

Inner Development Goals for SDGs Achievement in Albania: are HEIs the sectoral area taking the mediating role?

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Abstract

Inner Development Goals (IDGs) (2021) initiative offers the set of capacities, qualities and skills that individuals and organizations need for the creation of the sustainable society and contribute significantly to effectively work with SDGs as require dealing with increasing complexity. Higher Education Institutions (HEIs) play crucial role in guiding the stakeholders, making a proper connection between generations and creating the vision for the future. *The main aim of this work is to analyze how inner capacities incorporated in IDGs framework can deconstruct the conceptual meaning to the surrounding world for a better shift toward sustainability taking into consideration the mediating role of higher education as a piloting sector in developing countries.* To derive some concrete results the study employs a confirmatory factorial analysis method with the data collected through online questionnaire with representatives from different stakeholders to gain insights if those institutions are engaged in adopting IDG framework as a core element in capacity building for the creation of sustainable solutions and SDGs fulfilment. The research process identified some clear action plans and future vision for the questions about what, how, who, when and what now to proceed with regarding the selected ambition of the educational sector as policy instrument for Inner Developmental Goals.

Keywords: inner development goals, SDGs, sustainability, policy instrument, ecosystem mapping

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1. INTRODUCTION

Sustainable development (SD) is considered to be the main strategic objective for the fulfilment of Sustainable Development Goals 2030. Such a systemic change requires the integration of all stakeholders and, Higher Education Institutions (HEIs) play crucial role in guiding the stakeholders, making a proper connection between generations and creating the vision for the future. Different global challenges in ancient and contemporary periods have prevailed the role of Higher Educational Institutions (HEIs) as vital and the key stakeholder to derive the solution. Recently, with the structural and systemic change as a result of technological innovations and the global issues like pandemic-19 and environmental crises it identified the need for universities to activate their third mission to

contribute to society. Among the typologies of modern universities which contribute to societies and incorporate the future perspectives are the SDGs targeted HEIs and Green HEIs. Both typologies are seen as bi-directional relationship between them: as direct contributors to SDG fulfilment and as SDG incorporation within them. But working with SDGs require dealing with increasing complexity for which Inner Development Goals (2021) initiative offers the set of capacities, qualities and skills that individuals and organizations need for the creation of the sustainable society.

SD is a systemic change which embody a transformation process which dive "in the pathway between the known and unknown". The unknown in this case is highly associated with uncertainty which needs a

proper measurement and evaluation, proper communication and proper contextual and specific conditions to be acceptable and turn into actions. For this to happen the first and ultimate manner is education. But as John Dewey states “*Any education is, in its forms and methods, an outgrowth of the needs of the society in which it exists*”. Due to this, the best approach in here is to have the inner tools to be “responsive-able” instead of reactive which may serve as a preventive measure. The Inner Development Goals (IDGs) is a framework which encompasses the set of skills and capacities relevant to address sustainability issue, in any individual or collective respond to such systemic complexity (IDG, 2022). In the framework, the IDGs are a set of 23 skills with 5 dimensions serving for a collective action as follow: Being (Relationship to Self), Thinking (Cognitive Skills), Relating (Caring for Others and the World), Collaborating (Social Skills), and Acting (Driving Change). Those abilities, skills and capacities cannot be developed at once and will take the time to be observed, for which the main stakeholders are HEIs. In this context it takes perfect meaning the famous quote “be the change you want to see”, but the change requires perception or deeply getting into (Senge et al, 2008). Salas et al. (2021) points out the role of HEIs in driving the change to sustainability and more importantly their role in stakeholder’s integration which is very important. Qu and Shevchenko, (2019) uses the term “universities circular economy education” is a novel concept, which refers to a kind of lifelong education with exerting the all the educational assets and influence of colleges and universities to radiate education to the whole society. Bugallo-Rodríguez and Vega-Marcote (2020) stresses the incorporation of sustainability in HEIs affect in long term because of turning into an attitude and behavior. All the literature agrees that shift toward sustainability imposes some requirements, but different authors highlight different factors toward the transformation: El Kasmioui et al. (2015) focuses on legal and administrative issues; Gosuin et al. (2019) points out innovation; (Shao and Jin (2023) the need for financial resources; proper knowledge and skills is added by Govindan and Hasanagic (2018); lastly Janssens et al. (2021) adds to the literature the role of competencies for the future of sustainability and the results show that transversal competences and valorization competences are equally important as technical competences for a sustainable economy, which are competencies that are transferable between jobs. They are what used to be described as “experience”, also labelled as 'soft skills' or 'emotional intelligence'. This result reminds once more the fact that its cruel for any change to turn back to the grounds. Despite the fact the educational systems have advanced in methodologies and techniques they somehow have lost the focus to the very ground need to flourish the people due to its indispensable role. UNESCO (2022) discuss the main challenges of nowadays education and the imbalances caused by overemphasis

on the academic performance and insufficient focus on teaching the core values to prospect students. Based on this, the main aims of this work are: (1) to identify which dimensions of Inner Development Goals are considered by stakeholders as essential for the shift towards sustainability in Albania, (2) to confront those findings with the HEIs points of view and their challenges in incorporating in their institutional framework.

2. LITERATURE REVIEW

Academics and practitioners are emphasizing the need to complement the existing exterior viewpoint with an interior focus that identifies personal and societal ideas, values, as well as related inner (cognitive, emotional, and relational) skills (Warmser et al., 2021; Ives et al., 2020; Horlings, 2015). Moreover, researchers have identified that, leveraging only direct drivers towards sustainability like innovation and technology without integrating values, norms, opinions and beliefs, diminishes the positive effect and omits key synergies (Chan et al, 2020; Abson et al., 2017; Davelaar, 2021; Fisher et al., 2022; Grenni et al., 2020). New concepts also confront the implications between inner and outer sustainability and vice versa; Ojala et al (2021) uses the term eco-anxiety and ecological grief; Clayton et al. (2017) and Clayton & Manning (2018) coin the terms of biospheric concerns and solastalgia.

To negotiate with the new turbulences and new obstacles brought about by globalization’s amplified systemic volatility, uncertainty, complexity, and ambiguity, new knowledge, set of skills and abilities are probably required (Stein, 2021; Analayo, 2021; Nilsson et al., 2016; Truant et al., 2017), or at least the hidden norms and values must be activated. Numerous agents of shift, starting from climate and environmental science, politicians, civil society organizations, during the years have tried to advocate the inner development nourished with enhanced skills and capacities. Among them education in general and higher education specifically have been the central of any transformation (Hensley, 2018; Hensley, 2020; Wamsler et al., 2018; Panno et al., 2018).

