


IMPLEMENTATION OF SDG GOAL 4 TARGET 7 QUALITY EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP IN CHRISTIAN HIGHER EDUCATION MANAGEMENT

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ARTICLE INFO	ABSTRACT
<p>Article history:</p> <p>Received 29 May 2023</p> <p>Accepted 22 August 2023</p>	<p>Purpose: This research aims to evaluate the mediating role of SDG Goal Four target seven Quality Education for Sustainable Development (QESD) and Quality Education for Global Citizenship (QEGC) in the Performance of Christian Higher Education Institution Management.</p>
<p>Keywords:</p> <p>SDGs 2030; SDG Goal 4 Target 7- Quality Education; Quality Education for Sustainable Development and Global Citizenship; Higher Education; Management of Christian Higher Education Institutions; Performance of Christian Higher Education Institutions.</p>	<p>Theoretical Framework: The research study developed a conceptual framework and questionnaire for evaluating the mediation role of QESD and QEGC in the Performance of Christian Higher Education Institution Management.</p>
	<p>Design/Methodology/Approach: The study examines the observation of 647 respondents from six universities of various disciplines like Medical, Engineering, and Arts and Science. PLS-SEM is used for the analysis of data and hypothesis testing.</p> <p>Findings: The study reveals that SDG Goal Four target seven QESD and QEGC has a partial mediation in the performance of Christian Higher Education Institution Management.</p> <p>Research, Practical, Social Implication: The research construct and variables are identified from the indicators of SDG Goal Four target seven of Quality Education for Sustainable Development and Global Citizenship. Therefore, this study will be a model for further research for evaluating the implementation of SDG Goal Four target seven in other Higher Education Institutions Management.</p> <p>Originality/Value: The originality and value in this article are the conceptual framework and questionnaire prepared and proved for evaluating the SDG Goal Four target seven QESD and QEGC in the evaluation of Higher Education Institution Management Performance.</p> <p>Doi: https://doi.org/10.26668/businessreview/2023.v8i9.2976</p>

IMPLEMENTAÇÃO DO OBJETIVO 4 OBJETIVO 7 EDUCAÇÃO DE QUALIDADE PARA O DESENVOLVIMENTO SUSTENTÁVEL E A CIDADANIA GLOBAL NA GESTÃO DO ENSINO SUPERIOR CRISTÃO

RESUMO

Objetivo: Esta pesquisa visa avaliar o papel mediador do ODS Objetivo Quatro meta sete Educação de Qualidade para o Desenvolvimento Sustentável (QESD) e Educação de Qualidade para a Cidadania Global (QEGC) no Desempenho da Instituição Cristã de Ensino Superior Gestão.

Estrutura Teórica: O estudo de pesquisa desenvolveu um quadro conceitual e questionário para avaliar o papel de mediação da QESD e QEGC no Desempenho da Gestão Institucional de Ensino Superior Cristão.

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Design/Methodologia/Abordagem: O estudo examina a observação de 647 entrevistados de seis universidades de várias disciplinas como Medicina, Engenharia e Artes e Ciência. O PLS-SEM é utilizado para a análise de dados e testes de hipóteses.

Constatações: O estudo revela que o Objetivo Quatro dos ODS visa sete QESD e QEGC tem uma mediação parcial no desempenho da Gestão Institucional de Ensino Superior Cristão.

Pesquisa, Prática, Implicação Social: O conceito e as variáveis da pesquisa são identificados a partir dos indicadores do Objetivo Quatro do ODS, sete metas da Educação de Qualidade para o Desenvolvimento Sustentável e a Cidadania Global. Por conseguinte, este estudo será um modelo para uma investigação mais aprofundada para avaliar a execução do Objetivo 4 dos ODS, sete objetivos em outras instituições de ensino superior.

Originalidade/valor: A originalidade e o valor deste artigo são o quadro conceitual e questionário preparado e comprovado para avaliar o Objetivo 4 dos ODS, sete metas de QESD e QEGC na avaliação do Desempenho de Gestão de Instituições de Ensino Superior.

Palavras-chave: ODS 2030, ODS Objetivo 4 Objetivo 7- Educação de Qualidade, Educação de Qualidade para o Desenvolvimento Sustentável e a Cidadania Global, Ensino Superior, Gestão das Instituições de Ensino Superior Cristãs, Desempenho das Instituições de Ensino Superior Cristãs.

IMPLEMENTACIÓN DEL OBJETIVO ODS 4 META 7 EDUCACIÓN DE CALIDAD PARA EL DESARROLLO SOSTENIBLE Y LA CIUDADANÍA GLOBAL EN LA GESTIÓN DE LA EDUCACIÓN SUPERIOR CRISTIANA

RESUMEN

Objetivo: Esta investigación tiene como objetivo evaluar el papel mediador de la meta de ODS Cuatro: siete Educación de Calidad para el Desarrollo Sostenible (QESD) y Educación de Calidad para la Ciudadanía Global (QEGC) en el Desempeño de la Gestión de Instituciones de Educación Superior Cristianas.

Marco Teórico: El estudio de investigación desarrolló un marco conceptual y un cuestionario para evaluar el papel mediador de la QESD y la QEGC en el Desempeño de la Gestión Institucional de Educación Superior Cristiana.

Diseño/Methodología/Enfoque: El estudio examina la observación de 647 encuestados de seis universidades de diversas disciplinas como Medicina, Ingeniería y Artes y Ciencias. PLS-SEM se utiliza para el análisis de datos y pruebas de hipótesis.

Resultados: El estudio revela que la meta de ODS Cuatro es siete QESD y QEGC tiene una mediación parcial en el desempeño de la gestión de las instituciones de educación superior cristiana.

