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Prevalence of Gender-Based Sexual Harassment in Private Elementary Schools

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ABSTRACT

Gender based sexual harassment is any unwanted or inappropriate behavior, comment or action that makes a person uncomfortable, unsafe or disrespected. This study aimed to explore the prevalence of gender-based sexual harassment in private elementary teachers. Particularly, it aimed to examine the profile of the respondents such as age, gender, civil status, position, highest educational attainment and teaching experience; determine how the respondents assess the prevalence of gender-based sexual harassment in streets and public places, online, workplace and educational training institutions; and ascertain the significant relationship between the assessed prevalence of gender-based sexual harassment and their profile. The respondents are the one hundred fifty (150) private elementary teachers in West District II, Division of Cagayan de Oro, for School Year 2024-2025. The descriptive research design was employed, patterned and modified questionnaires and purposive sampling technique were being utilized. Descriptive statistics like frequency, percentage, mean, standard deviation and Pearson Product Moment of Correlation as the inferential statistics were also used. Results revealed that there are more women than men among the respondents, who are mostly between the ages of 21 and 30. Most of them are married and Teacher 1. Many have taught for nine years or less and hold bachelor's degrees. Further, it was also revealed that the assessment on the prevalence of gender-based sexual harassment was low with the educational and training institution as the highest and workplace as the lowest. Additionally, the respondents' profile has no significant relationship with the prevalence of gender-based sexual harassment. Therefore, the low prevalence of sexual – based harassment signifies that teacher understand that awareness is crucial because it strengthens their capacity to prevent, identify and address inappropriate behaviors. It is recommended that principals in the school should ensure the implementation and dissemination of clear policies against sexual harassment.

INTRODUCTION

Background of the Study

Sexual harassment has been reported as one of the issues that has been happening but under-reported for fear of possible situations. Sexual harassment has the potential to erode an individual's sense of self-worth. It might keep individuals from making a living, doing well at work, or realizing their full potential. Additionally, sexual harassment can contaminate the atmosphere for everyone else. It has the capacity to turn violent if it is not addressed. Reduced productivity, low morale, higher absenteeism, and health care costs, and possible legal fees are all serious consequences for employers who fail to take action to avoid sexual harassment.

The researcher has to study sexual harassment in streets and public places, online platforms, workplaces, and educational institutions particularly among private school teachers because harassment is a multifaceted problem that occurs across different environments and affects individuals in interconnected ways. Teachers experience harassment not only within the school but also in public spaces, and also through digital communication, all of which can have cumulative effects on their mental health, job satisfaction, and sense of safety. By examining these

various contexts, this research can reveal how harassment differs in form, frequency, and impact depending on the setting, as well as how experiences in one environment may influence vulnerability or coping in another. Moreso, for private school teachers in particular, studying all these domains on sexual harassment provide them a possible course of events or situation that might occur and be able to address the risks not just within their immediate workplace but in all places thereby fostering a safer and more supportive environment for educators, students and the community.

In the Philippines, gender-based sexual harassment is illegal and punishable by the Safe Spaces Act, also known as Republic Act No. 11313. In April 2019, President Rodrigo Duterte signed it into law. This regulation forbids GBSH online, in public places, at work, and in educational institutions.

The Philippine Commission on Women in 2019 conducted a case study and acknowledged that a zero-tolerance policy against sexual harassment can maintain a positive reputation and control the risk of instances that could receive a lot of media attention. Consequently, a system and proactive setup procedures were offered. To ensure that workers work in a respectful and safe environment,

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and to stay away from any sexual harassment.

In light of these new revelations, it is necessary to promote a change in academic safety perspectives from a group to an individual one. By making this change, the classroom is freed from the restrictions and limitations that are frequently connected to the creation of communal safe spaces, as cited by the study conducted by Martineau and Cyr (2024) demonstrated that the respondents had a high degree of awareness, a highly favorable attitude, and a very high level of adherence to the RA11313 Safe Spaces Act. Regarding the correlation between factors, the results indicated a substantial association between the respondents' attitude and degree of compliance with this act, their level of awareness and attitude, and their level of awareness and compliance. As a result of their compliance with the act's implementing rules and regulations, the students are aware of the Safe Space Act and are aware that their university is a safe place.

For this reason, the current study was conducted. It aimed to examine the respondent's profile, such as gender, highest educational attainment, position and teaching experience. And their perceptions on gender-based sexual harassment in public spaces, workplaces, educational training facilities, and online were also investigated.

LITERATURE REVIEW

The Implementing Rules and Regulations of Republic Act No. 11313, otherwise known as An Act Defining Gender-based Sexual Harassment in Streets, Public Spaces, Online, Workplaces, and Educational or Training Institutions, Providing Protective Measures and Prescribing Penalties otherwise known as the Safe Spaces Act was approved on October 28, 2019. There were eleven (11) rules under the IRR in which among those rules are Rule 1 General Provisions, Rule II Definition of Terms, Rule III Gender-based Streets and Public Sexual Harassment, Rule IV Gender-based Online Harassment, Rule V Qualified Gender-Based Streets, Public Spaces and Online Sexual Harassment, and Rule VI is the gender-based Sexual Harassment in the Workplace is the focus of this recent study.

Respondents Profile

The study by Catubigan *et al.* (2023) reveals the sociodemographic characteristics of women, their economic status, and their understanding of the legislation protecting women's rights in the framework of Republic Act No. 9710, popularly referred to as the Magna Carta of Women. According to the data, the majority of women working in the informal economy were married, in their middle or late adult years, had only a basic education (elementary or high school), and were the primary providers for their families. According to the themes, informants said the Magna Carta of Women had ambiguous and foreign ideas, inconsistent application, and responsive leadership. It was discovered that women face discrimination, partial treatment, parenting responsibilities, and delayed help.

An information campaign video that focuses on women's rights, including their benefits on leave and how to access them, as well as the hotlines, contact numbers, or contact person who is in charge of the programs initiated by the GAD Office, as well as the scholarship programs, faculty development programs, etc., may be developed and posted on the official social media platforms of the colleges, according to the study conducted by Aranjuez *et al.* (2022), which aimed to assess the level of awareness and issues faced by JRMSU's female faculty and GAD implementers regarding the provisions of Section 13 of the Magna Carta of Women.

Further the measure to enhance the Safe Spaces Act by adding provisions aimed at addressing gender-based online sexual harassment resulting from the use of artificial intelligence and other developing technologies was recently adopted by the Senate on its third and final reading in January 2024. Additionally, Senate Bill 2897 aims to broaden the concept of public spaces to encompass multipurpose halls, fields, farms, rural streets and lanes, and coastal areas. The bill answers the constituents' pressing demand that the legislation be changed to better handle the numerous instances of teacher predators. According to the bill's co-sponsor, Senator Loren Legarda, this would reinforce the Safe Space Act in light of the growing harm and exploitation. Young individuals are particularly vulnerable to sexual assault and sexual harassment. While prevention has received a lot of attention on college campuses, young adults who do not attend college may need prevention just as much as those who do. Respondents who reported never attending college and those who reported ever enrolling in college had comparable reported rates of sexual harassment (32.7%) and sexual assault (24.6%) during early adulthood. In early adulthood, women were more likely than men to report experiencing sexual harassment (37.4% vs. 22.4%) and sexual assault (36.0% vs. 16.0%) (Mumford, 2020).

