

Section 13, Magna Carta of Women: Awareness, Problems and Prospects

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DOI: [10.55559/sjahss.v1i11.66](https://doi.org/10.55559/sjahss.v1i11.66)

Received: 01.11.2022 | Accepted: 07.12.2022 | Published: 09.12.2022

Electronic reference (*Cite this article*):

Aranjuez, N., CANTINA, J., Balbuena, E., & Macaranas Jr, Z. (2022). Section 13, Magna Carta of Women: Awareness, Problems, and Prospects . Sprin Journal of Arts, Humanities and Social Sciences, 1(11), 15–27. <https://doi.org/10.55559/sjahss.v1i11.66>

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ABSTRACT

The purpose of this study was to assess the degree of awareness and problems of the female faculty and GAD implementers of JRMSU on the provisions of Section 13 of the Magna Carta of Women, utilizing quantitative research design making use of a standardized test of the Gender and Development Survey Questionnaire. Scores were totaled, calculated and statistical methods such as frequency count, percentage, mean, and Chi-square were used to further analyse and interpret the data. Findings of the study revealed that female faculty and GAD implementers were well aware of the provisions of the law and rarely experienced problems, except for the opportunities to grow and contact information. Furthermore, there was no significant difference in the level of awareness of the respondents as to age, civil status, and highest level of education, employment status, and designation but not on college. There was no significant difference as the problems they met based on their profile. This means that the GAD Offices on the five campuses played an increased focus on informing the faculty members concerning the Magna Carta of Women, but some programs to professional growth and opportunities are less considered. Thus, this study recommended that an information campaign video which focuses on the rights of women, including their benefits on leave, steps on how to avail it, as well as the hotlines, contact numbers, or contact person who is in charge of the programs initiated by the GAD Office as well as the scholarship programs, faculty development programs, etc., may be developed and posted on the official social media platforms of the colleges.

Keywords: gender and development, magna carta of women, awareness, problems, prospects

Introduction

The necessity of guaranteeing women's equal involvement in all decision-making processes is becoming increasingly evident. The Magna Carta of Women (Republic Act No. 9710) has been passed into law on August 14, 2009, and it drives the government to take action

through embracing gender mainstreaming as more of a strategy to promote and uphold women's human rights as well as nullify gender discrimination in governmental systems, structures, policies, programs, processes, and procedures. A thorough statute on human rights for women is known as the Magna Carta of Women which aims to end prejudice against women's rights, particularly those in underrepresented groups. Indeed, the relationship between gender and development is a significant challenge for all required players. But there are countless opportunities for positive change if we continue to support and promote gender mainstreaming in all facets of local governance. The 1987 Philippine Constitution guarantees women and men their fundamental equality before the law. Republic Act No. 7192, the Women in Development and Nation Building Act is what makes this possible. The Philippine Commission on Women encourages everyone to participate in the Women's Month Celebration not only in the Philippines but also throughout the world in order to carry out its purpose of furthering gender equality and empowering Filipino women. The declarations that each March is National Women's Month—Presidential Proclamations Nos. 224 and 227, as well as Republic Act No. 6949—make this apparent (Official Gazette, 2009).

The government responded by issuing Executive Order No. 273, which requested that organizations and local government units establish gender and development and approved and implemented the Philippine Plan for Gender-Responsive Development (PPGD), 1995-2025. (GAD). The Framework Plan for Women promotes gender-responsive governance, the preservation and fulfillment of women's human rights, and women's economic empowerment in order to further these missions. Additionally, it is believed that gender equality is a matter of human rights, a prerequisite for lasting growth orientation on people, and a sign of it (UN Millennium Project, 2005). Gender equality is not merely a "women's concern"; cooperation between all spheres of society is required for equitable appreciation of the distinctions and similarities between the sexes. Eliminating discrimination will allow women to be valued independently of their gender. Gender inequity has been achieved through the empowerment of women. According to UNFPA (2022), empowering women is another crucial strategy for advancing development and eradicating poverty. Only when men and women have equal opportunities, rights, and responsibilities in all areas of life, then gender equality will be achieved. This entails having equal opportunities to achieve financial independence, an education, and their personal goals as well as to equally share in the distribution of power and influence.