Investigación, Implicación Práctica y Social: El constructo de investigación y las variables se identifican a partir de los indicadores del Objetivo ODS Cuatro, objetivo siete de Educación de Calidad para el Desarrollo Sostenible y Ciudadanía Global. Por lo tanto, este estudio será un modelo para futuras investigaciones para evaluar la implementación de la meta siete del Objetivo Cuatro de los ODS en la gestión de otras instituciones de educación superior.

Originalidad/Valor: La originalidad y el valor en este artículo son el marco conceptual y el cuestionario elaborado y probado para evaluar la meta de ODS Cuatro, siete QESD y QEGC en la evaluación del Desempeño en la Gestión de las Instituciones de Educación Superior.

Palabras clave: ODS 2030, Objetivo ODS 4 Meta 7- Educación de calidad, Educación de Calidad para el Desarrollo Sostenible y la Ciudadanía Mundial, Educación Superior, Gestión de Instituciones de Educación Superior Cristianas, Desempeño de Instituciones de Educación Superior Cristianas.

INTRODUCTION

The United Nations has developed Sustainable Development Goals 2030 (UN SDGs) for implementation in the whole world. UN SDG - Goal four target seven speaks about Quality Education for Sustainable Development (QESD) and Quality Education for Global Citizenship (QEGC). Quality education is one of the most effective strategies for developing people and

good citizens. This research article presents the effect of Quality Education for Sustainable Development (QESD) and Quality Education for Global Citizenship (QEGC) in the performance of Christian Higher Education Institutions in Kerala.

“The UN SDG Four envisages ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all by 2030” (Makhijani, 2019). UN SDG Four has seven outcome targets and three means of implementation. “UN Sustainable Development Goal Four Target 7:1 ensures that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and culture’s contribution to sustainable development” (Suresh, 2022).

The research objective is to verify the mediating role of UN Sustainable Development Goal 2030 (UN SDGs 2030) - Quality Education of Sustainable Development (QESD) and Quality Education of Global Citizenship (QEGC) in the performance of Christian Higher Education Institutions of Kerala. The researcher has collected data with a structured questionnaire based on the indicators given by UN SDGs 2030. Data are collected from more than 600 respondents. PLS-SEM is used to analyse the mediation effect of a latent variable in research work. The findings are updating the implementation of UN SDGs 2030 - Quality Education in the education scenario of Christian Higher Education Management. The analysis reveals there is partial mediation of QESD and QEGC in the performance of Christian Higher Education Institutions Management.

THEORETICAL AND ANALYTICAL FRAMEWORK

Literature Review

“True education attempts to shape the human being in the pursuit of his or her ultimate goal as well as the welfare of the societies that he or she will join as an adult and be responsible for. To help children and young people develop their physical, moral, and intellectual endowments harmoniously, using the most recent advancements in psychology and the arts and sciences of teaching is necessary. This will allow them to gradually develop a mature sense of responsibility that will motivate them to work tirelessly to shape their own lives properly and pursue true freedom while overcoming the ups and downs of life with courage and perseverance. As they get older, let's also provide them with healthy and responsible sexual education. Additionally, students should receive the correct training to participate in social life so that they can actively participate in a variety of community organisations, be open to dialogue with others, and be willing to put in their best efforts to advance the common good” (Flannery, 2001).

“Future study route is to explore the effect of ST on creativity utilizing mediate-moderate factors (e.g., knowledge management, workplace climate, and servant leadership) as organizations move toward creative talent acquisition and management” (Amro Alzghoul, 2023).

At the World Government Summit, “Sustainable Development Goals Must Be Achieved Through Transformational, Inclusive Leadership”, UN Deputy Secretary-General Amina Mohammed says:

“It gives me great pleasure to be here with you at this SDGs in Action event. The SDGs are still our guide for building a sustainable future. We are here because we are dedicated to making the 2030 Agenda a reality and making sure we uphold the common goals and commitments outlined in September 2015”.

”Presenting a proposed path for the Iraqi private universities to develop university control systems by integrating the university's strategy with the sustainability strategy. It was found through the statistical analysis of the survey list the support of the Iraqi private universities for the proposed path through the development of university monitoring systems and the integration of the university's strategy with the strategy of sustainable development” (Nedhal Aziz Mahdi, 2022).

“One of the most prominent of these techniques is a cost-based technology based on specifications as an effective way to bring about radical changes in the philosophy and working methods to achieve specifications, and its use by the company as a bridge to cross it to reach keeping pace with all the economic impacts on the one hand and environmental and social restrictions on the other hand, and making it green fame Achieving a competitive advantage that allows expanding its market share and achieving sustainable development goals” (Shelen Arif Ahmad, 2023).

In higher education institutions, a culture of quality and innovation is made possible through strong governance and leadership. Strong self-governance and exceptional merit-based nominations of institutional leaders have been the defining characteristics of all world-class institutions worldwide, including India.

All positions of authority and institution heads will be given to those with strong academic credentials, a track record of executive and leadership success, and the capacity to handle challenging circumstances.

“A strong social commitment, a belief in teamwork, pluralism, the ability to collaborate with people from different backgrounds, and a positive outlook are among the qualities leaders of HEIs will exhibit” (NEP, 2020).

“Adapting new methodologies to keep pace with the tasks of auditing on gender equality, community supervision, and women's empowerment. The necessity to pay attention to the quality of the auditing work through organizing relationships, dividing work according to terms of reference, providing the necessary resources, and exerting the necessary professional care” (Noor Bakhsh Ali Akbar, 2023).

Objectives of the Study

The study examines the theoretical framework of the leadership style of Jesus and UN SDGs 2030 Goal Four - target Seven: Quality Education has replicated in the administration of CHEIs, as well as their impact on CHEIs performance. For this study, the researcher has chosen

only Christian Higher Education Institutions that come under Kerala Catholic Bishop Conference (KCBC). “The followings are the Objectives and Hypotheses of the study:

- i. To examine how far the leadership style of Jesus influences the adoption of Goal Four – target Seven of UN SDGs 2030, and the CHEIs' performance.
- ii. To develop and test a model that can explain the performance of CHEIs in tune with the leadership style of Jesus, adoption of Goal Four – target Seven of UN SDGs 2030, and CHEIs problems.
- i. To analyse whether the adoption of Goal Four – target Seven of UN SDGs 2030 has any mediating role in the relationship between leadership style and performance of CHEIs as well as in the relationship between problems and performance of CHEIs.

