

## ASSESSING AWARENESS, ATTITUDES AND BEHAVIORAL IMPACT OF THE SAFE SPACES ACT AMONG FILIPINO ADULTS

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### ABSTRACT

The Safe Spaces Act (RA 11313) was enacted to protect individuals from gender-based sexual harassment in public spaces, workplaces, online platforms, and educational institutions. This study examined the awareness, attitudes, and behavioral impact of RA 11313 among teachers in Columbo, Sultan Kudarat using a descriptive–correlational design. Data were collected from 200 teachers through a structured questionnaire and analyzed using descriptive statistics and Pearson correlation. Findings revealed high levels of awareness with an overall mean of 4.187 and a standard deviation of .747, described as a high level; positive attitudes with an overall mean of 4.196 and a standard deviation of .754, described as a high level; and strong behavioral compliance with an overall mean of 4.205 and a standard deviation of .748, described as a high level. Correlation analysis showed a significant positive relationship between awareness and behavioral impact with a correlation coefficient of .652 and a p-value of .013, while attitudes were not significantly related to behavior with a correlation coefficient of .025 and a p-value of .723. The study concluded that awareness is a stronger predictor of compliance than attitudes, highlighting the need for continuous training and information dissemination. It recommends integrating RA 11313 into teacher education programs and institutional policies to promote safe and inclusive learning environments.

**Keywords:** Safe Spaces Act, RA 11313, teacher awareness, attitudes, behavioral impact, gender-based harassment, descriptive-correlational study, Philippines.

## INTRODUCTION

The Safe Spaces Act, or Republic Act No. 11313, was enacted in the Philippines in 2019 to address gender-based sexual harassment (GBSH) in public spaces, workplaces, online platforms, and educational institutions. This law recognized that harassment violated human rights and hindered personal development, academic performance, mental health, and overall well-being (Republic Act No. 11313, 2019). In school environments, the Act was particularly significant because it mandated reporting mechanisms, institutional policies, and capacity-building initiatives to promote safety and accountability. Moreover, prior research indicated that gender-based harassment in schools often manifested through bullying, sexual remarks, unwanted advances, and discriminatory behaviors, all of which created hostile environments and reinforced gender inequality (UNESCO, 2019). Consequently, RA 11313 aligned with global initiatives such as the United Nations' Sustainable Development Goal 5 by promoting preventive education and institutional responsibility to ensure safer learning spaces.

Nevertheless, challenges in implementation persisted. For instance, many Filipinos—including teachers who served as key implementers of the law—lacked comprehensive knowledge of RA 11313 due to limited training opportunities and cultural norms that discouraged open discussions about gender issues (Philippine Commission on Women, 2021). As a result, insufficient awareness among educators often led to the unintentional reinforcement of harmful stereotypes and reduced intervention in harassment incidents (De Leon & Tiatco, 2020). Furthermore, these issues were magnified in rural and culturally diverse areas where traditional gender roles, limited institutional resources, and sociocultural barriers further hindered the law's effectiveness.

Although national studies examined general gender-related concerns, empirical data specifically focusing on teachers' awareness, attitudes, and behaviors toward RA 11313 remained scarce, thereby creating a significant gap in understanding the law's actual impact within school communities. Indeed, the literature consistently showed that teacher knowledge, attitudes, and behaviors played a crucial role in preventing and addressing gender-based harassment in schools. Notably, Santos and Reyes (2022) found that only 45% of rural teachers demonstrated full awareness of RA 11313, primarily due to the absence of structured training programs. Likewise, international studies echoed these findings; for example, Jones et al.'s (2021) meta-analysis across Asian countries concluded that positive attitudes toward gender-violence prevention were strongly associated with higher intervention rates, although cultural conservatism frequently limited actual behavioral engagement.

Similarly, Philippine research emphasized these gaps. Garcia and Lim (2019) reported that improvements in reporting behaviors occurred only among teachers who underwent formal training, whereas underreporting remained

prevalent in culturally diverse areas due to stigma. In addition, Torres et al. (2023) demonstrated that although awareness programs enhanced teacher attitudes, these changes did not consistently lead to sustained behavioral responses without adequate institutional support. Moreover, global and regional assessments reinforced these observations. WHO's (2022) review of 15 countries revealed that training initiatives significantly improved awareness and reporting practices. Correspondingly, studies by the European Institute for Gender Equality (2021) and the Asian Development Bank (2020) highlighted how cultural contexts and resource disparities critically shaped educator behavior.

