

Teaching self-efficacy of public elementary school teachers of Bambang II District: Its relationship to teachers' perspectives toward gender sensitive instructional materials

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Abstract

This study examined the relationship between the teaching self-efficacy of public elementary school teachers in Bambang II District and their perspectives toward gender-sensitive instructional materials, with the aim of assessing teachers' self-efficacy, determining their perspectives on gender-sensitive instructional materials, establishing the relationship between these variables, and proposing an educational management intervention based on the findings. Employing a quantitative descriptive-correlational research design, the study employed total enumeration and involved 140 public elementary school teachers from fourteen schools in Bambang II District, Schools Division of Nueva Vizcaya. Data were gathered using the adapted Teaching Self-Efficacy Scale by Tschannen-Moran and Hoy (2001) and a modified Gender-Sensitive Instructional Materials Perspective Questionnaire, and were analyzed using mean, standard deviation, and Spearman rho. Findings revealed that respondents demonstrated a very high level of teaching self-efficacy, with an overall mean of 4.61 (SD = 0.42), particularly in instructional strategies (M = 4.67, SD = 0.41), student engagement (M = 4.59, SD = 0.46), and classroom management (M = 4.57, SD = 0.46). Teachers also exhibited a very high perception of gender-sensitive instructional materials, with an overall mean of 3.62 (SD = 0.40), across content and instructional activities, language, imagery, and representation. Significant positive relationships were identified between teaching self-efficacy dimensions and perspectives toward gender-sensitive instructional materials, with correlation coefficients ranging from 0.618 to 0.701, while overall teaching self-efficacy showed the strongest correlation ($r = 0.721, p = .000$). The study concludes that teaching self-efficacy significantly influences teachers' openness and readiness to integrate gender-sensitive materials. It recommends sustained professional development, structured institutional support, and continuous monitoring to strengthen gender-responsive instructional practices and promote inclusive, equitable learning environments.

Keywords: gender-sensitive instructional materials, teaching self-efficacy, public elementary school teacher

Teaching self-efficacy of public elementary school teachers of Bambang II District: Its relationship to teachers' perspectives toward gender sensitive instructional materials

1. Introduction

In many public elementary classrooms, teaching extends beyond the delivery of content; it involves shaping learners' values, identities, and social understanding. In Bambang II District, Nueva Vizcaya, everyday classroom practices reveal a subtle yet persistent concern. While teachers demonstrate commitment to their profession, some instructional materials continue to portray gender in stereotypical ways, such as assigning nurturing roles to females and leadership or technical roles to males. In routine lessons, teachers often rely on readily available materials without critically examining their gender implications. This situation highlights a deeper issue that goes beyond resource availability. It points to the role of teaching self-efficacy, or a teacher's belief in their capacity to influence student learning, in determining whether they feel confident enough to adapt or challenge such materials. When teachers are uncertain of their ability to manage discussions or redesign content, they may be less inclined to implement gender-sensitive approaches, even when they recognize their importance.

As a public elementary school teacher in the Bambang II District, the researcher has noticed that teachers frequently use the same worksheets and textbooks that are provided by the Department of Education every year. Time becomes a significant limitation when planning daily lessons. There is little time to check each page for gender bias or to generate supplemental resources because there are five to eight subjects to teach, output verification, and other ancillary chores. Because of this, teachers frequently continue with a tale or exercise even when they are aware that it perpetuates stereotypes in order to complete the lesson within the allotted time.

The study has also noted that many educators are uncertain about how to respond to inquiries or remarks made by students about gender roles. For example, when a learner asks why only boys are depicted as engineers in a science text, some teachers react briefly or deflect the topic to avoid protracted discussion. Teachers' lack of training on how to confidently and appropriately lead such interactions for students is the reason behind this, not their disagreement with gender equity. Teachers are often cautious because they are afraid of providing an incorrect explanation or of hearing back from parents. Furthermore, there aren't many locally relevant educational resources in the district that represent students' actual gender role experiences. Even teachers who are willing to be gender-sensitive find it challenging to create examples that are both relevant and free from bias because the majority of examples in the available materials are based on urban settings and do not take into consideration the context of farming and small-scale trading families in Bambang II. These difficulties imply that the issue involves not just awareness but also training, practical assistance, and instructor confidence. For this reason, the district needs to look at teaching self-efficacy in regard to viewpoints on gender-sensitive instructional materials.

At the global level, the call for inclusive and equitable education has been strongly emphasized through international frameworks such as the Sustainable Development Goals, particularly SDG 4 on Quality Education and SDG 5 on Gender Equality. These frameworks underscore the need for education systems to promote fairness, inclusivity, and critical awareness among learners. Studies have shown that teachers play a central role in advancing gender equality in classrooms, as their beliefs and practices directly shape students' perceptions and opportunities (Unterhalter, 2019). Moreover, teacher self-efficacy has been identified as a key factor influencing instructional decisions, openness to innovation, and responsiveness to diverse learner needs (Tschannen-Moran & Hoy, 2017). Teachers with higher self-efficacy are more likely to adopt inclusive strategies, experiment with new materials, and sustain student engagement, while those with lower self-efficacy may rely on conventional methods that feel more manageable but may unintentionally reinforce bias.