Hypotheses of the Study

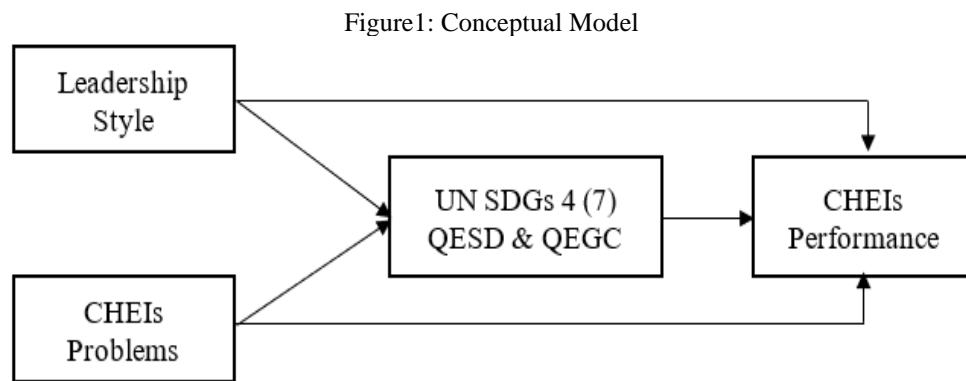
- i. There is no significant relationship between the leadership style of Jesus and the adoption of Goal Four – target Seven of UN SDGs 2030 practices relevant to the CHEIs of Kerala.
- ii. There is no significant relationship between the adoption of Goal Four – target Seven of UN SDGs 2030 practices relevant to CHEI and their performance.
- iii. Adoption of Goal Four – target Seven of UN SDGs 2030 has no mediatory role in the relationship between leadership style and performance as well as in the relationship between problems and performance of CHEIs.

The above objectives and hypotheses are verified and studied in this research analysis.”

(John J. , 2022)

Conceptual Framework

Conceptual Model: Influences of Leadership Styles of Jesus and UN SDG Goal four target seven Quality Education on CHEIs Performance.



Note: CHEIs – Christian Higher Education Institutions of Kerala, QESD – Quality Education for Sustainable Development, QEGC – Quality Education for Global Citizenship

Source: Review of Literature

METHODOLOGY

Procedures of Study

This is an empirical study that is done by using both primary and secondary data. Here, the researcher has followed a mixed - approach, including both qualitative and quantitative information. “The qualitative section examined Jesus's leadership style in the context of the four Gospels of the Bible. The quantitative component comprises an empirical assessment of the leadership styles of Jesus, UN sustainable development goal four target seven quality education for sustainable development and global citizenship, problems encountered and the Christian higher education institution's performance” (John J. , 2022).

Instrumentation and Data Analysis

The questionnaire is used to gather data, and exploratory factor analysis and structural equation modelling are used to analyse the results. Structural Equation Modelling (SEM) allows researchers to incorporate variables measured indirectly by indicator variables.

Constructs and Variables Studied

The following constructs and variables are used for studying the data and it is listed in table 1.

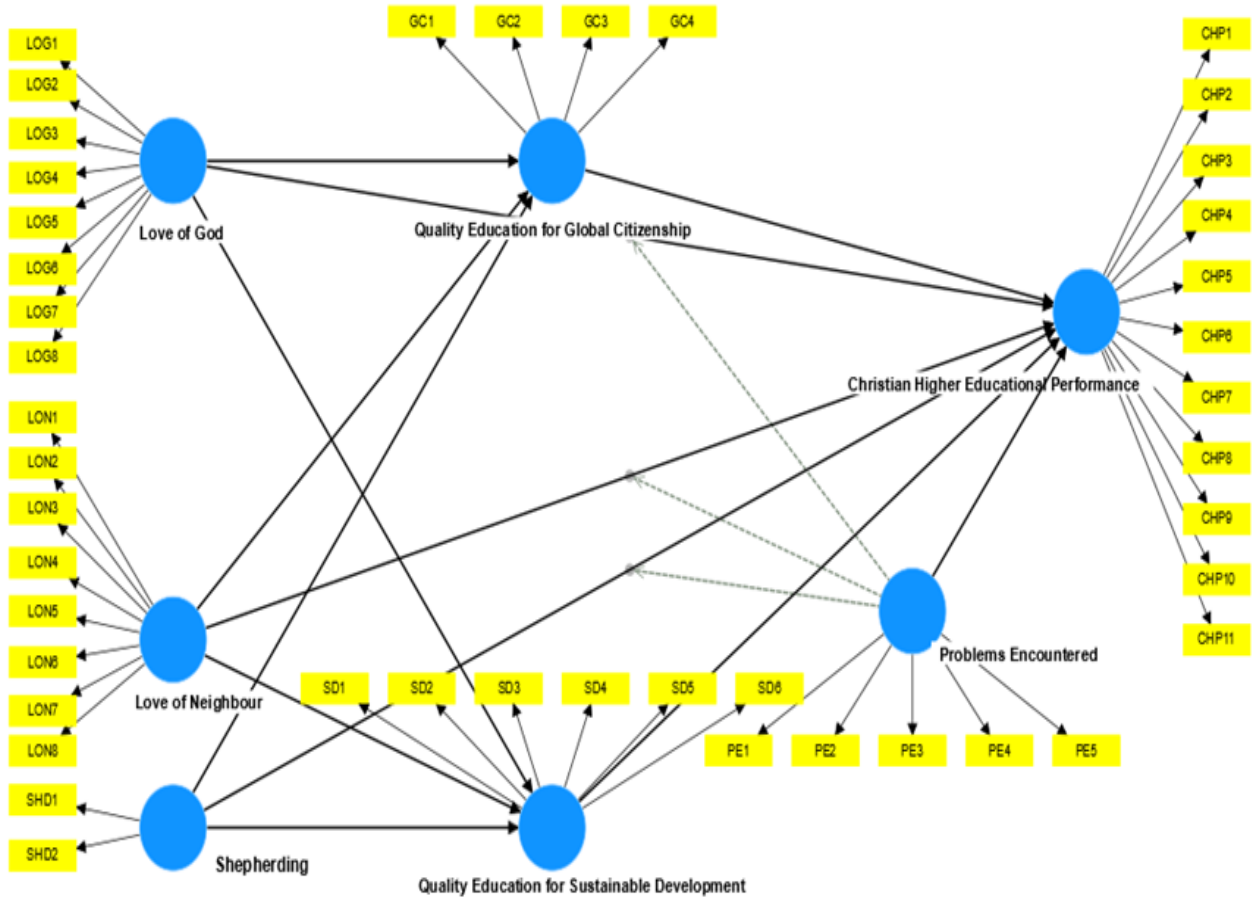
Table 1. Constructs and Variables Studied

