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Research Article

Gender-Based Harassment Legislation in Higher Education: Awareness and Policy Implications Under the Philippine Safe Spaces Act

Christine P. Lagrada, Elizabeth Buena-Villa*, Julius Guiller G. Luis

De La Salle University – Dasmariñas, Dasmariñas City, Cavite, Philippines

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*Corresponding author:

E-mail:

esbuena@dlsud.edu.ph

ABSTRACT

The Philippines enacted the Safe Spaces Act of 2018, to prevent and address gender-based sexual harassment in public and private spaces, including educational institutions. As higher education institutions play a vital role in socialization, personal development, and norm formation, awareness and effective implementation of the Act among students and staff are essential in ensuring safe, inclusive, and harassment-free learning environments.

This study assessed the extent of awareness of the Safe Spaces Act of 2018 among students and staff of a higher education institution in Tagaytay City, Philippines, examined differences in awareness when respondents were grouped according to demographic and professional profiles, and proposed policy-oriented recommendations. Employing a quantitative descriptive-correlational research design, data were gathered from 535 respondents comprising students, teaching, and non-teaching personnel using a validated awareness survey based on a four-point Likert scale. Statistical analyses included frequency distribution, weighted mean, independent sample t-test, one-way ANOVA, and post hoc Scheffé tests.

Results revealed an overall Very High Level of Awareness of the Safe Spaces Act (overall mean = 3.50), indicating strong institutional compliance supported by awareness programs, clear policies, reporting mechanisms, and enforcement measures. No significant difference in awareness was found when respondents were grouped by gender; however, significant differences emerged when grouped according to role, age, and years of stay in the institution, with teaching personnel, older respondents, and those with longer institutional tenure demonstrating higher awareness levels. The study concludes that while the institution has effectively implemented the Safe Spaces Act, sustaining and strengthening compliance requires continuous training, targeted awareness initiatives for students and newly hired personnel, and enhanced confidential reporting systems. These measures are essential to

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maintaining a safe, respectful, and inclusive campus environment aligned with national policy mandates.

Keywords: *Campus safety, Gender-based sexual harassment, Philippine legislation, Policy implementation, Safe Spaces Act of 2018, Students and staff*

Background

The Philippines enacted the Republic Act 11313, also known as the Safe Spaces Act of 2018 (Bawal Bastos Law). To address and extinguish the sexual harassment in all places in the country. The law is very important initiative to have a safer and welcoming public and private spaces, given of the sexual harassment have a bad impacts on both individuals and in the community.

Educational institutions are the main place for socialization and growth of most of the people in the country; it is especially important in this study. The Safe Spaces Act must have required college and universities to implement a procedure to stop and deal with harassment, guaranteeing a safe environment that supports education and individuals in their development. This legal mandate is in line with international norms that support secure learning environments devoid of violence and discrimination.

Even after the law was enacted in 2018, students and employees in educational institutions still lack awareness and knowledge about their rights and their requirements. Since awareness affects people's ability and capacity to uphold and support a law's values, it is an essential first step to an effective implementation. According to a study by De Jesus (2023), there are wide variations in the Safe Spaces Act's information in different sectors, with educational settings showing different levels of understanding and effectiveness. Rural and smaller educational settings frequently lag urban institutions in terms of awareness and compliance, according to Cruz et al. (2021).

College Student's students and staff awareness are especially important for a few reasons. First, educational establishments serve as small versions of society, expanding actions and traditions. Therefore, the institution may help bring more about important social change by understanding and putting the Safe Spaces

Act into practice. Second, the academic achievement and general well-being of students are closely attached to their perception of safety and security on the institutions. According to a study, harassment and lack of safe spaces can significantly affect student academic performance, mental health, and overall experience in the institutions.

Furthermore, the importance of the staff in establishing and having a secure atmosphere cannot be emphasized enough. Teaching and non-teaching staff must be knowledgeable about the rules and the legal actions to take because they are the first people that students contact when they are being harassed. Staff members who are proactive and knowledgeable can help students and promote a respectful and safe environment. To keep staff members alert and sensitive to the needs of the students, it is important that they receive training and education, according to the recent worldwide research.

The study's value rests in its capability to assist College Student with policy creation. By evaluating the present, the level of staff and students in understanding the Safe Spaces Act and to further identify any gaps or areas that require development, educational campaigns and school policies that can strengthen the law's application and to have a safer campus environment that can be developed. Park (2023) conducted an analysis at South Korean institutions and discovered that customized awareness campaigns greatly improved the effectiveness and compliance of comparable laws.

According to American Psychological Association (2020) They asserts that harassment negatively impacts the student's emotional health and academic performance. The study highlights the importance of secure learning places in reducing these impacts. Policies like the Safe Spaces Act are essential in fostering a secure learning environment since harassment

can lead to increased stress and anxiety as well as a drop in academic performance.

According to Gupta and Mitchell (2021) There is evolving recognition of harassment in higher education. Higher education is becoming more aware of harassment, according to a 2021 study by Gupta and Mitchell. The study found that children's participation in outside interests, academic achievement, and emotional well-being is all affected by harassment. A child's involvement and academic performance are affected by bullying since it increases their chance of feeling scared and hopeless. To foster a learning environment free from prejudice and fear, these safe places are important.

According to the study of Astin (2019) The developmental theory of higher education, student participation is important to their personal development. According to the study, students who participate in the learning settings have a higher chance of achieving both academic and personal success. As promoted by the Safe Spaces Act, having a welcoming and safe environment can improve students' engagement and their growth.

Educational Campaigns and Safety Legislation

The contribution of the educational efforts for the effective implementation of school safety laws examined by Bassey (2021). To teach the employees and students about regulations and safeness and their advantages, an awareness campaign is essential. Because if you are more aware it can result in improved compliance and well-planned legislation in educational institutions, this technique fits the Safe Spaces Act. This is essential to the Level of Awareness on the Safe Spaces Act of 2018.

As explained by Goruk, K. J., and colleagues, adequately averting gender-based harm by 2024 calls for greater comprehension of the issue. So, what is the issue? Numerous investigations examine it and uncover what most may not realize: debunking preconceptions serves to do much more than just that; it boosts understanding and knowledge of gender matters across the board, among everyone. Studies show that when people know better, they act better, and the same holds true for issues of

gender. The recently released 2019-2020 World Policy Analysis Report on the global status of violence prevention states that in "equity communities"—those with initiatives aimed at reducing gender-based violence" mentors work with young people to develop social-emotional competencies," which is just one way that empowerment occurs. And why does it enable? Because it helps those who need it to feel better about themselves, thus lowering insecurity and boosting self-worth, awareness and Implementation in Educational Institutions.

The Safe Spaces Act's awareness and application in Philippine educational institutions was examined by Cruz et al. (2021). According to their findings, different institutions have different levels of awareness, and although some schools have made great steps in putting the provision of the act into practice. This study emphasizes the importance of focused awareness campaigns to guarantee consistent legal comprehension and implementation.

In the Philippines, De Jesus (2023) also examines the variation in the awareness of the Safe Spaces Act across the different sectors. Sectors also differ regarding their awareness level; it is on average moderate for the educational sector in contrast with other sectors. Thus, the following research findings suggest the necessity for conducting more specific concerning activities in the education field to boost the completeness and utilization of the regulation.

In view of this, Flores (2020) describes general measures as crucial in identifying learning spaces that are safe and considerate to the cohorts of learners. Prominent and easily understandable policy statements, training initiatives and enforcement procedures are the policy elements mentioned in the study. Therefore, the Safe Spaces Act in pedagogical contexts requires such comprehensive policies to be effective.

Johnson, Lee, and Martinez further enlightening the issue note that, staff members need to undergo continuous training about safety of learning environments. The training thus helps the staff members fashion effective ways to respond to concerns while at the same time acquainting them with the safety processes in place. In fact, compliance with the Safe Spaces

Act was described as relying significantly on repeated training.

Park (2023) describing that properly targeted awareness campaigns are effective for the compliance with the safety standards in South Korean institutions. Such commercial and specialized programs generate awareness and enhance how different regulations on safety are implemented in institutions that have special needs and surroundings. This strategy might be adopted by College Student to enhance knowledge level, and consequently compliance level to Safe Spaces Act.

Applying the Safe Spaces Act, Sanchez (2020) also underscores how imperative legal insight is. As it now stands, it is quite embarrassing that the Act has been passed but remains a 'dead letter' because enforcement and adherence to the legislation are poor. For this reason, every member of staff and student must be informed of their rights and responsibilities under the Act.

Role of Educational Institutions in Societal Transformation

Education's effect on norms/attitudes is seen in Tibbitts (2020) discussion on the social change role of educational institutions. I believe the goals of the Safe Spaces Act are align with the critical task that school perform in providing safe and welcoming environment.

The United Nations Educational Scientific and Cultural Organization (UNESCO) in 2019 developed international standards for safety in education, which set up educational facilities worldwide. It contains policies, procedures and measures for safety and respect in the learning process promoted by the requirements above mentioned. In this way, College Student can apply better the Safe Spaces Act according to the given guidelines.

The Safe Spaces Act of 2018, has provided a discussion on gender-based school campus. Wherever harassment is having negative attributes to the students' performance and their psychological well-being in the institutions, this policy seeks to promote safe and harassment free environment in the education facilities for all students and staff. It shows the nasty side of harassment, this increases the stress factor and the poor performance at school

therefore the need for improved learning environment. Since it is appraised that when students are engaged and grow in a secure environment, they are likely to perform well academically and socially, the Safe Spaces Act seeks to lessen such devastating effects. In other words, for the safety laws to be effectively implemented, awareness creation and staff education and sensitization are vital. In their studies, Johnson et al. (2022) and Bassey (2021) pointed out that compliance with the Safe Spaces Act can be ensured only if there are training sessions and staff and students are informed when and how they can stay safe. Cruz et al. (2021) indicate that there is a variation of knowledge and implementation levels of educational institutions making it crucial for programs to offer a uniform legal perspective. Park (2023) has revealed that the option of developing specific tailored awareness campaigns can fully satisfy the demands of these institutions including College Student to enhance people's compliance with the Act and thus improve the protection of learners.

The law in question is called the Safe Spaces Act; however, this is not enough to understand how one must use it successfully, focusing on the legal content of the act. Definitions of-section 12- rights and necessary provisions under the Act are defined in the Congress of the Philippines (2018) Section 2 of the Act, and frameworks for safe learning environments may be found in UNESCO (2019). Flores (2020) and Sanchez (2020) pointed out that to have a workplace free of harassment and full of respect regulations, clear standards and legal awareness are to be stated. The goals of the Safe Spaces Act align with some of the positive roles of educational institutions, as they change behaviors. Policy making that has been reviewed in this paper implies a comprehensive way of developing policies at College Student that ensure upon the implementation of Safe Spaces Act it will bring into reality safer and harassment-free educations stock.