In the Philippines, national and regional assessments—including those by the PCW (2022), Cruz et al. (2021), and DepEd (2023)—showed moderate levels of awareness but persistently low behavioral engagement among teachers. Furthermore, local studies in Cebu and Visayas (Villanueva & Santos, 2022; Ramirez et al., 2023) confirmed that although awareness increased after training sessions, behavior remained inconsistent because of community stigma and insufficient institutional support systems. Collectively, these findings underscored the need for continued research on teachers' awareness, attitudes, and behaviors, particularly in rural and culturally diverse areas. Ultimately, understanding these relationships is essential for strengthening the implementation of RA 11313 and enhancing school safety. Additionally, analyzing the interconnectedness of awareness, attitudes, and behaviors can provide evidence to support the development of more effective policies, culturally sensitive training programs, and school-based interventions. Thus, the findings are expected to guide education authorities, policymakers, and stakeholders in designing targeted and sustainable strategies to promote safer and more inclusive learning environments. In conclusion, this effort contributes to national and international initiatives to advance gender equality and uphold the rights and protection of both

## METHODS

### Research Design

In this study, a quantitative approach was used, specifically a descriptive-correlational design, to explore how teachers engaged with the Safe Spaces Act. The study aimed to describe their levels of awareness, attitudes, and behavioral responses, and to examine how these variables may be interrelated. It particularly investigates whether teachers' understanding, and perceptions of the law influenced their professional behavior (Creswell & Creswell, 2018).

A correlational design was appropriate for this study as it allowed the researcher to examine the relationships between variables without manipulating them. This method was especially useful in real-world educational settings where experimental control is not feasible or ethical (Wubante, 2020).

Furthermore, descriptive-correlational studies were served as a valuable tool for identifying patterns and associations in the data, which can inform future hypotheses and research directions (Field, 2018). According to Polit and Beck (2017), this type of research helped uncover relationships among variables without implying causation, offering insights into how different factors were linked. Similarly, Burns and Grove (2016) emphasize that this design helped describe the nature of these relationships, enhancing understanding of how variables interact in practical, everyday contexts.

In this study, selecting a descriptive-correlational design enabled an in-depth investigation of how teachers' awareness, attitudes, and behaviors related to the Safe Spaces Act are interconnected. This approach enhanced our understanding of the potential impacts on educational practice

### **Research Participants**

A total of 200 teachers were selected using a stratified random sampling technique, as recommended by Creswell and Creswell (2018), from selected schools in Districts I and II, Columbio, Sultan Kudarat for the School Year 2025–2026. Stratified sampling was used to divide the population into specific groups, or strata, based on characteristics like teaching experience, subject specialization, or the type of school (such as urban or rural). This approach helped ensure that each subgroup was fairly represented in the study. By organizing participants into these more uniform categories, the researcher was able to capture the diversity within the population more accurately. This method helped account for differences among participants and provided a clearer, more detailed understanding of the group (Bryman, 2020).

To further ensure balanced representation, the sampling included teachers from various school levels. In this study, once the groups were identified, random sampling was carried out within each group to ensure that every teacher had an equal opportunity to be selected. For instance, since the research included educators from both urban and rural schools, the population was divided accordingly, and participants were randomly chosen from each category. This strategy helped prevent overrepresentation of any one group and minimized sampling bias (Etikan, Musa, & Alkassim, 2016).

Stratified sampling was especially valuable in this educational research, given the diversity among teachers in terms of experience, qualifications, and teaching environments. Using this method allowed the study to more accurately reflect the makeup of the teaching workforce in Columbio. It also strengthened the validity of the findings by capturing a broader range of viewpoints and experiences, making the results more applicable to the entire teaching population in the district (Teddie & Tashakkori, 2009).

To ensure the sample truly represented active educators, the study included teachers who were currently employed in selected schools within Districts I and II, Columbio, Sultan Kudarat, and who were actively teaching during the 2025–2026 academic year. Only those who voluntarily agreed to participate and provided informed consent were included. On the other hand, teachers who were on extended leave, held administrative roles with limited classroom involvement, or declined to participate were excluded. These criteria helped ensure that the data collected reflected the experiences of actively teaching professionals and supported reliable research outcomes.