Gender-Based Sexual Harassment

Violence and gender inequality are intricate cycles that influence one another rather than being mutually exclusive in streets and public places. In Nepal, women experience several injustices and acts of violence. Although there are many contributing factors, the majority of these outcomes are the result of women's socially ascribed inferior status. In Nepal, women are subjected to abuse and subjection due to power-based hierarchies. In order to determine the state of inequality for women and how violence manifests as one of its effects, the study intends to investigate participants' knowledge and experiences. Additionally, it looks at the reasons behind sex trafficking as an illustration of how violence and inequality can lead to this problem (Dahal *et al.*, 2022).

Moreover, gender-based sexual harassment among teachers remains a pressing issue in educational institutions, where power dynamics, institutional silence, and lack of reporting mechanisms often prevent

accountability. A study by Sualihu *et al.* (2024) conducted in Ghanaian tertiary institutions revealed that while teaching staff generally had a high awareness of what constitutes sexual harassment, many cases still go unreported due to fear of professional retaliation, reputational damage, and lack of trust in institutional processes. Interestingly, newly recruited teachers were found to be especially vulnerable due to their unfamiliarity with formal policies and reporting structures. The researchers emphasized that even when awareness is present, systemic barriers and workplace culture often inhibit action, leading to an underestimation of the actual prevalence of harassment. The study highlights the urgent need for clearly enforced policies, routine training, and confidential reporting mechanisms to foster safer environments for educators and staff. These findings underscore the broader pattern of GBSH in educational institutions, where both students and teachers can become targets due to entrenched gender hierarchies and inadequate institutional support. Another study of Gråstén and Kokkonen's (2020) examined a sample of 175 PE teachers. The authors found a clear association between student-to-student harassment and student-to-teacher harassment, both verbal and physical. One of the key findings was that higher levels of verbal sexual harassment and physical violence among students predicted increased harassment and assault directed at teachers. This suggests that the classroom climate marked by disrespectful or aggressive behaviors among students can create an environment where teachers themselves become targets. It is noted the role of non-verbal sexual harassment, such as inappropriate gestures or looks, which significantly predicted physical assaults on teachers. This points to a progression where less overt forms of harassment may escalate into physical violence.

Interestingly, the study highlighted that less experienced teachers were more vulnerable to harassment and assault. This could be due to their limited classroom management skills or lower confidence in handling aggressive student behavior. It underscores the need for targeted support and training for novice educators, equipping them with strategies to maintain control and establish respectful classroom dynamics.

Streets Public Spaces

Nalla examined the situational circumstances of female sexual victimization in public settings in 2022. According to this study, the perceived likelihood of female sexual harassment victimization and actual self-reported victimization are generally consistent across the majority of public transportation modes. However, there is a notable discrepancy between these two indicators for incidents that occur in specific modes of transportation, like taxis and autorickshaws. The severity evaluations of certain behaviors that women consider to be sexual harassment differ statistically significantly by gender. Adopting a zero-tolerance policy for sexual harassment in public places is one of the policy's ramifications.

In the global South, especially in South Asia, public-space sexual harassment of women is pervasive. This is a problem for gender parity as well as public health. In Bangladesh, India, and Pakistan three nations with similar cultural norms and significant gender disparities this study looked at men's experiences with and opinions on PSH of women. The majority of responders outlined the advantages that society, women, and men could experience if PSH disappeared. Nonetheless, a tiny percentage of participants opposed social and legal consequences, and a non-negligible portion of participants maintained patriarchal gender views that are frequently invoked to defend against harassment. Many demanded education, cultural change, and tougher enforcement and penalties from the law. The viewpoints of men provide valuable information for preventing harassment and lessening its effects (Berik *et al.*, 2024).

In order to prevent and address sexual harassment of women and girls in public spaces in various contexts, the United Nations (2022) UN Women's global initiative, Safe Cities and Safe Public Spaces for Women and Girls, has collaborated with top women's organizations, national and local governments, UN agencies, and other partners for ten years. To guarantee that all women and girls living in cities can safely access and use urban public spaces, the Ministry of Housing in Morocco created "National guidelines on gender-responsive planning." In Quito, Ecuador, a local regulation was adopted that specifically prohibits sexual harassment in public spaces, which led to a decrease in sexual harassment on city transportation. Unwanted encounters between strangers or patrons in public places are referred to as street harassment, and they are frequently sparked by a person's gender, sexual orientation, or gender expression. Until now, marketers have failed to consider the prevalence of street harassment in consumer service and retail settings, including theaters, public markets, parks, and shopping centers. This study provides empirical evidence of the extent to which young Nepalese women are harassed by men in the workplace and the strategies they use to mitigate this harassment. It urges public policy officials to consider street harassment a criminal act and ends with a review of the theoretical, managerial, and sociological ramifications (Rosenbaum *et al.*, 2020).

Online

The current study aims to measure the prevalence of online bullying and online sexual harassment and evaluate gender and age differences in exposure using data from a nationwide survey among Danish high school students. Roughly 10% of students received a sexual image or video of another person without their consent, and 11% of students reported receiving sexually offensive inquiries online. Furthermore, 4% reported that, in the previous 12 months, someone had shared a sexual image or video of them without their permission. Feeling ignored by others online was the most prevalent kind of online bullying (25%), followed by someone making false accusations or

posting derogatory things about them (13%), and getting threats or unpleasant communications (12%). Results by gender were not entirely consistent (Dahl *et al.*, 2024).

Moreover, not many teachers are protesting about being subjected to hostile online attacks. For various reasons, offenders use “name-calling,” which damages the other person’s reputation. As a result, victims are likewise protected by another statute. Under the Cybercrime Law, this is known as the Cyber Libel Law (RA 10175). Cybercrime is any illegal activity that targets or utilizes a computer, computer network, or networked device. This broad category includes a wide range of activities, including financial fraud, identity theft, hacking, and virus distribution. Cybercrime is growing more of an issue since computers and the internet are now necessary for business, entertainment, and government.

According to UN Women (2025), technology is being used as a weapon to injure women and girls in new and concerning ways as it becomes more and more integrated into their daily lives. Technology-facilitated gender-based violence is not a new phenomenon, but it has increased dramatically in recent years, endangering the safety and well-being of women and girls worldwide. Many women are unable to feel safe at home, at work, or in public places because what begins as online abuse may quickly turn into danger that transcends borders and screens.

In order to safeguard women’s rights in the digital age, governments and the technology industry must address this problem. Three new issues are highlighted in the UN Secretary-General’s 2024 report: the growing opposition to women’s rights, the quick development of artificial intelligence, and the growth of the manosphere, a network of misogynistic material that permeates popular culture, shapes public perceptions of women and encourages violence.

A study by Krahé *et al.* (2022) support the claim that exposure to sexually explicit media can influence perceptions and behaviors related to gender and sexuality, including the normalization of harassment or coercion. The study highlights the pervasive impact of realistic sexualized media content on adolescents’ attitudes and behaviors, underscoring the need for structured media education. Another study by Evans-Paulson, et. al. (2023), supports the former study that protective influence resulting to critical media attitudes have influence on adolescent’s perception sexual and relationship health; adolescents who were critical on media content were less accepting of gender roles linked to dating violence among the youth. This aligns with the finding that teachers frequently encounter sexually explicit content in media suggesting that such exposure is not only widespread but potentially harmful if left unaddressed.