Statement of the Problem

1. What are the demographic profiles of the stakeholders in College Student?
 - 1.1 Age
 - 1.2 Gender

1.3 Role

1.4 Year of Stay in College Student

2. What is the extent of the current level of awareness of the Safe Spaces Act of 2018 among students and staff at College Student, as measured by a standardized awareness survey?
3. Is there a significant difference in the extent of the current level of awareness of the Safe Spaces Act of 2018 among students and staff at College Student when grouped according to profile?
4. Based on the findings of the study what Recommendation can be proposed?

Hypothesis

The null hypothesis stated that there are no significant differences in the extent of the current level of awareness of the Safe Spaces Act of 2018 among students and staff at College Student when grouped according to profile.

Theoretical Framework

The study grounded in several theoretical perspectives that guide the understanding of awareness levels and policy development processes.

Another perspective for viewing the study is the Theory of Planned Behavior (TPB). This theory postulates that behavior is determined by perceived intention which in turn is shaped by attitude, subjective norm and perceived behaviors control. This cross-sectional survey will determine the level of awareness of the Safe Spaces Act with a view to determining attitudes, perceived norms and perceived control over the behavior of students and staff in regard to implementation of the Act.

Key Components:

Attitudes: Expectations as to the consequences of adherence to the Safe Spaces Act. Subjective Norms: Regulatory or other demands that may prompt one into compliance with the Act. Perceived Behavioral Control: The relative flexibility or rigidity in the processes of becoming compliant with the Act depending on the individual and environment.

1. Diffusion of Innovations Theory

It is vital to Turns to Rogers' Diffusion of Innovations Theory to understand how the change in an organization, including the implementation of the Safe Spaces Act of 2018, occurs. An understanding of this theory is relevant when seeking to know how awareness and acceptance of the Act can be promoted among the students and the staff.

Key Components:

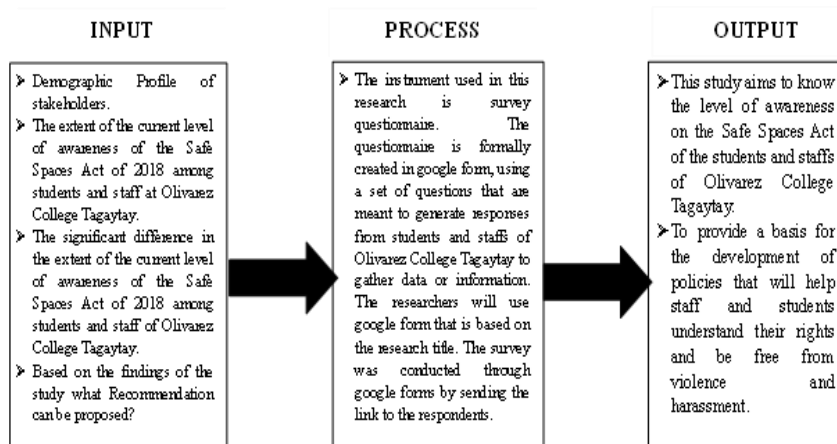
Innovation: The Safe Spaces Act is a policy which was passed in 2018. Communication Channels: Techniques employed in communicating the provisions of the Act.

Social System: Students and members of the faculty of the College Student.

Time: The time span in which people acquire knowledge about the Act and time they embrace it.

Conceptual Framework

This study was designed to find out the extent of the current level of awareness of the Safe Spaces Act of 2018 among students and staff of College Student. The model shows the structure of the entire study.



Schematic Diagram Showing the IPO Model Used in the Stud

Figure 1 explains the paradigm of the study. This model was developed by researchers to assess the extent of the current level of awareness of the Safe Spaces Act of 2018 among students and staff at College Student.

The first frame illustrates the intricate aspects of the study's input, which includes the profiles of the students and staff at College Student. Key variables such as age, gender, and role in the college are considered to understand the demographics of the participants.

The process of the study encompasses several critical steps. Initially, the research questionnaire is validated to ensure its accuracy, reliability, and effectiveness in measuring awareness of the Safe Spaces Act of 2018. After validation, the questionnaire is administered to the selected participants, and subsequently, the complete questionnaires are collected for analysis.

The output of the study is focused on proposing an intervention and action plan. Based on the analysis of the collected data, the researchers will develop a comprehensive plan aimed at enhancing awareness of the Safe Spaces Act of 2018 among students and staff, thereby contributing to a safer and more informed college environment.

Significance of Study

This study titled GENDER-BASED HARASSMENT LEGISLATION IN HIGHER EDUCATION: AWARENESS AND POLICY IMPLICATIONS UNDER HIGHER EDUCATION COLLEGE STUDENT can help the following:

This study aimed to be beneficial to the following:

For Students: The direct recipients of the findings generated in this study are the students at College Student. With this, the study seeks to identify areas that the respondents may lack adequate knowledge of the Safe Spaces Act of 2018. The results could be used to design specific information presentations and training seminars for students with the aim of enhancing their understanding, as members of society and citizens of the country, of the specifics of the Act. Such awareness is expected to help create a safer and more resistant campus environment by developing capabilities of

students in handling negative cases including harassment and discrimination.

For Staff: Likewise, the study contributes to the staff of College Student from assessing their knowledge regarding the Safe Spaces Act of 2018. The findings may result in the development or enhancement of the class and/or policies directed towards staff. Increased awareness among the staff will enable them to work in a manner that will help complement the creation of a positive and complaint-friendly workplace that will aid the full and effective implementation of the provisions of the Act. This will lead to a forming positive climate that increases chances of staff members knowing and being able to address issues of harassment and discrimination.

Education Policy Maker: The implication of this study is useful in formulating policies at College Student to enforce standards that conform to the Safe Spaces Act. In this case, the college administration will be informed of the level of awareness among students and staff and hence be able to close any existing gaps and put in measures, which will ensure the college becomes a safe place for all. These could measure a range from developing, communicating awareness and training interventions or support mechanisms for addressing GBV particularly within the workplace.

College Student: The use of the possible findings of this study may contribute to increasing the global awareness of the Safe Space Act of 2018 and the creation of a policy that is gender equal, which will pay attention to individuals' safety.

Future Researchers.: Future researchers might undertake subsequent research on awareness of the Safe Spaces Act of 2018 in other setups and environments.

Scope and Delimitations

The study, "GENDER-BASED HARASSMENT LEGISLATION IN HIGHER EDUCATION: AWARENESS AND POLICY IMPLICATIONS UNDER HIGHER EDUCATION COLLEGE STUDENT," which aims to assess the level of awareness of the Safe Spaces Act of 2018 to the college students and generation of awareness and understanding of the act to the members of the

College Student staff. The assessment was done with participants from both groups across the different departments and functions within the institution, so it gave a good cross-sectional sample that could flag awareness level across the institution. It Entrepreneurship Skills Training: Practices and Evaluation was also limited to Higher Education Institution in Tagaytay City Philippines hence the results could not be generalized to other colleges or regions. Data was collected through the Safe Spaces Act of 2018 awareness survey which the research developed to assess the participants' knowledge, understanding and perception of the Act. the analysis was concentrated on identifying how many college students and staff members were familiar with the college and its programs and whether demographic and professional peculiarities, such as age and gender, influenced this level of awareness. The study faced several delimitations. First, this research used a purposive sample of college students and staff from College Student; the size and nature of this sample affected the external validity of this study in other educational settings or with other populations. Secondly, the study used a specific standardized awareness survey A) to measure awareness and B) to capture participants' attitudes though it covered all essential components of the Safe Spaces Act, and though it was rather comprehensive, it might have failed to capture all nuances which might exist in the way the participants perceive and/or understanding the Act. Third, the cross-sectional nature of the data in this research restricted the investigation of the temporal dynamics of this awareness by showing only a snapshot of the participants' responses during the time of the study, at least with the time that we conducted the study; this means that we could not capture any effects of increased policies or interventions on this awareness or monitor any changes to this awareness over time. Last, the findings were explicit to College Student and may not have included essential cultural, social, or organizational factors that, in effect, can affect understanding of the Safe Spaces Act. These limitations defined the scope of this study and the context within which its results should be considered.

Awareness: Level of awareness and comprehension of the Safe Spaces Act particularly to the students and staff of College Student.

Policy Development: The creation of policies and their subsequent integration to support compliance with laws after conducting research.

Safe Spaces Act, aimed at eliminating gender-based harassment in public spaces and online.

Staff: It involves all its teaching and non-teaching employees in Higher Education Institution Tagaytay.

Students: These include college students from first year to fourth year in Higher Education Institution in Tagaytay.

This chapter described the design of the study. It provided more information about the methods of research applied in this work, and the tools for data displaying, analyzing and interpreting.

Methods

Research Design

The researchers used quantitative research methods. According to Bhandari (2020), quantitative research is a systematic way of emulating numerical data. They applied it to identify trends and means, forecast, check associations between variables, and extend results to the entire population. Of the research methods, the study employed correlational research given the intention to compare the study variables. This method assisted in the testing of the hypothesis of this study that was on the Level of Awareness of the Safe Spaces Act of 2018.

Research design referred to the methods and procedures conducted in this study. This study utilized a quantitative descriptive research design. A quantitative study involved the use of objective measurements and computational techniques to gather and analyze numerical data from groups of people to derive conclusive results Kumar (2021). Descriptive research was a straightforward approach to analyzing data and presenting it as it was to understand a certain phenomenon or event Sullivan (2023). Variance research, on the other hand, was a non-experimental method used to

measure differences between variables without the researcher manipulating or controlling any of the variables, and to identify whether there were differences or similarities in the characteristics of the population Smith & Jones (2022). This design was employed to describe the assessment of each population and then examine the data for variances.

Setting/Research Locale

The study was conducted to College Student. Numerous academic programs are available at College Student to assist students in acquiring the values, abilities, and information necessary to be successful in their chosen fields. The Higher Education Institution strives to give students educational experience that equips them with problems they may face in the real world, with an emphasis on both professional and personal development. Regardless of your interests in technology, business, healthcare, or education, College Student provides a nurturing environment where you can develop a solid foundation for your future.

Population and Sampling

The population for this study included all college students and staff at College Student. This encompassed a diverse group of individuals within the institution, including those enrolled in various academic programs and those employed in different roles. The study aimed to assess the level of awareness of the Safe Spaces Act of 2018 across this entire population to ensure that the findings were representative of the entire college community.

