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An educational program for improving self esteem of female students regarding sexual harassment at Beni-Suef University

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Abstract---Sexual harassment is a global, pervasive, social phenomenon that is widespread. That has become a universal in our local community spreading to all standards and divisions in the society. Aim: This study aims to evaluate the effect of an educational program for improving self-esteem of female students regarding sexual harassment at Beni-Suef University. Study Design: A quasi-experimental design (pre and post-test) was utilized in this study. Setting: This study conducted in two theoretical faculties in Beni-Suef University. Sample: : Multistage random sample technique was used to choose (215 from faculty of Arts and 120 from faculty of Law). Tools: Two tools were used in this study, (1) A structured interviewing questionnaire to asses students' demographic characteristics, questions about the student's exposure to sexual harassment, negative bio-psychosocial effect of sexual harassment, female students point of views regarding reasons for exposure to harassment in the community, suggested corrective measures to reduce sexual harassment, students' knowledge regarding sexual harassment. (2) Rosenberg's global self-esteem scale. Results: All female students exposed to abuse or harassment previously, there were slightly more than one half of female students had satisfactory total knowledge pre implementation of educational program. While improved to majority of them had satisfactory total knowledge about sexual harassment post implementation of educational program. There was a marked

improvement in female students' total self-esteem post implementation of educational program with highly statistically significant. Conclusion: All the female students previously exposed to harassment. There was a marked improvement in female students knowledge about sexual harassment post implementation of educational program with highly statistically significant difference. In addition there was a marked improvement in their self-esteem post implementation of educational program with highly statistically significant positive correlation between female students' total knowledge and their levels of total self-esteem pre and post educational program. Recommendations: 1-Health education program about risk factors, consequences, how taking strong action against harasser should be started early as possible. 2-Advise female students to avoid risk factors of sexual harassment as wearing tight clothes, wearing hot colors, putting over make-up and putting over perfumes. 3-Encourage female students to report sexual harassment, with maximum confidentiality. II-For further research: Ongoing researches were required for enhancing students' awareness about sexual harassment. Dissemination of health educational booklet about female students' defensive ways against harassers.

Keywords---female students, sexual harassment, self-esteem.

Introduction

Sexual harassment described as a pattern of unwanted gendered/sexual conduct and is commonly known as unwanted sexual attention. Many adolescents consider it as victims, perpetrators or both. As physical contact like kissing, hugging and touching, it can take different cases as non-physical contacts like sexual remarks, jokes, gestures, and looks, or showing sexually plain images, messages or notes or publishing sexually related rumors [1]. The different kinds of sexual harassment are physical (unwanted physical contact, touching, and rape, among others), verbal (unwelcome sexual advances, jests or explicit remarks about a person's body in their presence and non-verbal (unwelcome gestures, indecent exposure, unwelcome display of obscene pictures. In reality, sexual harassment is a huge problem that adversely influences students' emotional and educational growth [2].

Exposure to sexual harassment in higher education leads to physical, psychological and professional consequences for females. Examples such as irritation, anger, stress, discomfort and feelings of powerlessness. Evidence-based research confirms more specifically that sexual harassment in higher education can lead to depression, anxiety, post-traumatic stress disorder, physical pain, unwanted pregnancies and sexually transmitted diseases, increased alcohol use, impaired career opportunities, reduced job motivation, and more. Even observing or hearing about a colleague's exposure to sexual harassment can generate 'bystander stress' and also cause conflicts [3]. One in every three female in the world is exposed to physical and sexual harassment from a partner or sexual harassment from another person. More than 2.6 billion female live in countries

where rape within marriage is still not considered a crime [4]. Female's movements in a global perspective have highlighted issues about female's bodily vulnerability in relation to other forms of repression. Men's violence against female include: Sexualized harassment, prostitution, human trafficking (for sexual purpose) and rape in close relationships as well as other forms of harassment form a web of actual and potential exposure to harassment for a majority of the world's females [3].

Self-esteem is how the female feel about self (inside and out), encompassing what they think about and value in self and how relate to others. Self-esteem also related to how feel others view, treat, and value self. High self-esteem does not just like self but generally affording self love, value, dignity, and respect, too. Positive self-esteem also means believing in their capability (to learn, achieve, and contribute to the world) and autonomy to do things. It means they think their ideas, feelings, and opinions have worth [5]. Nurses traditionally have been reluctant to consider sexual harassment as a health issue, preferring instead to consider it to be the domain of social workers, psychologists and psychiatrists. Nurse have an important role to assist females and girls, who are victims of sexual harassment. Evidence shows the effects of sexual harassment have a profound impact on female's health those female regularly seek services from health care workers. Also nurses work toward the prevention and early intervention of sexual harassment [6].

Significance of the Study

Sexual harassment is a problem around the world with 15.6% of females 18-34yrs reporting that they have experienced sexual harassment in the last year. Extremely high levels of sexual harassment are reported by female of 18-34yrs in Mexico (43%), Ireland (32%) and Australia (29%). 8.1% of females 35 to 54 years and 3.3% of females 55yrs report sexual harassment in the last year, whilst only 4.0% of all males report sexual harassment in the last year [7]. Sexual harassment is a serious problem in Egypt. In the Arab World, Egypt ranks first in sexual harassment: The Arab Barometer's fifth wave finds that within a year, 42% reported some verbal harassment and 29% reported some physical harassment across genders. The problem is particularly acute for females, with 63% of females reporting some form of sexual harassment within a year and almost all females reporting some form of harassment (90% of females aged 18-29, and 88 % of females aged 30-39) [8].

