

Preventive Program for Secondary School Female Students to Protect Themselves from Sexual Harassment

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ABSTRACT

Background: Sexual harassment is a widespread and serious social problem in Egypt. It is affecting all parts and all members of the Egyptian society, often on a daily basis. The aim of this study was to evaluate the effect of preventive program for secondary school female students to protect themselves from sexual harassment. **Research design:** A quasi-experimental design was used. **Setting:** This study was carried out at governmental secondary schools in El Sharabia District at North Cairo governorate. **Sampling:** Multistage random sample technique was used in this study, 235 students were recruited from a total number of students in eight classes. **Tools:** A self-administrated questionnaire for the secondary school female students included; socio-demographic characteristics, factors leading to sexual harassment, secondary school female students' knowledge regarding sexual harassment, and assertive behaviors and self defense methods regarding sexual harassment protection. **Results:** After preventive program implementation the main study results revealed that post preventive program, knowledge level of the secondary school female students, also self defense methods and assertive behaviors regarding protecting themselves from sexual harassment improved. **Conclusion:** Overall, secondary school female students' knowledge increased from pre- to post-test for students participating in the sexual harassment preventive program regarding to sexual harassment. Pretest, the majority of the students had less acceptable level of self defense methods and assertive behaviors about sexual harassment, while posttest their acceptable level was improved for the majority of them. **Recommendation:** Training in self-protection and how to avoid being exploited should be available to secondary school female students

Key words: sexual harassment, sexual harassment preventive program. Secondary School Female Student.

Introduction

Sexual harassment is a widespread problem in Egyptian society. Sexual harassment can include unwelcome sexual advances, or unpleasant behavior towards someone that takes place regularly, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual

nature. Sexual harassment of a student can deny or limit, on the basis of sex, the student's ability to participate in or to receive benefits, services, or opportunities in the school's program. Sexual harassment of students is, therefore, a form of sex discrimination (CDC, 2012).

Sexual harassment is a real and serious problem that can affect any youth regardless

of gender, race, religion, ethnic, age groups and occurs at all socioeconomic levels. It can threaten physical or emotional wellbeing, influence school performance, and make it difficult to achieve career goals. It can effects vary depending on the individuality of the recipient and the severity and duration of the harassment. Often, sexual harassment may lead to temporary or prolonged stress and/or depression, anxiety and/or panic attacks, sleeplessness and/or nightmares, shame and guilt, difficulty concentrating, headaches, fatigue or loss of motivation, stomach problems, eating disorders (weight loss or gain), feeling powerless or out of control, loss of confidence and self-esteem. **(Koss, 2011 and Centers for Disease Control and Prevention, 2016)**

There are many factors and causes for sexual harassment on women in Egypt; some of them are associated to Egyptian economic pressure, which implied in poverty and unemployment; social oppression as in marriage conditions in Egypt; and westernization. Sexual harassment in Egypt has been a growing social threat. **(Ebaid, 2013)**

Secondary school female students (adolescence) represent a steady evolution from childhood to adulthood and during this stage, the individual's psychological and physiological processes change abruptly with inherent effect on sexual activity. The safety and health of the adolescents during this stage are of great value, and it is during this period of their transition that they need to be informed and guided on the need to develop positive attitudes on sex **(Adeyemo, 2011)**.

Angeles Commission on Assaults against Women (2014) reported that the foundations of protection of female sexual harassment are awareness and assertiveness; women sexual harassment prevention must begin with education, women learn the latest information and discuss the harassment and learn how to maintain awareness of their

daily environment and decrease their potential for being targeted for harassment.

Assertiveness is one of the most effective prevention techniques in avoiding harassment. Assertive behavior involves the ability to express feelings, to choose behavior in any given situation, to exercise rights when it is appropriate without denying the rights of others, to disagree when it's important to do so, and, if appropriate, to change own behavior or ask others to change their abusive behavior. An assertive response may prevent as much as 80% of potential attacks by practice assertive body language, eye contact, and verbal confrontation skills. Women should realize that lack of assertiveness may contribute to sexual harassment involvement **(Angeles Commission on Assaults against Women, 2014)**.

