



I am not 'Bastos': Awareness, Accessibility of Information, and Compliance of Biñan Public Secondary School Teachers to the Safe Spaces Act (RA 11313)

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Abstract

In 2022, a report revealed alarming instances of alleged sexual harassment of high school students by their teachers, prompting disappointment among various sectoral groups advocating for women's, children's, and human rights, particularly given the enactment of Republic Act No. 11313, known as the Safe Spaces Act or "Bawal Bastos" Law. This study investigated the awareness, accessibility of information, and compliance of 190 public secondary school teachers teaching grades 7 to 10 in the Schools Division of the City of Biñan, Laguna, Philippines. The results showed that teachers had a 'very high' awareness level regarding the Safe Spaces Act ($\bar{x} = 3.63$), particularly concerning their responsibilities to prevent and address gender-based sexual harassment. They rated the accessibility of information as 'high' ($\bar{x} = 3.03$), recognizing the role of school heads and focal persons as knowledgeable resources for addressing harassment concerns. Additionally, teachers perceived themselves as having a 'very high' level of compliance with the Act's provisions, demonstrating professionalism in their interactions ($\bar{x} = 3.46$). The analysis indicated a significant relationship among awareness, information accessibility, and compliance (p -value = 0.000), suggesting a moderate correlation between these variables. Consequently, an action plan was proposed to enhance information accessibility and sustain awareness and compliance with RA 11313, aiming to promote a safer learning environment for all educational stakeholders.

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1. Introduction

On July 2022, Philippine High School for the Arts' former students recalled hideous experiences of sexual abuse by faculty members. Maricel Cruz (2022) ^[12], on the same Manila Standard report, exposed viral social media posts of students and alumni of Baco National High School highlighting teachers allegedly sexually harassing them. Gabriela Representative Arlene Brosas showed disappointment on these issues despite enactment of the Safe Spaces Act or Republic Act 11313 (RA 11313) since 2019. Bayuca (2020) ^[4] stressed the implementation of DepEd's Child Protection Policy (Order No. 40 s. 2012) safeguarding the welfare of the students from situations beyond their control thus providing a safe space. School personnel, from its head down to the learners themselves, are empowered to prevent deeds of cruelty to happen. Gonzales (2023) noted that safe space refers to a place or situation where people are free from any forms of harm, including sexual harassment. RA 11313 acknowledges that a 'safe space' is a public space that may include schools and even cyber space superseding Sexual Harassment Prevention Act of 1995 that only penalizes perpetrators, of which in authority, within work, training, or education setting.

Awareness on existing law and policy is substantial for stakeholders, most especially teachers, to promote a safe learning environment for the learners. Bayuca (2020) ^[4] and Alombro *et al.* (2022) ^[4] both agree that there is a better implementation of school policy when teachers are aware and knowledgeable.

And it is noteworthy to share that teachers are moderately knowledgeable when it comes to understanding and comprehension of existing school policies like the Child Protection Policy. Borito e Yango (2022) ^[6] supports the significance of high level of awareness translating to high level of compliance when they surveyed college students from a public university in Cabuyao City, Laguna with respect to their awareness, attitude, and compliance to RA 11313. The display of high level of awareness ensures that members of the school community, like students, will adhere to policies addressing safe space issues.

The positive and significant results of the study of Bayuca (2020) ^[4], Alombro *et al.* (2022) ^[4], and Borito e Yango (2022) ^[6] cannot be denied with regards to respondents' awareness and compliance with implemented policies. However, it focuses only on child protection policy. Similarly, existing study involving the Safe Spaces Act assessed only students and not the teachers as primary respondents. Talavera (2021) added that inclusivity in educational community will be achieved if information on gender sensitivity will be integrated in education. Likewise, Christensen *et al.* (2021) ^[8] stressed that teachers found it difficult to interact with and to educate students, who identified themselves as part of the LGBTQIA+ community, if they lack appropriate knowledge and awareness about them. As Remoto e Villalobos (2021) ^[27] cited, there is a need to roll-out information of the law to enforce awareness and it is empirical to investigate the ways on how people get to gather and to retrieve information relevant to gender-based sexual harassment – hence this calls for further exploration by incorporating different variables for investigation.