In Egypt the prevalence of sexual harassment among female students of Menoufia University was 65.3% among the total studied number (64.6% in practical faculties and 65.9% among theoretical). Also the prevalence of different types of SH was as follows: Verbal type 76.5%; following 12.8%; touching 20.3%; and physical violence 1.1%.The risk factors which behind exposure to SH, were wearing tight clothes and wearing hot colors [9]. Sexual harassment in Egypt has been an emergent social threat and there wasn't enough researches about this problem for female students in Beni-Suef governorate. So they need health educational program to improve knowledge and self esteem about sexual harassment.

Aim of the study

The aim of this study is to: Evaluate the effect of an educational program for improving self-esteem of female students regarding sexual harassment at Beni-Suef University through the following objectives:

- Assessing the knowledge of female students regarding sexual harassment.
- Planning and implementing an educational program for improving self-esteem regarding sexual harassment according to female student's needs.
- Evaluating the effectiveness of an educational program about self-esteem regarding sexual harassment on Beni-Suef university female students

Research Hypothesis

An educational program will improve knowledge and self-esteem of female students regarding sexual harassment.

Subjects and Methods

Research design

A quasi- experimental design (pre and post-test) was utilized in this study

Research setting

The main administration building of Beni-Suef University has 5 faculties each faculty consist of its separate building. The study was conducted in two theoretical faculties (Faculty of Arts and faculty of law) of Beni-Suef University. Faculty of Art consist of 6 floors and each floor has 4 large academic halls. Faculty of law consist of 7 floors and each floor consist of 3 large academic halls.

Subjects

The subjects of the existing study were 335 female university students who were randomly selected by A multi stage random sample technique..

Sampling technique

A multi stage random sample technique was used for selection of the female university students. First stage, the total number of theoretical faculties in Beni-Suef University were 3 (Law, Commerce and Arts) and also 2 practical faculties (Science and Media). The study was conducted on 50% of theoretical faculties (2 faculties), this two faculties were chosen randomly. The number of female students in faculty of Arts were 1225 and faculty of Law were 850. Second stage, female students that enrolled in the second year from two faculties. Third stage, the female students chosen randomly, this equal 215 from faculty of Arts and 120 from faculty of Law.

Tools of data collection

The tools of this study were collected by using two tools

1st tool: Structural interviewing questionnaire: Was used in this study developed by the researchers after reviewing of national and international related literature. It will contain the following parts:

- **Part I:** Demographic characteristics such as: (Age of female students, faculty, marital status, father's and mother's education, father's job and mother's job, number of family members, family social status and nature of clothes).
- **Part II:** Questions about the student's exposure to sexual harassment: Previously exposed to harassment, the inconveniences that the female exposed to harasser, time the female face harassment and abuse inside the university, common place of harassment and direct response to these inconveniences.
- **Part III-** Negative bio-psychosocial effect of sexual harassment
 - Physical effects: Short term effects as excessive sweating and redness of the face dry mouth with difficulty swallowing food or drink, nausea and feeling dizzy, feeling cold and damp with two hands and increasing the number of heart beats, medium term effects as staying up late and difficult to sleep, repeated nightmares, loss of appetite, feeling pain in the stomach, overweight, weight loss, feeling a frequent headache, feeling of constant fatigue, menstrual cycle disorders and muscle contraction, long term effects as feeling of constant pain, feeling of fatigue, frequent absence from the university and exposure to chronic diseases.
 - Psychological effects: Short term effects as feeling shocked, feeling angry, feeling frightened, difficulty concentrating and distraction, continuous remembering of event details and feeling happy, medium term effects as anxiety and tension, feeling guilty and repentant, feeling distrustful, Feeling of lack of self-esteem, feeling frustrated and continuous attempts to avoid remembering the event, long term effects feeling of continuous sadness, apathy, a feeling of constant anxiety and feeling depressed.
 - Social effects: Short term effects as irritability and difficulty dealing with others, medium term effects as Increase rumors, goad and gossip, feeling distrustful to others and the desire to leave the university, long term effects as lack of confidence in the men around you, distort the image of the man and not feel safe towards him, abstaining from marriage and isolation from others.
- **Part IV-** Female students point of views regarding reasons for exposure to sexual harassment in the community as late marital age, family conflict, family break up, lack of sexual education for children since childhood, high costs of marriage, family's overload by its economic burdens, decreased religious or moral, wrong socialization, insufficient legal penalty to the harasser and low economic level.
- **Part V-** Suggested corrective measures to reduce sexual harassment as: The necessity of giving religious lectures urging moral commitment, roughening the legal penalty for the harasser, creating job opportunities to reduce unemployment and improve the economic status, displaying positive images of females in the media, girl's appearance and behavior commitment,

increased security presence in public places, encourage the girl to report the incident of harassment, activating family bonding and supervision on children.