The study, "GENDER-BASED HARASSMENT LEGISLATION IN HIGHER EDUCATION: AWARENESS AND POLICY IMPLICATIONS UNDER HIGHER EDUCATION COLLEGE STUDENT", focused on evaluating the awareness levels of the Safe Spaces Act of 2018 among college students and staff at College Student. This assessment involved participants from both groups, ensuring a representative sample across various departments and roles within the institution to provide a comprehensive understanding of awareness levels. The study was geographically confined to College Student, located in Tagaytay City, Philippines, and the findings were specific to this context, potentially

limiting their applicability to other institutions or regions. To gather data, the study used a standardized awareness survey designed to measure knowledge, understanding, and perceptions of the Safe Spaces Act of 2018. The analysis focused on determining the extent of awareness among students and staff, with particular attention to differences based on demographic and professional profiles, including age, gender, and role within the college.

The study was constrained by several delimitations. Firstly, the research relied on a selected sample of college students and staff from College Student, and the size and composition of this sample impacted the generalizability of the findings to other educational institutions or the broader population.

Sampling Technique

The study used Stratified Random Sampling Technique. The researchers divided College Student students and staff according to their age, gender, and role within the college. In this study, the sample size of the students was drawn from the enrolled students for the academic year 2024–2025 at College Student.

For the sampling technique of the staff, the researchers used total population sampling, which involved examining the entire population possessing a specific set of characteristics (Lærd Dissertation, n.d.). In this context, the researchers examined the entire population of staff members.

Research Instruments

The data were gathered through a survey questionnaire using a four-point Likert scale. A Likert scale is a close-ended, forced-choice scale used to measure responses with extremes at the ends of the scale, fewer extreme choices towards the middle, and a neutral choice at the middle if there were any Vinney, (2019). This was used to quantify data so that it could be subjected to statistical analysis. A four-point Likert scale was usually used to reduce ambiguity and improve response quality since it was easier for the respondents to understand Devlin, et al. (2003). This study used the five-point Likert scale to measure levels of agreement, which were translated to 1 (Not at All), 2

(Some Extent), 3 (Moderate Extent), and 4 (Great Extent).

To ensure the instrument's accuracy and relevance, it will undergo validation through expert review by educational and legal experts, followed by a pilot test with a small, representative sample to identify any issues and refine the instrument Johnson & Kumar, (2022). The survey will be administered electronically through an online platform, with paper-based alternatives available if needed Brown, (2023). Participants will receive clear instructions to complete the survey, with assurances of confidentiality and anonymity. Data collection will be managed through the survey platform, and the collected responses will be analyzed using statistical techniques to assess awareness levels and identify significant differences based on demographic and professional profiles Lee & Chen, (2024). This survey will be instrumental in gathering data to inform policy development and interventions aimed at enhancing awareness of the Safe Spaces Act at College Student. This standardized survey questionnaire was utilized to measure the level of awareness of the Safe Spaces Act of 2018 among students and staff at College Student. The survey instrument underwent a systematic validation process to ensure its reliability and accuracy. The awareness questionnaire consisted of twenty-five (25) items designed to measure respondents' knowledge and understanding of the key provisions of the Safe Spaces Act, including its preventive mechanisms, reporting procedures, and institutional responsibilities in addressing gender-based sexual harassment. Prior to its administration, the instrument was subjected to content validation by three subject-matter experts in criminology and gender studies, who evaluated the questionnaire for clarity, relevance, and alignment with the objectives of the study. Their recommendations were incorporated to improve the wording and appropriateness of the survey items.

To determine the internal consistency and reliability of the instrument, a reliability test was conducted using Cronbach's Alpha coefficient. The analysis yielded a reliability coefficient of 0.87, indicating high internal consistency and confirming that the items in the

instrument consistently measured the construct of awareness of the Safe Spaces Act.

Responses were measured using a four-point Likert scale to determine the level of awareness among respondents. The scale was interpreted as follows: 3.26 – 4.00 (Very High Level of Awareness), 2.51 – 3.25 (High Level of Awareness), 1.76 – 2.50 (Low Level of Awareness), and 1.00 – 1.75 (Very Low Level of Awareness).

This scale was used to compute the weighted mean scores and determine the overall level of awareness of the Safe Spaces Act among students, teaching personnel, and non-teaching staff.

The secondary data used in Chapter 2 was gathered from credible peer-assessed and research-based publications. The information presented in the review of related literature was collected from foreign and local articles, news columns, editorials, and educational blogs authored by individuals knowledgeable about the research variables. Furthermore, the information in the review of related studies was derived from theses published by academic scholars from foreign and local academic institutions. The researchers used search engines such as Google, Safari, Education Resources Information Center, JSTOR, ResearchGate, E-Journals, Library Genesis, and Google Scholar to collect relevant literature and studies.

The literature and studies were carefully filtered based on their relevance to the research focus. When these were locked or archived, the researchers sent access requests to their rightful owners. To ensure academic integrity, all authors were properly cited, and their works were listed in the reference list to avoid plagiarism. These resources supported the assessment of awareness levels regarding the Safe Spaces Act of 2018 and provided a foundation for policy development recommendations for College Student.

Data to be Gathering Method

The data were gathered through a survey questionnaire using a four-point Likert scale. A Likert scale is a close-ended, forced-choice scale used to measure responses with extremes

at the ends of the scale, fewer extreme choices towards the middle, and a neutral choice at the middle if there were any Vinney, (2019). This was used to quantify data so that it could be subjected to statistical analysis. A four-point Likert scale was usually used to reduce ambiguity and improve response quality since it was easier for the respondents to understand Devlin, et al. (2003). This study used the four-point Likert scale to measure levels of agreement, which were translated to 1 (Not at All), 2 (Some Extent), 3 (Moderate Extent), and 4 (Great Extent).

The researchers sent request permission to each of the respondents to ask for their participation in the study. The request permission contains the outline of the study, and the consent form to ensure their willingness to participate. The consent letter allows the social work educators to discontinue as respondents. The questions in the survey used non-discriminatory and gender-fair language to avoid devaluing and harming others throughout the process.

To ensure the participant's confidentiality and anonymity there was no collection of personal and sensitive information aside from the variable of the demographic profile of this study. For confidentiality, their pieces of information (demographic profile) were not disclosed to unauthorized individuals to protect their privacy. For transparency, the result of the survey was sent back to the respondents for them to review. The researchers assured the accuracy and reliability of the result of the data analysis as it depended fully on the information given by the respondents.

The thesis adviser checked this research paper to ensure that this was well written. After three readings and the revisions were all made, it is submitted to the thesis critic for checking. Upon approval of both the thesis adviser and thesis critic, it is prepared for research proposal defense.

Results and Discussion

1. What are the demographic profiles of the stakeholders in College Student?

Table 1. The profile of the respondents

Profile		Frequency (n = 535)	Percentage
Gender	Male	271	50.5%
	Female	266	49.5%
Age	18 – 30 Years old	425	79.1%
	31 – 40 Years old	50	9.3%
	41 – 50 Years old	35	6.5%
	51 Years old and above	27	5%
Role	Student	379	70.6%
	Non-Teaching	83	15.5%
	Teaching	75	14.9%
Year of stay in Olivarez	Below 3 years	182	33.9%
	3 – 5 years	272	50.7%
	6 – 7 years	43	8%
	8 – 10 years	40	7.4%

Table 1 is the profile of the respondents. Frequency counts and percentages were utilized to determine the profile distribution of the respondents. The data revealed an almost equal distribution among males and females with a frequency of 271 and 266 or 50.5% and 49.5% of the respondents. While the majority are young ages 18 – 30 years old with a frequency of 425 or 79.1%, most are students 379

or 70.6%, and within 3 -5 years of stay in the school, 272 or 50.7%. This may imply that the profile shows a respondent pool overwhelmed by more youthful people (basically students), adjusted gender representation, and a wide extent of organization roles and lengths of remain. These characteristics propose that the study's discoveries are likely to reflect the points of view of an overwhelmingly youthful,

student-heavy statistic with restricted long-term regulation encounters. In case the ponder points to get its behaviors or attitudes inside the institution, these variables will be significant in translating what comes about and making focused suggestions. According to (Statistics Canada, 2021) The **frequency (f)** of a particular value is the number of times the value occurs in the data. The **distribution** of a variable is the pattern of frequencies, meaning the set of all possible values and the frequencies associated with these values.

Gender and Harassment Affect the writing by Gupta and Mitchell (2021) highlights how marginalized groups, such as ladies, regularly confront higher levels of harassment in instructive settings. This demographic adjustment recommends that any security or harassment-related issues within the institution influence both genders. Focusing on mindfulness campaigns, as emphasized by Basse (2021), should address gender-specific vulnerabilities. Age and Awareness Campaigns by Park (2023) stresses the significance of custom awareness programs for security enactment. This youthful demographic recommends that awareness campaigns can viably use computerized instruments and social media platforms, which resonate strongly with more youthful gatherings of people. In any case, procedures should also consider the respondents aged 31 and over, who may require alternative approaches to engagement. Role and Organization Engagement

by Astin (2019) emphasizes student association as basic for academic and individual development, whereas Cruz et al. (2021) note varieties within the usage of security approaches over institutions. The findings recommend that a significant extent of the community comprises learners. Programs beneath the Safe Spaces Act should prioritize engaging students whereas too engaging staff to cultivate a shared culture of safety and inclusivity. Years of Stay and Policy Familiarity by Flores (2020) and Sanchez (2020) emphasizes the requirement for comprehensive policies and awareness. The variety over a long time of remaining highlights the requirement for reliable orientation and continuous preparation sessions. Newer individuals might need nature with the Safe Spaces Act compared to longer-tenured people, requiring custom onboarding programs to guarantee uniform understanding. Worldwide Rules and Educational Environment by UNESCO (2019) highlights the importance of adjusting organization practices with worldwide rules for secure educational situations. The data illustrates the need for flexible and all-encompassing security policies that accommodate this diverse population by reflecting the variations in jobs, ages, and years of experience inside the organization. According to Flores (2020), comprehensive policies should accommodate students' preferences, directives and non-teaching employees must guarantee the Safe Spaces Act is applied impartially.

