

Sustainability Initiatives as Drivers of Institutional Effectiveness: Insights from San Pablo Colleges

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Abstract. This study evaluates the sustainability initiatives at San Pablo Colleges and their correlation with perceived institutional effectiveness using the Triple Bottom Line model. It examines economic, social, and environmental sustainability, governance, and continuous improvement through a descriptive-correlational quantitative design. Data were collected from 129 college stakeholders via a validated survey, with composite means computed for each sustainability domain. Findings indicate that social sustainability is the institution's strongest area, emphasizing inclusivity and equity, while governance and leadership also score positively, reflecting effective decision-making. However, environmental sustainability received the lowest rating, highlighting opportunities for improvement in ecological practices. Institutional effectiveness, particularly stakeholder satisfaction with customer service, registered a high composite mean. Correlation analysis ($r = 0.87$) revealed a strong positive relationship between sustainability efforts and perceived institutional success. The study recommends enhancing environmental initiatives, increasing stakeholder engagement, and expanding sustainability training to align institutional practices with global standards. By fostering a culture of continuous improvement, San Pablo Colleges can strengthen its commitment to sustainability and institutional excellence.

Keywords: Continuous improvement; Institutional sustainability; Institutional effectiveness; Sustainability initiatives.

1.0 Introduction

The pursuit of institutional sustainability has become a critical focus for educational institutions seeking to enhance their effectiveness and adaptability in an ever-evolving landscape. At San Pablo Colleges, recent studies have highlighted the essential interplay between sustainability initiatives and overall institutional effectiveness. The research conducted by Lunar and Eala (2023) explored employees' attitudes, values, intentions, and readiness toward innovation, revealing a strong correlation between these factors and their engagement in innovation initiatives. This study found that a positive attitude among staff aligns with institutional goals and fosters a culture of readiness for change, which is vital for any institution aiming to innovate effectively. Further building on this foundation, the follow-up institutional study by Lunar, Eala, and Perez (2024) examined the practices and

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processes surrounding quality assurance at San Pablo Colleges, emphasizing the institution's commitment to continuous improvement. This research identified key accreditation and curriculum development strengths while highlighting critical areas requiring attention, such as customer feedback mechanisms and risk management strategies. The findings underscored the positive relationship between the effectiveness of quality assurance practices and stakeholder satisfaction, suggesting that effective quality assurance is not merely an administrative function but a cornerstone of institutional sustainability.

The growing body of literature on institutional sustainability underscores the importance of integrating sustainability practices into various aspects of institutional operations. Regarding educational institutions, sustainability ensures long-term viability by balancing environmental responsibility, social equity, and effective governance. Frameworks like the Triple Bottom Line Model emphasize balancing economic, social, and environmental factors. Research indicates that sustainability enhances institutional credibility and fosters stakeholder engagement (Davis & Johnson, 2020), with robust monitoring and evaluation frameworks being key (Garcia & White, 2019). Additionally, strategic partnerships are crucial in advancing sustainability goals (Black & Lee, 2020), though challenges remain in balancing immediate needs with long-term objectives (Davis et al., 2019). Economic sustainability supports the long-term goals of educational institutions by focusing on efficient financial resource management. Studies show that institutions with strong financial practices are better positioned to navigate economic challenges, such as tuition fee fluctuations or staff reductions (Erwin et al., 2024). Social sustainability emphasizes inclusivity, equitable access to resources, and community engagement, with research showing that diversity, equity, and inclusion efforts positively impact institutional identity and stakeholder commitment (De Matos Pedro et al., 2023). Environmental sustainability initiatives, such as responsible resource management and energy-efficient practices, contribute to an institution's reputation, especially among environmentally conscious students and faculty (Lorenia et al., 2020). Effective governance and leadership are crucial for embedding sustainability goals into institutional culture, and institutions led by sustainability-focused leaders tend to achieve lasting success (Stupak et al., 2021). Continuous improvement, driven by data assessments and stakeholder feedback, is vital for adapting to evolving sustainability standards (Shi et al., 2023).