- **Part VI:** Students' knowledge regarding sexual harassment: It will include: Meaning, types, prevalence, places, factors related to the girl, factors related to family, economic factors, religious factors, media factors leading to sexual harassment and reaction of girls if she is harassed.

Scoring system for students knowledge regarding sexual harassment

Each item was assigned a score of (2) given when the answer was complete correct answer, a score (1) was given when the answer was incomplete correct answer and a score (0) was given when the answer was don't known. The total score of each section was calculated by summation of the scores of its items. The total score for the student knowledge was calculated by the addition of the total score. Student's total knowledge score was classified as the following:

Total scores of knowledge =10 questions=20 grades = 100%

- Satisfactory when total score was $\geq 50\%$ (≥ 10 grades).
- Unsatisfactory when the total score was $< 50\%$ (< 10 grades).

2nd tool: Rosenberg's global self-esteem scale: Arabic version of Rosenberg's Global self-esteem scale was translated by Garas et al., (1991) and also applied by Hassan, (2006). The scale was adopted to measure the global negative and positive self-attitudes. It consists of 10 statements: The first 5 statements are phrased positively as I feel that I am a person of worth, on an equal plane with others, I feel that I have a number of good qualities, I am able to do things as well as most other people, I take appositve attitude toward my self, On the whole and I am satisfied with my self and the second 5 statements are phrased negatively as I wish I could have more respect for myself, All in all, I am inclined to feel that I am a failure, I feel I do not have much to be proud of, I certainly feel useless at times and At times, I think I am no good at all.

Scoring system

Statements of self-esteem were rated on 3 point like a scale, which are; (2) for agree response, while (1) for some times response, and (0) for disagree response. Scoring for the second negative answers was reversed, i.e., (2) for disagree response, while (1) for some times response and (0) for agree response. The total score of self-esteem was calculated by summation of the scores of its statements. Student's total self-esteem score was classified as the following: **Total scores of self-esteem** =10 questions=20 grades=100%.

- **High** when total score was $\geq 75\%$ (≥ 15 grades)
- **Moderate** when total score from $\geq 50\%$ to less than 75% (from ≥ 10 to less than 15 grades)
- **Low** when the total score was $< 50\%$ (< 10 grades)

Validity

The tools validity was done by five of Faculty's staff nursing experts in the field of Community Health Nursing, Faculty of Nursing, Helwan University, Specialties reviewed the tools for clarity, relevance, comprehensiveness, applicability, and reliability.

Reliability

To assess reliability, the study tools were tested by the pilot subjects at first session and retested after 2weeks as test-retest reliability for calculating Cronbach's Alpha coefficient test which revealed that each of the two tools consisted of relatively homogenous items as indicated high reliability of each tool. The internal consistency of knowledge was 0.91 and total self-esteem was 0.894 for the tool.

Pilot study

A pilot study was carried out on 10% (33) of female students to examine the clarity of questions and time needed to complete the study tools consumed about 10 to 15 minutes. Based on the results no modifications were done, so the pilot study sample was included in the total sample

Fieldwork

- Official permission was obtained from the dean of Faculty of Arts and Dean of Faculty of Law to conduct this study, the researcher met the female students.
- Data was collected within two semesters of (2020-2021) academic year and the researcher was attended two days per week (Monday and Wednesday) from 10am-2pm in the study setting till completion of the questionnaire. The researcher was conducted the study by distribution of the tool for them as pretest.
- Educational program was developed based on the results obtained from the pre-test questionnaire sheet.
- The effect of the educational program was assessed after the end of the program by using the same tool one time only. Teaching method was be used, lecture, group discussion, brain storming, demonstration and re-demonstration.

The educational program will be conducting in four phases

- **1st preparatory phase:** Tools of data collection development: Review of the current, past, local and international related literature. This helped her to be acquainted with the problem, and guided her in the process of tools' designing
- **2nd assessment phase:** By using pre-testing questionnaire to assess the present students' knowledge about sexual harassment.

- **3rd planning and implementation phase:** Developing the educational program contents. In this phase the researcher implemented the educational program sessions.

General objective

By the end of the educational program, the female students of Beni-Suef university was able to recognize knowledge of sexual harassment and improve self-esteem.

Specific objectives

The program was done through four theoretical sessions, each session lasted 40-50 minutes and immediately did the post – test

- **First session:** At the beginning of the first session, the researcher welcomes and introduce self to students, an orientation to the program was given, take oral informed consent of students, set an agreement on the time and duration of sessions. The researcher provide a trust, warm and secure atmosphere between students group to relieve anxiety, tension, and increase the motivation to participate in all sessions of the educational program. Provide introduction about meaning of sexual harassment, types and causes taking into consideration the use of clear and simple language. Discussion, motivation and reinforcement during session were used to enhance learning. Inform the female students that each session started by summary about the previous session and objectives of new topics. The pretest knowledge questionnaire, self-esteem scale was given to them (pre program assessment).
- **Second session:** Covered impact of sexual harassment and defense measures of preventing sexual harassment, learn students the methods of self-protection against sexual harassment by presenting videos to them. The students in this session encouraged to discuss some situations exposed to sexual harassment and how react when exposed
- **Third session:** Covered meaning of self esteem and Rosenberg's global self-esteem scale
- **Fourth session:**
- Include identify the female students how to develop and strength their self-esteem to be able to face the phenomena of sexual harassment by watching on videos about ways of self-esteem improvement.