Workplace

Workplace sexual harassment as repeated, unwelcome sexual behaviors verbal, physical, psychological, or visual often involve humiliation, insults, or threats, adversely affecting the well-being of victims. Such harassment can

lead to significant physical, psychological, and emotional harm, resulting in outcomes like resignations, frequent absences, strained colleague relationships, reduced work efficiency, and diminished job satisfaction. Decreased productivity, increased turnover, and significant mental health challenges for victims. The study emphasizes the need for comprehensive policies and training programs to prevent harassment and support affected employees (Dehghan & Shahrabaki, 2023).

Conversely, according to Inspired Learning (2021), any type of persistent behavior that makes the victim feel intimidated at work is considered a hostile work environment. Any circumstance that makes someone feel emotionally upset at work is considered hostile work environment sexual harassment. It also covers a range of incidents of gender and/or sexual orientation discrimination in the workplace. Sexually suggestive remarks and jokes, sharing inappropriate content with sexual innuendo, unwanted sexual approaches, or physical behavior like groping, inappropriate touching, and sexual assault or sexual violence are a few instances of sexual harassment in hostile work environments. Because workplace politics and reprisal threats are involved, harassment by a senior or other authority figure can be particularly frightening. It can be more intimidating to accuse someone in a position of authority since they appear to have more allies in the community, which could result in harassment going unreported. To encourage victims to come forward, regardless of the perpetrator, regular education, a clear policy, and a firm hand when handling sexual harassment are necessary.

In fact, 95% of harassers go unpunished, according to women questioned by the Washington Post and ABC in 2020. This statistic is quite alarming since it demonstrates how most firms’ cultures tend to shield offenders rather than victims. The victims are deterred from coming forward in the future if the harasser is not punished, which encourages them to repeat the behavior. Women are more than twice as likely to experience harassment, which can range from sexual abuse to gender harassment. Charges of sexual harassment against women must be examined quickly and with seriousness. In order to boost job happiness and stop additional harm from being done to female employees, efforts to combat sexual harassment must also be strengthened.

Additionally, there are laws and institutional guidelines in place, such as the Anti-Sexual Harassment Act (RA 7877) in the Philippines, which protects individuals from such misconduct. The absence of such inappropriate requests reflects a culture of accountability, awareness, and shared commitment to maintaining the integrity of the teaching profession. If this kind of behavior persists inspite of a refusal, it may also lead to a hostile work environment.

Educational and Training Institutions

The Department of Education (DepEd) in the Philippines has established the Gender-Responsive Basic Education Policy through DepEd Order No. 32, s. 2017. This policy

aims to integrate principles of gender equality, equity, sensitivity, non-discrimination, and human rights into the provision and governance of basic education. It applies to all DepEd officials and employees, as well as learners in public and private elementary and secondary schools, including alternative learning systems and laboratory schools of state and local universities and colleges.

A notable study emphasizes the critical role of disseminating the Safe Spaces Act (Republic Act No. 11313) within educational institutions. This research highlights that effective dissemination such as posting the law in visible areas and integrating its principles into school curricula is essential for fostering a safe and inclusive environment for all students. The study found that when schools actively promote awareness of the Safe Spaces Act, it leads to increased understanding and compliance among students and staff, thereby reducing instances of gender-based harassment. Moreover, the research underscores the necessity for cultural reform and adequate resources to support the law's implementation, suggesting that mere awareness is insufficient without a supportive infrastructure. By ensuring that the Safe Spaces Act is prominently displayed and its tenets are well-communicated, schools can better protect learners' rights and promote gender equality within the educational system (Inductivo, 2024).

Further, a recent study conducted by Ampadu and Osei Kwame (2023) examined the experiences of sexual harassment among female students at a college of education in Ghana and found a significant relationship between educational level and both the incidence and perception of harassment. The study involved second- and third-year students and revealed that 30.3% of third-year students had experienced sexual harassment, compared to 13.9% of second-year students. This suggests that students in more advanced levels of education may either face increased exposure to risk or have a greater ability to recognize inappropriate behavior. Additionally, the study found that third-year students were more likely to view sexual harassment as a serious problem within their institution, indicating that educational attainment not only influences experience but also critical awareness. These findings emphasize the need for proactive educational interventions on gender sensitivity and harassment prevention across all academic levels to better equip students in identifying and addressing such issues.

The researcher believes that the studies mentioned above could support this recent study with its variables which could establish the prevalence of gender-based sexual harassment.

Theoretical Framework

This study was anchored on Albert Bandura Social Learning Theory in 1963 became more fully developed and widely recognized in 1977 which elaborated on the core concepts of the theory. The Theory emphasizes the importance of observational learning, imitation, and modeling in the acquisition of new behaviors. According

to Bandura, people can learn not only through direct experience and reinforcement but also by watching others and the consequences of their actions.

Bandura's Social Learning Theory can be directly related to gender-based sexual harassment by explaining how such behaviors are learned and perpetuated through observation and social reinforcement. According to the theory, individuals especially during formative years observe the behaviors of others in their environment, particularly those in positions of power or influence, such as parents, peers, teachers, or media figures. When considering teachers' through the lens of Bandura's Social Learning Theory, the way educators interact with their colleagues can significantly influence the overall school culture regarding gender-based sexual harassment. If teachers observe their peers treating one another with respect, professionalism, and actively opposing harassment or discrimination, they are more likely to adopt similar behaviors. Positive modeling among staff creates a supportive environment where inappropriate behavior is less tolerated and more likely to be challenged. Conversely, if teachers witness colleagues engaging in or ignoring harassment, making sexist remarks, or displaying gender-biased attitudes without consequences, this can normalize such behaviors and contribute to a permissive culture. Bandura's Theory highlights that social learning occurs in all relationships, not just student-teacher dynamics; thus, respectful interactions among teachers serve as powerful models that shape attitudes and behaviors throughout the school community. This modeling among teachers is crucial because it sets the tone for how gender-based harassment is perceived and managed, influencing the behaviors students eventually observe and learn. This is supported by the findings of Dennehy *et al.* (2020), who examined organizational culture and peer dynamics among educators and found that peer modeling of respectful behavior significantly reduced tolerance for gender-based harassment in schools, highlighting the importance of teacher-to-teacher interactions in shaping school climate.

Statement of the Problem

The study aimed to determine the prevalence of Gender-based Sexual Harassment in private elementary schools in West District II, Division of Cagayan de Oro City for the School Year 2024-2025.

Specifically, it sought to answer the following questions:

1. What is the respondents' profile in terms of age, gender, civil status, highest educational attainment, position and teaching experience?
2. How do the respondents assess the prevalence of gender-based sexual harassment as to streets and public spaces, online, workplace and educational and training institution?
3. Is there a significant relationship between the respondents' assessed prevalence of gender -based sexual harassment and each of their profiles?

Scope and Limitations

This study focused on the assessment on the prevalence of gender-based sexual harassment in private elementary schools in West District II, Division of Cagayan de Oro, for School Year 2024-2025.

The independent variables were limited to the respondents' profile, such as age, gender, civil status, highest educational attainment, position and teaching experience. The dependent variables were gender-based sexual harassment in street and public spaces, online, workplace and educational training institution. The research encompasses one hundred fifty (150) respondents of private elementary schools.