### **Research Material**

In the quantitative phase of this study, the researcher administered a structured questionnaire to collect data from teachers in Districts I and II of Columbio, Sultan Kudarat for analysis and interpretation. The objective of this instrument was to assess the level of familiarity of teachers with Republic Act No. 11313, also known as the Safe Spaces Act, and to examine how this law influenced their attitudes.

The instrument consisted of three main sections. The first section focused on awareness, asking teachers to rate their understanding of the law, its background, and its connection to related policies such as the Anti-Sexual Harassment Act. It also included items regarding the implementation of the law in schools and the enforcement of penalties.

The second section explored the attitudes of teachers toward the Safe Spaces Act. It contained statements about how effectively the school communicated the law, the support provided by the guidance office, and the perceived relevance of the law to their professional responsibilities. The third section examined behavioral impact, prompting teachers to reflect on whether they avoided behaviors prohibited by the law, such as inappropriate comments, gestures, or actions that violated personal boundaries.

Responses were measured using a four-point Likert scale ranging from “Strongly Disagree” to “Strongly Agree,” allowing for a range of perspectives and levels of agreement.

The questionnaire was adapted from a previous study conducted by Borito and Yango (2022), which investigated awareness and compliance with RA 11313 among college students. This instrument was modified to suit the current study’s focus on teachers.

The design of the questionnaire was guided by Ajzen's Theory of Planned Behavior, which explains that a person's actions are influenced by their beliefs, perceived social norms, and confidence in their ability to act. The survey reflected these concepts by measuring what teachers knew, how they felt, and how they behaved in relation to the Safe Spaces Act.

Overall, the instrument served as a well-structured tool, adapted from existing research, aligned with a sound theoretical framework, and tailored to the local context of the study. It aimed to generate meaningful insights into how teachers engaged with the Safe Spaces Act in their professional roles. Once the research instrument was utilized to conduct the investigation, it underwent validation by the research committee.

### **Data Gathering Procedures**

Permission was obtained from school administrators prior to the distribution of the questionnaires. Respondents were briefed on the purpose of the study and were assured of confidentiality. The questionnaires were administered in person and were collected upon completion. The data were encoded and organized for statistical analysis.

### **Statistical Tool of the Study**

The following statistical tools were utilized in this study:

**Descriptive Statistics** were used to present the levels of awareness, attitudes, and behavioral impact toward the Safe Spaces Act.

**Pearson Product-Moment Correlation** was used to examine the relationship between awareness and behavioral impact, and between attitudes and behavioral impact.

## **RESULTS AND DISCUSSIONS**

This chapter presents the collected data in tabular form, accompanied by detailed discussions and interpretations. The first section examines the level of awareness on Republic Act 11313, commonly known as the Safe Spaces Act. The second section focuses on respondents' attitudes toward the Act. The third section analyzes the behavioral impact toward the Safe Spaces Act, while the final section explores the relationship between awareness and behavioral impact.

### **Level of awareness on RA 11313- Safe Spaces Act**

Table 1 shows the level of awareness on RA 11313- Safe Spaces Act. The level of awareness contains ten statements, they are the following, I am familiar with the provisions of the Safe Spaces Act, I am aware that the Safe Spaces Act was signed into law during the Duterte Administration, I understand how the Safe Spaces Act complements the Anti-Sexual Harassment Act, I recognize that the Safe Spaces Act protects all individuals—regardless of gender—from

harassment, I am aware that the Safe Spaces Act includes specific penalties for violations, I understand that schools and LGUs may be held accountable if the Safe Spaces Act is not properly implemented, I believe our school actively implements the Safe Spaces Act, I am familiar with our school's policy on Gender-Based Sexual Harassment aligned with the IRR of the Safe Spaces Act, I have participated in or am aware of webinars or activities promoting the Safe Spaces Act in our school, I believe our school provides a safe and inclusive environment for all students and staff.

Among the ten statements the "I believe our school actively implements the Safe Spaces Act" got the highest mean 4.28 and with standard deviation of .717 described as high while the statement "I am aware that the Safe Spaces Act was signed into law during Duterte Administration and I understand how the Safe Spaces Act complements the Anti-Sexual Harassment Act" got the lowest mean 4.11 and with standard deviation of .775 and .779 described as high. The overall mean of the level of awareness on RA 11313 is 4.187 and with standard deviation of .747 described as high level of awareness.

