The Social and Cultural Empowerment of Women in the Educational Community

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Abstract

The main purpose of the study was to determine the relationship between the social and cultural factors to the empowerment of women in the educational community. The following objectives were sought: (1) to identify the profile of the respondents in terms of age, civil status, and socioeconomic status; (2) to measure the level of social factors in terms of family, community, and social norms; (3) to measure the level of cultural factors in terms of values, beliefs and practices; (4) to determine the level of empowerment of women in the educational community in terms of professional career, socioeconomic development, political engagement and psychosocial development; (5) to determine if there's a significant difference in the empowerment of women in the educational community when grouped according to profile; (6) to test whether the level of social factors have a significant relationship to the empowerment of women in the educational community; (7) to test whether the level of cultural factors have a significant relationship to the empowerment of women in the educational community.

The descriptive method was used in the study to determine the relationship of social and cultural factors to the women empowerment in the educational community. The primary respondents were 180 women of the 4th class of 4th district of Laguna. Data was collected through a self-made questionnaire and statistically analyzed using mean, standard deviation, and Pearson product correlation.

Most survey participants belong to the age bracket of 30 to 39 years, are married, and belong to the poor category. The overall mean level of social factors such as family with "very high" verbal interpretation, community with "high" interpretation as well as social norms. On the other hand, the overall mean level of cultural elements such as beliefs, values, and practices is interpreted as "very high" verbally. In addition, the mean level of empowerment of women in the educational community in terms of professional career, socioeconomic development, political engagement and psychosocial development is interpreted as "very high" verbally. The results suggest that age has a significant difference on the empowerment of women in the educational community, specifically in the context of socio-economic development. On the other hand, civil status does not seem to significantly influence empowerment in any of the considered aspects. In addition, socio-economic status significantly influences empowerment in the context of socio-economic development, political engagement and psychosocial development.

It is concluded that the social and cultural factors are significantly and positively correlated in the empowerment of women in the educational community.

It is therefore recommended to organize events and activities celebrating women's achievements in education to promote gender equality. Highlight their contributions across various spheres and provide positive role models to challenge traditional gender norms and inspire future generations. In addition, cultural institutions, community leaders, and educators must actively promote cultural beliefs that support women's expression and increase their access to education and career opportunities to ensure continued support for women's empowerment and advancement. Lastly, Future researchers could consider utilizing this study as foundational resource or dataset to enhance their investigations into similar topics. By building upon the findings and methodologies of this study, researchers can deepen their understanding and potentially reinforce

the conclusions drawn in the current research project. This approach promotes continuity in research efforts and fosters a cumulative advancement of knowledge in the field of women's empowerment.

1. Introduction

In the last few years, there has been a rise in importance of talking about women's empowerment worldwide. Every nation on earth, regardless if it is developing or developed, possess a tragic history that demonstrates the mistreatment towards women. According to World Vision (2024), women suffer from various physical and mental abuses both in their own families and in society as well. Education greatly assists women in gaining the needed knowledge and skills, as well as self-assurance to actively engage in development activities.

A recurring social issue is the violence faced by women. The Philippine Statistics Authority conducted a survey in 2017, called the National Demographic and Health Survey, where about one-fourth of participating Filipino women aged from 15 to 49 years reported experiencing physical, emotional, or sexual abuse at the hands of their husband or partner. It is concerning to see that VAW continues even when we have tried solving it. Formerly, there were several difficulties for women due to the male-dominated and patriarchal societal system that stemmed from old traditional beliefs. Only conventional roles like childbearing and childrearing were designated to them. However, in present time even with progress made on women's positions some problems still remain consistent.

The growth of families, communities and nations as well as the welfare and economic progress they attain greatly relies on women being empowered. Women can reach their full potential when they live lives that are safe, happy and successful. They can raise children who are happier and healthier by contributing their abilities to the workforce. Furthermore, they can help in creating better societies and a better human race by promoting the advancement of sustainable economies. The dream of a society based on sustainable development will be incomplete if every woman in the world is not given equal opportunities. Governments, people and organizations should work together to ensure women have same chances in all aspects (World Vision, 2024). As such, this study aimed to analyze the relationship of Social and Cultural Empowerment of women in the Educational Community.

