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Multiversity Environment of a Higher Education Institution Towards Human Resource 5.0

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Abstract

This research focused on the multiversity environment within a higher education institution. As a result, the University aimed to transition from a traditional university to a multiversity, with particular emphasis on the HR department in this study. This study aimed to assess the Human Resource Development of a higher academic institution in the City of Dasmariñas in its transition toward HR 5.0 within a multiversity setting. It specifically examined key HR competency areas, including human-centric approaches, sustainability, and resilience, alongside multiversity requirements – profession and research -and HR 5.0 metrics for the non-teaching personnel of a higher academic institution at the City of Dasmariñas. The respondents of this study were thirty (30) non-teaching personnel of the higher academic institution representing the following departments: Human Resource Development, Accounting Treasury, Accounting, Internal Audit, Information Communication and Technology, Registrar, University Academic Extension, Guidance and Counselling, Health Servies and academic secretaries and support staff from the college and basic education units. The researcher developed a self-made questionnaire to address the following aspects: (a) the extent to which IR 5.0 HR competency cores were planned versus demonstrated; (b) the degree to which IR 5.0 multiversity indicators aligned with planned versus actual multiversity requirements; (c) the impact of moderating variables on service orientation and execution, talent management, HR governance, analytics and measurement, and HR service delivery; and (d) the influence of the multiversity environment on HR 5.0 in terms of human-centric, sustainable, and resilient practices, with non-teaching personnel of of a higher academic institution as respondents. The following statistical tests were utilized: Paired t-test for statement of the problems 1 and 2; ANOVA by factors for statement of the problem 3; and regression analysis for statement of the problem 4. The Statistical Package for Social Sciences v. 28 software was used to analyze the data. The study's findings indicate that the University's HR operations remain considerably below the standards required for a Multiversity HR level. The hypothesis testing revealed no significant achievement in meeting the established Multiversity requirements. It is recommended that the Human Resource Development of a higher academic institution establish HR policies that must adopt innovative strategies, leverage technology, and foster a diverse, inclusive, and interconnected academic environment that aligns with the University's strategic vision of becoming Digital, Borderless, and a Multiversity.

Keywords: *Multiversity, human resources 5.0, human-centric, sustainable, resilient*

Introduction

This research revolved around the multiversity environment in higher education institutions. Higher education creates professionals, thinkers, future teachers, researchers, economists, and knowledge workers, who, besides inhabiting knowledge societies, can be instrumental in creating them. Higher education also has a direct correlation with GDP, health indicators, and development (World Bank, 2002).

Universities are currently undergoing profound changes worldwide. To delineate the typical characteristics of the heterogeneous, at times even contradictory transformations, a variety of labels are in circulation, from "the post-modern university" (Smith/Webster 1997) to "the enterprise university" (Marginson/Considine 2000). The former term, however, is too broad, while the latter term is too narrow to grasp the many-sided changes taking place in universities. Therefore, [they] have chosen to use the term "multiversity", which was initially coined in 1963.

While utilizing James' (1895) work on the multiverse, Kerr (1963) compared the multiversity to the university as a federal republic versus a kingdom, where attention is paid to each part as separate and integrated, versus seeing the entirety as all forms merged into one. However, this federated institution was still based on an identity explicitly tied to location, mission, and the historic population of that campus (staff and students). An institution in three dimensions: teaching, research, and engagement with the community (Basset, 2021).

In looking at how an HEI would be "in all ways and places," they can first think about the "ways." The traditional universities first delivered teaching on a campus and encouraged their faculty to conduct research. The multiversity sought to expand the influence of the knowledge exchanged and developed on campus to external social and economic development, but did not require broad-scale definitional change to the modes of doing business. Teaching and research remained the anchors of multiversity engagements. What changed in the evolution of traditional universities to multiversities (again, as defined by Kerr and subsequent scholars of higher education) was an expanded notion of why HEIs operated as they did and the expected impacts of the enterprise—HEIs were widely accepted as social and economic engines (Basset, 2021).