Constructs	Code	Variables
Love of God	LOG1	Knowing the Will of God through Prayer
	LOG2	Obeying God's commandments
	LOG3	Glorifying God by bearing witness to Jesus
	LOG4	Helps the people to lead a holy life
	LOG 5	Give importance to Christian Values
	LOG 6	Following Christian Leadership Style

	LOG 7	Spiritual Environment
	LOG 8	Creating Leaders
Love of Neighbour	LON 1	Patient Listening
	LON 2	Caring
	LON 3	Showing Mercy
	LON 4	Compassion
	LON 5	Righteousness
	LON 6	Considering Others
	LON 7	Respect
	LON 8	Importance to Service
	LON 9	Selfless Service
Shepherding	SHD 1	Practising Christian Faith
	SHD 2	Guiding
Sustainable Development	SD 1	Importance to Human Rights
	SD 2	Culture of Peace and Non-violence
	SD 3	Sustainable lifestyle
	SD 4	Promotes Gender Equality
	SD 5	Life Skills for sustainable development
	SD 6	Teaching Professional Ethics
Global Citizenship	GC 1	Intercultural Education and International Understanding Provide knowledge of global citizenship
	GC 2	Promotes Global Citizenship
	GC 3	Teaching Global Citizenship
	GC 4	
Problems Encountered	PE 1	Generating capital funds
	PE 2	Changes in Perception of People
	PE 3	The attitude of the Government and authorities
	PE 4	Financial Problems
	PE 5	Changes in the concept of spirituality
CHEIs Performance	CHP 1	Good Value System
	CHP 2	Love and Joy
	CHP 3	Caring and Sharing
	CHP 4	Self-esteem
	CHP 5	Character Formation
	CHP 6	Courage to face challenges
	CHP 7	Follows the Leadership Style of Jesus
	CHP 8	Faithful to Jesus
	CHP 9	Changes in Community
	CHP10	Learning Environment
	CHP11	Professional Knowledge

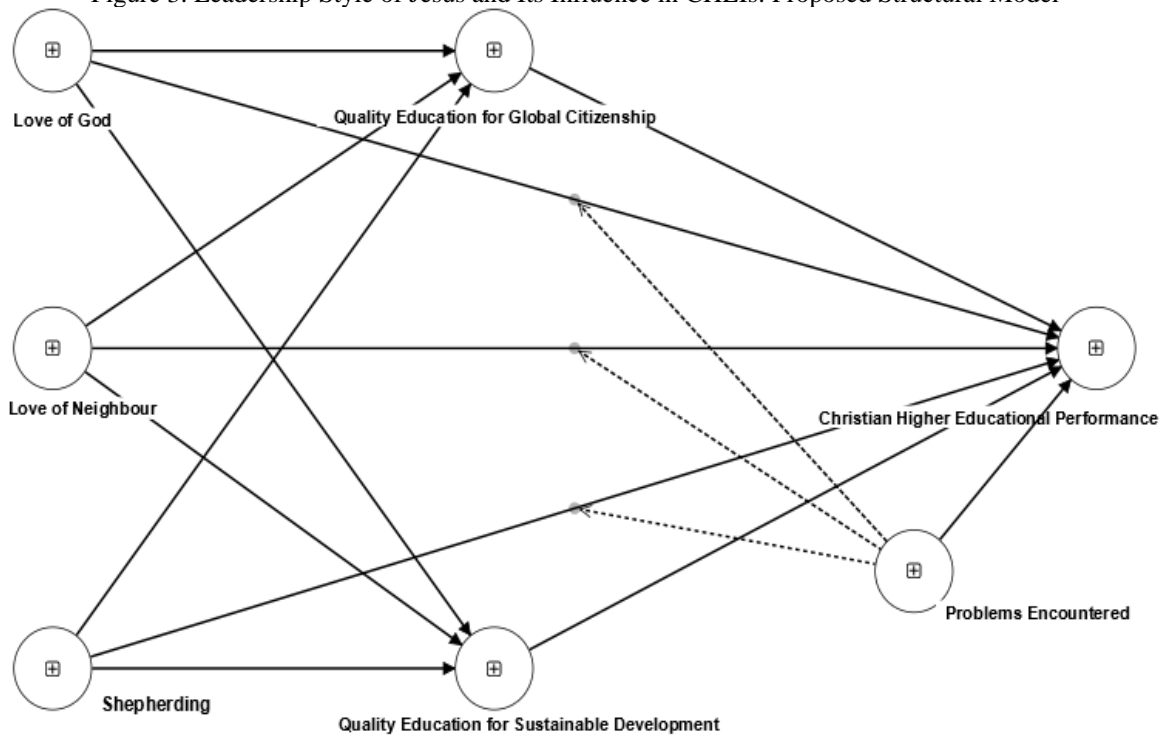
Source: Primary Data of My PhD Research

Figure 2. Leadership Style of Jesus and Its Influence in CHEIs: Proposed Measurement Model



Source: Primary Data of My PhD Research

Figure 3. Leadership Style of Jesus and Its Influence in CHEIs: Proposed Structural Model



Source: Compiled by the researcher based on Literature Review.