Guerra et al. (2018) highlights the HEIs make proper bridge between science, policy and community through the shaping of the vision of new generations. Here, comes into play the Green Universities, categorized as the third typologies of the modern universities which promote sustainable development. Ribeiro et al. (2021) highlights that students equipped with sufficient tools contributing to the acceleration of sustainable development are going to undertake future initiatives and practices in this regard. HEIs take the leading position in orienting and shifting the focus and especially in reaching the ultimate goals to people and society (Klofsten et al., 2019; Leal Filho et al., 2019) activating so their “third mission” serving to society

parallel to teaching and research excellence. The unique point here is that universities can address challenges coming “from the ground to the ground” directly (Corazza and Saluto, 2020) and, their contribution may be internal (integration of policies, undertaking indicatives, curricula development, research excellence, sustainable environment adoption) and external (activating their role as an agent of change) (Dagiliūtė and Liobikienė, 2015). Realizing that, the vision of green development implies a continuous challenge (Maiti, 2022; Zakari et al., 2023) universities have tried to comprehensively cover all 17 SDGs (Leal Filho et al., 2019); position the student at the central point and incorporate all the set of tools and methodologies to serve on (Zamora-Polo et al., 2019); balancing normative and transformative approach (Lambrechts et al., 2018); “leading by example” model with the integration of both bottom-up and top-down strategies (Purcell et al., 2019); lastly but not the least, financial inclusion and education (Shao and Jin, 2023).

So far those have been the main attempts to incorporate SDGs in HEIs, but lately, Inner Development Goals (IDGs) appeared as the main strategy to realize 2030 Agenda which is the main systemic transformation nowadays for the sake of sustainability in the framework of SDGs which requires a completely new way of thinking, design and approach. Fia et al. (2022) emphasize that 2030 Agenda is going to result in a concrete change within and among HEIs. Moreover, Stucki et al. (2023) highlight that inclusion of sustainability programs and training in HEIs will result in familiarization of the future generation and of course will have increased impact as a sequence of knowledge exchange.

3. RESEARCH METHODOLOGY

3.1. Definition of study constructs and measurement

The study used a questionnaire as an instrument for data collection in order to complete the theoretical framework and test the results. For the preparation of the questionnaire, the study referred to existing literature and borrowed as a construct the questionnaire used for the “*Internal Development Goals framework (IDG, 2023) Report*”, which explains in detail the background and methodology of the project and presents the 23 skills and qualities that have been identified. Selection of well-established framework which is developed by well know group of experts increase the reliability of the questionnaire used for this study. On the other side, this framework is still in its piloting phase in different contexts, different economies and different settings, that is why there are needed some additional evidence which enforce the results and contribute to further theory development. The questionnaire consisted of two sections. The first section presents demographic data, such as: age,

gender, education, profession, employment sector and also included a question on the level of familiarity of the study participants with the “*UN's Sustainable Development Goals and Agenda 2030?*”, in order to measure awareness, the assessment of which was made through a 7-point Likert scale: *1-Not at all familiar and 7-Very familiar and working towards the SDGs is part of my job*. In the second section, the assessment of 23 items (skills) for the five factors identified in “*The report of the first phase of the Internal Development Goals (IDG)*” was required. The study construct consisted of 5 factors and 23 items, specifically: *Being (5), Thinking (5), Relating (4), Collaborating (5), Acting (4), borrowed from the “Inner Development Goals framework (IDG, 2023)” Report*. A 7-point Likert scale was used to measure the study construct, where 1 was: “*Strongly disagree*” and 7 was: “*Strongly agree*”.

3.2. Research Approach, Research Instruments, Data Collection and Sample

The purpose of the study is to conduct Confirmatory Factor Analysis in order to confirm or eliminate (partially/fully) the five factors and 23 items identified and presented in the “*First phase of the Inner Development Goals (IDG) project*”, in the context of Albania.

The objectives of the study are to investigate and confirm the factors of this framework that play a role in sustainable development. The “*Large-scale data collection*” method was applied for data collection, as this method enables the collection of data with different attributes from diverse sources, which achieve higher compatibility with the heterogeneous nature of the data. Also, data collection through this method becomes easier and at a lower cost as a result of the use of tools and applications offered by internet and communication technology (Guo et al., 2017), and ensures the achievement of a more complete and accurate picture, making it possible to achieve valid results, with the aim of analyzing them in detail using complex statistical methods for making the right decisions. As an instrument for data collection, the study uses the questionnaire, which was prepared on the “*Google Form*” platform and was distributed spontaneously via e-mail and social media platforms (Whatsapp, Telegram and Messenger) during the period 1 - 31 October 2024. After completing the data collection process, it turned out that the questionnaire was completed by a total of 218 people from the representatives from different stakeholders in Albania. Based on the questions and the construct the sample is representative enough to develop further analysis. Questionnaire was distributed to different representatives which are related somehow with different dimensions of sustainability and any of SDGs, which are identified with the help of the database created by GIZ Albania. In addition, to that list, it was distributed to different personal

contacts and to different forums which mainly gather for the sake of sustainability. In the subsequent phase of processing and validating the collected data, it turned out

that all completed questionnaires were regular and valid. Therefore, the rate of valid responses was 100.00%.

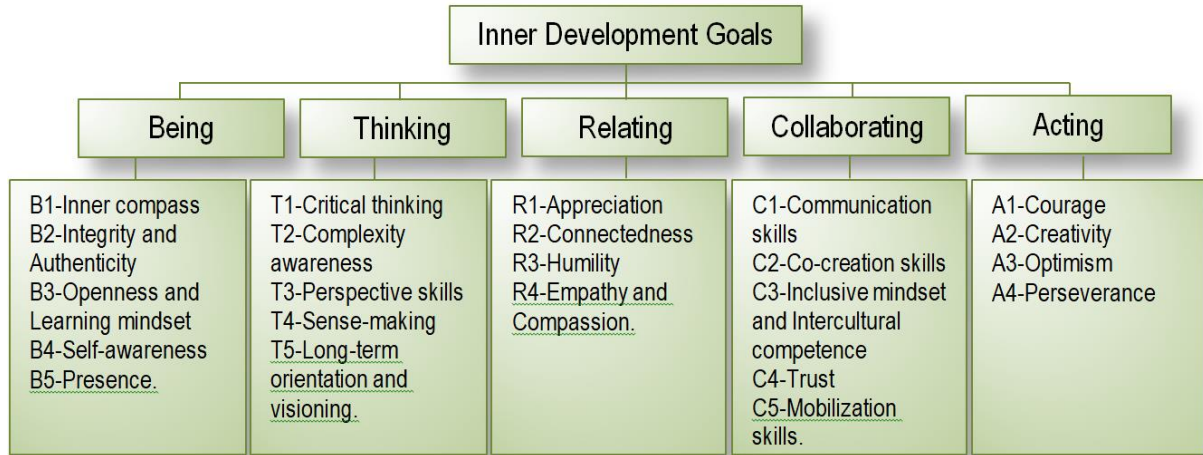


Figure 1: Inner Development Goals Item's and dimension's

Source: *The report of the first phase of the Internal Development Goals (IDG).*

3.3. Data Analysis

For data processing and analysis, the study used the SPSS Statistics v.24 package for Frequency Analysis and Descriptive Analysis, while, for Confirmatory Factor Analysis (CFA), Reliability and Validity Analysis, it used the SPSS AMOS v.24 statistical package. Given that the model was a “recursive” model, and the sample size is 218, for data analysis, the study chose the “Maximum Likelihood (ML)” approach, which is among the most used for the evaluation of measurement models due to the efficiency and stability that this approach has in parameter estimation (Kline, 2016).

Given that preliminary normality analyses showed deviations from the normal distribution of the data (both in terms of multivariate normality, as well as skewness and kurtosis), measures were taken to address these methodological limitations. In this context, the non-parametric bootstrapping technique, recommended by existing literature (Byrne, 2010; Hair et al., 2019), was applied to improve the evaluability of results when normality assumptions are not fully met.