UNESCO (2016) reported that primary school teachers are typically female in many countries in Europe, the United States, Africa, Asia, and Latin America. As a result, female academic and administrative staffs tend to predominate in TEIs for primary school teachers, while male lecturers and students predominate more in TEIs for secondary schools. The reverse phenomena have been seen in several nations such as Cape Verde. In Cape Verde, there are fewer boys and men in secondary schools and in postsecondary institutions than the girls and women because boys and men join gangs or work in the construction industry. This has a special impact on these institutions' institutional cultures. It's possible for certain people to have access to data that others do not. Due to their connections or characteristics in politics, society, or the economy, others may have power over their peers. Negative behaviours including partiality and corruption in the grading of students, as well as sexual assaults and other types of violence directed at staff members and students may also be prevalent in many institutions. Because of the potential for retaliation, academic consequences, and public exposure, these behaviours may be ignored. With the aid of this activity, participants will be able to analyse their institution's gender dynamics in connection to its systems and culture. It can be utilized to create gender-sensitive interventions for the institution's personnel and students who range in age, class, and ethnicity.

ADB Briefs (2018) also found that one in two young women with a high school diploma or less without a job are enrolled in school, or are in training. In the Philippines, the issue of young people trying to find employment after they graduate from high school continues. It cannot stop all new workers from entering the labour force or prevent them from entering the black market. Furthermore, with a record \$981 million in donation support in 2012, UNFPA narrowed its focus to better the lives of millions of women and young people in developing nations. This was done in order to have a greater impact in the organization's core areas of maternal health, reproductive rights, and sexual and reproductive health (UNFPA Annual Report, 2012).

The World Economic Forum's 2012 Global Gender Gap Report ranked the Philippines 8th out of 135 countries with the smallest gender gap. This shows that in this country, possibilities for men and women to obtain essential needs and necessities including education, healthcare, and opportunities in the economy and politics are practically equal. This fact is supported by the most recent of these statutes, the Magna Carta of Women, which advocates for gender equality and women's rights. Additional laws include the Anti-Rape Law (RA 8353), the Women in Development and Nation Building Act (RA 7192), the Anti-Sexual Harassment Act (RA 7877), the Anti-Violence against Women and their Children Act (RA 9262), and the Anti-Trafficking in Persons Act (RA 9208) (Barangay VAW Desk Handbook, 2012).

Despite these policies, a large number of educational policies, and more specifically the scanty numbers of policies on teacher preparation offered by higher education institutions fail to address the widespread gender disparity and injustices in the field. Furthermore, victim-survivors frequently still struggle to obtain the support system and treatments they require. They end up suffering in silence and can experience victimization once more. Abuse that goes undetected and occurs repeatedly is frequently caused by a lack of support, a deficient legal system, and economic dependence on the abuser. We are still a long way from achieving all of the MDGs in regards to the monitoring of these objectives. Women will continue to face discrimination and strive to gain their rights when the MDG goal is achieved in 2015. There will still be inequalities, thus it is necessary to prepare for the worst-case scenario. The "glass ceiling" must be broken, so we must keep looking for ways to change women's attitudes, combat prejudice, and give them more voice.