MATERIALS AND METHODS

Research Design

The study employed a descriptive-correlation research design to assess the prevalence of gender-based sexual harassment in private elementary schools in West District II, Division of Cagayan de Oro, for School Year 2024-2025. Specifically, examine the respondents' profile in terms of age, gender, civil status, highest educational attainment, position and teaching experience and how the respondents' assess of the prevalence on gender-based sexual harassment based on street and public spaces, online, workplace and educational training institutions. According to Creswell (2012), a correlational research design is used to describe and measure the degree of association or relationship between two or more variables. It is an organized approach to define the means and procedures adopted to do a study, ensuring consistency and reliability in data collection and analysis

Study Setting

Ten (10) legislative districts namely: Central, North I, North II, East I, East II, West I, West II, South, Southwest I, and Southwest II have public elementary and secondary schools in Cagayan de Oro. The Public Elementary Schools of West I District in the Division of Cagayan de Oro City are the subject of this study. This district has the greatest number of teachers in this division, with 184 teachers.

One of the municipalities of the Misamis Oriental province is Cagayan de Oro City. It is also regarded as the province's capital. Region X (PSA) is where it is located) characterized Cagayan de Oro as a thriving metropolis on the central coast of Northern Mindanao and the southern coast of the Philippines. Its overall land area is 48,885 hectares. Of this land, 38.4% is set aside as open space and 44.7% is classified as agricultural. The average annual temperature is 27.0 degrees Celsius, and there is 1,600 millimeters of rainfall on average. Due to its linguistic advantage, the city has emerged as a top travel destination for foreigners.

It is in Northern Mindanao, close to the head of Macajalar Bay, along the Cagayan River. It is the ninth most populated city in the country. Since obtaining its city charter in 1950, Cagayan de Oro has developed into

northern Mindanao's commercial and transportation center. The city's international airport, which serves as the northern terminus of the trans-Mindanao Sayre Highway, is a significant stopover for aircraft heading south. Bugo is a nearby pineapple cannery, while Carmen is a satellite town on the left bank of the river. The city is home to St. Augustine's Cathedral, the Plaza Divisoria, Gaston Park, and Xavier University (1933).

Research Respondents

The respondents of the study were the one hundred fifty (150) teachers in private elementary schools in West District II Cagayan de Oro City during the School Year 2024-2025. As the primary agents in forming a student's understanding of respectful behavior and fostering a culture of safety within school settings, elementary teachers play actively fostering a positive and inclusive classroom environment where everyone feels free to express themselves without fear of harassment or discrimination, teaching about gender equality, and swiftly addressing any instances of inappropriate behavior. Table A below presents the distribution of the respondents of the study.

Sampling Technique

Purposive Sampling was utilized in this study as the researcher aimed to gather data on the prevalence of gender-based sexual harassment in private elementary teachers in West District II in the Division of Cagayan de Oro City. Purposive Sampling also known as judgmental is a non-probability sampling technique where researchers intentionally select participants based on specific characteristics or criteria relevant to the study's objectives. It also aims to select individuals that can provide valuable and detailed insights into the research topic.

Research Instrument

The questionnaire was researcher-made for the respondents' profile and for the prevalence on gender-based sexual harassment, the variables are taken from Republic Act 11313 which is known as Safe-Spaces Act while the indicators are patterned and modified from the Act. Particularly, it was divided into two parts; Part 1 dealt with respondents' profiles of age, gender, civil status highest educational attainment, position and teaching experience. Part 2 composed the gender-based sexual harassment on streets and public spaces, online, workplaces, and educational and training institutions.

Statistical Treatment of Data

To gather a better understanding of the data, the following statistical tools were used in formulating the findings of the study:

In Problem 1, descriptive statistics like frequency and percentage distribution was used to ascertain the respondents' profiles. Descriptive statistics like mean and standard deviation was used by Problem 2 to ascertain the respondents' assessment on the prevalence of gender-

based sexual harassment in streets and public spaces, online, at work, and educational and training institution. The Pearson Product Moment of Correlation was used in Problem 3 to determine whether there is a significant correlation between the respondents' assessed prevalence of gender-based sexual harassment and their profiles.

Ethical Considerations

It is crucial to ensure the privacy and anonymity of the teachers who would participate in this research. Teachers may be more inclined to participate honestly and openly if they would be assured that their identities and personal information would be kept confidential. The following ethical concerns were addressed.

Informed consent was obtained from all participating teachers and clearly explain the purpose of the study, the data collection process, and how their information was used to ensure that they have the option to withdraw from study at any time without facing the consequences.

On the data de-identification, the teachers were asked to remove or replace any personally identifiable information such as names, school names, or contact details from the data during analysis and reporting. Pseudonym assignments were done to protect their identities.

Further, the data were stored securely, using encryption where necessary, and access was limited to authorized personnel only to ensure that data is not accidentally disclosed to unauthorized parties.

Ethical approval was sought from an Institutional Review Board (IRB) or ethics committee to ensure that the research design and data handling procedures meet ethical standards and guidelines.

RESULTS AND DISCUSSION

Problem 1

What is the respondents' profile in terms of age, gender, position, highest educational attainment and teaching experience?

Table 1: Distribution of Respondents Profile in terms of Age

Category	Frequency	Percentage
51 years old and above	20	13.3
41-50 years old	28	18.7
31-40 years old	40	26.7
21-30 years old	62	41.3
Total	150	100.0

Table 1 presents the distribution of respondent's profile in terms of age with the highest frequency of 62 (41.3 %) with 21 to 30 years old. This means that there are more beginning teachers. The term beginning teacher describes a teacher who has just finished their teacher education and earned the required credentials and is typically in their first, second, or third year of teaching. Most of the time, they are just starting out in their careers and are still honing their teaching abilities and professional knowledge. On the other hand, teachers who have four to nine years of experience are sometimes referred to as seasoned or transitioning teachers, which means that they are gaining more experience and moving past their first few years of teaching.

This result implies that due to their inexperience in the classroom, beginning teachers face difficulties. Managing the classroom, dealing with parents and students, and negotiating the nuances of school policies are a few examples of these difficulties. These policies may include gender-based sexual harassment. Thus, professional growth and effective support are essential for their retention and a smooth transition into the field. Since they are brand-new to the field, younger educators can provide a number of benefits, including a wealth of energy, excitement, and knowledge of contemporary trends and technology. Additionally, they might be more able to relate to pupils, particularly when it comes to age and life experiences such as gender-based sexual harassment.

Furthermore, a younger teacher can infuse the classroom with new ideas and perspectives, which could revitalize the curriculum and engage learners in unique ways. They can establish open lines of communication for reporting issues, offer thorough instruction on safe school procedures, and promote a climate of respect and cooperation to guarantee a secure environment for aspiring elementary teachers working in private schools. This entails encouraging good connections between students and teachers, putting in place efficient security measures, and swiftly handling bullying and harassment concerns as stated in the New Generation Learning Challenges (2023).

Interestingly, the results are comparable to Mumford's (2020) study, which found that those between the ages of 18 and 29 were 105% more likely to report sexual harassment and 65% more likely to report sexual assault than people over 30. Additionally, encounters with sexual harassment were predictive of being a victim of sexual assault. This study highlights the importance of addressing the hazards of sexual harassment and sexual assault among young adults through research, legislation, and criminal justice systems outside of higher education institutions. Given the strong link between sexual harassment and young adult sexual assault victimization, it is imperative to recognize and correct early behavioral infractions in the US population.

