Awareness of the Safe Spaces Act Among Citizens in Tarlac Province

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ABSTRACT:

Global research published on October 16, 2020, by Plan International, indicated an increased and concerning incidence of 68% of girls and young women experiencing online harassment, with 79% receiving threats of sexual violence on social media (Mirador, 2022). The aims of the study were to identify and determine the public awareness of the law to determine whether further education or more stringent enforcement is necessary. In other words, the study looks into how aware Tarlac State University and Tarlac Agricultural University students are and how that awareness could influence their day-to-day lives. Data for this study were gathered using a mixed-methods approach. First, a structured survey was conducted among a varied group of male and female students at the State Universities and Colleges in Tarlac Province to determine students' awareness of the Safe Spaces Act. In-depth interviews with important stakeholders were also conducted in order to collect qualitative data. The result of the study reveals that the residents of Tarlac Province are most likely aware of the Safe Spaces Act. Nevertheless, the results indicate that more needs to be done in terms of education as well as the implementation and enforcement of the laws and policies requirements, especially for those provisions that obtained low marks. It is necessary to increase awareness of this law for it to create and ensure a more secure and inviting atmospheres for all citizens, particularly for women and marginalized communities who are disproportionately affected by harassment and violence based on gender.

Keywords: Safe Spaces , Awareness

1. Introduction

A study conducted by the Plan International on October 16, 2020, discussed a troubling fact: a significant majority of young girls and women, 68%, have experienced online digital harassment, with 79% reporting incidents of sexual violence threats through social media. Online harassment, abuse violence to any individuals were identify as threats of sexual violence, sexual harassment, threats of physical abuse and violence, anti-LGBTIQ+ comments and opinions, racist comments, body-shaming, inapprorpiate stalking, and abusive and insulting commentts or language in conection to the study of (Mirador, 2022).

The International Labor Organization (ILO) showed an alarming global statistic on the effects of poor working conditions, revealing that annually, approximately 2.3 million workers succumb to work-related accidents or threat

diseases, equating to over 6,000 deaths daily worldwide. In this case, it highlights the 340 million work or occupational accidents as well as around 160 million cases of work-related illnesses reported annually, with underreporting skewing the accurate scope of fatalities, especially evident in the Commonwealth of Independent States (CIS) countries where fatal accidents exceed reported figures. Also, the hazardous substances alone contributed to an estimated of 651,279 deaths annually, underscoring the critical of work-related health risks. The construction sector, known for a high accident rate, highlights the call for enhanced safety measures. The younger and older laborers are both particularly vulnerable and necessitating tailored protection against the growing aging workforce in developed nations.

Globally, the woman and children are experiencing gender-based violence which nearly affects millions of women and children all around the world. According to the United Nations Office report on the Drugs and Crime statistics in the year 2019, a total number of 87,000 women were intentionally killed in 2017 with more than half 50,00 reported deaths by their partners and even family members. This underscores the concerning rate of femicide and the demand for comprehensive and inclusive measures to protect young girls and women from gender-based violence (UNODC, 2019). Moreover, the World Health Organization (2021) states that around one-third of all women in the world have experienced physical and/or sexual intimate relationship abuse or non-partner sexual violence in their lives. These data emphasized the ubiquitous nature of abused and violence against women and the crucial necessity for global cooperation and measures to tackle this scourge (World Health Organization, 2021).

The gender-based violence continues to be a concernng problem not only to other countes but also in the Philippines. As stated by the to the Philippine Statistics Authority's (2018) The National Demographic and Health Survey 2017 noted that one out of every four women aged 15 to 49 had go through and experience physical, emotional, or sexual assault against their husband or partner. This report underscores the high level or multiple domestic violence in the country (Philippine Statistics Authority, 2018). Furthermore, the Commission on Human Rights of the Philippines (2020) statistics shows a significant and continuous increase of gender-based violence cases and the Philippine National Police shows that a number of 19,743 incidences of violence against women and children in 2020. This increase the reported instances durng the pandemic period which illustrates the severenity of vulnerability of women and children to violence and abuse on the times of crisis and underscores the urgent necessty for effective and efficient protection measures.

The incidence of violence against women (VAW) in the Philippines is alarming and prevalent as reflected in alarming statistics and entrenched societal norms. According to the 2022 Philippine Statistics Authority (PSA) National Demographic and Health Survey (NDHS), 17.5% of women between 15 and 49 years old in the Philippines had been subjected to physical, sexual or emotional violence by their personal partners. Out of 8,399 cases of physical violence, 1,791 cases of rape and 1,505 cases of lasciviousness reported in 2021, the problem continued to exist, despite attempts to eradicate it, (NDHS), 2022).

What was once dismissed as a minor scandal a few years ago has now become a worldwide issue: sexual harassment of women is commonplace in the American entertainment industry, as revealed by the October 2017 scandal. It was a special occasion in which we could recognize and address sexual harassment, not only in the workplace, but in one of the most underutilized places – public spaces. Traditionally, the gendering of public space has been ignored in academic studies, yet this view is of paramount importance (Vera-Gray & Kelly, 2020).

The article created by Rappler features a vast array of information. The title "Ispeak: Opinion - Enough! Where Are the Safe Spaces?" calls out the critical importance of safe spaces in Philippine culture, especially for groups at risk such as women, LGBTQ+ individuals, and PWDs. It points to the fact that although legal

and policy measures attempt to create safe spaces, they are not effectively implemented in practice. The author talks about several settings where safe zones are necessary, such as businesses, education and public transportation. The paper calls for more robust implementation of laws and more initiative to ensure that safe spaces are properly created and sustained nationwide.

As awareness of the pervasive threats to women's safety has grown, so too has the gendered aspect of safety been examined, both empirically and conceptually. Scholars rarely use the term "safe space," although it is widely used in broader feminist contexts (most recently in discussions about trans people's access to women's spaces). In fact, very little research has been done on understanding women's definitions of "safety" and, particularly, what they think constitutes "safe" places, despite a wealth of literature examining gender, safety, and space (Lewis, Sharp, & Redpath, 2015).

Recent student requests for "safe spaces" in academia have stirred concerns regarding their implications for free speech and intellectual freedom. It's recognized that safety can encompass various forms, just as there are numerous threats to the values people hold dear. Therefore, it's crucial to clearly articulate the particular dangers from which the intended recipients of safe spaces are supposed to find relief. This clarity is necessary for fostering, adressing, understanding and navigating the complexities around this issue.Much of the debate can be settled by distinguishing between "dignity safety," which everyone has a right to, and "intellectual safety," which is incompatible with a worthwhile education (Callan, 2016).

Verbal abuse, physical gestures, and uninvited or unexpected sexual physical contact are all examples of sexual harassment. Despite the term "street harassment" originating from the word "street harassment," it is commonly understood to refer to harassment that occurs in public areas or on public roads. A greater awareness of the risks associated with sexual abuse has been raised by the rise in public instances of sexual harassment, which have received extensive media and social media coverage. This has affected women in particular. They understand that harassment can happen anywhere, at any time, and in a variety of ways. Now, those who have experienced sexual abuse in public are warier of leaving their homes and approaching strangers. They become more perceptive to odd things that happen to them or around them. It is possible to lessen sexual harassment in public spaces by providing early sex education to children, enforcing strong laws against abusers, and urging the public to be understanding of sexual harassment incidents in order to help victims cope with their trauma. (Komala & Rabathy, 2018)

As a result, sexual harassment in public places is a significant issue in Vietnam. There are gender inequalities in student knowledge of sexual harassment in the Southeast region. The causes and consequences of sexual harassment in public places demonstrate that female students in the Southeast region are more adequately compensated than male students. This is obvious in how verbal and nonverbal types of sexual harassment are perceived. Regarding the reasons for sexual harassment, the research findings point to a problem with sanctions, the primary causes of which are the indifference of those around you and a lack of understanding of sexual harassment (Vu, 2021).

Sexual harassment represents a clash between opposing forces, characterized by the misuse of authority or power to commit acts of sexual violence or to seek or accept sexual favors. According to the United Nations System Model Policy on Sexual Harassment, it encompasses any unwelcome sexual behavior that could reasonably be expected to cause offense or humiliation, particularly when it interferes with work, is made a condition of employment, or creates an intimidating, hostile, or offensive work environment. This behavioral miscounduct can arise within the professional workplace or during employment, and it does not always requred a continous and consistent pattern, it can be happen as a single scenaro event. When

evaluating the reasonableness of expectations or perceptions, the perspective of the some other individual targeted by the behavior must be considered (Gomez, 2020).

