

Workforce Diversity, Green Human Resource Management Practices, And Corporate Sustainability Among Higher Educational Institutions (HEIs)

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Abstract- This study examined workforce diversity, green human resource management (GHRM) practices, and corporate sustainability within Higher Educational Institutions (HEIs) across Panay Island in 2026. A total of 368 respondents from HEIs in Aklan, Antique, Capiz, and Iloilo were selected through stratified random sampling to ensure balanced representation across sex, educational attainment, years in service, employment status, and location. Data were gathered using a researcher developed questionnaire, informed by established literature, validated by experts, and tested for reliability using Cronbach's alpha. Statistical analyses included frequency, percentage, mean, independent samples t test, One Way ANOVA, and Pearson's r correlation at a 0.05 significance level. Results revealed that workforce diversity was recognized to a very great extent, GHRM practices were mostly practiced, and corporate sustainability was consistently rated very high. No significant differences were found when classified by sex, educational attainment, and years in service, while variations emerged by employment status and location. Strong positive correlations were observed among workforce diversity, GHRM practices, and corporate sustainability, indicating that improvements in one area were associated with enhancements in the others. HEIs in Panay Island were performing well in integrating diversity and sustainability. The study recommends strengthening support systems, improving green reward programs, and addressing disparities in employment status and location.

Keywords: *Workforce Diversity, Green Human Resource Management (GHRM) Practices, and Corporate Sustainability*

I. INTRODUCTION

Background of the Study

Higher educational institutions (HEIs) are important for national and global development. They train skilled graduates, generate new knowledge, and promote sustainability. As the world becomes more connected and knowledge-focused, HEIs must adapt to changes in workplace diversity, globalization, and community needs. To provide quality academic and administrative services, HEIs should encourage workforce diversity, support growth, and improve productivity.

In this situation, workforce diversity and green human resource management (GHRM) have become important for institutions. Workforce diversity means having employees from different backgrounds, experiences, and perspectives. When managed well, it can increase employee engagement, retention, and the overall work environment (Ramasamy et al., 2025). Bindeeba et al. (2025) showed that diversity leads to greater inclusion and better organizational outcomes when the right policies and culture are in place. GHRM integrates environmental protection into HR tasks such as hiring, training, and performance reviews. This strategy encourages responsible actions and helps organizations meet sustainable development goals (Tahir et al., 2024).

Studies indicate that GHRM helps organizations improve their environmental performance, encourages employees to adopt eco-friendly habits, and supports sustainability (Khan et al., 2025). Workforce diversity, GHRM, and corporate sustainability are distinct concepts. Recent reviews highlight ongoing challenges, including inconsistent measurement methods, a narrow focus on specific

contexts, and a need for stronger theories in GHRM and sustainability research (Chowdhury, 2023). There is also limited research on how workforce diversity and GHRM together affect corporate sustainability, particularly in higher education and developing countries (Ahmed et al., 2024). This gap emphasizes the need to explore how these factors interact to promote sustainability within higher education institutions (HEIs).

Statement of the Problem

This study aimed to examine workforce diversity, green human resource management practices, and corporate sustainability among Higher Educational Institutions (HEIs) on Panay Island, Philippines, for Academic Year 2025-2026.

Specifically, this study will seek answers to the following questions:

1. What is the extent of workforce diversity among HEIs in the areas of demographic, experiential, and cognitive diversity as assessed by the respondents when taken as a whole and when classified according to sex, highest educational attainment, years in service, employment status, and location?
2. What are the green human resource management practices among HEIs in the areas of green recruitment and selection, green training and development, green performance management, and green compensation and reward systems as assessed by the respondents when taken as a whole and when classified according to sex, highest educational attainment, years in service, employment status, and location?
3. What is the level of corporate sustainability among HEIs in the areas of economic viability, social equity, and environmental protection as assessed by the respondents when taken as a whole and when classified according to sex, highest educational attainment, years in service, employment status, and location?
4. Are there significant differences in the extent of workforce diversity among HEIs in the areas of demographic, experiential, and cognitive diversity as assessed by the

respondents when taken as a whole and when classified according to sex, highest educational attainment, years in service, employment status, and location?

5. Are there significant differences in the green human resource management practices among HEIs in the areas of green recruitment and selection, green training and development, green performance management, and green compensation and reward systems as assessed by the respondents when taken as a whole and when classified according to sex, highest educational attainment, years in service, employment status, and location?
6. Are there significant differences in the level of corporate sustainability among HEIs in the areas of economic viability, social equity, and environmental protection as assessed by the respondents when taken as a whole and when classified according to sex, highest educational attainment, years in service, employment status, and location?
7. Are there significant relationships among workforce diversity, green human resource management practices, and corporate sustainability among Higher Educational Institutions (HEIs)?

Null Hypotheses

1. There are no significant differences in the extent of workforce diversity among HEIs in the areas of demographic, experiential, and cognitive diversity as assessed by the respondents when classified according to sex, highest educational attainment, years in service, employment status, and location.
2. There are no significant differences in the green human resource management practices among HEIs in the areas of green recruitment and selection, green training and development, green performance management, and green compensation and reward systems as assessed by the respondents when classified according to sex, highest educational attainment, years in service, employment status, and location.
3. There are no significant differences in the level of corporate sustainability among HEIs in the areas of economic viability, social equity, and environmental protection as assessed by the respondents when classified according to sex,

highest educational attainment, years in service, employment status, and location.

4. There are no significant relationships among workforce diversity, green human resource management practices, and corporate sustainability among Higher Educational Institutions (HEIs).

Theoretical Framework

To examine how workforce diversity and green human resource management (GHRM) practices contribute to corporate sustainability in higher education institutions, this study was guided by three interrelated theoretical foundations.

For Workforce Diversity, the study was anchored on Social Identity Theory by Tajfel and Turner (1979), which explains how individuals categorize themselves and others into social groups based on characteristics such as gender, ethnicity, age, religion, or career background. These social identities influence perceptions, interactions, and judgments within the workplace.

In higher education institutions, the theory highlights both the benefits and challenges of diversity. While diversity fosters creativity, innovation, and problem solving, it may also lead to in group and out group dynamics that create conflict or discrimination if not managed effectively. Thus, Social Identity Theory provides a lens for understanding how inclusion and equity can transform diversity into positive organizational outcomes.

For Green Human Resource Management (GHRM), the study was guided by the Ability Motivation Opportunity (AMO) Theory by Appelbaum, Bailey, Berg, and Kalleberg (2000). This theory posits that employees perform best when they possess the necessary abilities, are motivated to exert effort, and have opportunities to participate fully.

Applied to GHRM, the AMO framework shows how training, incentives, and participatory systems can build competencies, reinforce motivation, and provide opportunities for employees to engage in pro environmental behaviors, thereby advancing sustainability goals.

For Corporate Sustainability, the study adopted the Triple Bottom Line (TBL) Theory by Elkington (1997), which emphasizes that organizational success must balance economic, social, and environmental responsibilities. Within higher education institutions, this framework underscores the importance of financial viability, stakeholder wellbeing, and ecological responsibility.

Together, these theories form a comprehensive framework in which workforce diversity and GHRM practices serve as strategic inputs that drive sustainable performance across economic, social, and environmental dimensions.