The university supports the academic growth of the professors at institutions like Jose Rizal Memorial State University and assures their safety and wellbeing. To promote gender equality and to uplift all women and girls, the university continues to offer training, pertinent services, and appropriate activities through the efforts of the Gender and Development office. However, most of the actions are not consistently carried out as thoroughly and effectively as when face-to-face communication occurs because to the epidemic. Additionally, the growth of flexible learning from print and non-print instructional materials, redefining teaching methodologies and techniques both online and through modular teaching, is causing issues, challenges, and hardships for the faculty in their efforts to teach. In actuality, the faculty was still implementing the paradigm change as the number of COVID-positive patients increased across the university's five campuses. In addition, this pandemic and other variables like a bad internet connection, a shortage of supplies and equipment, and extracurricular activities like AACCUP and ISO Accreditations are stressing out faculty members who are already dealing with health difficulties.

This study is being undertaken in this context to ascertain the degree of knowledge among the female faculty members at this university, as well as the difficulties they have had dealing with gender inequality, especially with the provisions indicated in Section 13. The findings will increase the understanding of faculty women's legal rights. The study's conclusions will serve as the foundation for creating provisions for the GAD Manual. The study's findings will also serve as the foundation for any potential initiatives that the GAD

Director and Chairpersons develop to further gender mainstreaming in higher education. As a result, the experiences and issues that the respondents encountered will provide important information about the status of the implementation of the GAD programs in the JRMSU System, and the institution will use this information for monitoring and evaluating the institution's gender mainstreaming. The study's conclusions were also pertinent to the creation of flyers or info graphics on gender mainstreaming.

Theoretical Consideration

The underlying theory of Amartya Sen's Capability Approach, which was applied in the study of **Rajapakse** (2016) emphasizes capability and freedom as means to growth. It also supports this study. It is emphasized that the notion of capabilities provides a useful theoretical and conceptual framework for a more meaningful understanding of issues relating to education. Development must focus more on enhancing the lives we lead and the freedoms we enjoy, as Sen points out. Sen's method has significantly altered how people view poverty, inequality, and human growth in general. By attacking conventional welfare economics, which are founded on utilitarian presumptions, he develops his capacity approach. He challenges the coupling of wellbeing with money or usefulness, an argument upon which much of the human capital theory of education is predicated. He also disagrees with the neo-classical perspective of human motivation and its accompanying implications on human behavior, which are likewise conceptually inseparable from the Anglo-Saxon higher education models. The capabilities approach also has the benefit of being well-suited to highlight and resolve the disparities which women experience within the family, such as unequal access to resources and opportunities, educational disadvantages, the inability of work to be acknowledged as work, and insults to bodily integrity (Nussbaum, 2003 as cited in Garrett, 2008).

The three dimensions of gender equality are the domains of (i) capacities, (ii) access to resources and opportunities, and (iii) security. The United Nations Millennium Project Task Force on Education and Gender Equality developed this framework in 2005. The phrase "capabilities domain" refers to the fundamental human capacities as measured by factors like education, health, and nutrition. These characteristics are essential to one's wellness and a necessity for getting access to chances. Access to economic resources, such as income and employment as well as political decision-making all contribute to equality in the ability to use or apply fundamental competences (e.g., representation in parliaments and other political bodies). The security domain also refers to lessen vulnerability to conflict and violence, which can injure people physically and psychologically and limit their ability to reach their potential (UN Millennium Project, 2005).

In addition, the World Bank placed a strong emphasis on gender equality and development in its most recent World Development Report 2012. The building up of endowments (such as those in the areas of education, health, and physical assets), their use to take advantage of business opportunities and create money, and their use to exert influence over other people's well-being have also been recognized as three fundamental characteristics of gender equality. From households to markets and institutions, in official and informal environment, in different functions and such set up might help achieve gender equality goals (World Bank, 2012).

The Republic Act of RA 9710, Magna Carta of Women, Section 13: This study's framework is Equal Access and the Elimination of Discrimination in Education, Scholarships, and Training. – (a) The State is responsible for making sure that gender stereotypes and images are appropriately changed in educational resources and curriculum. People should always use terminology that is gender-sensitive. In order to achieve this, capacity-building initiatives in the areas of gender and development (GAD), human rights, and peace, as well as education for educators generally, should be pursued. Support should be given to collaborations between and among educational stakeholders, including the private sector, congregations, and religious groups. (a) At the vocational and tertiary levels, women should be encouraged to enroll in non

- traditional skills training. (c) Female teacher expulsion and non-readmission for unmarried pregnancies are forbidden. No school has the right to reject or deny admission to a female student just because she became pregnant while enrolled there.

