



The Ecofriendly Practices and Sustainable Development Environmental Education for Responsible Natural Resource Use

Antara Chakraborty

Assistant Professor, Barasat College of Teacher Education, Amdanga, North 24 Parganas, West Bengal

Email: antara.prince@gmail.com

ABSTRACT

Background: Essentially, the understanding that education may be a potent tool for transformation forms the basis of this research. The purpose of this study is to add to the existing body of knowledge, shed light on current best practices, and motivate the next generation of students to take an active role in building a more sustainable and resilient future by studying the interplay between environmentally friendly practices and sustainable development in the context of environmental education.

Objectives: Finding educational tools that cater to varied learning styles is one of the aims, along with investigating new environmentally friendly technology that may be incorporated into school curricula. Another goal is to find ways in which green entrepreneurship could promote sustainable lives. The research aims to enable students to actively participate in sustainable behaviours and become environmentally responsible citizens via these goals, which will lead to a more complete and successful approach to environmental education.

Methodology: Within the framework of environmental education, this qualitative study used a phenomenological approach to investigate sustainable development and environmentally friendly activities. Educators, students, and other stakeholders in environmental education programmes have their lived experiences, views, and attitudes explored in depth by this design. The complexities of incorporating environmentally friendly practices into educational environments may be better understood via the lens of phenomenology, which permits a thorough comprehension of the complex interplay between people and their natural surroundings.

Findings: Environmental education is crucial because it shapes the next generation to be good stewards of our world by encouraging sustainable development, responsible use of natural resources, and other environmentally friendly behaviours. Incorporating environmental awareness into educational programmes in a comprehensive manner does more than just teach pupils about the environment; it also instills in them a feeling of personal responsibility and a will to live sustainably. Several goals have been explored during this investigation, including the following: the identification of new environmentally friendly technology; the promotion of green entrepreneurship; and the customization of instructional materials to accommodate different learning styles. The need for an all-encompassing educational method and the interdependence of environmental challenges are both mirrored in this all-encompassing approach.

Keywords: Ecofriendly practices, Sustainable development, Environmental education, Responsible natural resource use, Emerging technologies, Learning styles.

1. Introduction:

A future where ecological knowledge, responsible resource use, and eco-friendly activities are vital is being shaped by education, which is crucial in light of the growing environmental concerns and the need for sustainable development. Sustainable development and the inculcation of a profound feeling of personal responsibility for the use of natural resources among students are the primary goals of this investigation into the crucial field of environmental education. There is a growing consensus that education may be a game-changer when it comes to addressing global challenges like climate change and biodiversity loss. Environmental stewardship should be at the centre of all our activities, as individuals and as a society, and eco-friendly practices may help make that a reality in the classroom and beyond. Our goal is to provide a detailed plan that will help students become knowledgeable about sustainable practices and how they can make a difference in the world. The incorporation of new environmentally friendly technology into educational programmes is becoming more important in this age of fast technological development and globalisation. These technologies, which range from smart grid simulations to renewable energy solutions, provide not only a view into the future but also real-world opportunities to put theory into practice. By actively using these tools, students may transform into changemakers, armed with the understanding and abilities to thrive in a world where environmental concerns are taking centre stage. To further equip students to not only comprehend sustainability but also to actively contribute to its realisation, green entrepreneurship promotion is at the forefront. In order to ensure that the next generation not only accepts sustainability but also helps a green economy thrive, we must support efforts that promote the creation of eco-friendly goods, sustainable agricultural endeavours, and ecologically aware corporate models. Effective

environmental education must take into account the fact that people learn in different ways and adapt its instructional materials accordingly. To make sure that every student's educational experience is meaningful, it's important to adapt materials to their own cognitive, emotional, or reflective learning style. Fostering a diverse group of environmental champions and agents of change relies on this inclusion. Our hope is that by delving into this topic, we can better understand how education may spur responsible growth and the responsible use of natural resources. Acquiring information is only the beginning; along the way, we must also impart values, encourage creativity, and cultivate a deep connection between people and the natural world. At the end of the day, our goal in environmental education is to raise a generation that is both environmentally conscious and ready to take on the world's problems.