Conceptual Framework

This study aimed to explain the differences and relationships among variables using the conceptual framework shown in Figure 1. The independent variables were the respondents' demographic profiles: sex, highest educational attainment, years in service, employment status, and location. The dependent variables were workforce diversity in the areas of demographic, experiential, and cognitive diversity, for green human resource management practices focused on the areas of recruitment and selection, training and development, performance management, and compensation and reward systems, and for corporate sustainability focused on the areas of economic viability, social equity, and environmental protection.

As to sex, respondents were classified as "male" and "female." It was assumed that both groups would provide comparable assessments of workforce diversity, green human resource management practices, and corporate sustainability in higher education institutions. Males were expected to emphasize structured systems and operational priorities, while females were thought to highlight inclusive practices and collaborative approaches, each contributing distinct perspectives to organizational sustainability.

As to educational attainment, respondents were grouped into "bachelor's degree," "master's degree," and "doctorate degree." Those with advanced education were expected to demonstrate greater awareness and understanding of workforce diversity,

GHRM practices, and corporate sustainability. Their background in research and critical thinking was presumed to allow more detailed insights, while those with lower academic qualifications were thought to focus on practical and immediate organizational needs.

As to years in service, employees were classified into “less than 1 year,” “1–3 years,” “4–6 years,” and “more than 6 years.” Employees with longer tenure were assumed to possess deeper institutional knowledge and provide more structured assessments of workforce diversity, GHRM practices, and corporate sustainability, while newer employees were expected to introduce innovative ideas and alternative approaches.

As to employment status, respondents were categorized as “regular/permanent,” “contractual,” “probationary,” and “part time.” It was presumed that those with regular employment status would demonstrate greater familiarity with workforce diversity, GHRM practices, and sustainability initiatives compared to those in temporary or part time roles.

As to location, respondents were employed in HEIs across Panay Island: “Aklan,” “Antique,” “Capiz,” and “Iloilo.” Institutions in urban areas such as Iloilo were assumed to have broader exposure to diverse populations, more structured systems, and stronger sustainability policies. Institutions in rural provinces were expected to encounter challenges in funding, infrastructure, and training, which could shape organizational practices differently.

Lastly, the researcher assumed that workforce diversity contributes to the richness of perspectives within institutions, GHRM practices channel these diverse strengths into structured systems of ability, motivation, and opportunity, and corporate sustainability reflects the combined outcome of these practices across economic, social, and environmental dimensions.

These concepts are illustrated in Figure 1.

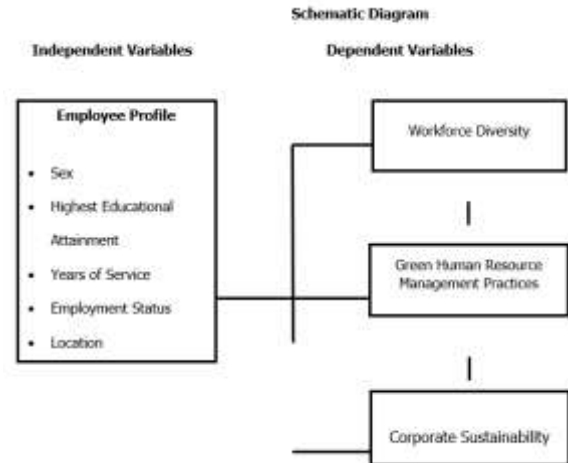


Figure 1. Schematic Diagram Showing the Relationship between the Independent and Dependent Variables of the Study.

Significance of the Study

The findings of this study hold substantial significance for various stakeholders, including the Commission on Higher Education, Department of Labor and Employment, higher educational institutions, policymakers, top management, teaching faculty, non teaching staff, the researcher, and future researchers.

Commission on Higher Education (CHED). The results provide valuable insights into how workforce diversity, green human resource management practices, and corporate sustainability are interconnected in higher education institutions. These findings may guide CHED in developing policies and frameworks that strengthen inclusivity and sustainability, aligned with national and international development goals.

Department of Labor and Employment (DOLE). The study offers empirical evidence on the role of workforce diversity and green HRM practices in promoting employee well being, productivity, and sustainability within the education sector. The findings may inform labor policies, advocacy programs, and workplace standards that advance equality, inclusiveness, and environmental responsibility.

Higher Educational Institutions (HEIs). The study underscores the importance of adopting workforce

diversity, green HRM practices, and corporate sustainability as strategic assets for fostering innovation, collaboration, and institutional resilience. It highlights the integration of green HR systems into administrative and academic structures to achieve social and environmental responsibility objectives.

Policy Makers. The research provides evidence for designing inclusive workforce policies and sustainability programs that strengthen educational institutions and contribute to community development.

Top Management. The study supports leadership in formulating strategic plans that embed workforce diversity and green HRM practices into institutional objectives. Insights from this research strengthen decision making and ensure that sustainability principles are reflected in organizational culture and operations.

Teaching Faculty. The study emphasizes the role of educators in advancing inclusiveness and sustainability through teaching, research, and extension activities.

Non Teaching Staff. The findings encourage non teaching staff to participate actively in sustainability initiatives. The study demonstrates how diversity and green HRM practices contribute to workplace satisfaction, inclusivity, and organizational effectiveness.

Researcher. The study enhances the researcher's understanding of workforce diversity, green HRM practices, and corporate sustainability in higher education institutions across Panay Island.

Future Researchers. The findings serve as a reference for future studies on related topics and contribute to the growing body of literature in human resource management and higher education.

Definition of Terms

The following terms are defined conceptually and operationally to ensure a clear understanding of the study.

Workforce Diversity. Workforce diversity refers to the similarities and differences among employees in an organization (Smirti, 2023).

In this study, workforce diversity was defined as the extent to which Higher Educational Institutions (HEIs) on Panay Island during the 2025-2026 academic year accepted and managed diversity among their staff. This covered demographic, experiential, and cognitive differences. Respondents rated the extent using a five-point Likert scale: 5-Strongly Agree, 4-Agree, 3-Undecided, 2-Disagree, 1-Strongly Disagree. For interpretation, the responses were categorized as follows: To a Very Great Extent, To a Great Extent, To a Moderate Extent, To a Low Extent, and To a Very Low Extent.

Green Human Resource Management Practices (GHRM). Green Human Resource Management (GHRM) was defined as the strategic embedding of environmental management and Green Human Resource Management Practices (Faisal, 2023).

In this study, green human resource management practices included green recruitment and selection that prioritized environmentally responsible candidates; green training and development that enhanced employees' environmental awareness and competencies; green performance management that integrated sustainability criteria into evaluation systems; and green compensation and reward systems that incentivized and recognized environmentally responsible behaviors (Mwita, 2024). Respondents rated the practices using a five-point Likert scale, where "5-Strongly Agree", "4-Agree", "3-Neutral", "2-Disagree", "1-Strongly Disagree". For interpretation, the responses were categorized as Mostly Practiced, Moderately Practiced, or Least Practiced.

Corporate Sustainability. Corporate Sustainability in Higher Educational Institutions. In Higher Educational Institutions (HEIs), corporate sustainability entails integrating environmental, social, and economic factors into academic, administrative, and operational processes to support long-term sustainability (Ogbolu et al., 2026).