Methods

This study used a descriptive survey to find out how well people knew about Section 13 of the Magna Carta of Women and what problems the female permanent faculty and GAD implementers of Jose Rizal Memorial State University ran into during the Academic Year 2021-2022. The HRMO gave us a list of the permanent female faculties on each of the five campuses. The list of the female GAD implementers was obtained from the Director of Gender and Development of the University. The respondents were selected through stratified random sampling. Out of 99 female faculties from the five campuses, there were only 49 who responded to the invitation to participate in the study. Out of 11 female GAD implementers, only 8 responded. The researchers chose the permanent faculty since, in accordance with Section 13 of the Magna Carta of Women, they can take advantage of equal access and the abolition of discrimination in education, scholarships, and training. However, some of the GAD implementers are temporary and visiting lecturers, so the researcher included some of them.

This study adapted the standardized test of the Gender and Development Survey Questionnaire as used by COA Quezon City, which consisted of three parts. The first section will focus on the respondents' demographics, including their age, civil status, greatest level of education, and college attendance. The second part was on awareness and problems encountered in Sec 13 of Magna Carta for Women. It consisted of 15 questions on awareness of women's rights, the awareness of the laws relative to women's empowerment and gender equality, and problems encountered in training, education, and scholarships. Part III was on the five open-ended questions that gathered the needed information to be used as the basis in designing activities to address the problems encountered by the permanent female faculty. Part III-B of the questionnaire was also answered by the GAD implementers. Data obtained from GAD implementers may substantiate the proposed output of the study. The 4-Likert Scale was used to measure the level of awareness, such as 4 (Very Much Aware) to 1 (Not Aware), and 4 (Always) to Never) for the level of problems encountered. The questionnaires together with the consent form were sent through Google Forms. Frequency count, percentage, mean, and Chi-square were used to tabulate, analyse, and interpret the data.

Result and Discussion

Table 1 lists the respondents' characteristics, including their age, civil status, status of employment, highest level of education, designation, and college. As presented in the table, the vast majority of those survey are from the age group of 40–50 years old. This means that most of the female faculty and GAD implementers are in their mid-to early forties or older. According to Cantina and Carreon (2016) who cite Jung's Theory of Personality, the middle age is the most significant stage because it is during this time that a person transitions from an extrovert and biologically oriented person to someone who is more sophisticated in cultural, philosophical, and spiritual sense of values. Furthermore, majority of the female faculty members have pursued professional growth and development by enrolling in graduate schools. This suggests that these female faculty and GAD implementers have worked towards their professional development. They did not stop attending graduate and postgraduate studies that would help them get promoted to higher ranks. The results corroborated Blackburn & Lawrence's theory, which Rosser and Mamiseishvili (2011) highlighted that successful promotion and tenure at research universities now clearly revolve around research as the primary work activity. Coleman and Katz (2011) also asserted that research work could contribute to employees' needs for professional growth and self-actualization. Nevertheless, few female faculties had doctorate degrees. Thus, the female faculty may continually be encouraged to take doctorate degrees in order to climb to higher ranks. In NBC 461: 8th Cycle,

20 points can be accumulated to the faculty for a doctorate degree program. This is equivalent to 2 to 3 higher ranks. Thus, the dean or associate dean may encourage the female faculty who have master's degrees to enrol in doctorate degree programs for promotion and more opportunities.

Further, the table shows the designation of the respondents. As depicted in the table, nearly half of the respondents were designated as chairpersons. It can be inferred that most of the female faculty hold lower positions in the university.