Tina Hedmo, Kerstin Sahlin-Andersson, and Linda Wedlin (2006) discuss a phenomenon which goes beyond the strong national traditions pointed out in the previous three chapters: the emergence of a global and thoroughly post-national organizational field, in which the subject under scrutiny – management education – is structured and regulated. The structuration and regulation of the field is being pushed forward by transnational rankings and accreditation systems, which exert intense pressure on it to conform. In the field of management education, business schools follow global trendsetters and try to act accordingly in order to be recognized as legitimate actors in the field. Additional aspects of an educational field, which is shaped by rankings and accreditations instead of state regulations, are the importance of media attention and professional organizations, and the strong stratification of the field, in which a well-defined "top league" serves as a role model and benchmark for others (Krücken et.al, 2007).

Various problems of access, equity, and quality mark the current scenario of higher education. The ills that afflict higher education in the country relate to outdated and rigid curricula, large number of vacant faculty positions, poor faculty quality in terms of both commitment and competence, poor systemic enablers for student mobility, absence of research, minimal and poor extension work, low levels of skill development, low employability, flawed and rigid system of ex amination, poor methods of teaching and learning, presence of strong vested interests, poor management and educational services, and problems of governance in the ecosystem of higher education (Ravi 2012).

In the era of digitalization, the need for competence is increasing at a higher pace. There is a global expectation from the HR practitioner to be able to counter the digital war which is transforming HR through technology. Digitalization demands the evolution of HRM to the next stage which requires upgraded competencies and agile HR processes. This ongoing process of digitalization is hoped to improve the operational, transformational and, also relational aspects of the HR functions. The requirements for a competency model are to go through the current skill gap and provide quality development to make sure the function can add tangible value (Raj 2021).

This research stresses the need to embrace people's ever-increasing needs and empower them to reach their full potential and contribute to the organization's success.

Industry 5.0 is a human-centric industrial revolution which supports human creativity and promotes mechanized efficiency, creating an ecosystem where people and machines can work together more effectively to solve problems faster than ever. As this emerging industry trend grows in popularity, many companies will compete fiercely and try to be the first to adopt cutting-edge technology that gives their products an edge over their competitors (Raiche, 2022).

The study was designed to evaluate A Higher Academic Institution Multiversity environment toward HR5.0. It sought to answer the following questions:

1. To what extent are the IR 5.0 HR competency cores as planned as against as demonstrated in terms of Human-centric, Sustainable and Resilient;
2. To what extent are the multiversity indicators as planned as against as demonstrated in terms of HR 5.0 Multiversity requirements and Professional behavior and leadership
3. To what extent do the moderating HR 5.0 metrics indicators affect Human Resource IR 5.0 and Multiversity HR 5.0?
4. To what extent are the effects of multiversity environments in HR5.0 in the areas of Human-Centric, Sustainable; and Resilient?

Methods

Research Design

This study employed a descriptive and quantitative research design. This is a method used to systematically collect, analyze and interpret numerical data to describe characteristics, trends or relationship within a population or phenomenon (Creswell, 2014). The author started the work with definitions of industry 5.0 from the perspective of the industrial as well as academic communities. Even the applications have also been discussed that help better understand the features of

industry 5.0, followed by a discussion of enabling technologies. Industry 5.0 concept is designed to make the efficiency of humans and machines correctly. Challenges are also presented in this paper that help manage the issues caused in Industry 5.0. Future directions are discussed in this paper, which should be handled more effectively to use this industry soon.

Population, Sample, and Sampling Techniques.

The respondents of this study were the thirty (30) non-teaching personnel of the Philippine Christian University Dasmariñas, Cavite.

Research Instrument

Self-made questionnaire was utilized by the researcher addressing the following issues: a) extent of the IR 5.0 HR competency cores as planned as against as demonstrated; b) extent of the multiversity IR 5.0 indicators as planned as against as demonstrated in terms of multiversity requirement; c) extent of the moderating variables affecting service orientation and execution, talent management, HR governance, analytics and measurement, and HR services delivery; and, d) extent as to effects of multiversity environments in HR5.0 in the areas of Human-Centric, Sustainable, and Resilient of of a higher academic institution with its non-teaching personnel as its respondents. The datasets used during the current study were available from databases and data mining.

Test for Validity and Reliability of the Questionnaire

A one-sample t-test was used to test for validity: Cronbach Alpha for reliability (.890). The responses of 10 non-sample respondents were used to test for validity and reliability of the questionnaire.

Statistical Treatment of Data

The following statistical tests were utilized: Paired t-test for statements of problems 1 and 2; ANOVA by factors for statement of problem 3; and regression analysis for statement of problem 4.