In this study, corporate sustainability encompassed economic viability, social equity, and environmental

protection, including efficient resource management, social responsibility, stakeholder engagement, and environmental protection initiatives. It also reflected how HEIs embedded sustainability into their policies, decision-making processes, and institutional culture to ensure long-term organizational effectiveness, resilience, and contribution to sustainable development. Respondents rated the level using a five-point Likert scale, where “5-Strongly Agree”, ‘4-Agree’, ‘3-Neutral’, ‘2-Disagree’, ‘1-Strongly Disagree’. For interpretation, the responses were categorized as Very High, High, Moderate, Low, and Very Low.

Scope and Limitations of the Study

This study examined workforce diversity, green human resource management practices, and corporate sustainability among employees in Higher Educational Institutions (HEIs) across Panay Island, Philippines, during the Academic Year 2025-2026. The sample comprised 368 employees from HEIs in Aklan, Antique, Capiz, and Iloilo, selected through stratified random sampling based on employee data from the Human Resource Offices of the respective institutions.

A modified, researcher-designed questionnaire, developed from the relevant literature on workforce diversity, green human resource management practices, and corporate sustainability in private colleges and universities, served as the primary data-collection instrument. The questionnaire consisted of four sections: Section I gathered demographic information; Section II assessed the extent of workforce diversity in demographic, experiential, and cognitive domains; Section III evaluated green human resource management practices, including green recruitment and selection, green training and development, green performance management, and green compensation and reward systems; Section IV measured corporate sustainability in terms of economic viability, social equity, and environmental protection among higher educational institutions.

The instrument underwent expert validation and reliability testing. To further ensure reliability, the questionnaire was pilot-tested with 30 employees from outside Panay Island. Data were collected, organized, and analyzed using statistical tools,

including frequency counts, percentages, means, the Independent Samples t-Test, the One-Way ANOVA, and Pearson’s Correlation Coefficient (r). All analyses were conducted using the Statistical Package for the Social Sciences (SPSS), with a 0.05 alpha level.

The study was limited to private colleges and universities (Higher Education Institutions, or HEIs) on Panay Island. Findings reflect conditions during the Academic Year 2025–2026 and may not capture future changes in organizational practices. Additionally, the results may not be generalizable to public institutions or HEIs outside the study area due to potential differences in organizational structure, policies, and context.

II. REVIEW OF RELATED LITERATURE AND STUDIES

This part presents the literature and studies, concepts, and research relevant to workforce diversity, green human resource management practices, and corporate sustainability for the Academic year 2025- 2026.

Conceptual Literature

On Workforce Diversity Among Higher Educational Institutions (HEIs) Higher Educational Institutions (HEIs) play a vital role in shaping knowledge, advancing innovation, and promoting sustainable development. As centers of learning and organizational growth, they are expected to uphold values of inclusiveness, equity, and adaptability in response to global challenges. The composition of their workforce is central to achieving these goals, as diverse backgrounds and perspectives enrich institutional culture and strengthen academic and administrative functions. Within this context, workforce diversity emerges as a critical dimension that supports excellence, collaboration, and long-term sustainability in HEIs.

Workforce diversity was recognized as an important factor in higher education performance, innovation, and sustainability. Recent research shows that diversity includes demographic, experiential, and cognitive differences, all of which help create a more dynamic and flexible workforce (Vlas et al., 2022). Organizations that value diversity are better able to

meet global challenges and changing institutional needs (Willis et al., 2021).

Innovation and creativity are often linked to diverse teams. Hofstra et al. (2020) demonstrated that workforce diversity strengthens innovation by bringing together individuals with varied backgrounds and perspectives. Such diversity enriches problem solving and decision making processes, enabling institutions to generate new ideas and drive innovation more effectively.

Beyond innovation, diversity also supports equity and social responsibility. McCaslin et al. (2026) found that diversity programs encourage fair treatment, reduce discrimination, and promote participation in decision making. These practices are essential for building ethical workplaces and advancing social sustainability within higher education institutions.

Human resource management plays a central role in maximizing the benefits of diversity. Zhao and Ren (2025) highlighted the importance of inclusive hiring, diversity training, and fair performance reviews. Similarly, Zaim et al. (2024) noted that effective diversity management enhances employee retention and strengthens organizational competitiveness.

Workforce diversity has also been associated with organizational sustainability and long term success. Ramanauskaite et al. (2026) observed that diversity fosters employee well being, resilience, and adaptability. Institutions that embed diversity into their strategies are more likely to achieve the Sustainable Development Goals (Leyva & Cascon Pereira, 2025). While challenges such as communication barriers, cultural misunderstandings, and resistance to change may arise, strong leadership and inclusive cultures can mitigate these issues.

Finally, diversity contributes significantly to organizational performance. Ramasamy et al. (2025) emphasized its role in innovation, employee engagement, and sustainability. Mitra et al. (2026) further reinforced that in higher education, a diverse workforce is essential for achieving excellence and long term institutional goals.

On Green Human Resource Management Practices Among Higher Educational Institutions (HEIs)

Higher Educational Institutions (HEIs) are increasingly expected to embed sustainability into their organizational systems. One strategic approach is Green Human Resource Management (GHRM), which integrates environmental principles into HR functions. By aligning recruitment, training, performance evaluation, and reward systems with sustainability objectives, GHRM enables institutions to cultivate a workforce that actively supports ecological responsibility and long term resilience.

Maheshwari et al. (2024) emphasized that GHRM practices serve as a strategic means of incorporating environmental management into HR functions. These practices encourage organizations to use resources more sustainably and motivate employees to support environmental goals, thereby embedding sustainability into organizational culture and daily operations.

Building on this, Tahir et al. (2024) identified specific GHRM practices such as green recruitment, training, performance management, and reward systems. Their study showed that institutions applying environmental criteria in hiring and development are more successful in achieving sustainability objectives.

The connection between GHRM and corporate sustainability has also been highlighted. Lawter et al. (2025) reported that GHRM practices significantly shape employees' behavior toward the environment, strengthening organizational sustainability outcomes. Employee engagement through training is another critical dimension. Paillé et al. (2020) found that employees who undergo green training and follow environmental policies are more likely to adopt practices that reduce waste and improve resource efficiency. Institutions implementing these strategies benefit from cost savings, enhanced reputation, and improved performance aligned with sustainability goals.

Leadership commitment is essential for sustaining GHRM initiatives. Peng et al. (2023) stressed that support from top management and the establishment of strong policies are necessary to build a green organizational culture.

The broader connection between GHRM and resilience has also been noted. Joshi et al. (2023) showed that GHRM practices contribute not only to environmental protection but also to economic and social sustainability, reinforcing long term institutional resilience.

In the higher education context, Ramya et al. (2025) observed that universities increasingly adopt GHRM practices to advance sustainability. Faculty involvement, campus programs, and environmental training initiatives strengthen institutional reputation and raise awareness among stakeholders.

On Corporate Sustainability Among Higher Educational Institutions (HEIs) Higher Educational Institutions (HEIs) are increasingly expected to adopt sustainability as a guiding principle in their operations and governance. Corporate sustainability, framed through the “triple bottom line,” emphasizes the balance of economic performance, environmental responsibility, and social equity. This framework positions HEIs not only as centers of learning but also as institutions accountable for long term resilience and ethical leadership (Nogueira et al., 2024).