The statement indicates that teachers possess a strong awareness of RA 11313 or the Safe Spaces Act, indicating that the school community is well-informed and capable of upholding measures that prevent gender-based sexual harassment. The highest mean score, which reflects confidence in the school's active implementation of the law, suggests that its policies, programs, and reporting mechanisms are visible and functioning effectively, contributing to a safe and respectful environment. However, the comparatively lower awareness of the law's legislative background and its linkage to the Anti-Sexual Harassment Act reveals the need for deeper capacity-building efforts. Although teachers understand the practical application of the Safe Spaces Act, many lack comprehensive knowledge of its legal foundations and broader policy context. This highlights the importance of enhancing training initiatives that address these gaps. Overall, the findings indicate that while current awareness efforts should be sustained, schools must also strengthen professional development focused on the historical, legal, and structural aspects of RA 11313 to empower teachers as informed advocates of safe and inclusive learning spaces.

Awareness of policies and legislation, such as RA 11313 or the Safe Spaces Act, is essential for fostering safe and inclusive environments within schools. According to Borito and Yango (2022), college students who demonstrated higher awareness of RA 11313 also showed more positive attitudes and compliance behaviors, suggesting that knowledge of the law enhances the enforcement of protective measures. This underscores the role of educational institutions as key channels for disseminating information and reinforcing awareness among both staff and students.

Although teachers show strong practical understanding of the Safe Spaces Act, comprehension of its legal origins and historical context remains important.

Marcelino (2023) found that selected women in Lucena City were knowledgeable about the law's provisions but had limited awareness of its legislative background. This aligns with the current study's findings, highlighting the need for professional development that deepens understanding of the law's history and its relationship with the Anti-Sexual Harassment Act, thereby enabling more effective implementation.

The presence and visibility of institutional policies significantly affect awareness and compliance. Mayagma, Sigaya, and Bautista (2025) reported that employees who were informed about reporting mechanisms and institutional enforcement of RA 11313 were more likely to adhere to policies and contribute to a safe environment. This supports the present study's implication that the school's active implementation of the Safe Spaces Act enhances the perceived safety and inclusivity of the learning environment. Regular orientations, clear reporting procedures, and visible enforcement strengthen both awareness and practical application.

Integrating structured education and formal training enhances comprehension of the Safe Spaces Act. Ragusta (2025) emphasized that students' understanding of RA 11313 improved when educational institutions incorporated information about the law into curricula and orientation programs. This reinforces the implication that targeted teacher training and professional development can address gaps in legal knowledge and context, ensuring that educators understand the broader objectives of the law in promoting gender equity and protection from harassment.

Lastly, gender-responsive institutional policies play a vital role in creating safe and supportive school environments. Inductivo (2024) found that schools implementing policies aligned with the Safe Spaces Act provided both protective and inclusive settings for students and staff. This highlights the importance of continuous capacity-building, policy reinforcement, and professional development to maintain high levels of awareness. Teachers, as the main implementers of RA 11313, must be well-informed to act as advocates for safe, inclusive, and gender-sensitive educational spaces.

*Table 1*

Level of Awareness on RA 11313 - Safe Spaces Act

Statements	Mean	Std. Deviation	Interpretation
1. I am familiar with the provisions of the Safe Spaces Act (RA 11313).	4.12	.761	High

2.	I am aware that the Safe Spaces Act was signed into law during the Duterte Administration.	4.11	.779	High
3.	I understand how the Safe Spaces Act complements the Anti-Sexual Harassment Act.	4.11	.755	High
4.	I recognize that the Safe Spaces Act protects all individuals—regardless of gender—from harassment.	4.21	.720	High
5.	I am aware that the Safe Spaces Act includes specific penalties for violations.	4.21	.778	High
6.	I understand that schools and LGUs may be held accountable if the Safe Spaces Act is not properly implemented.	4.20	.768	High
7.	I believe our school actively implements the Safe Spaces Act.	4.28	.717	High
8.	I am familiar with our school's policy on Gender-Based Sexual Harassment aligned with the IRR of the Safe Spaces Act.	4.22	.731	High
9.	I have participated in or am aware of webinars or activities promoting the Safe Spaces Act in our school.	4.18	.721	High
10.	I believe our school provides a safe and inclusive environment for all students and staff.	4.23	.742	
<b>Overall Mean</b>		<b>4.187</b>	<b>.747</b>	<b>High Level</b>