The lowest frequency obtaining 20 (13.3 %) is 51 years

old and above. This means that there are fewer teachers would likely be considered part of the Baby Boomer or Silent Generation. The term silent generation describes the group of people who were born between 1928 and 1945. As they navigated a time of both adversity and subsequent economic prosperity, they were frequently described as quiet and conforming. This generation is sometimes referred to as traditionalists. This implies that because of their age, they are more respected and may not fall prey to gender-based sexual harassment. This implies further that since they are known for their commitment, strong work ethic, and belief in hierarchical organizations this generation's perspectives on education and teaching were shaped by the fast economic expansion and social change that surrounded their entry into the workforce

and subsequent schooling. They are renowned for their dedication to community service and civic responsibility. According to Mumford (2020), those between the ages of 18 and 29 were 65% more likely to report sexual assault and 105% more likely to report sexual harassment than those over the age of 30. Additionally, victimization from sexual assault was predicted by experiences with sexual harassment. This study emphasizes how crucial it is to address young adults' risks of sexual harassment and sexual assault through criminal justice systems outside of higher education institutions, as well as through research and legislation. It is crucial to identify and address early behavioral transgressions in the US population, as evidenced by the substantial correlation between sexual harassment and young adult sexual assault victimization.

Table 2: Distribution of Respondents Profile in Terms of Gender

Category	Frequency	Percentage
Male	34	26.67
Female	116	77.30
Total	150	100.0

Table 2 presents the distribution of respondents' profile in terms of gender with the highest frequency of 116 (77.30 %) for females. This means that there are more women respondents to the study. A number of reasons, including societal expectations, professional choices contribute to the higher proportion of women in the teaching profession. Teaching has traditionally been viewed as a logical progression of women's caring and nurturing responsibilities, especially at lower grade levels. For working mothers, teaching can also be a flexible and alluring professional choice. Stereotypes and societal perceptions also come into play; teaching is occasionally seen as a more "feminine" occupation. Even if some men decide to become teachers, the occupation may be seen as less lucrative than other career paths, especially for men, which exacerbates the gender gap.

Further, this implies that it has over-representation of women in teaching compared to men. Noticeably, strong interpersonal skills, empathy, and patience are among the traits that female teachers frequently possess in abundance, which fosters a caring and encouraging learning atmosphere. They might also help pupils feel like they belong and be more sensitive to their emotional needs.

As observed, there are more women teachers than men. This trend can be linked to societal expectations that associate teaching young children with nurturing, caregiving, and emotional support traits traditionally linked to women. As a result, many women are encouraged to pursue careers in education from an early age, while men may be steered toward professions considered more authoritative or higher-paying. Additionally, teaching at the primary level is often seen as a more flexible or family-friendly job, which may appeal to women balancing work and family responsibilities.

McGrath *et al.* (2020) examined the global underrepresentation of male teachers and identified several key factors that contribute to this persistent trend. Their study highlights how cultural norms and gendered perceptions play a major role in shaping who enters the teaching profession. Teaching, particularly at the early and primary levels, is widely viewed as a nurturing and emotionally supportive occupation, traits that are traditionally associated with femininity. As a result, many societies view teaching as a "women's profession," which discourages men from pursuing it due to fears of being stigmatized or perceived as less masculine. In addition, the profession is often associated with low status and comparatively low pay, especially when compared to other fields that men with similar qualifications might enter. This economic disincentive further deters male participation, as teaching may not align with the traditional expectation of men as primary earners. McGrath *et al.* (2020) argue that these intertwined social and structural factors create a powerful barrier that continues to limit the presence of men in education, particularly in roles that involve working with young children.

On the other hand, with the lowest frequency of 34 (26.67 %) for males. This means that men, though slightly exceed women in the world's total population. There are usually more men in lower age groups, but as individuals age, women live longer. Therefore, there are more women in older age groups. Generally speaking, having fewer male teachers is not seen as beneficial. Although both male and female educators support a child's social-emotional growth and a well-rounded education, a shortage of male educators, especially in elementary school, may have unfavorable effects. The intuition is that male teachers may be better able to relate to male students and act as positive role models for them. Furthermore, exposing

students to a wider variety of viewpoints and pedagogical approaches through more diverse teachers, including a greater proportion, improves learning outcomes. However, in terms of gender-based sexual harassment, according to Gou *et al.* (2024), women were almost three times more likely than men to have experienced sexual assault in their early adult years, and respondents aged 18–29 were 1.65 times more likely to report experiencing

sexual assault in their early adult years than respondents aged 30. The likelihood of reporting sexual assault during the same time period was over 20 times higher for respondents who experienced sexual harassment in their early adulthood than for those who did not. There were no appreciable differences in early adult sexual assault by race/ethnicity, annual household income, or college enrollment.

Table 3: Distribution of Respondents’ Profile in terms of Civil Status

Category	Frequency	Percentage
Widowed	3	2.00
Separated	2	1.34
Married	98	65.33
Single	47	31.33
Total	150	100.00

Table 3 shows the distribution of respondents’ profile in terms of civil status, with the highest frequency of 98 (65.33 %). This means that there are more private elementary teachers who are married. In a school context, having a majority of married teachers can have certain benefits, including stability, the possibility of improved work-life balance, and possibly increased job satisfaction. On the other hand, civil status has been identified as a contributing factor to the vulnerability of individuals to gender-based sexual harassment, especially in social and professional environments. Research shows that unmarried individuals, particularly women, are often more frequently targeted due to prevailing gender norms that associate singlehood with sexual availability or lack of protection. Conversely, married women may hesitate to report harassment for fear of disrupting family dynamics or being blamed by their partners.

A study by Macapagal *et al.* (2020) on sexual harassment and gender norms in Southeast Asia highlighted that civil status interacts with societal expectations about gender and morality, often reinforcing silence and tolerance toward harassment. The study found that both single and married women internalize different forms of stigma when experiencing GBSH single women being accused of “inviting” attention, and married women facing guilt or shame tied to their roles as wives or mothers. These findings underscore the need for intersectional approaches to harassment prevention that consider not just gender, but also civil status and cultural context.

The lowest frequency is 2 (1.34 %) for separated which is relatively small percentage. This means that there are still few teachers who remain in their job even if they have already separated from their husband or wife. In Safe Space Act, it is illegal to discriminate against someone based on their marital status, including separation. Accordingly, a teacher cannot be subjected to discrimination or unfair treatment because of their separated status in any way, including when it comes to hiring, promotions, benefits, or other employment-related issues. This implies that separation is not a unique trend in the teaching profession, it is likely that the figure will stay relatively similar or even slightly fluctuate. Perhaps, separation can affect job performance because of emotional stress. A teacher’s capacity to function well ultimately rests on their unique situation and their ability to bounce back from setbacks.

According to the article Characteristics and Trends (2020), there were about 5.88% of private school teachers in a separate relationship, which is a relatively small percentage. In contrast, public teachers are usually married, between the ages of 29 and 37, and hold Teacher 1 jobs, according to Pablo *et al.*’s study on synthesizing profiles of public-school teachers for an informed strategic work-life balance from 2024. It is evident that women make substantial contributions to the teaching profession both at home and abroad. The fact that 60% of teachers in the general population are female shows how well-represented women are in the field of education.