In the Philippine context, efforts to promote gender-responsive education are supported by various policy frameworks and research agendas. The National Research Agenda for Teacher Education highlights the importance

of teacher competence and inclusive pedagogy as foundations of quality education. Complementing this, the Department of Education, through DepEd Order No. 32, s. 2017 or the Gender-Responsive Basic Education Policy, mandates the integration of gender equality principles in curriculum, instruction, and learning resources. The DepEd Research Agenda further encourages studies that address equity and inclusivity in basic education, while College of Teacher Education research agendas emphasize the preparation of future educators who are both pedagogically competent and socially responsive. Despite these strong policy directions, implementation at the classroom level remains uneven. Research in the Philippines indicates that while teachers are generally aware of gender issues, this awareness does not always translate into consistent classroom practices, partly due to limited training, insufficient contextualized materials, and varying levels of confidence in handling gender-related topics (Santos, 2020; Philippine Commission on Women, 2018).

The operational definition of teaching self-efficacy is the teachers' confidence in their ability to carry out particular teaching tasks in three domains: instructional strategies, which involves confidence in using a variety of methods and assessments; classroom management, which involves confidence in establishing order and facilitating discipline; and student engagement, which involves confidence in inspiring learners and maintaining participation. This definition aligns with the teacher capacity-building thrusts of the DepEd Gender and Development (GAD) Framework, which identifies enhancing the competencies of teaching personnel as essential for gender mainstreaming. Similarly, teachers' perspective toward gender-sensitive instructional materials (GSIM) is operationally defined as their beliefs, views, and level of agreement regarding the importance and characteristics of GSIM along four dimensions: content and instructional activities, language, imagery, and representation. This construct is directly anchored on DepEd Order No. 32, s. 2017, which requires teachers to develop and utilize learning resources that are free from gender bias and promote balanced representation.

Existing literature provides valuable insights into the separate domains of teaching self-efficacy and gender-responsive education. For instance, studies have established that self-efficacy influences teachers' instructional strategies, classroom management, and student engagement (Klassen & Tze, 2014; Zee & Koomen, 2016). On the other hand, research on gender-sensitive education has focused on curriculum content, policy implementation, and the evaluation of instructional materials (UNESCO, 2017; Blumberg, 2016). However, there remains a limited body of research that explicitly examines how teachers' sense of efficacy relates to their perspectives toward gender-sensitive instructional materials. In the Philippine setting, and more specifically in rural or semi-rural districts such as Bambang II, this relationship has not been sufficiently explored. This gap suggests a need to understand whether teachers who feel more capable in their teaching roles are also more receptive to adopting and utilizing gender-sensitive resources.

Within Bambang II District, teachers navigate multiple demands, including curriculum coverage, large class sizes, and diverse learner needs. These realities often influence their instructional choices. Anecdotal observations and informal discussions suggest that some teachers prefer to use familiar materials to maintain classroom control and ensure lesson efficiency. In contrast, those who exhibit stronger confidence in their teaching abilities appear more willing to modify lessons, incorporate inclusive examples, and facilitate discussions on gender issues. Nevertheless, the extent to which teaching self-efficacy shapes these perspectives remains unclear. There is also a noticeable scarcity of localized, gender-vetted instructional materials that align with the cultural and social context of the learners, further complicating teachers' efforts to practice gender-sensitive teaching.

Given these considerations, this study seeks to address a critical gap by examining the relationship between the teaching self-efficacy of public elementary school teachers in Bambang II District and their perspectives toward gender-sensitive instructional materials. By situating the inquiry within global goals, national policies, and local classroom realities, the study aims to generate evidence that can inform teacher development programs, instructional material design, and policy implementation. Ultimately, it aspires to contribute to a more responsive and equitable educational environment, where teachers are not only guided by policy mandates but are also empowered by a strong sense of professional efficacy to enact meaningful change in their classrooms.

This study operates on the assumption that teachers possess varying levels of self-efficacy that influence their willingness and ability to adopt gender-sensitive instructional practices. It also assumes that teachers' perspectives toward gender-sensitive instructional materials can be measured along dimensions of content and instructional activities, language, imagery, and representation. Another assumption is that when teachers have higher self-efficacy, they are more likely to view gender-sensitive materials positively and integrate them into their instruction. The study presumes that identifying this relationship will provide empirical grounding for improving teacher development programs and instructional material development in Bambang II District.

2. Related Literature

This study is primarily anchored on the Social Learning Theory of Albert Bandura (1977), particularly the concept of self-efficacy. Bandura defined self-efficacy as an individual's belief in their ability to organize and execute actions necessary to achieve desired outcomes and performance attainments. In the educational setting, teaching self-efficacy refers to teachers' confidence in their capability to facilitate learning effectively, maintain classroom discipline, motivate learners, and implement instructional strategies that address the diverse needs of students. Teachers with strong self-efficacy are more likely to embrace innovative teaching approaches, respond positively to educational reforms, and persist in overcoming challenges encountered within the teaching-learning process. In this study, the theory serves as a strong foundation in explaining how teachers' beliefs in their professional competence influence their perspectives toward the use of Gender-Sensitive Instructional Materials (GSIM) in classroom instruction.