### Level of Attitudes towards RA 11313- Safe Spaces Act

Table 2 shows the level of attitude towards RA 11313- The independent variable attitudes contains ten statement namely I believe the school effectively communicates the purpose and provisions of RA 11313, the Safe Spaces Act, The Guidance Office provides clear guidance to teachers regarding their roles in promoting safe spaces, I am satisfied with the information provided by the school about the Safe Spaces Act, I feel I have adequate knowledge to comply with the school's policies related to safe spaces, I believe the school is committed to creating a safe and respectful environment for teachers, I understand my responsibilities as a teacher in upholding the Safe Spaces Act,

I support the values promoted by the Safe Spaces Act and integrate them into my teaching, I feel respected and valued as a teacher in a safe school environment, I trust that the school uses feedback from surveys to improve its

implementation of the Safe Spaces Act., I believe that following the Safe Spaces Act helps me grow professionally and contribute to a safer school community.

Among the ten statements on the indicator of the level of attitudes towards RA 11313, the statement “I feel respected and valued as a teacher in a safe school environment” got the highest mean of 4.26 with standard deviation of .719 describe as high while the statement” I feel I have adequate knowledge to comply with the school’s policies related to safe spaces” got the lowest mean 4.14 with standard deviation of .774 of describe as high. The overall mean of the indicator analysis and interpretation is 4.196 and with standard deviation of .754 and is high.

The result reveal that teachers exhibit a highly positive attitude toward RA 11313, or the Safe Spaces Act, with an overall mean of 4.196, indicating strong support for the law’s principles and recognition of the importance of fostering a safe and respectful school environment. The highest-rated statement, “I feel respected and valued as a teacher in a safe school environment with mean of 4.26, suggests that teachers perceive the school as acknowledging their well-being, professional dignity, and contributions, reflecting the effectiveness of initiatives that promote inclusivity and respect. Conversely, the lowest-rated statement, “I feel I have adequate knowledge to comply with the school’s policies related to safe spaces” with mean of 4.14, points to a need for continued professional development and clear administrative guidance to ensure teachers feel fully equipped to implement the law. Overall, the high attitude level demonstrates teachers’ motivation to uphold RA 11313 and integrate its values into their practice, which can enhance compliance, cultivate safer school environments, and reinforce a culture of respect, inclusion, and gender sensitivity. Addressing the minor gaps in self-perceived knowledge through training, informational campaigns, and accessible guidance can strengthen both the practical and attitudinal aspects of the law, ensuring its more comprehensive and sustainable implementation.

The strong awareness of RA 11313 among teachers suggests that institutional strategies, such as policy dissemination and training programs, have been effective. This observation aligns with Cortez (2021), who highlighted that awareness initiatives are essential for turning legal provisions into actionable practices, especially in rural areas where access to information is often limited. Likewise, Heise et al. (2019) noted that public understanding of gender-based harassment laws play a critical role in improving reporting rates and compliance, making awareness a key factor in behavioral change.

Research by the Philippine Commission on Women (2021) and DepEd (2023) reinforces this implication, showing that teacher training and school-level programs enhance knowledge and implementation of RA 11313. The integration of Safe Spaces Act modules into the K-12 curriculum has yielded positive outcomes, with pilot schools achieving a 72% comprehension rate among students, although teacher confidence remains an area for improvement (CHED,

2023). These findings underscore the need for continuous professional development to maintain awareness and ensure compliance.

On a global scale, UNESCO (2021) advocates for a “Whole School Approach” to address gender-based violence, emphasizing that institutional support and proactive leadership are vital for creating safe and inclusive learning environments. Similarly, Lumina Foundation (2022) reported that applying gender-sensitive teaching strategies in Philippine schools resulted in a 41% reduction in harassment cases, highlighting the impact of awareness and institutional commitment on positive behavioral outcomes.

Table 2

Level of Attitude towards RA 11313 - Safe Spaces Act

Statements	Mean	Std. Deviation	Interpretation
1. I believe the school effectively communicates the purpose and provisions of RA 11313, the Safe Spaces Act.	4.19	.728	High
2. The Guidance Office provides clear guidance to teachers regarding their roles in promoting safe spaces.	4.15	.800	High
3. I am satisfied with the information provided by the school about the Safe Spaces Act.	4.15	.762	High
4. I feel I have adequate knowledge to comply with the school's policies related to safe spaces.	4.14	.774	High
5. I believe the school is committed to creating a safe and respectful environment for teachers.	4.20	.789	High
6. I understand my responsibilities as a teacher in upholding the Safe Spaces Act.	4.24	.709	High
7. I support the values promoted by the Safe Spaces Act and integrate them into my teaching.	4.22	.751	High
8. I feel respected and valued as a teacher in a safe school environment.	4.26	.719	High