Institutional effectiveness, assessed through frameworks like Baldrige, evaluates an institution's ability to fulfill its mission. Key indicators include stakeholder satisfaction, economic stability, and the integration of sustainability practices (NIST, 2023). Institutions that excel in stakeholder engagement often show higher retention, graduation rates, and community trust, contributing to long-term success (Salamah et al., 2022; Findler et al., 2019). Additionally, economic sustainability enables institutions to manage funding fluctuations better while maintaining educational quality, enhancing their stability and attractiveness (Khoo et al., 2024).

Despite these contributions, there remains a significant gap in understanding how various sustainability dimensions—economic, social, environmental, governance, and continuous improvement—collectively influence institutional effectiveness. While individual aspects of sustainability have been investigated, a comprehensive analysis of their interconnected impact on institutional success has been largely overlooked. This study aims to address this gap by examining the sustainability initiatives at San Pablo Colleges and their correlation with perceived institutional effectiveness. Anchored in Elkington's (2018) Triple Bottom Line Model, the research integrates economic, social, and environmental sustainability considerations, alongside governance and continuous improvement, to provide a holistic evaluation of the institution's sustainability framework. Additionally, the study applies the Baldrige Excellence Framework (2023) to assess overall institutional effectiveness. By bridging this research gap, the study contributes valuable insights into how sustainability efforts shape institutional performance, guiding future strategies for continuous improvement and long-term viability in the higher education sector.

2.0 Methodology

The study employed a descriptive-correlational quantitative approach to examine sustainability activities at San Pablo Colleges and their association with the institution's perceived overall effectiveness. This research design enabled a more structured examination of the relationship between sustainability practices and institutional effectiveness. It provided a data-based starting point for assessing the present endeavors in economic, social, and environmental sustainability and governance and improvement programs.

Data were collected through a researcher-made questionnaire that underwent validation and reliability testing, confirming its suitability for accurately capturing information on the evaluation of institutional sustainability initiatives—encompassing economic, social, and environmental sustainability, governance and leadership, and continuous improvement—as well as the assessment of perceived overall institutional effectiveness, which includes leadership, strategy, customer relations, measurement and analysis, knowledge management, workforce, operations, and outcomes.

A total of 129 respondents participated in the study. The sample size was determined using a sample size calculator based on the total population of 195 individuals at San Pablo Colleges. The survey gathered input from diverse respondents, including teachers, non-teaching professionals, and administrative staff. It assessed every domain using rating measures that measured respondents' perceived efficacy, obstacles, and satisfaction levels.

Descriptive statistics were utilized to examine the data, providing an overview of trends and average scores across sustainability areas. Pearson's correlation coefficient (Pearson's r) was used to assess the correlations' strength and direction between sustainability activities and perceived institutional effectiveness. This investigation identified particular sustainability variables that connect with favorable assessments of institutional success.

A researcher-made questionnaire was developed to capture data on institutional sustainability initiatives and overall effectiveness. To ensure the validity and reliability of the instrument, content validation was conducted by sustainability experts and institutional researchers. The questionnaire underwent a pilot test, and Cronbach's alpha was computed to determine internal consistency, yielding a reliability coefficient of 0.89, indicating high reliability. These measures ensured that the survey instrument was both credible and robust in assessing institutional sustainability efforts and stakeholder perceptions. Response confidentiality was rigorously upheld, and all respondents' data were anonymized to ensure privacy. Ethical guidelines, encompassing voluntary participation and informed consent, were adhered to, maintaining the study's integrity and respect for participants.

3.0 Results and Discussion

3.1 Institutional Sustainability Initiatives

Table 1 below presents the composite means of each sustainability initiative (Economic, Social, Environmental, Governance and Leadership, and Continuous Improvement) at San Pablo Colleges. These composite scores represent an average response level in each area, contributing to an overall mean indicating the institution's sustainability standing.