The Statistical Package for Social Sciences v 28 software was used to statistically process the data.

Results

The study's findings indicate that the University's HR operations remain considerably below the standards required for a Multiversity HR level. The hypotheses testing revealed no significant achievements in meeting the established Multiversity requirements in terms of IR 5.0 Human Resource competency cores; multiversity requirements; HR 5.0 metrics.

1.1. Human-Centric: Leadership and credibility

Leadership as planned and demonstrated have standard deviations of less than 1.00, thus the responses are considered to be homogenous, that is, that responses are very close to the means and variability is not significant.

On the other hand, Leadership and Capability have means that are considered to a very high extent (4.4667; 4.300): Table 3.1a.

Leadership and Credibility as planned has a mean of 4.4667 interpreted to a high extent and as demonstrated to a high extent (4.300).

The test of significance of the difference of their means, 0.16667 is not significant at α=.05. This shows that Leadership and capability as demonstrated is as planned.

1.2 Human-Centric: Organizational capacity.

The standard deviation of Organizational capacity as planned and as demonstrated are both less than 1.00. This reflects that the responses in both cases are homogeneous and therefore, very close to the Means. The respondents' responses are deemed close to each other.

Organizational capacity, as planned and as demonstrated, is to a great extent (4.4333; 4.0333).

The test of significance of the difference of their means (.4000) is highly significant at α=.01 (sig=.008). In such a case, what was planned (4.4333) is highly significantly higher than what is demonstrated (4.0333).

1.3 Human-Centric: Solution creation. The standard deviations for Solution creation, as planned and as demonstrated, are less than 1.00. These results show that the responses are homogeneous, which means they are very close to the means, and no significant variability is observed.

On the other hand, the computed means for Solution creation, as planned and as demonstrated, are seen to a great extent (4.6000; 4.2333).

The test of significance for the difference between their Means (.36667) is highly significant at α=.01 (sig=.001), indicating that what was demonstrated fell short of what was planned.

1.4 Human-Centric: Interpersonal communication. The computed standard deviation of Interpersonal communication, as planned and as demonstrated, is less than 1.00; that is, the responses are homogenous, and the responses within the means exhibit no significant variability.

The means, as planned, are highly significant (4.5333) and, as demonstrated, significant to a high extent (4.3000). The test of significance for the difference between their means (.2333) is significant at α=.05, with a computed sig=.017. This result shows that, as planned, interpersonal communication is significantly higher than what is demonstrated.

2.1 Sustainability: Talent Management

The computed mean for Talent management, as planned, is 4.5333, which can be interpreted to a very great extent; whereas, as demonstrated, 4.3667 is interpreted to a great extent.

The test of significance for the difference between the two means (.1667) is not significant, since the computed sig=.096 is greater than α=.05. This finding shows that what is demonstrated in Talent management is congruent with what is planned.

2.2 Sustainability: HR governance. The computed standard for HR governance, as planned and as demonstrated, is less than 1.00; thus, the responses exhibit homogeneity. This result shows that the responses do not exhibit significant variability relative to the means.

As to the means, HR governance, as planned, has a mean of 4.500, which can be interpreted to a very great extent, whereas, as demonstrated, the mean is 4.0667, which is to a great extent.

The test of significance of the mean difference of (.43333) as planned and as demonstrated is highly significant, since sig=.003 is lower than α=.01. It can be inferred that HR governance as planned is highly significantly higher than as demonstrated.

2.3 Sustainability: Analytics and measurement. The computed standard deviations for Analytics and measurement, as planned and demonstrated, are less than 1.00, indicating that the responses are homogeneous. The results show that the responses tend to align with what is planned and what is exhibited.

The mean of Analytics and measurement as planned is 4.5000 which can be interpreted to a very high extent; the mean as demonstrated is 4.3000, which is to a high extent.

2.4 Sustainability: Service Delivery. HR service delivery is the process of providing services to employees through the human resources department. It includes a variety of services, from basic administrative tasks to strategic initiatives, that support the employee lifecycle from onboarding to exit.

The computed standard deviations of service delivery as planned and as demonstrated are both less than 1.00, which reflects homogeneity in the responses, that is, the respondents are approximately saying the same things.

The computed mean, as planned, is 4.5667, whereas the mean as demonstrated is 4.1333, to a great extent.