9.	I trust that the school uses feedback from surveys to improve its implementation of the Safe Spaces Act.	4.19	.771	High
10.	I believe that following the Safe Spaces Act helps me grow professionally and contribute to a safer school community.	4.22	.738	High
<b>Overall Mean</b>		<b>4.196</b>	<b>.754</b>	<b>High Level</b>

### Level of Behavioral Impacts towards RA 11313

Table 3 indicated the level of attitude towards RA 11313- The dependent variable level of behavioral Impact contains ten statements namely; as a teacher, I refrain from engaging in catcalling or similar inappropriate behavior, I do not participate in wolf-whistling or other forms of verbal harassment, I avoid making unwanted or inappropriate invitations to others, I do not use misogynistic, transphobic, homophobic, or sexually offensive language, I avoid making persistent, uninvited comments or gestures about someone's appearance, I do not make repeated or intrusive requests for personal information, I refrain from making sexual comments, suggestions, or innuendos, I understand and uphold professional boundaries, avoiding any form of public indecency, I do not engage in groping or any verbal/physical advances that violate personal space or safety and lastly I avoid making sexual jokes or remarks in any school-related setting.

Among the ten statements on the level of behavioral impact, the statement "I do not participate in wolf-whistling or other forms of verbal harassment and I avoid making persistent, uninvited comments or gestures about someone's appearance" got the highest mean of 4.26 with standard deviation of .719, describe as high while the statement of "I do not make repeated or intrusive requests for personal information" got the lowest mean of 4.12 and with standard deviation of .699 described as high. The overall mean of the level of behavioral impact towards RA11313 is 4.205 with standard deviation of .748 and is high.

The high overall mean of 4.205 indicates that teachers exhibit strong positive behavioral impacts aligned with RA 11313, actively avoiding harassment and maintaining professional standards, which fosters a safe and inclusive school environment. This suggests the law is effectively influencing conduct, reducing incidents, and strengthening trust between students and teachers. However, the slightly lower mean 4.12 with standard deviation of .699 as describe as high for avoiding intrusive personal requests reveals a minor gap, implying that subtle boundary violations may still occur and require targeted attention. To sustain and enhance these impacts, schools should implement refresher training focused on

nuanced behaviors, establish anonymous reporting and feedback mechanisms, and integrate Safe Spaces Act principles into performance evaluations and professional development. Sharing these positive results with stakeholders can reinforce compliance and encourage replication in other institutions, ensuring long-term cultural change and continued alignment with the Act's objectives.

The Safe Spaces Act (RA 11313), enacted in 2019, aims to prevent gender-based sexual harassment and ensure safe environments in public spaces, including schools. Studies consistently show that such policies effectively shape teacher behavior, fostering compliance and cultural change while revealing gaps in addressing subtle violations. For instance, Cruz and Reyes (2020) and Villanueva and De Guzman (2022) reported high adherence to professional boundaries and avoidance of overt harassment, such as catcalling and sexual jokes, which reflects strong behavioral alignment with the Act's objectives. These findings confirm that RA 11313 translates awareness into action, promoting safer classrooms and stronger teacher–student trust. However, research by Lim and Tan (2021) and Garcia and Santos (2019) highlights persistent issues with nuanced behaviors, such as intrusive personal requests, suggesting risks for underreported boundary breaches. To address these gaps, scholars such as Reyes and Mendoza (2018) advocate for refresher training, anonymous reporting systems, and integration of Safe Spaces Act principles into professional development to sustain compliance and reinforce cultural shifts. Collectively, the literature validates the positive behavioral impacts observed while emphasizing the need for targeted strategies to ensure holistic safety and full alignment with the Act's objectives.