Corporate sustainability has moved beyond compliance. Mate (2026) explained that institutions embedding sustainability into their core strategies gain stakeholder trust and secure long term competitiveness.

Transparency and accountability are essential features of sustainability. Manik and Yusnaini (2026) reported that organizations adopting sustainability reports strengthen investor confidence and foster stakeholder engagement.

Resilience is closely tied to sustainability. Florez Jimenez et al. (2024) highlighted that sustainable institutions are better prepared to manage environmental, economic, and social disruptions through flexible governance and long term planning. Integration across organizational levels is critical. Cai et al. (2024) observed that sustainability must be embedded from leadership to human resources and operations. Aligning internal processes with

environmental and social objectives leads to stronger sustainability outcomes (Zhang et al., 2025).

Financial performance is also enhanced by sustainability. Burca et al. (2024) found that sustainability practices reduce risks and improve efficiency. Their study showed that institutions with strong sustainability programs achieve better long term financial results (Nayak, 2025).

Sustainability extends to external partnerships. Li et al. (2025) emphasized that responsibility for the supply chain is part of corporate sustainability. Sustainable supply chain practices improve environmental outcomes and strengthen collaboration with stakeholders.

Human capital and organizational culture remain central. Sokolovic (2026) concluded that employee engagement, ethical leadership, and strong internal values are key drivers of sustainable performance. Dey et al. (2022) reinforced that culture and leadership play decisive roles in embedding sustainability within institutions.

Related Studies

Foreign Studies

Across diverse educational contexts, workforce diversity, green human resource management (GHRM) practices, and corporate sustainability have been examined as strategic priorities for higher educational institutions (HEIs). Studies highlight how these dimensions collectively shape institutional performance, innovation, and long term viability.

Mochnacs et al. (2024) revealed that diversity in HEIs enhances innovation, creativity, and problem solving by exposing individuals to varied perspectives and experiences. Their study indicated that diverse academic environments foster inclusiveness in decision making and knowledge production. Resch (2023) reported that in Asian and European universities, faculty and administrative staff diversity in terms of sex and culture increases adaptability and research productivity.

Building on this, McCaslin et al. (2026) demonstrated that diversity management practices such as equitable recruitment, unbiased evaluation, and inclusive

training programs strengthen employee management and institutional reputation. Soekotjo et al. (2025) argued that inclusive human resource policies are essential for promoting social equity and ethical governance in higher education systems. Collectively, these studies emphasize that workforce diversity enriches academic culture and supports the social sustainability pillar of HEIs.

Renwick et al. (2020) noted that GHRM practices, including green recruitment, training, performance management, and reward systems, encourage eco friendly behaviors and environmental awareness. A study in Malaysia, the UK, and Australia showed that GHRM practices significantly influence pro environmental behaviors among faculty and staff, mediating the relationship between environmental strategy and organizational performance. Tang et al. (2022) further found that green training and employee empowerment foster environmental innovation and knowledge sharing in universities.

Zahrani (2024) observed that integrating GHRM practices into HEIs improves environmental performance, workforce satisfaction, and institutional reputation. Akdeniz (2023) concluded that adopting frameworks such as ISO 14001 strengthens leadership commitment and builds a green organizational culture. Bindeeba et al. (2025) emphasized that GHRM serves as a key mechanism linking workforce behavior to sustainability outcomes.

Filho et al. (2020) highlighted that corporate sustainability in HEIs must balance economic, social, and environmental dimensions to ensure long term development. Faisal (2023) presented a conceptual model showing how universities advance sustainability through teaching, research, and governance. Sanchez et al. (2020) found that corporate social responsibility initiatives enhance transparency, accountability, and stakeholder trust. Qureshi et al. (2023) reinforced that sustainability oriented leadership and inclusive organizational culture are strong predictors of successful sustainability performance in universities across Europe and Asia.

Khawaja and Janjua (2025) reported that universities with workforce diversity and active GHRM programs achieved higher sustainability scores in waste management, carbon reduction, and community engagement. AlNaqbi et al. (2024) supported this view, noting that diversity and green HR practices are significant drivers of corporate sustainability performance in HEIs. Khan et al. (2025) found that diversity management positively supports the implementation of GHRM practices, which in turn enhance institutional sustainability outcomes. Bangwal et al. (2025) added that inclusive and environmentally responsible HR systems foster innovation, environmental performance, and employee commitment in academic organizations.

Local Studies

Over the past five years, Higher Educational Institutions (HEIs) in the Philippines, particularly those in Panay Island, have demonstrated a growing commitment to sustainable and inclusive development. In accordance with the Commission on Higher Education (CHED) Memorandum Order No. 52, s. In 2016, when the Western Visayas HEIs Sustainable Development Act mandated the integration of sustainable development in HEIs, institutions have initiated programs addressing workforce diversity, green human resource management (GHRM), and corporate sustainability. The following section reviews local studies that investigate these interconnected dimensions within Philippine higher education.

Local studies indicated a gradual adoption of Green Human Resource Management (GHRM) practices among higher education institutions (Garcia & Canoy, 2024). Both public and private HEIs have implemented green policies, including paperless systems, campus greening programs, and environmental awareness campaigns. Findings suggest that green recruitment and training initiatives positively influence employees' pro-environmental behavior and align human resource practices with institutional sustainability objectives (Xie et al., 2023)

Ambong and Estrellado's (2024) study found that faculty members who participate in environmental training demonstrate increased engagement in

sustainability projects, including solid waste management, energy conservation, and community-based environmental education. The research underscores the significance of leadership commitment and ongoing monitoring to maintain these initiatives.

Ortega et al (2025) reported that universities adopting ISO 14001-aligned management systems exhibit enhanced environmental performance and greater employee awareness. These HEIs have incorporated environmental objectives into their strategic human resource functions, fostering a green culture that advances both academic and operational sustainability. Corporate sustainability efforts among HEIs in the Philippines, especially on Panay Island, reflect growing recognition of social, environmental, and economic responsibilities (Osano et al., 2026). Institutions are aligning their strategies with the United Nations Sustainable Development Goals (SDGs) by integrating sustainability into curricula, engaging in community outreach, and implementing sustainable campus operations (Atento, 2025). The study concludes that universities prioritizing sustainability benefit from improved institutional reputation and greater stakeholder trust.

Meanwhile, Lin and Chen (2025) conducted a multidimensional assessment of sustainability performance among HEIs. Their findings indicate that institutions with formal sustainability committees, green infrastructure, and transparent reporting systems achieve higher scores in environmental management and social engagement. Similarly, Gloria (2025) found that sustainability-oriented leadership promotes accountability, innovation, and resource efficiency within universities. Carale et al. (2025) identified that sustainability initiatives in local HEIs often include waste segregation systems, water and energy conservation programs, and linkages with local government units for environmental education. Their study noted that financial constraints and limited technical expertise remain major barriers to achieving full integration of sustainability (Bayudan-Dacuyucy et al., 2024).

