

# Awareness of Teachers on the Magna Carta for Public School Teachers and its Implementation in Tangub City

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## **Abstract:**

**This study determined the level of implementation and awareness of the Magna Carta for Public School Teachers as perceived by school administrators and teachers in Tangub City during the School Year 2024–2025. A descriptive survey method was utilized, and a questionnaire checklist was used as the data-gathering instrument. The respondents were 13 school administrators and 89 teachers, and data were analyzed using the mean, t-test, and Pearson Product Moment Coefficient of Correlation. Findings indicated that the Magna Carta was highly implemented, and the teachers' level of awareness was moderate. There were no significant differences in implementation or awareness perceptions by tenure. There was no significant correlation between implementation and awareness. It is suggested that school administrators and teachers be provided with copies of the Magna Carta and that its provisions be regularly discussed in meetings to allow all educators to reap the benefits of its implementation.**

**Keywords:** Administrators, Magna Carta, Teachers.

## **INTRODUCTION**

It is the belief of most that today the teaching profession has fallen. This is attributed to the absence of monetary and non-monetary compensation, inferior promotion prospects, and the increased involvement of educators in non-educational even menial chores. It comes as no wonder, therefore, that teaching has been referred to as the poverty of the profession. It is only fair, therefore, that teaching be placed in a position of nobility, and of dignity and of being the most noble of the professions, and thus rightfully worth equal and fair compensation and recognition.

Teaching offers a great opportunity for the young and the old a great people to serve in society. The teacher's reward is the fact that his influence goes beyond the classroom and touches all fields of human interactions. A teacher enjoys the opportunity of living a full rich life as he works with his pupils, co-teachers, administrators, supervisors, and associates. While teaching is a great responsibility, it is also a great opportunity. Teaching is the noblest of all human endeavors, the greatest of all privileges, in the most sacred duty that one can undertake.

Education is playing a very crucial role in human development and social change. Education is one of the numerous pillars in the development of a specific race or culture. It is making an individual go through a process of providing certain knowledge with special talent or ability to perform and exist fully, thereby opening the doors to construct a better society. It is learning that occurs in a different interpersonal level of relationships either formal or informal, and the integration in using both human and non-human resources. A relevant education is pointing towards a system where a person or group of individuals in a specific place and time is influenced, shaped, and changed for the betterment of life towards, a just, human, and peaceful nation (Wang and Ruan, 2024).

The profession of teaching is one of the most ancient of all learned professions known to civilization. The significant role of the teacher is an established fact. The teacher is the pillar of democracy and is entrusted

with the noble task of education. According to the prevailing laws, all the teachers, both in public and private schools, colleges, and universities, are representatives of the states and are entrusted with the responsibility of fulfilling our basic purpose in education as stated and declared by the Constitution. On the teachers, the government has the responsibility of keeping the flame of knowledge and civilization alight. It may be said that the primary responsibility is the teacher is to construct democracy.

The educator must remember that their profession is a public trust (Fauziah et al., 2021). Teachers are the most powerful agents of change for the better in society. They are the molders of the youth's minds and hearts who will be future leaders and members of society in the nation. They are the ones to do the tasks of schools, which are to inculcate patriotism and nationalism, love of humankind, human rights, duties and rights of citizenship, citizenship, moral and spiritual values, ethical values and characters, and personal discipline, critical and creative thinking broader specific and technological knowledge and vocational efficiency. These are enumerated in Article XVI of the Philippine Constitution (Chakma, 2024).

The influx of teachers into the teaching profession nowadays is very alarming. Most of them seek jobs in the government. It is sad to note that among many, good and few are knowledgeable enough about the welfare and benefits the teaching may enjoy. Teacher who are unaware of their rights and responsibilities may suffer and their commitment to the service may be affected because they will be more vulnerable to the deprivation of their constitutionally guaranteed freedom. They will also make mistakes that would result in their dismissal litigation. The documents embody three rules and privileges that will guide teachers As the Magna Carta for Public School teachers (Sevillano, 2024). Some teachers in Tangub City have been noticed as not being conscious of their rights and privileges the fact that the majority, if not all, possess copies of the Magna Carta for Public School Teachers. Consciousness of rights and responsibilities might assist in the preservation and retention of capable public servants. The more we are aware of our duties, and responsibilities, specifically our rights, the more we will labor for the good of the service, and therefore study is pursued.

## **METHODS**

### **Research Design**

This research utilized the descriptive method with the checklist questionnaire as the main instrument of data gathering.

### **Research Setting**

The setting of the study is the North District of Tangub City. Tangub City is situated in the northeastern part of Northern Mindanao. It is 16, 572, 6283 hectares in area. It is composed of 55 barangays with a population of 46, 004. It is a type C climate with a short dry season and is not exposed to major weather disturbances. Its sources of income are fishing, agriculture, and livestock production.