Table 1

Profile of the Respondents in Terms of Age

Age	Frequency	Percent
20-30years old	5	8.77
31-40 years old	17	29.82
41-50 years old	20	35.09
Above 50 years old	15	26.32
Civil Status	Frequency	Percent
Single	9	15.79
Married	43	75.44
Widow	1	1.75
Solo Parent	3	5.26
Marriage Annulled	1	1.75
Status	Frequency	Percent
Permanent	49	85.96
Temporary	6	10.53
Part-time	2	3.51
Highest Level of Education	Frequency	Percent
Baccalaureate degree	9	15.79
Master's degree	32	56.14
Doctorate Degree	14	24.56
Post Doctorate Degree	2	3.51
Designation	Frequency	Percent
Chairperson	20	35.09
Associate Dean	3	5.26
Dean	2	3.51
Unit Head	17	29.82
No Designation	13	22.81
Director	2	3.51
College	Frequency	Percent
CAS	10	17.54
CBA	14	24.56
CED	11	19.30
CME	4	7.02
CIT	1	1.75
CAF	2	3.51
CNAHS	1	1.75
CCS	1	1.75
COE	3	5.27
CCJE	10	17.55
Total	57	100.00
Total	57	100.00

Studies on gender equity in higher education management demonstrate that women are underrepresented in management roles that would allow them to shape institutional policies and direction, both at the departmental and institutional levels (Singh 2002 as cited in Solon et al. (2022)). Concerns regarding tenure, job security, and student ratings are shared by the faculty on "The Chair." According to a study by Guarino and Borden (2016), female professors perform more service work than male counterparts. For instance, they discovered that women perform much more internal service than males do. These responsibilities include sitting on committees for the faculty, managing programs, and mentoring students. And usually there is no further payment. Service is a time-consuming aspect of the profession, but even while it is taken into consideration when evaluating performance, it is typically considered as being less important than teaching and research (Bird et al. 2004, as cited in Guarino and Bolden (2016)). Service to one's department, school, or university includes participation in activities such as program supervision, development and marketing, internal awards, faculty governance, faculty recruitment, evaluation, and promotion, student admissions and scholarships, and faculty evaluation and promotion. The majority of faculty do not receive additional compensation for other internal service activities because it is part of their responsibility to be good academic citizens in the academic community; however, people who take on specific administrative roles, such as department chairs, deans, etc., are paid for their work.

According to Pyke (2011), women are unable to decline service requests because of the structure of gender inequality in academia, which is consistent with Kanter's (1977) proportionate assumptions. Saying "no" tends to shift the duty of service to the tiny number of other female professors because women are underrepresented on many departments. In contrast to male faculty who experience less systemic pressure to serve and are more likely to get criticism for providing too much rather than not enough service from their male colleagues, female professors may experience animosity from other female academics if they decline to do so. So, the associate deans and deans can choose men to lead the college's different programs and units.

Moreover, the table discloses the college where the respondents belong. As shown in the table, most of the respondents were from the College of Business Administration. This means that there were more qualified female applicants than males who became full-time faculty at this college. Women are more likely to work in disciplines like human resource management as faculty members in business schools, according to Gender Avenger (2019). The "pink ghetto" that affects women managers and executives at work is similar to this. However, other universities can and need to do far more to encourage women to pursue academic careers. Any professor can employ the tactic of encouraging students to consider a career in academia. The personalized approach might be particularly successful in luring female students to the fields with the lowest proportions of female professors, such as management information systems and operations research. Even at the undergraduate level, students who involve in faculty members' research initiatives can pique their interest in the research-based nature of academic careers.