According to Bandura, individuals who possess high levels of self-efficacy tend to perceive difficult tasks as opportunities for growth and mastery rather than as threats or burdens. Applied to education, teachers who believe in their professional abilities are more willing to integrate gender-sensitive and inclusive instructional practices into their teaching. These teachers are more confident in facilitating discussions on equality, diversity, fairness, and respect among learners. They are also more capable of managing sensitive classroom situations that may arise from gender-related issues or biases. Conversely, teachers with low self-efficacy may feel uncertain or uncomfortable in implementing gender-sensitive instructional materials because they may fear criticism, classroom resistance, or failure in handling gender-responsive discussions effectively. Thus, teaching self-efficacy acts as a cognitive and motivational factor that shapes teachers' openness, readiness, and perspective toward inclusive educational practices.

The framework of this study specifically focuses on the three major dimensions of teaching self-efficacy identified by Bandura and later educational researchers: student engagement, instructional strategies, and classroom management. These dimensions are essential in determining how teachers perceive and implement gender-sensitive instructional materials within the classroom. Student engagement refers to teachers' confidence in motivating learners to actively participate in educational activities. Instructional strategies pertain to teachers' ability to apply effective and inclusive teaching approaches, while classroom management involves maintaining a positive, orderly, and respectful learning environment. By examining these dimensions, the study aims to determine whether strengthening teachers' self-efficacy contributes to more positive attitudes and greater acceptance of gender-sensitive instructional materials and practices.

Instructional strategies play a significant role in promoting inclusive, equitable, and gender-responsive education. Effective instructional strategies allow teachers to accommodate learners' differences and provide equal opportunities for participation regardless of gender, background, or ability. Teachers who employ learner-centered, collaborative, inquiry-based, and differentiated teaching methods are more capable of creating classrooms that support fairness and inclusivity. Recent studies have shown that teachers with strong self-efficacy are more likely to implement innovative instructional practices that encourage active learning and student participation. Khanshan and Yousefi (2020) emphasized that teachers with high teaching self-efficacy demonstrate greater competence in selecting and applying instructional strategies that improve students' motivation, participation, and academic performance. Teachers who are confident in their teaching abilities are also more willing to modify instructional

approaches to ensure that learning activities remain inclusive and gender-responsive.

Similarly, Cruz et al. (2020) explained that culturally responsive and inclusive instructional practices contribute significantly to equitable learning opportunities among students. Inclusive instructional strategies promote respect for diversity and eliminate discriminatory practices and gender biases within classroom instruction. Through collaborative learning, cooperative activities, role-playing, reflective discussions, and differentiated instruction, teachers can encourage students to value equality, fairness, and mutual respect. Gender-sensitive instructional materials become more effective when teachers are able to integrate them into meaningful classroom experiences that promote participation and inclusivity. Consequently, effective instructional strategies support the successful implementation of gender-sensitive education by ensuring that all learners, regardless of gender identity, feel represented, respected, and valued within the learning environment.

Classroom management is another important dimension of teaching self-efficacy that influences the implementation of gender-sensitive instructional materials. Effective classroom management involves creating a safe, organized, and respectful learning environment where students can interact positively and participate equally. Teachers with strong classroom management skills are better equipped to prevent discrimination, bullying, stereotyping, and unequal treatment among learners. They are capable of establishing classroom norms that encourage respect, cooperation, and inclusivity. According to Alibakhshi et al. (2020), teachers with high teaching self-efficacy demonstrate greater effectiveness in handling student behavior, resolving conflicts, and implementing inclusive educational practices. Their confidence enables them to address sensitive gender-related concerns and promote positive interactions among learners.

Furthermore, Maulana et al. (2022) explained that supportive classroom management significantly influences students' emotional engagement, participation, and sense of belonging within the classroom. When teachers maintain a positive and inclusive classroom climate, students become more comfortable expressing themselves and participating in discussions regardless of gender differences. Gender-sensitive instructional materials are more effectively implemented in classrooms where fairness, respect, and equality are consistently practiced and reinforced. Teachers who possess strong classroom management skills are more likely to ensure that all students are given equal opportunities to participate in leadership roles, classroom discussions, and collaborative activities. Therefore, classroom management serves as a critical component in promoting inclusive and gender-responsive educational practices.

Student engagement is likewise an essential dimension in understanding the relationship between teaching self-efficacy and gender-sensitive instructional materials. Student engagement refers to learners' active involvement, emotional connection, and cognitive participation in classroom activities. Engaged students demonstrate interest, motivation, attentiveness, and willingness to contribute to the learning process. Recent literature suggests that student engagement increases when teachers implement inclusive, interactive, and learner-centered teaching methods that recognize and respect students' diverse identities and experiences. Händel et al. (2022) explained that meaningful engagement develops when students actively participate in collaborative learning experiences and student-centered activities that encourage communication, critical thinking, and interaction.