1.1 Statement of the Problem

Specifically, it sought to answer the following questions:
1. What is the profile of the respondents with regards to:
     1.1 Age;
     1.2 Civil Status; and
     1.3 Socio-Economic Status?
2. What is the level of social factors in terms of:
     2.1 Family;
     2.2 Community; and
     2.3 Social Norms?
3. What is the level of cultural factors in terms of:
     3.1 Beliefs;
     3.2 Values; and

3.3 Practices?
4. What is the level of empowerment of women in the educational community.
    4.1 Professional Career;
    4.2 Socio-Economic Development;
    4.3 Political Engagement; and
    4.4 Psychosocial Development?
5. Is there a significant difference in the empowerment of women in the educational community when grouped according to profile?
6. Does the social factors have significant relationship in the empowerment of women in the educational community?
7. Does the cultural factors have significant relationship in the empowerment of women in the educational community?

2. Methodology

Descriptive research design was employ to gather necessary data and reliable sources of information from the library with the use of different books, journals, and the internet.

According to Shields in the year 2013, the descriptive research design is utilized for depicting traits of a population or phenomena under investigation. It does not provide answers about how, when or why these traits come about. This approach focuses on the question of "what." It involves watching, conducting surveys and interviews, analyzing, gathering, and making sense of information.

3. Results and Discussion

This chapter present, analyzes and interprets the data gathered that showed significant difference in the empowerment of women in the educational community as grouped according to profile, also the significant relationship between social factors, cultural factors, and empowerment of women in the educational community.

Profile of the Respondents

Several important demographic factors, such as age, civil status, and socio-economic status, were looked at in detail when analyzing women's profiles within the study's framework. These variables give a thorough overview of the individuals involved, demonstrating the various backgrounds and traits of the respondents.
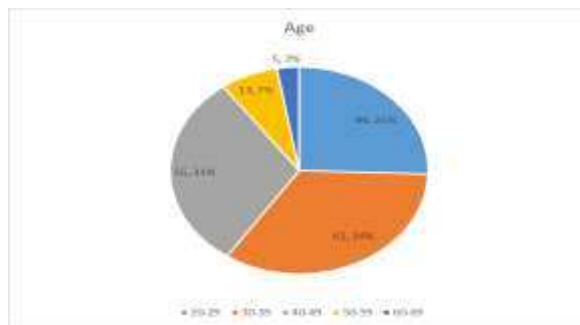

Figure 1. Profile of the respondents with regards to Age

Figure 1 provides an overview of the age demographics of the respondents. The largest age group is 30-39 years, comprising 33.89% of the total respondents. The 20- 29 years' age group follows with 25.56%, and the 40-49 years' age group makes up 30.56%. The 50-59 years and 60-69 years' age groups have smaller representations, with 7.22% and 2.78%, respectively.

In summary, the majority of respondents fall within the 30-39 years' age group, with a relatively even distribution among the other age categories. This information provides insights into the age distribution of the surveyed population.
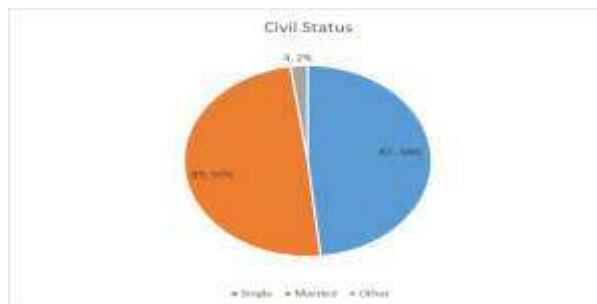

Figure 2. Profile of the respondents with regards to Civil Status

Figure 2 provides an overview of the civil status of the respondents. The largest group is composed of married women, comprising 50% of the total respondents. Single woman group makes up 48%. The other statuses have smaller representations, with 2% of the total respondents.

In summary, the majority of respondents fall within the civil status of married, with a relatively even distribution among the other categories. This information provides insights into the civil status distribution of the surveyed population.

Figure 3. Profile of the respondents with regards to Socio-Economic Status

Figure 3 provides an overview of the socio-economic status of the respondents. The largest group belongs to the poor, comprising 49% of the total respondents. The lower middle-income group follows with 26%. The low-income group has a smaller representation, with 25% of the total respondents.