Specifically, bootstrapping was performed with 5,000 generated samples, using bias-corrected confidence

intervals (Efron, 1987) at the 90% level, and the Bollen-Stine bootstrap test (Bollen and Stine, 1992) was applied to test the hypothesis that the specified model is accurate under nonparametric conditions. This method allows for a more robust and unbiased assessment of the path coefficients and the overall fit of the model (Bollen and Stine, 1992). These measures taken make the analysis appropriate even in the absence of normal data distribution, providing a strong statistical basis for confirming the relationships between the theoretical constructs studied.

4. Results and Findings

4.1. Frequency analysis

Frequency data for demographic variables are presented in Table 1. The study was based on a sample of 218 participants, who appear to represent a diverse professional mix.

Table 1. Demographic characteristics of respondents

		N	%
Gender	Female	119	54.6
	Male	99	45.4
	Total	218	100.0
Education	High School	8	3.7
	Bachelor Degree	32	14.7
	Master	153	70.2
	PhD	25	11.5
	Total	218	100.0
Sector	Private sector	121	55.5
	Public sector	70	32.1
	Non-governmental organization (NGO)	22	10.1
	Other	5	2.3
	Total	218	100.0
Role in company	Manager (except HR & Sust. manager.)	45	20.6
	HR manager	4	1.8
	Sustainability manager	5	2.3
	Leadership development professional	6	2.8
	Employee	90	41.3
	Social entrepreneur	7	3.2
	Organizational consultant/coach	6	2.8
	Researcher / Lecturer	40	18.3
	Student	8	3.7
	Other	7	3.2
Total	218	100.0	

Source: *The Authors.*

According to the data, we note that the majority of respondents (54.6%) are female and 45.4% male, demonstrating a balanced representation between the genders, with a slight dominance of females. The level of education of the participants turns out to be extremely high. The results show that 70.2% of the participants have completed master's studies, followed by the group that has completed Bachelor's level with 14.7% and PhD with 11.5%. Only 3.7% of the participants turn out to have a low educational level, such as secondary education. This high level of education of the participants in the study suggests a high capacity for personal development; understanding and reflecting on complex issues related to management, innovation and general development.

The results show that the majority of the sample is employed in the private sector with 55.5%, followed by the public sector with 32.1%, NGOs with 10.1% and employees in other sectors with 2.3%. This data shows us that the study has a valid basis for cross-sectoral analysis in the context of internal personal development. Regarding the position held by the respondents in the

organizations where they are employed, the main group of respondents consists of Employees (41.3%), followed by those employed as Manager (except HR & Sust. manager) with 20.6% and those employed as Researcher/Lecturer with 18.3%. Meanwhile, 19.8% of the other participants are employed in different positions, which in percentage vary between 1.8 and 3.7%. So, the sample has a diversity of 10 different hierarchical and functional positions. Overall, thanks to the gender, educational, sectoral and functional diversity, we can say that the study sample is suitable for various studies that address personal development, resilience, innovation and organizational management. This rich demographic structure shows high potential for in-depth analysis and increases the validity of the responses stemming from the empirical results.

4.2. Descriptive Analysis

In this data analysis section, the results of the descriptive analysis of the level of awareness of the sample

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participating in the study on "UN's Sustainable Development Goals and Agenda 2030?" are presented, as well as the descriptive statistics of the study construct.

Table 2: Descriptive Statistics for familiarity about UN's SDG's and Agenda 2030

	N	Min.	Max.	Mean	Std. Dev.
How familiar are you with the UN's Sustainable Development Goals?	218	1	7	3.44	2.164
Valid N (listwise)	218				

Source: The Authors

The results of the descriptive analysis of awareness of "UN's Sustainable Development Goals and Agenda 2030?" show that, on a scale of 1 to 7, the average level of familiarity was calculated to be 3.44 points. The standard deviation was calculated to be 2.164. This result indicates a moderate level of awareness and, as evidenced by the high standard deviation, we observe a considerable spread of responses among the participants. The respective values between 1 and 7 suggest that the level of awareness about "SDG and Agenda 2030" ranges from complete lack of knowledge to in-depth knowledge, highlighting the need for interventions aimed at increasing awareness and education on these global objectives.

Table 3: Research Construct Descriptive Statistics

	N	Min.	Max.	Mean	S. Dev.
B1 (<i>Inner compass</i>)	218	1	7	5.45	1.437
B2 (<i>Integrity and Authenticity</i>)	218	2	7	5.78	1.302
B3 (<i>Openness and Learning mindset</i>)	218	2	7	5.61	1.270
B4 (<i>Self-awareness</i>)	218	1	7	5.65	1.361
B5 (<i>Presence</i>)	218	1	7	5.52	1.345
T1 (<i>Critical thinking</i>)	218	1	7	5.60	1.475
T2 (<i>Complexity awareness</i>)	218	1	7	5.40	1.215
T3 (<i>Perspective skills</i>)	218	1	7	5.46	1.310
T4 (<i>Sense-making</i>)	218	1	7	5.27	1.278
T5 (<i>Long-term orientation and visioning</i>)	218	1	7	5.51	1.278
R1 (<i>Appreciation</i>)	218	1	7	5.33	1.347
R2 (<i>Connectedness</i>)	218	1	7	5.26	1.309
R3 (<i>Humility</i>)	218	1	7	5.07	1.454
R4 (<i>Empathy and Compassion</i>)	218	1	7	5.40	1.341
C1 (<i>Communication skills</i>)	218	1	7	5.79	1.317
C2 (<i>Co-creation skills</i>)	218	1	7	5.59	1.278
C3 (<i>Inclusive mindset and Intercultural competence</i>)	218	2	7	5.54	1.184
C4 (<i>Trust</i>)	218	2	7	5.84	1.247
C5 (<i>Mobilization skills</i>)	218	1	7	5.65	1.202
A1 (<i>Courage</i>)	218	1	7	5.56	1.305
A2 (<i>Creativity</i>)	218	2	7	5.48	1.274
A3 (<i>Optimism</i>)	218	2	7	5.56	1.218
A4 (<i>Perseverance</i>)	218	1	7	5.47	1.348
Valid N (listwise)	218				

Source: The Authors

Table 3 presents descriptive statistics for the five main constructs of the Inner Development Goals (IDG), built on a conceptual framework that includes: "Being", "Thinking", "Relating", "Collaborating" and "Acting". Each construct is measured on a 7-point Likert scale (1-Not at all familiar and 7-Very familiar).

The mean scores for the items of the "Being" construct, which includes the creation of inner awareness and personal integrity, range from 5.45 for "Inner compass" to 5.78 points for "Integrity and Authenticity", reflecting high levels of self-esteem on personal qualities. Meanwhile, the standard deviations are relatively

moderate (1.270 - 1.437), indicating acceptable stability for the perceptions of the participants. These results can be interpreted as a developed inner orientation and a strong sense of authenticity and awareness.

For the items of the **“Thinking”** construct, which includes the skills to process information in a systematic and in-depth manner, the average scores are high (5.27 for *“Sense-making”* to 5.60 for *“Critical thinking”*). Meanwhile, the standard deviations are at acceptable levels (1.215 – 1.475), suggesting that participants report positive levels of *“Critical thinking”* and *“Long-term orientation and visioning”* skills. The results highlight the need for deepening the development of analytical competencies in the formation of sustainable leaders.