Similarly, Naiker et al. (2022) emphasized that inclusive classroom practices positively influence students' confidence, motivation, participation, and academic achievement. When instructional materials reflect diversity and avoid gender stereotypes, students are more likely to feel represented and valued within the learning process. Teachers who effectively integrate gender-sensitive instructional materials through engaging activities help create positive learning experiences that support equality and inclusivity. Student engagement is strengthened when learners perceive the classroom as a safe environment where their identities and perspectives are respected. Thus, teachers' self-efficacy in engaging students contributes significantly to the successful implementation of gender-sensitive instructional materials.

Gender-sensitive instructional materials are expected to contain inclusive content, equitable activities, and balanced representations that promote fairness and eliminate stereotypes and discrimination. These instructional

materials should provide equal opportunities for male and female learners to participate actively in classroom tasks, leadership roles, discussions, and collaborative learning experiences. Educational materials that reinforce equality and inclusivity help learners develop positive attitudes toward diversity and social responsibility. Cruz et al. (2020) explained that inclusive instructional content promotes respect for diversity and encourages students to develop positive perspectives toward equality and inclusivity. Instructional materials that represent both genders fairly also help challenge traditional stereotypes and discriminatory assumptions that may hinder students' personal and academic development.

Moreover, Caingcoy et al. (2022) highlighted that culturally responsive and inclusive instructional activities improve student participation and strengthen equitable learning experiences. Gender-sensitive activities encourage learners to collaborate respectfully, appreciate diverse perspectives, and participate equally in classroom tasks. These activities also foster critical thinking and social awareness regarding issues related to gender fairness and equality. Through the use of gender-sensitive instructional materials, teachers can create more inclusive learning environments that support the holistic development of learners regardless of gender identity. Consequently, inclusive instructional content and activities contribute to the promotion of equality, fairness, and respect within educational settings.

Language is another significant component of gender-sensitive instructional materials because it strongly influences learners' perceptions, attitudes, and understanding of equality and inclusivity. Gender-fair language avoids discriminatory expressions, biased terminologies, and stereotypical descriptions of males and females. The consistent use of inclusive and respectful language promotes positive communication and reinforces the values of fairness and respect within the classroom. According to Cruz et al. (2020), inclusive language strengthens respectful interaction and promotes positive communication among learners from different social and cultural backgrounds. Teachers who use gender-fair language encourage students to become more aware of the importance of equality and inclusivity in everyday communication.

Additionally, Caingcoy et al. (2022) emphasized that gender-sensitive communication practices contribute significantly to the development of inclusive classroom environments. Instructional materials that utilize gender-fair language help eliminate prejudice, discrimination, and gender bias in educational discourse. They also encourage learners to respect one another's identities and perspectives. Through the careful selection of words, examples, and expressions, teachers can model inclusive communication practices that promote equality and mutual respect. Thus, gender-fair language serves as an important element in strengthening the effectiveness of gender-sensitive instructional materials.

Imagery and representation within instructional materials also play an important role in shaping students' perceptions of gender roles, equality, and diversity. Visual representations greatly influence how learners understand social roles and relationships. Instructional materials that portray balanced and inclusive representations of males and females help eliminate stereotypes and promote equal recognition of both genders in various professional, social, and educational contexts. Inclusive imagery allows students to feel respected, acknowledged, and represented regardless of gender identity. Cruz et al. (2020) explained that equitable representation in educational materials promotes inclusivity and supports positive learner attitudes toward diversity and equality.

Likewise, Caingcoy et al. (2022) noted that inclusive imagery and balanced representation contribute to more engaging and gender-responsive classroom experiences. Visual materials that depict males and females participating equally in leadership roles, academic tasks, scientific activities, sports, and community involvement encourage students to challenge traditional stereotypes and appreciate diversity. These representations help learners understand that abilities, responsibilities, and opportunities should not be limited by gender. Consequently, gender-sensitive imagery supports the development of inclusive attitudes and contributes to creating a fairer and more equitable learning environment for all students.

Overall, this theoretical and conceptual framework highlights the important relationship between teaching

self-efficacy and teachers' perspectives toward gender-sensitive instructional materials. Grounded in Bandura's Social Learning Theory, the study emphasizes that teachers' beliefs in their professional competence significantly influence their willingness and ability to implement inclusive and gender-responsive educational practices. Through effective instructional strategies, positive classroom management, active student engagement, inclusive content, gender-fair language, and balanced representation, teachers can help promote equality, respect, and inclusivity within the educational system. The study therefore seeks to determine how strengthening teachers' self-efficacy can contribute to the successful integration of gender-sensitive instructional materials and the creation of more inclusive learning environments for all learners.

3. Methodology

Research Design - This study employed a quantitative research design using a descriptive-correlational approach to examine the relationships among organizational development (OD) practices, human resource management (HRM) practices, and organizational integrity within the Nueva Vizcaya Electric Cooperative (NUVELCO). A quantitative approach was deemed most appropriate because it facilitates the systematic collection and statistical analysis of numerical data from a substantial population, enabling the identification of patterns, trends, and relationships among variables (Creswell & Creswell, 2018).