In summary, the majority of respondents fall within the category of poor, with a relatively even distribution among the other age categories. This information provides insights into the socio-economic status distribution of the surveyed population.

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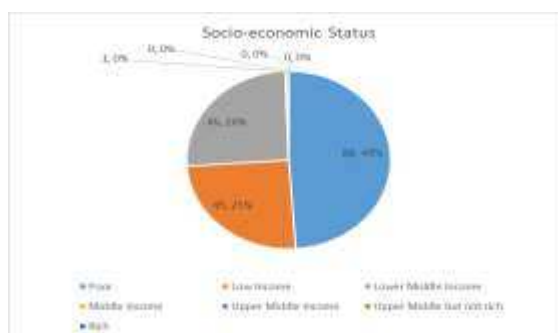
Level of Social Factors

Level of social factors of contributing to women's empowerment in the educational community include family, community and social norms and was determined by mean and standard deviation.

Table 1. Level of Social Factors in Terms of Family

Statements	Mean	SD	Remarks
Supports and motivates me to follow a career or job path that aligns with my aspirations.	4.38	0.80	Strongly Agree
Upholds and advocates for gender equality as a fundamental value within our household.	4.36	0.82	Strongly Agree
Offer unwavering emotional support and encourage me to achieve my goals.	4.57	0.64	Strongly Agree
Values and acknowledges my opinions and contributions when making decisions that affect the entire family.	4.45	0.70	Strongly Agree
Stands behind me and supports my endeavors in education.	4.43	0.77	Strongly Agree

Overall Mean = 4.44

Standard Deviation = 0.75

Verbal Interpretation = Very High

Table 1 presents data on the level of social factors within the family context, specifically related to various indicators. Respondents strongly agree that the family provides unwavering emotional support and encouragement for the individual to achieve their goals (M = 4.57), which indicates a very strong level of agreement. On the other hand, the family upholds and advocates for gender equality as a fundamental value within the household (M = 4.36), suggesting a strong agreement on this aspect.

The overall mean of 4.44 suggests a *very high* level of agreement across all indicators, indicating a positive and supportive family environment in terms of the social factors considered. The standard deviation of 0.75 is relatively low, suggesting consistency in the responses. This means that the responses reinforce the notion that the family plays a significant and positive role in supporting the individual in various aspects of their life.

Table 2. Level of Social Factors in Terms of Community

Statements	Mean	SD	Remarks
Fosters an environment where women are actively encouraged to express their opinions and voice their concerns.	4.03	0.81	Agree

Values and celebrates women's achievements.	4.10	0.86	Agree
There are available support networks that empower women for both personal and professional development.	4.06	0.82	Agree
Women have equal opportunities to assume leadership positions and play integral roles in the decision-making process.	3.95	0.96	Agree
There is a culture of encouraging and promoting active participation.	4.02	0.87	Agree

Overall Mean = 4.03

Standard Deviation = 0.86

Verbal Interpretation = High

       Table 2 presents data on the level of social factors within the community context, specifically related to various indicators. Respondents strongly agree that the values and celebrates women's achievements. (M = 4.10), which indicates a strong level of agreement. On the other hand, in the community women have equal opportunities to assume leadership positions and play integral roles in the decision-making process. (M = 3.95), suggesting agreement on this aspect.

       The overall mean of 4.03 suggests a high level of agreement across all indicators, indicating a positive and supportive community environment in terms of the social factors considered. The standard deviation of 0.86 is relatively low, suggesting consistency in the responses. This means that the responses reinforce the notion that the community, encourage a culture that promotes active participation from everyone, including women.

Table 3. Level of Social Factors in Terms of Social Norms

Statements	Mean	SD	Remarks
Traditional norms often dictate how women should dress, behave, or speak.	4.06	0.81	Agree
Women are encouraged to participate in public and social activities without judgment.	4.23	0.85	Strongly Agree
Traditional gender roles and expectations limit women's opportunities in society.	4.11	0.89	Agree
Social norms in the community encourage women to pursue higher education and career goals.	4.23	0.82	Strongly Agree
Women in society are supported in their choices regarding marriage and family planning.	4.28	0.73	Strongly Agree

Overall Mean = 4.18

Standard Deviation = 0.82

Verbal Interpretation = High

       Table 3 presents data on the level of social factors within the social norms' context, specifically related to various indicators. Respondents strongly agree that women in society are supported in their choices regarding marriage and family planning. (M = 4.28), which indicates a very strong level of agreement. On the other hand, traditional norms often dictate how women should dress, behave, or speak. (M = 4.06), suggesting agreement on this aspect.