Recent local studies emphasized the strong interconnections among workforce diversity, GHRM,

and corporate sustainability (Djukic-Min et al., 2025). HEIs prioritize inclusivity and environmental accountability, and typically achieve greater stakeholder engagement and improved institutional performance. Sustainability-focused human resource policies serve as a link between diversity and corporate sustainability. Wiyono et al. (2025) stated that a diverse, environmentally conscious workforce enhances the institution's capacity to implement sustainable practices. Likewise, Bauer et al. (2021) argue that people-centered management is fundamental to sustainable development in higher education institutions.

Local research has demonstrated that higher education institutions on Panay Island and in other regions are increasingly incorporating workforce diversity and GHRM practices into their corporate sustainability agendas. These studies consistently affirm that employee inclusivity and environmental awareness contribute to enhanced institutional performance, increased stakeholder trust, and better alignment with national and global sustainability frameworks. Nevertheless, the literature identifies persistent gaps in policy implementation, capacity building, and evaluation mechanisms, indicating a need for HEIs on Panay Island to further institutionalize diversity and sustainability strategies to achieve sustained impact.

Relevance of Related Literature and Studies

The conceptual literature and empirical studies reviewed in this research were highly relevant and directly aligned with the investigation, which examined workforce diversity, green human resource management (GHRM) practices, and corporate sustainability among Higher Educational Institutions (HEIs) in Panay Island. These themes consistently emerged across the works of Mochnacs et al. (2024), Zahrani (2024), and Osano et al. (2026), offering both theoretical grounding and practical insights for the present study.

The reviewed literature provided key perspectives on how workforce diversity shaped institutional performance and inclusiveness. Mochnacs et al. (2024) emphasized that diverse academic environments enhanced innovation, creativity, and problem solving by exposing individuals to varied

perspectives. Their findings underscored the importance of diversity in fostering inclusiveness in decision making and knowledge production, which directly related to the study's focus on institutional sustainability.

On GHRM practices, Zahrani (2024) observed that integrating green HR systems into HEIs improved environmental performance, employee satisfaction, and institutional reputation. The study concluded that adopting frameworks such as ISO 14001 strengthened leadership commitment and cultivated a green organizational culture. These insights guided the present research in examining how GHRM practices linked workforce behavior to sustainability outcomes.

Corporate sustainability was addressed by Osano et al. (2026), who reported that HEIs in Panay Island increasingly recognized their social, environmental, and economic responsibilities. Their study showed that institutions aligning strategies with the United Nations Sustainable Development Goals (SDGs) benefited from improved reputation and stronger stakeholder trust. This perspective provided contextual relevance to the present study, which investigated how HEIs integrated sustainability into their operations.

The selected literature, both foreign and local, identified critical factors such as inclusivity, environmental accountability, and leadership commitment that influenced institutional sustainability. These findings contributed meaningful perspectives to the research, revealing both universal principles and context specific challenges within Philippine HEIs.

Ultimately, this body of literature established a strong foundation that enabled the researcher to refine the research problem, strengthen the analytical framework, and ensure that the investigation into workforce diversity, GHRM practices, and corporate sustainability among HEIs in Panay Island was grounded in credible, relevant, and timely scholarship.

III. RESEARCH METHODOLOGY

This section presents a comprehensive overview of the research methodology, including the research design, target respondents, the reliability and validity of the instruments, the data collection tools and procedures, and the statistical techniques used to analyze the data.

Research Design

To examine the relationship between workforce diversity, green human resource management practices, and corporate sustainability in higher education institutions on Panay Island, this study employed a descriptive correlational research design. This design was well-suited for capturing the dynamics of workforce diversity among employees in higher education institutions (HEIs) and for determining its connection to green human resource management practices and corporate sustainability.

The study used a quantitative, descriptive-correlational design. Quantitative research focuses on collecting and analyzing numerical data to describe phenomena, test hypotheses, or identify relationships between variables. It relies on statistical tools and measurable data to explain or predict outcomes. This method values objectivity, reliability, and generalizability, often using structured tools like questionnaires, experiments, or standardized tests.

Quantitative research used numerical data and statistical analysis to identify patterns and relationships in educational and social settings, with a focus on objectivity and replicability (Lim, 2025). This approach draws factual conclusions from numbers rather than relying on personal interpretation.

This method works well when the main goal is to describe or estimate something. Descriptive research, which was quantitative, aims to give a clear and accurate view of a phenomenon in its natural setting. It focused on describing the characteristics, behaviors, and traits of a group or situation without changing any variables (McCombes, 2023).

Conducted descriptive research that organized factual data on population conditions over time, helping researchers identify and summarize patterns (Wilson,

2023). This approach is well-suited to the current study, which examines workforce diversity, green human resource management practices, and corporate sustainability among HEIs on Panay Island.

The independent variables included respondent characteristics such as sex, highest educational attainment, years of service, employment status, and location. The dependent variables were workforce diversity, green human resource management practices, and corporate sustainability among HEIs in Panay Island.

Respondents of the Study

The respondents of this study were employees from Higher Educational Institutions (HEIs) across Panay Island, specifically in the provinces of Aklan, Antique, Capiz, and Iloilo. A total of 368 teaching and non-teaching personnel were included in the population.

To determine the representative sample size, Slovin's Formula was applied within an acceptable margin of error. Stratified random sampling was then employed, wherein the population was divided into strata based on sex, highest educational attainment, years of service, employment status, and location. Random samples were drawn from each stratum to ensure fair representation and minimize sampling error. This method provided a more accurate reflection of the diverse population (Thomas, 2020).

Table 1. Distribution of Respondents

Location	N	n	%
Aklan	594	48	13.17%
Antique	220	18	4.88%
Capiz	695	57	15.41%
Iloilo	3000	245	66.54%
Total	4509	368	100%

Data Gathering Instrument

To collect data for this study, a researcher developed a questionnaire based on relevant literature and

administered it to employees in higher education institutions across Panay Island.

According to Sukmawati et al. (2023), a data collection instrument was a structured tool developed and pretested to gather information from respondents and to ensure that the data accurately represent the variables under study. Instruments should be carefully designed to align with the research questions and hypotheses, ensuring credible, analyzable results (Willis, 2023). The instrument was divided into four parts.

Part I gathered demographic information about the employee, including sex, highest educational attainment, years of service, employment status, and location.

Part II was a 15-item questionnaire on workforce diversity, focused on demographic, experiential, and cognitive diversity. The items on demographic diversity were adapted from Cox and Blake (1991), experiential diversity from Shore et al. (2011), and cognitive diversity from Van Knippenberg and Schippers (2007), with modifications for the local context. Responses were rated from "Strongly Agree-5" to "Strongly Disagree-1," interpreted as "To a Very Great Extent" to "To a Very Low Extent." Part III was a 15-item questionnaire on green human resource management practices, covering green recruitment and selection, training and development, performance management, and compensation and reward systems. These items were adapted from various sources, including Renwick, Redman, and Maguire (2013), Jabbour and Santos (2008), Jabbour (2011), Daily and Huang (2001), and Tang et al. (2018), and adjusted for the local context. Responses ranged from "Strongly Agree-5" to "Strongly Disagree-1," interpreted as "Mostly Practiced" to "Least Practiced." Part IV was a 15-item questionnaire on corporate sustainability in higher education institutions, focused on economic viability, social equity, and environmental protection. Items were adapted from Elkington (1997), Dyllick and Hockerts (2002), Carroll (1999), and Lozano (2006), and modified for the local context. Responses were rated from "Strongly Agree-5" to "Strongly Disagree-1," interpreted as "Very High" to "Very Low."