Provided that there are existing studies and explorations on the awareness, attitude, and compliance of respondents to the Safe Spaces Act, a missing link points to the accessibility of information. The researcher capitalized on involving this variable as an additional research opportunity to strengthen the relationship between awareness and compliance. Further, it is also vital to focus on teachers as respondents as they are part of the educational institution where safe space must be observed.

Seeing the vital implications of existing studies, the researcher targeted to examine the level of awareness, accessibility of information, and compliance of public secondary school teachers in Biñan City, Laguna to the Safe Spaces Act towards the development of an action plan. The action plan is set to influence and increase awareness, accessibility of information, and compliance to the said law.

2. Method

The study used a quantitative approach through descriptive correlational method to describe the awareness, accessibility of information, and compliance of Biñan public secondary school teachers to the Safe Spaces Act. The authors utilized a self-made survey questionnaire duly validated by research experts in the university, school heads, and legal expert. It further went pilot testing to establish the questionnaire's validity and reliability. The procedure for this study is as follows:

2.1. Research Problem

The authors sought to describe the respondents' awareness, accessibility of information, and compliance to the Safe Spaces Act. Specifically, they investigated the following:

1. The level of awareness of the respondents to the Safe

Spaces Act in terms of gender-based sexual harassment.

2. The level of accessibility of information of the respondents to the Safe Spaces Acts in terms of gender-based sexual harassment.
3. The level of compliance of the respondents to the Safe Spaces Act in terms of gender-based sexual harassment.
4. The significant relationship between the respondents' level of awareness and accessibility of information to the Safe Spaces Act.
5. The significant relationship between the respondents' level of awareness and compliance to the Safe Spaces Act.
6. The significant relationship between the respondents' accessibility of information and compliance to the Safe Spaces Act.
7. A proposed action plan based on the findings of the study.

2.2. Literature review

Borito and Yango (2022) ^[6], Gonzales (2023), and Respicio (2024) ^[28] underscore the existence of RA 11313 to address concerns and issues involving sexual harassment in a broader concept. Gonzales (2023) and Respicio (2024) ^[28] shared the same assessment on the loopholes of RA 7877 vis a vis RA 11313 identifying sexual harassment to exist not only within the superior-subordinate relationship but on every accountable interaction especially among peers and colleagues regardless of age, gender, and status. The primary idea anchors not only on the protection of female individuals but rather of all forms of gender identity and expression as found within the LGBTQIA+ spectrum, thus promoting inclusivity. Similarly, Remoto and Villalobos (2021) ^[27] and Gonzales (2023) highlighted that sexual harassment knows no gender, hence gender-based sexual harassment may refer to all types of gender identity and expression. It may be experienced by men, women, and the LGBTQIA+ community. Sexual harassment encompasses discrimination and violence in various forms like catcalling, wolf whistling, sexist remarks, and slurs among others. Specifically, these types of rude and cruel deed may be experienced in public spaces, streets, including education and training institutions and even online platforms.

On the other hand, Bayuca (2020) ^[4], Alombro *et al.* (2022) ^[4], and Borito and Yango (2022) ^[6] shared thoughts on the importance of knowledge on implemented policy and law that would influence the likelihood for individuals to adhere. And as Pinchevsky and Hayes (2022) ^[25] unveiled, people will less likely address concerns involving sexual harassment if they lack awareness. Teacher's display of awareness is deemed pivotal for the existence of safe space within schools and even online (Kelly *et al.*, 2020 & Benjamin *et al.*, 2021) ^[20, 51].