Regarding the evaluation of the items of the **“Relating”** construct, whose competencies are assessment, connections, humility, empathy and compassion, it results that the average values are high, but slightly lower than the other constructs. *“Humility”* has the lowest score with 5.07 points and *“Empathy and Compassion”* 5.40 points. These results indicate that emotional interaction and social empathy are important areas for further development, especially in the context of creating leadership with social impact.

The construct **“Collaborating”**, which focuses on trust, building lasting relationships, interaction and inclusive mindset and intercultural competence, registers high average ratings. Specifically, *“Inclusive mindset and Intercultural competence”* with an average of 5.54 and *“Trust”* with 5.84. These ratings show a high willingness to collaborate and build inclusive environments centered on trust. The standard deviations of this construct are also relatively moderate (1.184 - 1.317), which show stability for the perceptions of the participants.

Meanwhile, for the construct **“Acting”**, which consists of, *“Courage”*, *“Creativity”*, *“Optimism”*, *“Perseverance”*, all values show high and stable averages (5.47, - 5.56). The standard deviations are moderate. Referring to the results, we can say that the participating sample feels equipped with personal competencies to face challenges proactively.

4.3. Confirmatory Factor Analysis (CFA)

Confirmatory Factor Analysis (CFA) is a statistical analysis that “seeks to confirm whether the number of factors and the regression loadings of the observed variables on them match or not with what is expected based on theory (Malhotra, et al, 2006). It’s a method that statistically tests the internal structure of instruments, relies on the Maximum Likelihood method and uses a set of standards for assessing the adequacy of the structure as stated by Tabachnick and Fidell, (2013) and Floyd and Widaman (1995). According to the literature, at this stage of the analysis, to ensure convergent validity in CFA, the first recommended step is to check the Standardized

Regression Weights (β_0) of all observed variables included in the study and analyze them taking into account all recommended measures. For this analysis, factor loading values as high as possible are suggested.

According to Tabachnick and Fidell (2013) and Floyd and Widaman (1995), checking and estimating the factor loadings of observed variables is an important procedure and is widely used to assess the validity and reliability of theoretical structures. According to them, in this phase of statistical analysis, the internal structure of the instruments is tested, where the researcher has preliminary hypotheses about the number of constructs and their relationships with indicators (Hair et al., 2014), and seeks to confirm whether the number of these indicators and the factor loadings match or not with what is expected based on the theory (Malhotra et al., 2006). According to Arbuckle (2005) and Byrne (2001), in this phase, theoretical constructs are represented through observed variables and allow researchers to test complex hypotheses regarding the relationships between latent variables and their indicators. Hair et al, (2010), suggest that, in CFA, it is absolutely necessary to achieve convergent and discriminant validity, because, if the factors do not show the appropriate validity, the CFA model is invalid. In order to achieve confirmation and to correctly perceive the representation of the constructs, it is necessary to analyze the convergent validity of the measured scale. That is, convergent validity measures the extent to which the indicators of a construct agree on its representation. Because, if a construct has indicators with very different factor loadings (e.g., one with $\beta = 0.50$, the other with $\beta = 0.90$), this indicates that we are dealing with problems of homogeneity in measurement.

Researchers define different measures for acceptable values of factor loadings. According to Hair et al., (2014), if an indicator has a value of $\beta_0 < 0.40$, it is usually eliminated from the model, as it indicates that it does not contribute accurately to the measurement of the construct. Whereas, Fornell and Larcker (1981), suggest that the factor loading of each indicator of the observed variables should be $\beta_0 > 0.50$ and statistically significant ($p < 0.05$). The ideal according to Hair et al. (2021) and Chin (1998), is that all factor loadings should be > 0.70 , statistically significant ($p < 0.05$) and have a narrow distribution to show high convergent validity. Whereas, Hulland, (1999), suggests that, in exploratory studies, factor loadings between the interval 0.60-0.70 can be accepted, especially, if all other tests of reliability and validity have achieved satisfactory values. The study adhered to the suggestion of Hulland, (1999), for the assessment of factor loadings, considering as valid all observed variables with a value of $\beta_0 > 0.60$ and with $p < 0.05$. The following table presents the data for the indicators, Path, Factors and the values Standardized Regression Weights (β_0), Regression Weights (β_1), S.E., C.R.(t value) and p-value.

Table 4: CFA Results

Items	Path	Factor	β^0	β^1	S.E.	C.R.	P
B1	<---	B (Being)	0.70	1.00			
B2	<---		0.82	1.06	0.08	12.59	***
B3	<---		0.83	1.05	0.09	11.27	***
B4	<---		0.87	1.18	0.10	11.81	***
B5	<---		0.79	1.05	0.10	10.78	***
T1	<---	T (Thinking)	0.80	1.00			
T2	<---		0.76	0.78	0.07	11.69	***
T3	<---		0.81	0.90	0.07	12.35	***
T4	<---		0.77	0.84	0.07	11.68	***
T5	<---		0.72	0.78	0.07	10.98	***
C1	<---	C (Collaborating)	0.84	1.00			
C2	<---		0.77	0.89	0.07	12.82	***
C3	<---		0.75	0.81	0.06	12.59	***
C4	<---		0.82	0.92	0.07	14.13	***
C5	<---		0.85	0.92	0.06	15.04	***
A1	<---	A (Acting)	0.79	1.00			
A2	<---		0.82	1.01	0.08	12.76	***
A3	<---		0.86	1.02	0.08	13.55	***
A4	<---		0.77	1.01	0.09	11.85	***
R1	<---	R (Relating)	0.84	1.00			
R2	<---		0.82	0.94	0.07	13.96	***
R4	<---		0.83	0.99	0.07	14.34	***
R3	<---		0.63	0.80	0.08	9.77	***

β^0 = Standardized regression coefficient, β^1 =Unstandardized regression coefficient, S.E.= Standard Error, C.R.= Critical Ratio, *** = $p < 0.001$.

Source: The Authors

The structure of the analyzed CFA model consists of five factors and 51 variables in total. Among which, 23 observed and 28 unobserved variables. Considered in a casual aspect, 28 of them are classified as exogenous variables and 23 as endogenous variables. In the analyzed structure, the distribution of continuous variables according to the respective factors is: 5 observed variables for the “Being (B)” factor, 5 for the “Thinking (T)” factor, 4 for the “Relating (R)” factor, 5 for the “Collaborating (C)” factor and 4 for the “Acting (A)” factor. This classification reflects the complexity of the structural relationships within the CFA model. The model is “recursive”, and uses the “Maximum Likelihood” method. The study sample is 218 participants.