Table 4: Distribution of Respondents Profile in terms of Highest Educational Attainment

Category	Frequency	Percentage
Doctorate Degree	6	4.0
With Doctorate Degree Units	3	2.0
Master’s Degree	38	25.3
With Master’s Degree Units	31	20.7
Bachelor’s Degree	72	48.0
Total	150	100.0

Table 4 presents the distribution of respondents in terms of highest educational attainment. As shown in the table, bachelor's degree obtained the highest frequency of 72 (48.0 %). This means that most of the respondents did not pursue master's or doctorate degrees. Teachers are discouraged from pursuing graduate degrees for a variety of reasons, such as personal reasons, workload obligations, time commitments, and financial limitations. Lack of financial support, such as scholarships or grants, exacerbates the issue. The duties of a full-time teaching position may conflict with the significant time commitment needed for graduate courses and research. A teacher's choice may also be influenced by their professional commitments, family duties, and the hands-on experience they have obtained from teaching. This result may impact to gender inequality, which is a major obstacle to education. Many teachers are unable to obtain and finish their graduate studies because of poverty, discriminatory practices, gender-based violence, and cultural norms.

Further, this implies that the lack of professional development affects people, organizations, and society in several ways. It may affect corporate competitiveness and creativity, impede career advancement, and lower employee engagement and morale. It can result in stagnation and feelings of inadequacy for individuals, as well as lower production and more turnover for businesses.

Observably, if a teacher does not develop herself professionally, promotions for teachers in the Philippine public school system are, in fact, determined by their qualifications and merit. This implies that candidates are evaluated according to their general credentials, experience, knowledge, and skills. Finding the most

competent and qualified candidates for higher teaching jobs is the goal of the selection process. It is a cornerstone of just and equal hiring procedures, guaranteeing that promotions are determined by impartial standards rather than personal preferences. Merit-based systems are aggressively promoted by numerous businesses and educational systems to guarantee that the most qualified applicants are chosen for higher jobs (DO No. 019, s. 2022).

The lowest frequency is 3 (2.0 %) with doctorate degree units. This means that three of them pursued their graduate studies but were not able to continue. This implies that there are numerous circumstances, such as an overwhelming workload, financial limitations, a lack of support, and a desire to concentrate on short-term professional objectives, may cause teachers to discontinue their doctoral studies. The decision may also be influenced by difficult learning settings, low salary, and burnout. The perceived demands and lack of relevance of some curricula may also be demoralizing to some teachers. For the majority of teachers, a doctorate is not necessarily required. Teaching at the K to 12 or higher education levels does not always require a PhD, even though it can improve career options and possibly result in greater wages.

According to the US World and News Report article Private School versus Public School (2024), there are a number of reasons why there are fewer doctorate-holding private elementary school teachers. U.S. According to News and World Report, subject-matter expertise is frequently given precedence over official teaching certifications in private schools. These include employment practices at private schools, professional advancement and pay, and the cost of higher education.

Table 5: Distribution of Respondents Profile in terms of Position

Category	Frequency	Percentage
Master Teacher II	6	4.0
Master Teacher I	8	5.3
Teacher III	18	12.0
Teacher II	23	15.3
Teacher I	95	63.4
Total	150	100.0

Table 5 presents the distribution of respondents' profiles in terms of position. The result reveals that the highest frequency of 95 (63.4 %) are Teacher 1. This means that most teachers in private schools remain at the Teacher I level due to the absence of a structured promotion system similar to that in public schools. In the Department of Education's framework, public school teachers can progress from Teacher I to higher ranks, such as Master Teacher, based on experience, qualifications, and performance. Many private schools, however, do not adopt such a formal career ladder, so teachers often retain the same title regardless of their

tenure. Financial constraints also play a role, as private schools, particularly smaller institutions, typically operate on limited budgets, restricting their ability to offer salary upgrades or additional benefits. Moreover, many private school teachers are newly hired graduates or under-board educators who use these positions as a stepping stone while preparing for or waiting to pass the Licensure Examination for Teachers (LET). Once licensed, they often transfer to public schools where compensation, benefits, tenure, and promotion opportunities are more attractive. High turnover rates and the prevalence of contractual arrangements in private institutions further

contribute to teachers remaining at the entry-level position. As a result, the Teacher I rank is the most common designation among private school education. In the Philippines, many private school teachers remain at the entry-level Teacher I rank due to a combination of structural, financial, and institutional factors. Research shows that compensation in the private sector is significantly lower many licensed teachers earn below the minimum wage, around ₱12,500 monthly, compared to the substantially higher salaries in public schools for the same rank (Ordinario, 2022). This limited pay makes retention challenging and promotion less attainable. Indeed, studies on teacher turnover in private schools highlight that many educators voluntarily resign in search of better work conditions, more professional growth, and higher compensation. Qualitative accounts further support this: as one private school teacher shared, “A teacher may leave the organization when stressed by work... job security and pay benefits” are critical factors (Cruz, 2021). The combination of low financial incentives, high turnover, and limited advancement opportunities helps explain why most private school teachers remain at the Teacher I level. The lowest frequency is 6 (4.0 %) for Master Teacher II. This means that based on the responses, those who have

doctorate degrees are also the same people who hold the Master Teacher II. This is a proof that teachers who engage in professional development have the opportunity to be promoted. This implies that it is really an advantage for teachers who have pursued their professional education. Teachers who put a high priority on professional development reap several rewards, such as better student outcomes, more career prospects, and increased efficacy in the classroom. In order to create more interesting and productive classrooms, professional development helps teachers stay up to date on best practices, acquire new abilities, and become subject matter experts. The Philippine Education Today, Statistics, Challenges and Opportunities (2024) article claims that because private schools frequently have smaller funds, their teachers may have fewer opportunities for progress and promotions. As a result, even with experience, many teachers might stay at the Teacher 1 level. In addition, they could have a harder time keeping teachers and experience greater attrition rates than public schools. As a result, there may be more recently recruited Teacher 1 with less experience who are still advancing in their careers. They differ from public schools in their organizational strategies and staffing arrangements and are more open to taking entry-level jobs.

Table 6: Distribution of Respondents’ Profile in terms of Teaching Experience

Category	Frequency	Percentage
40 years and above	1	.06
30-39 years	4	2.7
20-29 years	13	8.7
10-19 years	27	18.0
9 years and below	105	70.0
Total	150	100.0

Table 6 presents the distribution of the respondents’ profile in terms of teaching experience with the highest frequency of 105 (70.0 %) for nine years and below which means that this result is consistent with those respondents aged 21 to 30 years. Numerous factors, such as inadequate salary, a lack of support, burnout, and difficulties with student behavior, cause teachers to quit their jobs. Unrealistic expectations, a lack of autonomy, and challenges with school management are further reasons. It is unrealistic to expect teachers to be everything to everyone, in charge of the academic, social, and emotional welfare of their students, while also managing sizable class numbers and fulfilling curriculum requirements with little funding. As observed, some are expected to work past their contracted hours, shoulder personal expenses for classroom materials, and handle behavioral problems independently without help. Circumstances in which teachers’ authority over their work, methods of instruction, and decision-making is restricted. Further, teachers frequently feel overburdened and underappreciated as a result of these, which are made

worse by administrative demands, a lack of support, and long hours. Managing classroom dynamics, student conduct, different learning styles, and integrating new technologies are additional obstacles. Collectively, teaching experience is a vital profile factor: early career status is associated with greater vulnerability to workplace mental strain, management difficulties, and harassment, while more experienced educators face different challenges, like stagnation and burnout. Accordingly, to promote retention and protect against exploitative environments, policymakers and school leaders must design targeted mentoring, manageable workloads, clear career pathways, and emotional/intellectual support systems for teachers at all career stages (Hesbol *et al.*, 2022). The lowest frequency is 1 (.06 %), which is 40 years and above length of service. This means that there is only one loyal among the 150 respondents. This implies that out 150 private teachers, there at least one who choose to continue teaching in private school. The viewpoint is that, the dedication, commitment, and constancy of teachers to their profession and the organization where they work

might be interpreted as their loyalty. It includes a deep sense of support for the institution, its goals, and the welfare of its employees and students.