Junaenah *et al.* (2022) ^[18] stressed the importance of the right to be informed and this calls for the accessibility of information giving chance to individuals be aware of existing ideas. Saini and Spear (2024) ^[30] agree to this when they have noted teachers lacking enough information to conceptualize gender-based violence that of existing gender norms. They should have received information on clear codes of ethical conduct in educational institutions thus avoiding harassments and those misleading gender norms.

Apriliana and Rahayuningsih (2024) ^[3] claimed that there is a significant relationship between access to information and awareness on concepts when they studied students'

knowledge on reproductive health. Positive correlation existed between awareness and information access. And this go well with the findings of Sadueste and Masalinto (2023)^[29] that when information through hybrid resources is accessible, it is utilized frequently. Utilization of such information leads to increase in awareness. Finally, all the studies of Cardinal (2021)^[7], Christensen *et al.* (2021)^[8], Cortez (2021)^[10], Granfon *et al.* (2023)^[16], Afework *et al.* (2024)^[11], and Khan *et al.* (2024)^[19] simply emphasize the connectedness of awareness and compliance. Aware individuals are greatly influenced to adhere to norms and laws. And that those who lack awareness yields non-compliance hence a need for training and other suitable developmental programs.

Summarizing the thoughts at hand, the existence of child protection policy in schools since 2012 protects the learners from abuse and cruel acts. The introduction of the Safe Spaces Act on 2019 adds another layer of protection for students of all gender identities from acts of gender-based sexual harassment – as stipulated under Article V. With teacher's high level of awareness follows high level of compliance and better policy implementation. And that

awareness is also linked to well-established access to information.

3. Results and Discussion

3.1. The level of awareness of the respondents to the Safe Spaces Act in terms of gender-based sexual harassment.

The level of awareness of the public secondary school teachers to the Safe Spaces Act in terms of gender-based sexual harassment was 'Very High' ($\bar{x} = 3.63$). This means that they display a sense of understanding with regards to their responsibility to prevent and address gender-based sexual harassment and that schools implement policies promoting safe learning spaces. Notably, teachers agreed that they possess highest level of awareness in preventing and addressing gender-based sexual harassment ($\bar{x} = 3.79$, rank 1). Subsequently, they were aware that schools must implement policies to promote safe learning environment ($\bar{x} = 3.73$, rank 2). Also, teachers displayed significant awareness on the school's requirement to have procedures in reporting and addressing gender-based sexual harassment ($\bar{x} = 3.65$).

Table 1: The Level of Awareness of the Respondents to the Safe Spaces Act: Gender-based Sexual Harassment

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. I am aware that the Safe Spaces Act (RA 11313) aims to eliminate gender-based sexual harassment in various settings, including schools.	3.61	Very High	7
2. I understand the legal definition of gender-based sexual harassment as defined by the Safe Spaces Act.	3.57	Very High	8
3. I am familiar with the different forms of gender-based sexual harassment, including verbal, non-verbal, and online harassment.	3.64	Very High	4.5
4. I know that Safe Spaces Act protects all students and school personnel from gender-based sexual harassment.	3.63	Very High	6
5. I am aware that schools must implement policies promoting a safe and harassment-free environment.	3.73	Very High	2
6. I know educational institutions are required to have procedures for reporting and addressing gender-based sexual harassment.	3.65	Very High	3
7. As a teacher, I understand my responsibilities in preventing and addressing gender-based sexual harassment in school.	3.79	Very High	1
8. I understand the penalties for violating the Safe Spaces Act including fines, administrative sanctions, stripping off diploma, and expulsion among others.	3.49	Very High	10
9. I know the law mandates school heads to disseminate information and provide measures to prevent gender-based sexual harassment.	3.51	Very High	9
10. I am aware that both school personnel and students can be complainants and may report violations of the Safe Spaces Act without fear of revenge.	3.64	Very High	4.5
Average	3.63	Very High	