The descriptive component of the study provided a comprehensive profile of the existing organizational systems within NUVELCO. Specifically, it described the extent of implementation of OD practices such as leadership support, communication systems, knowledge sharing, employee empowerment, change management, goal setting, technology utilization, and quality of work life. It also examined HRM functions, including recruitment and selection, training and development, performance appraisal, compensation and benefits, career advancement, incentive systems, and employee relations. In addition, the study assessed the level of organizational integrity, focusing on ethical leadership, transparency, accountability, compliance with policies and regulations, and community engagement. These descriptions were essential in establishing a clear understanding of the organization's internal environment and operational dynamics.

The correlational component of the study determined whether significant relationships existed among OD practices, HRM practices, and organizational integrity. This design was particularly suitable for natural organizational settings where variables cannot be manipulated but are observed as they occur (Gay et al., 2012). Through correlational analysis, the study assessed the degree to which OD and HRM practices influenced or were associated with organizational integrity outcomes, thereby providing empirical evidence on how managerial systems contribute to ethical governance and organizational effectiveness. Organizational integrity, defined as the consistent alignment between organizational values, ethical behavior, transparency, fairness, and accountability, is a critical determinant of trust, legitimacy, and institutional sustainability. In service-oriented institutions such as electric cooperatives, integrity is essential for maintaining stakeholder confidence and ensuring effective service delivery. By quantitatively examining these variables, the study generated evidence-based insights that may enhance organizational governance, strengthen HR systems, and improve overall institutional performance.

The selected research design aligns with the objectives of the study, as it allows for both descriptive mapping and inferential analysis of key organizational constructs (Leedy & Ormrod, 2021). Ultimately, the findings contribute to the growing body of literature on organizational development, human resource management, and organizational ethics, while offering practical implications for improving leadership practices and institutional integrity within electric cooperatives.

Research Environment - The study was conducted at the Nueva Vizcaya Electric Cooperative, Inc. (NUVELCO), located at its main office in Barangay Gabut, Dupax del Sur, Nueva Vizcaya, including six strategically located branch offices across the province. These offices collectively form the cooperative's operational and administrative network responsible for power distribution, customer service, and rural electrification. NUVELCO operates under the mission of providing reliable, efficient, quality, and reasonably

priced electric service, serving as a guiding framework for evaluating organizational development and HRM practices. Its vision of becoming a diamond-awardee electric cooperative with empowered and satisfied member-consumer-owners underscores its commitment to excellence, innovation, and stakeholder satisfaction. These institutional goals emphasize the importance of effective organizational systems, ethical leadership, and employee engagement.

The cooperative’s organizational culture is anchored on the core values of nobility, unity, volunteerism, excellence, loyalty, commitment, and optimism, which shape workplace behavior, leadership practices, and employee interactions. These values provide a strong foundation for examining how organizational systems influence employee behavior and institutional integrity. Under the leadership of General Manager Fredel L. Salvador, PhD (appointed in 2023), NUVELCO has undergone significant modernization initiatives, including ISO 9001:2015 certification, automated billing systems, and advanced inventory management systems. These reforms have introduced organizational changes requiring adaptive leadership, strengthened HR systems, and increased emphasis on ethical governance and employee competence.

With its coverage of 15 municipalities, multiple substations, and an expanding consumer base, NUVELCO presents a complex organizational environment where leadership practices and HR systems directly influence employee behavior and organizational outcomes. Conducting the study across both main and branch offices provided a comprehensive and holistic understanding of the cooperative’s structure, culture, and operational processes.

Respondents of the Study - The respondents of the study consisted of 98 permanent employees of NUVELCO, representing 77.16% of the total population of 127 employees. These respondents were drawn from the main office and six branch offices located in the northern and southern areas of Nueva Vizcaya. The sample size was determined using Slovin’s formula at a 0.05 level of significance, ensuring statistical adequacy and representativeness.

Table 1
Frequency and Percentage Distribution of Respondents by Office/Branch

Office/Branch	Total Employees	Respondents	Percentage
Main Office (Gabut)	43	32	32.65
North Area – Branch 1 (Solano, Villaverde, Quezon)	14	11	11.22
North Area – Branch 2 (Bayombong, Ambaguio)	14	11	11.22
North Area – Branch 3 (Bagabag, Diadi)	14	11	11.22
South Area – Branch 1 (Bambang, Kayapa, Kasibu)	14	11	11.22
South Area – Branch 2 (Aritao, Sta. Fe, Alfonso Castañeda)	14	11	11.22
South Area – Branch 3 (Dupax del Norte and Dupax del Sur)	14	11	11.22
Total	127	98	100.00

Sampling Procedure - The study employed a multi-stage stratified random sampling technique. The main office and six branch offices of NUVELCO served as distinct strata to ensure proportional representation of employees across all organizational units. Within each stratum, simple random sampling was used to select respondents, ensuring equal opportunity for participation and minimizing sampling bias. Ethical considerations were strictly observed throughout the research process. Participation was entirely voluntary, and informed consent was obtained after respondents were fully informed of the study’s objectives, procedures, and significance. Confidentiality and anonymity were strictly maintained, and no identifying information was disclosed. Data collected were used solely for academic purposes and securely stored. Respondents were also informed of their right to withdraw from the study at any time without penalty, ensuring respect for autonomy and ethical research conduct.