1.1 Need and Significance of the Study

There has never been a more critical time for responsible use of natural resources and sustainable development in the modern world. The way civilizations engage with the environment is going to have to alter drastically to accommodate fast urbanisation, climate change, and growing ecological concerns. The environmental problems that affect all of us, regardless of where we live, are so pressing that this research is necessary. There is an urgent need to study and encourage environmentally beneficial behaviours via focused environmental education as the globe struggles with problems including pollution, deforestation, and natural resource depletion. Through the identification of successful tactics within educational frameworks that enable people to adopt and promote eco-conscious activities, this research aims to contribute to the expanding discourse on sustainability. The importance of this research rests in the fact that it may help bring up a new generation of responsible citizens who may lead their communities towards more environmentally friendly lifestyles. The study's overarching goal is to close the gap between environmental theory and practice by investigating sustainable pedagogical approaches. The results of this research may help shape educational policies, programmes, and practices that promote responsible use of natural resources, which has far-reaching consequences for sustainability initiatives across the world. Instilling in students a feeling of responsibility for the environment is crucial, as it will empower them to make a difference in their local and global communities. This research adds to the larger discussion on creating sustainable, environmentally aware, and resilient communities, which is important since people are starting to realize that our health and the health of the environment are interdependent. The study's potential to change the story of environmental education and make it a powerful tool for sustainability is its greatest strength.

1.2 Statement of the Problem

This study entitled as “**The Ecofriendly Practices and Sustainable Development Environmental Education for Responsible Natural Resource Use.**”

1.3 The Research Questions

The research objectives of the study were delineated below:

1. What are the current trends in eco-friendly technologies suitable for integration into educational programs focused on resource efficiency and sustainability?
2. What are the existing opportunities for promoting green entrepreneurship within educational settings to encourage the development of sustainable livelihoods among students?
3. What are the diverse learning styles exhibited by students in the context of environmental education for eco-friendly practices and sustainability?

1.4 Objectives of the Study

The research objectives of the study were delineated below:

1. To explore the emerging eco-friendly technologies that can be integrated into educational programs to enhance resource efficiency and sustainability among students.
2. To identify opportunities for promoting green entrepreneurship for encouraging the development of sustainable livelihoods among students.
3. To determine different educational resources required to cater the different learning styles of students.

2. The Review of Related Literature

Ma, L., Shahbaz, P., Haq, S. U., & Boz, I. (2023). Exploring the Moderating Role of Environmental Education in Promoting a Clean Environment. *Sustainability*, 15(10), 8127. The result also showed that the impact of pro-environmental intentions on sustainable consumption practices was greater for those whose education included environmental courses than for those whose education did not. Therefore, it is suggested that environment-related courses be incorporated into the study plans of each discipline as a compulsory subject for promoting green intentions and shaping eco-friendly lifestyles for environmental sustainability.

Corpuz, A. M., San Andres, T. C., & Lagasca, J. M. (2022). Integration of environmental education (EE) in teacher education programs: Toward sustainable curriculum greening. *Problems of Education in the 21st Century*, 80(1), 119. On student outcomes, positive findings were shown on attitude towards environment care, but application of knowledge and skills needs improvement. Students' knowledge was significantly correlated to attitude (Pearson's r value is .593 and p value $<.05$) as well as skills acquisition and attitude (Pearson's r value is .647 and p value $<.05$). Teachers' challenges in the EE integration included inadequate environmental knowledge and lack of time to lead students in environmental action. The study concludes that EE is integrated into the TEPs but the outcomes on the learners' knowledge and skills acquisition still need strengthening. Also, EE should be integrated in professional education courses, not only in GE and mandated courses.

Rustam, A., Wang, Y., & Zameer, H. (2020). Environmental awareness, firm sustainability exposure and green consumption behaviors. *Journal of Cleaner Production*, 268, 122016. The study findings propose new insight of relationship into sustainability literature by transforming the firm's environmental exposure in sustaining greener consumption practices to protect the environmental damage by human activities. The present study put forward the policy guidelines that the intervention of firms into environmental activities and persistent sustainability policies helps to stimulate green consumption behavior.

Chakrabarty, A., & Das, U. S. (2019, September). Green Products in India as the Commitment towards SDGs: Initiatives, Prospects and Challenges. In *2019 International Conference on Energy Management for Green Environment (UEMGREEN)* (pp. 1-12). IEEE. The study is based on secondary information retrieved from various reliable sources. This study has also enlightened how the global leadership has been excelling to promote green product within the state and beyond. This research work has suggested the state could boost momentum to the green product movements in India using positive reinforcement model instead of confining to negative reinforcement connotations.