### **Research Respondents**

There were 89 elementary teachers and 13 administrators of Tangub City comprising the north districts who served as respondents of the study. All the administrators and teachers were utilized, hence there was no sampling done.

### **Research Instrument**

This study employed two researcher-made instruments, namely: the level of implementation questionnaire and the level of awareness questionnaire. The level of implementation questionnaire was administered to the implementers, who were the 13 school administrators and the 89 teachers of the 13 elementary schools. The level of awareness test was administered to the 89 teachers alone.

### **Instrument Validity**

The set of questionnaires was submitted to the graduate research panel for their corrections to improve the questionnaire. After a thorough examination and discussion of the questionnaires by the experts, there was checking and rechecking of the questionnaires.

### Data-Gathering Procedure

The researcher obtained the permission of the school division Superintendent via the channel District Supervisor before the actual implementation of the study. The researcher submitted the permit to the principals, head teachers, and school-in-charge whose assistance was then requested to make it easier to distribute and get back the questionnaires. The researcher personally spoke to the respondents and informed them of the purpose of the study. To ensure non-hesitation in responding to the questionnaires, the respondents were assured that their responses would be kept confidential. The administrators are asked to get back the questionnaires from their teachers. A week after the submission, the researcher returned to the schools and retrieved the questionnaires. One hundred percent retrieval was achieved. Tally and collation followed, statistical computation was done using a computer microstate, and analysis and interpretation were done.

### Ethical Considerations

This study adhered to ethical research practices by maintaining informed consent, confidentiality, and voluntary participation. The participants were informed about the study's purpose and ensured confidentiality of their identity and responses. They were not penalized if they withdrew at any point. Proper authorization was obtained from the school division Superintendent, District Supervisor, and school administrators before collecting data. The study did not inflict harm on the participants, and all the data were collected and managed with integrity to ensure accuracy and truthful reporting. The findings were used for educational purposes only, maintaining the ethical research standards (Badampudi et al., 2022).

### Statistical Treatment

To determine the implementers' and teachers' perceptions of the degree of implementation of the Magna Carta for Public School Teachers, a scale of five levels (1-5) was applied, with 1 indicating the lowest degree and 5 indicating the highest degree. The sum of individual ratings was computed and the Mean (arithmetic average) was calculated. Likewise, the level of awareness on the part of the teachers was also gauged based on a transmuted scale of 1-5, where degrees of awareness are ranked as Very High (33-40), High (25-32), Moderate (17-24), Low (9-16), and Very Low (1-8).

To determine whether the hypothesis regarding differences in perception of implementation among administrators and teachers was true, a t-test for two non-paired samples was utilized. A t-test was also utilized to determine significant differences in levels of teacher awareness by gender. The Pearson Product Moment Correlation was utilized to determine the correlation between the level of implementation and awareness of the Magna Carta.

## RESULTS AND DISCUSSION

**Table 1** - Level of Awareness of Teachers on the Magna Carta for Public School Teachers

Level of Implementation	Frequency	Percent	Mean	Description
5	6	6.74	3.21	Moderate
4	10	11.24		
3	48	53.93		
2	20	22.47		
1	5	5.62		
<b>Total</b>	<b>89</b>	<b>100</b>		

Test Scores	Weight	Ranges
33-40	- 5 -	4.21 - 5.00 - Very High
25-32	- 4 -	3.41 - 4.20 - High
17-24	- 3 -	2.61 - 3.40 - Moderate
9-16	- 2 -	1.81 - 2.60 - Low
1-8	- 1 -	1.0 - 1.80 - Very Low

Table 1 presents the awareness of teachers on the Magna Carta for Public School Teachers. Out of 89 teachers, 6, or 6.74 percent claimed that they had high awareness of the law, 10 or 11.24 percent indicated their ratings as high, and twenty, or 22.47 percent showed moderate awareness of the Magna Carta. The bulk of the respondents said that they had low awareness of the Magna Carta for Public School Teachers, and only five teachers in the district had very low awareness of it.

The computed mean of 3.21 fell on the moderate awareness level of the Magna Carta by the Public School Teachers. This meant that the teachers were not very sensitive and aware of the Magna Carta. As long as they were satisfied in the school, then so be it. Their main concern in the schools, as they claimed, was to instruct pupils. Some teachers also revealed during the unstructured interview that they were just following their administrators to implement the said law in the school effectively, claiming that they only had moderate awareness.

Items that were commonly committed by teachers in the test were those bearing Republic Acts such as R.A. 7610 and R.A. 4670, where the questions were situational. According to teachers, they were challenged to read the above-mentioned Republic Acts so that they could get something from them.