Mediation Analysis

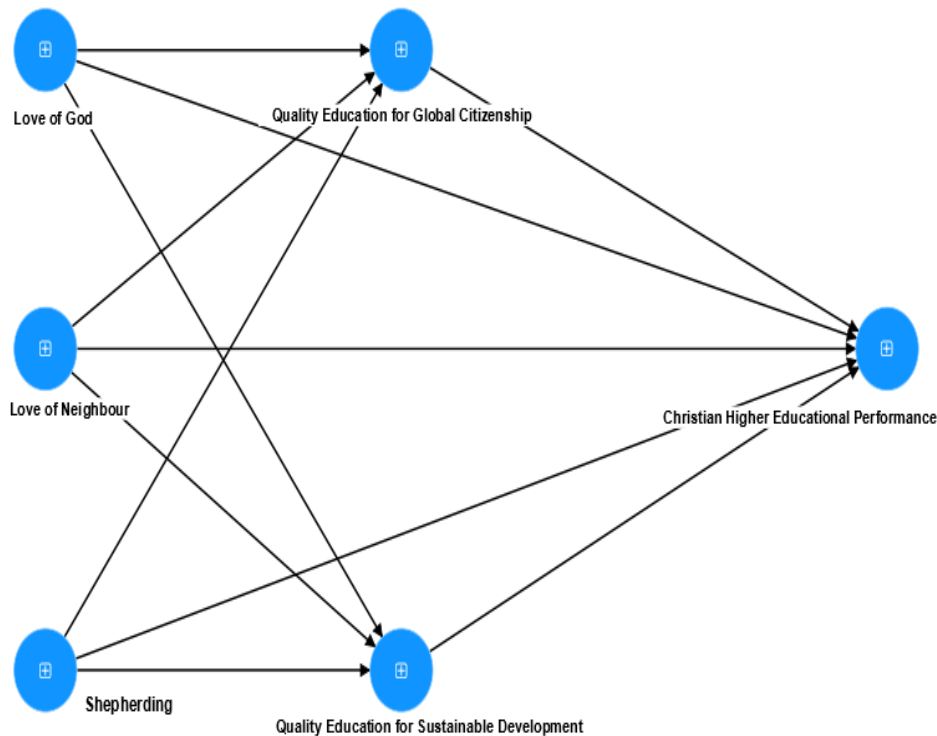
PLS-SEM helps the researchers to analyse the mediation effect of a latent variable in research work. “Mediation analysis considers the presence of an intermediate variable or mechanism that transmits the effect of an antecedent variable to an outcome” (Aguinis H, 2017).

- *Direct effect:* “is the direct relationship between an independent and dependent latent variable (construct) in a PLS path model” (Joseph F. Hair, 2014).
- *Indirect Effect:* “shows the relationship between an independent and dependent latent variable (construct) via a mediator construct in the PLS path model” (Joseph F. Hair, 2014).

The Steps in Mediation Analysis:

- *Step one:* “Assess the significance of the direct effect without including the mediator variable in the PLS path model.
- *Step two:* Verify the result that the direct effect is significant or not significant. If the direct effect is not significant, then no mediating effect.
- *Step three:* If the direct effect is significant, then include the mediator variables in the path model and assess the significance of the indirect effect. If the indirect effect is not significant, then no mediation.
- *Step four:* If the indirect is significant, then assess the variance accounted for (VAF) to know the strength of the mediation. VAF is direct effect divided by total effect” (Joseph F. Hair, 2014).
- *Step five:* If $VAF > 80$ per cent, then full mediation. If VAF is greater than or equal to 20 per cent and less than equal to 80 per cent, then partial mediation is. If $VAF < 20$ per cent, then no mediation. For example, suppose the direct effect is 0.200 (i.e., Path of Independent Variable to Dependent Variable) and the indirect effect is 0.300 (i.e., including the mediator variable). Thus, the total effect is 0.500. Therefore, VAF is the direct effect divided by the total effect which is $200/500 = 0.4$. “That means 40 per cent of the independent variable affects the dependent variable while the involvement of the mediator variable. Since the VAF is greater than 20 per cent and less than 80 per cent, this case can be interpreted as partial mediation” (Joseph F. Hair, 2014). Figure 3 illustrates the graphical presentation of the proposed Mediation model.

Figure 4. Proposed Mediation Model



Source: Compiled by the researcher based on Literature Review.

This section deals with the Mediation Analysis of the UN SDG of Quality Education on the Leadership Style of Jesus and CHEIs Performance

In this modern world, higher education institutions have to inculcate quality education for better performance and long-term survival. Imparting quality education shall be the topmost priority for a higher education institution no matter whether it is a Christian Higher Education institution or otherwise. It is also recognised as one of the prominent SDGs- 2030 by the United Nations.