4th evaluation phase: This phase aims to evaluate the effect of the educational program to Beni-Suef University female students about improving self-esteem regarding sexual harassment by using the same questionnaire of pretest.

Teaching methods

- Lecture/ discussions
- Demonstration and re-demonstration
- Brain storming

Media

- Pictures and data show.
- Handout prepared by the researcher.
- Colored posters and videos

Ethical considerations

An official permission to conduct the proposed study was obtained from the Scientific Research Ethics Committee, faculty of Nursing, Helwan University. Participation in the study is voluntary and subjects were given complete full information about the study and their role. The ethical considerations include explaining the purpose and nature of the study, stating the possibility to withdraw at any time, confidentiality of the information where it will not be accessed by any other person without taking permission of the participants. Oral consent from students to conduct the study. Objectives, tools and study technique were illustrated to gain their cooperation. Ethics, values, culture and beliefs will be respected.

Statistical analysis

All data collected were organized, tabulated and analyzed using appropriate statistical test. The data were analyzed by using the Statistical Package for Social Science (SPSS) version 20 which was applied to calculate frequencies and percentages mean and standard deviation, as well as test statistical significance and associations by using Chi-square test (0.2), is a test used to study association between two qualitative variables, and matrix correlation to detect the relation between the variables for (p value). It considered as follows: Highly statistically significant $p < 0.001$, statistically significant when $p < 0.05$ and not significant when $p > 0.05$.

Results

Table (1) : Shows that, the mean age of female student's were 20.01 ± 2.74 year. Related to marital status, 86.7% of them were single. According to father's education, 52.5% of them were secondary education and 90.1% of them were working . In addition, 53.7% of their mother had secondary education and 70.1% of them not working. Moreover, 74% of the female students had 5-6 family members. Related to social status, 65.7% of them were medium level. Regarding to the nature of the clothes, 59.7% of them were veiled. Table 2: Reveals that, 100% of the female students exposed to abuse or harassment previously, (83.6% and 97%, respectively) of them always exposed to verbal reversals and closer look. In addition, 54.9% of them always exposed to abuse or harassment from student from another college. Moreover, 77% of the female students face harassment and abuse inside the university at afternoon. Furthermore, 63.3% of the female students sometimes exposed to abuse or harassment in the restaurant. In addition, (94% and 95.5%, respectively) of the female students always refraining from dealing with others and take caution in general appearance - style of dialogue - attitudes of humor. Table 3: Shows that, (94% and 92.5%, respectively) of female students consider late marital age and lack of sexual education for

children since childhood to be a reason for their exposure to sexual harassment in the community. In addition, (94% and 100%, respectively) of female students consider decreased religious or moral insults and insufficient legal penalty to punish the harasser to be a reason for their exposure to sexual harassment in the community.

Figure 1: Shows that, 57.9% of female students had satisfactory total knowledge pre implementation of educational program. While improved to 95.9% of them had satisfactory total knowledge about sexual harassment post implementation of educational program. Table 4: Reveals that, there was a marked improvement in female students self-esteem post implementation of educational program with highly statistically significant difference at ($P= 0.000$) . As evidence, (31.9% and 32.2%, respectively) of female students sometimes feel that they are a person of worth, on an equal plane with others and sometimes able to do things as well as most other people pre implementation of educational program. While they improved to (73.1% and 77.6%, respectively) post implementation of educational program.

Figure 2: 23.3 % of female students had high level of self-esteem pre implementation of educational program. While, changed to 70.1% of them had high level of self-esteem post implementation of educational program. Table 5: Presented that, there was highly statistically significant relation between female students' total self-esteem and their demographic characteristics as fathers' and mothers' educational level and social level at ($P= < 0.01$). In addition, there was statistically significant correlation with their marital status, fathers' and mothers' job at ($P= < 0.05$). Table 6: Shows that, there was highly statistically significant positive correlation between female students' total knowledge and their levels of total self-esteem pre and post educational program at ($P= < 0.01$).

Table 1
Frequency distribution of the female students according to their demographic characteristics (n=335)

Demographic characteristics	No	%
Age (year)		
18 - < 19	48	14.3
19 - < 20	87	26
20 - 21	200	59.7
Mean \pm SD	20.01 \pm 2.74	
Faculty		
Faculty of Art	215	64.2
Faculty of Law	120	35.8
Marital status		
Single	290	86.7
Married	43	12.8
Divorced	2	0.6
Father's education		
Not read & write	18	5.4
Read & write	25	7.5
Basic education	60	17.9

Secondary education	176	52.5
University education	56	16.7
Mother's education		
Not read & write	21	6.3
Read & write	32	9.6
Basic education	58	17.3
Secondary education	180	53.7
University education	44	13.1
Father's job		
Working	302	90.1
Not working	33	9.9
Mother's job		
Working	100	29.9
Not working	235	70.1
Number of family members		
3-4	52	15.5
5-6	248	74
7-8	30	9
9 and above	5	1.5
Family social status		
High	64	19.1
Medium	220	65.7
Low	51	15.2
The nature of the clothes		
Veiled	200	59.7
Sapper	38	11.3
Asdal without the sapper	62	18.5
Not veiled	35	10.4