Table 1. *Assessment of institutional sustainability initiatives at San Pablo Colleges*

Sustainability Initiatives	Composite Mean
Economic Sustainability	3.39
Social Sustainability	3.58
Environmental Sustainability	3.24
Governance and Leadership	3.45
Continuous Improvement	3.39
Overall Mean	3.41

With a composite mean of 3.39, economic sustainability reflects a concerted effort by San Pablo Colleges to maintain financial stability while allocating resources for sustainable initiatives. Economic sustainability in educational institutions often involves strategic budget planning, resource allocation, and investment in sustainable practices that support long-term viability. According to Cullingford and Blewitt (2019), financial stability forms the foundation for sustainable growth, enabling institutions to fund initiatives that benefit the institution and its stakeholders. At San Pablo Colleges, focusing on economic stability likely aids in supporting various programs and sustainable practices, enhancing the institution's resilience to external financial pressures. However, economic sustainability in educational settings extends beyond simply maintaining balanced budgets; it also entails investing in practices that minimize waste and maximize resource efficiency, such as energy-saving infrastructure and sustainable procurement strategies. Strengthening these practices can further position the

college as a financially responsible and sustainability-focused institution, particularly if future resource allocations consider environmental impacts alongside economic gains.

Social sustainability emerged as the highest-rated dimension (3.58), indicating that San Pablo Colleges prioritizes supportive, inclusive, and equitable practices that foster community well-being. Social sustainability in education encompasses a range of practices that promote a positive campus climate, support student and staff well-being, and facilitate stakeholder engagement. Barth and Rieckmann (2016) highlight that socially sustainable educational environments contribute to student empowerment, which drives engagement and a sense of belonging. By emphasizing social sustainability, San Pablo Colleges likely supports initiatives that value diversity, promote inclusivity, and foster meaningful community relationships. This dimension's high rating suggests that the institution has established effective social policies and programs that strengthen these aspects, reinforcing a campus culture where all members feel valued and engaged.

Educational literature also underscores the role of social sustainability in fostering resilient educational communities. Sterling (2016) argues that institutions with strong social sustainability practices create environments that encourage collaborative learning and mutual respect, qualities that enhance institutional resilience and adaptability. The college's positive score in this area could thus reflect robust support structures, such as counseling services, inclusivity programs, and community-building activities. To further amplify these efforts, the college might consider expanding initiatives that support mental health, student development, and intercultural competence. Engaging students, faculty, and staff in regular discussions on social equity, inclusion, and belonging can reinforce the social sustainability culture and contribute to long-term institutional effectiveness.

Environmental sustainability received the lowest rating (3.24), highlighting an area for improvement in San Pablo Colleges' ecological initiatives. This dimension evaluates how institutions minimize their environmental footprint, enhance resource efficiency, and educate stakeholders on ecological responsibility. While some efforts are in place, there is a clear need to expand environmental sustainability initiatives to strengthen institutional commitment and align with global sustainability goals. Research by Leal Filho et al. (2019) emphasizes the critical role of higher education institutions in advancing environmental awareness, which not only benefits the campus community but also fosters a broader culture of sustainability. Despite growing global emphasis on environmental sustainability, its implementation in educational institutions remains challenging. At San Pablo Colleges, several factors may contribute to the lower rating. Large-scale sustainability projects, such as renewable energy systems, water conservation efforts, and waste reduction programs, often require substantial initial investments, making them difficult to prioritize alongside more immediate operational and academic needs. Additionally, there may be limited institutional awareness and expertise in environmental sustainability compared to social and economic dimensions. Without clear leadership and dedicated policies, sustainability initiatives can become fragmented and less effective. Furthermore, effective environmental programs frequently require collaboration with external stakeholders, including government agencies, local organizations, and industry partners, adding complexity to planning and execution. To enhance environmental sustainability, San Pablo Colleges may adopt a comprehensive approach that includes infrastructure improvements, curriculum integration, and strategic collaborations. Strengthening waste reduction programs, expanding recycling initiatives, and incorporating energy-efficient technologies can create tangible environmental benefits. Embedding sustainability education into the curriculum will further reinforce environmental responsibility among students, equipping them with the knowledge and values needed for sustainable practices beyond graduation. Research by Lozano et al. (2017) suggests that students who engage with sustainability education are more likely to adopt environmentally responsible behaviors in the long term. A well-defined sustainability plan, outlining clear objectives, measurable targets, and key performance indicators, can guide institutional efforts in reducing energy consumption, managing waste effectively, and minimizing carbon emissions. Engaging students and faculty in sustainability planning ensures collective ownership and long-term commitment to ecological initiatives. Establishing an environmental task force comprising administrators, faculty, students, and external partners can further enhance coordination, monitor progress, and recommend policy adjustments that align with sustainability goals. Regular sustainability audits can help identify inefficiencies in resource usage, leading to the implementation of energy-efficient lighting, rainwater harvesting systems, and campus-wide recycling programs. Additionally, partnerships with local organizations, government agencies, and businesses can provide valuable support, resources, and expertise in