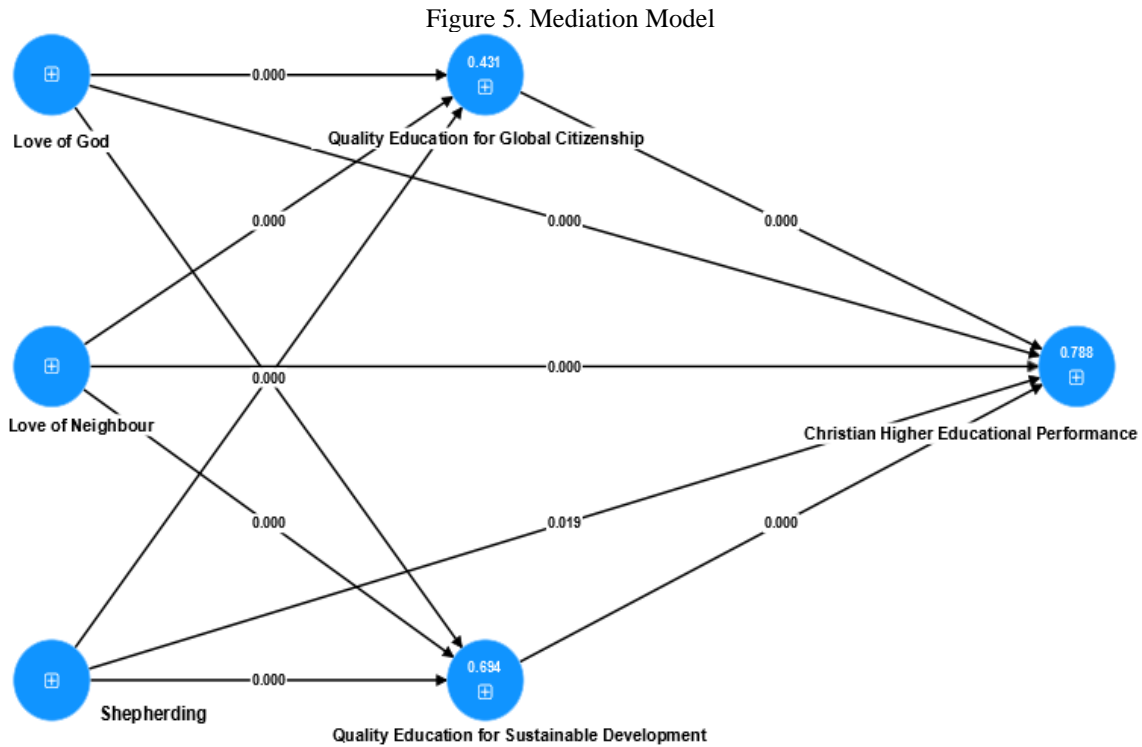
RESULT AND DISCUSSION

The study postulates that “the relationship between the leadership style of Jesus and the performance” (John J. , 2022) (John J. , 2022) of CHEIs may be mediated by the adoption of the UN SDG of Quality education. The study revealed three components of the Leadership Style of Jesus such as Love of God (LOG), Love of Neighbour (LON), and Shepherding (SHD) and two dimensions of UN SDG relating to quality education such as Quality Education for Sustainable Development (QESD), and Quality Education for Global Citizenship (QEGC). The mediating role of these two dimensions of Quality Education on “the relationship between the Leadership Style of Jesus and the Performance” of CHEIs is presented in this section of the analysis.

Table: 2. Mediation Analysis: Bootstrapping Results

Path	Total effect		Direct Effect		Hypothesis	Indirect effect		Decision
	Coefficient	p-value	Coefficient	p-value		Coefficient	p-value	
LOG > CHP	0.405	0.000	0.337	0.000	LOG > QESD > CHP	0.035	0.004	PM
CHP	0.460	0.000	0.255	0.000	LON > QESD > CHP	0.171	0.000	PM
LON > CHP	0.116	0.000	0.056	0.019	SHD > QESD > CHP	0.040	0.000	PM
CHP					LOG > QEGC > CHP	0.033	0.001	PM
SHD > CHP					LON > QEGC > CHP	0.033	0.000	PM
CHP					SHD > QEGC > CHP	0.020	0.001	PM

Source: Primary Data of My PhD Research



Source: Primary Data of My PhD Research

Leadership Style of Jesus of Love of God, Quality Education for Sustainable Development and the Performance of CHEIs

Love of God is one of the motivating factors that help the CHEIs perform well. It has a direct effect on the performance of CHEIs. At the same time, in this study, the researcher verify is there any mediating effect of Quality Education for Sustainable Development in the performance of CHEIs.

H₁₁: Quality Education for Sustainable Development mediates the relationship between the leadership style of Jesus - Love of God and Christian Higher Educational Performance.

“Results show that the total effect was found positive and significant” (Khawaja Fawad Latif, 2020) ($\beta = 0.405, p < 0.001$) “when the mediator was introduced into the model, the

effect was decreased but the direct relationship was found significant” (Khawaja Fawad Latif, 2020) ($\beta = 0.337, p < 0.001$) “while the indirect effect with the inclusion of mediator was found significant” (Khawaja Fawad Latif, 2020) ($\beta = 0.035, p = 0.004$). In the analysis, we could see both the direct effect ($p < 0.001$) and indirect effect ($p = 0.004$) are significant and positive. And therefore, complementary partial mediation was observed (Baron and Kenny, 1986).

The results indicate that a portion of the effect of the Leadership Style of Jesus of Love of God on the Performance of CHEIs is mediated by Quality Education for Sustainable Development, while the Leadership Style of Jesus of Love of God still explains a significant direct effect on CHEIs Performance that is independent of the mediator. The hypothesis is accepted because of Complementary Partial Mediation.

PLS also helps the researcher to evaluate the strength (portion) in the case of partial mediation. An approach to calculating the strength is calculating the ratio of the indirect to the total effect. If the indirect is significant, then assess the variance accounted for (VAF) to know the strength of the mediation. VAF is direct effect divided by total effect i.e., the variance accounted for (VAF) value. If $VAF > 80$ per cent, then higher strength. If VAF is greater than or equal to 20 per cent and less than equal to 80 per cent, then medium strength. If $VAF < 20$ per cent, then no strength. (Joseph F. Hair, 2014). The result shows that the direct effect is 0.337 (i.e., Path of Independent Variable to Dependent Variable) and the indirect effect is 0.035 (i.e., including the mediator variable). Thus, the total effect is 0.372. Therefore, VAF is the direct effect divided by the total effect which is $337/372 = 0.90$. That means 90 per cent of the leadership style of Jesus - Love of God affects Christian Higher Educational Performance while the involvement of Quality Education for Sustainable Development. Since the VAF (90 per cent) is greater than 80 per cent, this case can be interpreted as having higher strength.