Table 2
Frequency distribution of the female students according to their exposure to sexual harassment (n=335)

Student's exposure to sexual harassment	No		%			
Exposed to abuse or harassment previously						
Yes	335		100			
If yes, the inconveniences the female have experienced in the university	Always		Sometimes		Rarely	
	No	%	No	%	No	%
*The inconveniences they are exposed to						
Verbal reversals	28	83.6	55	16.4	0	0.0
Speaking verbally	0	66.3	78	23.3	35	10.4
Issuing sexual signs such as eye, hand.	22	62.7	85	25.4	40	11.9
Touching parts of the body	2	20.3	78	23.3	18	56.4
Deliver sexual jokes	21	36.4	14	43.3	9	20.3
A closer look	0	97	5	3	68	0.0
Touching the hand deliberately	68	20.3	10	23.9	0	55.8
Any attempted assault or rape	12	0.0	80	2.4	18	97.6
	2		8		7	

	32				32	
	5				7	
	68					
	0					
*The harasser include						
A student from the same college	88	26.3	97	29	15	44.8
A student from another college	18	54.9	11	32.8	0	12.2
Faculty employee	4	5.1	0	12.8	41	82.1
*Others	17	95.5	43	4.5	27	0.0
	32		15		5	
	0				0	
**The time when the female face harassment and abuse inside the university						
In the morning	11	33.4	19	58.2	28	8.4
Afternoon	2	77	5	17.9	17	5.1
After the afternoon	25	29.3	60	62.7	27	8.1
At Night	8	29.9	21	62.7	25	7.5
	98		0			
	10		21			
	0		0			

*The most common places for exposure to abuse or harassment.						
The amphitheater or classroom	0	0.0	8	2.4	32	97.
On the door during entry	0	0.0	55	16.4	7	6
In the restaurant	21	6.3	21	63.3	28	84.
Other places	180	53.7	2	32.2	0	2
			10		10	30.
			8		2	4
					47	14.
						1
*Direct response to these inconveniences.						
Be silent and not do anything	205	61.	105	31.3	25	7.5
Ignore the situation	215	2	95	28.4	25	7.5
Direct objection to the act, such as insulting or attempting to hit him	25	64.	105	31.3	20	61.
Consider harassment as a joke	0	7.5	0	0.0	5	2
Submit a complaint to the Dean of the College	25		150	44.8	33	10
Refraining from dealing with others	315	0.0	20	6	5	0
Take caution in general appearance - style of dialogue - attitudes of humor	320	7.5	15	4.5	20	61.
Talk to others, whether the college colleagues or others outside the university		94			5	2
Resorting to a psychological counseling request	0	95.	55	16.4	0	0.0
Resort to the use of drugs such as sedatives	0	5	15	4.5	0	0.0
	0	0.0	15	4.5	28	84.
					0	2
		0.0				
		0.0			32	95.
					0	5
					32	95.
					0	5

(*) Other mean some one they don't know or some one from out side the university

(**)Female students select more than one answer

Table 3

Frequency distribution of the female students according to their point of views regarding reasons for exposure to sexual harassment in the community (n=335)

*The causes of sexual harassment	Always		Sometimes		Rarely	
	No	%	No	%	No	%
Late marital age	315	94	20	6	0	0.0
Family conflicts	295	88.1	40	11.9	0	0.0
Family breakup	295	88.1	40	11.9	0	0.0
Lack of sexual education for children since childhood	310	92.5	25	7.5	0	0.0
High costs of marriage	300	89.6	30	9	5	1.5
Family's overload by its economic burdens	290	86.6	30	9	15	4.5
Decreased religious or moral	315	94	20	6	0	0.0
Wrong socialization	308	91.9	25	7.5	2	0.6
Insufficient legal penalty to the harasser	335	100	0	0.0	0	0.0
Low economic level	290	86.6	30	9	15	4.5

(*) Female students select more than one answer

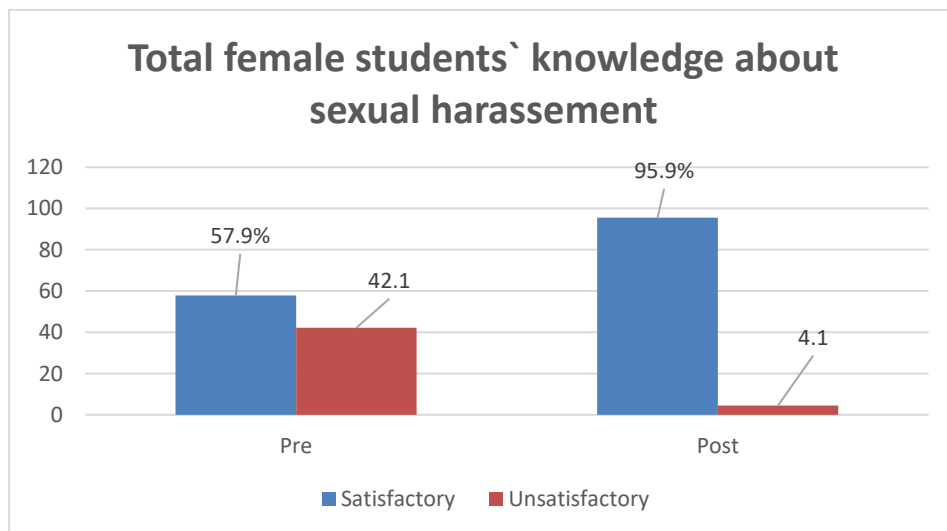


Figure 1. Percentage distribution of the female students according to their total knowledge regarding sexual harassment pre and post educational program (n=335)