Despite being very aware of the provisions of the Safe Spaces Act, the respondents replied and showcased least level of awareness on understanding the penalties for violating the law which includes fines, administrative sanctions, stripping off diploma, and expulsion ($\bar{x} = 3.49$, rank 10). They were also less aware on the mandate of the law for school heads to disseminate information and to provide measures preventing gender-based sexual harassment ($\bar{x} = 3.51$, rank 9). Moreover, they were also less aware on the legal definition of gender-based sexual harassment ($\bar{x} = 3.57$, rank 8). Musa *et al.* (2024)^[23] defined awareness as to the knowledge, perception, and understanding of ideas, values, norms, and the likes. Increased level of awareness means to know and to gain more information to be utilized to address concerns and issues, like those cases of gender-based sexual harassment. It is a relief to discover that teachers display high level of awareness, not only on Child Protection Policy as mentioned

by Bayuca (2020)^[4] and Alombro *et al.* (2022)^[4] on their studies, but also to the Safe Spaces Act in terms of gender-based sexual harassment. Teachers with significant awareness on issues about safer learning environment are tantamount towards cognitive and social development of learners (Benjamin *et al.*, 2021)^[5].

3.2. The level of accessibility of information of the respondents to the Safe Spaces Act in terms of gender-based sexual harassment.

The assessment revealed that the level of information access of the respondents to the Safe Spaces Act was 'High' ($\bar{x} = 3.03$). This means that teachers can access and gather substantial information about the Safe Spaces Act. They agreed that there is a school head, designated focal person, and/or subject matter expert present in their institution to clarify concerns about gender-based sexual harassment,

hence 'very accessible' ($\bar{x} = 3.25$, rank 1). They also responded positively when access to other institutions serving as learning provider was asked. It received a mean score of 3.17 (accessible), rank 2. And that they confirm that their school policy, manuals, and/or handbook has clear guidelines about gender-based sexual harassment ($\bar{x} = 3.15$, rank 3). On the other hand, teachers commented the lowest on the accessibility on printed copies, brochures, pamphlets, and handouts ($\bar{x} = 2.67$, rank 10). Some said that there were copies but only stored at the guidance office. Similarly, there were less access on integrated learning materials and resources that may help address concerns about the Safe Spaces Act ($\bar{x} = 2.88$, rank 9). Lastly, there was less level of accessibility of information through reception of official

notices and updates from DepEd through memoranda and circulars ($\bar{x} = 2.92$, rank 8).

Junaenah *et al.* (2022) ^[18] highlighted the rights of individuals to be informed through accessing information in order for them to participate meaningfully and to respond positively to implemented policies. Seidu *et al.* (2023) ^[31] shared that some policies addressing sexual and gender-based violence are not readily accessible, hence they recommended for the likes to be present in multiple formats. Ultimately, not only access to information should be given to people but also the opportunity to represent themselves in the policy formation at multiple levels in order to design interventions addressing such cruel acts (Saini and Spear, 2024) ^[30].

Table 2: The Level of Accessibility of Information of the Respondents to the Safe Spaces Act: Gender-based Sexual Harassment

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. I receive official notices and updates like memoranda or circulars from DepEd regarding the Safe Spaces Act.	2.92	High	8
2. There is a conduct of periodic training sessions and/or seminars about gender-based sexual harassment in our school.	3.05	High	6
3. The school policy, manuals, and/or handbook has clear guidelines about gender-based sexual harassment.	3.15	High	3
4. I can access digital sources (i.e., e-modules, webinars, videos) about Safe Spaces Act through various DepEd platforms (e.g., DepEd Commons, LMS).	3.08	High	5
5. There are posters and infographics posted in school bulletins raising awareness about the Safe Spaces Act.	2.94	High	7
6. School head, designated focal person, and/or subject matter experts are present in school for inquiries and clarifications about gender-based sexual harassment.	3.25	Very High	1
7. Our institution partners and collaborates with external groups or agencies providing learning session about gender-based sexual harassment.	3.17	High	2
8. I have printed copies of brochures, pamphlets, and handouts that explain the Safe Spaces Act.	2.67	High	10
9. There are institutional and school-based campaigns and assemblies for school personnel and students dealing with gender sensitivity.	3.14	High	4
10. There is enough number of integrated learning materials and resources concerning gender-based sexual harassment in our school.	2.88	High	9
Average	3.03	High	