Leadership Style of Jesus of Love of Neighbour, Quality Education for Sustainable Development and Performance of CHEIs

Love of neighbours is another motivating factor that helps the CHEIs to perform well. It has a direct effect on the performance of CHEIs. At the same time, in this study, the researcher verifies whether there is any mediating effect of Quality Education on Sustainable Development in the performance of CHEIs.

H₁₂: Quality Education for Sustainable Development mediates the relationship between the Leadership Style of Jesus of Love of Neighbour and Christian Higher Educational Performance.

The analysis reveals that “the total effect was found positive and significant” (Khawaja Fawad Latif, 2020) ($\beta = 0.460, p < 0.001$) “when the mediator was introduced into the model, the effect was decreased but the direct relationship was found to be significant” (Khawaja Fawad Latif, 2020) ($\beta = 0.255, p < 0.001$) “while the indirect effect with the inclusion of mediator was found significant” (Khawaja Fawad Latif, 2020) ($\beta = 0.171, p < 0.001$). In the analysis, we could see that both direct effect ($p < 0.001$) and indirect effect ($p < 0.001$) are significant and positive. And therefore, complementary partial mediation was observed (Baron and Kenny, 1986).

The results indicate that a portion of the effect of the Leadership Style of Jesus of Love of Neighbour on the Performance of CHEIs is mediated by Quality Education for Sustainable Development, while the Leadership Style of Jesus of Love of Neighbour still explains a significant direct effect on CHEIs Performance that is independent of the mediator. The hypothesis is accepted because of Complementary Partial Mediation.

The result shows that the direct effect is 0.255 (ie., Path of Independent Variable to Dependent Variable) and the indirect effect is 0.171 (ie., including the mediator variable). Thus, the total effect is 0.426. VAF is a direct effect divided by the total effect which is $.255/0.426 = 0.59$. That means 59 per cent of the leadership style of Jesus - Love of Neighbour effect on Christian Higher Educational Performance while the involvement of Quality Education for Sustainable Development. Since the VAF result (59 per cent) is greater than 20 per cent and less than 80 per cent, it has medium strength.

Jesus Leadership Style of Shepherding, Quality Education for Sustainable Development and Performance of CHEIs

The leadership Style of Jesus of Shepherding is another motivating factor that helps the CHEIs perform well. It has a direct effect on the performance of CHEIs. Similarly, in this study, the researcher verified whether is there any mediating effect of Quality Education for Sustainable Development in the performance of CHEIs.

H₁₃: Quality Education for Sustainable Development mediates the relationship between the leadership style of Jesus - Shepherding and Christian Higher Educational Performance.

The findings reflect that “the total effect was found positive and significant” (Khawaja Fawad Latif, 2020) ($\beta = 0.116, p < 0.001$) “when the mediator was introduced into the model, the effect was decreased but the direct relationship was found significant” (Khawaja Fawad

Latif, 2020) ($\beta = 0.056, p = 0.019$) “while the indirect effect with the inclusion of mediator was found significant” (Khawaja Fawad Latif, 2020) ($\beta = 0.040, p < 0.001$). In the analysis, we could see both the direct effect ($p = 0.019$) and indirect effect ($p < 0.001$) are significant and positive. And therefore, complementary partial mediation was observed (Baron and Kenny, 1986).

The results indicate that a portion of the effect of “the Leadership Style of Jesus of Shepherding on the Performance of CHEIs” (John J. , 2022) is mediated by Quality Education for Sustainable Development, while the Leadership Style of Jesus of Shepherding still explains a significant direct effect on CHEIs' Performance that is independent of the mediator. Therefore, the Hypothesis is accepted because of Complementary Partial Mediation.

The result shows that the direct effect is 0.056 (ie., Path of Independent Variable to Dependent Variable) and the indirect effect is 0.040 (ie., including the mediator variable). Thus, the total effect is 0.096. VAF is a direct effect divided by the total effect which is $.056/0.096 = 0.58$. That means 58 per cent of the leadership style of Jesus - Shepherding effect on Christian Higher Educational Performance while the involvement of Quality Education for Sustainable Development. Since the VAF result (58 per cent) is greater than 20 per cent and less than 80 per cent, it has also medium strength.

Leadership Style of Jesus of Love of God, Quality Education for Global Citizenship and Performance of CHEIs

Love of God helps CHEIs perform well. It has a direct effect on the performance of CHEIs. At the same time, in this study, the researcher verify is there any mediating effect of Quality Education for Global Citizenship in the performance of CHEIs.

H₁₄: Quality Education for Global citizenship mediates the relationship between the leadership style of Jesus - Love of God and Christian Higher Educational Performance.

“Results show that the total effect was found positive and significant” (Khawaja Fawad Latif, 2020) ($\beta = 0.405, p < 0.001$) “when the mediator was introduced into the model, the effect was decreased but the direct relationship was found significant” (Khawaja Fawad Latif, 2020) ($\beta = 0.337, p < 0.001$) “while the indirect effect with the inclusion of mediator was found significant” (Khawaja Fawad Latif, 2020) ($\beta = 0.033, p = 0.001$). In the analysis, we could see both the direct effect ($p < 0.001$) and indirect effect ($p = 0.001$) are significant and positive. And therefore, complementary partial mediation was observed (Baron and Kenny, 1986).