Table 4
Frequency distribution of the female students according to their self-esteem at pre and post educational program (n=335)

Self-esteem scale	Pre program						Post program						T.test	
	Agree		Sometimes		Disagree		Agree		Sometimes		Disagree		t	p-value
	No	%	No	%	No	%	No	%	No	%	No	%		
I feel that I am a person of worth, on an equal plane with others.	75	21.1	107	31.9	153	45.7	245	73.1	65	19.4	25	7.5	7.300	0.000**
I feel that I have a number of good qualities	78	23.3	110	32.8	147	43.9	250	74.6	70	20.9	15	4.5	7.308	0.000**
I am able to do things as well as most other people	80	23.9	108	32.2	147	43.9	260	77.6	60	17.9	15	4.5	6.491	0.000**
I take appositve attitude toward my self	180	53.7	125	37.3	30	9	300	89.6	35	10.4	0	0.0	5.030	0.000**
On the whole, I am satisfied with my self	180	53.7	125	37.3	30	9	300	89.6	35	10.4	0	0.0	5.008	0.000**
I wish I could have more respect for myself	160	47.8	100	29.9	75	21.1	290	86.6	35	10.4	10	3	5.115	0.000**
All in all, I am inclined to feel that I am a failure	125	37.3	180	53.7	30	9	12	3.6	33	9.9	290	86.6	6.458	0.000**
I feel I do not have much to be proud of	115	34.3	138	41.2	82	24.5	12	3.6	35	10.4	288	86	6.300	0.000**
I certainly feel useless at times	158	47.2	102	30.4	75	21.1	18	5.4	50	14.9	267	79.7	6.401	0.000**
At times, I think I am no good at all	150	44.8	105	31.3	80	23.9	15	4.5	58	17.3	262	78.2	6.730	0.000**

(*). Statistically significant at $p < 0.05$. (**). highly statistically significant at $p < 0.01$.

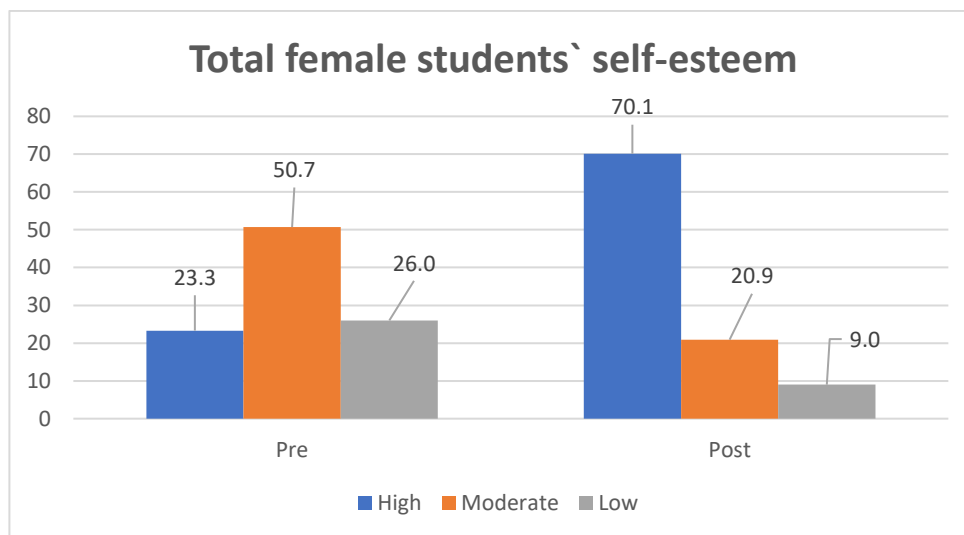


Figure 2. Percentage distribution of the female students according to their total self-esteem at pre and post educational program (n=235)

Table 5
Relation between demographic characteristics of the female students and their total self-esteem pre educational program