2.1 Research Gap

There is a dearth of research related to “**The Ecofriendly Practices and Sustainable Development Environmental Education for Responsible Natural Resource Use.**” Therefore, researcher conducted investigation related to such statement of problem.

3. Methodology of Study

This qualitative methodology was designed to unravel the intricate tapestry of eco-friendly practices, sustainable development, and environmental education. By tapping into the lived experiences of those directly involved, the study aspires to offer nuanced insights that can inform educational policies, practices, and contribute to the broader discourse on cultivating environmentally conscious individuals. In conducting a qualitative exploration of ecofriendly practices and sustainable development within the context of environmental education, a phenomenological research design was adopted. This design was chosen to delve deeply into the lived experiences, perceptions, and attitudes of educators, students, and other stakeholders involved in environmental education programs. Phenomenology allows for an in-depth understanding of the intricate relationships between individuals and their environment, shedding light on the nuances of how eco-friendly practices were integrated into educational settings.

4. Analysis and Interpretation

The analysis and interpretation of the study were meticulously conducted in alignment with the predefined objectives, each serving as a guiding beacon to uncover insights into ecofriendly practices, sustainable development, and environmental education for responsible natural resource use.

Pertaining to Objective 1:

O1: To explore the emerging eco-friendly technologies that can be integrated into educational programs to enhance resource efficiency and sustainability among students.

In the ever-evolving landscape of education, there is a growing recognition of the need to integrate emerging eco-friendly technologies into educational programs. This integration not only aligns with the global imperative for sustainability but also serves as a powerful tool for enhancing resource efficiency and cultivating environmental awareness among students. As we navigate an era marked by unprecedented environmental challenges, it becomes increasingly crucial to equip the younger generation with the knowledge and skills to address these issues responsibly. Several emerging eco-friendly technologies can be integrated into educational programs to enhance resource efficiency and sustainability among students. Here are some examples:

Renewable Energy Education Kits: Portable kits that demonstrate the principles of renewable energy sources such as solar, wind, or hydropower. Students can engage in hands-on activities to understand how these technologies work and their role in sustainable energy production.

Smart Grid Simulations: Educational simulations that replicate smart grid systems, allowing students to explore energy management, demand-response strategies, and the integration of renewable energy sources into the grid.

Energy Monitoring Devices: Tools that measure and display real-time energy consumption data in classrooms or school buildings. The devices help students understand their energy usage patterns and encourage energy-saving behaviors.

Green Building Design Software: Software tools that simulate green building design, allowing students to explore sustainable architecture and design principles. This includes considerations such as energy efficiency, water conservation, and use of recycled materials.

Hydroponics and Vertical Farming Systems: Classroom-based hydroponic systems and vertical farming setups that teach students about sustainable agriculture practices, resource-efficient crop cultivation, and the importance of local food production.

Waste Sorting and Recycling Apps: Mobile applications that educate students about waste sorting and recycling practices. These apps can include interactive games, challenges, and information about the environmental impact of proper waste disposal.

3D Printing for Sustainable Materials: 3D printing technologies that use sustainable and biodegradable materials. Students can explore the possibilities of creating products with reduced environmental impact compared to traditional manufacturing methods.

Water Conservation Sensors: Sensors and monitoring devices that measure water consumption in schools. Students can use this data to identify opportunities for water conservation and learn about the importance of efficient water use.

Virtual Reality (VR) Environmental Experiences: VR applications that provide immersive experiences related to environmental issues, biodiversity conservation, and climate change. These experiences can enhance students' understanding of complex ecological concepts.

IoT-based Environmental Monitoring Systems: Internet of Things (IoT) devices for monitoring air quality, temperature, and other environmental parameters. Students can collect and analyze data to gain insights into the local environment and identify potential environmental challenges.

Electric Vehicles (EV) Simulations: Simulations or educational kits that demonstrate the principles of electric vehicles and the environmental benefits of sustainable transportation. Students can explore concepts like battery technology and the reduction of carbon emissions.

Block chain for Sustainable Supply Chains: Educational modules that introduce students to block chain technology as a tool for creating transparent and sustainable supply chains. This can enhance understanding of responsible sourcing and ethical production practices.