As explained in the methodology section, in the absence of data normality, the non-parametric bootstrapping technique recommended by Byrne (2010); Hair et al. (2019) was applied for CFA model estimation. Specifically, bootstrapping was performed with 5,000

generated samples, using “bias-corrected confidence intervals” (Efron, 1987) at the 90% level, and the “Bollen-Stine bootstrap” test was applied to test the hypothesis that the specified model is accurate under non-parametric conditions (Bollen and Stine, 1992). For all observed variables, the results of Standardized regression coefficient (β^0), Unstandardized regression coefficient (β^1), Standard Error (S.E.), Critical Ratio (C.R.) and p value (p) were analyzed and evaluated. At the end of the analysis, we note that:

For the “Being (B)” factor, significant and statistically significant factor loadings ($p < 0.001$) were found for all observed variables. Specifically, β^0 values ranged from 0.70 for B1 to 0.87 for B4, all values above the threshold suggested by Hair et al. (2021) and Chin (1998); β^1 coefficients ranged from 1.00 (B1 as reference variable to 1.18 for B4; C.R. values ranged from 10.78 – 12.59, all well above the recommended limit of 1.96 (Byrne, 2016), confirming the statistical significance of each loading; S.E.

values were low ranging from 0.08 - 0.10, indicating strong reliability in the stability and precision of the measurement (Hair et al., 2019).

For the “Thinking (T)” factor, β_0 values resulted between 0.72 for T5 and 0.81 for T3; Using T1 as reference, β_1 values were calculated between 1.00 - 0.78; as suggested by Hair et al. (2021) and Chin (1998, all observed variables were statistically significant ($p < 0.001$); C.R. values were very high in relation to the suggested threshold and ranged between 10.98 - 12.35, suggesting that all observed variables have a significant contribution to the “Thinking” factor. Likewise, the S.E. results are 0.70 for all, a value for which (Hair et al., 2019), emphasize that, “a low S.E. (generally less than 0.10) indicates strong confidence in the parameter estimate”.

Regarding the “Collaborating (C)” factor, we note that the calculated β_0 values are within the threshold accepted by Hair et al. (2021) and Chin (1998) and statistically significant ($p < 0.001$), fluctuating between the interval 0.75–0.85 for all observed variables. For the β_1 values, fixing the item C1 as a reference, the values ranged from 0.81 for C3 to 0.92 for C5. Regarding the critical ratio (C.R.), high values between 12.59 and 15.04 were recorded, which convincingly confirm the consolidation of the measured construct and show good convergence between the observed variables of the construct. This is also supported by the S.E. results, which vary between the interval 0.06–0.07, which according to Hair et al. (2019), show high reliability for measurement accuracy.

While, for the observed variables of the “Acting (A)” factor, β_0 values were calculated between the interval 0.77–0.86, negligible according to Hair et al. (2021) and Chin (1998) and statistically significant ($p < 0.001$). Likewise, β_1 , somewhere fixed A1 as a reference, were calculated between 1.00-1.02. The critical ratio results in values much higher than the threshold accepted by the literature which is 0.96, varying between the interval 11.85 - 13.55, which show good convergence between the observed variables and strongly confirm that the measured construct is solid. Likewise, S.E. values were calculated between 0.08 - 0.09. which show high reliability for the accuracy of the measurement (Hair et al., 2019).

Finally, the corresponding values for the observed variables of the construct “Relating (R)” were calculated and analyzed, which all result within the parameters defined by the existing literature. β_0 between the interval 0.63 – 0.84; β_1 between the interval 1.00 (R1 fixed as reference) and 0.80; S.E., between the interval 0.07-0.08 and C.R. between 9.77 and 14.34. All values are within the thresholds accepted by Fornell and Larcker (1981); Hair et al. (2014); Chin (1998); Hulland (1999). Although the observed variable R3, has a coefficient $\beta_0=0.63$, it is above the threshold suggested by Hulland (1999), which was taken as a reference as a defining criterion in this study. Also, all factor loadings were statistically significant ($p < 0.001$).

In conclusion of the CFA analysis, we conclude that the data presented in Table 4, referring to the suggestions of the existing literature (Tabachnick and Fidell, 2013; Floyd and Widaman, 1995; Hair et al., 2010; Arbuckle, 2005; Byrne, 2001), reinforce the convergent validity for each measured construct and, in advance, confirm that the number of observed variables and standardized regression coefficients match what is expected based on theory (Hair et al., 2014; Malhotra et al., 2006). Therefore, it turns out that the observed variables used to measure the constructs are well-defined and stable. These results, in advance, support the convergent validity of the construct through high factor loadings and statistical significance. The configured results support the further use of the constructs for different structural models and the empirical validation of theories based on this concept.

4.4. Reliability, Validity and Discriminant Analysis

At the end of the factor loadings control, the CFA analysis must meet the criteria of reliability, convergent validity and discriminant validity. There are several valid measures to analyze the findings of reliability and validity analysis, such as: *Cronbach's Alpha (α)*, *Composite Reliability (CR)*, *Maximal Reliability (MaxR(H))*, *Average Variance Extracted (AVE)* and *Maximum Shared Variance (MSV)*.

Cronbach's Alpha (α) is a measure used to assess the internal consistency of a construct. It indicates whether the questions that form a measurement scale are well correlated with each-other and whether they measure a single dimension (Cronbach, 1951; Hair et al. 2011). The most commonly suggested value in the literature as an acceptable threshold for reliability is $\alpha > 0.70$. This suggests that a construct has a good level of internal coherence between the observed variables (Barclay, Higgins, and Thompson, 1995; Gefen and Straub, 2005; Hair et al., 2011; Gefen, Straub, and Boudreau, 2000; Hair et al., 2019). The study also used *Composite Reliability (CR)* as a measure of the internal consistency of the factors. Referring to Brunner and Süß, (2005), CR is the same as the total amount of variance of the true score with respect to the variance of the total score of the scale. Therefore, it is a measure that indicates the reliability and internal consistency of the observed variables that represent a latent construct. In addition to Cronbach's Alpha, CR is a more accurate measure of reliability, because it does not assume equality of indicator weights (Chin, 2009). Hair et al. (2019), suggest that the most common threshold used to assess construct reliability should be $CR > 0.70$, because, according to them, it indicates that a significant percentage of the variance in the measurement is due to the common construct and not error. Therefore, this value is accepted as the standard in the CFA analysis with AMOS.

Compared to Cronbach Alpha, because CR is not affected by the number of variables observed in a construct but rather accounts for actual factor loadings, it is a more reliable indicator and is more often recommended in CFA models (Raykov, 1997). The study adhered to the $CR > 0.70$ threshold, the most common measure suggested by Hair et al. (2019).

Whereas, *Maximal Reliability (MaxR(H))*, denoted as (H), is another advanced indicator of latent construct reliability, which calculates the maximum possible reliability of a reflected construct, taking into account β_0 and the covariances between measurement errors in a more comprehensive manner than CR. According to Raykov (2004), MaxR(H) provides a more conservative and precise estimate of construct reliability, compared to Alpha and CR. According to Hair et al. (2019), the minimum acceptable value for MaxR(H) is ≥ 0.70 , a value which, like CR, is considered a satisfactory indicator of internal consistency. MaxR(H) is always higher or equal to CR, because it also includes the covariance structure between the observed variables, but when it is much higher than CR, there may be a signal for excessive correlation between variables, which can damage discriminant validity (Henseler et al., (2015). In a combined interpretation with other measures, suggesting that, if CR and MaxR(H) are > 0.70 , but AVE is < 0.50 , then there may be problems with the representation of the observed variables, i.e. lack of convergent validity, even if the reliability seems high. Compared to Cronbach's Alpha, the difference lies in the fact that Alpha underestimates consistency when the factor weights are different, while MaxR(H) better captures the real factor structure, and is not affected by the number of indicators (Raykov, 2001).