Research Instruments

- **Organizational Development Practices Questionnaire** - The study utilized a 60-item standardized

questionnaire developed by Seligson (2000) and validated by Badongen (2021), with a reliability coefficient of 0.917, indicating high internal consistency. The instrument measures ten dimensions: people, structure, strategy, change management, technology, empowerment, work ethics, goal setting, products and services, and quality of work life. Responses were measured using a five-point Likert scale ranging from 5 (Always) to 1 (Never). The interpretation scale is as follows: 4.50–5.00 = Excellent OD Practices, 3.50–4.49 = Very Good OD Practices, 2.50–3.49 = Good OD Practices, 1.50–2.49 = Poor OD Practices, and 1.00–1.49 = Very Poor OD Practices.

- **Human Resource Management Practices Questionnaire** - The HRM instrument is a 35-item checklist validated by Castriciones and Vadil (2021), with a Cronbach's alpha of 0.917, indicating strong reliability. It covers recruitment, compensation, training, performance appraisal, career development, incentives, and employee relations. It uses a five-point Likert scale: 5 = Always, 4 = Often, 3 = Sometimes, 2 = Seldom, and 1 = Never with interpretation of 4.21–5.00 = Outstanding, 3.50–4.49 = Very Satisfactory, 2.50–3.49 = Satisfactory, 1.50–2.49 = Poor, and 1.00–1.49 = Very Poor.
- **Organizational Integrity Questionnaire** - Organizational integrity was measured using a 24-item validated instrument developed by Castriciones et al. (2024), with a reliability coefficient of 0.827. It assesses ethical leadership, transparency, accountability, compliance, and community engagement. Responses were measured using a four-point Likert scale: 4 = Always, 3 = Often, 2 = Sometimes, and 1 = Seldom with interpretation of 3.50–4.00 = Very Good, 2.50–3.49 = Good, 1.50–2.49 = Fair, and 1.00–1.49 = Poor.

Data Gathering Procedure - The researcher secured formal permission from the NUVELCO General Manager through an endorsed communication from the Dean of the College of Arts and Sciences. Upon approval, coordination with department heads across all offices was conducted to facilitate data collection. Respondents were oriented regarding the purpose, significance, and procedures of the study. Participation was voluntary, and confidentiality and anonymity were strictly ensured. After administering the questionnaires, responses were collected, checked for completeness, coded, and tabulated for analysis. The data were then statistically analyzed to determine relationships among OD practices, HRM practices, and organizational integrity. This structured process ensured data validity, reliability, and suitability for inferential analysis.

Statistical Treatment of Data - Data were analyzed using appropriate statistical tools:

- **Mean.** The weighted mean was used to determine the levels of organizational development practices, HRM practices, and organizational integrity.
- **Pearson Product-Moment Correlation Coefficient (Pearson r).** Pearson r was used to determine the relationships among OD practices, HRM practices, and organizational integrity, including the direction and strength of associations among variables.

4. Results and Discussion

The comprehensive evaluation of Organization Development (OD) practices within the Nueva Vizcaya Electric Cooperative (NUVELCO) revealed an overall grand mean of 4.49, interpreted as Very Good, indicating that the cooperative demonstrates a generally strong, systematic, and well-functioning organizational development framework. This result suggests that NUVELCO has successfully institutionalized key OD mechanisms that support operational efficiency, organizational learning, and strategic alignment. The findings further indicate that while the organization has achieved a high level of maturity in OD implementation, there remain strategic areas that require refinement and enhancement to achieve excellence in all dimensions. Specifically, the dimensions of Technology, Strategy, Products and Services, Work Ethics, Structure, and Goal Setting were all rated as Excellent, signifying that NUVELCO has established strong foundations in innovation adoption, strategic direction, service delivery, ethical compliance, organizational structuring, and performance alignment. These strengths reflect a

progressive organizational environment that is capable of responding to technological advancements, market demands, and institutional goals with clarity and effectiveness.

In particular, the excellent rating in technology indicates that NUVELCO has successfully integrated modern systems and tools that enhance operational efficiency, data management, and service delivery. Likewise, the high rating in strategy suggests that the organization demonstrates clear planning mechanisms and goal-oriented leadership practices that guide institutional direction. The excellence in products and services reflects strong service quality and responsiveness to consumer needs, while work ethics highlights a deeply embedded culture of professionalism, accountability, and integrity among employees. Furthermore, the strong performance in organizational structure indicates clarity in roles, responsibilities, and workflow systems, which contributes to operational stability and coordination. The excellence in goal setting demonstrates that NUVELCO maintains well-defined performance targets that align with its institutional mission and vision.