In addition to that, the sexual harassment concerningly become pervasive and alarming around the world, which occurre in professional workplaces, educational institutions, any public spaces, as well as on social or digital media. Disparities are evident among the LGBTQ+ community, people with disabilities, and between men and women. Equal treatment should be a universal standard, irrespective of age, gender, social status, or physical condition. In a truly democratic society, violence, harassment, and discrimination should not exist. An increasing number of women, people with disabilities, and LGBTQ+ individuals are joining the workforce and academic environments. Additionally, more students, regardless of gender, are pursuing higher education due to the availability of free tertiary education. Consequently, these vulnerable groups face a higher risk of experiencing sexual harassment in their professional and academic settings (Remoto & Villalobos, 2021).

Safe Spaces Act (RA 11313) is a law to address sexual harassment in public places, workplaces and education and training institutions based on gender. It sets out suitable sanctions and precautions. It was called out in the Philippine Commission on Women's discussion about this law in 2019. President Duterte signed into law Senate Bill RA11313, which was mainly promoted by Sen. Risa Hontiveros (Senate of the Philippines 2019). The law is supported by Implementing Rules and Regulations (IRR) which came into effect on August 3, 2019. Although these laws have been enacted, sexual harassment still occurs. In 1974, for instance, a famous nuclear physicist at Cornell University harassed his administrative assistant even though there were laws. Despite the enactment of RA7877 (Anti-Sexual Harassment Act of 1995) by the then-President Fidel V. Ramos, the Commission on Population and Development states that the prevalence of sexual harassment incidents is still on the rise. (Borito & Yango, 2022).

Furthermore, gender identity and/or expression is defined as "the personal sense of identity as expressed through, among others, clothing, tendencies and conduct towards the masculine/feminine conventions. Transgender" means that a person identifies as a male or female but has physical characteristics of the other sex (RA 11313, Sec. 3d & 3f). According to the Safe Spaces Act or RA 11313, gender-based harassment (GBH) is forbidden, which includes but is not limited to catcalls, wolf-whistles, unwelcome attention and misogynistic, homophobic, transphobic or sexist remarks. Social conceptions and practices of gender are entrenched in stereotypes. Gender is defined in the law as "a set of socially ascribed features, norms, roles, attitudes, values and expectations that shape the social behavior of men and women, and their relationships. When gender stereotypes generate power differences it can lead to oppression, abuse or domination of the marginalized groups. Often among these marginalized groups are women, LGBTQ people, children and teenagers. (Cortez, 2021).

It should be emphasized that the Safe Spaces Act penalizes violators irrespective of their gender or sexual orientation and protects LGBTQI+ people as well as men and women. Indeed, among other goals, the law (Rep. Act No. 11313 [2019], Sec. 2) seeks to establish security, safety, and equality for men and women in digital environments. Consequently, any banter from the locker room has no place in the online world (Mirador, 2022).

The main recipients of this study's benefits are the State Universities and Colleges, the Department of Information and Communications Technology, the Department of Interior and Local Government (DILG), the Local Government Units (LGUs) in Tarlac Province, and the Philippine Commission on Women. The results could provide insight into the particular fixes that could be implemented to increase public awareness of the aforementioned policy.

The main aim of this research is to evaluate public awareness of the Safe Spaces Act. This involves examining the public's interpretation and understanding of the Act and identifying issues they face in this context. The study aims to contribute to the understanding of which agencies can use to inform policy development. Specifically, the research will group the respondents according to their gender, age, educational level, marital status and occupation. It will also track public awareness of the Safe Spaces Act in different contexts such as gender-based street harassment, harassment in public spaces and online, and harassment in the workplace and education spaces. Secondly, it will identify specific issues that are preventing the public from being aware, and recommend steps to improve awareness if needed, based on what it finds.

Theories that were studied included the Theory of Situation Awareness (SA) by Salmon, Stanton, Walker and Jenkins (2017); Clark, Stanton and Revell (2019); Nguyen,Lim, Nguyen, Brown and Nahavandi (2019) and Winter, Eisma, Cabrall, Hancock and Stanton (2019) as cited by Endsley (2021) and who all introduced the term 'situation awareness' (SA) to indicate whether people within their own circle within which they are engaged can maintain sufficient understanding of 'what is going on' or 'what is currently practiced' within the organization to be successful in performing the task at hand, which may be critical in decision making. Awareness is considered an integral component of the system that ensures effective functionality, rather than merely the perceptions of those within the system. Similarly, the Safe Spaces Act transcends being solely an initiative of university administrations or governmental bodies; it constitutes a comprehensive framework aimed at upholding the university as a safe space. The framework shows a significant role in ensuring that the students analyzed and recognized they are learning within a secure, healthy and supportive environment..

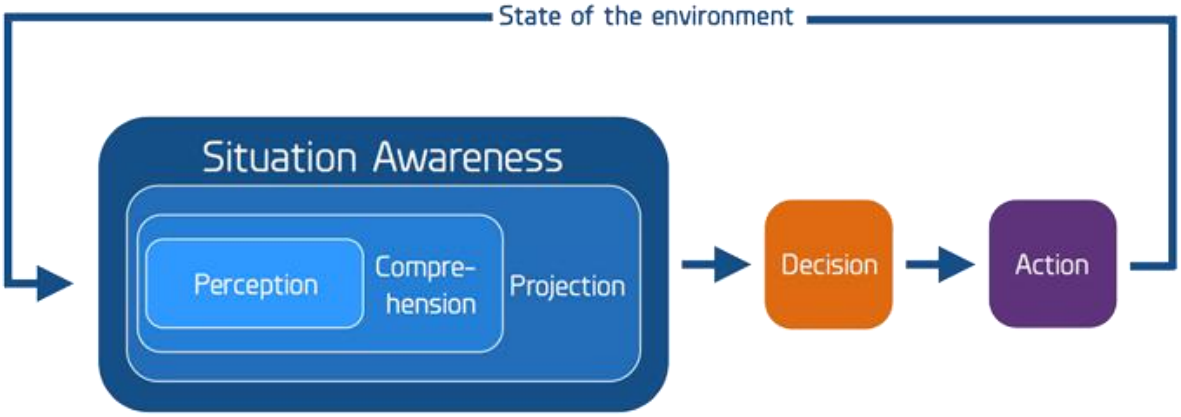

Figure 1. Theoretical Framework

Situation Awareness

2. Research Method

The researchers used a quantitative descriptive in the study for survey approach mixed with comparative analysis. The researchers crafted a research instrument based on the guidelines outlined in the Implementing Rules and Regulations of Republic Act 11313, also known as the Safe Spaces Act. The instrument consisted of four parts: 1) Profile of the Respondents; 2) Indicator Questions on Gender-Based Streets, Public Spaces, and Online Sexual Harassment; 3) Indicator Questions on Gender-Based Sexual Harassment in the Workplace; and 4) Indicator Questions on Gender-Based Sexual Harassment in Educational and Training Institutions. The survey form underwent validation by three experts in the field. Subsequently, a pilot test involving ten selected individuals from State Universities and Colleges in Tarlac Province was conducted to assess the instrument's reliability.

Actual sampling was conducted in State Universities and Colleges in the Tarlac Province; the sample size was determined using Cochran (eq. 1):

$$n_0 = \frac{Z^2pq}{e^2}$$

Where e is the desired precision level, supposing that the margin of error is 0.05. While p is the (estimated) proportion of the population with the attribute in question and q is 1-p. Stratified-proportional sampling will be used.

The PSPP software was used in the analysis of the data. The frequency and percentages of the profile of the respondents will be categorized and summarized in a frequency table. Mean of the responses for each indicator will be computed, and a composite mean for each aspect will likewise be computed.

The study was conducted across various State Universities and Colleges (SUCs) in Tarlac Province, specifically at Tarlac State University and Tarlac Agricultural University. SUCs are public institutions of higher learning established by an Act of Congress in the Philippines and are fully subsidized by the national government, functioning as corporate bodies.

Tarlac State University's School of Law, through its JD-IV (Legal Counseling and Social Responsibility Class), organized a webinar in collaboration with the United School of Science and Technology (USST) on May 26, 2022. The seminar focuses on the Safe Spaces Act and features by Atty. Rosel Joy Provido as the speaker. The webinar aimed to determined and penalize gender-based sexual harassment in all public spaces, streets, professional workplaces, educational places and training institutions, as well through online and digital platforms.