       The overall mean of 4.18 suggests a high level of agreement across all indicators, which illustrate the

realm of women's encounters within the framework of societal norms and expectations.

The standard deviation of 0.82 is relatively low, suggesting consistency in the responses. This means that the responses reinforce the notion that societal norms play a significant role in shaping the experiences and opportunities of women.

Level of Cultural Factors

Level of cultural factors of contributing to women's empowerment in the educational community include belief, values and practices and was determined by mean and standard deviation.

Table 4. Level of Cultural Factors in Terms of Beliefs

Statements	Mean	SD	Remarks
Cultural beliefs in the community have a positive influence on women's access to education and career opportunities.	4.17	0.86	Agree
Women in my culture are free to participate in public and social activities without fear of judgment due to cultural beliefs.	4.37	0.62	Strongly Agree
Cultural beliefs encourage women to be financially and self-reliant.	4.21	0.77	Strongly Agree
Fostering greater gender equality and creating environments where women can fully explore and pursue their personal and professional aspirations.	4.25	0.78	Strongly Agree
Women in my culture have equal opportunities to express their opinions and concerns due to cultural beliefs.	4.41	0.69	Strongly Agree

Overall Mean = 4.28

Standard Deviation = 0.75

Verbal Interpretation = Very High

Table 4 presents data on the level of cultural factors related to beliefs, specifically focusing on various indicators related to women's roles and opportunities. Respondents strongly agree that women in the culture have equal opportunities to express their opinions and concerns due to cultural beliefs (M=4.41) suggest a strong consensus on the cultural support for women's participation in expressing themselves. Likewise agree that cultural beliefs in the community are perceived to have a positive influence on women's access to education and career opportunities (M= 4.17) indicate a general agreement on this aspect.

The overall mean of 4.28 indicates a *very high* level of agreement across all cultural factors considered in the table. The standard deviation of 0.75 suggests consistency in responses. This means that the responses reinforce the notion that the cultural beliefs within the community are perceived to strongly support positive aspects of women's roles, opportunities, and gender equality.

Table 5. Level of Cultural Factors in Terms of Values

Statements	Mean	SD	Remarks
Cultural values in the community promote and support women's access to education and career opportunities.	4.21	0.75	Strongly Agree

Gender-sensitive cultural values contribute to women's empowerment by promoting gender equality and women's rights.	4.31	0.78	Strongly Agree
Cultural values sometimes act as barriers, restricting women's opportunities for personal and professional growth.	4.12	0.95	Agree
The cultural values of women's accomplishments are not only celebrated but also actively recognized, acknowledging their significant contributions to the community and environment.	4.29	0.76	Strongly Agree
Cultural values play a role in reducing gender-based discrimination and violence.	4.30	0.75	Strongly Agree

Overall Mean = 4.25

Standard Deviation = 0.80

Verbal Interpretation = Very High

Table 5 presents data on the level of cultural factors related to values, specifically focusing on various indicators related to cultural values of women. Respondents strongly agree that gender-sensitive cultural values contribute to women's empowerment by promoting gender equality and women's rights (M=4.31) suggests a strong consensus on advocating for fairness and equal opportunities for all genders. Likewise agree that the cultural values sometimes act as barriers, restricting women's opportunities for personal and professional growth (M= 4.12) indicate a general agreement on this aspect.

The overall mean of 4.25 indicates a very high level of agreement across all cultural factors considered in the table.

The standard deviation of 0.80 suggests consistency in responses. This means that the responses reinforce the notion that the cultural values play a pivotal role in shaping societal attitudes and behaviors, influencing efforts to combat gender-based discrimination and violence, and paving the way for a more equitable and inclusive society for all.

Table 6 presents data on the level of cultural factors related to practices, specifically focusing on various indicators related to various practices on women's empowerment and opportunities.