Despite these strengths, certain dimensions such as Change Management, People, Quality of Work Life, and Empowerment received ratings of Very Good, indicating areas that, while satisfactory, still present opportunities for improvement. The findings suggest that while NUVELCO is generally effective in managing organizational processes, there is a need to strengthen adaptive capacity, particularly in managing transitions, innovations, and organizational restructuring. The People dimension, although positively rated, indicates that employee-related systems such as engagement, motivation, and participation can still be enhanced to foster deeper organizational commitment and satisfaction. Similarly, the Quality of Work Life dimension suggests that while employees experience acceptable working conditions, further improvements in workplace well-being, stress management, and work-life balance initiatives are necessary to sustain long-term productivity and satisfaction. The Empowerment dimension, also rated Very Good, indicates that while employees are involved in organizational processes, there is still room to expand participative decision-making and increase autonomy at various organizational levels. Overall, these findings suggest that NUVELCO possesses strong OD systems but would benefit from further strengthening its human-centered and adaptive organizational practices.

The evaluation of Human Resource Management (HRM) practices yielded a grand mean of 4.42, interpreted as Very Good, indicating that NUVELCO maintains efficient, structured, and relatively advanced HR systems that effectively support both organizational goals and employee needs. This result demonstrates that the cooperative has established sound HRM mechanisms that promote employee performance, organizational discipline, and workforce development. Notably, the dimensions of Incentives, Awards, and Performance Appraisal received an Outstanding rating, reflecting highly effective recognition systems and performance evaluation mechanisms that promote motivation, accountability, and productivity. These findings suggest that NUVELCO places strong emphasis on performance-based recognition, which contributes to a culture of excellence and meritocracy within the organization.

Similarly, employee-management relations were also rated as Excellent, indicating a strong foundation of trust, collaboration, and open communication between employees and management. This positive relational dynamic is essential in fostering a healthy organizational climate and reducing workplace conflict while enhancing engagement and cooperation. However, other HRM dimensions such as Staffing Processes, Career Development, and Human Resource Development were rated as Very Good, indicating that although these systems are functional and effective, they require further strengthening to fully optimize talent acquisition, employee growth, and professional development opportunities. These findings suggest the need for more structured career progression pathways, enhanced training programs, and improved talent management strategies to support long-term organizational sustainability.

Among all HRM dimensions, Compensation and Benefits received the lowest rating, albeit still classified as Very Good. This indicates that while compensation systems are generally satisfactory, they may not fully meet employee expectations in terms of competitiveness, equity, or motivational impact. This finding highlights a critical area for policy review and improvement, as compensation plays a significant role in employee satisfaction,

retention, and performance. Enhancing this dimension could significantly improve overall HRM effectiveness and employee morale.

The assessment of Organizational Integrity produced a grand mean of 3.60, interpreted as Very Good, indicating that NUVELCO demonstrates a generally positive ethical climate characterized by compliance, accountability, transparency, and stakeholder engagement. However, this result also suggests that while integrity systems are in place, they are not yet fully optimized and require strengthening in certain areas to achieve higher standards of ethical excellence. Among the dimensions, Compliance with Laws and Regulations received the highest rating, indicating strong adherence to legal frameworks, organizational policies, and regulatory requirements. This reflects NUVELCO's commitment to lawful operations and institutional accountability, which is essential in public service organizations such as electric cooperatives.

Additionally, Community Engagement and Trust Building was rated as Very Good, suggesting that NUVELCO actively participates in community development initiatives and maintains a positive relationship with its stakeholders. This engagement strengthens institutional credibility and reinforces public trust, which is critical for service-oriented organizations. However, the dimensions of Ethical Leadership, Transparency, and Accountability received only a Good rating, indicating that these core governance areas require significant improvement. The findings suggest that leadership practices must further emphasize openness in decision-making, consistent accountability mechanisms, and stronger ethical modeling to enhance organizational integrity. Strengthening these areas is essential for reinforcing stakeholder trust and ensuring long-term institutional sustainability.

The correlation analysis revealed a strong positive relationship between Organization Development (OD) practices and Organizational Integrity ($r = 0.628$), indicating that improvements in OD practices are significantly associated with higher levels of organizational integrity. This suggests that well-implemented OD initiatives—such as effective leadership systems, structured organizational processes, and employee empowerment programs—contribute meaningfully to the development of ethical behavior, transparency, and accountability within the organization. This finding underscores the critical role of OD as a foundational mechanism in shaping organizational culture and ethical standards.

Similarly, Human Resource Management (HRM) practices demonstrated a strong positive relationship with Organizational Integrity ($r = 0.712$), indicating that effective HR systems play a more substantial role in promoting integrity within the organization. This suggests that HRM functions such as recruitment, performance appraisal, training, compensation, and employee relations significantly influence ethical behavior and institutional accountability. The stronger correlation of HRM with organizational integrity highlights the central role of people management systems in shaping organizational ethics and governance structures.

Furthermore, the correlation analysis also revealed a strong positive relationship between OD practices and HRM practices ($r = 0.694$), indicating that effective organizational development practices are closely linked with well-functioning human resource systems. The computed p-value of 0.001, which is lower than the 0.05 significance level, confirms that this relationship is statistically significant and not due to random variation. With 96 degrees of freedom, the result is statistically reliable and generalizable within the context of the study. Moreover, the coefficient of determination ($r^2 = 0.4816$) indicates that 48.16% of the variation in HRM practices is explained by OD practices, highlighting a substantial degree of interdependence between the two organizational systems. This finding reinforces the idea that OD and HRM are mutually reinforcing mechanisms that collectively enhance organizational effectiveness and sustainability.