The test of significance for the difference between the two means, 0.4333, is highly significant since the computed sig = .001 is less than α = .01.

3.1 Resilient: Business intelligence

The computed standard deviations for both as planned and demonstrated are less than 1.00, which shows that the responses are homogenous, that is, there are no significant outliers from the means. This result indicates that the responses are congruent, approximating the means.

The Mean of Business intelligence as planned is 4.4667, which is to a high extent, whereas the mean as demonstrated is 4.2000 which is also to a high extent.

The test of significance of the difference of the two means (.26667) is significant at α=.05 since the computed sig=.030. This test result shows that as planned is significantly higher than as demonstrated.

3.2 Resilient: Strategic contribution. Strategic direction in HRM is the process of setting and achieving long-term goals for the human resources function within an organisation. It includes developing a vision for the HR function and strategies and plans to achieve that vision.

The computed standard deviations are less than 1.00; thus, the responses are homogenous. The respondents' responses are congruent.

The mean as planned is 4.5333, which is to a very great extent, whereas as demonstrated, the mean is 4.2000, which is to a great extent.

To test if there exists a significant difference in the mean, which is .33333, the computed sig=.010 is less than the test value α= = 05; thus, it can be inferred that what is demonstrated is significantly different than what is planned in terms of strategic directions.

3.3 Resilient: Business knowledge management. HR knowledge management is the practice of centralizing all HR documents, policies, information and knowledge and making that vital information easy for anyone in the company to access and update from anywhere.

The computed standard deviations for as planned and as demonstrated are less than 1.00, thus, the responses exhibit homogeneity. The respondents are in one accord of what they see as planned and what is demonstrated.

The mean of what is planned is 4.667, which is to a very great extent, and as demonstrated, 4.3000 is to a great extent. It is necessary to test if there exists a significant difference between the two means.

The test of significance of the difference, .16667 is not significant since the computed sig=.202 is higher than the test value α=.05. This shows that the respondents agree that what is demonstrated is what is planned in terms of strategic direction for human resource.

3.4 Resilient: HR technology. It is software designed to help employers hire, engage and retain employees while simplifying workforce management and payroll processes. It also assists in unifying core HR functions, eliminating costly redundancies, and synchronizing data to inform decision-making.

The computed standard deviations for as planned and as demonstrated are both less than 1.00, that is, the responses are homogenous and that there is no significant variance existing among the responses.

The computed mean for as planned is 4.3333 which is to a high extent, and as demonstrated, 4.0333 to a high extent.

The test of significance of the means difference, 0.3000 is not significant since the computed sig=.059 is higher than the test value α=.05. This result reflects that what is demonstrated is what is planned.

3.5 Resilient: Business acumen. It is a combination of knowledge and skill informed by experience: knowledge about key business issues, the skill to apply that knowledge, and the confidence to take action informed by past experiences. It is the ability to take a 'big picture' view of a situation, to weigh it up quickly, make a logical, sound decision, and confidently influence others to agree with you to achieve the organisation's objectives.

The computed standard deviations for as planned and as demonstrated in terms of HR business acumen are both less than 1.00, which reflects that the responses are homogenous.

The computed mean for as planned is 4.5000 which to a very high extent, whereas, as demonstrated 4.2333 to a high extent.

The test of significance of the mean difference 0.26667 is significant at α=.05 since it is higher than the computed sig=.018. In such case, what is demonstrated is significantly higher than what is demonstrated.

2. HR 5.0 Multiversity requirements

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean

Pair 1	Multiversity 50_Researchbased_As_planned	4.3667	30	.71840	.13116
	Multiversity 50_Researchbased_As_demonstrated	3.9667	30	.80872	.14765
Pair 2	Multiversity 50_Professionfocused_appointments_as_planned	4.4667	30	.68145	.12441
	Multiversity 50_Professionfocused_appointments_as_demonstrated	4.1000	30	.75886	.13855

2.1 Research-Based. The computed standard deviation of research based as planned and research based as demonstrated are less than 1.00 which reflects homogeneity in the responses.

The computed mean of the research-based plan is 4.3667, which is to a great extent, and as demonstrated, 3.9667 is also to a great extent.

The test of significance for the difference between the two means .4000 is significant at α=.05, since the computed sig=.016 is lower. In such a case, what is demonstrated is significantly lower than what is planned.