Table 2 reflects the awareness of the respondents as to Sec. 13 of the Magna Carta of Women. As reflected by the table, the respondents were well aware of Section 13, Magna Carta of Women. This means that female faculties know the provisions of this law. This shows that the GAD Offices on the five campuses played an increased focus on informing the faculty members concerning the Magna Carta of Women. National and regional labor organizations, labor advocates, and federations also played a part in notifying government employees through different awareness campaigns and activities nationwide through social media, television, radio, and other online platforms. The statement "There is an existing GAD Committee in your institution" garnered the greatest weighted mean value of 3.84, with an interpretation of "Very Much Aware" by the respondents. This can be cleared from the fact that the Gender and Development offices in the five campuses in the university were established and functional. In JRMSU, regular activities were conducted such as wellness programs, slogan contests, GAD

corner competitions, and other activities that would empower women. Nevertheless, in the open-ended questions, a number of respondents revealed that they haven't attended any seminars – workshops. No seminars conducted to the eradication of discrimination in education, scholarship, and training, and can hardly identify the laws and rights stipulated in Section 13 of the Magna Carta of Women. Furthermore, seminars were habitual and not sustainable.

The result was refuted by the study conducted by the Crispin B. Beltran Resource Center (2016) in which an assessment was conducted among workers in the electronics industry. Many of these female employees (74.2%) are unaware of the unique advantage available to women. The majority of them claimed that the business had not informed them of this unique benefit. Among female employees, just 25.8% claimed to be familiar with the Magna Carta of Women. Magna Carta knowledge is primarily attributed to the union by women (7.5%), as opposed to the firm (3.3%), for whom they learnt about it. Television and radio (6.1%), social media (3.3%), peers (8.3%), family (0.6%), women's organizations (2.2%), and others (1.7%) are some of their additional information sources. The proportion of unionized workers who were aware of the MCW is about equal to that of non-unionized workers.

Table 2

Level of Awareness of the Respondents of Magna Carta of Women

Awareness	Average Weighted Value	Description
Magna Carta of Women	3.00	Much Aware
Equal Access and Elimination of Discrimination in Education, Scholarships, and Training	3.19	Much Aware
Right to enroll in non-traditional skills training in vocational and tertiary level	3.23	Much Aware
Expulsion and non-readmission of women faculty due to pregnancy outside marriage shall be outlawed	3.12	Much Aware
No school shall refuse admission to a female student who is pregnant outside of marriage during her term in school	3.39	Very Much Aware
Act Strengthening the Prohibition on Discrimination Against Women with respect to terms and conditions of employment	3.33	Very Much Aware
Act Promoting the integration of women as full and equal partners of men in development and nation building	3.45	Very Much Aware
Anti-Sexual Harassment Act of 1995	3.33	Very Much Aware
Solo Parent's Welfare Act of 2000	3.23	Much Aware
Right to a 10-day paid leave if you are a victim of violence	2.60	Much Aware
There is an existing GAD Committee in your institution	3.84	Very Much Aware
Contact persons, their offices, and contact numbers	3.05	Much Aware
Activities in school with regard to training of faculty for professional advancement	3.32	Very Much Aware
Right to avail of scholarships	3.30	Very Much Aware
Protection by the law in terms of discrimination in education, scholarships and training	3.18	Much Aware
Mean	3.24	Much Aware

A significant finding revealed that the female faculty were not aware of their right to a 10-day paid leave if they were a victim of violence and had access to information to contact people, their offices, and contact numbers. Thus, the HRMO may include discussions on this matter, including the steps or processes of filing a leave upon hiring of the employees. Moreover, hotlines, contact numbers, or information desks for GAD may be provided in each college to facilitate the needs and problems of the female faculty in the workplace, which concerns Magna Carta of Women.