While for convergent validity, the study uses *Average Variance Extracted (AVE)*, which Malhotra and Dash (2011) evaluate as a strict measure of convergent validity and emphasize that it is a more conservative measure than CR, adding that, based on CR alone, the researcher can conclude that the convergent validity of the construct is adequate, even though more than 50% of the variance

is due to error. The value = 0.50 of AVE is the most suggested acceptable threshold in the literature. This means that more than 50% of the total variance of the observed variables is explained by the latent constructs and the rest (less than 50%) is attributed to measurement error (Fornell and Larcker, 1981). This threshold has been widely recommended as a basic criterion for convergent validity in CFA. AVE is also used to assess discriminant validity with the Fornell–Larcker Criterion, which requires that the square root of the AVE for a construct be greater than its correlations with other constructs (Fornell and Larcker, 1981), and if this is not achieved, it indicates that there is potential overlap between constructs. According to Brown (2015), AVE is not affected by the number of indicators, but by β_0 and error variances. This makes AVE a more rigorous indicator than Cronbach's Alpha or CR for measuring convergent validity, as it requires a high β_0 and little measurement error to pass the threshold. AVE is an indicator that measures the percentage of the common variance of the observed variables that are included in a construct, so a value ≥ 0.50 indicates that the constructs are well represented by the respective variables (Hair et al., 2014). Also, for discriminant validity, the use of the Maximum Shared Variance (MSV) measure is suggested. This measure is used together with AVE to assess discriminant validity.

MSV is the highest value of the common variance that a construct shares with any other construct in the model. According to Fornell and Larcker (1981) and Hair et al. (2019), in combined estimation, AVE should be greater than MSV, as this is the main condition to argue that constructs are more related to their indicators than to other constructs, which is a sign of lack of discriminant validity (Farrell, 2010). In the opposite case, i.e. if $MSV > AVE$, then it indicates that there is high overlap between the constructs and discriminant validity is not met (Fornell and Larcker, 1981; Hair et al., 2019; Farrell, 2010). Therefore, in combined assessment, the criterion for discriminant validity is considered achieved if the following conditions are met: $AVE > MSV$ (Malhotra and Dash, 2011; Fornell and Larcker, 1981; Hair et al., 2014).

Table 5: Reliability, Validity and Discriminant Results

	α	CR	AVE	MSV	(H)	B	T	C	A	R
B	0.90	0.90	0.65	0.49	0.91	0.804				
T	0.88	0.88	0.60	0.47	0.88	0.640***	0.772			
C	0.91	0.90	0.65	0.44	0.91	0.642***	0.587***	0.806		
A	0.88	0.88	0.65	0.47	0.89	0.639***	0.689***	0.594***	0.808	
R	0.86	0.86	0.62	0.49	0.88	0.697***	0.556***	0.659***	0.594***	0.79

Notes: α = Cronbach Alpha; CR= Composite Reliability; AVE= Average VarianceExtracted; MSV= Maximum Shared squared variance; (H)= Maximal H Reliability MaxR(H); B= Being; T= Thinking; C= Collaborating; A= Acting; Significance of Correlations: *** $p < 0.001$.

Source: The Authors

Table 6 presents the calculated values for all measures used to assess construct reliability, convergent validity, and discriminant validity in the CFA analysis. All measures used are essential to ensure that the measurement instruments are reliable and consistent.

After analyzing the results, Cronbach's alpha (α) values for each construct were calculated between the range 0.86-0.91, thus meeting the minimum acceptable threshold suggested by Gefen and Straub, 2005; Hair et al., 2019: Gefen, Straub, and Boudreau, 2000), where according to which, results in this range suggest that the constructs have a good level of internal coherence between the observed variables. While, the CR values for all constructs were calculated between the range 0.86-0.90, above the minimum accepted threshold (CR > 0.70) suggested by Hair et al. (2019). Likewise, the MaxR(H) values were calculated between the range 0.88-0.91, which are above the threshold suggested by Hair et al. (2019). Likewise, In our case, the MaxR(H) values calculated for all constructs are > 0.80. which according to Dijkstra and Henseler, (2015) are very good values and indicate a strong and well-represented construct. Also, we note that all MaxR(H) values are equal to or higher than CR, thus fulfilling the suggestions of Henseler et al., (2015), who emphasize that, MaxR(H) is always equal to or higher than CR. As above, the results of the reliability and internal consistency of the constructs suggest that the constructs are reliable and meet all the suggested thresholds, confirming that the measurement instruments are appropriate for this study.

Also, to analyze the convergent and discriminant validity, the AVE and MSV measures were used, which are considered key measures for this purpose. The AVE values are all above 0.50, fluctuating between the interval 0.60 - 0.65, and thus meeting the minimum acceptable threshold AVE > 0.50, suggested by Fornell and Larcker (1981). According to him, AVE results above 0.50 indicate that a significant part of the variance of the observed variables is explained by the corresponding construct, indicating the convergent validity of the constructs. On the

other hand, Fornell and Larcker (1981) emphasize that, to confirm discriminant validity, AVE should be greater than MSV. The results show that this criterion is also met for each construct. In summary of the results of the convergent and discriminant validity analysis, we conclude that, for all values of the measures used, the thresholds suggested by the existing literature are met. Also, in the combined assessment, we note that, the MaxR(H) values are equal to or higher than the CR values; the CR values are higher than the AVE values and, the AVE values are higher than the MSV values. According to the results, it is concluded that, in full accordance with the suggestions of Gaskin, et al., (2019), Hu and Bentler, (1999) and Henseler, et al., (2015), the reliability, convergent and discriminant validity of the measured construct has been achieved.

4.5. HTMT Analysis

Another analysis suggested by the literature for discriminant validity in CFA is the heterotrait-monotrait ratio of correlations (HTMT) analysis. *HTMT* is a modern and powerful metric for assessing discriminant validity between latent constructs, by comparing correlations between indicators representing different constructs (heterotrait–heteromethod) and those representing the same construct (monotrait–heteromethod). According to Henseler et al. (2015), HTMT is more sensitive and accurate than the Fornell and Larcker Criterion, and is recommended as the standard method for assessing discriminant validity in CFA. According to Kline (2016) and Henseler et al. (2015), the accepted values for HTMT are: HTMT < 0.85: Discriminant validity is strongly confirmed. HTMT < 0.90: Still acceptable in contexts where constructs are theoretically similar (Gold et al., 2001). Whereas, HTMT > 0.90 or > 0.95: Indicates a lack of discriminant validity, i.e. constructs that can measure the same latent concept (Hair et al., 2019).

Table 6: HTMT Results

	B (Being)	T (Thinking)	C (Collaborating)	A (Acting)	R (Relating)
B (Being)					
T (Thinking)	0.628				
C (Collaborating)	0.629	0.583			
A (Acting)	0.648	0.695	0.603		
R (Relating)	0.688	0.575	0.661	0.607	

Source: The Authors

The results of the HTMT analysis show that all values are below the critical threshold of 0.85, recommended by

Henseler et al. (2015). The lowest value results between the constructs "Relating (R)" and "Thinking (T)", which is

calculated = 0.575, as the highest value (0.688) is calculated between the constructs "Relating (R)" and "Being (B)", but within the accepted critical threshold. These values suggest that there is acceptable discriminant validity between the analyzed constructs. According to the HTMT results, all constructs meet the discriminant validity criterion which means that, in the proposed model, empirically, they are distinguishable from each other.