As observed, teachers, especially those working in private schools, do not remain in the profession for long due to a combination of economic, professional, and psychological challenges. A primary reason is the low salary and lack of benefits commonly associated with private institutions, particularly in developing countries. This financial instability makes the teaching profession unattractive as a long-term career, especially when alternative jobs in other sectors offer better compensation. In addition to financial constraints, many private school teachers experience excessive workloads, where they are expected to take on multiple roles: teaching several subjects, supervising extracurricular activities, and performing administrative tasks, often without additional compensation or time off.

Due to a number of factors, such as teacher attrition,

retirements, and a smaller pool of experienced teachers in private schools as opposed to public ones, there are probably fewer primary school instructors in private schools with 40 years of experience. This trend is also influenced by the general decrease in the number of teachers in the field of education. According to an article Stayers and Movers (2022), among teachers who voluntarily transferred to a different school for the 2020–2021 to 2021–2022 school year, more public school teachers than private school teachers cited school-related reasons as the primary driver of their move, while more private school teachers than public school teachers cited pay and other benefits as the primary driver.

Problem 2

How do the respondents’ assess the prevalence on gender-based sexual harassment as to streets and public spaces, online, workplace and educational and training institution?

Table 7: Summary of the Respondents’ Assessment on the Prevalence on Gender-Based Sexual Harassment

Variable	Mean	SD	Interpretation
Streets and Public Spaces	2.36	1.04	Low
Online	1.97	1.03	Low
Workplace	1.89	1.00	Low
Education and Training Institution	3.01	1.00	High
Overall	2.31	1.02	Low

Legend: 3.26-4.00 At All Times/ Very High; 1.74-2.50 Sometimes/ Low; 2-.51-3.25 Most of the Time/ High; 1.00-1.75 Never / Very Low

Table 7 summarizes the respondents’ assessment on the prevalence of gender-based sexual harassment with an overall mean of 2.31 (SD=1.02) interpreted as Low. This means that the level of gender-based harassment is low. This implies that there is already an awareness among teachers of this gender-based sexual harassment. This reflects a belief in their own professionalism, ethical conduct, and adherence to institutional policies. This self-assessment could indicate as positive school culture where respect and appropriate boundaries are maintained between educators and students or colleagues. This indicate a genuinely low incidence of harassment which might be due to effective policies, awareness campaigns, or a supportive institutional culture. However, it could also reflect underreporting or a lack of awareness, especially if subtle or normalized forms of gender based harassment such as sexist jokes, microaggressions, or exclusion are not recognized as problematic.

A study conducted by Ifugao State University (2023) revealed that university students exhibited high levels of awareness regarding various forms of gender-based violence including physical, sexual, psychological, and socioeconomic violence. This heightened awareness is attributed to effective educational efforts and awareness campaigns within the campus, leading to a more informed student body capable of recognizing and addressing GBV. Similarly, a research focusing on teachers in Southern

Palawan indicated a moderate awareness of gender and development-related laws. The study found a strong correlation between the level of awareness and the implementation of these laws, suggesting that increased knowledge among educators leads to better enforcement and adherence to gender-responsive policies. These findings underscore the importance of continuous education and awareness programs in schools. By fostering an environment where both students and teachers are well-informed about gender-based harassment and related laws, educational institutions can create safer and more inclusive spaces conducive to learning and personal development (Javillonar *et al.*, 2022).

The variable educational and training institutions, obtained the highest mean score of 3.01 (SD=1.00) interpreted as High. This means that the respondents believe that GBSH occurs frequently in schools. It reflects a notable level of concern regarding the safety and well-being of individuals within schools. Furthermore, it indicates that harassment exist however, others may have experienced it to a lesser or greater extent. This implies that schools needs to examine and address the factors contributing to the assess prevalence of GBSH within their environments. This result may point to weaknesses in existing policies, reporting mechanisms, or preventive measures intended to combat sexual harassment.

Moreover, it could be viewed that teachers not just

as enforcers of rules, but as key agents in cultivating respectful, inclusive, and safe educational spaces. Their empowerment and accountability are equally essential in addressing the broader issue of gender-based sexual harassment among schools, a need for more effective training and campaigns to promote respectful behavior, consent, and gender sensitivity among both staff and students. Also, it raises concerns on institutional leaders and policymakers must prioritize comprehensive reforms that promote accountability, empower victims, and create safer, more inclusive learning environments.

A recent study, Akhtar *et al.* (2023) found that gender harassment and unwanted sexual attention were the most commonly reported forms of sexual harassment experienced by female teachers in higher education institutions. Their results, based on responses using the sexual experiences questionnaire, revealed that a significant number of participants had encountered sexual harassment in various forms, highlighting the pervasive nature of the issue within academic environments. It becomes evident, then, that institutions must not only enact robust anti-harassment policies and reporting mechanisms, but also actively empower teachers through gender-sensitive training, reinforced accountability, and dedicated support systems.

On the other hand, the variable workplace obtained the lowest prevalence with an overall mean of 1.89 (SD=1.00), interpreted as Low. This means that incidents of sexual harassment within the workplace setting of the educational institution are relatively minimal, according to the respondents. This low implies that most participants

do not frequently witness or experience gender-based sexual harassment in their professional environment, possibly reflecting the presence of effective policies, a respectful culture among staff, or limited exposure to high-risk situations especially the Department of Education is vigilant on the implementation on the protection of harassment among all genders be it students or professionals. However, while this finding is encouraging, it should be interpreted with caution, as low reported prevalence does not necessarily equate to the absence of the problem. Factors such as fear of retaliation, lack of awareness, or cultural norms may lead to underreporting. Therefore, continuous monitoring, awareness training, and safe reporting mechanisms remain essential to ensure that the workplace remains genuinely free from harassment.

As such, harassment can lead to significant physical, psychological, and emotional harm, resulting in outcomes like resignations, frequent absences, strained colleague relationships, reduced work efficiency, and diminished job satisfaction. Decreased productivity, increased turnover, and significant mental health challenges for victims. The study emphasizes the need for comprehensive policies and training programs to prevent harassment and support affected employees (Dehghan & Shahrabaki, 2023).

Problem 3

Is there a significant relationship between the respondents’ assessed prevalence of gender -based sexual harassment and each of their profile?