Table 6. Level of Cultural Factors in Terms of Practices

Statements	Mean	SD	Remarks
Gender-sensitive practices that ensure equal opportunities and rights for women are empowering, fostering an environment where women are enabled to thrive and contribute meaningfully.	4.24	0.65	Strongly Agree
Practices that actively encourage women to take on decision-making roles within their families not only foster a sense of empowerment but also contribute significantly to their overall well-being and influence in shaping family dynamics.	4.43	0.62	Strongly Agree
Certain traditional practices sometimes limit women's opportunities for personal and professional growth.	4.17	0.78	Agree
Enabling practices that support women's participation in public and social activities are empowering.	4.16	0.80	Agree

Some traditional practices can reinforce women's roles and responsibilities, limiting their empowerment.	4.29	0.80	Strongly Agree

Overall Mean = 4.26

Standard Deviation = 0.74

Verbal Interpretation = Very High

Respondents strongly agree that practices actively encourage women to take on decision making roles within their families not only foster a sense of empowerment but also contribute significantly to their overall well-being and influence in shaping family dynamics (M= 4.43) suggest a strong consensus that by fostering a sense of agency and ownership over decisions, women feel empowered to shape the direction of their families' lives, contributing to more equitable and harmonious relationships. Likewise, enabling practices that support women's participation in public and social activities are empowering (M= 4.16) indicate a general agreement on this aspect.

The overall mean of 4.26 indicates a *very high* level of agreement across all cultural factors considered in the table. The standard deviation of 0.74 suggests consistency in responses. This means that the responses reinforce the notion that gender-sensitive practices that ensure equal opportunities and rights for women create an environment where women can thrive and contribute meaningfully to society.

Level of Empowerment of Women in the Educational Community

Level women's empowerment in the educational community include professional career, socio-economic development, political engagement and psychosocial development and was determined by mean and standard deviation.

Table 7. Level of Empowerment of Women in the Educational Community in Terms of Professional Career

Statements	Mean	SD	Remarks
Women in my field are as competent as men in similar positions.	4.14	0.99	Agree
Advance education is a key factor in narrowing the gender gap and promoting overall women's empowerment.	4.37	0.74	Strongly Agree
The workplace provides opportunities for women to advance into leadership roles.	4.35	0.73	Strongly Agree
Advanced education provides women with the knowledge and skills needed for professional success.	4.54	0.59	Strongly Agree
Women in my workplace are treated fairly and equally in terms of pay and promotions.	4.49	0.66	Strongly Agree

Overall Mean = 4.38

Standard Deviation = 0.76

Verbal Interpretation = Very High

Table 7 presents data on the level of empowerment of women in the educational community, particularly in the context of their professional careers. Respondents strongly agree that advanced education is seen as providing women with the knowledge and skills needed for professional success (M= 4.54) indicates a strong agreement on the positive impact of education on women's professional success.

While respondents generally, agree that women in their field are as competent as men in similar

positions (M= 4.14) suggests a positive perception of women's competence.

The overall mean of 4.38 indicates a *very high* level of agreement across all indicators, suggesting a positive perception of the empowerment of women in the educational community concerning their professional careers. The standard deviation of 0.76 suggests consistency in responses. The responses reinforce the notion that respondents generally hold a positive view of women's empowerment in the educational community, particularly in terms of professional career opportunities.

Table 8. Level of Empowerment of Women in the Educational Community in Terms of Socio-Economic Development

Statements	Mean	SD	Remarks
The community values and promotes women's economic contributions to society.	4.37	0.64	Strongly Agree
There are initiatives to address and reduce economic disparities between men and women.	4.24	0.64	Strongly Agree
Women in the community have equal pay for equal work.	4.17	0.89	Agree
Economic opportunities for women, such as access to jobs and entrepreneurial ventures, are readily available.	4.33	0.75	Strongly Agree
There are supportive policies and programs in place to encourage women's economic independence.	4.37	0.66	Strongly Agree

Overall Mean = 4.40

Standard Deviation = 0.72

Verbal Interpretation = Very High

Table 8 presents data on the level of empowerment of women in the educational community, particularly in the context of their socio-economic development. Respondents strongly agree that the community values and promotes women's economic contributions to society (M= 4.37) indicates a strong agreement on the positive impact of community to women's socio-economic development. While respondents generally, agree that women in the community have equal pay for equal work. (M= 4.17) suggests an equal pay for women for equal work.