Sexual health information must be readily available to teens and delivered using both formal and informal means. By forming partnerships and sharing resources with health education teachers, social workers, guidance counselors, administrators, students, families, and the community, school nurses can improve access to information and resources to mitigate the negative consequences of early, unprotected. Open communication with teens will allow them to obtain the information they need to make responsible decisions and access care when needed **(Jackson et al, 2011)**

Community health nurses recognize the multiple factors that may increase or decrease a youth's risk of becoming a perpetrator or victim of sexual harassment, and they are able to identify students at risk, potential risk factors and protective factors that may determine whether or not a student may become a perpetrator or victim, including individual and family characteristics. Also they promote sexual harassment protection by assisting in the creation of a school environment of safety and trust where

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students are assured that caring, trained adults are present and equipped to take action on their behalf; engaging in classroom discussions that facilitate respectful communication among students and staff; and advancing education of the school community that builds skills in communication, problem solving, anger management, coping and conflict resolution (Jacobson et al., 2011 and CDC, 2011).

Significant of the study:

Sexual harassment phenomenon has rapidly increased in the Middle East's societies; especially, the Egyptian society and it has become a very controversial issue. Sixty two percent of Egyptian men admitted that they sexually harassed women; and more than 80 percent Egyptian women reported that they were harassed, according to a study conducted in 2008 by the Egyptian Center for Women's Rights (ECWR). Not only unveiled women in Egypt do get harassed, but almost 72% of sexual harassment victims in Egypt wear veils, whose entire bodies are covered on the streets in conformity with cultural or religious beliefs, get harassed even more. (ECWR, 2011).

Sexual harassment has been a growing problem in Egypt in the past 10 years. More than 99 % of hundreds of women surveyed, across seven of the country's 27 governorates, reported experiencing some form of sexual harassment, ranging from minor harassment to rape, according to an April 2013 report by the UN- Women 's study and Demographic Centre (2013)

According to the United Nations Population Fund, Egypt is ranked the second worst country in the world for sexual harassment, after Afghanistan. A study by UN Women found that 99.3 % of Egyptian girls and women surveyed reported experiencing some form of sexual harassment in their lifetime. Women reported feeling unsafe on public transportation or when walking the streets. In June 2014, the

Egyptian government passed a law criminalizing sexual harassment, making it punishable by a prison sentence of up to five years and fines between 2,000 and 5,000 Egyptian pounds (USD\$249 to \$623). However, many rights' groups are skeptical that this law will amount to more than mere words on paper, and are calling for stricter enforcement (Yancey-Bragg, 2016).

Aim of the study

The aim of this study was to evaluate the effect of preventive program for secondary school female students to protect themselves from sexual harassment through:

1. Assessing factors leading to sexual harassment among secondary school female students
2. Assessing secondary school female students' knowledge regarding sexual harassment.
3. Assessing secondary school female students' assertive behaviors and self defense methods regarding sexual harassment protection.
4. Designing and carrying out preventive program for secondary school female students regarding protecting themselves from sexual harassment
5. Evaluating the effect of preventive program on secondary school female students' knowledge and behaviors to protect themselves from sexual harassment

Hypothesis

The current study will test the hypothesis that the preventive program will improve secondary school female students' knowledge, assertive behaviors and self defense methods regarding protecting themselves from sexual harassment.

Subjects and Methods

Research design: A quasi-experimental design was adopted to carry out this study.

Setting:

The study was carried out at governmental secondary schools in El Sharabia District at north Cairo. Out of the Cairo Education Directorate Records, the researchers selected El Sharabia District because it represents a popular zone with the highest number of governmental secondary female schools with different socio-cultural and economic characteristics. This district contains 7 secondary female schools, 50 % were taken from total schools representing four schools. The selection of the four schools was done by simple random sample technique through balling among the 7 secondary female schools; this was done to ensure randomization of selection of schools.

Sampling: Multistage random sample technique was used in this study.

1st stage: Four selected schools were chosen randomly from seven secondary female schools from El Sharabia District.

2nd stage: First and second grades of secondary selected schools were included, their total number were 4700 students.

3rd stage: Two classes from the previously mentioned grades were selected; one from first grade and another from second grade, a simple random sampling technique were used to select the targeted classes with a total number of eight classes recruited in the sample. The total number of the students in the eight classes were 235 students, out of 4700 regular female students in the schools, 235 (5%) were selected by stratified sampling technique.

Tool of data collection:

A self administrated questionnaire with closed ended questions was developed by the researchers based on literature review. It was written in simple, clear, Arabic language and consisted of four parts as the following:

Part one: Designed to collect data about the socio-demographic characteristics of secondary school female students and history of previous exposure to harassment.

a) Socio demographic data had 4 items including; mean age, parent's educational level, family income, source of information on sexual harassment.

b) History of actual previous exposure to sexual harassment, and actual forms of sexual harassment.