advancing sustainability initiatives. Collaborative projects such as community cleanups, reforestation efforts, and resource-sharing programs can strengthen institutional ties while reinforcing the college's role in promoting environmental stewardship.

Governance and leadership received a positive rating of 3.45, suggesting that the institution has a stable and effective governance structure that aligns with sustainability goals. Governance plays a pivotal role in institutional sustainability, as leaders set the strategic vision, prioritize initiatives, and foster a culture of accountability. Sterling (2016) emphasizes that strong leadership is crucial in embedding sustainability across all levels of an institution, as it guides decision-making and encourages faculty, staff, and students to participate in sustainability efforts. The favorable rating in this area implies that San Pablo Colleges has a governance framework that supports sustainability practices, likely involving transparent decision-making processes and alignment with the institution's long-term goals.

An effective governance model is also essential for fostering stakeholder trust, as it promotes accountability and responsiveness. Institutions with solid governance structures can more easily adapt to changes and address emerging challenges, enabling continuous progress toward sustainability goals. The positive rating in this area indicates that San Pablo Colleges has leadership practices prioritizing effective management, adaptability, and engagement in sustainability. To build on this strength, the institution could consider establishing a dedicated sustainability committee within its governance structure responsible for monitoring and guiding sustainability initiatives. This approach would ensure consistent oversight and provide a platform for continuous assessment and improvement.

With a composite mean of 3.39, continuous improvement reflects San Pablo Colleges' commitment to iterative enhancement in its practices, processes, and sustainability initiatives. Continuous improvement is a vital principle in sustainability, emphasizing the need for regular evaluation, adaptation, and optimization. Shriberg and Harris (2018) discuss how educational institutions that embrace continuous improvement are better positioned to adapt to changing educational needs and sustainability expectations. For San Pablo Colleges, the positive score in this area suggests it has established mechanisms to monitor and refine its sustainability initiatives, supporting a culture of ongoing learning and development.

Continuous improvement in sustainability can take various forms, including assessing the effectiveness of current practices, setting benchmarks, and implementing stakeholder feedback. By continuously evaluating its sustainability initiatives, San Pablo Colleges can identify areas for enhancement and ensure alignment with broader institutional goals. Future efforts could involve developing performance indicators for sustainability initiatives, conducting regular audits, and engaging faculty, staff, and students in the improvement process. Such practices reinforce the institution's commitment to sustainability and cultivate a campus environment where continuous learning and adaptation are valued.

The overall sustainability mean of 3.41 suggests a generally positive perception of sustainability practices at San Pablo Colleges, with social sustainability and governance emerging as key strengths. However, the comparatively lower score in environmental sustainability highlights an opportunity for the institution to adopt a more comprehensive sustainability framework that balances social, economic, and environmental priorities. The research underscores the importance of an integrated sustainability approach considering all three dimensions to achieve holistic impact and institutional resilience (Adams, 2020). By addressing the areas that scored lower, such as environmental practices, the institution can enhance its overall sustainability standing and better meet stakeholder expectations.