The overall mean of 4.40 indicates a very high level of agreement across all indicators, suggesting a positive perception of the empowerment of women in the educational community concerning their socio-economic development. The standard deviation of 0.72 suggests consistency in responses. The responses reinforce the notion that respondents generally hold a positive view of women's empowerment in the educational community, particularly in terms of socio-economic development.

Table 9. Level of Empowerment of Women in the Educational Community in Terms of Political Engagement

Statements	Mean	SD	Remarks
Women should have equal opportunities to participate in political processes.	4.48	0.63	Strongly Agree
Women are provided with equal opportunities to voice their opinions and concerns in political debates and discussions.	4.49	0.65	Strongly Agree
Women in the community actively engage in voting and participate in elections.	4.62	0.51	Strongly Agree

Women are encouraged and supported to pursue careers in politics and government.	4.58	0.62	Strongly Agree
The community values and promotes the active involvement of women in political leadership.	4.63	0.49	Strongly Agree

Overall Mean = 4.56

Standard Deviation = 0.59

Verbal Interpretation = Very High

Table 9 presents data on the level of empowerment of women in the educational community, particularly in the context of their political engagement. Respondents strongly agree that the community values and promotes the active involvement of women in political leadership. (M= 4.63) indicates a strong agreement on the active involvement of women in political leadership. While respondents generally agree that women in their field are as competent as men in similar positions (M= 4.48) should have equal opportunities to participate in political processes.

The overall mean of 4.56 indicates a very high level of agreement across all indicators, suggesting a positive perception of the empowerment of women in the educational community concerning their political engagement. The standard deviation of 0.59 suggests consistency in responses. The responses reinforce the notion that respondents generally hold a positive view of women's empowerment in the educational community, particularly in terms of political engagement.

Table 10. Level of Empowerment of Women in the Educational Community in Terms of Psychosocial Development

Statements	Mean	SD	Remarks
With a strong sense of self-worth and confidence navigates through life with assurance and resilience.	4.61	0.51	Strongly Agree
Show a sense of satisfaction in her emotional and mental well-being.	4.56	0.53	Strongly Agree
Effectively manage and cope with stress and life challenges.	4.57	0.62	Strongly Agree
Empowered and self-assured to make decisions that shape the course of her life.	4.58	0.62	Strongly Agree
Maintain a healthy and supportive relationship with others.	4.61	0.59	Strongly Agree

Overall Mean = 4.58

Standard Deviation = 0.57

Verbal Interpretation = Very High

Table 10 presents data on the level of empowerment of women in the educational community, particularly in the context of their psychosocial development. Respondents strongly agree that with a strong sense of self-worth and confidence navigates through life with assurance and resilience. (M= 4.61) indicates a strong agreement on the women's psychosocial development.

While respondents generally agree that women show a sense of satisfaction in her emotional and mental well-being (M= 4.56) therefore, communities that foster an environment where women can experience satisfaction in their emotional and mental well-being contribute to the well-being and resilience of society.

The overall mean of 4.58 indicates a very high level of agreement across all indicators, suggesting a

positive perception of the empowerment of women in the educational community concerning their psychosocial development. The standard deviation of 0.57 suggests consistency in responses. The responses reinforce the notion that respondents generally hold a positive view of women's empowerment in the educational community, particularly in terms of psychosocial development.

Table 11. Test of difference in the Empowerment of Women in the Educational Community when grouped according to Profile

Profile	Empowerment of women	Type III Sum of Squares	df	Mean Square	F	Sig.
Age	Professional Career	1.299	4.000	0.325	0.911	0.459
	Socio-Economic Development	3.290	4.000	0.822	2.561	0.040**
	Political Engagement	1.937	4.000	0.484	2.274	0.063
	Psychosocial Development	0.776	4.000	0.194	0.830	0.508
Civil Status	Professional Career	0.092	2.000	0.046	0.129	0.879
	Socio-Economic Development	0.268	2.000	0.134	0.401	0.670
	Political Engagement	0.204	2.000	0.102	0.462	0.631
	Psychosocial Development	0.032	2.000	0.016	0.068	0.934
Socio-Economic Status	Professional Career	2.306	3.000	0.769	2.205	0.089
	Socio-Economic Development	6.971	3.000	2.324	7.789	0.000**
	Political Engagement	4.995	3.000	1.665	8.566	0.000**
	Psychosocial Development	2.916	3.000	0.972	4.414	0.005**

*Note: ** p < 0.05.*

Table 11 appears to be presenting the results of a test of difference in the empowerment of women in the educational community as group according to profiles, specifically, age, civil status, and socio-economic status. The analysis is conducted separately for different aspects of empowerment related to professional career, socio-economic development, political engagement, and psychosocial development.