Table 3

Test of Difference on Awareness in Terms to Profile

Profile	Chi-Square	P-Value	Interpretation
Age	6.40 ^{ns}	0.94	Not Significant
Civil Status	2.48 ^{ns}	0.289	Not Significant
Status	2.85 ^{ns}	0.241	Not Significant
Highest Educational Attainment	3.10 ^{ns}	0.377	Not Significant
Designation	5.77 ^{ns}	0.330	Not Significant
College	19.36*	0.007	*Significant

The third table depicts the test of difference on the awareness of the respondents as to Sec. 13 of the Magna Carta of Women when analysed as to their profile. As depicted in the table, the computed statistical tests for age, civil status, status, highest level of education, and designation are statistically higher than the level of significance alpha 0.05. Determination is made to disprove the null hypothesis as a result. Consequently, the information was insufficient to conclude that the awareness of the respondents as to Sec. 13 of the Magna Carta of Women was significantly varied. This can be implied that whether the respondents are younger or mature, single or married, permanent or temporary, with a master's, doctorate, or any postgraduate degree, and with or without designation, their level of awareness as to the provisions of Magna Carta of women is significantly homogeneous. However, there is a significant difference to the rating by college wherein the test of statistics is statistically less significant than alpha 0.05. Consequently, it is decided to dismiss the null hypothesis. Most likely, respondents who were teaching law courses and conducting extension programs on women's laws were more aware of legal provisions. Thus, the key officials of the college may produce brochures, pamphlets, and other materials to be displayed in a corner where the faculty can read them.

Table 4 depicts the problems encountered by the respondents as to Sec. 13 of the Magna Carta of Women. According to the table, the respondents rarely experienced problems. This means that the college or institution has ensured the personal safety of their employees against harassment and violence. This is primarily because the vision and mission of the university adhere to the principles of dynamism and cultural diversity in building a just and humane society. This is achieved through responding to the different activities implemented by the government. In fact, the university has a GAD Director who plans, designs, implements, and monitors the GAD activities within the university. There are GAD unit heads on each campus, GAD chairpersons in each college, and the university has produced a GAD sourcebook. Moreover, the IMD Office ensures that the materials developed by the faculty are gender-sensitive.

Nonetheless, the statement "Work environment does provide opportunities to grow and reach one's maximum potential as a professional" received the highest weighted mean value of 3.16 from respondents with an interpretation of "often." This means that the female faculty often experienced more problems in professional growth. This supports the findings found in the profile of the respondents as compared to their designation and highest level of education

in which the majority of the respondents were chairpersons and were master's degree holders. Thus, the HRMO may design a comprehensive faculty development program providing equal opportunity for both men and women in terms of scholarship, financial assistance, and continuing education.

Table 4
Level of the Problems Met by the Respondents

Problems Met	Average Weighted Value	Description
Being a working parent serves as a hindrance to advancement of career	2.35	Rarely
Have enough time to rest in the workplace	2.33	Rarely
There are activities that will empower the female faculty	3.04	Often
Work environment does provide with opportunities to grow and reach one's maximum potential as a professional	3.16	Often
Being discriminated	1.79	Rarely
Being verbally and emotionally abused	1.84	Rarely
Being mentally and emotionally distressed	2.24	Rarely
Being humiliated in front of the students/co workers	1.74	Rarely
Receive sexual favors as a condition in the hiring or employment, granting of favorable compensation, terms of condition, promotion or privileges	1.10	Never
Experience discrimination in the work office due to a refusal to grant any sexual favor to a person	1.09	Never
Receive malicious or sexual (green) jokes	1.60	Never
Experience sexual advances by a co-worker/s	1.10	Never
There is no consideration of personal circumstance and respect on one's basic rights	1.68	Never
Not treated with respect and dignity as a person in the day to day dealings?	1.47	Never
Not consulted on work assignments	1.89	Rarely
Not consulted on work area	1.81	Rarely
Not consulted on work equipment/facilities	1.84	Rarely
Unequal treatment among the faculty in terms of promotion	1.60	Never
Unequal treatment among the faculty in terms of educational advancement	1.65	Never
Favoritism in terms of teaching load, incentives, and other benefits	1.82	Rarely
An Act Strengthening the Prohibition on Discrimination Against Women regarding employment terms and conditions	2.56	Often
An Act Promoting the integration of women as full and equal partners with men in development and nation building	2.67	Often
Anti-Sexual Harassment Act of 1995	2.56	Often
Magna Carta of Women	2.56	Often
Solo Parent's Welfare Act of 2000	2.49	Rarely
Mean	1.99	Rarely