2.2 Profession-Focused. The computed standard deviations for the planned professional-focused and the demonstrated research-based are both less than 1.00, which reflects homogeneity in the responses.

The computed mean of a planned profession-focused is 4.667, which is to a very great extent, and as demonstrated, 4.1000 to a great extent.

The test of significance of the difference 0.36667 is significant at α=.05 since the computed sig=.019.

Overall, in terms of Multiversity HR 5.0 research-based and professional focus, current HR is still significantly lower.

3. Moderating HR 5.0 metrics indicators affect Human Resource IR 5.0 and Multiversity HR 5.0.

The ANOVA table that follows provides the information as to current HR 5.0 metrics affect Multiversity HR 5.0

Current HR Metric 3 (sig=.049) and Metric 14 (sig=.032) significantly moderate the effect of HR Multiversity 5.0 requirements. The remaining metrics do not affect HR Multiversity requirements.

The bottom line is that the current HR metrics practiced at the University are significantly lower than what HR Multiversity 5.0 requires.

4. The effects of multiversity environments in HR5.0 in the areas of:

4.1 Human-Centric. Human-Centric HR, also known as Human-Centered HR or People-Centric HR, is an approach to human resources management that prioritizes employees' well-being, development, and empowerment.

The Model Summary that follows shows an R-Square = .442, that is, 44.20% of relevant variables are included in the model, and 55.8% are yet to be identified.

Model Summary

Model	R	Rshows Square	Adjusted R Square	Std. Error of the Estimate
1	.664[a]	.442	.400	.58065

a. Predictors: (Constant), Multiversity50_Professionfocused_appointments_as_demonstrated, Multiversity50_Researchbased_As_demonstrated

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.197	2	3.598	10.673	.000[b]
	Residual	9.103	27	.337		
	Total	16.300	29			

a. Dependent Variable: HC1_as_demonstrated

b. Predictors: (Constant), Multiversity50_Profession-focused_appointments_as_demonstrated, Multiversity50_Research-based_As_demonstrated

The ANOVA table provides information on whether the derived equation for prediction is a valid tool. The computed sig = .000 is highly significant; hence, the derived equation, as follows, is a highly significant tool for predicting Human-Centric situations in the University. The derived equation is as follows:

Human Centric = 1.622 + .393(Research Based) + .273(Professional Focused)

Co-efficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.622	.602		2.693	.012
	Multiversity50_Researchbased_As_demonstrated	.393	.219	.423	1.797	.084
	Multiversity50_Professionfocused_appointments_as_demonstrated	.273	.233	.277	1.174	.251

a. Dependent Variable: HC1_as_demonstrated

Both Research Based and Professional Focused of HR have positive effects on Human Centric practiced by the University. However, taken individually, they are not significant. For the equation to be a significant predictor, research based and professional focused must happen together.

4.2 Sustainable. Sustainable HRM is the adoption of practices that enable a company to achieve economic, social and ecological goals as part of a long-term strategy while controlling unintended side effects.

The Model Summary that follows shows R=.396, that is, the identified relevant variables included represent 39.6% while 60.4% are yet to be identified.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.630[a]	.396	.352	.57842

a. Predictors: (Constant), Multiversity50_Professionfocused_appointments_as_demonstrated, Multiversity50_Researchbased_As_demonstrated

The ANOVA table that follows shows a sig=.001, that is the derived equation using Research Based and Profession Focused are predictors for a Sustainable HR. The derived equation is:

Sustainable HR = 1.555 + .096(Research Based) + .512(Professional Focused)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.933	2	2.967	8.867	.001[b]
	Residual	9.033	27	.335		
	Total	14.967	29			

a. Dependent Variable: HC2_as_demonstrated

b. Predictors: (Constant), Multiversity50_Professionfocused_appointments_as_demonstrated, Multiversity50_Researchbased_As_demonstrated

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.555	.600		2.591	.015
	Multiversity50_Researchbased_As_demonstrated	.096	.218	.108	.439	.664
	Multiversity50_Professionfocused_appointments_as_demonstrated	.512	.232	.541	2.208	.036

a. Dependent Variable: HC2_as_demonstrated

From the above Coefficient Table, Research Based taken alone has no significant effect to Sustainable HR (sig=.664). However, Professional Focused has a significant effect on Sustainable HR (sig = .036).

Nonetheless, both predictors have positive effects to Sustainable HR.