3.2 Perceived Overall Institutional Effectiveness

Table 2 provides composite mean scores for key indicators of perceived overall institutional effectiveness, including Customers, Environmental and Social Sustainability, and Economic Sustainability. These composite scores reflect stakeholder satisfaction and perceptions of institutional performance across these dimensions, contributing to an overall mean score.

The assessment of perceived overall institutional effectiveness at San Pablo Colleges provides a comprehensive view of stakeholder satisfaction across core areas—customers, environmental and social sustainability, and economic sustainability. These dimensions are essential to understanding the institution’s impact, reputation, and sustainability. Table 2 presents the composite mean scores for these indicators, with an overall mean of 3.43, reflecting a generally positive perception among stakeholders regarding the college’s effectiveness in fulfilling its mission. Each area, as discussed below, provides insights into both achievements and areas for growth, supported by relevant literature.

Table 2. *Perceived overall institutional effectiveness at San Pablo Colleges*

Overall Institutional Effectiveness Indicators	Composite Mean
Customers	3.49
Environmental and Social Sustainability	3.41
Economic Sustainability	3.39
Overall Mean	3.43

Customers (3.49), the highest-rated dimension, highlights strong stakeholder satisfaction and engagement, suggesting that San Pablo Colleges has effectively prioritized student and stakeholder needs. In educational institutions, "customers" generally include students, parents, alumni, employers, and community partners, all with vested interests in the institution's quality, reputation, and service offerings. Customer satisfaction is a key indicator of institutional effectiveness, as it directly impacts student retention, recruitment, and overall engagement (Kotler & Fox, 2018). A high composite mean in this area suggests that San Pablo Colleges likely provides a responsive and supportive environment, successfully addressing stakeholder expectations and reinforcing trust.

Research by Bejou and Bejou (2016) indicates that focusing on students and stakeholders strengthens an institution's adaptability and responsiveness to external demands, which is essential in a competitive educational landscape. The high rating in customer satisfaction at San Pablo Colleges may reflect robust support services, clear communication channels, and a responsive approach to stakeholder feedback. Engaging students and stakeholders through feedback mechanisms, regular updates, and advisory boards can further bolster satisfaction, as these practices promote a sense of ownership and belonging. Future enhancements could focus on expanding customer-centric initiatives, such as personalized support services and accessible information channels, to ensure that students and stakeholders remain connected and supported throughout their engagement with the college.

Environmental and social sustainability achieved a moderate yet positive score (3.41), indicating that San Pablo Colleges has established some impactful sustainability practices but with room for growth. Environmental and social sustainability in educational institutions encompasses initiatives to minimize the institution's environmental footprint and promote social equity and community engagement. Recent literature underscores the significance of these practices in shaping perceptions of institutional effectiveness, as educational institutions are increasingly expected to act as role models in advancing sustainability (Christensen et al., 2017).

In today’s educational climate, stakeholders—including students, faculty, and community members—are often more aware of and invested in an institution’s environmental and social responsibility. Institutions perceived as leaders in sustainability are often viewed more favorably, as they demonstrate a commitment to global and community well-being. The relatively high rating in this area for San Pablo Colleges may indicate effective community engagement programs, support for social equity initiatives, and preliminary steps in environmental sustainability, such as recycling, energy conservation, or awareness campaigns.

However, there remains an opportunity to deepen these efforts, especially in environmental sustainability, which has become a critical expectation in modern educational institutions. Leal Filho et al. (2019) emphasize that institutions that integrate sustainability into their curriculum and campus practices contribute positively to student learning outcomes as they gain firsthand exposure to sustainable values and practices. Enhancing environmental initiatives at San Pablo Colleges could include establishing a comprehensive sustainability framework, offering sustainability-themed courses, and expanding student involvement in environmental programs. Such initiatives would improve the institution's environmental footprint and provide meaningful educational experiences that align with stakeholder expectations.