Table 2. The current level of awareness of the Safe Spaces Act of 2018 acts among students and staff of College Student

Gender-Based Sexual Harassment at College Student	Mean	SD	VI
1. College Student has implemented awareness programs aimed at educating students and staff about gender-based sexual harassment. These initiatives help create a more informed community that understands the importance of addressing and preventing harassment. (Ang College Student ay nagpatupad ng mga programa para sa kamalayan na naglalayong turuan ang mga estudyante at kawani tungkol sa gender-based na sekswal na harassment. Ang mga inisyatibong ito ay tumutulong sa paglikha ng mas maalam na komunidad na nauunawaan ang kahalagahan ng pagtugon at pagpigil sa harassment.)	3.45	.724	VH
2. The college has established various confidential reporting channels, including hotlines and online platforms, enabling students to report incidents safely. This fosters an environment where victims feel supported in coming forward. (Ang kolehiyo ay nagtataguyod ng iba't ibang mga kumpidensyal na paraan ng pag-uulat, kabilang ang mga hotline at mga online na plataporma, na nagpapahintulot sa mga estudyante na ligtas na iulat ang mga insidente. Ito ay nagtataguyod ng isang kapaligiran kung saan nararamdaman ng mga biktima na sila ay suportado sa paglapit at paguulat.)	3.31	.739	HL

3. Mandatory training for faculty and staff on gender sensitivity and harassment prevention is crucial at Higher Education Institution. Such training enhances understanding and equips staff to respond effectively to incidents. (Ang kinakailangan na pagsasanay para sa mga guro at kawani sa gender sensitivity at pagpigil sa harassment ay mahalaga sa Higher Education Institution. Ang ganitong pagsasanay ay nagpapalawak ng kaalaman at nagbibigay-kakayahan sa mga kawani na tumugon nang epektibo sa mga insidente.)	3.36	.70 7	VH
4. Clear policies at the institution define harassment, outline procedures, and detail consequences. This transparency contributes to a safer educational environment for all. (Ang malinaw na mga polisiya sa institusyon ay nagbibigay-depinisyon sa harassment, naglalahad ng mga pamamaraan, at nagdedetalye ng mga parusa. Ang transparency na ito ay nagaambag sa mas ligtas na kapaligirang pang-edukasyon para sa lahat.)	3.41	.71 7	VH
5. Higher Education Institution collaborates with local advocacy groups, fostering a community approach that enhances prevention efforts and provides additional support for victims. (Nakikipagtrabuhang ang Higher Education Institution sa mga lokal na grupo ng adbokasiya, na nagtataguyod ng isang komunidad na lapit na nagpapalakas sa mga pagsisikap sa pagpigil at nagbibigay ng karagdagang suporta para sa mga biktima.)	3.40	.69 2	VH
The level of awareness on gender base sexual harassment	3.38	.61 3	VH

Table 2 shows the respondent's assessment of the current level of awareness of the Safe Space Act of 2018 among students and staff of College Student in terms of Gender-Based Sexual Harassment at College Student. Based on the scores obtained, an overall mean of 3.38 or a standard deviation of .613 is verbally interpreted as a Very High Level of Awareness. The respondents' assessment indicates a very high level of awareness regarding the Safe Spaces Act of 2018, particularly in addressing gender-based sexual harassment at College Student. This shows that the school has successfully developed educational and awareness-raising initiatives, creating a culture in which employees and students understand their legal rights and obligations. The high degree of awareness demonstrates a strong institutional commitment to fostering a welcoming and safe atmosphere where harassment is more likely to be recognized, reported, and dealt with. Because of this awareness, people are more comfortable speaking out against unacceptable behavior, which also improves the enforcement of laws meant to discourage and punish harassment. It also highlights how important it is to continue providing these programs with regular training, development, and education to guarantee that knowledge is converted into ongoing actions and long-term institutional improvements. According to Goruk, K. J., et.al. (2024) raising awareness against gender stereotypes

is a step in the prevention of gender-based violence. Overcoming stereotypes are related to increasing knowledge about the topic and raising awareness among students, which is the result of several of the research studies analyzed. Research has identified vulnerability to violence in people with low self-esteem and insecurity. Consequently, empowerment should be an important goal of violence prevention programs.

The indicator that got the highest mean of 3.45 and standard deviation of .724 Very High Level of Awareness is College Student has implemented awareness programs aimed at educating students and staff about gender-based sexual harassment. These initiatives help create a more informed community that understands the importance of addressing and preventing harassment. (Ang College Student ay nagpatupad ng mga programa para sa kama-layan na naglalayong turuan ang mga estudyante at kawani tungkol sa gender-based na sekswal na harassment. Ang mga inisyatibong ito ay tumutulong sa paglikha ng mas maalam na komunidad na nauunawaan ang kahalagahan ng pagtugon at pagpigil sa harassment.) Programs have been put in place at College Student to inform the local population on gender-based harassment. Most respondents are aware of these programs and acknowledge their significance, as seen by the initiative's extremely high awareness rating. Even though

the majority are aware, a tiny percentage of respondents can still be ignorant or under informed about these programs, according to the standard deviation (.724). Promoting these activities consistently across a range of venues may aid in closing this gap. According to Borges (2024) Gender-based harassment is a pressing social challenge urgently demanding eradication. While social movements emphasize supporting victims, societal responses sometimes lean toward exculpating perpetrators. This study examines two factors influencing this exoneration: closeness to perpetrators and empathy focus.

The indicator that got the mean of 3.31 and standard deviation of .739 High Level of Awareness is that the college has established various confidential reporting channels, including hotlines and online platforms, enabling students to report incidents safely. This creates an atmosphere that encourages victims to come forward. (Ang kolehiyo ay nagtatag ng iba't ibang mga kumpidensyal na paraan ng pag-uulat, kabilang ang mga hotline at mga online na platforma, na nagpapahintulot sa mga estudyante na ligtas na iulat ang mga insidente. Ito ay nagtataguyod ng isang kapaligiran kung saan nararamdaman ng mga biktima na sila ay suportado sa paglapit at pag-uulat.) It is widely acknowledged that training teachers and staff on gender awareness and harassing avoidance is an essential undertaking. This illustrates the institution's dedication to providing its staff with the information and abilities they need to properly address harassment events. Adding actual-life situations and useful applications to these training sessions could increase their effectiveness even more. According to Abaido (2019) Previous studies have outlined the negative impacts of cyberbullying, yet few research studies have been conducted in Arab communities examining its different forms and characteristics. Reporting incidents of cyberbullying is also a big problem, considering the social and cultural constraints of these societies.

Higher Education Institution's Very High Level of Awareness indicator, which had a mean of 3.36 and a standard deviation of .707, indicates how important it is for staff and teachers to receive mandatory training on gender sensitivity and harassment avoidance. Such

training enhances understanding and equips staff to respond effectively to incidents. (Ang kinakailangan na pag sasanay para sa mga guro at kawani sa gender sensitivity at pagpigil sa harassment ay mahalaga sa Higher Education Institution. Ang ganitong pagsasanay ay nagpapalawak ng kaalaman at nagbibigay-kayahan sa mga kawani na tumugon nang epektibo sa mga insidente). This statement emphasizes the significance of obligatory training for faculty and staff on gender sensitivity and harassment avoidance. The idea of proposing that the lion's share of respondents accept such preparation is significant for fostering a strong and responsive environment. The generally low standard deviation reflects common agreement about the need and significance of preparing to way better prepare staff to handle harassment-related incidents successfully. According to Upadhyay et al. (2023) This study investigates the vital role of gender sensitization training in resolving gender-based bullying, inequality, and violence in Indian organizations.

The indicator that got a mean of 3.41 and a standard deviation of .717 Very High Level of Awareness is Clear policies at the institution define harassment, outline procedures, and detail consequences. This transparency contributes to a safer educational environment for all. (Ang malinaw na mga polisiya sa institusyon ay nagbibigay-depinisyon sa harassment, naglalahad ng mga pamamaraan, at nagdedetalye ng mga parusa. Ang transparency na ito ay nag-aambag sa mas ligtas na kapaligirang ng-edukasyon para sa lahat). This study examines the clarity of organization policies, counting the definition of harassment, defining strategies, and results for damaging these policies. This shows that respondents are highly aware of the institution's policies and strategies surrounding harassment, and they see transparency in these policies as a key figure in making a more secure educational environment. According to Power DMS (2020) Parents trust schools to keep their children safe and provide a good education. Teachers expect schools to help them do their jobs effectively. School boards and administrators have certain expectations about how a school should run. To function effectively, schools must have clear policies and procedures that guide day-to-day processes. These

policies cover everything from attendance to student discipline, to emergency procedures.

The indicator that got the mean of 3.40 and standard deviation of .692 Very High Level of Awareness is Higher Education Institution collaborates with local advocacy groups, fostering a community approach that enhances prevention efforts and provides additional support for victims. (Nakikipagtulungan ang Higher Education Institution sa mga lokal na grupo ng adbokasiya, na nagtataguyod ng isang komunidad na lapit na nagpapalakas sa mga pagsisikap sa pagpigil at nagbibigay ng karagdagang suporta para sa mga biktima). The study focuses on the college's collaboration with nearby support groups to improve avoidance efforts and give more support for victims. This result highlights that most of the respondents are informed of

the college's efforts to cooperate with outside groups, strengthening the community's approach to harassment, avoidance and victim support. According to McLendon et al. (2024) Everyone deserves to be safe where they live. Protecting the right of every individual to be free of crime and violence regardless of race, wealth, health, ability, or background is one of the most important responsibilities of government and community leaders and is essential to fostering thriving communities. The crime spikes during the COVID-19 pandemic affected every corner of the country and worsened a crisis of legitimacy facing criminal legal systems, which struggled to respond to the sudden wash of violence and instill confidence in public safety.

Table 3. The Duties of School Head

The Duties of School Head			
1. They must have a campaign about safe space so that they can understand their rights and responsibilities as students and staff of College Student under the law. (Dapat silang magkaroon ng kampanya tungkol sa ligtas na espasyo upang maunawaan nila ang kanilang mga karapatan at responsibilidad bilang mga estudyante at kawani ng College Student sa ilalim ng batas.)	3.48	.608	VH
2. It is effective if they have a policy development to address issues if someone violates the safe space act like harassment so the school heads can act to create a safer school. (Epektibo kung magkakaroon sila ng pagbuo ng mga polisiya upang tugunan ang mga isyu kapag may lumabag sa Safe Spaces Act, tulad ng harassment, upang makakilos ang pamunuan ng paaralan at makalikha ng mas ligtas na kapaligiran sa paaralan.)	3.51	.638	VH
3. Training sessions conducted for faculty and school heads to improve the management of harassment incidents, responsiveness and support for the affected students and staff. (Ang mga pagsasanay na isinasagawa para sa mga guro at pamunuan ng paaralan ay makakatulong sa pagpapabuti ng pamamahala sa mga insidente ng harassment, pagpapalakas ng agarang pagtugon, at pagbibigay ng suporta para sa mga apektadong estudyante at kawani.)	3.43	.651	VH
4. Collaborating with student organizations like the supreme student government and student councils to promote the Safe Space act in College Student can increase the chance to reduce harassments in the school. (Ang pakikipagtulungan sa mga organisasyong pang-estudyante, tulad ng Supreme Student Government at mga konseho ng mga mag-aaral, upang itaguyod ang Safe Spaces Act sa College Student ay maaaring makapagpataas ng tsansa na mabawasan ang mga kaso ng harassment sa paaralan.)	3.57	.637	VH
5. The school heads can use tarpaulin with the steps on how to report if there is harassment in the institution so that it is easily accessible and visible to all the students and staff of College Student. (Maaaring gumamit ang mga pinuno ng paaralan ng tarpaulin na naglalaman ng mga hakbang kung paano iulat ang harassment sa institusyon, upang ito ay madaling makita at ma-access ng lahat ng estudyante at kawani ng College Student.)	3.53	.622	VH
Mean	3.50	.534	VH