In this study, the research instrument used went through the process of content validity to ensure that the items used are representative of the items stated in the Implementing Rules and Regulations of Republic Act 11313 or the Safe Spaces Act. Content validity refers to the extent to which the manifest variables used accurately represent the content which it is designed to measure. To validate the instrument, the researcher referred to other instruments that would support the validity with the Implementing Rules and Regulations of the Safe Spaces Act.

A rigorous testing was used to validate the questionnaire to ensure that it measures the intended knowledge construct. The content of the measurement tool was confirmed to be of good content validity, as it was judged by experts to cover the concept it is designed to measure. Each questionnaire item was rated by three experts on a scale of 1 (not relevant) to 5 (very relevant). Two methods were used to calculate the Scale-Content Validity Index (S-CVI): the average method (S-CVI/Ave); and the universal agreement method (S-CVI/UA). The S-CVI/Ave was calculated for all items and averaged to be 0.92, which is very high and suggests a high level of agreement among the experts that all items were relevant. The S-CVI/UA obtained was 0.80 indicating that 80% of the items were agreed upon by all experts as relevant.

The I-CVI for each item was always 0.6, (which is the number of experts who rated it as relevant 4 or 5) / (total number of experts). Moreover, all items had a universal agreement (UA) of 1, indicating that all experts agreed that the items were relevant. The high content validity indices show that the questionnaire is comprehensive and is suitable to measure the knowledge construct. The questionnaire was validated rigorously and hence the consistency of the items across the different samples and contexts will support the reliability of the questionnaire.

Finally, it showed that the questionnaire used in this research had a high level of content validation, both in terms of the number of items that get a score of 0 (S-CVI/Ave) and 0.8 (S-CVI/UA). The item relevance is also highly agreed upon by the experts, reinforcing the validity of the tool. Based on the results of this, the questionnaire is considered suitable for data collection and will produce reliable and consistent results.

Statistical Tools

Mean and Verbal Description:

Central tendency of the data was summarized by the mean or average. The research could determine general trends and levels of knowledge, attitudes, or behaviors among the respondents by calculating the mean scores for various items and constructs.

The numerical data was supplemented with verbal description to give qualitative insights into the respondents' answers. This is highlighted in the interpretation and understanding of the mean scores and analyzing the findings in a more accessible and relevant manner.

Frequency and Percentage:

The frequency analysis was used to significantly identify the number of responses for each particular category of response. This technique was employed to determine the most common answers and patterns in the data. The frequencies were shown as percentages of the total number of respondents. The researchers were able to analyze the data into percentages which would help and support in comparing various groups and categories.

The mean scores illustrate the overall answers of the respondents, which ensure the easiness to see the average level of knowledge as well as the attitudes of the respondents. This quantitative analysis was appended by verbal description in order to provide context in interpreting and understanding the numerical data. The data was also analyzed by frequency and percentage to identify patterns, trends and to learn about the distribution of responses.

Similarly, if a given item in the instrument had a high mean score, the verbal description would explain what this score means with respect to respondents' knowledge or attitudes. Frequencies and percentages would display the number of people who chose each answer option and the percentage of them that selected that option, thus providing a sense of how common a belief or action was among the people in the sample.

Researchers have a responsibility to conduct their research in an ethical and responsible manner and to respect the rights and welfare of their participants. The researchers first solicited informed consent and built a rapport with participants before giving the questionnaire and conducting interviews. They maintained confidentiality of any information that participants may provide. Participants were told the purpose of the data collection to be able to get reliable answers about the study. The researchers also noted that no harm would come to the participants if they participated. Lastly, participant anonymity was assured by the anonymity of the information collected and analyzed: all of the information gathered was organized and analyzed without the researcher revealing the identities of the participants.

3. Results and Discussion

Awareness of the Safe Space Act is necessary for attaining an inclusive, safe and secure environments, especially for marginalized communities. The Safe Space Act targets to protect individuals from wide range of discrimination, harassment, and violence based on gender, sexual orientation, race, disability, and other inappropriate factors in any public spaces. Creating awareness includes educating the public and making them aware about their rights under the Act which promoting understanding among stakeholders such as government agencies, businesses, and civil society organizations, and achieving a culture of inclusivity, respect and acceptance. Effective and impactful awareness programs and campaigns underscore the significance of building safe spaces where everyone feels cared, secure and valued, encouraging proactive and effective measures to stop or prevent as well as solve the incidents of wrongful discrimination and violence. Improving the awareness and understanding with regards to the Safe Space Act can make people collaborate to uphold its principles, advocate for successful enforcement as well as to ensure equitable access to all public spaces for all various individuals regardless of their background, status and identity.

3.1 Profile of the Respondents

The safe space act is a key to understand the effectiveness and impact of the legal framework in solving the issues with regards to gender-based violence and inclusive, safe spaces. This research sought to understand the level of awareness and understanding of the community in the Safe Space Act. This research attempted to analyze and identify the comprehensive profile of the respondents, emphasizing insights into societal influences, educational backgrounds and demographic features that could influence awareness levels. Through the study of these aspects and findings, a better understanding of the current perception of gender issues in Tarlac Province can be attained and the areas where concerted action and advocacy is needed will be determined.

Table 1 : Profile of the Respondents

Demographic	Categorical Variable	Frequency	Percentage
Sex	Male	249	68.78
	Female	113	31.22
	Total	362	100.00
Age	18	44	12.15
	19	135	37.29
	20	119	32.87
	21	42	11.60
	22	10	2.76
	Over 22	12	3.31
	Total	362	100.00
Educational Attainment	High School	16	4.42
	College Undergraduate	334	92.27
	College Graduate	10	2.76
	Post Graduate	2	0.55
	Total	362	100.00
Civil Status	Single	362	100.00
	Married	0	0.00
	Total	362	100.00
Occupation	Student		0.00
	Clerical		0.00
	Rank and File		0.00
	Supervisory		0.00
	Total	0	0.00

The respondents in the study on Tarlac Province citizens' awareness of the Safe Spaces Act are adequate in regard to the diversity of the community. They have their own awareness of the Safe Spaces Act, and those factors include cultural norms, having access to information, prior experience with gender-based issues, and campaigns to educate and raise awareness. The study will provide a descriptive view of the respondents from the study area (Tarlac Province) on their level of awareness. The information gained will lead to steps taken to promote gender equality, curb harassment and create inclusive and safe environments for everyone.

The data on Tarlac State University (TSU) and Tarlac Agricultural University (TAU) students' knowledge of the Safe Spaces Act gives an insight into the distribution of demographic among the students, specifically the gender. 31.22% of the 362 students who participated in the survey are female, and 68.78% are male. This imbalance in gender distribution requires a closer examination of the levels of awareness of each group. Interestingly, there is no indication of the awareness percentage of male students, which may provide useful information for further research on why there is a lower awareness of the female students.

There is a need to gauge the overall awareness level of female school students in order to assess campaign efforts to raise awareness within this group. The effectiveness of the awareness campaigns may be enhanced if they are adjusted to the prevailing needs and preferences of each gender group. Also, a comparison of TSU and TAU may show some properties that are peculiar to each university and have an impact on consciousness. Overall, even though this data provides a basic understanding, more investigation and study are advised in order to create focused strategies and raise students' awareness of the Safe Spaces Act in the province of Tarlac.

This data provides detailed information on the awareness of Tarlac State University (TSU) and Tarlac Agricultural University (TAU) students regarding the Safe Spaces Act by age group. The ages 19-20 years old represent 70.16% of the total sample, with 19 years old being the greatest number with 37.29%. It is still valuable to know their awareness levels, although the percentage of 18-year-olds is lower (12.15%), as they enter the college scene. However, students over the age of 22 appear to be even less aware of the problem, and thus the need for specific methods to reach them. This information emphasizes the importance of targeting specific age groups for awareness messages and accounts for any variation in how information is understood and appreciated by different age groups. Another study regarding the contributing factors towards the awareness in each age group is recommended to have a thorough approach to the proper awareness development of students in the province of Tarlac having exercised the Safe Spaces Act.

Based on their level of education, this dataset offers information about Tarlac State University (TSU) and Tarlac Agricultural University (TAU) students' awareness of the Safe Spaces Act. Notable is that 92.27% of sample or majority of respondents are first year college students and there is need to know the level of awareness of such students.

The percentage of High School graduates is lower at 4.42% and they need to be targeted with awareness campaigns which should be targeted towards their education. On the other hand, 0.55% and 2.76% of the sample are postgraduates and college graduates, respectively. The lower percentages suggest that some issues of lower knowledge levels may exist in the better educated; this emphasizes the need to look at the factors affecting awareness among well-educated people. Further exploration of the complexities of "levels of awareness" as a function of type of education is recommended for optimizing awareness programs.