Economic sustainability received a composite mean score of 3.39, indicating a generally favorable view of San Pablo Colleges' financial stability and resource management. Economic sustainability in educational institutions is essential for operational effectiveness, as it ensures that resources are available to support academic programs, infrastructure, and personnel. Drezner (2017) notes that sound financial health enables institutions to make long-term investments, impacting the institution's resilience and ability to deliver consistent, high-quality services.

San Pablo Colleges' relatively strong economic sustainability score suggests that stakeholders perceive the institution as having effective financial management practices. This may reflect a balanced approach to budgeting, resource allocation, and financial planning, enabling the college to provide necessary resources while maintaining financial stability. Economic sustainability also involves revenue diversification, efficient use of funds, and strategic investment in resources that enhance institutional performance and resilience.

San Pablo Colleges might consider adopting more innovative financial strategies to enhance economic sustainability, such as increasing partnerships, expanding revenue sources, or enhancing philanthropic efforts. Drezner (2017) highlights that institutions with diverse revenue streams are better positioned to weather financial uncertainties and invest in long-term improvements. For instance, collaborations with industry partners, alumni donations, and grants can all contribute to financial resilience. Developing financial strategies that support sustainability initiatives—such as energy-efficient buildings or community programs—can also yield economic benefits over time, creating a positive feedback loop that reinforces the institution's overall sustainability and effectiveness.

The overall mean of 3.43 reflects a generally positive perception of institutional effectiveness at San Pablo Colleges, with particular strengths in customer satisfaction. This suggests that the college has successfully balanced different aspects of sustainability and institutional effectiveness, addressing key stakeholder concerns while maintaining financial and operational stability. A holistic approach to institutional effectiveness requires that each dimension—customer satisfaction, environmental and social responsibility, and economic sustainability—be balanced and mutually reinforcing. When institutions achieve this balance, they are better positioned to adapt to changing demands and ensure long-term success.

However, as evidenced by the individual composite scores, there remains room for further development, particularly in environmental and economic sustainability. According to Adams (2020), effective institutions continuously adapt their strategies to meet evolving expectations and improve upon existing practices. The relatively moderate scores in environmental and economic sustainability suggest that while San Pablo Colleges has made progress, there is potential to deepen its commitment to these areas. For example, emphasizing sustainability in strategic planning can create a roadmap for enhancing institutional effectiveness that aligns with stakeholder expectations and global sustainability goals.

The findings on perceived institutional effectiveness provide valuable insights into strategic areas that can be prioritized to enhance San Pablo Colleges' overall sustainability profile. For instance, customer satisfaction emerged as a strength, indicating that existing strategies for engaging stakeholders are effective. However, continuous investment in student-centric initiatives and support services will be essential for maintaining this positive perception as educational demands shift. Expanding digital engagement platforms, offering tailored support services, and ensuring accessible information channels can improve stakeholder experiences, reinforcing the institution's reputation and effectiveness.

Environmental and social sustainability, while positively perceived, also present growth opportunities. Expanding environmental initiatives can improve the college's sustainability and create experiential learning opportunities for students. By embedding sustainability into curriculum and campus operations, San Pablo Colleges can meet growing expectations from students and stakeholders who value environmental stewardship. Furthermore, increasing community partnerships and sustainability-focused programs can enhance the institution's impact, as these initiatives support environmental goals and strengthen ties with the local community.

San Pablo Colleges is viewed favorably in economic sustainability, yet there remains potential to strengthen financial strategies to support sustainability efforts more robustly. Innovative approaches to revenue generation, such as partnerships, grants, and philanthropic efforts, can provide additional resources for sustainable initiatives

without compromising financial stability. Such strategies can also create long-term financial resilience, enabling the college to continue offering quality education and services despite external financial pressures.