Table 3 shows the respondents' assessment of the current level of awareness of the Safe Spaces Act of 2018 among students and staff of College Student in terms of The Duties of the

School Head. Based on the scores obtained, an overall mean of 3.50 or a standard deviation of .534 is verbally interpreted as a Very High Level of Awareness. Based on the scores

obtained, an overall mean of 3.50 or a standard deviation of .534 is verbally interpreted as a Very High Level of Awareness. The respondents' assessment illustrates an extremely high level of awareness about the Safe Spaces Act of 2018, particularly in addressing the Commitments of the School Head at College Student. Illustrated by the respondents' scores, it highlights the college's effective communication of organization obligations in maintaining a strategic distance from and addressing harassment. The school head plays an essential part in ensuring the correct usage of the Act, including creating and actualizing anti-harassment approaches, setting up open reporting instruments, and coordinating and preparing programs for staff and students. This awareness ensures that the total campus community gets the techniques in put to address harassment, developing an environment where students and staff feel supported and secure. With clear specialist obligations, the institution outlines its commitment to keeping up an aware, comprehensive, and capable environment, ensuring that all people are aware of their rights and the exercises they can take in case harassment happens. This level of awareness reflects the proactive efforts made by Higher Education Institution to facilitate the Safe Spaces Act totally into the institution's culture, eventually strengthening the safety and inclusivity of the campus. Johnson et al. (2022) highlights the importance of continuous training for staff in fostering safe educational environments. Regular training sessions help staff stay updated on safety protocols and effectively address harassment issues. Continuous training is a key component in the successful implementation of the Safe Spaces Act.

The indicator that got the highest mean of 3.57 and standard deviation of .637 Very High Level of Awareness is collaborating with student organizations like the Supreme Student Government and student councils to promote the Safe Space Act in College Student can increase the chance to reduce harassment in the school. (Ang pakikipagtulungan sa mga organisasyong pang-estudyante, tulad ng Supreme Student Government at mga konseho ng mga mag-aaral, upang itaguyod ang Safe Spaces Act sa College Student ay maaaring makapagpataas

ng tsansa na mabawasan ang mga kaso ng harassment sa paaralan.) The highest means and standard deviation for the indicator is a collaboration with organizations just like the Supreme Student Government proposing it is seen as a highly successful technique to advance the Safe Spaces Act. Collaborating with student organizations permits school heads to include the bigger community, cultivating collective obligation and compliance. According to Novicio (2022) Recently, schools, environments often deemed as the 'second home' for learners, are often found complicit in such acts. For schools to holistically combat rape culture, administrations must go the extra mile to cultivate safe spaces. Therefore, schools are encouraged to promote safe spaces and gender sensitivity training among their community members, strengthen the implementation of safe spaces policies, and enhance their curriculums to teach progressive topics like consent.

The indicator that got the mean of 3.53 and standard deviation of .637 Very High Level of Awareness is the school heads can use tarpaulin with the steps on how to report if there is harassment in the institution so that it is easily accessible and visible to all the students and staff of College Student. (Maaaring gumamit ang mga pinuno ng paaralan ng tarpaulin na naglalaman ng mga hakbang kung paano iulat ang harassment sa institusyon, upang ito ay madaling makita at ma-access ng lahat ng estudyante at kawani ng College Student.) The use of tarpaulins with reporting steps is appraised as highly compelling in providing available data to students and staff. This adjusts with writing emphasizing available, visual, and direct reporting components to energize reporting and awareness. According to City Heights Prep (2024) City Heights Prep educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and the negative impact of bullying other students based on protected characteristics. City Heights Prep's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample

situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a nonaggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help. According to Cardona & Rodriguez (2023) The Department is grateful to educators, school administrators, and other educational professionals who are striving to provide a safe, supportive, and non-discriminatory learning environment for all children and educators as well as to fairly apply student discipline. The Department also acknowledges that kids may feel frightened, unsupported, and unwelcome because of severe or unfair exclusionary discipline policies and regular differences in their application for students of color, LGBTQ students, and children with disabilities. Schools miss the important chances to meet kids' needs and set them up for success when this occurs. Rather, schools ought to give children the cognitive, mental, emotional, physical, and social support they require to succeed. In order to address the social, emotional, academic, and mental health needs of their children, an increasing number of schools that serve students in pre-K through grade 12 are implementing evidence-based practices.

The indicator that got the mean of 3.51 and standard deviation of .638 Very High Level of Awareness is effective if they have a policy development to address issues if someone violates the safe space act like harassment so the school heads can act to create a safer school. (Epektibo kung magkakaroon sila ng pagbuo ng mga polisiya upang tugunan ang mga isyu kapag may lumabag sa Safe Spaces Act, tulad ng harassment, upang makakilos ang pamunuan ng paaralan at makalikha ng mas ligtas na kapaligiran sa paaralan.) Policies guarantee that harassment cases are managed efficiently. This shows strong support for this technique. This adjusts with the writing emphasizing organized systems and administration roles in addressing harassment, recommending that clear approaches engage school heads to respond effectively. According to Bremner et al. (2021) It explores the approach to policy development under normal circumstances, contrasting this with the approach taken during the emergence

of the epidemic and how the unfolding situation impacted on those policies. It demonstrates how the application of management tools for scenario planning and crisis management can be used effectively to develop a clear and prescriptive policy for staff.

The indicator that got a mean of 3.48 and a standard deviation of .608 Very High Level of Awareness is they must have a campaign about safe space so that they can understand their rights and responsibilities as students and staff of College Student under the law. (Dapat silang magkaroon ng kampanya tungkol sa ligtas na espasyo upang maunawaan nila ang kanilang mga karapatan at responsibilidad bilang mga estudyante at kawani ng College Student sa ilalim ng batas.) This discusses the difference in raising awareness of rights and obligations beneath the Safe Spaces Act. This recommends that respondents strongly concur with the significance of this activity. Awareness campaigns custom to Higher Education Institution's demographics, especially students and staff, can cultivate a culture of safety and responsibility, as noted in the writing about awareness and arrangement dissemination. According to Tecson & Dumaguin (2022) Mental health advocacy has always been the heart and soul of #MentalHealthPH. Since 2016, the organization has increased awareness about people's struggles with mental ill-health, empowered members to support themselves and others, and collaborated with various sectors towards sustainable solutions.

The indicator that got a mean of 3.43 and a standard deviation of .651 Very High Level of Awareness is the training sessions conducted for faculty and school heads to improve the management of harassment incidents, responsiveness, and support for the affected students and staff. (Ang mga pagsasanay na isinasagawa para sa mga guro at pamunuan ng paaralan ay makakatulong sa pagpapabuti ng pamamahala sa mga insidente ng harassment, pagpapalakas ng agarang pagtugon, at pagbibigay ng suporta para sa mga apektadong estudyante at kawani.) Standard training sessions are seen as important for preparing staff to manage harassment cases. This adjusts with the findings in the writing that emphasize the role of persistent capacity-building programs in improving

responsiveness and support for affected people. According to Masterly (2024) Creating a safe and supportive environment in educational institutions is a priority for administrators, educators, and policymakers. Sexual harassment prevention training is a critical step in ensuring that schools, universities, and

districts protect students, faculty, and staff from harassing behavior. This article explores the importance of implementing sexual harassment training, its legal and ethical implications, and how it fosters a culture of respect and accountability.

Table 4. The Routine Inspection and Compliance with RA11313 Safe Spaces Act

The Routine Inspection and Compliance with RA11313 Safe Spaces Act			
1. Regular inspections serve as a deterrent for students who might otherwise neglect their obligations. It also encourages them to implement policies and training programs to create a safer community. (Ang regular na inspeksyon ay nagsisilbing panakot para sa mga estudyanteng maaaring pabayaan ang kanilang mga obligasyon. Ito rin ay humihikayat sa kanila na ipatupad ang mga polisiya at mga programang pagsasanay upang makabuo ng mas ligtas na komunidad.)	3.38	.66 2	VH
2. Improved reporting mechanisms encourage victims to come forward, leading to a better understanding of the prevalence of harassment and enabling timely intervention. (Ang pinahusay na mga mekanismo sa pag-uulat ay naghihikayat sa mga biktima na lumapit, na nagreresulta sa mas mahusay na pag-unawa sa paglaganap ng harassment at nagpapahintulot ng napapanahong interbensyon.)	3.50	.62 6	VH
3. The enforcement of penalties sends a strong message that harassment will not be tolerated and encourages compliance with the Act's provisions. It also provides a sense of justice for victims. (Ang pagpapatupad ng mga parusa ay nagpadala ng isang malakas na mensahe na ang harassment ay hindi kailanman matatanggap at naghihikayat ng pagsunod sa mga probisyon ng Batas. Nagbibigay din ito ng pakiramdam ng katarungan para sa mga biktima.)	3.51	.60 8	VH
4. Inconsistency in inspections can undermine the Act's effectiveness and create a perception of leniency. It is crucial to ensure that inspections are conducted regularly and with a consistent approach across all sectors. (Ang kawalang-konsistensya sa mga inspeksyon ay maaaring makapahina sa bisa ng Batas at lumikha ng pananaw ng pagpapabaya. Mahalaga na matiyak na ang mga inspeksyon ay isinasagawa nang regular at may pare-parehong pamamaraan sa lahat ng sektor.)	3.48	.62 9	VH
5. Public awareness campaigns are crucial for changing societal attitudes towards harassment. Effective campaigns can empower victims to report incidents, encourage bystander intervention, and create a culture of respect and accountability. (Mahalaga ang mga pampublikong kampanya sa kamalayan para sa pagbabago ng mga saloobin ng lipunan patungkol sa harassment. Ang mga epektibong kampanya ay maaaring magbigay kapangyarihan sa mga biktima na iulat ang mga insidente, hikayatin ang interbensyon ng mga tao, at lumikha ng isang kultura ng paggalang at pananagutan.)	3.56	.61 2	VH
Mean	3.48	.53 2	VH

Table 4 shows the respondents' assessment of the current level of awareness of the Safe Spaces Act of 2018 among students and staff of College Student in terms of The Routine Inspection and Compliance with the RA11313 Safe Spaces Act. Based on the scores obtained, an overall mean of 3.48 or a standard deviation of .532 is verbally interpreted as a Very High Level of Awareness. The high mean shows that time-table assessments, advanced detailing components, disciplines authorized, predictable application of strategies, and open cognizance campaigns are all well-implemented and recognized inside the organization. A low

standard deviation recommends an agreement and understanding among respondents concerning the effectiveness of these activities in making a more secure and more comprehensive environment. It appears that the institution is closely observing the Safe Spaces Act, illustrating its effort to supply a thin and harassment-free environment for both students and staff. Prominent affirmation proposes the highlight of the foundation's endeavors is successful and will propose to continue with usage of these methods, as they will exhaust creating consistency and progress a culture of security and social obligation. According to Ahmad et al.

