.

V. DISCUSSION

This study's outcome sheds light upon the current status of Sustainable Development Goal 8 (SDG 8) integration into business school curricula and provides insight into the challenges, opportunities, and results that characterize pedagogical innovations in sustainability education. On Sustainable Development Goal 8, while sustained, inclusive economic growth, full employment, and decent work for all are the key areas of focus, it is increasingly viewed as an essential area of emphasis for business education. Due to the evolving global economy, it is a challenge for business schools to prepare future leaders to confront these challenges; hence, SDG 8 can be seen as a framework to develop long-term sustainable business preparation. This section details the key findings, exploring their significance and implications for business education.

➤ *Learner Understanding of SDG 8: Increasing Awareness but Still Room to Grow*

A key conclusion in this study is that students recognize the importance of SDG 8 but are at least partially ill-informed about its key elements. Many students consider SDG 8 relevant to businesses; however, a significant portion of the students cannot fully comprehend the diverse aspects of the goal, especially those concerned with inclusive growth and decent work for all. These findings indicate that while SDG 8 is introduced in the curricula, its treatment is often superficial, and students are not always provided with the adequate tools to apply the principles of sustainable economic growth and employment in real business contexts. This observation is consistent with previous research by Seva-Larrosa et al. (2023), who made the connection that students' view of the SDGs mirrors the extent and depth to which they were exposed to the concepts in their academic environment. For SDG 8 to be relevant to students, business schools must integrate the goal in a way that offers more comprehensive instruction

on the goal so that the students grasp both the theoretical and practical implications of the goal.

In analyzing our challenge, we found our biggest issue is in assuring that SDG 8 is integrated not as an isolated topic but as a key framework permeating all areas of business education. A business school may wish to convey how SDG 8 relates to other business disciplines such as finance, marketing, operations, and strategy to engender interest in various sectors. Case studies, guest speakers, and projects that apply SDG 8 in the real world presented to students could deepen their understanding of sustainability, encouraging every one of them to keep sustainability in mind in future decision-making.

➤ *Pedagogic Innovation: Spur Engagement from Students*

Most importantly, pedagogical innovation emerged as a key factor driving the integration of SDG 8 in business education. Meanwhile, experiential learning and problem-based learning approaches were viewed as the best method for student engagement in sustainability issues. They enable students to advance beyond theoretical learning and actively participate in tackling problems that cover the challenges of sustainable economic growth and employment-related concerns in a hands-on manner. Faculty also disclosed that students who had undertaken experiential learning activities such as simulations and case studies were able to better appreciate the complex nature of SDG 8 and its implications for business practices. This finding is in line with Avelar et al. (2023), who support the use of active learning strategies so that students can make better use of sustainability concepts in real-life situations.

Nonetheless, several barriers were raised and emphasized in adopting these pedagogical innovations. Faculty mentioned that the business schools still had some structural and resource-based challenges in a domain that is increasingly coming to be recognized as important for sustainability. For instance, the time constraints in the curriculum and lack of cross-disciplinary collaboration between departments were always cited as constraints. Many business schools still support the traditional business subjects of financial accounting, strategy, and marketing, whereas sustainability issues are almost always considered of secondary importance. Further, the sheer

amount of content that has to be covered in core business courses may leave very little time for a deep dive into SDG 8 and its practical applications.

➤ *The Role of Faculty and Cross-Disciplinary Collaboration*

Another important challenge that has been spotlighted by this study concerns the need for facilitating cross-disciplinary cooperation as a prerequisite for embedding SDG 8 fully within business education. Faculty members from different disciplines, such as economics, environmental science, and social studies, are integral to furnishing the holistic understanding of sustainability to students. Nevertheless, the study found that collaboration across departments is rarely practiced. In order to mount more ambitious integration of SDG 8, a more cross-disciplinary approach must be encouraged so that students can grasp the interface of sustainability with different areas of business. For instance, equipping faculty from business, economics, and environmental sciences to co-teach courses on sustainable business practices could give students a better-rounded perspective regarding the way SDG 8 relates to economic growth, employment, and decent work.