Table 8: Test of Significant Relationship between Respondents’ Assessment on the Prevalence of Gender-Based Sexual Harassment and their Profile

Gender-Based Sexual Harassment						
Respondent’s Profile	Correlation	Streets & Public Spaces	Online	Workplace	Educational and Training Institutions	Overall
Age	r-value	.254	.160	.040	-.051	.151
	p-value	.002	.051	.630	.537	.065
		S	NS	NS	NS	NS
Gender	r-value	.014	-.002	.027	-.024	.000
	p-value	.861	.985	.746	.773	1.000
		NS	NS	NS	NS	NS
Civil Status	r-value	0.13	-.003	.035	-.024	.038
	p-value	.815	.776	.671	.772	.076
		NS	NS	NS	NS	NS
Position	r-value	.153	.051	.038	.034	.101
	p-value	.061	.538	.646	.676	.217
		NS	NS	NS	NS	NS
Highest Educational Attainment	r-value	.116	-.036	-.046	-.072	-.023
	p-value	.157	.666	.578	.383	.776
		NS	NS	NS	NS	NS
Teaching Experience	r-value	-.063	-.022	-.122	-.116	-.111
	p-value	.441	.793	.135	.159	.177
		NS	NS	NS	NS	NS

Table 8 presents the test of the significant relationship between the respondents assessment on the prevalence of gender-based sexual harassment and their profile. The correlation analysis revealed that among the various profile variables of the respondents, only age showed a statistically significant correlation, specifically with the domain streets/public places ($r = .254, p = .002$). This indicates a moderate positive relationship, suggesting that sexual harassment in streets and public places are being experienced by younger and older women. Younger people especially teenage girls and young women are often vulnerable to resist or retaliate and report to authority. On the other hand, older individuals particularly men may feel more powerful to harass because of their age. Some men, think it is acceptable to make sexual comments or gestures towards women. This reflects gender-power imbalance wherein women regardless of age are targeted of sexualized behaviors in public places. Further, older women can also be vulnerable to harassment because of gender-based disrespect. Harassment is being perceived as about power of control, most attraction, Some men harass older women simply because they believe that they are superior. Moreover, older women may face harassment but their experiences as victims are often ignored and not taken seriously or they feel the incident as humiliating. In their online publication Reese and Lindenberg (2024) indicated that employees' perceptions of sexual harassment regulations are significantly influenced by both gender and age. The execution of sexual harassment regulations may be significantly impacted by the existence of differing opinions about sexual harassment between men and women of various ages. Older workers play a crucial role in the creation and execution of efficient policies since they are more likely to hold positions of leadership or supervision. This draws the conclusion that there are notable age group disparities between male and female employees with relation to attitudes about model policy and procedure, assessments of workplace policies, and perceptions of sexual harassment based on a survey of 595 municipal employees. There are specific policy proposals made to address these important disparities between supervisors and employees.

For the other domains, age was not significantly correlated for online ($r = .160, p = .051$), workplace ($p = .040, p = .630$), educational and training Institutions ($r = -.051, p = .537$), and overall ($r = .151, p = .065$). Although the correlation with the online domain was close to the 0.05 threshold, it was not statistically significant.

Other profile variables gender, position, highest educational attainment, and teaching experience did not show any significant correlations across all domains. Gender yielded the following non-significant results: Streets/Public Places ($r = .014, p = .861$), Online ($r = -.002, p = .985$), Workplace ($r = .027, p = .746$), educational institutions ($r = -.024, p = .773$), and Overall ($r = .000, p = 1.000$). Position also showed weak and non-significant correlations: streets/public places ($r = .153, p = .061$), online ($r = .051, p = .538$), workplace ($r = .038, p$

$= .646$), educational institutions ($r = .034, p = .676$), and overall ($r = .101, p = .217$). Similarly, educational highest attainment and teaching experience had no statistically significant associations with any domain, with all p-values above 0.05 and correlation values ranging from weak positive to weak negative. These findings imply that age is the only demographic factor meaningfully related to perceptions in one context which is the streets and public spaces, while responses across other variables such as gender, position, education, or teaching experience are not correlated.

Furthermore, teacher's profile, such as age, gender, civil status, position, educational attainment, or teaching experience, may not be significant to sexual harassment is because of behavioral, cultural, and organizational factors that influence the problem of sexual harassment. This means that behaviorally, teachers may react in similar ways regardless of their profile, such as staying silent or tolerating inappropriate acts. Culturally, respect for authority and the desire to maintain harmony discourage reporting among all teachers. Organizationally, the absence of effective reporting systems, weak environment where harassment can happen to anyone, making personal characteristics less important. Therefore the null hypothesis stating that there is no significant relationship between the respondents' prevalence level of gender-based sexual harassment and each of their profile was accepted.

Cairns (2023), investigates the lived experiences of women teachers who faced sexual harassment in school settings. Her work shows that silence is often shaped by institutionalized gender norms and patriarchal structures, where men occupy more leadership roles and women are expected to remain compliant. Teachers described how formal complaints were often discouraged, ignored, or reframed as misunderstandings. Cairns also reveals that harassment is sometimes trivialized by peers treated as jokes or minor incidents which pressures victims to downplay their own experiences. While some teachers engaged in quiet forms of resistance, such as avoiding certain individuals or privately supporting other victims, these acts rarely translated into formal reporting because of fears of damaging their careers or reputations.

CONCLUSION

The results revealed that teachers rated the prevalence of gender-based sexual harassment in streets and public places, online, and the workplaces as generally low, while incidents in educational and training institutions were high. The null hypothesis, which states that there is no significant relationships between the prevalence of gender-based sexual harassment of private elementary teachers and their profile, is accepted. Predominantly, the respondents' profile like age, gender, civil status, position, highest educational attainment, and teaching experience, was found to have no significant relationship with the prevalence of gender-based sexual harassment. However, age being significant to streets and public places is a

critical factor influencing how individuals experience or perceive harassment, particularly in certain environment. Therefore, teachers regardless of age should be aware of the importance of sexual harassment because by understanding the nature, effects and implications, they would be more equipped to prevent, identify and address inappropriate behaviors to protect themselves and respond effectively to incidents.

Recommendations

On the basis of the conclusions of the study, the following are the recommendations :

1. Teachers should commit themselves to continuous professional growth and academic advancement by enrolling in a Master's Degree program relevant to their field and subsequently progress to a Doctoral Degree such as a PhD or EdD. Alongside formal education, teachers are encouraged to engage in seminars, workshops, and specialized training to enhance both their pedagogical and subject-matter expertise.

2. The principal should establish a clear and transparent communication and reporting system to avoid rumors regarding sexual harassment. In school. He should ensure that all concerns are handled promptly, confidentially, and in accordance with school policies. This includes implementing and widely disseminating clear policies against sexual harassment to students, staff, and parents, as well as creating safe and confidential channels for reporting incidents to prevent gossip and speculation. When a case is reported, the principal must act quickly and discreetly to demonstrate the school's commitment to truth, fairness, and privacy, thereby minimizing opportunities for rumors to develop.

3. Researchers are strongly encouraged to conduct comprehensive studies on the prevalence of sexual harassment to provide a clearer understanding of its scope, patterns, and impact across different settings. Given that age emerged as a significant factor among the profile categories in relation to the prevalence of sexual harassment, future research and policy initiatives take into account age-related vulnerabilities and experiences.

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