(2019) Effective time management is the main accomplishment of both regular and distance learners. Mismanagement disrupts students' academic progress. Effective time management is crucial for raising student achievement and performance. Time management is a skill that every student needs to be familiar with and proficient in to get better outcomes.

The indicator that got the highest means of 3.56 and standard deviation of .612 Very High Level of Awareness is public awareness campaigns are crucial for changing societal attitudes towards harassment. Effective campaigns can empower victims to report incidents, encourage bystander intervention and create a culture of respect and accountability. (Mahalaga ang mgapampublikongkampanyasakamalayan para sapagbabago ng mgasaloo bin ng lipunanpatungkolsa harassment. Ang mgapektibongkampanya ay maaaringmagbigaykapangyarihansamgabik-timaniulat ang mgainsidente, hikayatin ang interbensyon ng mgatao, at lumikha ng isangkultura ng paggalang at pananagutan.) Open awareness campaigns for their role in changing societal attitudes and engaging victims to report harassment. This aligns with the writing emphasizing the transformative potential of educational and social activities in addressing harassment. According to Rasmussen University (2022) Public awareness campaigns are important because they can be used to contribute to policy change by putting pressure on policymakers and encouraging the community to act. These campaigns can inform the community about a current problem by highlighting and drawing attention to it in such a way that the information and education provided can solicit action to make changes.

The indicator that got the mean of 3.51 and standard deviation of .608 Very High Level of Awareness is the enforcement of penalties sends a strong message that harassment will not be tolerated and encourages compliance with the Act's provisions. It also provides a sense of justice for victims. (Ang pagpapatupad ng mgaparusa ay nagpadala ng isangmalakasanamensahena ang harassment ay hindikailanmanmatatanggap at naghihikayat ng pag-sunodsamgaprobisyon ng Batas. Nagbibigay din ito ng pakiramdam ng katarungan para

samgabiktima.) This reflects the significance of strict authorization of punishments. Respondents recognize that visible authorization can prevent harassment and provide justice for victims, adjusting to lawful systems examined in the writing. According to Remoto & Villalobos, (2021) Sexual harassment has become an epidemic in the workplace, in academic institutions, in public places, on social media platforms and anywhere or everywhere else across the globe. It is evident that there exist inequalities between men and women, the physically challenged or disabled and the LGBTQ+. Everyone regardless of age, gender, status and physical condition should be treated fairly. There should be no place for any kind of discrimination, harassment or violence in a truly democratic country.

The indicator that got a mean of 3.50 and a standard deviation of .626 Very High Level of Awareness is Improved reporting mechanisms encourage victims to come forward, leading to a better understanding of the prevalence of harassment and enabling timely intervention. (Ang pinahusaynamgamekanismosapag-uulat ay naghihikayatsamgabik-timanalumapit, nanagreresultasa mas mahusaynapag-unawasapaglaganap ng harassment at nagpapahintulot ng napapanahonginterbensyon.) Respondents strongly agree that way better-announcing components encourage casualties to come forward. This supports writing emphasizing open and productive systems for addressing harassment, contributing to a more secure environment. According to Mela et al. (2023) For most groups or categories of victims of domestic violence, the majority of factors that hinder their access to assistance or cause poor reporting are pertinent. Other obstacles, however, may apply or be significant while seeking support services, depending on the circumstances of one's life. As a result, the report breaks down into distinct chapters that highlight particular factors that are particularly important to people in a variety of life circumstances or who belong to a minority group (older victims, victims with children, victims with disabilities, migrant and refugee victims, male victims, LGBTIQ+ victims, victims who live in rural or remote areas, children and adolescents, victims from marginalized Roma

communities, victims who are homeless, victims who are living in extreme poverty, sex workers as DV victims, and DV victims who struggle with substance abuse issues).

The indicator that got a mean of 3.48 and a standard deviation of .629 is a Very High Level of Awareness Inconsistency in inspections can undermine the Act's effectiveness and create a perception of leniency. It is crucial to ensure that inspections are conducted regularly and with a consistent approach across all sectors. (Ang kawalang-konsistensi sa mga inspeksyon ay maaaring makapahinasabisa ng Batas at lumikha ng pananaw ng pagpapabaya. Mahalaga na matiyak na ang mga inspeksyon ay isinasagawa ng regular at may pare-parehong pamamaraan sa lahat ng sektor.) Consistence in assessments is seen as profoundly significant. Respondents recognize that standard and impartial assessments aid keep up a belief in the Safe Spaces Act's usage. According to Tian (2024) It critically examines the current education inspection system in England through the lens of complexity theory. The paper begins with a review of significant changes in the system from 2019 to the present, explaining that education inspection, as a complex system, is

characterised by path-dependence, self-organisation, co-evolution, emergence, interdependence and adaptability.

The indicator that got a mean of 3.43 and a standard deviation of .651 Very High Level of Awareness is Regular inspections serve as a deterrent for students who might otherwise neglect their obligations. It also encourages them to implement policies and training programs to create a safer community. (Ang regular na inspeksyon ay nagsisilbing panakot para sa mga estudyanteng maaaring pabayaang ang kanilang mga obligasyon. Ito rin ay humihikayat sa kanila na ipatupad ang mga polisiya at mga programang pagsasanay upang makabuo ng mas ligtas na komunidad.) Standard assessments got a slightly lower mark even though they were still evaluated exceedingly. This proposes that assessments are seen as successful obstacles, even though they may be less immediate or impactful than other techniques like open mindfulness or punishment authorization. According to Chilangilo (2022) The purpose of this study was to assess the impact of school inspection on students' academic performance in primary schools in Mvomero District. The study used a mixed research approach.

Table 5. Liability of Students

Liability of Students			
1. The Safe Spaces Act of 2018 provides a comprehensive legal framework defining what constitutes sexual harassment in educational institutions, enabling students at College Student to better understand their liabilities. (Ang Safe Spaces Act ng 2018 ay nagbibigay ng isang komprehensibong legal na balangkas na nagdedepina kung ano ang itinuturing na sekswal na harassment sa mga institusyong pang-edukasyon, na nagpapahintulot sa mga estudyante ng College Student na mas maunawaan ang kanilang mga responsibilidad.)	3.54	.59 1	VH
2. The law encourages institutions to conduct awareness campaigns and seminars to educate students at College Student about their rights and responsibilities. (Hinihikayat ng batas ang mga institusyon na magsagawa ng mga kampanya sa kamalayan at mga seminar upang turuan ang mga estudyante sa College Student tungkol sa kanilang mga karapatan at responsibilidad.)	3.62	.56 8	VH
3. The Safe Space Act of 2018 establishes procedures for reporting harassment, ensuring that students at College Student know how to seek help and hold perpetrators accountable. (Itinatag ng Safe Spaces Act ng 2018 ang mga pamamaraan para karapa-uulat ng harassment, na tinitiyak na ang mga estudyante sa College Student ay alam kung paano humingi ng tulong at mananagot ang mga salarin.)	3.57	.59 5	VH
4. The Safe Space Act of 2018 promotes awareness of students' rights and responsibilities, fostering a culture of respect and safety in educational environments. (Ang Safe Spaces Act ng 2018 ay nagtataguyod ng kamalayan sa mga karapatan at responsibilidad ng mga estudyante, na nagpapalaganap ng isang kultura ng paggalang at kaligtasan sa mga kapaligirang pang-edukasyon.)	3.47	.62 0	VH
5. The Safe Space Act of 2018 reinforces the rights of students to an education free from harassment, empowering them to advocate for themselves and each other. (Pinatitibay ng Safe Spaces Act ng 2018 ang mga karapatan ng mga estudyante sa isang edukasyon na walang harassment, na nagbibigay-kapangyarihan sa kanila na ipaglaban ang kanilang sarili at ang isa't isa.)	3.62	.57 7	VH
Mean	3.56	.51 7	VH

Table 5 shows the respondents' assessment of the current level of awareness of the Safe Spaces Act of 2018 among students and staff of College Student in terms of Liability of Students. Based on the scores obtained, an overall mean of 3.56 or a standard deviation of .517 is verbally interpreted as a Very High Level of Awareness. The overall meaning reflects the respondent's concern concerning the significance of the Safe Spaces Act in characterizing liabilities, advancing awareness, and engaging students. These findings are reliable with the broader objectives of the Act, as well as related writing emphasizing the requirement for a lawful system to cultivate more secure and more comprehensive educational environments. According to Ayish & Deveci (2019) many students readily acknowledge that they are responsible for their own learning and that such responsibility can lead to success in many aspects of their lives. Yet there is a seeming disconnect between what students recognize as important and beneficial and what they practice.

The indicator that got the highest mean of 3.62 and standard deviation of .577 Very High Level of Awareness is The Safe Space Act of 2018 reinforces the rights of students to an education free from harassment, empowering them to advocate for themselves and each other. (Pinatitibay ng Safe Spaces Act ng 2018 ang mga karapatan ng mga estudyante sa isang edukasyon na walang harassment, na nagbibigay-kapangyarihan kanilang ipinaglaban ang kanilang sarili at ang isa't isa) Strengthening through education free from harassment scored the highest mean. This shows that students value the sense of organization given by the Safe Spaces Act, which adjusts with writing talking about the transformative control of legitimate securities in advancing self-advocacy and common support among students. According to Margolis (2020) This Toolkit has been developed to assist individuals, community-based organizations, providers, healthcare staff, educators, and others that see the value of incorporating key safer space components into their organization so that young people survive and thrive. Recommendations serve as a guide and should be tailored to each individual young person and organizational setting.

The indicator that got a mean of 3.62 and a standard deviation of .568 Very High Level of Awareness is the law that encourages institutions to conduct awareness campaigns and seminars to educate students at College Student about their rights and responsibilities. (Hinihikayat ng batas ang mga institusyon na magsagawa ng mga kampanya sa kamalayan at mga seminar upangturuan ang mga estudyante sa College Student tungkol sa kanilang karapatan at responsibilidad.) Awareness campaigns and seminars received high ratings. This proposes that students accept educational programs as a basis cultivating an understanding of their rights and responsibilities. Writing supports this, emphasizing the importance of proactive educational activities in cultivating educated and responsible student communities. According to Calimpos et al., (2023) Community outreach serves as a core function of higher education institutions which helps promote sustainable development goals worldwide. In the Philippines, universities have been mandated to provide extension activities and reach the most vulnerable communities in the country.