4.3 Resilient. Resilient HR helps you build organizational resilience to manage today's business challenges successfully. The team is comfortable in safety boots, business suits and anything in between.

The Model Summary that follows shows R Square= .468, or 53.2% of relevant variables are included in the derived equation.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.684[a]	.468	.428	.58508

a. Predictors: (Constant), Multiversity50_Professionfocused_appointments_as_demonstrated, Multiversity50_Researchbased_As_demonstrated

The ANOVA table that follows tests the significance of the derived regression equation. The computed sig = .000 is highly significant at α = .01; thus, the derived equation is a valid tool for predicting Resilience of HR using research-based and professional-focused predictors.

The derived equation is as follows:

Resilient HR = 1.452 + .501(Research Based) + .194(Professional Focused)

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.124	2	4.062	11.866	.000[b]
	Residual	9.243	27	.342		

	Total	17.367	29			

a. Dependent Variable: HC3_as_demonstrated

b. Predictors: (Constant), Multiversity50_Profession-focused_appointments_as_demonstrated, Multiversity50_Researchbased_As_demonstrated

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.452	.607		2.392	.024
	Multiversity50_Researchbased_As_demonstrated	.501	.220	.523	2.275	.031
	Multiversity50_Professionfocused_appointments_as_demonstrated	.194	.235	.190	.826	.416

a. Dependent Variable: HC3_as_demonstrated

From the above Coefficients Table, Research based has a significant positive effect to Resilient HR when taken alone. On the other hand, Professional focused has no significant effect to Resilient HR when taken alone.

The test result shows that both predictors must be present simultaneously to become significant.

Discussion

Ho$_1$: There is no significant difference as to the extent to which IR 5.0 HR competency cores as planned as against as demonstrated in terms of Human-centric: professional behavior and leadership; Sustainable: Service orientation and execution; and Resilient: business intelligence.

The null hypothesis is retained because the test of significance of the difference of their means is not significant. This shows that Leadership and capability, as demonstrated, are as planned. This is in harmony with Ulrich's (2021), which states that HR professionals should establish themselves as trustworthy and dependable sources of information and advice. This involves being honest, transparent, and consistent in their actions and communications. Trust is built over time, and HR professionals need to demonstrate integrity, maintain confidentiality, and exhibit professionalism in all interactions.

Organizational capacity, as planned and as demonstrated, is to a great extent. The test for the significance of the difference between their means is highly significant. In such a case, what was planned is significantly higher than what is demonstrated. According to Ulrich (2021), HR professionals should have a clear understanding of the unique capabilities that differentiate their organization from competitors and drive success. These may include specialized knowledge, unique processes, strong leadership, or a distinctive culture. By addressing the gap, HR professionals must identify these capabilities and communicate their importance throughout the organization. Credible activists should demonstrate a commitment to delivering results and driving positive outcomes for the organization. They need to set clear objectives, measure progress, and hold themselves accountable for achieving their goals (Ulrich, 2021).

The computed means of Solution creation, as planned and as demonstrated, are seen to a great extent. The test of significance of the difference of their Means is highly significant, that is, what is demonstrated fell short of what is planned. This conflicts with Ulrich's (2021) HR competency model, which states that HR professionals should continually innovate and integrate HR practices to create value for the organization. This involves evaluating current HR practices, identifying areas for improvement, and designing innovative solutions that are relevant, effective, and efficient. Therefore, the gap between what

is planned and what is demonstrated must be addressed.

The computed standard deviation of Interpersonal communication, as planned and as demonstrated, is less than 1; that is, the responses are homogeneous, and no significant variability is exhibited within the means. The means as planned is highly significant and, as demonstrated, significant to a great extent. The test of significance of the difference of their means is significant. This result shows that, as planned, interpersonal communication is significantly higher than what is demonstrated. Although responses are homogenous, there is still a need to address the gap in what is demonstrated in interpersonal communication. It is said that effective communication is vital for HR professionals to influence and persuade others, as well as to convey important information. This includes active listening, empathetic understanding, and clear articulation of ideas. Additionally, HR professionals should be able to adapt their communication style to different audiences and situations (Ulrich, 2009).