4.6. Model Fit Measures

As measures for *Goodness of Fit (GoF) indices for model*, the study used: *Minimum value of the discrepancy function* (Chi-square (χ^2)-CMIN), *Degrees of freedom (DF)*, *Minimum value of the discrepancy function divided by degrees of freedom (CMIN/DF)*, *"p value" associated with discrepancy function (P)*, *Root mean square error of approximation (RMSEA)*, *Goodness of fit index (GFI)*, *Adjusted goodness of fit index (AGFI)*, *Comparative fit index (CFI)*, *Tucker-Lewis index (TLI)*, *Normed fit index (NFI)*, *Root mean square residual (RMR)*, *Standardized Root mean square residual (SRMR)*, *"p value" for testing the null hypothesis of close fit (PCLOSE)*.

According to the relevant literature suggestions, the accepted values for these indices are as follows: χ^2/df , which tests the global fit of the model, should be less than 3 (Kline, 2016); p value, which tests the statistical significance of χ^2 , is ideal ($p > 0.05$), but rarely occurs with large samples (Hair et al., 2019); RMSEA, which measures the error of fit per unit, should be < 0.06 or < 0.08 (Byrne, 2016), and PCLOSE, which tests whether RMSEA is statistically low, should be > 0.05 (Byrne, 2016).

Indices such as CFI, TLI and NFI indicators that measure the improvement over the reference model, should be > 0.90 (preferably > 0.95), indicating good model fit (Hair et al., 2019). It is also widely suggested that GFI and AGFI, which measure the percentage of covariance explained, should be > 0.90 (Hair et al., 2019). However, some researchers suggest that values above 0.80 may be acceptable in some cases, especially when models are complex or sample size is small. For example, Kline (2016) states that for complex models, GFI and AGFI values above 0.80 may be considered acceptable. Also, Sharma et al. (2005) suggest that in some cases, GFI and AGFI values above 0.80 may be sufficient to indicate an acceptable model fit. While RMR and SRMR, which measure the average of the model's standard residuals, should be less than 0.08 (Kline, 2016).

At the end of the CFA, after analyzing reliability, validity and convergent analysis, the values of Model Fit

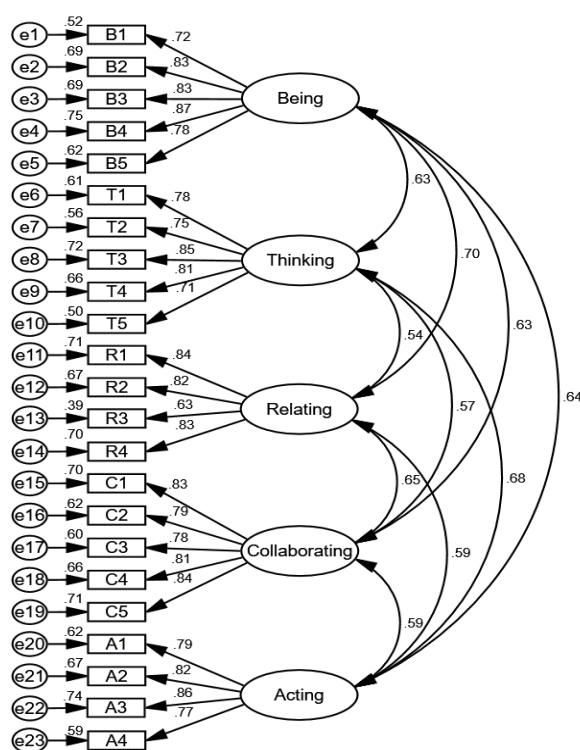
Indices were calculated, which resulted in: $CMIN = 396.366$, $DF = 220$, $CMIN/DF = 1.802$, $P = .000$, $RMSEA = .061$, $GFI = .874$, $AGFI = .842$, $CFI = .947$, $TLI = .939$, $NFI = .890$, $RMR = .073$, $SRMR = .0400$, $P\ Close = 0.034$. At the end of the analysis, since these results were not sufficient to provide the values suggested by Hu and Bentler (1999), Bentler (1980); Bentler and Bonett (1980); Baumgartner and Homburg (1996); Marsh et al, (2006), according to whom, for a good fit and excellent validity, NFI, GFI, AGFI, should be above > 0.90 or > 0.95 , and, p Close should be greater than 0.005, the researchers took into consideration the suggestions of "Modification Indices (M.I.)", which, in three steps, one after the other, suggested the creation of covariance between e1-e2, in the construct "Being (B)", e8-e9, in the construct "Thinking (T)" and, e16-e17, in the construct "Collaborating (C)". These suggestions were as a result of the high M.I. values and, it was strongly suggested that by creating covariances between them, the model fit would improve significantly. It was deemed appropriate and, step by step, the suggestions of the AMOS software for M.I. were followed. After the relevant modifications, the fit The Model Fit Indices improved significantly. Furthermore, the convergent validity was also good and met all the criteria predicted for the five factors of the CFA model. After recalculation, these values were obtained for the Model Fit Indices: $CMIN=368.896$, $DF=217$, $CMIN/DF=1.700$, $P=.000$, $RMSEA=.057$, $GFI=.882$, $AGFI=.850$, $CFI=.955$, $TLI=.947$, $NFI=.898$, $RMR=.068$, $SRMR=.0400$ dhe $P\ Close=.129$, which are within the limits defined by the literature and are considered as "good" and "excellent" fits of the model as they provide ideal values for the fit. A special situation in this case is the fact that the Chi-square statistic is significant ($p\text{-value} < 0.000$), the result is likely to be affected by the large sample size (Byrne, 2016) and indicates that there is no statistical difference between the model and the data, which means that H_0 is rejected: which says: "the model is good". However, since p Close was calculated to be 0.129, this indicates that there is a high chance that RMSEA will be close to the value 0.05, which indicates that the model fits very well (close fit). This phenomenon is frequent in practice, but if p Close is greater than 0.05 and the CFI, TLI, RMSEA, SRMR indices are within the suggested limits, the model is considered as a good fit and is more than acceptable. Therefore, in this situation, the emphasis is placed on alternative fit indices. In this case, the study model has calculated the values $RMSEA = .057$, $p\text{-close} = .129$, $CFI = .955$, $TLI = .947$ and $NFI = .898$, which, in line with the suggestions of Byrne (2016) and Bentler (1999), indicate that the model has an excellent fit.