The indicator that got a mean of 3.57 and a standard deviation of .595 Very High Level of Awareness is The Safe Space Act of 2018 establishes procedures for reporting harassment, ensuring that students at College Student know how to seek help and hold perpetrators accountable. (Itinatag ng Safe Spaces Act ng 2018 ang mgapamamaraan para karapa-uulat ng harassment, natinitiyakna ang mgaestudyantesa College Student ay alam kung paanohumingi ng tulong at mananagot ang mgasalarin.) The foundation of clear announcing instruments is exceedingly valued by students. They recognize that knowing how to report occurrences and hold perpetrators responsible could be an imperative part of making a secure educational environment. This finding is reliable with studies highlighting the role of open announcing systems in empowering victims to come forward and ensuring convenient interventions. According to Fenwick et al. (2022) Recent editorials suggest similar measures in other healthcare settings, and the 2020 Deborah Sampson Act requires military hospitals to put up transparent procedures for

employees and patients to report patient-perpetrated harassment. There is, however, little data to help policymakers and hospital administrators create mechanisms that promote reporting, hold offenders accountable, and reduce negative consequences for those who complain. Finding expert advice for creating efficient mechanisms for reporting patient-perpetrated sexual harassment of employees and patients in VA and other healthcare settings was the aim of this study.

The indicator that got a mean of 3.54 and standard deviation of .591 Very High Level of Awareness is The Safe Spaces Act of 2018 provides a comprehensive legal framework defining what constitutes sexual harassment in educational institutions, enabling students at College Student to better understand their liabilities. (Ang Safe Spaces Act 2018 ay nagbibigay ng isangkomprehensibong legal nabalangkasnanagdedepina kung ano ang itinuturingnasekswalna harassment samgainstitusyong pang-edukasyon, nanagpapahintulot-samgaestudyante ng College Student na mas maunawaan ang kanilangmgaresponsibilidad.) Students recognize the significance of the Safe Spaces Act in characterizing sexual harassment and clarifying their obligations. This demonstrates a strong understanding that such a lawful system makes a difference for students to understand their liabilities. This adjusts with the writing, which highlights the value of clear lawful definitions in educational settings to promote responsibility and avoid harassment. According to Mbatha (2024) Sexual harassment in higher education institutions appears to be an ongoing deplorable and dreadful

matter for students. This study seeks to establish a rich understanding of the knowledge and perceptions that students at the 'University of uThukela' have on sexual harassment and its policies, and the role played by the policy in the institution in educating students about sexual harassment, with the intent to prevent and deter sexual harassment.

The indicator that got a mean of 3.47 and a standard deviation of .620 Very High Level of Awareness is The Safe Space Act of 2018 promotes awareness of students' rights and responsibilities, fostering a culture of respect and safety in educational environments. (Ang Safe Spaces Act ng 2018 ay nagtataguyod ng kamalayan sa karapatan at responsibilidad ng mga estudyante, nagpapalaganap ng isang kultura ng paggalang at kaligtasan sa mga kapaligirang pang-edukasyon.) The promotion of awareness and respect through the Safe Spaces Act. Even though it is slightly lower than other things, this score still reflects strong assertions. It recommends that cultivating a culture of respect and safety is seen as foundational to successful execution implementation of the Act. According to Cardona (2023) Every student deserves access to safe, welcoming, encouraging, and equitable learning settings. Educational institutions can both maintain the safety of their school community, which includes kids and staff, while making sure every student receives fair treatment, assistance, and inclusion. Evidence-based, consistently used methods to discipline are crucial instruments for establishing educational settings that are essential to the achievement of every student.

Table 6. Penalty

Penalty			
1. Implement strict penalties to reduce instances of harassment and discrimination in Safe Spaces in College Student. (Magpatupad ng mahigpit na mga parusa upang mabawasan ang mga pagkakataon ng harassment at diskriminasyon sa mga Ligtas na Espasyo sa College Student.)	3.55	.619	VH
2. Encourage victims to report incidents, knowing that there is a legal framework supporting their claims and that action will be taken seriously. (Hikayatin ang mga biktima na iulat ang mga insidente, na may kaalaman na mayroong legal na balangkas na sumusuporta sa kanilang mga reklamo at na ang mga aksyon ay seryosong tatratuhin.)	3.64	.583	VH
3. The act promotes accountability among organizations in College Student, ensuring they take necessary measures to maintain safe environments and comply with the law. (Ang batas ay nagtataguyod ng pananagutan sa mga organisasyon sa College Student, na tinitiyak na sila ay kumukuha ng mga kinakailangang hakbang upang mapanatili ang mga ligtas na kapaligiran at sumunod sa batas.)	3.53	.619	VH

4. Support for victims of harassment at College Student as the legal consequences provide validation and acknowledgment of their experiences, empowering them to seek help. (Ang suporta para sa mga biktima ng harassment sa College Student ay nagbibigay ng beripikasyon at pagkilala sa kanilang mga karanasan, na nagpapalakas sa kanila upang humingi ng tulong dahil sa mga legal na konsekwensiya.)	3.59	.592	VH
5. Publicizing the penalties at College Student raises awareness about the importance of safe spaces, encouraging community dialogue and collective responsibility for maintaining these environments. (Ang pagpapalaganap ng mga parusa sa College Student ay nagpapataas ng kamalayan tungkol sa kahalagahan ng mga ligtas na espasyo, na naghihikayat ng diyologo sa komunidad at sama-samang pananagutan sa pagpapanatili ng mga kapaligirang ito.)	3.53	.601	VH
Mean	3.57	.518	VH

Table 6 shows the respondents' assessment of the current level of awareness of the Safe Spaces Act of 2018 among students and staff of College Student in terms of Penalty. Based on the scores obtained, an overall mean of 3.57 or a standard deviation of .518 is verbally interpreted as a Very High Level of Awareness. The generally Exceptionally High Level of Understanding shows strong support for executing and publicizing punishments, empowering announcing, and guaranteeing responsibility. This reflects respondents' belief in the effectiveness of lawful measures to cultivate secure space and decrease harassment. According to Blecker (2019) For millennia, penalties for transgressions have ranged from pure prices to pure punishments based on the intentions, actions, and harm caused. The world of sport similarly enforces commands or rules by imposing a range of sanctions. In law, ideally, not only does the punishment fit the crime, but the punishment makes the crime.

The indicator that got a highest mean of 3.64 and a standard deviation of .583 Very High Level of Awareness encourages victims to report incidents, knowing that there is a legal framework supporting their claims and that action will be taken seriously. (Hikayatin ang mga biktima at ang mga insidente, na may kaalaman na mayroong legal na balangkas na sumusuporta sa kanilang magreklamo at na ang mga aksyon ay seryosong matra tuhin.) The Highest rating appears that students value a lawful system that gives confirmation and empowers victims to report episodes. The writing supports this, emphasizing that open announcing systems, supported by clear lawful punishments, cultivate belief in the system and enable victims to look for justice. According to UNODC

(2019) The United Nations Declaration matches these victims' needs with a range of rights, including the right to respect and recognition, the right to protection; access to justice and fair treatment; assistance and support; and redress for the negative effects of crime in the form of restitution and compensation.

The indicator that got a mean of 3.59 and a standard deviation of .592 Very High Level of Awareness is Support for victims of harassment at College Student as the legal consequences provide validation and acknowledgment of their experiences, empowering them to seek help. (Ang suporta para sa mga biktima ng harassment sa College Student ay nagbibigay ng beripikasyon at pagkilala sa kanilang mga karanasan, na nagpapalakas sa kanila upang humingi ng tulong dahil sa mga legal na konsekwensiya.) Respondents emphatically agree that lawful results validate victims' experiences and empower them to seek help. This resounds with the writing, which emphasizes the psychological and social significance of affirmation and support frameworks for victims in harassment cases. According to Respicio & Co (2024) Anyone who experiences harassment in the Philippines can seek remedies through several channels. The choice of remedy typically depends on the nature of harassment, the relationship between the parties, and the circumstances under which harassing behavior occurred.

The indicator that got a mean of 3.55 and a standard deviation of .619 Very High Level of Awareness is Implementing strict penalties to reduce instances of harassment and discrimination in Safe Spaces in College Student. (Magpatupad ng mahigpit na mga parusa upang mabawasan ang mga pagkakataon ng

harassment at diskriminasyon sa mga Ligtas na Espasyo sa College Student.) Respondents agree that strict punishments are fundamental for lessening harassment and discrimination. This adjusts with the writing emphasizing that firm requirement of punishments serves as an obstruction and strengthens compliance with secure space policies. Lawful systems examined in the writing highlight the significance of sanctions in changing behaviors. According to Wahyudi (2024) The application of the death penalty as a punishment for severe crimes has long been a controversial topic in legal and criminological discourse. This article explores the impact of the death penalty's application on reducing crime rates from two main perspectives: law and criminology.

The indicator that got a mean of 3.53 and a standard deviation of .619 Very High Level of Awareness is the act promotes accountability among organizations in College Student, ensuring they take necessary measures to maintain safe environments and comply with the law. (Ang batas ay nagtataguyod ng pananagutan sa mga organisasyon sa College Student, natinitiyak nasila ay kumukuha ng mga kinalalang hakbang upang mapanatili ang mga ligtas na kapaligiran at sumunod sa batas.) Respondents recognize the role of the Safe Spaces Act in holding organizations responsible. Writing highlights that responsibility measures, such as organization policies and standard audits, are significant in guaranteeing compliance and keeping up secure environments in educational settings. According to Stewart et al. (2021) The corporate ethics community is interested in accountability, but up until now, the focus has mostly been on the industry, organization, or important individuals. To offer a pre-

liminary explanatory framework that highlights the significance of social connections to team accountability, this study integrates ideas from relational and felt responsibility as well as team dynamics.

The indicator that got a mean of 3.53 and a standard deviation of .601 Very High Level of Awareness is Publicizing the penalties at College Student raises awareness about the importance of safe spaces, encouraging community dialogue and collective responsibility for maintaining these environments. (Ang pagpapalaganap ng mgaparusasa College Student ay nagpapataas ng kamalayantungkolsakahalagahan ng mgaligtasnaespasyo, nanaghikayat ng diyalogosakomunidad at sama-samangpananagutansapagpapanatili ng mgakapaligirangito.) The significance of publicizing punishments to raise awareness and cultivate community discourse is clear. Writing supports this approach, expressing that transparent communication about results increases collective obligation and discourages potential violations. According to Hernandez et al. (2023) Fear of crime significantly reduces people's time-space access to and use of public space, notably in high-crime neighborhoods where concerns around personal safety are more acute. One widely used strategy to reduce fear of crime is the regeneration of the built environment. However, tension remains on whether this strategy is effective, and if it is, then where, which and for whom public space interventions work.

Legend:

3.26 – 4.00 = Very High Level of Awareness

2.51 – 3.25 = High Level of Awareness

1.76 – 2.50 = Low Level of Awareness

1.00 – 1.75 = Very Low Level of Awareness

Table 3. Independent sample t-test for the level of awareness of the Safe Spaces Act of 2018 among male and female respondents.