The standard deviations of Talent management as planned and as demonstrated are both less than one which shows that is no significant variability of the responses and that the respondents tend to agree on their rating for talent management as planned and demonstrated. The computed mean for Talent management, as planned, was interpreted to a very great extent, whereas, as demonstrated, it is interpreted to a great extent. The test of significance of the difference between the two means is not significant, which shows that what is demonstrated in Talent management is consistent with what is planned. The null hypothesis is retained.

This aligns with Ulrich's (2021) competency model, which states that Strategic Positioners should be skilled in workforce planning, which involves analyzing current and future workforce needs, identifying gaps, and developing plans to address them. This includes succession planning, talent acquisition, and talent development to ensure the organization has the right people in the right roles to achieve its objectives.

The computed standard deviation for HR governance, as planned and demonstrated, is homogenous, indicating that the responses do not exhibit significant variability from the means. The mean for HR governance as planned was interpreted to a very great extent and demonstrated to a great extent. The test of significance of the mean difference, as planned and as demonstrated, is highly significantly different; thus, it can be inferred that HR governance, as planned, is highly significantly higher than as demonstrated. Ulrich (20221) emphasizes that strategic positioners should be skilled in workforce planning, which involves analyzing current and future workforce needs, identifying gaps, and developing plans to address them. This includes succession planning, talent acquisition, and talent development to ensure the organization has the right people in the right roles to achieve its objectives.

The computed standard deviations of Analytics and measurement as planned and a demonstrated showed that the responses exhibit homogeneity which shows that the responses tend to agree on what is planned and what is exhibited. This is in consonance with Ulrich's (2021) HR competency wherein HR professionals should utilize data and analytics to inform their decision-making and drive better outcomes for the organization. This involves collecting and analyzing HR data, such as employee

demographics, performance metrics, and engagement scores, to identify trends, patterns, and areas for improvement.

The computed standard deviations of service delivery as planned and as demonstrated reflect homogeneity in the responses, that is, the respondents are approximately saying the same things. The computed mean, as planned, was to a very great extent, while as demonstrated to a great extent. The test of significance of the difference of the two means was found to be highly significant. This harmonizes with Ulrich (2021) stating that Capability Builders should strive to improve employee engagement by creating a work environment where employees feel valued, connected, and empowered to contribute to the organization's success. This may include implementing employee engagement surveys, developing employee recognition programs, and fostering open communication and feedback channels.

The computed standard deviations of business intelligence for both as planned and demonstrated showed that the responses are homogenous. This result indicates that the responses are congruent, approximating the means. The Mean of Business intelligence as planned was to a high extent, while the mean as demonstrated was also to a high extent. The test of significance of the difference of the two means is significant which shows that as planned is significantly higher than as demonstrated. To address this gap, HR professionals should track and assess the effectiveness of innovative HR practices by setting measurable objectives, monitoring progress, and making data-driven decisions. This information can be used to refine the practices, demonstrate their impact on the organization's performance, and support continuous improvement. Therefore, HR professionals should leverage technology and data to improve HR processes and make informed decisions. They need to understand the potential of HR technology, manage the implementation of HR systems, and use data analytics to drive insights and make better decisions (Ulrich, 2021).

The computed standard deviations of strategic contribution revealed that the responses are homogeneous. The mean, as planned, was found to a very great extent, whereas it was demonstrated to a great extent. There is a significant difference in the mean, implying that what is demonstrated is significantly different from what is planned in terms of strategic directions. To address this gap, Ulrich (2021) suggests that HR Innovators and Integrators must ensure that new HR practices are seamlessly integrated into the organization's existing processes and systems. This involves aligning the new practices with the organization's culture, values, and strategic goals, and coordinating with other departments to ensure smooth implementation. Driven by marketplace needs, a great number of corporate learning organizations have embraced the need to retool learning experiences so they focus on outputs, not inputs. That is, they are evaluating their effectiveness based on changed behaviors, such as better ways to serve customers or more effective collaboration (Mindrum, 2009).

The computed standard deviations of business knowledge management for as planned and as demonstrated exhibit homogeneity which implies that the respondents are in one accord of what they see as planned and what is demonstrated. The mean of what is planned was to a very high extent and as demonstrated to a high extent. The test of significance of the difference was not which imply that the

respondents agree that what is demonstrated is what is planned in terms of strategic direction for human resource. Technology and Data Proponents should proactively identify areas within HR that can benefit from the adoption of technology solutions. This involves evaluating the organization's current processes and systems, as well as staying informed about emerging trends and innovations in HR technology (Ulrich, 2021).