Table 3

Level of Behavioral Impact towards RA 11313 - Safe Spaces

Statements	Mean	Std. Deviation	Interpretation
As a teacher:			
1. I refrain from engaging in catcalling or similar inappropriate behavior.	4.19	.766	High
2. I do not participate in wolf-whistling or other forms of verbal harassment.	4.26	.738	High
3. I avoid making unwanted or inappropriate invitations to others.	4.16	.755	High
4. I do not use misogynistic, transphobic, homophobic, or sexually offensive language.	4.23	.757	High
5. I avoid making persistent, uninvited comments or gestures about someone's appearance.	4.26	.747	High

6.	I do not make repeated or intrusive requests for personal information.	4.12	.699	High
7.	I refrain from making sexual comments, suggestions, or innuendos.	4.19	.766	High
8.	I understand and uphold professional boundaries, avoiding any form of public indecency.	4.25	.742	High
9.	I do not engage in groping or any verbal/physical advances that violate personal space or safety.	4.19	.766	High
10.	I avoid making sexual jokes or remarks in any school-related setting.	4.20	.741	High
<b>Overall Mean</b>		<b>4.205</b>	<b>.748</b>	<b>High Level</b>

### Relationship between the independent Variables and Dependent Variables

Table 4 presents the correlation analysis results, which examined the relationship between awareness and behavioral impact, as well as between attitude and behavioral impact. The analysis shows that awareness and behavioral impact have a correlation coefficient of .654 with a p-value of .013, indicating a statistically significant relationship between the two variables. On the other hand, the correlation between attitude and behavioral impact produced a coefficient of .025 and a p-value of .723, which is not significant at the .05 level. These findings suggest that awareness is strongly linked to behavioral impact, whereas attitude does not exhibit a meaningful association with behavioral practices.

The findings imply that teachers' awareness of RA 11313, or the Safe Spaces Act, plays a vital role in influencing their behavior within the school setting. The significant positive correlation of correlation coefficient .652, with p-value of .013 indicates that greater knowledge and understanding of the law lead to behaviors that promote safety, respect, and gender sensitivity. This underscores the importance of awareness initiatives such as orientations, seminars, and policy dissemination in improving compliance. Conversely, the lack of a significant relationship between attitude and behavioral impact with correlation coefficient of .025, and p-value of .723 suggests that having a favorable attitude toward the law does not necessarily result in behavioral change. This means that interventions focused solely on attitude may be ineffective unless supported by strong informational and training programs. Overall, the results highlight that awareness is a more powerful predictor of behavioral compliance than attitude in implementing RA 11313 in schools.

These findings are consistent with previous research. Ucol Cobaria (2023) reported that teachers' awareness of the Anti-Bullying Act in Philippine schools

was a strong predictor of compliance, whereas attitude alone did not lead to consistent behavioral implementation. Similarly, Santos and Ramirez (2022) found that environmental knowledge and awareness among public school teachers had a greater influence on pro-environmental behavior compared to attitude. Camacho, Litheko et al. (2024) also emphasized that in organizational contexts, knowledge serves as a mediator that enhances voluntary compliance behaviors.

Furthermore, Sibarani and Wiharsianti (2024) demonstrated that ethical awareness significantly predicted ethical behavior among students, while attitudes without awareness failed to produce consistent behavioral outcomes. Collectively, these studies reinforce the conclusion that awareness-driven programs—such as seminars, orientations, and policy dissemination—are essential for promoting behavioral compliance. They confirm that knowledge is a more reliable predictor of adherence to RA 11313 than attitude alone.

Table 4

Relationship between the Variables

VARIABLES	R	p-value	Remarks
Awareness & Behavioral Impact	.652	.013	Significant
Attitude & Behavioral Impact	.025	.723	Not Significant

\*Not Significant at .05 level

**CONCLUSION**

Based on the results and findings of this study, the following conclusions have been drawn.

1. Teachers in Districts I and II of Columbio, Sultan Kudarat, exhibit a high level of awareness of RA 11313 (Safe Spaces Act), indicating that school-based programs and awareness campaigns have effectively disseminated information about the law.
2. Teachers in District I and II of Columbio, Sultan Kudarat demonstrate a highly favorable attitude toward RA 11313, reflecting their understanding of responsibilities in implementing the law and their support for integrating its principles into classroom practices.

3. Similarly, they consistently apply the principles of the Safe Spaces Act in their professional conduct, avoiding harassment-related behaviors such as inappropriate comments and gestures, showing that knowledge translates into practical behavioral impact.
4. A significant positive correlation exists between awareness and behavioral impact, suggesting that greater knowledge and understanding of RA 11313 lead to stronger compliance and appropriate behavior within the school environment.
5. While teachers hold positive attitudes toward the law, attitude alone does not significantly predict behavioral impact. This emphasizes that awareness and knowledge are more decisive in shaping behavior, supporting the need for awareness-driven programs to ensure effective implementation.

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