3.3. The level of compliance of the respondents to the Safe Spaces Act in terms of gender-based sexual harassment.

The respondents displayed 'Very High' level of compliance with a mean score of 3.46. This means that the teachers act and behave positively in accordance to the rules and prohibitions related to gender-based sexual harassment. They

are most compliant with regards to maintaining professionalism both in-person and online interactions with students and co-teachers ($\bar{x} = 3.65$, rank 1). They also displayed a 'very compliant' behavior when it comes to following existing school policies and procedures addressing reports of gender-based sexual harassment ($\bar{x} = 3.58$, rank 2).

Table 3: The Level of Compliance of the Respondents to the Safe Spaces Act: Gender-based Sexual Harassment

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. I report incidents of gender-based sexual harassment to authorities or focal persons.	3.33	Very High	8
2. I handle concern of gender-based sexual harassment with confidentiality and fairness.	3.37	Very High	7
3. I participate in programs, trainings, and learning sessions that aim to prevent gender-based sexual harassment.	3.28	Very High	10
4. I integrate discussions about gender sensitivity in my lessons and classroom activities.	3.43	Very High	6
5. I refrain from making any statements and jokes that may be offensive and discriminatory based on gender.	3.57	Very High	3
6. I follow existing school policies and procedures addressing reports of gender-based sexual harassment.	3.58	Very High	2
7. I extend effort to inform and educate students on the importance of reporting and confiding gender-based sexual harassment.	3.53	Very High	4
8. I maintain professionalism in both in-person and online interactions with students and fellow school personnel.	3.65	Very High	1
9. I make effort to partner with the school administration and/or guidance office strengthening the implementation of the Safe Space Act.	3.31	Very High	9
10. I extend emotional and moral support to students and school personnel who confide experiencing gender-based sexual harassment.	3.52	Very High	5
Average	3.46	Very High	

Although the respondents identified themselves with a 'Very High' level of compliance in all indicators, they displayed least compliance in participating in programs, trainings, and learning sessions aiming for the prevention of gender-based sexual harassment ($\bar{x} = 3.28$, rank 10). Subsequently, they show less compliance on making effort to partnering with school administration to strengthen the implementation of the Safe Space Act ($\bar{x} = 3.31$, rank 9). And teachers were less likely to report incidents of gender-based sexual harassment to focal persons ($\bar{x} = 3.33$, rank 8).

As cited by Alombro *et al.* (2022) ^[4] in their study, there is a consistent implementation of Child Protection Policy in DepEd schools covering forms of harm and danger including sexual harassment and abuse. This resonates to the idea that while Safe Spaces Act supersedes existing laws and policies, it is expected for the teachers to abide by the rule of law same with the implementation of the Child Protection Policy from year 2012. And as mentioned by Bayuca (2020) ^[4], compliance reflects the display and performance of behavior in conformity to the law, which in this case is the Safe Spaces Act. And that compliance is already viewed as a social expectation amongst individuals to follow social norms, rules, and laws (Khan *et al.*, 2024) ^[19].

3.4. The relationship between the respondents' level of awareness and level of accessibility of information to the Safe Spaces Act.

The study revealed that there is a significant relationship between the respondents' level of awareness and level of accessibility of information to the Safe Spaces Act. An r-value of 0.476 suggests a moderate correlation between the two identified variables and the p-value of 0.000 (which is less than the set significance level at 0.01) supports that the findings were statistically significant, hence reject the null hypothesis. Therefore, the higher the respondents' level of awareness, the higher their level of accessibility of information to the Safe Spaces Act.

On a study about knowledge on reproductive health and access on information about it, it showed that adolescents with better information access displayed better understanding (Apriliana & Rahayuningsih, 2024) ^[3]. This may also be related to better understanding of the gender-based sexual harassment if people have access to it. Seidu *et al.* (2023) ^[31] suggested that contexts of policies should be present in multiple formats to enhance access to information.