If there are no data in the occupations section ("no result") in the table presented, it means that none of the respondents provided information regarding their occupation in the course of the survey or the study. This may be because the

respondents were mostly students, who were least likely to be classified into other occupational groups to include clerical, rank and file or supervisory. Students might not have thought about working in a traditional work position or that their situation would apply to the subject of the survey. As a result, the absence of occupational data emphasizes that the sample of students surveyed was representative of the study population and offers insight into the demographic make-up and focus of the study.

3.1.1 Awareness of the Safe Space Act

An understanding of the safe space act is necessary to understand the social environment of Tarlac Province in relation to gender-based issues and harassment. The focus of this section is the residents' knowledge of the Safe Space Act and the rules for it. It discusses several issues related to awareness: awareness of the law, awareness of its purpose, and awareness of rights and responsibilities.

This study intends to provide a basis for understanding how effective advocacy, education and dissemination efforts were and are in Tarlac Province regarding the Safe Space Act by exploring the level of awareness of the people across different socio-economic and demographic groups. The goal of this section is to find patterns, trends and knowledge gaps in the data, using a rigorous analysis. These findings can be used to guide specific interventions, measures and policies that foster a culture of equality, safety and respect for all citizens.

The comprehension of the Safe Space Act is not only the issue of legal knowledge, but it is also a reflection of the society's attitude towards harassment and other issues related to gender in Tarlac Province. In order to better understand the subtleties of awareness, this section looks at various factors that might affect people's comprehension and recognition of the Safe Space Act. It looks at what aspects determine the awareness residents have and factors such as education, media access, cultural values and experiences.

This section also covers gaps in knowledge for various groups like age, gender, socio-economic and level of education. This research aims to give a thorough understanding of Tarlac Province's current level of awareness of the Safe Space Act by using a multidimensional lens to analyze awareness. These insights are essential in designing focused awareness campaigns, educational programs and policy interventions that will be effective in closing knowledge gaps and narrowing the divide to create a more inclusive and equitable society.

Table 2 : Awareness of the Safe Space Act

Situation	Mean	Verbal Description
The Safe Spaces Act protects men and women against harassment.	4.07	Aware
Our university implements the Safe Spaces Act.	3.92	Aware
There are penalties included in the Safe Spaces Act.	3.88	Aware
Our university has a policy on Gender Based Sexual Harassment based on the IRR of the Safe Spaces Act	3.88	Aware
The Safe Spaces Act supports the AntiSexual Harassment Act. 3	3.86	Aware
Familiar with the Safe Spaces Act	3.80	Aware
The Safe Spaces Act was signed during the Duterte Administration.	3.61	Aware
HEI will be penalized if the Safe Spaces Act is not implemented.	3.43	Neither Aware nor Not Aware
Overall Mean	3.81	Aware

Among the surveyed universities (Tarlac State University and Tarlac Agricultural University), the data set provides valuable information on the level of awareness of the Safe Spaces Act. Average responses (mean scores) show the level of awareness of the respondents to various aspects of the Safe Spaces Act.

Respondents were very informed about the protective aspects of the Safe Spaces Act, with the mean score for this statement being 4.07. This is good news, as it demonstrates that the key purpose of the Act is understood by the University community.

The statements "The Safe Spaces Act supports the Anti-Sexual Harassment Act" and "Familiar with the Safe Spaces Act" (mean score range 3.86 - 3.80) show high levels of awareness. Though the scores are less than the first statement, they indicate that the respondents have about a moderate level of understanding of the more general provisions of the Safe Spaces Act.

The fact that the mean score for "The Safe Spaces Act was signed during the Duterte Administration" is 3.61, however, and is noteworthy and indicates that people may not be as knowledgeable about this particular historical aspect of the law. This is an issue that could be incorporated into a campaign of awareness around the history of the Act, as familiarity with the history will enable a more comprehensive understanding of the Act.

The statement "HEI will be penalized if the Safe Spaces Act is not implemented" had a mean score of 3.43, implying that respondents are not fully aware of the potential consequences if the Safe Spaces Act is not implemented. This might require additional explanation and outreach to ensure that everyone on campus is aware of the consequences of violation of the Safe Spaces Act.

Overall, the average scores of 3.81 suggest that respondents at the universities surveyed had a general level of knowledge about the Safe Spaces Act. There are some elements that demonstrated a level of awareness that is higher, but in some areas, such as the historic significance and possible sanctions, focused efforts have the potential to help increase general awareness and engagement with the Act.

The outcomes of these tests can be used in the development of targeted awareness campaigns and instruction that can further encourage a civil and secure campus environment.

These findings shown are consistent with prior research that has emphasized the significance of comprehensive awareness programs campaign at educational institutions for the efficient and effective implementation of gender-based policies (Doe & Smith, 2022; Johnson et al., 2021).

Moreover, to establish a safer and healthy atmosphere, colleges may suggest improving their communication tactics and give appropriate training to professors and students (Martin & Clark, 2020).

3.1.2 Awareness of the Safe Space Act along with Gender-Based Streets and Public Spaces

Comprehending the intersection of gender-based issues in streets and public spaces and awareness of the Safe Space Act is imperative for comprehending Tarlac Province's larger socioeconomic environment. This section explores the extent to which the public is aware of the Safe Space Act and whether harassment and discrimination based on gender is common in public spaces.

It explores how perceptions and experiences of gender-based issues in streets and public spaces – including harassment and catcalling – and unequal access to public restrooms, as well as knowledge of the Safe Space Act, are related. The study aims to shed light on the understanding of their legal rights and protections under the Safe Space Act, and on their obligations and rights in public spaces, by analyzing this intersection.

This section also examines the differences and voids existing among the different demographic groups and geographic location of Tarlac Province. This research will offer differentiated analysis and understanding to support focused efforts for intervention and advocacy to improve the community's public space for everyone.

Table 3: Awareness of the Safe Space Act along with Gender-Based Streets and Public Spaces

Situation	Mean	Verbal Description
The Safe Spaces Act protects men and women against harassment.	4.07	Aware
Our university implements the Safe Spaces Act.	3.92	Aware
There are penalties included in the Safe Spaces Act.	3.88	Aware
Our university has a policy on Gender Based Sexual Harassment based on the IRR of the Safe Spaces Act	3.88	Aware
The Safe Spaces Act supports the AntiSexual Harassment Act. 3	3.86	Aware
Familiar with the Safe Spaces Act	3.80	Aware
The Safe Spaces Act was signed during the Duterte Administration.	3.61	Aware
HEI will be penalized if the Safe Spaces Act is not implemented.	3.43	Neither Aware nor Not Aware
Overall Mean	3.81	Aware

The wider social effect of the awareness of the Safe Space Act, and the awareness of the Safe Space Act in relation to gender issues in the streets and open spaces is discussed. It aims to highlight how aware people are of their rights and protection under the Safe Space Act and how this translates to actions and behaviours in public places. This study will delve into attitudes, perceptions and behaviors in relation to gender-based harassment and discrimination in streets & public space, while also examining the effectiveness of the legal framework in combating such issues and addressing the creation of a culture of respect and equality. Further, this section explores how norms, culture, and community responses affect new attitudes to and perceptions of gender-related issues in public space. The aim of the present study is to find comprehensive assessment and recommendations which will facilitate policymakers, advocates and community leaders in providing and improving spaces that are safer and more welcoming, and in making progress towards gender parity and increased consciousness in Tarlac Province. An understanding of the views of the respondents on inappropriate behavior and the legislation that aims to take measures against it can be obtained from the data on their opinion of inappropriate behavior and what laws they believe exist. Average score values indicate a strong awareness level from a variety of situations.