Independent Sample T-test	Mean	SD	t	df	Significance	Decision
Male	3.479	.523	1.057	535	.291	Accept Null

Legend: p-value < .05 rejects the null hypothesis.

An independent sample t-test was conducted to determine the level of awareness of the Safe Spaces Act of 2018 among students

and staff at College Student. The data shows no significant difference between the level of awareness of the safe spaces act of 2018 among

male, ($M=3.479$; $SD=.523$), and female ($M=3.522$; $SD=.42$) respondents. This may imply that regardless of gender their awareness of the Safe Spaces Act of 2018 is the same. This finding suggests that awareness of the Safe Spaces Act of 2018 is uniform over gender among the respondents. It recommends that gender does not play an important role in impacting the level of awareness about the Act inside the studied population. This consistency

may reflect the viability of awareness campaigns or rise to the presentation of data on the Safe Spaces Act, in any case of gender. According to Kent State University (2019) The Independent Samples T Test compares the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different. The Independent Samples T Test is a parametric test.

Table 4. Anova table for the level of awareness of the Safe Spaces Act of 2018 among students and staff at College Student when grouped according to their role. According to Kent State University (2019) One-Way ANOVA ("analysis of variance") compares the means of two or more independent groups to determine whether there is statistical evidence that the associated population means are significantly different. One-Way ANOVA is a parametric test.

Category	Sum of squares		Df	f	Significance	Decision
Role	Between Groups	3.260	2	7.379	.001	Reject Null
	Within Groups	117.956	534			
	Total	121.216	536			
Years of Stay	Between Groups	3.360	3	5.065	.002	Reject Null
	Within Groups	117.856	533			
	Total	121.216	536			
Age	Between Groups	2.536	3	3.796	.010	Reject Null
	Within Groups	118.680	533			
	Total	121.216	536			

Table 4.1. Post hoc test sheffe method

Category	N	Mean	SD	Post hoc test Sheffe	Sig.	Decision	
Role	Student	379	3.451	.540	Student - Teaching	.003	Reject Null
	Non-Teaching	83	3.586	.259	Student-Non teaching	.062	Accept Null
	Teaching	75	3.653	.171	Teaching – Non teaching	.672	Accept Null
Years of Stay	Below 3 years	182	3.503	.478			
	3 – 5 years	272	3.445	.519	3-5 years and 6-7 years	.022	Reject Null
	6 – 7 years	43	3.685	.250			
	8 – 10 years	40	3.664	.116			
Age	18 – 30 Years old	425	3.466	.522	18-30 years old and 31-40 years old	.039	Reject Null
	31 – 40 Years old	50	3.672	.109			
	41 – 50 Years old	35	3.613	.232			
	51 Years old and above	27	3.571	.127			

Legend: P-value < .05 Reject Null Hypothesis

A one-way ANOVA was conducted to determine the level of awareness of the Safe Space Act of 2018 among students and staff at College Student when grouped according to their profiles. The data shows, role [$F(2, 534) = 7.379, p = .001$], years of the stay [$F(3, 533) = 5.065, p = .002$], age [$F(3, 533) = 3.796, p = .010$], since the p-value is less than .05, therefore, the null hypothesis is rejected, there a significant difference in the level of awareness of the safe spaces act of 2018 among students and staff of College Student when group according to their profile. To further determine which among the group of respondents has a significant difference, a post hoc test shuffle method was conducted, and the data shows that among the respondents it was the student and teaching personnel, with 3-5 years and 6-7 years of stay in Institution, and age 18-30 and 31-40 years old has a significant difference. According to Cortez (2021), The authors found that the effect of stereotype congruence was larger in the male voice. There are not many men who write or report on fashion. At present, more women are seen taking on traditional masculine roles than in the past. Hence, there was a weaker effect of stereotype congruence in the female voice Grant et al., (2020).

1. Based on the findings of the study what Recommendation can be proposed?

The findings revealed that teaching personnel, older respondents, and individuals with longer institutional tenure demonstrated significantly higher levels of awareness of the Safe Spaces Act. This pattern may be attributed to the greater exposure of faculty and staff to institutional policies, professional development programs, and mandatory gender sensitivity training sessions often conducted in higher education institutions. Employees are more likely to participate in seminars, compliance orientations, and policy briefings related to workplace conduct and gender-based harassment prevention. In contrast, students may have fewer structured opportunities to engage in formal discussions or training programs related to the Safe Spaces Act. Furthermore, longer institutional tenure allows individuals to develop familiarity with reporting mechanisms and administrative procedures, thereby increasing their level of awareness over time.

To further enhance the implementation of the Safe Spaces Act within the institution, it is recommended that regular orientation and awareness programs be conducted for freshmen students and newly hired instructors to ensure that all members of the academic community are consistently informed about their rights, responsibilities, and available reporting mechanisms. Additionally, the institution may consider digitalizing the reporting mechanism for gender-based sexual harassment cases through secure online platforms or confidential reporting portals to make reporting more accessible, efficient, and responsive.

Moreover, the establishment or strengthening of a Committee on Decorum and Investigation (CODI) is strongly recommended to ensure proper investigation and resolution of complaints related to sexual harassment and violations of safe space policies. The CODI should be composed of trained representatives from administration, faculty, staff, and students to guarantee fairness, confidentiality, and adherence to due process. These policy enhancements can further promote a safe, inclusive, and responsive educational environment that fully supports the objectives of the Safe Spaces Act.

Conclusion

The study entitled "Level of Awareness of the Safe Spaces Act of 2018 among students and staff at College Student" was conducted aimed to assess the level of awareness among students and stakeholders and to provide a foundation for the informed policy development that aligns with the goal of the safe space act. Particularly the study aimed to find out answers for the following problems: 1). What is the demographic characteristic of the students and staff of Higher Education Institution in relation to their awareness of the Safe Space Act; 2) Are there significant differences in the level of awareness of demographic factors and 3). What is the extent of the current level of awareness of the Safe Space Act of 2018.

The conduct of the study is significantly associated with educational policy development because the finding can give information on the development of comprehensive policies of College Student; enhanced the safety and respect

among student and staff; legislative compliance as the school demonstrate its commitment in upholding national laws; contribute to research and advocacy as the finding contributes to broader research efforts as it shed lights on awareness with the safe space act.

The result of the study revealed that the stakeholders most probably consisted of relatives of college learners. With this result, a more intensive stakeholder encouragement programs may be employed to maintain the longevity of the stakeholders' participation with regards to this Safe Space Act matters. With regards to the most current level of awareness of the Safe Spaces Act of 2018 among students and staff at College Student, as measured by a standardized awareness survey, falls under the Very High Level of Awareness with a Mean score of 3.57. The result indicates that most of the respondents have knowledge on how to maintain safe spaces in dealing with college learners so as with the environment surrounding the school premise that is closely associated with the maintenance of safe spaces. In connection with the level of awareness difference among male and female respondents, the study revealed that there is a slight significant difference among the male and female. This can be attributed to the fact that most of the female are quite vigilant regarding matters involving safe spaces. Based on their roles, teaching personnel obtained the highest score. With regards to profile teaching respondents obtained the highest score. This may be explained by the fact that teaching staff members have a deeper understanding of safe space act issues as they are covered in seminars, training, and other relevant activities in the teaching profession.

Based on the data gathered, the researchers concluded that Tagaytay City has successfully implemented the Safe Spaces Act of 2018 in the entire vicinity. The high level of awareness reflects the community's strong commitment to creating a welcoming and safe environment where harassment is more likely to be recognized, reported, and addressed. The highlights from the Gender-Based Sexual Harassment results show that the school has successfully developed educational and awareness-raising initiatives, fostering a culture where employees

and students understand their legal rights and responsibilities. The findings also emphasize the effectiveness of the school head's duties in ensuring the proper implementation of the Act. These include creating and enforcing anti-harassment measures, establishing open reporting mechanisms, and organizing training programs for staff and students. Routine inspections and compliance with RA 11313, particularly through public awareness campaigns (which received the highest mean), were found to be crucial in changing societal attitudes toward harassment. Effective campaigns empower victims to report incidents, encourage bystander intervention, and promote a culture of respect and accountability. The results regarding the liability of students underscore the importance of proactive educational activities in cultivating informed and responsible student communities. Finally, the findings related to penalties highlight those students value a legal system that ensures accountability and encourages victims to report incidents. The study supports this, emphasizing that accessible reporting mechanisms, combined with clear legal penalties, build trust in the system and empower victims to seek justice.

To top it all up, the researchers recommended that the college continue its policies and programs related to the Safe Spaces Act of 2018, as these have been found effective.

To the government and private institutions: Strongly implement policies in schools and universities to promote awareness of the Safe Spaces Act of 2018 (Gender-Based Sexual Harassment) as part of the curriculum and school policies. This will help maintain order and aid students, enabling them to effectively adapt to their environment and address their needs through seminars, conferences, and training sessions. Additionally, establish a dedicated office to handle incidents related to the Safe Spaces Act of 2018, ensuring proper reporting, investigation, and support for affected individuals.

To the professors: Strengthen student-teacher communication to prevent incidents related to the Safe Spaces Act of 2018, particularly those concerning sexual harassment. Allocate time to check on students' well-being—

physically, mentally, spiritually, and academically—to foster a safe and supportive learning environment. Conduct regular orientations, seminars, and open dialogues to raise awareness about students' rights and responsibilities under the law.

To the parents: Support your children in all aspects to help them navigate their academic and personal lives. Encourage them to report any incidents related to the Safe Spaces Act of 2018 to the appropriate authorities. Furthermore, guide them in advocating for safe spaces, ensuring that they do not become victims of bullying or perpetrators of gender-based sexual harassment.

To the students: Should actively uphold the principles of the Safe Spaces Act of 2018 by fostering a culture of respect, inclusivity, and accountability within their schools and communities. They should be aware of their rights and responsibilities, report any incidents of gender-based sexual harassment to the appropriate authorities, and support peers who experience such violations. Additionally, students are encouraged to participate in seminars, training sessions, and advocacy campaigns that promote safe and harassment-free environments. By being proactive and informed, they can help create a safer and more respectful academic setting for everyone.

To the future researchers: Encouraged to explore further studies on the implementation and effectiveness of the Safe Spaces Act of 2018 in educational institutions and other settings. They may assess the level of awareness, challenges in enforcement, and the impact of existing policies on preventing gender-based sexual harassment. Additionally, future studies can propose innovative strategies to enhance advocacy, reporting mechanisms, and support systems for victims. Conducting research on this topic will contribute to the continuous improvement of safe and inclusive environments for all.

College Student: The school is recommended to intensify confidential reporting channels, including hotlines and online platforms, enabling students to report incidents safely as it would foster an environment where victims feel supported in coming forward.

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