The computed standard deviations of HR technology for as planned and as demonstrated showed homogeneity showing no significant variance existing among the responses. The computed mean, as planned, was demonstrated to a great extent. The test of significance of the means difference was not significant which entail that what is demonstrated is what is planned. This resonates with how HR professionals are knowledgeable about the various HR technologies available, including Human Resource Information Systems (HRIS), Applicant Tracking Systems (ATS), Learning Management Systems (LMS), and other tools that can streamline HR processes and improve efficiency (Ulrich, 2021).

The computed standard deviations for as planned and as demonstrated in terms of HR business acumen were homogenous. The computed mean for as planned was to a very high extent, whereas and demonstrated to a high extent. The test of significance of the mean was significant which indicate that what is demonstrated is significantly higher than what is demonstrated. Overall, HR as demonstrated is still significantly lower than HR 5.0 requirements. To address this gap, HR professionals should have a deep understanding of the organization's business, its industry, and its customers. This knowledge enables them to make well-informed decisions and provide relevant advice to support the company's strategic goals (Ulrich, 2021).

Ho_2: The extent to which the multiversity indicators as planned as against as demonstrated in terms of multiversity as to HR 5.0 Multiversity requirements and Professional behavior and leadership is not significant.

The null hypothesis was retained and this is in consonance with Krucken et.al's (2007) Towards a Multiversity? Universities between Global Trends and National Traditions which states that due to the characteristics of their core tasks – research and teaching – which are inherently uncertain activities, and which can hardly be standardized. As the tasks in other organizations move towards a less predictable and clear-cut structure, universities may serve as a model for other organizational contexts, though currently the university is mainly seen at the receiving end of the transfer of organizational concepts (Krucken, et.al, 2007).

Ho_3: The extent to which the moderating HR 5.0 metrics indicators affect Human Resource IR5.0 and Multiversity HR5.0 is not significant.

The null hypothesis is retained because the University's current HR metrics are significantly lower than those required by HR Multiversity 5.0. According to Fica (2023), HR metrics (or human resource metrics) are key data points that help organizations track their human capital and measure how effective their human resources initiatives are. HR professionals should regularly evaluate their organization's existing HR policies, programs, and initiatives to identify areas for improvement or potential gaps (Ulrich,

2021). This involves understanding current best practices, monitoring HR metrics, and staying informed about new developments in the field. Recognizing the pivotal role of HR metrics, professionals in this field diligently measure a multitude of variables, from headcount to the advantages of active employee engagement. To address the gap, it is paramount to focus on metrics that truly drive the growth and success of an organization, as they illuminate the path to improvement (TMI, 2023).

Ho_4: The extent to which the multiversity indicators as planned as against as demonstrated in terms of multiversity in terms of HR5.0 Multiversity requirements and Professional behavior and leadership is not significant.

The computed standard deviation of research-based as planned and research-based as demonstrated showed homogeneity in the responses. The computed mean of the research as planned was to a great extent, and as demonstrated to a great extent. The test of significance of the difference of the two means was significant which showed that what is demonstrated is significantly lower than what is planned.

Overall, in terms of Multiversity HR 5.0 research based and professional focus, current HR is still significantly lower, thereby the null hypothesis is retained but the gap needs to be addressed. The multiversity can accommodate predictable kinds of learning experiences, such as new-hire training or general career advancement, as well as very timely needs having to do with new products or strategies. This produces a learning environment that is more agile and relevant to the needs of the business (Mindrum, 2009). HR professionals should track and assess the impact of change initiatives on the organization's performance. This involves gathering data, analyzing results, and using this information to refine the change strategy and demonstrate the value of the change efforts (Ulrich, 2021).

The Human Resource Development (HRD) of a higher academic institution in the City of Dasmariñas plays a crucial role in equipping and strengthening the university personnel to meet the demands of an evolving Multiversity HR 5.0 environment. The results of this research are significant to this higher academic institution in fostering a workforce that is adaptive, technologically proficient, and future-ready. The continuous conduct of training to enhance transformation, and competency-building, HRD will empower faculty and staff with the necessary skills, mindset, and capabilities to thrive in an innovative, data-driven, and human-centered academic landscape. This transformation ensures that the university's personnel remain responsive to global trends, aligned with institutional goals, and committed to excellence in education and research.

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