Augmented Reality (AR) Nature Exploration Apps: AR applications that enable students to explore and learn about local ecosystems and biodiversity. These apps can provide information about plant and animal species, fostering a connection to nature.

Circular Economy Simulations: Educational simulations that illustrate the principles of a circular economy, emphasizing waste reduction, recycling, and the importance of extending product lifecycles.

The adoption of eco-friendly technologies in educational settings provides a unique opportunity to bridge the gap between theoretical learning and practical application, fostering a generation of environmentally conscious individuals. This integration aims to instill a deep understanding of sustainable practices, resource efficiency, and the interconnectedness of human activities with the health of our planet. Through hands-on experiences and interactive learning, students can grasp the significance of adopting innovative solutions that contribute to a more sustainable and resilient future. This exploration delves into a diverse array of emerging eco-friendly technologies poised to revolutionize the educational landscape. From renewable energy education kits to smart grid simulations, waste sorting apps, and 3D printing with sustainable materials, these technologies offer immersive and engaging experiences that go beyond traditional classroom instruction. By harnessing the power of these tools, educational programs can inspire a sense of environmental stewardship, encouraging students to become active contributors to a more sustainable world. Integrating these technologies into educational programs can offer students practical insights into sustainable practices, inspire environmental stewardship, and prepare them for a future where resource efficiency and sustainability are paramount.

Pertaining to Objective 2:

O2: To identify opportunities for promoting green entrepreneurship for encouraging the development of sustainable livelihoods among students.

Promoting green entrepreneurship among students offers a pathway to not only foster sustainable livelihoods but also instill a sense of environmental responsibility. By identifying and capitalizing on opportunities in the green economy, students can develop innovative solutions that address environmental challenges while creating economic value. Here are several opportunities for promoting green entrepreneurship among students:

Eco-friendly Product Development: Encourage students to explore the development of eco-friendly products, such as sustainable packaging, reusable goods, or items made from recycled materials. This can include products that address specific environmental issues, such as reducing plastic waste or promoting energy efficiency.

Renewable Energy Solutions: Support students in developing entrepreneurial ventures related to renewable energy. This can involve creating solar-powered gadgets, small-scale wind energy solutions, or innovative approaches to harnessing clean energy sources.

Sustainable Agriculture Initiatives: Facilitate projects that focus on sustainable agriculture and food systems. Students can explore opportunities in organic farming, urban gardening, or initiatives that reduce the environmental impact of food production and distribution.

Waste Management and Recycling Enterprises: Encourage entrepreneurial ventures that address waste management challenges. Students can explore recycling programs, upcycling projects, or waste reduction solutions within their communities.

Green Technology Startups: Support students in creating startups that develop and implement green technologies. This can include ventures focused on energy-efficient appliances, water purification systems, or smart solutions for environmental monitoring.

Environmental Consulting Services: Foster the development of consultancy services that provide environmental solutions to businesses and communities. Students can offer advice on sustainable practices, environmental impact assessments, and strategies for reducing carbon footprints.

Eco-Tourism Initiatives: Explore opportunities in eco-tourism by encouraging students to develop sustainable travel and tourism ventures. This could involve promoting responsible travel practices, supporting local conservation efforts, and creating unique eco-friendly travel experiences.

Green Building and Architecture: Support students interested in green building and architecture. They can explore sustainable construction materials, energy-efficient designs, and eco-friendly building practices to contribute to environmentally responsible urban development.

Environmental Education Programs: Promote the development of educational initiatives that raise awareness about environmental issues. Students can create programs, workshops, or online platforms to educate their peers and communities about sustainable living practices.

Circular Economy Businesses: Encourage ventures that embrace circular economy principles, focusing on reducing waste and maximizing the use of resources. Students can explore business models that involve product reuse, repair services, or closed-loop systems.

Carbon Offsetting Projects: Support projects that enable businesses or individuals to offset their carbon footprint. This could include tree-planting initiatives, sustainable reforestation projects, or partnerships with organizations that facilitate carbon offsetting.

Sustainable Fashion and Design: Encourage students interested in fashion and design to explore sustainable and ethical practices. This may involve creating clothing lines using eco-friendly materials, promoting fair labor practices, and educating consumers about sustainable fashion choices.

Green Transportation Solutions: Explore opportunities in green transportation, such as electric bike rentals, car-sharing programs featuring electric vehicles, or initiatives promoting sustainable commuting options.