The results suggest that age has a significant difference on the empowerment of women in the educational community, specifically in the context of socio-economic development ($p=0.040<0.05$) Civil status does not seem to significantly influence empowerment in any of the considered aspects ($p>0.05$) Socio-economic status significantly influences empowerment in the context of socio-economic development ($p=0.000<0.05$), political engagement ($p=0.000<0.05$), and psychosocial development ($p= 0.005<0.05$). The results with p-values less than 0.05 are considered statistically significant, suggesting that there are differences in empowerment across the groups for those specific dimensions.

Table 12. Significant Relationship between Social Factors and the Empowerment of Women in the Educational Community

Social Factors	Empowerment of women			
	Professional Career	Socio-Economic Development	Political Engagement	Psychosocial Development

Family	Pearson Correlation	.431**	.343**	.512**	.520**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	180	180	180	180
Community	Pearson Correlation	.350**	.602**	.545**	.429**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	180	180	180	180
Social Norms	Pearson Correlation	.476**	.488**	.496**	.502**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	180	180	180	180

*Note: ** p < 0.05.*

Table 12 indicates the significant relationship between social factors in terms of family, community, and social norms and the empowerment of women in the educational community in terms of professional career, socio economic development, political engagement, and psychosocial development.

It is interesting to note the significant relationship, exist between the level of social factors and all indicators of empowerment of women in the educational community. The correlation is all positive and ranges from .342 to. 602.This suggests that as social factors increase women's empowerment in professional careers, socio-economic development, political engagement, and psychosocial development also tends to increase. This means that family, community, and social norms play a significant and positive role in supporting the individual in various aspects of their life.

In summary, the statement highlights the significant and positive relationship between social factors and women's empowerment within the educational community, underscoring the importance of fostering supportive social environments to promote empowerment across various dimensions of women's lives.

It is interesting to note the significant relationship exist between the level of cultural factors and all indicators of empowerment of women in the educational community. The correlation is all positive and ranges from .415 to .706. This suggests that as social factors increase, women's empowerment in professional careers, socio-economic development, political engagement, and psychosocial development also tends to increase. This means that family, community, and social norms play a significant and positive role in supporting the individual in various aspects of their life.

Table 13. Significant Relationship between Cultural factors and the Empowerment of Women in the Educational Community

Cultural Factors	Empowerment of women			
	Professional	Socio-Economic	Political	Psychosocial

		Career	Development	Engagement	Development
Beliefs	Pearson Correlation	.702**	.649**	.415**	.476**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	180	180	180	180
Values	Pearson Correlation	.669**	.646**	.537**	.638**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	180	180	180	180
Practices	Pearson Correlation	.500**	.706**	.627**	.538**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	180	180	180	180

*Note: ** p < 0.05.*

In summary, the statement suggests that cultural factors have a significant and positive influence on women's empowerment within the educational community, similar to social factors. It emphasizes the need to promote supportive cultural norms and practices to enhance women's empowerment across various dimensions of their lives.

4. Conclusion and Recommendations

In view of the aforementioned findings, the study has shown the following conclusions:

The hypothesis stating that there is no significant relationship on social and cultural factors to the empowerment of women in the educational community was rejected.

Based on the findings and conclusions, the following are recommended.

1. Organize events and activities celebrating women's achievements in education to promote gender equality. Highlight their contributions across various spheres and provide positive role models to challenge traditional gender norms and inspire future generations.

2. Cultural institutions, community leaders, and educators must actively promote cultural beliefs that support women's expression and increase their access to education and career opportunities to ensure continued support for women's empowerment and advancement.

3. Future researchers could consider utilizing this study as foundational resource or dataset to enhance their investigations into similar topics. By building upon the findings and methodologies of this study, researchers can deepen their understanding and potentially reinforce the conclusions drawn in the current research project. This approach promotes continuity in research efforts and fosters a cumulative advancement of knowledge in the field of women's empowerment.

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