The instrument was designed to capture both descriptive data and relational insights on workforce diversity, green human resource management practices, and corporate sustainability. To interpret the scores, the researcher used mean scales with corresponding interpretations.

Workforce Diversity

Scale of Means	Description	Interpretation
4.20 – 5.00	To a Very Great extent	All HEIs in Panay Island demonstrated the inclusive practices that strongly support demographic, experiential, and cognitive differences among employees.
3.40 – 4.19	To a Great Extent	Most HEIs in Panay Island demonstrated the inclusive practices that strongly support demographic, experiential, and cognitive differences among employees.
2.60 – 3.39	To a Moderate Extent	Some HEIs in Panay Island demonstrated the inclusive practices that strongly support demographic, experiential, and cognitive differences among employees.
1.80 – 2.59	To a Low Extent	Few HEIs in Panay Island demonstrated the inclusive practices that strongly support demographic, experiential, and cognitive differences among employees.
1.00 – 1.79	To a Very Low extent	Very few HEIs in Panay Island demonstrated the inclusive practices that strongly support demographic, experiential, and cognitive differences among employees.

Scale of Means	Description	Interpretation
3.67-5.00	Mostly Practiced	All HEIs in Panay Island consistently implemented green recruitment and selection, green training and development, green performance management, and green compensation and reward systems, aligned with organizational goals.
3.34-3.66	Practiced	Most HEIs in Panay Island consistently implemented green recruitment and selection, green training and development, green performance management, and green compensation and reward systems, aligned with organizational goals.
1.00-3.33	Least Practiced	Very few HEIs on Panay Island consistently implemented green recruitment and selection, green training and development, green performance management, and green compensation and reward systems that are aligned with organizational goals.

Corporate Sustainability

Scale of Means	Description	Interpretation
4.20 – 5.00	Very High	All HEIs in Panay Island demonstrated maximum effectiveness in managing their financial, social, and environmental responsibilities.
3.40 – 4.19	High	Most HEIs on Panay Island demonstrated the greatest effectiveness in managing their financial, social, and environmental responsibilities.

Green Human Resource Management Practices

2.60 – 3.39	Moderate	Some HEIs on Panay Island demonstrated the greatest effectiveness in managing their financial, social, and environmental responsibilities.
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1.80 – 2.59	Low	Few HEIs in Panay Island demonstrated maximum effectiveness in managing their financial, social, and environmental responsibilities.
1.00 – 1.79	Very Low	Very few HEIs in Panay Island demonstrated maximum effectiveness in managing their financial, social, and environmental responsibilities.

Validity of the Instrument

The instrument was submitted for expert review by a panel comprising a human resource management practitioner, research specialists, a statistician, and an English-language expert.

The validation process followed the Good and Scates Criteria, which emphasized clarity, relevance, substance, representation, appropriateness, and comprehensiveness. Feedback from the panel was carefully evaluated and systematically incorporated to refine question wording, improve structural consistency, and strengthen the instrument's ability to generate accurate, reliable, and meaningful data. These revisions ensured that the tool effectively supported the study's objectives by capturing valid insights into workforce diversity, green human resource management practices, and corporate sustainability in HEIs across the Panay Island. Validity was a significant quality of research that indicates whether a developed instrument measures the intended variables; it reduces systematic errors and enhances the credibility of the findings (PhD, 2024).

Reliability of the Research Instrument

To determine the reliability of the questionnaire designed to measure workforce diversity, green human resource management practices, and corporate sustainability, the instrument was pilot tested among thirty (30) employees from HEIs in Panay Island who were not part of the actual study population. This initial testing was conducted to refine the questionnaire for clarity, ease of completion, and accurate recording of responses during the main data collection phase.

The data gathered from the pilot test were tallied and subjected to reliability analysis using Cronbach's

alpha, a statistical method that evaluates the internal consistency of responses across related items within each construct. The Cronbach's alpha statistic was used in this research to assess the dependability, or internal consistency, of responses across a set of items on a single-item scale jointly designed to test a notion-scale. A Cronbach's alpha of at least 0.70 is generally considered the minimum acceptable threshold for reliability in social science research (EBSCO, 2024).

The instrument's reliability results demonstrated very high internal consistency across all three constructs. The Workforce Diversity scale yielded a Cronbach's alpha of 0.932, the Green Human Resource Management Practices scale registered 0.981, and the Corporate Sustainability scale produced a coefficient of 0.939. These results confirmed that the questionnaire was a highly reliable tool for assessing the study's intended dimensions.

Hence, the instrument used in this research can be considered consistent and dependable for evaluating workforce diversity, green human resource management practices, and corporate sustainability in Higher Educational Institutions (HEIs).

Data Gathering Procedure

After the questionnaire's validity and reliability were established, the instrument was reproduced and prepared for distribution. Formal permission was secured from the HEI's president to conduct the study among the target respondents. A total number of employees was obtained and properly profiled to determine and reach the required number of respondents from different HEIs in the Panay Island.

The researcher personally administered the questionnaire to ensure proper conduct throughout the research process. The instrument was distributed via Google Forms, a link, or a QR code to gather data on workforce diversity, green human resource management practices, and corporate sustainability among Higher Educational Institutions (HEIs). Respondents' names were not recorded in any part of the study, and participants were assured that they would not be subjected to any emotional or physical harm.

The collected responses were carefully documented, tallied, tabulated, analyzed, and statistically treated using appropriate tools such as SPSS and Microsoft Excel. Proper documentation of dates and materials used in the study was maintained to ensure transparency and avoid issues of plagiarism or misrepresentation. A letter of communication was also presented to individuals who assisted in validating and verifying the questionnaire items, ensuring that the final instrument was well-organized, ethically sound, suitable for the study's objectives, and compliant with the Data Privacy Act of 2012.

Statistical Tools Used

This study employed several statistical tools to analyze the data gathered from the respondents. These tools included frequency counts, percentages, means, independent-samples t-test, One-Way ANOVA, and Pearson r. Each tool was applied to address specific aspects of the research problem and to ensure accurate interpretation of the results.

Frequency. This was used to determine the distribution of respondents by demographic characteristics, including sex, highest educational attainment, years of service, employment status, and location. It also identified the response frequencies for each questionnaire item.

Percentage. This was applied to present the proportion of respondents within each demographic category, offering a comparative view of the sample composition and the rate index of the given variables. **Mean.** This was employed to determine the overall assessment of the respondents, and to classify it by demographic variables such as sex, highest educational attainment, years of service, employment status, and location.

Independent Samples t-Test. This was used to determine whether there were significant differences in respondents' assessments when classified by sex.

One-Way ANOVA. This was applied to assess significant differences in respondents' assessments when classified by highest educational attainment, years in service, employment status, and location or other demographic categories with more than two groups.

Pearson's Correlation Coefficient (r). This was utilized to measure the significant relationships among the study's key variables, specifically workforce diversity, green human resource management practices, and corporate sustainability. All statistical analyses were conducted at a 0.05 significance level to ensure the validity and reliability of the findings.

IV. RESULTS AND DISCUSSIONS

This section presents the results summary of the study, and discussion on the conclusions drawn from the findings, and recommendations for future action and policy direction regarding workforce diversity, green human resource management practices, and corporate sustainability among higher educational institutions (HEIs).