Table 7: Covariances Results

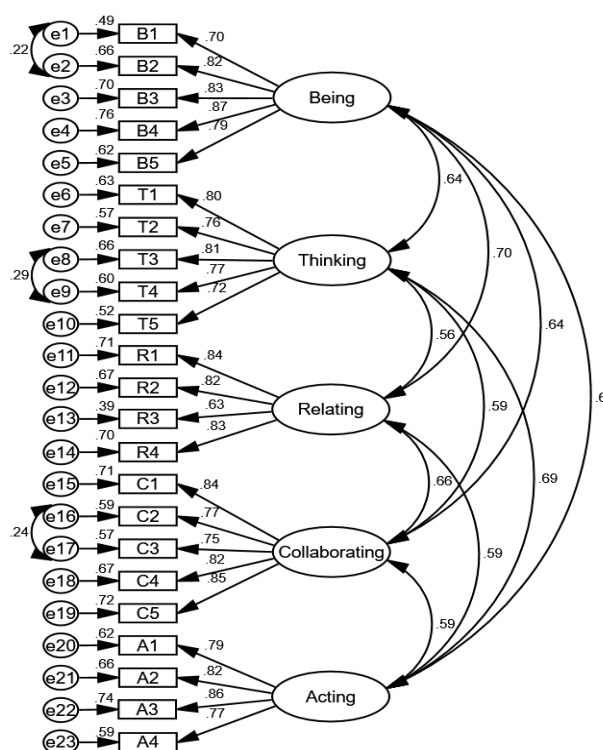
Covariances		β^0	β^1	S.E.	C.R.	P
e1	<--> e2	0.22	0.17	0.07	2.62	0.009
e8	<--> e9	0.29	0.18	0.06	2.87	0.004
e16	<--> e17	0.24	0.15	0.05	2.83	0.005

Source: The Authors

Also, after making the modifications made, for the covariances created according to the suggestions, the values presented in Table 7 were found. Other measures such as S.E., C.R. are also within the accepted parameters and the covariances result statistically significant ($p < 0.05$).



CMIN=396.366 DF=220 CMIN/DF=1.802 P=.000
RMSEA=.061 GFI=.874 AGFI=.842 CFI=.947 TLI=.939
NFI=.890 RMR=.073 SRMR=.0400 PCLOSE=.034.

Figure 2: The Diagram of CFA (before MI)

CMIN=368.896 DF=217 CMIN/DF=1.700 P=.000
RMSEA=.057 GFI=.882 AGFI=.850 CFI=.955 TLI=.947
NFI=.898 RMR=.068 SRMR=.0400 PCLOSE=.129.

Figure 3: The Diagram of CFA (after MI)

Source: The Authors

5. DISCUSSION OF RESULTS

The first factor “Being” shows strong internal consistency and this is in line with transformative education suggested by Mezirow (1997) and moral identity and purpose of the leaders suggested by Walumbwa et al. (2008). Thinking also shows strong internal consistency and the result is in line with the

cognitive engagement and reflective reasoning suggested by Trilling and Fadel (2009). Collaborating clearly differentiates the social construct values and is the basis for the effective functioning of model organizations as stated by Salas et al. (2008). Relating in some factor has strong loading while in some appears more weaker, and the importance is given to those factors highlighted by social-emotional learning suggested by CASEL (2020)

The correlation matrix derives us to the conclusion that all the set of skills and capacities are interdependent and mutually reinforcing each-others. Based on the results from the analysis, the strongest relationship exists between Acting and Thinking at a relationship $r=0.695$, interpreted as the people being reflective and having developed critical thinking are the ones who at the same time act more. This result is in line with the OECD Learning Compass 2030 which states that learners of any level must develop transformative competencies. In here the question mark remains, if current educational systems have the capacities to develop such skills, especially those on developing countries. But this relationship can be seen as interchangeable, not possibly starting from one direction. Kolb (1984) states that thinking (which seems as an abstract conceptualization) must be associated with acting, or continual experimentation, if the purpose is to see some transformations.

Another very meaning full result is the relationship between Relating and Being, deriving us to the idea that, persons having good sense of personal values are the ones who better relate and connect with the surrendering environment, empahsising the importance of educational contexts which improves interpersonal skills and settings which facilitate self-awareness and development. The basis for this relation is strong emotional intelligence as suggested by Goleman (1995), while Avolio and Gardner (2005) analyze this in the context of leadership, and the best leaders are those which have strong core values and succeed in relating to others with empathy and transparency.

Relating and Collaborating appear also important remained again the vital need of individuals to communicate and to have mutual understanding at the central of which must be not only the shared objectives and goals but the shared values and common sense in the approaches. Vygotsky (1978) explains with the social development theory which places at the central of social learning the interpersonal interactions. In this regards team works have the central roles during the educational processes.

Intuitively, Acting and Being also have shown strong relationships which simply indicate that the inner values are going to lead the action-oriented behavior, which implies that personal identity is going to define all the activities done with integrity and purposes.

CONCLUSIONS

The Inner Development Goals (IDGs) is a framework which encompasses the set of skills and capacities relevant to address sustainability issue, in any individual or collective respond to today's systemic complexity and the role of HEIs in driving the change to sustainability and more importantly their role in stakeholder's integration which is very important. In this regard, HEIs make proper

bridge between science, policy and community through the shaping of the vision of new generations. Integration of IDGs is confirmed in the Albanian context and this framework resulted important to all the employment positions, and to all sectorial areas like, public sector, private, civil society and education. As analyzed so far, this model comes as a holistic approach which encourages interdisciplinary growth and suggesting that the educational programs must develop the "whole person" not just some isolated or fragmented skills. The framework remains meaningful and can be applied in different contexts, settings and applications. Initially it should be the basis for any educational curricula, which in different phases can integrate the framework into their process, any project-based learning can address especially two dimension of the framework which are Acting and Collaborating, while Being and Relating can be incorporate in any social and emotional learning context and Thinking can be integral to all the above especially the critical thinking factor. Leadership development is another key area which may smoothly integrate the framework, as the strategic thinking and decision-making start which the personal integrity and self-emotional intelligence. Lastly organization of any type should incorporate the framework as all of them need to care about the employee well-being, collaboration between teams is vital for them and effective personal actions are determinant for the groups, as the study once again confirms the interconnectedness between the inner growth and outer actions. As such, IDGS are not hierarchical but Holistic, and its dimensions should be considered as living systems and educational system should shift from knowledge transfer to capacity building. Finally, considering the strong link between Being and Relating we think that "Identity development is a Public Good".

Practical Implications and Recommendations

IDGs offer a practical framework which may best serve as e transformative document to address the sustainability challenge among cross disciplines, cross sectors and among different groups. Due to this importance, it can be incorporated into different curricula or modules which are interdisciplinary, as well as into different training programs. In this regard, universities should take the leading role, through the activation of the third mission, to do so, they need to develop more community-based projects, promote different forms of partnerships among public and private bodies with the objective to co-develop SDG addressing solutions and facilitate the policy dialogue among actors, which can be address especially through lifelong learning programs. Teachers of any level have to model "the Being", encourage "Relating" and enhance "thinking", as all the competencies are mutually reinforcing each-other.

Additionally, if we want to see a systemic change there must be a national strategy for the HEIs contribution on SDGs fulfilment and in this way developing countries like

Albania can address the problem of fragmented efforts. In this regard, HEIs should be more involved in localizing the SDGs and map the role and duties of each other actor in the contribution to SDGs, and should avoid restricting IDGs only for social sciences.

As defined so far, the sustainability issue is very complex and as such it requires transversal competencies which needs to be developed through soft skills development. In this regards there must be put more emphasis is on the “value-based educational frameworks” without effecting the competence-based frameworks developed so far.

Lastly but not least, “what’s not measured does not exist”, which means that there must be measurement and monitoring metrics of both IDGs and SDGs, which should be done through clear baselines and continuously linking sustainability performance with other forms of evaluation and progressing.

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