The results indicate that a portion of the effect of the Leadership Style of Jesus of Love of God on the Performance of CHEIs is mediated by Quality Education for Global Citizenship, while the Leadership Style of Jesus of Love of God still explains a significant direct effect on CHEIs Performance that is independent of the mediator. The hypothesis is accepted because of Complementary Partial Mediation.

The result shows that the direct effect is 0.337 (ie., Path of Independent Variable to Dependent Variable) and the indirect effect is 0.033 (ie., including the mediator variable). Thus, the total effect is 0.370. VAF is a direct effect divided by the total effect which is $.337/.370 = 0.91$. That means 91 per cent of the leadership style of Jesus - Love of God on Christian Higher Educational Performance while the involvement of Quality Education for Global Citizenship. Since the VAF (91 per cent) is greater than 80 per cent, it has higher strength.

Leadership Style of Jesus of Love of Neighbour, Quality Education for Global Citizenship and Performance of CHEIs

Love of Neighbour motivates CHEIs to perform well. It has a direct effect on the performance of CHEIs. At the same time, in this study, the researcher verified that, is there any mediating effect of Quality Education for Global Citizenship in the performance of CHEIs.

H₁₅: Quality Education for Global citizenship mediates the relationship between the Leadership Style of Jesus of Love of Neighbour and Christian Higher Educational Performance.

“The analysis reveals that the total effect was found positive and significant” (Khawaja Fawad Latif, 2020) ($\beta = 0.460, p < 0.001$) “when the mediator was introduced into the model, the effect was decreased but the direct relationship was found to be significant” (Khawaja Fawad Latif, 2020) ($\beta = 0.255, p < 0.001$) “while the indirect effect with the inclusion of mediator was found significant” (Khawaja Fawad Latif, 2020) ($\beta = 0.033, p < 0.001$). In the analysis, we could see both direct effects ($p < 0.001$) and indirect effects ($p < 0.001$) are significant and positive. And therefore, complementary partial mediation was observed (Baron and Kenny, 1986).

The results indicate that a portion of the effect of the Leadership Style of Jesus of Love of Neighbour on the Performance of CHEIs is mediated by Quality Education for Global Citizenship, while the Leadership Style of Jesus of Love of Neighbour still explains a significant direct effect on CHEIs Performance that is independent of the mediator. The hypothesis is accepted because of Complementary Partial Mediation.

The result shows that the direct effect is 0.255 (ie., Path of Independent Variable to Dependent Variable) and the indirect effect is 0.033 (ie., including the mediator variable). Thus, the total effect is 0.288. VAF is a direct effect divided by the total effect which is $.255/.288 = 0.88$. That means 88 per cent of the leadership style of Jesus - Love of Neighbour on Christian Higher Educational Performance while the involvement of Quality Education for Global Citizenship. Since the VAF (88 per cent) is greater than 80 per cent, it also has higher strength.

Jesus Leadership Style of Shepherding, Quality Education for Global Citizenship and Performance of CHEIs

Shepherding Style of Jesus motivates CHEIs to perform well. It has a direct effect on the performance of CHEIs. At the same time, in this study, the researcher verified that, is there any mediating effect of Quality Education for Global Citizenship in the performance of CHEIs.

H₁₆: Quality Education for Global citizenship mediates the relationship between the Leadership Style of Jesus of Shepherding and Christian Higher Educational Performance.

The findings reflect that “the total effect was found positive and significant” (Khawaja Fawad Latif, 2020) ($\beta = 0.116, p < 0.001$) “when the mediator was introduced into the model, the effect was decreased but the direct relationship was found significant” (Khawaja Fawad Latif, 2020) ($\beta = 0.056, p = 0.019$) “while the indirect effect with the inclusion of mediator was found significant” (Khawaja Fawad Latif, 2020) ($\beta = 0.020, p = 0.001$). In the analysis, we could see both the direct effect ($p = 0.019$) and indirect effect ($p = 0.001$) are significant and positive. And therefore, complementary partial mediation was observed (Baron and Kenny, 1986).

The results indicate that a portion of the effect of “the Leadership Style of Jesus of Shepherding on the Performance of CHEIs” (John J. , 2022) is mediated by Quality Education for Global Citizenship, while the Leadership Style of Jesus of Shepherding still explains a significant direct effect on CHEIs' Performance that is independent of the mediator. Therefore, the Hypothesis is accepted because of Complementary Partial Mediation.

The result shows that the direct effect is 0.056 (ie., Path of Independent Variable to Dependent Variable) and the indirect effect is 0.020 (ie., including the mediator variable). Thus, the total effect is 0.076. VAF is a direct effect divided by the total effect which is $.056/.076 = 0.74$. That means 74 per cent of the leadership style of Jesus - Shepherding on Christian Higher Educational Performance while the involvement of Quality Education for Global Citizenship.

Since the VAF (74 per cent) is greater than 20 per cent and less than 80 per cent, it has medium strength.

CONCLUSION

The Structural Equation model showed that “the Leadership Style of Jesus significantly impacts the Performance of CHEIs” (John J. , 2022). Mediation analysis using the mediator, ‘Adoptions of UN SDGs of Quality Education’ showed that the influence of the Leadership Style of Jesus on the Performance of CHEIs is significantly more when institutions adopt UN SDG for Quality Education. Students shall get more classes on sustainable development and global citizenship through add-on courses and certifications. If possible, the institution shall include sustainable development and global citizenship in the curriculum and syllabus. There should be a common pool of resource persons who can give effective value-based classes in the area of sustainable development and global citizenship. Christian Educational Institution needs to play a prominent role in the total transformation of individuals such as - character formation, social commitments, career enhancement, and skill development - that could lead to a better life and better world. CHEIs shall provide gender equality. Leadership shall be based on good character, values, and discipline in life. CHEIs shall give more importance to promoting Christian values and ethics on campus. Stakeholders should feel they have gained a lot from the CHEIs.

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