Table 4: Relationship between the Respondents' Level of Awareness and Level of Accessibility of Information to the Safe Spaces Act

Variables	Pearson r value	p-value	Interpretation
The Respondents' Level of Awareness and Level of Accessibility of Information to the Safe Spaces Act	0.476** Moderate correlation	0.000	Significant

**Significant @ 0.01

3.5. The relationship between the respondents' level of awareness and level of compliance to the Safe Spaces Act.

The analysis of the data discovered that there is a significant relationship between the respondents' level of awareness and level of compliance to the Safe Spaces Act. An r-value of 0.609 shows a moderate correlation between the two identified variables and the p-value of 0.000 (which is less than the set significance level at 0.01) supports that the findings were statistically significant, hence reject the null hypothesis. As a result, the higher the respondents' level of

awareness, the higher their level of compliance with the Safe Spaces Act.

Khan *et al.* (2024) ^[19] expressed that awareness plays a significant role in influencing compliance. Granfon *et al.* (2023) ^[16] suggested that if people have knowledge gaps about a phenomenon, the often result is non-compliance. Participants who went training programs showed that with increased awareness comes increased compliance, hence awareness and compliance are correlated.

Table 5: Relationship between the Respondents' Level of Awareness and Level of Compliance to the Safe Spaces Act

Variables	Pearson r value	p-value	Interpretation
The Respondents' Level of Awareness and Level of Compliance to the Safe Spaces Act	0.609** Moderate correlation	0.000	Significant

**Significant @ 0.01

3.6. The relationship between the respondents' level of accessibility of information and level of compliance to the Safe Spaces Act.

The statistical record shows that there is significant relationship between the respondents' level of accessibility of information and level of compliance to the Safe Spaces Act. An r-value of 0.653 displays a moderate correlation between the two identified variables and the p-value of 0.000 (which is less than the set significance level at 0.01) supports that the findings were statistically significant, hence reject the null hypothesis. Therefore, the higher the respondents' level of accessibility of information, the higher their level of compliance with the Safe Spaces Act.

While there is a lack of study directly establishing the relationship of accessibility of information and compliance,

the significant relationship of compliance to awareness and awareness to accessibility of information may be bridged to conceptualize new thoughts. Apriliana and Rahayuningsih (2024) ^[3] claimed that there is a significant relationship between access to information and awareness on concepts when they studied students' knowledge on reproductive health. Positive correlation existed between awareness and information access. Subsequently, Bayuca (2020) ^[4], Alombro *et al.* (2022) ^[2], and Borito and Yango (2022) ^[6] shared thoughts on the importance of knowledge on implemented policy and law that would influence the likelihood for individuals to adhere. Similarly, Pinchevsky and Hayes (2022) ^[25] unveiled, people will less likely address concerns involving sexual harassment if they lack awareness.

Table 6: Relationship between the Respondents' Level of Accessibility of Information and Level of Compliance to the Safe Spaces Act

Variables	Pearson r value	p-value	Interpretation
The Respondents' Level of Accessibility of Information and Level of Compliance to the Safe Spaces Act	0.653**Moderate correlation	0.000	Significant
**Significant @ 0.01			

3.7. Action Plan

School CARES: Culture of Awareness and Responsibility for Equality in Safe Spaces

Goal: Considering the result of the study, this action plan, or the School CARES: Culture of Awareness and Responsibility

for Equality in Safe Spaces aims to enhance the accessibility of information and to sustain the awareness and compliance of public secondary school teachers in terms of gender-based sexual harassment.