3.3 Correlation Between Overall Institutional Sustainability Initiatives and Institutional Effectiveness

Table 3 presents the Pearson correlation coefficient (r) calculated between the overall composite mean of all sustainability initiatives and the overall composite mean of perceived institutional effectiveness. This analysis provides insight into how sustainability practices at San Pablo Colleges align with perceptions of institutional effectiveness.

Table 3. Correlation between sustainability initiatives and overall institutional effectiveness	
Correlation Metric	Pearson's r
Sustainability Initiatives vs. Institutional Effectiveness	0.87

The strong correlation coefficient ($r = 0.87$) highlights the critical role sustainability plays in shaping stakeholder perceptions of institutional success. Institutions that actively implement sustainability programs not only enhance their environmental and social impact but also experience tangible benefits, such as increased stakeholder trust, financial efficiency, and academic reputation. A commitment to sustainability aligns with global societal values, strengthening credibility and fostering trust among students, parents, faculty, and external partners.

In a competitive academic environment, institutions that integrate sustainability into their core policies distinguish themselves by attracting students and faculty who prioritize ecological and social responsibility. Sustainable practices contribute to long-term financial and operational efficiency by optimizing resource consumption and reducing waste, leading to cost savings that can be reinvested into academic and infrastructure improvements. Moreover, embedding sustainability within governance structures, curricula, and campus operations fosters a culture of responsibility and innovation. This approach not only prepares students for leadership roles in sustainability-driven fields but also reinforces the institution's mission of developing responsible global citizens.

Each component of sustainability—economic, social, environmental, governance, and continuous improvement—plays a vital role in shaping institutional effectiveness. Economic sustainability ensures effective resource management and financial stability, enabling investments in critical areas such as infrastructure, faculty development, and student services. Disterheft et al. (2016) emphasize that sound financial practices are essential for sustaining long-term institutional effectiveness, as they directly impact the quality of education and resources available to students. Social sustainability promotes equitable and inclusive practices that strengthen community relationships and foster a sense of belonging among stakeholders. Institutions that prioritize social responsibility are often viewed more favorably, as these initiatives align with growing societal expectations for diversity, equity, and inclusion. When students, faculty, and the broader community feel valued and supported, they are more likely to engage positively with the institution, enhancing its reputation and overall effectiveness.

Although environmental sustainability received the lowest score in this study, it remains a crucial component of institutional effectiveness. As awareness of environmental issues increases, stakeholders expect institutions to demonstrate ecological responsibility. Initiatives such as waste reduction, energy conservation, and environmental education contribute to sustainability goals while enhancing institutional reputation. According to Disterheft et al. (2016), environmentally responsible institutions attract students and partners who value ecological stewardship, further reinforcing institutional effectiveness.

Governance and leadership also play a critical role in linking sustainability with institutional effectiveness. Strategic decision-making ensures that sustainability efforts are well-coordinated, transparent, and aligned with the institution's mission and values. As Sterling (2016) notes, strong leadership fosters a culture of accountability and ethical responsibility, building trust among stakeholders and strengthening institutional resilience. When governance structures support sustainability initiatives, institutions can better adapt to evolving educational and societal expectations, ensuring long-term success.

Through these interconnected benefits, sustainability initiatives become more than just ethical obligations—they serve as strategic tools that enhance institutional effectiveness, strengthen stakeholder engagement, and ensure long-term resilience in an evolving educational landscape.

4.0 Conclusion

The findings of this study confirm a strong correlation between sustainability initiatives and perceived institutional effectiveness at San Pablo Colleges. Sustainability efforts across economic, social, environmental, governance, and continuous improvement dimensions contribute significantly to stakeholder perceptions of institutional success. Social sustainability, governance, and continuous improvement emerged as the institution's strongest areas, highlighting the importance of a supportive and well-governed environment. The Pearson correlation coefficient ($r = 0.87$) further underscores the alignment between a cohesive sustainability strategy and stakeholder expectations, reinforcing institutional resilience and adaptability.