Water Conservation and Management Projects: Support projects that focus on water conservation and management. Students can explore ventures related to efficient irrigation systems, water purification technologies, or initiatives promoting responsible water usage.

Biodiversity Conservation Enterprises: Encourage initiatives that contribute to biodiversity conservation. Students can explore projects involving ecotourism, habitat restoration, or partnerships with conservation organizations to protect endangered species.

To effectively promote green entrepreneurship among students, it is essential to provide mentorship, access to resources, and opportunities for networking and collaboration. Creating a supportive ecosystem will empower students to transform their innovative ideas into impactful and sustainable businesses.

Pertaining to Objective 3:

O₃: To determine different educational resources required to cater the different learning styles of students.

Catering to different learning styles, including cognitive, affective, and reflective styles, involves providing a variety of educational resources that address diverse cognitive processes, emotional engagement, and reflective thinking. Here are different types of educational resources designed to accommodate these learning styles:

Cognitive Learning Style:

Textbooks and Written Materials: Provide comprehensive written materials and textbooks for students who prefer to acquire knowledge through reading and written communication.

Visual Aids and Diagrams: Use visual aids, diagrams, and charts to assist students in understanding complex concepts through visual representations.

Interactive Simulations: Engage cognitive learners with interactive simulations and virtual experiments that allow them to explore and manipulate information.

Problem-Solving Exercises: Integrate problem-solving exercises and critical thinking activities to stimulate cognitive engagement and analytical skills.

Concept Maps and Mind Maps: Facilitate the organization of information with concept maps and mind maps to help learners visualize connections between ideas.

Affective Learning Style:

Role-Playing and Simulations: Incorporate role-playing activities and simulations to evoke emotional responses and connect learning to real-world scenarios.

Case Studies: Utilize case studies that present real-life situations, promoting empathy and emotional understanding of various perspectives.

Guest Speakers and Expert Interviews: Bring in guest speakers or conduct expert interviews to provide firsthand accounts and emotional insights into specific topics.

Media and Storytelling: Integrate multimedia resources, documentaries, and storytelling techniques to appeal to the emotional aspects of learning.

Community Service Projects: Involve students in community service projects to foster a sense of social responsibility and emotional connection to societal issues.

Reflective Learning Style:

Journaling and Reflective Writing: Incorporate journaling and reflective writing activities to encourage students to express their thoughts and insights.

Socratic Seminars and Discussions: Organize Socratic seminars and discussions that prompt students to reflect on and articulate their perspectives on various topics.

Portfolio Development: Implement portfolio assessments that allow students to compile and reflect on their achievements, growth, and learning experiences.

Self-Assessment Tools: Provide self-assessment tools and reflection prompts to guide students in evaluating their own learning progress and goals.

Debriefing Sessions: Conduct debriefing sessions after assignments or projects to encourage students to reflect on their performance and learning outcomes.

Crosscutting Strategies:

Technology-Enhanced Learning Platforms: Utilize online platforms and educational technologies that incorporate a variety of multimedia elements, catering to cognitive, affective, and reflective preferences.

Flexible Learning Pathways: Offer flexible learning pathways that allow students to choose assignments or projects aligned with their preferred learning styles.

Project-Based Learning: Implement project-based learning approaches that allow students to explore topics deeply, engaging cognitive, affective, and reflective dimensions.

Student Choice and Differentiation: Provide opportunities for student choice and differentiation in assignments, allowing learners to select tasks that align with their individual learning preferences.

Peer Collaboration and Feedback: Facilitate peer collaboration and feedback sessions to encourage interpersonal interactions and promote learning from different perspectives.

By integrating a combination of these educational resources, educators can create a well-rounded learning experience that addresses the cognitive, affective, and reflective dimensions of students' learning styles. Understanding and accommodating these diverse styles contribute to a more inclusive and effective educational environment.