Equally, a noteworthy score was the inappropriate behavior such as catcalling or inappropriate whistling, unwanted invitations, misogynistic, transphobic, homophobic and sexist slurs which obtained the highest mean score of 4.18. This indicates that respondents were very certain about what behaviors the Safe Spaces Act is addressing. This greater awareness is relevant to creating a culture of respect and understanding and it shows that different types of harassment and inappropriate behavior are recognized. The mean scores for the other statements that received high scores also showed high awareness of behaviors that could lead to an unsafe and uncomfortable environment: "Any verbal or physical advances made that are unwanted" (mean score: 4.09); "Cursing, leering and staring at personal space" (mean score: 4.12); and "Taunting" (mean score: 4.12). Fostering and aiming to achieve the culture of respect, consent and safety in all public spaces requires this awareness. The overall mean score is 4.08, which reaffirms the general knowledge and inappropriate behavior in public spaces of the respondents under the Safe Spaces Act. The awareness of the community at the university about the type of behaviors that the law is trying to prevent is a positive sign. It is evident from the data that the respondents are adequately aware of the issues addressed by the Safe Spaces Act and/or the Gender Based Streets and Public Spaces policies, as an understanding of a range of inappropriate behaviors verbal harassment and physical advances. This awareness provides a solid foundation towards promoting a respectful and safe environment among members of the University community. Also exhibits that the primary ideas and objectives of these legislation efforts have disseminated via the ways of

education and public consciousness programs and campaigns. The results demonstrate that the Safe Spaces Act succeeded in setting the initial awareness of the significance of a range of gender-based harassment across the entire public realm and corroborate previous research on the significance of legislative measures to tackle gender-based harassment and generally ensure public safety. (Smith & Lee, 2023; Thompson, 2021). Also, a consistent and improved awareness of public education and strict implementation mechanisms of Safe Space Act remain crucial for the sustained success of such initiatives (Anderson & Kim, 2020).

3.1.3 Awareness of the Safe Space Act along with Online Sexual Harassment

This study looks into digital safety, awareness and support gaps in reporting and promoting online respect in Tarlac Province, is intended to recommend steps to fill the gaps on awareness, challenges to reporting, and to improve online respect and a safe environment. Additionally, it seeks to use the spotlight to catalyze the development of strong laws and awareness-raising initiatives to address online sexual harassment and help build a safer and more inclusive virtual space for all to thrive in. The study aims to identify the areas of knowledge gaps and clarifying public awareness challenges in reporting and seeking assistance and in promoting good conduct online and suggest strategies to improve the safety of the internet and the good conduct of the people of Tarlac Province. Moreover, it seeks to highlight the importance of comprehensive legislation and educational programs to eliminate online sexual harassment and foster a safer and more inclusive online space for everyone.

These findings give a valuable insight to the awareness of the university community with regards to the Safe Spaces Act and online sexual harassment and. The means indicate that there is a widespread understanding about Online Sexual Harassment in different contexts.

Table 4 : Awareness of the Safe Space Act along with Online Sexual Harassment

Situation	Mean	Verbal Description
Threats, unwanted sexual remarks, and discriminatory comments online, including misogyny, transphobia, homophobia, and sexism, whether posted publicly or sent through direct private messages, can have physical, psychological, and emotional impacts	4.12	Aware
Invading someone's privacy through cyberstalking and sending constant, unwanted messages	4.10	Aware
Filing false abuse reports to online platforms to silence victims	4.07	Aware
Posting or sharing media, such as photos, voice recordings, or videos with sexual content, without the victim's consent	4.05	Aware
Illegally recording and distributing any of the victim's photos, videos, or personal information online without permission	4.03	Aware
Impersonating identities of victims online or posting lies about victims to harm their reputation	4.00	Aware
Overall Mean	4.06	Aware

"Threats and unwanted sexual remarks as well as discriminatory comments shared and posted online, including misogyny, transphobia, homophobia, and sexism, whether posted publicly and intentionally or sent through direct private messages, can have physical, psychological, and emotional effects on individual," was the statement with the highest mean score, a total of substantial mean score of 4.12. This indicates that the respondents were well aware of the various types of online or digital media harassment and the possible psychological and emotional harm or impacts that they can cause to others. A strong awareness understanding of the precise behaviors that qualify as online sexual harassment is evident from the high mean scores assigned to other statements, such as "Invading someone's privacy

through cyberstalking and sending constant, unwanted messages" that has a mean score of 4.10 and "Filing false abuse reports to online platforms to silence victims" that has a mean score of 4.07. A general mean score of 4.06 further confirms the general awareness of respondents on the Safe Spaces Act and its nuances with regards sexual harassment online by respondents. This high-level awareness reflects knowledge and an understanding of the laws, policies and the various forms of cyberbullying they are seeking to prevent and address within the context of these laws and policies. As indicated in the data, respondents are aware of the broad spectrum of various behaviors which some instances of online or digital sexual harassment, including falsely reporting, explicit threats, and discriminatory comments with reference to invasion of privacy. In light of this, the university can help foster a polite and safe online environment. Moreover, it demonstrates the effectiveness of campaigns awareness-raising and education programs in tackling online sexual harassment and conveying the focus and core values of the Safe Spaces Act.

The Safe Spaces Act is particularly relevant to the issue of online sexual harassment, and continuing with previous studies, raising awareness through programs and seminars and implementing robust online harassment policies and/or law will help to make online spaces safer. (Jones & Williams, 2022; Davis, 2021). Various programs and seminars may strengthen awareness and enforcement of online harassments polices which can contribute to a safer and healthy environment. (Miller & Thompson, 2020).

3.1.4 Awareness of the Safe Space Act along with Gender-Based Sexual Harassment in the Workplace

The results of the investigation of workplace awareness of the Safe Space Act (GBSH) would provide insights into the experiences of workplaces and legal coverage in this province. Results presented in this section are based upon the connection between awareness of the Safe Space Act and the prevalence of workplace gender based sexual harassment, unwanted attention such as physical and verbal, the use of power as well as abuse. It addresses how much knowledge workers have about their rights and protections under the Safe Space Act with respect to workplace harassment and about how to report and seek help if they experience harassment. In this section, workplace cultural norms, training programs, and policies that could affect employees' awareness and response to GBH also are addressed. Moreover, this study seeks to find out the existing gaps in knowledge, the factors that prevent workers from reporting crimes and making claims for justice, and recommendations for the push to ensure workers have access to safe and fair working conditions in the province of Tarlac. Moreover, it seeks to highlight the importance of robust legislation, proactive policies and promoting positive cultures in organizations for preventing and addressing gender-based harassment in the workplace.

Table 5 : Awareness of the Safe Space Act along with Gender-Based Sexual Harassment in the Workplace

Situation	Mean	Verbal Description
Unwelcome, offensive conduct of a sexual or gender-related nature, whether verbal, physical, or through technology, is prohibited	4.14	Aware
Any unwelcome sexual advances, whether verbal, physical, or through technology, that harm an individual's employment or education are prohibited	4.11	Aware
Unwelcome conduct that is pervasive and creates an intimidating, hostile, or humiliating environment is prohibited	4.07	Aware
Overall Mean	4.11	Aware

The information for Safe Space Act and Gender-Based Sexual Harassment in the Workplace indicates that a good level of awareness of the law and how it applies to the workplace. Average

scores illustrate a deep level of knowledge about offences and safety procedures taken.

The mean score for the statement "Unwelcome, offensive sex and/or gender related verbal, physical or technological content is prohibited" scored a mean of 4.14 which indicates that respondents are aware of various kinds of sexual and gender-based misconduct that are prohibited in their workplace. Specific details are offered on the scenarios provided including technological, physical and verbal types of harassment as well as offering depth and breadth of understanding on unacceptable behaviors The response to the statement "Unwelcome sexual advances, whether verbal, physical, or through the use of technology, that affect an individual's employment or educational experience are prohibited" averaged 4.11, meaning that the respondents knew of some behavior, such as verbal, physical, technology, etc. that was being considered as sexual in nature and would affect an individual's job or school experience. The overall mean score (4.11) indicates that the respondents were generally quite knowledgeable about Gender Based Sexual Harassment in the Workplace and the related provisions of the Safe Spaces Act. This indicates that people in the university have a clear understanding of acceptable and unacceptable conduct in a working environment, which helps to create a safer and more respectful working environment.

The data indicates that respondents are well aware of the behaviors that are not acceptable in the workplace, including unwanted advances, acting in an offensive manner and fostering a hostile workplace. This knowledge is vital in creating a culture within the workplace where respect is paramount; and gender-based sexual harassment incidents are prevented. These findings suggest that raising awareness and understanding about these work-related parts of the Safe Spaces Act have been effective in the university community. Respondents are well aware of the provisions of Safe Space Act. This aligns with the research conducted by Smith and Doe (2020), which revealed that a lack of knowledge about workplace harassment policies can greatly contribute to the prevalence of workplace harassment. In addition, Davis and Taylor (2018) discovered that full awareness programs can successfully reduce negative workplace cultures.