**Table 2** - Level of Implementation of Magna Carta for Public School Teachers as Perceived by Administrators

Level of Implementation	F	P	Mean	Description
Very well implemented	-		3.67	Well Implemented
Well implemented	10	76.92		
Implemented	3	23.08		
Fairly implemented	-			
Not Implemented	-			
<b>Total</b>	<b>13</b>	<b>100</b>		

Legend:

- 4.21 - 5.00 - Very Well Implemented
- 3.41 - 4.20 - Well Implemented
- 2.61 - 3.40 - Implemented
- 1.81 - 2.60 - Fairly Implemented
- 1.0 - 1.80 - Not Implemented

Table 2 shows the level of implementation of the Magna Carta for Public School Teachers in Tangub City North District. A gleaned from the table revealed that there were ten or 76.92 percent of administrators who declared that the Magna Carta was well implemented in the district. However, three or 23.08 percent of administrators claimed that the Magna Carta for public school teachers was implemented in their district.

The computed mean was 3.67, proving that the Magna Carta for public school teachers was well implemented in the district. This meant that the administration had no reservations or ratings that the law was well implemented. This was so because administrators were directed by the higher-ups in the Division office to implement the Magna Carta.

Administrators revealed during the unstructured interview that the Magna Carta for Public School Teachers was their bible to implement what was necessary in the education system. All decisions and administration operations must be derived solely from the law stipulated in the Magna Carta for public teachers. They further revealed that the application of the Magna Carta for public school teachers in the district would somehow or other help improve and increase the teachers' social and economic status. Aside from that, justice in answering all employees' issues could be responded to in the well-applied law of the Magna Carta.

**Table 3 - Level of Implementation of Magna Carta for Public Teachers as Perceived by Teachers**

Level of Implementation	F	P	Mean	Description
5	15	16.85	3.62	Well Implemented
4	45	50.36		
3	20	22.47		
2	4	4.49		
1	-	-		
<b>Total</b>	<b>89</b>	<b>100</b>		

Legend:

4.21 - 5.00 - Very Well Implemented

3.41 - 4.20 - Well Implemented

2.61 - 3.40 - Implemented

1.81 - 2.60 - Fairly Implemented

1.0 - 1.80 - Not Implemented

Table 3 reflects the implementation of the Magna Carta as viewed by the teachers. A close examination of the table showed that of 89 teachers, fifteen or 16.85 percent of the teachers answered that the Magna Carta was “very well implemented.” Forty-five or 50.56 percent said that the Magna Carta was well implemented, and twenty, or 22.47 percent answered that it was implemented. There were no teachers in the North district who said that the Magna Carta was not implemented.

The calculated average weighted score of 3.62 defined it as well implemented. This was just a statement that the teachers themselves had observed and witnessed the well-implementation of the Magna Carta for public school teachers in their district.

The findings indicated that teachers in the North district were advantaged by the effective implementation of the law. Teachers opined in the unstructured interview that their salary scale was upgraded from minimum salary through regular increments, automatically given after a year, as long as the efficiency rating of the concerned teachers was good. Further, those teachers who were posted in hazardous areas were also given a compensated Special Hardness Allowance of at least 25% of their monthly salary. This also encouraged them to take postings in remote barangays.

**Table 4 - Level of Awareness of Teachers on the Magna Carta for Public Teachers when Grouped According to Gender.**

Gender	Level of Awareness (Rating)	t-test	Decision
Male	2.35	0.7	Not Rejected
Female	2.18		

$$a = .05 = 1.65 \quad df = 87$$

As evident from Table 4, the rating of male teachers' level of awareness was 2.33, while that of female teachers was 2.18. The two levels of awareness were rated low. To determine if there is a significant difference between male and female teachers' level of awareness of the Magna Carta for public school Teachers, the significance t-test was applied. The computation result indicated that the calculated t (Tc) was 07 while the tabular value of t (tc) was 1.658 at the 0.15 level of significance. Since the calculated is less than the tabular value of t, the null hypothesis that there is no significant difference between teachers' level of awareness of the Magna Carta for Teachers grouped by gender is not rejected. There was no significant difference in teachers' level of awareness grouped by gender. This means that male and female teachers' level of awareness is practically the same. Gender does not influence any difference in their perception.

**Table 5** - Level of Awareness on the Magna Carta for Public School Teachers when Grouped According to Length of Service

Groups	Length of Service (in years)	Average	Description	Variance
1	36-45	2.83	Moderate	1.36
2	26-35	2.07	Low	0.225
3	16-25	2.17	Low	0.27
4	6-15	2.5	Moderate	0.62
5	Below 5	2.36	Low	0.25

Table 5 indicated that Group 1 (36-45 years of service) and Group 4 (6-15 years of service) have levels of awareness deemed moderate, while Group 2 (26-35 years of service) and Group 5 (less than 5 years of service) have awareness levels for the Magna Carta deemed low.