Part two: Designed to collect data of secondary school female students' knowledge as reported by them (**Pre/post prevention program**) about:

- a) Factors leading to sexual harassment among secondary school female students such as; harasser, family, economic, media, religious, societal, and female factors.
- b) Most significant places, where harassment is common as in front of preparatory and secondary schools, shopping malls, markets, public transport, subway stations, the street, public gardens, online game, and social media.
- c) Most common forms of sexual harassment for female students as; beeping during a walk in the street, verbal hazing, hazing telephone, forced identification, touching the body of the female, stripped the girl of her clothes, a closer look, showing pornographic images, and sending sexual images via email, face book, messages, or notes.

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- d) Consequences of sexual harassment as; anxiety, guilt, depression, headaches, post traumatic stress disorder, eating disorder, loss of confidence, lowered self-esteem, substance abuse, learning problems, sleep disorders and suicide ideation.

Part three: Devoted to the secondary school female students' knowledge about sexual harassment and it was adopted from (AAUW, 2011). The structured knowledge questionnaire on sexual harassment included 36 multiple choice questions which covered areas like; meaning, types, places, causes, characteristics of the harasser, laws and policies related to sexual harassment, consequences of sexual harassment and protective and corrective measures (**Pre/post prevention program**)

Scoring system: For knowledge items, the correct answers were pre determined according to literature review, a correct response was scored 1 and the incorrect one was scored zero. For each area of knowledge, the scores of the items were summed-up and the total divided by the number of the items, giving a mean score for the part. These scores were converted into a percent score. For each area, knowledge was considered satisfactory if the percent score was 50% or more and in un-satisfactory if less than 50%.

Part four: Designed to collect data of secondary school female student self defense methods and assertive behavior training to protect herself from sexual harassment as she reported. Adopted from **Women's Center-Youth & Family Services (2014)**. It covered the following:

- a) Assertive behavior as; body language, facial expression, eye contact, voice, and verbal assertiveness.
- b) Self-defense methods as; effective techniques toward of harasser; closed hands and hide face, do not turn back to harasser, slapping the face of the

harasser, hitting the most effective body parts as kicking the side of the knee to incapacitate harasser, kicking the front of the knee to imbalance harasser, striking his nose with one's elbow, scratching the harasser's eyes with one's fingers, stunning neck of the harasser with one's hand knife, thrusting elbow into harasser's throat while pitching the weight of body forward, also using a spray, pricking with the pin of the veil, and using a sharp instrument (**Pre/post prevention program**).

Scoring system

Scoring system: it was concerned with secondary school female student's reported assertive behavior and self defense methods. It consisted of 15 items; each item has been scored as 2 = completely reported, 1 = incompletely and zero = not reported. Total optimal score = 30.

Total assertive behavior was evaluated and compared with the ideal action in the list; accordingly they were categorized as follows:

- Acceptable reported assertive behavior \geq 60%.
- Unacceptable assertive behavior $<$ 60 %,

Content validity and reliability of tools:

In order to test validity and reliability of the research tools; they were done by 5 of faculty' staff nursing experts from the Community Health Nursing staff. The reliability of the instrument was carried out with test-re-test method and analyzed with Pearson Product Correlation Coefficient which yielded 0.83 after computation.

II – Operational Design:

Preparatory phase:

A review of the current and past available literature, covering the various aspects of the problem, using textbooks, articles, magazines and internet search, was done, to assist in the development of data collection tools and the preparation of the prevention program.

Ethical considerations:

All the secondary school female students' rights were secured; each one was informed about the nature of the expected outcomes of the study. They were assured that all data will be treated confidentially and information will be used only for the research purpose and for their benefits and each study subject was allowed enough time throughout the study. They were also informed about their right to withdraw at any time without giving any reasons.

Pilot study:

A pilot study was carried out before conducting the actual study whereby; this was done to estimate the time required for filling in the sheets and also to test content clarity, applicability and consistency of the tools. The pilot study was conducted on one class, 23 secondary school female students, who were excluded from the main study sample, then, the necessary changes were fulfilled by correction, omission or addition of items, until the final shape of the tools was reached.

Field work:

- The study field work was done throughout a period of 3 months from beginning of October 2014, till the end of December 2014.

- Data were collected by distributing the questionnaire sheets to the students of the selected schools during their free hours. Informed consent was obtained from the students. The filled questionnaire forms were collected back and this process was repeated in the other classes.
- The questionnaire was administrated to students in the school classes under supervision of the researchers. Before the students filled in the questionnaire, the purposes of the study were explained to them and they were encouraged to write only the truth. To ensure confidentiality, no names were recorded
- The self administered questionnaire was completed within 45 minutes.
- Preparation for assessment took one month for developing the data collection tool, obtained from literature review. Data collection and filling in of the questionnaire took 3 months.