Demographic characteristics	Total self-esteem pre educational program (n=335).						x ²	P-Value
	High (n=78)		Moderate (n=170)		Low (n=87)			
	No	%	No	%	No	%		
Age (year)								
18 - < 19	0	0.0	0	0.0	48	55.2	4.021	0.116
19 - < 20	28	35.9	20	11.8	39	44.8		
20 - 21	50	64.1	150	88.2	0	0.0		
Marital status								
Single	40	51.3	163	95.9	87	100	9.524	0.038*
Married	36	46.1	7	4.1	0	0.0		
Divorced	2	2.6	0	0.0	0	0.0		
Father's education								
Not Read & write	0	0.0	0	0.0	18	20.7	12.35	0.005**
Read & write	0	0.0	0	0.0	25	28.7		
Basic	0	0.0	16	9.4	44	50.6		
Secondary	22	28.2	154	90.6	0	0.0		
University	56	71.8	0	0.0	0	0.0		
Mother's education								
Not Read & write	0	0.0	0	0.0	21	24.1	12.01	0.006**
Read & write	0	0.0	0	0.0	32	36.8		
Basic	0	0.0	24	14.1	34	39.1		
Secondary	34	43.6	146	85.9	0	0.0		
University	44	56.4	0	0.0	0	0.0		
Father's job								
Working	78	100	170	100	54	62.1	7.682	0.042*
Not working	0	0.0	0	0.0	33	37.9		
Mother's job								
Working	78	100	22	12.9	0	0.0	5.724	0.049*
working	0	0.0	148	87.1	87	100		
Family social status								
High	64	82.1	0	0.0	0	0.0	12.69	0.005**
Medium	14	17.9	170	100	36	41.4		
Low	0	0.0	0	0.0	51	58.6		
The nature of the clothes								
Veiled	38	48.7	100	58.8	62	71.3	4.321	0.114
Sapper	8	10.3	20	11.8	10	11.5		
Asdal without the sapper	20	25.7	40	23.5	2	2.3		
Not veiled	12	15.4	10	58.8	13	14.9		

*Significant at $p < 0.05$. **Highly significant at $p < 0.01$.

Table 6
Correlation between female students' total knowledge and their levels of total self-esteem pre and post educational program

Variables		Total knowledge	
		Pre educational program	Post educational program
Total self-esteem	r	0.318	0.342
	p	0.001**	0.001**

**Highly significant at $p < 0.01$.

Discussion

Sexual harassment (SH) defined as bullying or coercion of sexual nature, or the unwelcome or inappropriate promise of rewards in exchange for sexual favors. It is an illegal action. Harassment can include 'sexual harassment' or unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature. SH may occur in a variety of circumstances such as factories, school, faculties, and streets. Most of the times the harasser is in a position of power over the victim by being different in age, or social, political, employment and educational relationships (10). Related to marital status, the current study showed that majority of female students were single.. This result was in agreement with (11) in Norway who conducted a study entitled "The effects of non-physical peer sexual harassment on high school students' psychological well-being in Norway" and found that 97% of students were single. From the researcher point of view, this result may be due to participants in this study were female students who their age were below 20-21 years.

Regarding to the nature of the clothes, the current study showed that, more than half of them were veiled. This result was in agreement with (12) in Nordic who conducted a study entitled "Experiences of sexual harassment are associated with high self-esteem and social anxiety among adolescent girls" and found that more than 54.7 % of girls were respected and wear suitable clothes. On the other hand, this result was in disagreement with (13) in Kathmandu valley who conducted a study entitled "Sexual harassment in public transportation among female student in Kathmandu valley" and found that 70.4 % girls wear unsuitable clothes for them. From the researcher point of view, this result may be due to nature of ethics of female in this age were veiled, and their culture.

The current study revealed that, all of the female students exposed to abuse or harassment previously, majority of them always exposed to verbal reversals and closer look. In addition, more than half of them always exposed to abuse or harassment from student from another college. Moreover, more than three quarters of the female students always face harassment and abuse inside the university at afternoon. Furthermore, near two thirds of the female students sometimes exposed to abuse or harassment in the restaurant. In addition, majority of the female students always refraining from dealing with others and take caution in general appearance - style of dialogue - attitudes of humor. From the researcher point of view, this result may be due to sexual harassment were

bad phenomena between students in colleges or universities due to lack of religious faith.

This result was in accordance with (14) in Turkey who conducted a study entitled “The effectiveness of empowerment program on increasing self-esteem, learned resourcefulness, and coping ways in women exposed to domestic violence in Turkey” and revealed that 93.7% of participants were exposure to violence and verbal sexual harassment. Also, this result was in agreement with (13) who found that 69.3% of girls were exposure to sexual harassment in public transportation and street. In contrast, this result was disagreement with (15) who conducted a study entitled “Sexual violence among gender and sexual minority college students” and stated that 56.4% of participants had good relationship and respecting from other colleagues.

The current study showed that, majority of female students consider late marital age and lack of sexual education for children since childhood to be a reason for their exposure to sexual harassment in the community. In addition, majority of female students consider decreased religious or moral insults and insufficient legal penalty to punish the harasser to be a reason for their exposure to sexual harassment in the community. This result was supported by (16) who done a study entitled “Sexual harassment in vascular surgery training programs” and found that 94.8% of participants were exposed to sexual harassment due to lack of culture about sexual education. On the other hand, this result was disagreement with (17) in Vietnam who performed a study entitled “Female Students’ Awareness in Sexual Harassment Prevention” and explained that 55.8% of female students had information about sexual harassment to prevent them from exposure to sexual harassment.