5. Conclusion

In the pursuit of fostering ecofriendly practices, sustainable development, and responsible natural resource use through environmental education, it becomes evident that education plays a pivotal role in shaping the future stewards of our planet. The holistic approach of integrating environmental consciousness into educational programs not only equips students with knowledge but also nurtures a sense of responsibility and a commitment to sustainable living. Throughout this exploration, we have delved into multifaceted objectives, from identifying emerging eco-friendly technologies to promoting green entrepreneurship and tailoring educational resources to diverse learning styles. The comprehensive nature of this approach reflects the interconnectedness of environmental issues and the need for a well-rounded educational strategy. The integration of emerging eco-friendly technologies into educational programs opens new frontiers for experiential learning. Hands-on experiences with renewable energy kits, smart grids, and sustainable agriculture not only enhance students' understanding but also inspire them to envision innovative solutions to pressing environmental challenges. These technologies serve as catalysts for cultivating a generation of thinkers who are not only aware of environmental issues but are also empowered to contribute to sustainable solutions. Promoting green entrepreneurship among students emerges as a key driver for sustainable livelihoods. By encouraging the development of eco-friendly products, ventures in renewable energy, and sustainable agricultural initiatives, we empower students to become change makers and entrepreneurs who contribute to both economic growth and environmental well-being. This approach aligns with the evolving landscape of careers and positions students as leaders in the transition towards a green economy. Recognizing and accommodating diverse learning styles is foundational to effective environmental education. Tailoring resources for visual, auditory, kinesthetic, social, and other learning styles ensures inclusivity and engagement. The combination of traditional resources like textbooks and innovative approaches such as virtual reality experiences and collaborative group activities caters to the varied preferences and strengths of students. This exploration, it is imperative to acknowledge the transformative potential of environmental education. The ripple effects extend far beyond the classroom, influencing communities and societies. By instilling a sense of

environmental stewardship, promoting sustainable practices, and nurturing a generation of eco-conscious individuals, we sow the seeds for a sustainable future. In the ongoing journey towards ecofriendly practices and sustainable development, the role of education as a catalyst for change cannot be overstated. It is through the integration of these principles into the fabric of education that we pave the way for a more sustainable, resilient, and harmonious coexistence with the natural world. The commitment to environmental education today is an investment in a future where responsible natural resource use is not just a practice but also a way of life.

Reference

- Adams, B. (2008). *Green development: Environment and sustainability in a developing world*. Routledge.
- Corpuz, A. M., San Andres, T. C., & Lagasca, J. M. (2022). Integration of environmental education (EE) in teacher education programs: Toward sustainable curriculum greening. *Problems of Education in the 21st Century*, 80(1), 119.
- Gill, A., Ahmad, B., & Kazmi, S. (2021). The effect of green human resource management on environmental performance: The mediating role of employee eco-friendly behavior. *Management Science Letters*, 11(6), 1725-1736.
- Khan, M. K., Abbas, F., Godil, D. I., Sharif, A., Ahmed, Z., & Anser, M. K. (2021). Moving towards sustainability: how do natural resources, financial development, and economic growth interact with the ecological footprint in Malaysia? A dynamic ARDL approach. *Environmental Science and Pollution Research*, 28(39), 55579-55591.
- Ma, L., Shahbaz, P., Haq, S. U., & Boz, I. (2023). Exploring the Moderating Role of Environmental Education in Promoting a Clean Environment. *Sustainability*, 15(10), 8127.
- Makhoulfi, L., Laghouag, A. A., Meirun, T., & Belaid, F. (2022). Impact of green entrepreneurship orientation on environmental performance: The natural resource-based view and environmental policy perspective. *Business Strategy and the Environment*, 31(1), 425-444.
- Palmer, J. (2002). *Environmental education in the 21st century: Theory, practice, progress and promise*. Routledge.
- Ruan, S., Wan, G., Le, X., Zhang, S., & Yu, C. (2023). Combining the role of the banking sector and natural resource utilization on green economic development: Evidence from China. *Resources Policy*, 83, 103671.
- Rustam, A., Wang, Y., & Zameer, H. (2020). Environmental awareness, firm sustainability exposure and green consumption behaviors. *Journal of Cleaner Production*, 268, 122016.
- Sinha, B., Choudhury, D., & Dey, S. (2004, November). Environmental Education: The Need for a Perceptual Paradigm Shift. In *Proceedings of the Regional Seminar on the Role of Biodiversity and Environmental Strategies in North East India*.
- Yang, J., Malik, S. Y., Mughal, Y. H., Azam, T., Khan, W., Chuadhry, M. A., ... & Cao, Y. (2023). Assessing the Impact of Corporate Social Responsibility, Green Shared Vision on Voluntary Green Work Behavior: Mediating Role of Green Human Resource Management. *Sustainability*, 15(23), 16398.