The preventive program for secondary school female students' development included 3 phases:

Phase I: Preparation for assessment: (1 month) was done, based on the preparatory phase for developing the data collection tool obtained from the interviewing questionnaire, as well as literature review (pre/post test).

Phase II: Design and implementation: (3 months), the preventive program for secondary school female students to protect themselves from sexual harassment concentrates on raising secondary school female students' knowledge about sexual harassment, and to empower them to take action to protect themselves from sexual harassment by increasing secondary school female student's use of assertiveness behavior and self defense methods, to enhance ability to detect and respond to risky

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scenarios. The protection program was designed based on analysis of the actual secondary school female student's' needs in pre assessment by using the pre constructed tool. The preventive program was developed through determining the general objective, contents, teaching methods and aids.

The general objective of the program: was to improve secondary school female students' knowledge and behaviors regarding protecting themselves from sexual harassment.

Contents: The content was designed to meet secondary school female students' needs and to fit their interest and levels of understanding. The preventive program utilized several teaching methods such as: brain storming, lectures, discussions, providing examples, data show, videos, role plays, pictures and evidence based booklet.

Sessions: the session took place in a private class chosen for the implementation of the preventive program. The preventive program is a twelve-week program. Secondary school female students were divided into eight groups of 28-30 student. Two sessions / week were conducted for each subgroup with a total number of 10 sessions within one month and half. Three months, were assumed for completion of data collection for the total sample. The total number of sessions' hours was 15 hour. This is in addition to 2 sessions for pre and post tests.

At the beginning of the first session, an orientation about the program and its purposes was given. From the second session, each one started by a summary about what was given through the previous session and objectives of the new one were presented, taking into consideration using simple and clear language to suit the level of all secondary school female students.

By the end of each session, a summary was made and an informational booklet on

sexual harassment developed by the researchers distributed among the students to further enhance their knowledge and discuss it with them. Time was allocated for questions and answers, and a plan for next session was presented. The researchers adjusted with the secondary school female students a day for the next session according to free class of students. Except for the last session, a termination of sessions through feedback was done.

The sessions included the following parts:

Part I – Improving of secondary school female students' knowledge about sexual harassment, the researchers are providing information about meaning, types, places and causes of sexual harassment, characteristics of the harasser, laws and policies related to sexual harassment, common sexual harassment in school, consequences of sexual harassment, and preventive and corrective measures.

Part II: Assertive behavior and self defense methods' classes of secondary school female students aiming to protect themselves from sexual harassment by strengthening female students' capacity to defend themselves; like using assertive body language, facial expressions, eye contact, voice, and self defense methods. Training through the use of role-plays, discussions, simulation exercises, and video was developed for students. It focuses on the importance of the problem of sexual harassment in this age group, promotes appropriate behavior, steps to identifying and preventing sexual harassment, broader protection for students, and basic physical self-defense techniques which empower the student to disable harasser and get away. At the end of this part, the secondary school female students asked to re-demonstrate the previously learned protective methods against sexual harassment in 10 minutes for each student to assess the level of

improvement in their self defense and assertive behaviors.

Phase III: Evaluation of the prevention program: It was done by using the post test questionnaire, which was the same format of pre-test in order to compare the changes in secondary school female students' knowledge, assertive behavior and self defense methods. It was assessed after two weeks post implementation of the program.

III - Administrative Design:

An official approval obtained from the Dean of the Faculty of Nursing, Ain Shams University was forwarded to the Directorate of Education in Cairo. Then, an agreement was issued from the Directorate of Education to El Sharabia Educational Administration. Finally, permissions were obtained from the headmaster of the four selected schools to get their cooperation in conducting the research study.

IV - Statistical Design:

Data collected by the questionnaire was coded and entered in a personal computer using the Statistical Package for Social Sciences (SPSS), version 17. For students' knowledge, the questions were scored so as to categorize those who had satisfactory or unsatisfactory knowledge. Statistical methods were used and analysis of all these data was summarized into frequency tables. Cross tabulations were done to look for associations between independent and dependent variables, using the mean, standard deviation, paired t-test, Chi-square, linear correlation coefficient and analysis by r-test, using the mentioned SPSS. Statistically significant difference was considered at $P \leq 0.05$ and highly statistically significant difference at $P \leq 0.001$.

Result:

Table (1) represents distribution of secondary school female students according to their socio-demographic characteristics. The mean age of the students was 16.7 ± 15.03 years, 20.0% and 28.2% of their mothers' and fathers' educational level respectively was high education. Family income was sufficient for 55.5% of them, and 70.7% got the information on sexual harassment from website.