Table 7

Activities	Objectives	Persons Involved	Time Frame	Budget	Success Indicator(s)
Sustainability of Awareness through Safe Spaces Act Campaigns	To sustain and widen knowledge and understanding regarding gender-based sexual harassment as a way to promote and to advocate for safer learning environment.	School Head, Guidance Counselor, Focal Person, Teachers	Semi-annual; once every two quarters within the school year starting SY 2025-2026.	Financial resources and human resources	98% of the teachers attended and participated in the Safe Spaces Act Campaigns and had sustained and deepened knowledge about gender-based sexual harassment, specifically to promote safer learning environment.
Information Dissemination through Print Media	To curate and distribute print media enhancing awareness and accessibility of information on the Safe Spaces Act.	School Head, Guidance Counselor, Focal Person, Teachers,	Annually; at the opening of every SY starting Sy 2025-2026	Financial resources and human resources	98% of the teacher received and subscribed to the printed media containing information about the Safe Spaces Act and other relevant facts.
Training and Workshop on the Development of Instructional Resources	To train knowledge and skills of teachers in order to curate instructional materials to be integrated in lectures and other relevant school activities.	School Head, Guidance Counselor, Focal Person, Subject Matter Expert, Teachers	Quarterly; starting SY 2025-2026	Financial resources and human resources	98% of the teachers attended and participated in the training and workshop and produced instructional resources for learning integration in lectures and other relevant school activities.
Policy Review of the Safe Spaces Act embodied in the Implementing Rules and Regulations (IRR)	To strengthen education stakeholders' knowledge, including school heads, teachers, and students, on the implementing rules and regulations of the Safe Spaces Act for thorough understanding and strict implementation.	School Head, Guidance Counselor, Focal Person, Legal Counsel, Teachers	Semi-annual; once every two quarters within the school year starting Sy 2025-2026	Financial resources and human resources	98% of the teachers attended and participated in the policy review and has displayed act and behavior strictly in compliance to the provisions of the IRR of the Safe Spaces Act; Zero (0) case(s) reported concerning gender-based sexual harassment.

5. Conclusion

Based on the significant and salient findings on the study conducted, it can be generalized that the Biñan public secondary school teachers have profound knowledge on the Safe Spaces Act, primarily on gender-based sexual harassment. They exhibit understanding of their responsibilities to prevent and to address concerns involving cruel acts. Also, teachers were found aware of the Safe Spaces Act because they can access information concerning it. They recognize that their school heads are knowledgeable and that there is a designated focal person to clarify concerns about gender-based sexual harassment which they can discuss with in times of query. Subsequently, teachers were found 'very compliant' to the Safe Spaces Act. As teachers, they maintain professionalism in interacting both with their colleagues and students – a display of behavior deemed to be compliant with the provisions of the code of ethical standards for professional teachers and of RA 11313.

6. Recommendation

As mandated by the law, RA 11313, the school heads shall lead in the information dissemination about gender-based sexual harassment, hence, they should continuously communicate with the teachers about the said law to deepen

their knowledge and understanding. These may be steered along with the conduct of faculty meetings, faculty development programs, and general assemblies. Moreover, the school heads shall lead in providing and disseminating school policies to reiterate the prohibition on gender-based sexual harassment therefore they should encourage teachers to gather information about the Safe Spaces Act from multiple platforms to increase information access and curate relevant events integrated in school's academic and co-curricular activities. Also, teachers should continuously attend and participate in gender and development programs, gender sensitivity trainings, and awareness campaigns to enhance and to widen understanding on gender-based sexual harassment thus developing a culture for a safer learning environment. And likewise, teachers should subscribe and attend to workshops and trainings on developing instructional resources evolving alongside with the internet and artificial intelligence (AI) in order to integrate gender-based sexual harassment concerns in class discussions and other related school activities.

For other researchers, they should scrutinize and digest cases involving gender-based sexual harassment to further understand the significance of increasing the level of awareness, accessibility of information, and compliance, not

only of teachers, but of all education stakeholders thus promoting safer learning environment holistically. Finally, they should dissect and examine this study to identify further gaps, like direct linkage of accessibility of information and compliance, and allowing wider explorations by incorporating other relevant variables, investigating different research locale, and integrating models leading to an enhanced research culture.

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