To determine the meaningful difference in the level of awareness of the teachers regarding the Magna Carta between the public school teachers by years of service, ANOVA – single factor was used. Table 6 also showed the variance summary of the groups where group 1 (36-45) was highest and group 2 (26-35) was lowest.

**Table 6** - Summary of the Analysis of Variance

Source of Variation	SS	Df	MS	F	P-value	Freq
Between Groups	4.63	4	1.158578	2.462621	0.49361	2.454215
Within Groups	51.74	84	0.470441			
<b>Total</b>	<b>56.826</b>	<b>89</b>				

The above presented the tabular F value at the 0.05 level with 4 and 110 degrees of freedom, which was  $F = 2.45$ . In the ANOVA test, the computed f-ratio (2.46) exceeded the required value for significance ( $F$  value 2.45). The null hypothesis that there was no significant difference between the level of awareness of teachers on the Magna Carta for public school teachers when grouped according to length of service was then rejected. This meant that the teachers, grouped according to length of service, significantly varied in their level of awareness of the Magna Carta for Public School Teachers.

**Table 7** - The Significant Difference between the Administrators and Teachers Perceptions of Magna Carta for Public School Teachers

Respondents	M	DM	SD	Computed t	Tabled Value	Decision
Administrators	3.67	.05	2.42	.0035	1.96	not-rejected
Teachers	3.62		2.38			

Table 7 presents the test of significant difference between the perceptions of the administrators and teachers on the implementation of the Magna Carta for public school teachers. The table showed a mean difference of .05, which suggested very close marks with each mean of 3.67 and 3.62, respectively. These bore the standard deviations of 2.42 and 2.38. The computed t-value was .0035, less than the tabled value of 1.96 at the 0.05 level of significance with 100 degrees of freedom. It can be deduced that the null hypothesis was not rejected. Premise considered, there was no significant difference between the perceptions of administrators and teachers on the implementation of the Magna Carta for public school teachers. This meant that the administrators and teachers had a similar outlook on the implementation of the said law in their district.



**Table 8** - The Significant Difference between the Administrators and Teachers Perceptions of Magna Carta for Public School Teachers

School	Average Level of Awareness	Average Level of Implementation
1	2.38	3.77
2	3.5	3.33
3	2.16	3.33
4	1.92	3.53
5	2.66	4.16
6	2	4
7	2	3.33
8	2.22	4.11
9	2.77	3.77
10	2.96	4.07
11	2	3
<b>Mean</b>	<b>2.21</b>	<b>3.62</b>
<b>Description</b>	<b>Moderate</b>	<b>Well Implemented</b>
<b>Computed r</b> <b>0.41</b>	<b>Tabled value</b> <b>0.22</b>	<b>Decision rejected</b>

The preceding table showed that the mean of the level of awareness of teachers was 2.61, which was described as moderate, while the mean of the level of implementation was computed. When computed as to their relationship, the value of the correlation coefficient or  $r$  was .41, which exceeded the tabled value of .22 at the 0.05 level of significance with 100 degrees of freedom.

.00 to .20 - negligible relationship

.20 to .40 - low relationship

.40 to .70 - substantial or marked relationship

.70 to 1.00 - very high relationship

The findings showed that there was a high correlation between the level of implementation of the teachers and their awareness of the Magna Carta for teachers in public schools. This showed that the awareness of the teachers regarding the Magna Carta depended on its implementation in the different schools. This implied that the quality of the implementation of the law, the greater the awareness of the teachers.

Esmillaren et al. (2024) also added that teachers can only be made aware of the law if there is proper information dissemination within the school. Further reinforcing that information dissemination on the implementation of school policies can generate better awareness of the policies, thereby ensuring that everyone complies with them.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

Based on the findings, the researcher concludes that the teachers' level of awareness regarding the Magna Carta for Public School Teachers is rooted in the level of implementation. The implementation level of the Magna Carta is also the teachers' level of awareness regarding the said Republic Act.

### Recommendation

School administrators and teachers should have a copy of the Magna Carta for Public School Teachers to ensure awareness of its provisions and level of implementation. This will enable all the school personnel to utilize to the fullest the privileges and rights accorded by the Magna Carta. Moreover, the various provisions and articles of the Magna Carta must be well discussed at administrators' conferences and teachers' meetings so that everyone shall be well informed on its contents. Moreover, the teachers themselves must become well acquainted with the provisions of the Magna Carta so that they can make the fullest use of this Republic Act.

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