Figure (1) illustrates that 82.3% of female students reported previously experienced exposure to sexual harassment.

Figure (2) shows that 89.1% of the secondary school female students were exposed to a closer look, 61,6% to verbal hazing by sexual terms, and 33.1% to touching the body as their actual forms of sexual harassment.

Table (2): presents that, knowledge of the secondary school students regarding factors leading to sexual harassment as reported by them. The table shows that, regarding to harasser factors, 75.7% of the secondary school students reported alcohol and drug use as a harasser factor preprogram as compared to 96.2% post program, while as for family factors, family environment characterized by physical violence and conflict is in 48.2% preprogram and 96.4 % post program. The same table shows that about media causes, video clips is in 59.1% preprogram compared to 99.1% post program. Also this table indicates that 39.1% pre program compared to 87. 3% post program were related delayed age of marriage for youth. About causes related to economical status, while 16.4% pre program compared to 90.0% post program were related to bad behavior in female factors. Differences showed statistically significant improvements in all items post-test than pre-test ($p < 0.05$).

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Table (3): represents the distribution of secondary school female students' knowledge as reported by them about most significant places, where harassment is common, 65.9%, 56.8%, and 77.8%, reported in front of secondary schools, in public transport, and in the streets pre prevention program, compared to 89.7%, 81.8% and 89.3% post test respectively. There were statistically significant improvements in post-test compared to pre-test for the studied group ($p < 0.05$).

Table (4) shows secondary school female students knowledge' according to the common forms of sexual harassment as reported by them, it reveals that 19.1% of female students mentioned that harassment was beeping during a walk in the street, while 12.7% said sexual harassment through verbal hazing, also 20% reported touching the body of the female, and 25.5% said sending sexual images via email, face book, messages, or notes pretest. Differences show statistically significant improvements in all post-test items than pre-test ($p < 0.05$).

Table (5): shows that 23.8% of the secondary school students reported, anxiety, guilt, depression, and headache as consequences of sexual harassment, while 5.5% only reported learning problems are the consequences of sexual harassment pre-test, however, post-test 91.5% and 51.9% respectively reported that. Significant differences were found between pre and post program harassment items ($p < .05$).

Table (6) the results presents secondary school female students according to their methods of self - defense used pre/post program in case of harassment as reported by them, it revealed that 36.9% of them said slapping the face of the harasser, while 23.4% said strike harasser's nose with elbow, also 55.3% said pricking with the pin of the Hijab and 23.5% mentioned using a sharp instrument pretest. However, post-test

differences showed statistically significant improvements in all items than pre-test ($p < 0.05$).

Table (7): states that statistical significant differences between pre and post program to secondary school female students according to their acceptable reported assertive behaviors regarding protection from sexual harassment, as 14.4% of them said speak in a clear, audible, steady voice - loud enough for the harasser, and 50% mentioned pay attention to harasser's physical position pretest, while post-test differences showed statistically significant improvements in all items than pre-test ($p < 0.05$).

Table (8) represents statistically significant differences between pre and post program regarding the satisfactory level of knowledge score of secondary school female students, regarding sexual harassment, it reveals that 34.9% and 40.9% of the study group, had satisfactory level of knowledge related to normal sexual development and meaning of sexual harassment pre program compared to 88.8%, 83.6% post program respectively. As well, regarding types, places and causes of sexual harassment, 22.7%, 17.3% and 38.8% had satisfactory level of knowledge pre program compared to 96.4%, 98.2% and 94.0% post program respectively. 20.7% Regarding common sexual harassment in schools pre program, compared to 50.2% post program. As well, there were statistically significant improvements in all items related to knowledge level of the secondary school female students ($64.139 < .01$).

Figure (3) as regard the total knowledge, figure 3 illustrates that statistically significant improvements in post-test compared to pre-test for the studied group ($p < 0.001$).