V. SUMMARY

This study aimed to examine workforce diversity, green human resource management practices, and corporate sustainability among higher educational institutions (HEIs) in Panay Island, Philippines, for the academic year 2025-2026.

Specifically, this study sought to answer the following questions:

1. What is the extent of workforce diversity among HEIs in the areas of demographic, experiential, and cognitive diversity as assessed by the respondents when taken as a whole and when classified according to sex, highest educational attainment, years in service, employment status, and location?
2. What are the green human resource management practices among HEIs in the areas of green recruitment and selection, green training and development, green performance management, and green compensation and reward systems as assessed by the respondents when taken as a whole and when classified according to sex, highest educational attainment, years in service, employment status, and location?
3. What is the level of corporate sustainability among HEIs in the areas of economic

viability, social equity, and environmental protection as assessed by the respondents when taken as a whole and when classified according to sex, highest educational attainment, years in service, employment status, and location?

4. Are there significant differences in the extent of workforce diversity among HEIs in the areas of demographic, experiential, and cognitive diversity as assessed by the respondents when taken as a whole and when classified according to sex, highest educational attainment, years in service, employment status, and location?
5. Are there significant differences in the green human resource management practices among HEIs in the areas of green recruitment and selection, green training and development, green performance management, and green compensation and reward systems as assessed by the respondents when taken as a whole and when classified according to sex, highest educational attainment, years in service, employment status, and location?
6. Are there significant differences in the level of corporate sustainability among HEIs in the areas of economic viability, social equity, and environmental protection as assessed by the respondents when taken as a whole and when classified according to sex, highest educational attainment, years in service, employment status, and location?
7. Are there significant relationships among workforce diversity, green human resource management practices, and corporate sustainability among Higher Educational Institutions (HEIs)?

A total of 368 employees from Panay Island were included through stratified random sampling, based on HEI's human resource management records. Data were collected using a validated, pilot-tested, researcher-designed questionnaire covering demographics, workforce diversity, green human resource management practices, and corporate sustainability. Responses were analyzed using frequency count, percentage, mean, t-test, ANOVA, and Pearson's r correlation, with computations performed in SPSS at the 0.05 alpha level. The study

was limited to HEIs in Panay Island, and findings reflect conditions during Academic Year 2025–2026 only.

VI. FINDINGS

1. The profile of the 368 respondents from Higher Educational Institutions (HEIs) in Panay Island showed that 40.8% were males, with females at 59.2%. Most respondents held a bachelor's degree (51.6%), while (37.8%) had earned master's degrees, and (10.6%) obtained a doctorate. In terms of years in service, (31.8%) had more than 6 years of service, (29.1%) had 1-3 years, (22.3%) had less than 1 year, and (16.8%) had 4-6 years in service. In terms of employment status, 58.7% had regular/permanent, (29.6%) had part-time status, (8.4%) had probationary status, and (3.3%) had contractual employment status. Representation came from all four locations: Iloilo (66.6%), Capiz (15.5%), Aklan (13.0%), and Antique (4.9%).
2. Workforce diversity in Higher Educational Institutions (HEIs) was rated "To a Very Great extent" with an overall mean of 4.50 across all areas. For demographic diversity, higher ratings came from male respondents ($M=4.52$); for experiential diversity, male respondents ($M=4.54$); and for cognitive diversity, the same assessment for male and female respondents ($M=4.54$). By highest educational attainment, a doctoral degree received the highest assessment across all areas: demographic ($M=4.53$), experiential ($M=4.65$), and cognitive diversity ($M=4.55$). As to years in service, the categories garnered the highest assessment, demographic 1-3 years ($M=4.58$), experiential 1-3 years ($M=4.58$), and cognitive diversity more than 6 years ($M=4.54$). When classified according to employment status, probationary employment status recorded the highest evaluation across all areas' demographic ($M=4.70$), experiential ($M=4.73$), and cognitive diversity ($M=4.71$), followed by regular/permanent status ($M=4.52$) ratings across all areas, and contractual had the lowest assessment ($M=4.35$) across all areas. For location, Aklan recorded the highest mean across all areas: demographic ($M = 4.65$), experiential ($M = 4.70$), and cognitive diversity ($M = 4.65$). At

the same time, Iloilo had the lowest ratings for demographic (M = 4.65), experiential (M = 4.46), and cognitive diversity (M = 4.41), though all remained within the “To a Very Great extent” category.

3. Green human resource management practices in Higher Educational Institutions (HEIs) were rated “Mostly Practiced” with an overall mean of 4.33 across all areas. For green recruitment and selection, higher ratings came from male respondents (M=4.41); for green training and development, female respondents (M=4.41); for green performance management, male respondents (M=4.36); for green compensation and reward systems, male and female respondents had the same assessment across all areas (M=4.34). By highest educational attainment, a bachelor’s degree holder obtained the highest assessment across all areas’ green recruitment and selection (M=4.35), green training and development (M=4.45), green performance management (M=4.37), and green compensation and reward systems (M=4.31); a doctorate holder had the lowest evaluation across all areas (M=4.27). As to years in service, the categories garnered the highest assessment, green recruitment and selection 1-3 years (M=4.35) and more than 6 years (M=4.35); green training and development more than 6 years (M=4.46); green performance management 1-3 years in service (M= 4.39); and green compensation and reward systems less than 1 year (M=4.32). When classified according to employment status, probationary employment status recorded the highest evaluation across all areas’ green recruitment and selection (M=4.58), green training and development (M=4.67), green performance management (M=4.63), and green compensation and reward systems (M=4.63), followed by regular/permanent status (M=4.34) ratings across all areas, and contractual employment status had the lowest assessment (M=4.18) across all areas. For location, Aklan recorded the highest mean across all areas: green recruitment and selection (M = 4.46), green training and development (M = 4.52), green performance management (M = 4.46), and green compensation and reward systems (M = 4.41). At the same time, Antique had the lowest ratings

across all areas with (M=4.25), though all remained within the “Mostly Practiced” category.

4. Corporate sustainability in Higher Educational Institutions (HEIs) was rated “Very High” with an overall mean of 4.43 across all areas. Higher ratings came from female respondents across all areas, economic viability (M=4.39), social equity (M=4.49), and environmental protection (M=4.43). For highest educational attainment, a doctorate and a bachelor’s degree received the highest assessments across all areas: economic viability (M=4.41), social equity (M=4.54), and environmental protection (M=4.43). As to years in service, the categories received the highest assessments: economic viability (1-3 years; M=4.41), social equity (more than 6 years; M=4.56), and environmental protection (1-3 years; M=4.47). When classified by employment status, probationary employment status recorded the highest ratings across all areas: economic viability (M=4.62), social equity (M=4.71), and environmental protection (M=4.64), followed by regular/permanent status (M=4.45). Contractual had the overall lowest assessment (M=4.27) across all areas. For location and economic viability, Aklan (M=4.52); for social equity, Antique and Capiz recorded the same assessment (M=4.60); and for environmental protection, Capiz (M=4.47). At the same time, Antique had the overall lowest ratings across all areas (M=4.35), though all remained within the “Very High” category.
5. There were no significant differences in the extent of workforce diversity in HEIs across all areas when classified according to sex, for demographic diversity (p=0.65), experiential diversity (p=0.66), and cognitive diversity (p=0.89). Likewise, no significant differences were found by highest educational attainment across all areas, demographic diversity (p=0.92), experiential diversity (p=0.22), and cognitive diversity (p=0.51). As to years in service, demographic diversity (p=0.08), experiential diversity (p=0.16), and cognitive diversity (p=0.37). When classified by employment status, there were significant differences across all areas: demographic diversity (p=0.04), experiential diversity (p=0.01), and cognitive diversity (p=0.00). Post hoc tests showed that probationary employees differed

