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The editorial board would like to express their heartfelt appreciation for the contributions made by the authors, co-authors and all who were involved in the publication of this bulletin.

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RECTOR'S MESSAGE



I would like to extend my gratitude for your visit to FBM Insights Volume 8, a publication brought forth by the esteemed Faculty of Business and Management, UiTM Kedah Branch. This bulletin endeavours to present a concise and beneficial collection of important insights and research findings derived from the domain of social sciences.

FBM Insights aims to simplify complex social science concepts into easily digestible bullet points, making valuable knowledge more accessible to a wider audience. In this bulletin, each article provides a glimpse into the diverse and dynamic world of social sciences, including psychology, sociology, economics, finance, and other pertinent fields. Through concise and informative summaries, the intention is to promote a deeper understanding of human behaviour, societal trends and the multifarious factors that shape our world.

My heartfelt appreciation is proffered to the dedicated researchers and scholars whose works form the foundation of this bulletin, contributing significantly to the ever-changing landscape of knowledge in social sciences. In navigating the modern era's challenges and opportunities, the intrinsic value of social science research in guiding policy decisions and fostering social cohesion cannot be overstated.

I sincerely hope that this bulletin will spark readers' curiosity and inspire them to delve deeper into the myriad facets of human society and behaviour. Irrespective of whether you are a student, educator, or policymaker, I firmly believe that this publication will serve as an invaluable resource in your quest for knowledge.

Once again, thank you for embarking on this journey of discovery with us. Together, let us explore the captivating world of social sciences and its profound impact on our lives.

Thank you.

Prof. Dr. Roshima Haji Said

Rector
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TABLE OF CONTENTS

	Rector’s Message.....	iii
	Editorial Board.....	iv
1.	STUDENTS AS TARGETED PROSPECTS FOR MONEY MULE SYNDICATE <i>Mohd Shafiz Saharan, Mohd Fazil Jamaludin & Khairul Azfar Adzahar</i>	1
2.	THE VALUE OF COACHING ON THE EMPLOYEE AND THE ORGANIZATION <i>Roziyana Jafri, Kardina Kamaruddin & Syahida Abd Aziz</i>	4
3.	BOOK REVIEW – ESSENTIALS OF ECONOMICS <i>Muhammad Hanif Othman</i>	7
4.	UNLOCKING POTENTIAL: ARTIFICIAL INTELLIGENCE AND ORGANISATION PERFORMANCE <i>Norhidayah Ali, Azni Syafena Andin Salamat & Suhaida Abu Bakar</i>	9
5.	GENERATION Y EMPLOYEES: UNDERSTANDING THEIR WORKPLACE DESIRES <i>Rosliza Md Zani, Syukriah Ali & Anita Abu Hassan</i>	12
6.	ENHANCING STOCK INVESTMENT: WHY KNOWING INVESTOR TYPES MATTERS? <i>Syukriah Ali, Najah Mokhtar & Rosliza Md Zani</i>	14
7.	JOB LOSS IN THE AGE OF ARTIFICIAL INTELLIGENCE (AI) <i>Jamilah Laidin, Nor Azira Ismail & Shahiszan Ismail</i>	17
8.	ISLAMIC NANOCREDIT SCHEME: BREAKING FREE FROM DEBT TRAPS OF MONEYLENDER <i>Zuraidah Mohamed Isa, Dahlia Ibrahim & Zaiful Affendi Ahmad Zabib</i>	19
9.	STUDENT DEPRESSION: SHEDDING LIGHT ON A SIGNIFICANT ISSUE <i>Norafiza Mohd Hardi & Nor Hakimah Mohd Hardi</i>	21
10.	UNRAVELING THE EFFECTS OF CELEBRITY ENDORSEMENT ON CONSUMER PURCHASE INTENTION <i>Nurul Hayani Abd Rahman, Nani Ilyana Shafie & Rabitah Harun</i>	24
11.	CRYPTOCURRENCY: A NEW FINANCIAL PARADIGM <i>Dahlia Ibrahim & Zuraidah Mohamed Isa</i>	27
12.	STUDENT LOAN: A MALAYSIAN STORY <i>Anita Abu Hassan & Mohd Syazrul Hafizi Husin</i>	29
13.	ISLAMIC SOCIAL FINANCE INTEGRATION: THE ITEKAD CASE IN MALAYSIA <i>Muhammad Hanif Abu Hassan, Wahidah Shari & Muhammad Zarunnaim Haji Wahab</i>	31

SUSTAINABLE DEVELOPMENT GOALS (SDGs): WHAT CAN UNIVERSITIES DO ON CAMPUS?

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INTRODUCTION

Sustainable Development Goals (SDGs) is a concept that has sparked widespread debate and discussion around the world in recent times. The concept is a part of the United Nations' sustainable development agenda, with the aim of ending poverty, protecting the planet and ensuring prosperity by 2030 through the establishment of 17 goals and 169 targets (UNDP, 2020; Vorisek & Yu, 2020). Generally, SDGs can be implemented in various settings, encompassing both small-scale activities and large-scale endeavours. The size of the projects or activities is not a determining factor; rather, the primary focus lies on the positive impacts generated by these initiatives. The key objective is to create meaningful and sustainable outcomes that align with the overarching goals of the SDGs.

WHAT CAMPUS CAN DO?

Generally, there are numerous activities, programs, initiatives, and actions that can be undertaken to support the SDGs on campus. Some potential actions include:

- i) Cultivate awareness among campus community.