Table (1): Distribution of the secondary school female students according to their socio-demographic characteristics (n = 235)

Items	No	%
Age range in years 16 -18		
Mean age	16.7± 15.03	
Mother's educational level		
Illiterate	57	24.5
Read and write	65	27.3
Moderate education	66	28.2
High education	47	20.0
Father's educational level		
Illiterate		
Read and write	26	10.9
Moderate education	57	24.5
High education	86	36.4
	66	28.2
Family Income		
Sufficient	130	55.5
Insufficient	105	44.5
Sources Information on sexual harassment.	129	54.9
TV	166	70.7
website	49	20.8
Popular magazines	72	30.6
Peer review	95	40.4
Books		

Figure 1: Percentage of the secondary school female students according to their previous exposure to sexual harassment (n = 235)

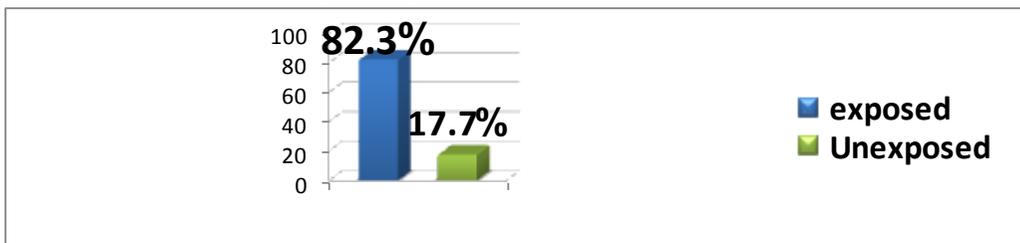
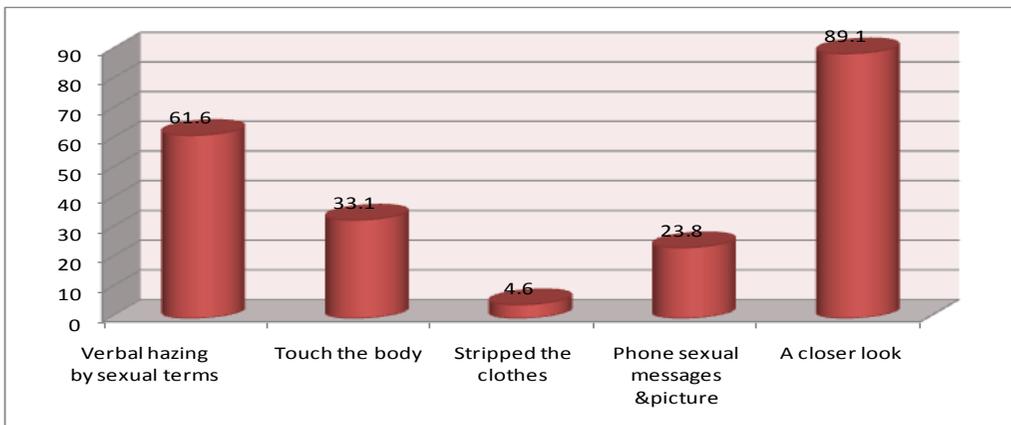


Figure 2: Distribution of the secondary school female students according to their actual forms of sexual harassment they were exposed to (n =193)



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Table (2): Distribution of the secondary school female students' knowledge regarding factors leading to sexual harassment as reported by them (n = 235)

Factors Leading to Sexual Harassment	Pre		Post		X ²	P-value
	No	%	No	%		
Harasser factors						
Alcohol and drug use	178	75.7	226	96.2	40.61	p < .05
Delinquency	127	54.1	180	76.5	26.38	p < .05
Family factors						
Family environment characterized by physical violence and conflict	113	48.2	226	96.4	135.13	p < .05
Sharing during childhood in parent bed	100	42.7	222	94.5	146.79	p < .05
Sharing the girl and boy in the bed during childhood	105	44.5	222	94.5	137.58	p < .05
Lack of sex education for children	107	45.5	235	100	175.90	p < .05
Economic factors						
Youth unemployment and lack of employment opportunities	70	30.0	216	91.8	190.37	p < .05
Poverty	62	26.4	220	93.6	221.31	p < .05
Delayed age of marriage for youth	92	39.1	205	87.3	135.65	p < .05
Media factors						
Sexy movies	124	52.7	230	98.2	128.60	p < .05
Browse porn sites	113	48.2	229	97.3	144.47	p < .05
Showing net for porn sites	115	49.1	230	98.2	144.133	p < .05
Porn clips that are sent by mobile	94	40	235	100	201.42	p < .05
Video clips	139	59.1	233	99.1	113.91	p < .05
Religious factors						
Weakness of religious commitment in young people	133	56.4	233	99.1	123.47	p < .05
Spread of the phenomenon of mixing in the studying places	58	24.6	226	96.4	251.12	p < .05
Lack of attention to religious upbringing inside the house	118	50	235	100	155.77	p < .05
Lack of commitment to religious values in the girl's appearance	128	54.6	226	96.4	125.33	p < .05
Societal Factors						
Weak laws and policies related to sexual violence and gender equity	56	23.8	222	94.5	242.64	p < .05
High levels of crime and other forms of violence	47	20	202	86.0	205.19	p < .05
Female factors						
Wear tight clothes	87	37.2	218	92.7	160.27	p < .05
Bad behavior	39	16.4	212	90	255.90	p < .05
Lack of sex education	47	20	213	90.9	237.20	p < .05