significantly from part-time employees in their assessments of experiential and cognitive diversity. A significant difference was found when respondents were classified by location across all areas for demographic diversity ($p = 0.04$), experiential diversity ($p = 0.00$), and cognitive diversity ($p = 0.01$). Post hoc test results showed that Iloilo differed significantly from other locations, such as Aklan, Antique, and Capiz, in its assessments of demographics, experiential, and cognitive diversity. Similarly, variations in ratings across other classifications showed no significant differences, indicating that workforce diversity in the Higher Educational Institutions was perceived as consistently and uniformly implemented across all groups.

6. There were no significant differences in the green human resource management practices in HEIs across all areas when classified according to sex, for green recruitment and selection ($p=0.78$), green training and development ($p=0.94$), green performance management ($p=0.73$), and green compensation and reward systems ($p=0.98$). Furthermore, no significant differences were found by the highest educational attainment across all areas, green recruitment and selection ($p=0.69$), green training and development ($p=0.27$), green performance management ($p=.645$), and green compensation and reward systems ($p=0.88$). As to years in service, green recruitment and selection ($p=0.79$), green training and development ($p=0.70$), green performance management ($p=0.58$), and green compensation and reward systems ($p=0.90$). When classified by employment status, there were no significant differences in green recruitment and selection ($p=0.07$). There were significant differences in the areas of green training and development ($p=0.01$), green performance management ($p=0.03$), and green compensation and reward system ($p=0.04$). Post hoc tests showed that probationary employees differed significantly from part-time employees in their assessments of green human resource management practices across training and development, performance management, and compensation and reward systems. No significant differences were found when respondents were classified by location across all areas for green recruitment and selection ($p = 0.34$), green

training and development ($p = 0.55$), green performance management ($p = 0.51$), and green compensation and reward systems ($p = 0.55$).

7. There were no significant differences in the level of corporate sustainability in HEIs across all areas when classified according to sex, for economic viability ($p=0.94$), social equity ($p=0.72$), and environmental protection ($p=0.64$). Moreover, no significant differences were found by the highest educational attainment across all areas, economic viability ($p=0.74$), social equity ($p=0.70$), and environmental protection ($p=0.98$). As to years in service, there was no significant difference across all areas, economic viability ($p=0.90$), social equity ($p=0.13$), and environmental protection ($p=0.72$). Based on employment status, there were significant differences across all areas: economic viability ($p=0.04$), social equity ($p=0.00$), and environmental protection ($p=0.02$). Post hoc tests showed that probationary employees differed significantly from part-time employees in their assessments of economic viability, social equity, and environmental protection. No significant differences were found when the respondents were classified by location, economic viability ($p = 0.05$), social equity ($p = 0.06$), and environmental protection ($p = 0.85$).
8. There were significant relationships among workforce diversity, green human resource management practices, and corporate sustainability in HEIs. The correlation between workforce diversity and green human resource management practices was positively strong and significant ($r = 0.68$; $p = 0.00$). Likewise, workforce diversity and corporate sustainability showed a significant relationship ($r = 0.79$; $p = 0.00$). Finally, green human resource management practices and corporate sustainability were found to be positively and significantly related ($r = 0.80$; $p = 0.00$). All p -values were 0.00, indicating highly positive and significant results.

VII. CONCLUSIONS

1. The majority of HEI employees in Panay Island are predominantly female, academically qualified, largely in regular employment status, with considerable work experience alongside newer employees, and representation was highest in

Iloilo but also evident across other provinces, reflecting a diverse and regionally distributed workforce.

2. All HEIs in Panay Island demonstrated workforce diversity with inclusive practices that strongly support demographic, experiential, and cognitive differences among employees.
3. All HEIs in Panay Island consistently implemented green human resource management practices across four areas, such as green recruitment and selection, green training and development, green performance management, and green compensation and reward systems, aligned with organizational goals.
4. All HEIs in Panay Island demonstrated maximum effectiveness in managing their financial, social, and environmental responsibilities
5. Workforce diversity of HEIs depends more on employment status and location than on sex, educational attainment, or years in service.
6. Green HRM practices are generally uniform, yet employment status creates distinctions, with probationary employees reflecting higher assessments across all areas.
7. Corporate sustainability of HEIs is more connected to employment status and local conditions than to sex, educational attainment, or years in service, with probationary employees showing higher ratings across all areas.
8. Workforce diversity, green HRM practices, and corporate sustainability work together positively, allowing HEIs to strengthen inclusivity, sustainability, and long-term resilience.

VIII. RECOMMENDATIONS

Based on the findings and conclusions, the following actionable recommendations are proposed for key stakeholders to strengthen workforce diversity, green human resource management practices, and corporate sustainability in Higher Educational Institutions (HEIs) of Panay Island:

1. Commission on Higher Education (CHED) Officials may implement strategies that promote age and gender diversity, provide support systems, and strengthen green HRM practices such as rewards and environmental training. They may also adopt cost-efficient

sustainability strategies to ensure long-term institutional resilience.

2. Department of Labor and Employment (DOLE) Officials may promote fair employment policies, address disparities in employment status, and support inclusion for contractual and part-time employees. These initiatives may focus on reinforcing green human resource management practices and corporate sustainability.
3. Higher Educational Institutions (HEIs) may enhance programs by promoting inclusivity, supporting diversity, integrating environmental education, and reinforcing green rewards and appraisal systems. These efforts may help embed sustainability into both academic and operational functions.
4. Policymakers may create policies that strengthen inclusive workforce practices and sustainability. Such policies may address financial, ethical, and equity gaps, ensuring that institutions remain competitive while upholding social responsibility.
5. Top Management may improve green reward systems, communicate sustainability values more effectively, and align financial strategies with sustainability goals. These actions may help balance institutional performance with long-term sustainability objectives.
6. Teaching Faculty may be encouraged to take a more active role in diversity and sustainability efforts. This includes supporting inclusive practices, integrating environmental topics into their subjects, and joining campus green programs and committees.
7. Non-Teaching Staff may participate in sustainability initiatives and institutional programs aimed at improving environmental practices. They may also contribute feedback to strengthen reward systems, training opportunities, and inclusive workplace practices.
8. Researchers and Future Researchers may disseminate and share findings through policy briefs, stakeholder consultation meetings, and academic forums to inform CHED and DOLE officials on practical workforce and HR practices, as well as sustainability improvements. At the same time, they may

explore deeper analyses of the lowest rated areas using qualitative or mixed methods, particularly examining gaps in reward systems, age diversity, sustainability integration, disparities in employment status, and location, to provide more context-specific interventions in Higher Educational Institutions (HEIs).

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