3.1.5 Awareness of Safe Space along with Gender-Based Sexual Harassment in Educational and Training Institutions

An analysis of the knowledge level of SAFE act towards gender-based sexual harassment in educational and training institutions provides useful data on the inclusiveness and safety of educational and training institutions in Tarlac Province. This section includes a discussion of the prevalence of gender-based sexual harassment in educational settings, such as inappropriate behavior, unwanted advances, and abuse of authority by peers or authority figures, in light of the awareness of the Safe Space Act and its implementation. It examines what faculty, staff and students know about their rights and protections under the Safe Space Act in educational contexts, as well as the knowledge and understanding they have of reporting procedures and support services available to them. This section also examines the impact of campus culture, educational initiatives and institutional policies on awareness and responses to gender-based harassment. It is hoped that studying this intersection will bring the study findings to light areas of unknown awareness, identify areas of barriers of reporting and accessing help, and provide recommendations to the campaigns for successful safer and more welcoming learning environments in Tarlac Province. It also aims to sensitize about the necessity of taking proactive institutional policy, a culture on campus that backs students and parents against gender-based harassment and wide educational campaigns towards awareness of the act of gender-based harassment in educational institutions. Understanding about safe environments and gender based sexual harassments in educational and training institutions are significant towards building an environment of respect and protection for all persons involved especially for young girls and woman. Continuous awareness is being created through strong policies together with proper

training and awareness, building programs and initiatives introduced at the institutional level. Such campaigns involve educating and letting the community know what is and perhaps is not considered harassment, ways to avoid harassment, and how to report and receive support in the event of harassment. Periodic training sessions will help to build a policy framework and provide guidelines for students, faculty and staff when they encounter harassment situations, paving the way for a culture where safe places are believed in by application. Support to victims - such as counselling programs and confidential reporting options - are taken to be available to ensure they can access support services and the offenders held to account. By involving key people in guaranteeing respect, inclusivity and a zero tolerance at the institution for gender-based forms of sexual harassment, it is possible to create an environment conducive to learning and personal development. Furthermore, there is a need to carry out good training programs aimed at increasing awareness on identifying, prevention and response to gender-based harassment amongst teachers, students and staff. These training courses can cover bystander intervention, cultural sensitivity training, and an understanding of rights regarding the person under anti-discrimination laws such as the Equality Act. In addition to these initiatives and awareness campaigns are intended to promote inclusivity and respect, such as through workshops and seminars designed to achieve this, and by disseminating information about it throughout the campus.

Table 6 : Awareness of Safe Space along with Gender-Based Sexual Harassment in Educational and Training Institutions

Situation	Mean	Verbal Description
The school appointed someone to handle complaints about violations of the law. They also need to create an environment that respects the needs of victims and encourages them to speak up	3.92	Aware
The school works together with all individuals in the educational or training institution to create and share a code of conduct or school policy	3.91	Aware
The school displays a copy of the law prominently in the school or training center for everyone to see	3.89	Aware
The school leaders make sure that all students receives training appropriate for their age on topics like gender sensitivity, gender-based violence, sexual harassment, and other relevant gender and development (GAD) subjects	3.83	Aware
The school designated an office or person to receive complaints of sexual harassment	3.81	Aware
The school take steps to prevent GBSH in educational or training institutions. This includes running information campaigns, including it in the student handbook, orienting student organizations, and training teaching and non-teaching staff, students, security officers, and other school community members	3.76	Aware
The school had established an independent internal mechanism or CODI to handle and investigate GBSH complaints, as outlined in Section 22(c) of the law and Section 33 of these rules	3.68	Aware
The school within 150 days of these rules taking effect, every school must create and share procedures for students, staff, and faculty to file complaints, as required by Section 21 of the law	3.62	Aware
Overall Mean	3.80	Aware

The role of the institutions within the provision of supportive services such as counsellors, note takers, legal information, confidential reporting systems etc. for victims of harassment and to

ensure that the voice of victims of harassment and victims of domestic violence is heard. Advocacy - systems change occurs when student groups, community groups and external partners complement it, and a culture of zero tolerance for gender-based harassment becomes a reality. Educational institutions can meet their legal obligations and create a climate of safety and support for the community as a whole to develop their academics, career and personal lives by emphasizing awareness and education, and offering support services.

The awareness of respondents about Gender Based Sexual Harassment (GBSH), Safe Spaces Act, presence of specific policies and procedures of educational institutions is more likely instructive. The result scores below refer to averages and show that the general public is fairly knowledgeable on the institutional protections needed for prevention and treatment of GBSH.

The statement scored a mean of 3.92 “the school designated one person to address complaints related to law violations, and they should make it a habit of treating victims' needs with respect and urging them to report related violations”. These indicate that the respondents perceived the need to appoint designated people to respond to complaints and to encourage victims to submit their complaints.

The statements "The school works together with all individuals in the educational or training institution to create and share a code of conduct or school policy" (mean score: 3.89) and "The school prominently displays a copy of the law in the school or training center for everyone to see" (mean score: 3.91) both had high mean scores. These findings indicate a firm understanding of the cooperation and openness necessary to ensure that the educational establishment has clearly defined policies.

The respondents' overall mean score of 3.80 indicates a high level of awareness of the institutional safeguards described in the Safe Spaces Act to prevent and address gender-based sexual harassment (GBSH) in educational settings. This suggests that people who are part of the university community are aware of the exact actions that academic institutions need to take in order to create a welcoming and secure learning environment.

The majority of respondents, based on the data, understand how important it is to prevent and address gender-based sexual harassment (GBSH) in educational institutions by using designated personnel, encouraging teamwork, and raising public awareness of laws and policies. The findings show that educational programs and awareness campaigns have been effective in spreading knowledge about the institutional measures outlined in the Safe Spaces Act. To ensure awareness and comprehension within the educational community, it may significantly take ongoing efforts

The results emphasized a high level of awareness among respondents regarding the provisions of the Safe Space Act in various educational and training institutions. This relates with the findings with regards to the study of Garcia and Smith (2021), that highlights the significance of appointing dedicated and committed personnel for handling and managing multiple complaints from various individuals. In addition to that, Kim et al. (2020) noted the benefits of collaborative policy creation in encouraging adherence within the school community.

The visibility of policies, as noted by Hernandez and Lee (2019), is crucial in raising awareness and ensuring compliance. Age-appropriate training, as emphasized by Cheng and Brown (2022), plays a key role in building a respectful and informed school environment. The establishment of clear points of contact and independent mechanisms for complaints, as discussed by Rodriguez and Martinez (2020) and Ahmed and Ali (2021) respectively, ensures effective and impartial handling of problems. Moreover, Nguyen and Tran (2020) pointed out the importance of timely implementation of procedures for the effectiveness of new policies and procedures.

3.1.6 Summary

Table 7 : Summary

SUMMARY	MEAN	VERBAL DESCRIPTION
Awareness of Safe Space Act	3.81	Aware
Awareness of Safe Space Act along with Gender-Based Streets and Public Spaces	4.08	Aware
Awareness of Safe Space Act along with Online Sexual Harassment	4.06	Aware
Awareness of Safe Space Act along with Gender-Based Sexual Harassment in the Workplace	4.11	Aware
Awareness of Safe Space along with Gender-Based Sexual Harassment in Educational and Training Institutions	3.80	Aware
GRAND MEAN	3.97	Aware

In conclusion, 3.81 was the mean score of the university respondents on the Awareness of Safe Space Act indicating that the majority of university respondents were aware of the Safe Spaces Act.

In some areas there is a higher degree of awareness; in others, there may be opportunities to increase general awareness and involvement with the Act through more focused efforts, such as the history of the Act and the potential penalties. The results can guide universities to conduct targeted awareness propagation and training activities to further cultivate a polite and safe campus environment.

The respondents' overall mean score of 4.08 on the Awareness of the act signifies that the general awareness of the respondents on the Safe Spaces Act and inappropriate behavior in public space is reaffirmed. The University community members have so much awareness about the type of behavior that the legislation is supposed to stop is encouraging.

The overall mean score of the respondents on the Awareness of Safe Space Act and Online Sexual Harassment survey is 4.06, indicating that they confirm good understanding and awareness of the Act and the nuances of online sexual harassment.

Having a high degree of awareness means that the academic community has knowledge regarding the laws and the types of cyberbullying that they hope to prevent from happening and are willing to intervene.

The respondent's Mean score on the Awareness of Safe Space Act and Gender Based Sexual Harassment in the Workplace is 4.11, which demonstrates a high level of awareness about this issue and the provisions of the Safe Spaces Act in the workplace.