Statistically significant at P<0.05

Responses are not mutually exclusive

Table (3):- Distribution of secondary school female students' knowledge according to most significant places where harassment is common as reported by them (n = 235)

Most Significant Places Where Harassment is Common	Pre- program		Post - program		X2	p- value
	No	%	No	%		
in front of secondary schools	155	65.9	211	89.7	38.72	p < .05
in front of preparatory schools	59	25.1	117	49.8	54.90	p < .05
In shopping malls	70	29.7	160	68.0	68.96	p < .05
Markets	84	35.9	158	67.4	46.64	p < .05
Public transport (e.g. trains, buses, trams)	133	56.8	192	81.8	34.71	p < .05
Subway stations	55	23.4	157	66.7	89.40	p < .05
Streets	182	77.8	209	89.3	11.09	p < .05
Public gardens	58	24.6	213	90.8	99.44	p < .05
Online game	34	14.4	213	90.8	273.40	p < .05
Social media	23	10.0	211	89.7	300.80	p < .05

Statistically significant at P<0.05

Responses are not mutually exclusive

Table (4):- Distribution of secondary school female students' knowledge according to common forms of sexual harassment as reported by them (n = 235)

Forms of Sexual Harassment	Pre- program		Post - program		X2	p- value
	No	%	No	%		
Beeping during a walk in the street	49	19.1	202	85.9	200.15	p < .05
Verbal hazing	30	12.7	185	78.9	205.95	p < .05
Hazing telephone	49	19.1	211	89.9	225.90	p < .05
Forced identification	51	21.8	185	78.9	152.81	p < .05
Touching the body of the female	47	20	210	98.0	228.11	p < .05
Stripped the girl of her clothes	53	22.7	209	88.9	209.88	p < .05
A closer look	43	18.2	213	90.8	247.93	p < .05
Showing pornographic images	51	21.8	211	89.9	220.78	p < .05
Sending sexual images via email, face book, messages, or notes	60	25.5	156	66.3	78.95	p < .05

Statistically significant at P<0.05

Responses are not mutually exclusive

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Table (5): Distribution of the secondary school female students' knowledge according to consequences of sexual harassment (no =235)

Consequences of Sexual Harassment	Pre-program		Post-program		X2	p-value
	No	%	No	%		
Anxiety, guilt, depression, headache	56	23.8	215	91.5	220.32	p < .05
Post traumatic stress disorder	34	14.5	187	79.6	199.93	p < .05
Eating disorder, loss of confidence	35	14.9	231	98.3	332.73	p < .05
Lowered self-esteem	56	23.8	165	70.2	101.47	p < .05
Substance abuse	16	6.8	123	52.3	116.95	p < .05
Learning problems	13	5.5	122	51.9	122.72	p < .05
Sleep disorders	12	5.1	121	51.5	124.58	p < .05
Suicide ideation	9	2.8	50	21.3	32.581	p < .05

Statistically significant at P<0.05

According to research hypothesis that prevention program will improve secondary school students' knowledge, assertive behaviors and self defense methods regarding protecting themselves from sexual harassment (Tables 6 -7&8)

Table (6):- Distribution of pre/post differences between secondary school female students according to their methods of self - defense used by girls in case of harassment (n= 235)

Methods of Self - Defense Used by Girls in Case of Harassment	Pre - program		Post - program		X2	p-value
	No	%	No	%		
Close hands and hide face	34	14.5	187	79.6	199.93	p < .05
Do not turn back to harasser	43	18.2	213	90.8	247.93	p < .05
Slap the face of the harasser	87	36.9	206	88.0	238.86	p < .05
Hit the most effective body parts:						
Kick the side of the knee to incapacitate harasser	9	2.8	50	21.3	32.58	p < .05
Kick the front of the knee to imbalance harasser	23	10.0	211	89.7	300.80	p < .05
Strike harasser' nose with her elbow	55	23.4	157	66.7	89.40	p < .05
Scratch the harasser's eyes with her fingers	133	56.4	233	99.1	123.47	p < .05
Stun neck of the harasser with her hand knife	58	24.6	226	96.4	251.12	p < .05
Thrust her elbow into harasser's throat while pitching the weight of her body forward	51	21.7	218	92.7	242.42	p < .05
Use a nail file	9	3.7	132	56.2	153.28	p .05
Use a spray	21	8.9	184	78.5	229.86	p < .05
Prick with the pin of the Hijab	130	55.3	223	94.8	98.42	p < .05
Stomp on his feet	49	20.9	188	79.8	164.44	p < .05
Use a sharp instrument	55	23.5	181	77.2	135.11	p < .05
Total	67	28.7	185	78.0	119.12	p < .05

Statistically significant at P<0.05

Table (7): Distribution of pre/post program differences to secondary school female students according to their acceptable reported assertive behaviors regarding protection from sexual harassment (n=235).