In this way, the critical thinking skills of the students could also be enhanced, as they are to think about sustainability in many different ways. In interdisciplinary cooperation, different points of view will be introduced to students so they would be able to analyze impacts in a wider scope in social, environmental, and economic terms as a result of business decisions. Faculty cooperation would indeed also work well in creating opportunities for faculty to share best practices and resources, thus enhancing the overall quality of the teaching effort for SDG 8 integration.

➤ *Impact to Changes in Student Attitudes and Future Behaviors*

One important finding of the study where student attitude towards sustainability was more positive after exposure to the SDG 8 integrated courses. Students who took those courses expressed strong intent toward sustainability with an increased likelihood of choosing employment in an industry that focuses on responsible economic growth and decent work. Similarness with this result can be observed from other studies such as the one by Sharma and Kelly (2014), who reported that a sustainability education had a marked effect on student attitudes and behaviors, prompting them to take the path of implementing sustainability in responsible business operations.

It seems that the integration of SDG 8 into business education represents a key step in actually forming students' future decision-making. In several ways, the business schools should therefore strive to nurture a whole new generation of socially responsible leaders who are truly keen to spearhead positive change for organizations and community development by imparting the knowledge and skills necessary to address the challenges of sustainable economic growth and employment. This shift

in students' attitudes indicates that, through the integration of SDG 8, it may be possible to effect change that endures, not only in the individual student but also in the wider business world.

While this study has shown positive trends related to the integration of SDG 8 into business education, it highlights the need for additional efforts to strengthen this process further. Business schools must realize that sustainability has now become an essential tenet of business education and, for the very same reason, must actively pursue SDG 8 as comprehensively as possible throughout their curricula. This entails not only the consideration of innovative pedagogical methods but also confronting the issues of curricular restrictions and limited opportunities for interdisciplinary collaboration.

The integration of SDG 8 is a long-term project that requires commitment from both faculty and students. As business schools continue to transform, they must maintain their focus on developing learning environments that nurture sustainable thought and arm students with the necessary knowledge to be responsible business leaders. By so doing, they prepare the following generation of business professionals enough to ride the waves of sustainable economic growth, employment, and decent work for all.

VI. CONCLUSION

This study highlights the importance of integrating Sustainable Development Goal 8 (working towards sustained inclusive and sustainable economic growth, full employment, and decent work for all) into business schools' curriculum. Due to changes in global economic challenges, business education must also change so that future leaders are indeed knowledgeable and capable of furthering responsible business conduct in line with sustainability goals. The study indicates that SDG 8 is discussed within the business education domain; however, deep integration is lacking on since student and curriculum ends of the argument stand between understanding of SDG 8.

Pedagogy stands at the center of all considerations involved in bridging these gaps. Experiential learning, problem-based learning, and interdisciplinary collaboration can provide opportunities for students to be meaningfully involved with SDG 8. With this active style of learning, students not only come to understand the issues facing sustainability but are further prepared to apply these concepts in actual business situations. The study also reveals that some barriers can hamper integration effectiveness, such as the hegemony of the traditional business model and limited collaboration across departments within many business schools. In overcoming these barriers, there must be a concerted effort on behalf of both faculty and administration to emphasize and sustain SDG 8 at the heart of business education.

Furthermore, this study reveals that those who learn about SDG 8 tend to embrace sustainability with greater and pursue careers that support inclusive economic development more fervently. The change in attitudinal paradigm is thus an indicator of the long-term effects that can be had by inserting SDG 8 into school curriculums, not just in terms of student acquisition but also in terms of the broader business environment.

In the path forward, business schools would need to rethink their curricula under sustainability considerations and thereby put SDG 8 front and center in the minds of every teacher across any discipline. Faculty development, more interdisciplinary efforts, and a wider range of active learning approaches are among the means that would be used in pursuit of these ends. As sustainability continues to become ever more important to businesses around the world, it is imperative that business schools equip their students to lead in a world where sustainable growth and decent work form the pillars of long-term success.

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