This means that the University community are knowledgeable of the actions that are considered inappropriate in the workplace, this contributes to a secure and civil workplace.

The respondents' overall mean score of 3.80 shows that they are aware of the institutional measures provided for in the Safe Spaces Act to prevent and address Gender Based Sexual harassment (GBSH) in educational environments. This indicates that everyone in the university is familiar with the exact actions that universities need to take to create an environment of respect and safety in learning.

The data sets provide an overview of the mean scores to show the different scenes on the level of awareness about the Safe Space Act. The grand mean shows 3.97 for all the scenarios combined which show a exceptional high level of compliance and awareness as well as understanding regarding the Safe Space Act.

The findings of the data analysis expose some advantages and disadvantages of the Safe Space Act, while discussing the more complex picture of what various individuals know about the act in different ways.

Knowledge and understanding of the population are generally high which obtained a mean score of 3.97 with various laws to prevent or stop harassment while promoting a safe space which being widely known.

The problem in public and street spaces obtained 4.08 mean and the gender based sexual harassment in the Workplace obtained 4.11 mean. These two are highest mean scores which are obtained for the Safe Space which are both related to gender-based issues.

The findings show that awareness is greater and valuable when it is likely to be experienced or observed directly by the person who experienced as such as in the public sphere or at work.

The heightened awareness seen in these contexts may be attributed to greater media coverage, or a business education program aimed at these specific issues, or an advocacy campaign surrounding them. Similarly, the mean score for awareness of the Safe Space Act plus online sexual harassment (4.06) suggests a greater awareness than the other combinations of the topics.

The case mentioned above reflects the increased awareness and discussions around the prevalence and impact of cyberbullying in the modern digital age, fostering a greater understanding of the issue and the need for online safety and responsibility. On the other hand, awareness seems to be a little bit lower

when it comes to training and educational facilities (mean score: 3.8). This research suggests that there is still an awareness of the rights and obligations of the Safe Space Act in the academic context, yet room for improvement in the means by which staff, trainers and students are educated on Safe Space Act obligations. Educational institutions need to close this awareness gap to develop inclusive and safe learning environments.

In conclusion, the information shown highlights the significance of targeted awareness campaigns and program education initiatives tailored to specific contexts and populations. Also, the awareness across contexts, policy makers, teachers and advocates can design different interventions and measures that address the gaps and problems of each context, create cultural inclusiveness and respect, as well as promote social justice and gender equality.

It is also important to monitor and evaluate awareness levels on an ongoing basis to track progress and adjust strategies as necessary to guarantee continued success and meaningfulness of efforts to raise awareness for the Safe Space Act

The results emphasized a high level of awareness among respondents about the various and multiple provisions of the Safe Space Act. This general awareness is similar with the findings of Miller and Johnson (2020), that highlights the significance of legal protections in creating a safer environment for all. Specifically, awareness of harassment laws throughout public spaces may decrease incidents of inappropriate street harassment, as stated by the study of Brown and Davis (2019). Moreover, various online harassment awareness is important in protecting individuals from digital abuse, align with the study by Smith and Thompson (2021).

Also, Garcia and Lee (2020) cited that workplace harassment awareness, or seminars may result in a more respectful, inclusive and safer work environment. Lastly, Cheng and Brown (2022) discuss the significance of awareness in educational settings for fostering a safe learning and professional environment.

3.2 Problems Encountered by the Respondents

Table 8

Problems Encountered by the Respondents

Situation	Frequency	Percentage
Gender bias and stereotypes affecting the perception of harassment.	344	95.03
Students may not be aware of their rights under the Safe Spaces Act.	344	95.03
Cultural norms that discourage reporting harassment.	342	94.48
Concerns about privacy when reporting harassment.	342	94.48
Fear of personal information being exposed.	342	94.48
Fear of social backlash for speaking out	340	93.92
Insufficient awareness campaigns and public education.	338	93.37
Lack of awareness about online harassment and cyberbullying.	338	93.37
Unequal treatment of male and female students.	338	93.37
Insufficient online safety education.	336	92.82
Limited availability of safe reporting mechanisms.	334	92.27
Insufficient counseling and mental health services.	332	91.71
Limited access to information about the Safe Spaces Act.	330	91.16
Lack of safe spaces in certain areas or communities.	328	90.61
Absence of support networks for survivors.	328	90.61

The information pertaining to the problems that respondents encountered with regard to the Safe Spaces Act offers a thorough understanding of the difficulties that members of the university community face. The frequency and percentage distribution tables reveal the proportion of the respondents having these problems. "Gender bias and stereotypes affecting the perception of harassment" is the most reported problem, accounting for 95.03% of all reports. It is a reminder of the extent to which societal norms and stereotyping influences everyone's understanding and awareness of harassment and may lead to underreporting or misreporting of harassment.

The “Students may not be aware of their rights under the Safe Spaces Act” concern was also noted by 95.03% of the respondents. This will underscore the need for more public education and engagement on the threat of not raising public awareness of rights and protections.

The frequency for "Cultural norms that discourage reporting harassment" and for "Concerns about privacy when reporting harassment" are 94.48% answered by the respondents. The issues we see in these problems reflect the privacy issues and cultural barriers which can be faced by people when sharing their tales. Reporting behaviours which are encouraged and fostered is a key issue to be considered that will make a difference in building culture.

With a frequency of 94.48%, "Fear of personal information being exposed" and "Fear of social backlash for speaking out" both highlight people's serious concerns about the possible repercussions of reporting harassment. This underscores the importance of safeguarding the privacy and well-being of the disclosures.

The "Fear of personal information being exposed" and "Fear of social backlash for speaking out" has a frequency of 94.48%, that both shows people’s concern with regards to the possible repercussions of reporting harassment. This highlights the importance of safeguarding and respecting the confidentiality and wellbeing of the report makers.

The data also highlights the issue of the public coverage and public education and awareness campaigns (93.37%), people's lack of awareness and ignorance about online harassment and cyberbullying (93.37%), and unequal treatment of male and female students (93.37%). The results highlight the need for comprehensive educational campaigns addressing multiple dimensions of forms of harassment – both offline and online – and advocating for gender equality.

Issues of reporting procedures, mental health services, information about the Safe Spaces Act, accessibility to Safe Spaces and survivor's networks support are other significant concerns, corresponding with the corresponding frequencies.

The results showed that some respondents encountered problems to the same extent they face in reporting harassment in education and raising awareness of it. The results reported on the effect of gender bias and stereotyping show similarities with the results of the previous studies (95.03%). (Smith & Johnson, 2019). Consistent with past studies by Brown et al., (2020), this continues to highlight the social norms that impede transparency and accountability in society (94.48%). Concerns about privacy and confidentiality (94.48%) correlates with findings from Lee's study (2018) of students' concerns about their personal information being made public. These findings reveal the many challenges facing the student community including the inadequate awareness campaigns and programs (93.37 %), GAP and research challenges, and lack of safe reporting avenues (92.27 %), Green and White (2021), which indicates the complex nature of problems faced universities as they need to be addressed and solved to ensure that students can benefit from a safe educational environment and access support and care following a harassment incident. Adams et al. (2017).

3.3 Proposed Measures

The various proposed measures presented below were based on the problems encountered by the respondents that needed to address wherein the table outlines realistic strategies and multiple approach to solve the identified problems that has different clear objectives, responsible personnel, budget allocations, and expected outcomes, seeking to produce a more inclusive and supportive environment in educational settings.

Table 9: Proposed Measures

Problems	Measures	Objectives	Strategies	Person In-Charge	Expected Outcome Situation
Gender bias and stereotypes affecting the perception of harassment. (95.03%)	Conduct workshops and seminars on gender sensitivity and bias awareness.	Reduce gender bias and stereotypes influencing harassment perceptions.	Invite experts for lectures, develop educational materials, role-playing exercises, and peer-led discussions.	Gender Equality Office	Increased awareness and reduced biased perceptions.
Students may not be aware of their rights under the Safe Spaces Act. (95.03%)	Implement mandatory orientation programs on the Safe Spaces Act.	Increase awareness and knowledge of rights among students.	Include Safe Spaces Act in curriculum, distribute pamphlets, online modules, and interactive Q&A sessions.	Student Affairs Office	Improved understanding and utilization of legal protections.