Table 5 discloses the test of difference on the problems met as compared to the profile of respondents. It can be seen from the table that there is no significant difference to the problems met by the respondents according to their profile. This means that the data did not provide sufficient evidence to conclude that participants have a significant rating on the problems faced by the female faculty of JRMSU whether they are younger or mature, single or married, permanent or temporary, with master's, doctorate, or any postgraduate degree, with

or without designation, and from various disciplines. In other words, the respondents have the same level of exposure to the problems encountered relating to Sec. 13 of the Magna Carta of Women.

Table 5

Test of Difference on Problems Met as to Profile

Profile	Chi-Square	P-Value	Interpretation
Age	11.116 ^{ns}	0.999	Not Significant
Civil Status	8.114 ^{ns}	0.997	Not Significant
Status	5.43 ^{ns}	0.989	Not Significant
Highest Educational Attainment	9.239 ^{ns}	0.642	Not Significant
Designation	25.74 ^{ns}	0.979	Not Significant
College	32.114 ^{ns}	0.996	Not Significant

A proposed output

Sharing of animations through social media helps its exposure. By addressing the awareness, knowledge, perceptions, and motivation that contribute to behavior change. Dissemination could have this impact. An information campaign video which focuses on the rights of women, including their benefits on leave, steps on how to avail them as well as the hotlines, contact numbers, or contact person who is in charge of the programs initiated by the GAD Office as well as the scholarship programs, faculty development programs, etc. may be produced and posted on the official social media platforms of the colleges. This will enable the widest dissemination of the provisions of this law which will lessen the problems that may occur in the future.

Conclusion

The results of this investigation led to a conclusion that female faculty know the provisions of Section 13, Magna Carta of Women. The GAD Offices on the five campuses played an increased focus on informing the faculty members concerning the Magna Carta of Women. Whether the respondents are younger or mature, single or married, permanent or temporary, with a master's, doctorate, or any postgraduate degree, and with or without designation, their level of awareness to the provisions of Magna Carta of women is significantly homogeneous. Respondents who were teaching law courses and conducting extension programs on women's laws were more aware of legal provisions. On the other hand, seminars and training were habitual and not sustainable. They knew the laws but lacked knowledge about specific penalty to be incurred in case of violation. Though the college or the institution has ensured the personal safety of their employees against harassment and violence, the work environment does provide the female faculty with opportunities to grow and reach their maximum potential as a professional. Furthermore, the female faculty were not aware of their right about the 10-day paid leave if they were a victim of violence and had access to information to contact people, their offices, and contact numbers. The data did not provide sufficient evidence to conclude that the younger or mature, single or married, permanent or temporary, with master's, doctorate, or any postgraduate degree, with or without designation, and from various disciplines, participants have a significant rating on the problems faced by the female faculty of JRMSU. The respondents have the same level of exposure to the problems encountered relating to Sec. 13 of the Magna Carta of Women.

Recommendation

This study recommends that an information campaign video which focuses on the rights of women, including their benefits on leave, steps on how to avail it, penalties to be incurred in case of violation, as well as the hotlines, contact numbers, or contact person who is in charge of the programs initiated by the GAD Office, as well as the scholarship programs, faculty development programs, etc., may be produced and posted on the official social media platforms of the colleges. This will enable the widest dissemination of the provisions of this law, which will lessen the problems that will occur in the future. Also, the seminars and workshops that will be held might focus on women's goals for long-term development.

Acknowledgements

The JRMSU Administration is gratefully acknowledged by the researchers for its support and financial assistance. The same appreciation is extended to the respondents for their active participation which makes it possible to complete the research successfully.

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