The approaches to raising awareness about SDGs are diverse. First, raising awareness can be accomplished by integrating the SDGs into the curriculum across various disciplines (Yuan et al., 2021). This can be achieved by incorporating relevant topics, case studies, and discussions that highlight the interconnectedness between the SDGs and different academic fields. By infusing the SDGs into the learning process, students can develop a deeper understanding of the global challenges at hand and explore ways to address them within their respective fields of study.

In addition to curricular integration, organizing awareness campaigns and events can effectively engage staff and students. These initiatives can take the form of seminars, workshops, panel discussions, or exhibitions focused on the SDGs. Guest speakers, including experts and practitioners working in sustainable development, can be invited to share their experiences and insights. These activities serve as platforms for dialogue, knowledge sharing, and inspiration, enabling individuals to connect their personal interests and aspirations with the SDGs.

Engaging staff and students in hands-on projects and initiatives aligned with the SDGs is another effective approach (Purcell et al., 2019). This could involve establishing sustainability-focused clubs or student-led organizations that undertake practical actions, such as organizing recycling campaigns, promoting energy conservation, or advocating for responsible consumption on campus. By actively participating in such initiatives, individuals can experience the direct impact of their actions and contribute to the larger SDG agenda.

- ii) Provide a healthy workplace.

Creating a healthy workplace on campus has been recognized as a significant factor in supporting the SDGs. Although empirical studies may vary in terms of context and methodology, several research studies have highlighted the relationship between a healthy workplace and the promotion of sustainable development. For example, a study conducted by Marshall (2020) examined the

impact of a healthy workplace on employee well-being and organizational performance. The findings indicated that organizations that prioritize employee health and well-being experienced positive outcomes, including increased productivity, reduced absenteeism, and improved job satisfaction. These factors contribute to the advancement of SDGs related to decent work and economic growth (SDG 8) and good health and well-being (SDG 3).

Besides, the study by Sypniewska et al. (2023) focused on the relationship between employee satisfaction and sustainable human resource management. The research highlighted that implementing initiatives promoting physical and mental health in the workplace can lead to improved employee workplace well-being, employee development, employee retention and work engagement. This aligns with SDG 3 (good health and well-being) and SDG 8 (decent work and economic growth).

Furthermore, a study by Voordt and Jensen (2023) explored the added value of healthy workplaces for employees and organizations. The research unveiled that organizations that fostered a healthy workplace environment demonstrated positive effects of appropriate building characteristics on health, satisfaction, productivity and facility cost. These findings support the link between a healthy workplace and the advancement of various SDGs, such as SDG 3 (good health and well-being), SDG 8 (decent work and economic growth), and SDG 12 (responsible consumption and production).

Thus, creating a healthy workplace on campus involves implementing of initiatives that support physical and mental well-being. This includes providing access to exercise facilities, promoting work-life balance, offering mental health resources, and ensuring a safe and inclusive work environment. These efforts contribute to employee satisfaction, retention, and overall organizational sustainability. By aligning with SDGs related to health and well-being (SDG 3), decent work (SDG 8), and responsible consumption and production (SDG 12), educational institutions can demonstrate their commitment to sustainable development. The implementing and promoting a healthy workplace not only benefits individual employees but also contribute to the broader global agenda of achieving the SDGs.

iii) Considers SDGs in every decision-making process.

The consideration of SDGs into decision-making process on campus is recognized as a powerful approach for advancing sustainable development. Several studies highlight the benefits of this approach for universities. A report by SDSN Australia/Pacific (2017) provides a guide for universities and higher education institutions, asserting that engaging with the SDGs can help demonstrate university impact, meet the demand for SDG-related education, foster new partnerships, access new funding opportunities, and define a responsible and globally aware university. Incorporating the SDGs in decision-making not only promotes sustainable practices but also aligns institutional strategies with the broader global sustainability agenda.

In a study by Stukalo and Lytvyn (2021), which focused on sustainable development through higher education quality assurance, it was found that involving the SDGs in decision-making processes increased stakeholder engagement and commitment. At the institutional level, setting standards for a quality assurance system to assess SDG achievements, involving diverse stakeholders in decision-making, and aligning their actions with the SDGs led to meaningful sustainability outcomes.

Next, the study by Filho et al. (2023) explored the extent to which management universities are integrating the SDGs into their activities, while considering organizational influences and strategic factors. The research revealed that although many organizations recognized the importance of sustainable development and integrated it into their institutional settings, the emphasis on the SDGs remained relatively limited in numerous universities. Additionally, there was a scarcity of training opportunities for university staff to effectively address the SDGs. The study suggests that integrating the SDGs into decision-making processes cultivates a culture of sustainability and enhances collaboration among different departments and stakeholders.

These studies, among others, demonstrate that incorporating the SDGs into decision making on campus can have positive implications for sustainability performance, stakeholder engagement, strategic alignment, and organizational culture. By systematically considering the SDGs in decision-making processes, university can align their actions with global sustainability

objectives, promote accountability, and contribute to the overall progress towards sustainable development.

CONCLUSION

Supporting the SDGs on campus requires a multi-faceted approach that encompassing various actions and initiatives. By implementing these strategies, educational institutions can demonstrate their commitment to sustainable development and contribute to the global agenda of achieving the SDGs. Consequently, it can be inferred that SDGs can be applied in any location -whether local, national, or global- and at any point in time, given that they offer a universal framework for sustainable development that transcends geographical and temporal boundaries. The flexibility of SDGs allows for customization and adjustment to diverse contexts, ensuring their relevance and applicability in various settings and timeframes. Whether achieved through grassroots community initiatives, national policies and programs, or international collaborations, the implementation of SDGs can occur anywhere and at any time, addressing specific challenges and striving toward attaining sustainable development outcomes.

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