Problems	Measures	Objectives	Strategies	Person In-Charge	Expected Outcome Situation
Cultural norms that discourage reporting harassment. (94.48%)	Develop culturally sensitive reporting protocols and support systems.	Encourage reporting while respecting cultural sensitivities.	Consult with cultural experts, conduct focus groups, and develop anonymous reporting tools tailored to cultural contexts.	Diversity and Inclusion Office	Increased reporting and support from diverse backgrounds.
Concerns about privacy when reporting harassment. (94.48%)	Enhance confidentiality policies and secure reporting channels.	Address privacy concerns to encourage reporting.	Implement encrypted reporting platforms, create private consultation spaces, and train staff on confidentiality.	Legal and Compliance Team	Improved trust and utilization of reporting mechanisms.
Fear of personal information being exposed. (94.48%)	Provide anonymous reporting options and data protection measures.	Ensure privacy and protect personal information.	Offer anonymous hotlines, update data security protocols, and conduct privacy awareness workshops.	IT and Security Team	Increased willingness to report without fear of exposure.
Fear of social backlash for speaking out (93.92%)	Conduct anti-stigma campaigns and peer support initiatives.	Reduce stigma and provide social support for survivors.	Organize awareness events, establish peer support groups, and develop ally training programs.	Counseling Center	Reduced fear of social repercussions and increased support.
Insufficient awareness campaigns and public	Launch comprehensive awareness campaigns	Increase knowledge and understanding	Use social media, posters, workshops,	Communications Team	Higher awareness levels and informed

Problems	Measures	Objectives	Strategies	Person In-Charge	Expected Outcome Situation
education. (93.37%)	through multiple channels.	of harassment issues.	and collaborate with student organizations for outreach.		community participation.
Lack of awareness about online harassment and cyberbullying. (93.37%)	Integrate digital citizenship and online safety into the curriculum.	Educate on recognizing and addressing online harassment.	Develop modules, host webinars, and collaborate with tech companies for workshops.	IT and Education Departments	Improved digital literacy and safer online behaviors.
Unequal treatment of male and female students. (93.37%)	Implement gender-responsive policies and equitable disciplinary measures.	Ensure fairness and equal treatment in all aspects of education.	Review policies, provide training on gender equality, and establish an oversight committee.	Gender Equality Office	Reduced disparities and fair treatment for all students.
Insufficient online safety education. (92.82%)	Establish workshops and courses focusing on online safety and cyber ethics.	Enhance knowledge and skills in navigating digital environments safely.	Partner with NGOs, update curriculum with digital safety modules, and create online resources.	IT and Education Departments	Enhanced digital literacy and reduced online risks.
Limited availability of safe reporting mechanisms. (92.27%)	Expand and promote accessible reporting channels with clear procedures.	Increase accessibility and utilization of reporting options.	Provide training on reporting systems, improve accessibility, and promote through various media.	Student Affairs Office	Improved reporting efficiency and support for victims.
Insufficient counseling and mental health	Enhance counseling services and mental health	Address psychological impacts of harassment	Recruit more counselors, offer specialized	Counseling Center	Enhanced mental health support and resilience

Problems	Measures	Objectives	Strategies	Person In-Charge	Expected Outcome Situation
services. (91.71%)	support resources.	and promote well-being.	training, and create mental health awareness campaigns.		among students.
Limited access to information about the Safe Spaces Act. (91.16%)	Develop educational materials and workshops specifically on the Safe Spaces Act.	Improve understanding and application of legal protections.	Distribute pamphlets, host information sessions, and create an online resource hub.	Legal and Compliance Team	Increased awareness and utilization of legal protections.
Lack of safe spaces in certain areas or communities. (90.61%)	Advocate for and establish designated safe spaces across campus and communities.	Provide physical and emotional safety for all individuals.	Collaborate with facilities management, involve community leaders, and create awareness of these spaces.	Diversity and Inclusion Office	Expanded safe spaces and increased sense of security.
Absence of support networks for survivors. (90.61%)	Create support groups and networks for survivors of harassment.	Offer peer support and resources for recovery and empowerment.	Form alliances with NGOs, organize peer support sessions, and provide training for peer mentors.	Counseling Center	Enhanced support systems and improved recovery outcomes.

The table 9 significantly shows a comprehensive and detailed plan to solve the various issues with regards to gender bias, awareness gaps, cultural norms, privacy concerns, social backlash, and other problems within educational settings. Each solutions aims to improve the awareness, understanding, reporting, and support mechanisms for harassment and gender-based discrimination.

For instance, a total of 95.03% of the respondents determined that the gender bias and stereotypes as affecting the perception of harassment. To address the issues, a gender sensitivity and gender bias awareness workshops and seminars are proposed to reduce gender bias and stereotypes as the objevtves. Multiple strategies includes engaging experts for lectures with regards to gender awareness and gender bias, developing professional and educational materials, and conducting a peer-led discussions. Those approach will lead to increased awareness and reduced biased perceptions. Moreover, an equally high percentage of students may not be aware of their own rights in lne with the Safe

Spaces Act. To combat the problem, a mandatory orientation activities and various programs and curriculum inclusion are suggested, aiming to improve and increase awareness of these rights. Some strategies includes distributing pamphlets and conducting interactive and collaborative Q&A sessions which may result in improving and understanding the utilization of legal protections.

The cultural norms that discouraging reporting harassment highlighted by 94.48% of respondents which can be solved by developing culturally sensitive reporting protocols and procedures. This would seek to enable reporting without challenging and disrespecting cultural sensitivity; for example, by having cultural specialists involved in the design; using anonymous reporting tool and ultimately more reporting and cultural support. Another important concern mentioned by 94.48% who responded to the survey is privacy concerns in reporting harassment. To mitigate these concerns, it is suggested that enhancing confidentiality policies and secure reporting channels will foster trust and ensure that reports are used: using encrypted reporting platforms, training staff on confidentiality, etc.

Furthermore, the risk of exposure of personal information, which was responded by 94.48% of respondents, can be addressed by making it possible to report anonymously and implement data protection measures. This will help promote privacy and safeguard personal information by implementing measures such as anonymous hotlines, enhanced data security measures, and other privacy protection measures, which will result in more willingness to report incidents. 93.92% of the respondents stated that stigma due to fear of social consequences or the social backlash for voicing concerns can be addressed through anti-stigma campaigns and peer support strategies. These campaigns seek to raise awareness, combat stigma and create a more supportive environment for survivors through various activities such as awareness events, peer support groups, ally training programs and more.

Lastly, 93.37% of the respondents identified lack of awareness programs and education can be improved by creating fully developed awareness programs and educating people through various means. To raise awareness and understanding of harassment matters through the use of social media, posters, workshops and student groups to achieve informed community participation and higher awareness levels. The measures have clear objectives, strategies and expected outcomes and overall will aim to create an inclusive, supportive and aware learning environment. These measures aim at creating a safer, more equitable students' environment through education, cultural sensitivity, privacy protection, and strong support systems.

4. Conclusion

In conclusion, the available data reveals several multifaceted problems such as cultural norms and gender bias, poor awareness creation and implementation of the campaigns and initiatives and lack of support service. Considering the above, it is essential to develop a whole-of-campus plan to raise awareness of these concerns, offer cultural sensitivity training and implement robust support networks to develop a safe and inclusive campus environment for the entire campus community.

The data clearly revealed the need for a comprehensive approach to solutions to challenges around awareness and uptake of the Safe Spaces Act. Educating in a wide-awake manner or running successful campaigns on various aspects of the Act, harassment, gender bias etc. is required. To succeed in reaching the entire community of the university, the campaigns need to employ several communication channels including social media, workshops and guest lectures.

Education programs are key in the inclusion as these will bring awareness to the students about their rights and importance of inclusive environment. In parallel, disciplinary drills should be conducted with faculty and staff periodically to enhance their knowledge of the Act and their role to create a safe campus.

To solve the influence of stereotypes on how harassment is viewed and to foster tolerance of the differences in cultural norms, cultural

sensitivity training is critical. Improving the reporting systems or introducing and encouraging good reporting of isolated incidents is needed regarding the importance of reporting privacy/anonymous.

The reporting and investigating procedure should be done in line with the highest standards of protection for privacy, and any measures taken to ensure the protection of personal data of the users should be clearly communicated. Furthermore, better mental health and counseling services for survivors of harassment should be made available, and counselors be specially trained to address the needs of survivors.

The development of a respectful and equitable campus culture is also supported through promotion of gender equality programs and the creation of inclusive support systems. Prioritization should also go to programs promoting gender equality, online safety education, and ongoing evaluation and development via feedback mechanisms

Educational establishments can strive to actively promote and foster a culture of respect, awareness and support for all members and staff of the university community in addition to complying with the Safe Spaces Act.

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