Based on the integrated findings of the study, a comprehensive and holistic Organizational Development (OD) intervention framework was developed. This intervention was designed in response to the observed results, which consistently indicated Very Good ratings for OD practices (4.49), HRM practices (4.42), and Organizational Integrity (3.60), as well as significant relationships among the three constructs. The findings suggest that while NUVELCO has already established strong organizational systems, there is a critical need to further integrate OD

and HRM practices to maximize their impact on organizational integrity and overall performance.

The proposed intervention framework focuses on the alignment and integration of OD and HRM systems to ensure coherence in organizational processes, strengthen ethical governance, and enhance institutional effectiveness. By synchronizing leadership development, human resource systems, and organizational culture initiatives, the intervention aims to reinforce organizational values, improve employee engagement, and enhance transparency and accountability mechanisms. Ultimately, this integrated approach is designed to strengthen NUVELCO's capacity to deliver efficient services while sustaining a culture of integrity, professionalism, and continuous organizational improvement.

5. Conclusions

Based on the significant findings of the study, the following conclusions were derived:

- The respondents perceived a very good level of Organization Development (OD) practices, indicating that the organization effectively implements development strategies that support efficiency, adaptability, and overall organizational performance, while still allowing room for continuous improvement.
- The Human Resource Management (HRM) practices of NUVELCO were also perceived as very good, suggesting that HR systems are well-structured, functional, and supportive of employee development, motivation, and organizational goals.
- Organizational integrity of NUVELCO was perceived as very good, indicating that the organization generally upholds ethical standards, transparency, and accountability, although certain areas may still require strengthening.
- Organization Development practices and Human Resource Management were found to have a significant relationship with Organizational Integrity, implying that improvements in OD and HRM contribute to stronger ethical practices and organizational credibility.
- There is a significant relationship between Organization Development practices and Human Resource Management, indicating that both systems are interrelated and mutually reinforcing in achieving organizational effectiveness.
- Based on these findings, the researcher developed five (5) holistic and comprehensive Organization Development interventions aimed at strengthening HRM practices and enhancing organizational integrity.

Recommendations - Based on the conclusions of the study, the following six (6) doable and comprehensive recommendations are proposed:

- NUVELCO may sustain and further enhance its Organization Development (OD) practices by institutionalizing regular organizational assessments, employee feedback mechanisms, and benchmarking activities with high-performing cooperatives and similar service-oriented organizations. These strategies will enable the cooperative to continuously evaluate its strengths, identify areas for improvement, and remain adaptive to evolving operational, technological, and organizational challenges. Through continuous review and strategic development initiatives, NUVELCO can strengthen organizational resilience, improve internal systems, and foster a culture of innovation and growth.
- NUVELCO may undertake a comprehensive review and refinement of its Human Resource Management (HRM) policies, particularly in the areas of compensation and benefits, career advancement opportunities, professional development, and employee training programs. Ensuring that HRM policies remain competitive, equitable, and responsive to the changing needs of employees can contribute significantly to improved job satisfaction, stronger organizational commitment, enhanced

employee morale, and greater workforce productivity.

- The cooperative may further strengthen organizational integrity by cultivating a culture grounded in ethical leadership, accountability, and transparency. This may be achieved through regular ethics training, reinforcement of organizational codes of conduct, and the establishment of clear systems for reporting, monitoring, and addressing ethical concerns. Strengthening integrity systems will promote trust, reinforce organizational credibility, and align employee behavior with NUVELCO's mission, vision, and core values.
- Management may adopt a more integrated organizational framework that strategically aligns Organization Development initiatives, Human Resource Management practices, and integrity-building mechanisms. A coordinated approach ensures consistency in leadership practices, policy implementation, and organizational values, thereby creating a more cohesive, effective, and purpose-driven work environment that supports both employee development and organizational excellence.
- NUVELCO may encourage stronger employee involvement in organizational decision-making through participative leadership, collaborative governance, delegation of authority, and empowerment programs. Increasing employee participation in planning, problem-solving, and policy discussions can strengthen ownership, improve engagement, stimulate innovation, and foster greater accountability across all levels of the organization.
- The organization may establish a strong monitoring and evaluation system to regularly assess the effectiveness of Organization Development and Human Resource Management interventions. By utilizing measurable performance indicators, employee feedback, and evidence-based assessment tools, NUVELCO can ensure that organizational programs remain goal-oriented, data-driven, responsive to employee needs, and continuously improved based on measurable outcomes.
- It is recommended that future studies replicate this research in different organizational settings while incorporating additional variables not examined in the present study, such as organizational culture and organizational health. Future researchers may also employ a mixed-method research design to provide deeper and more comprehensive insights into the complex relationships among organization development, human resource management, and organizational integrity, thereby enriching the existing body of knowledge in organizational and management research.

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