While San Pablo Colleges demonstrates strengths in social responsibility, governance, and financial management, environmental sustainability remains an area for growth. Strengthening environmental initiatives will enhance the institution's alignment with global sustainability standards and promote ecological consciousness among students and staff. Expanding efforts in this area will not only improve institutional effectiveness but also reinforce the college's commitment to sustainable development and continuous improvement.

To address this, the study recommends prioritizing environmental sustainability through waste reduction programs, energy-efficient operations, and awareness campaigns. Engaging stakeholders through surveys and focus groups can help refine initiatives, ensuring they are responsive to institutional needs. Providing regular sustainability training for faculty and staff will foster shared responsibility and a culture of continuous improvement. Embedding sustainability into curricula and student activities, such as student-led projects and community partnerships, can further strengthen ecological awareness and institutional impact. Enhancing governance structures with clearly defined sustainability goals and risk management strategies will also promote institutional accountability. A data-driven approach to monitoring and improving sustainability efforts will support long-term progress, ensuring alignment with institutional and global sustainability objectives.

Beyond reinforcing the importance of sustainability in institutional effectiveness, this study highlights key areas for future research and practical applications. Further investigation into the cost-benefit impact of sustainability investments—such as renewable energy installations, waste management systems, and eco-friendly infrastructure—could provide valuable insights into financial viability and long-term benefits. Comparative studies across educational institutions may reveal best practices, common challenges, and benchmarks for sustainability initiatives. Additionally, longitudinal assessments tracking the long-term effects of sustainability interventions on stakeholder engagement and institutional performance could enhance strategic decision-making.

Exploring the role of digital technology in advancing sustainability efforts is also crucial. Digital platforms, including sustainability dashboards, artificial intelligence-driven energy management systems, and virtual awareness campaigns, could improve transparency and efficiency in sustainability practices. In practice, institutions can apply these insights by forming interdisciplinary sustainability committees, integrating sustainability themes throughout curricula, and fostering partnerships with community organizations to maximize impact. By adopting a strategic, data-driven approach, San Pablo Colleges and similar institutions can reinforce their commitment to sustainability while enhancing overall institutional effectiveness and stakeholder satisfaction.

5.0 Contributions of Authors

Bernardo C. Lunar, as the main author, spearheaded the study's conceptualization, including identifying the research problem, formulating objectives, and developing the study framework. He played a central role in the design and execution of the research, as well as in the analysis and interpretation of data. Furthermore, he led the drafting and revision of the manuscript, ensuring the study's alignment with its objectives and adherence to ethical research standards.

Carmela Ma. Cielito M. Eala assisted in interpreting the findings. She also contributed to refining the discussion and conclusion sections of the manuscript, ensuring the accuracy and relevance of the study's insights. Moreover, she was responsible for proofreading the final draft and preparing the manuscript for submission to ensure its clarity and coherence.

Angelique D. Perez contributed significantly to the literature review and methodology. She conducted an extensive review of related studies, which provided a solid foundation for the research framework. Additionally, she was instrumental in developing the data collection tools, coordinating the data-gathering process, guided the statistical analysis of the results.

The collaborative efforts of the authors were crucial in achieving the study's objectives, as each contributed their expertise at different stages of the research process. Lunar's leadership, Eala's analytical refinement, and Perez's methodological contributions worked together to produce a well-structured and rigorous research paper. Their combined efforts ensured a comprehensive and insightful study, demonstrating the power of collaboration in high-quality research.

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7.0 Conflict of Interests

The authors declare that this research is free of conflicts of interest. The study was conducted independently, and no financial, personal, or professional relationships influenced the planning, execution, or reporting of the research.

All authors affirm that they have no affiliations or involvements that could be perceived as potential sources of bias or conflicting interests regarding the content of this study.

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