The current study indicated that, there was a marked improvement in female student’s knowledge about sexual harassment in post implementation of educational program with highly statistically significant difference. As evidence, more than half of female students had incomplete correct knowledge about the meaning of sexual harassment and family factors that lead to sexual harassment pre implementation of educational program this improved to all of them had complete correct knowledge post implementation of educational program. This result was in agreement with (18) who carried out a study entitled “The impact of sexual harassment against women courses on the attitudes of nursing students toward sexual harassment against women and their professional roles” and found that students’ knowledge about sexual harassment improved to 96.9 % after implementation of training program. Also, this result was supported by (19) in Turkey who conducted a study entitled “Bullying and social emotional learning among junior high students: A theoretical model approach” and found that 93.7% of participants had high level of knowledge about sexual harassment after training program. From the researcher point of view, this result may be due to the effect of educational program and the female students were interested to know how to deal with this problem.

Regarding comparison between the female students total knowledge regarding sexual harassment at pre and post educational program, the current study indicated that, there was a marked improvement in female students total

knowledge about sexual harassment at post implementation of educational program than preprogram with highly statistically significant difference. This evidence in more than half of female students had satisfactory knowledge pre implementation of educational program. This result was in agreement with (14) who found that there was a highly statistically significant improvement in coping ways in female exposed to domestic violence after implementation training program. This result was in agreement with (15) who found that 56.7% of participants had unsatisfactory knowledge pre implementation of educational program. While improved to majority of them had satisfactory total knowledge about sexual harassment post implementation of educational program. Also, this result was in accordance with (18) who found that students' knowledge about sexual harassment improved after implementation of training program. . From the researcher point of view, this result reflected the effect of educational program that enhance their knowledge about sexual harassment.

The current study revealed that, there was a marked improvement in female students' self-esteem post implementation of educational program with highly statistically significant difference. As evidence, one third of female students sometimes feel that they are a person of worth, on an equal plane with others and sometimes able to do things as well as most other people pre implementation of educational program. While they improved to three quarters post implementation of educational program. This result was supported with (20) in Spain who conducted a study entitled "Effect of physical activity on self-esteem: theoretical model on the mediation of body image and physical self-esteem in adolescents" and found that self- esteem of participants were improved to 82.4% after implementation training program. Also, this result was in accordance with (21) in China who conducted a study entitled "Relationship between sexual harassment and self-esteem: A dual mediation model of attachment" and found that 34.3% of female students sometimes feel that they are a person of worth. From the researcher point of view, this result may be due to the effect of educational program that improve self-esteem of female students

Regarding comparison between the female students according to their total self-esteem pre and post educational program, the current study indicated that, there was a marked improvement in female students total self-esteem post implementation of educational program with highly statistically significant difference. As evidence, one quarter of female students had high level of self-esteem pre implementation of educational program. While changed more than two thirds of them had high level of self-esteem post implementation of educational program. This result was supported by (22) in United Arab Emirates who conducted a study entitled "Self-esteem and other risk factors for depressive symptoms among adolescents in United Arab Emirates" and found that 50.7 % of participants had high level of self- esteem. Also, this result was in agreement with (23) who conducted a study entitled "School-based education programs for the prevention of sexual abuse" and found that 89.3% of participants improved their self- esteem after implementation of training program. From the researcher point of view, this result may be due to female students were interested to improve their status of self-esteem.

Regarding total self-esteem at pre and post educational program, the current study showed that one quarter of female students had high level of self-esteem pre implementation of educational program. While, changed to more than two thirds of them had high level of self-esteem post implementation of educational program. This result was in accordance with (24) in Iowa city who conducted a study entitled "The impact of self-esteem on sexual harassment and sexual assault in the military" and found that 26.2 % of participants had high level of self-esteem. Conversely, this result was disagreement with (25) in USA who conducted a study entitled "School engagement, self-esteem, and depression of adolescents' female" and found that 91.4% of participants had high level of self-esteem. From the researcher point of view, this result may be due to training program introduces effective information that enhance self-esteem of them.

Regarding correlation between female students' total knowledge and their levels of total self-esteem pre and post educational program, the current study showed that, there was highly statistically significant positive correlation between female students' total knowledge and their levels of total self-esteem pre and post educational program. This result was in accordance with (21) who found that there was a statistically significant positive correlation between participants' total knowledge and their levels of total self-esteem. Also, this result was in agreement with (23) who found that there was highly statistically significant positive correlation between participants' total knowledge and their levels of total self-esteem.

Conclusion

Based on the study finding and research hypothesis It can be concluded that

All the female students previously exposed to harassment. There was a marked improvement in female students knowledge about sexual harassment post implementation of educational program with highly statistically significant difference. In addition there was a marked improvement in their self-esteem post implementation of educational program with highly statistically significant positive correlation between female students' total knowledge and their levels of total self-esteem pre and post educational program.

Recommendations

On the basis of the result of the study, the following recommendations' are suggested

- Health education program about risk factors, consequences, how taking strong action against harasser should be started early as possible.
- Advise female students to avoid risk factors of sexual harassment as wearing tight clothes, wearing hot colors, putting over make-up and putting over perfumes.
- Encourage female students to report sexual harassment, with maximum confidentiality

For further research

- Ongoing researches were required for enhancing students' awareness about sexual harassment.
- Dissemination of health educational booklet about female students' defensive ways against harassers.

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