Items	Pre-		Post		X2	p- value
	Acceptable		Acceptable			
	No	%	No	%		
Assertive behavior: Maintain an erect posture stand straight, steady, and directly face the harasser	70	29.7	160	68.0	68.96	p < .05
Stand with planted feet and shoulders back	60	25.5	156	66.3	78.95	p < .05
Maintain direct eye contact but not staring	87	37.2	218	92.7	160.27	p < .05
Keep eyes on harasser hands and feet	47	20	213	90.9	237.20	p < .05
Keep head up	107	45.5	235	100	175.90	p < .05
Speak in a clear, audible, steady voice - loud enough for the harasser	34	14.4	213	90.8	273.40	p < .05
Make sure she do not have a whiny quality to her voice	55	23.4	157	66.7	89.40	p < .05
Speak fluently, without hesitation, and with assurance and confidence	30	12.7	185	78.9	205.95	p < .05
Use facial expressions and gestures to add emphasis to her words	43	18.2	213	90.8	247.93	p < .05
Show concern and strength	60	25.5	156	66.3	78.95	p < .05
Act in unexpected ways	9	2.8	50	21.3	32.58	p < .05
Be alert and active.	59	25.1	117	49.8	54.90	p < .05
Don't be distracted by harasser words	94	40	233	99.1	113.91	p < .05
Keep a safe distance	62	26.4	220	93.6	221.31	p < .05
Pay attention to harasser's physical position	118	50	235	100	155.77	p < .05
Total acceptable assertive behavior	70	30.0	216	91.8	190.37	p < .05

Statistically significant at P<0.05

Table (8): Differences between pre/post program satisfactory level of knowledge regarding sexual harassment among secondary school female students (n=235)

Items	Pre- Program		Post -Program		X2	p- value
	Satisfactory level knowledge		Satisfactory level knowledge			
	No	%	No	%		
Meaning of sexual harassment	96	40.9	196	83.6	90.42	p < .05
Types of sexual harassment	53	22.7	227	96.4	267.47	p < .05
Places of sexual harassment	41	17.3	231	98.2	315.04	p < .05
Common sexual harassment in schools	38	16.3	118	50.2	61.40	p < .05
Causes of sexual harassment	91	38.8	221	94.0	161.12	p < .05
Characteristics of the harasser	49	20.7	207	87.9	214.16	p < .05
Laws and Policies related to sexual harassment	35	14.9	185	78.9	192.27	p < .05
Consequences of sexual harassment	117	49.8	201	85.7	68.60	p < .05
Preventive and corrective measures	72	30.5	165	70.4	73.61	p < .05

Statistically significant at P<0.05

Preventive Program for Secondary School Female Students to Protect Themselves from Sexual Harassment

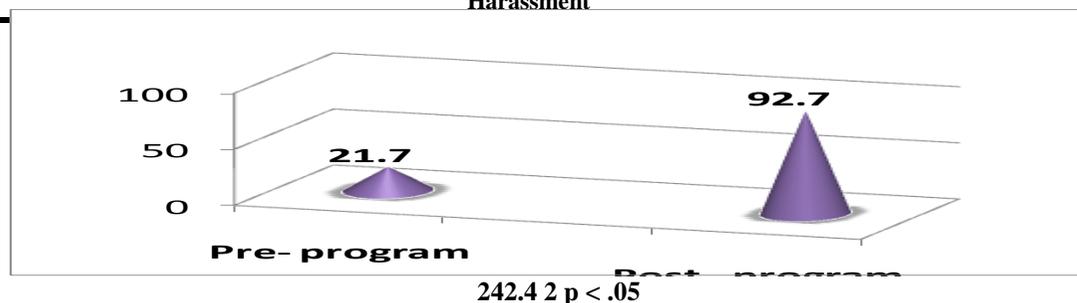


Figure (3):- Distribution of secondary school female students according to their total satisfactory level knowledge about sexual harassment pre and post program (n = 235)

Discussion

Sexual harassment is a problem that is concerned with public health and has a serious effects on the students' dignity, physical as well as mental health. In Egypt, it is not a recent or new phenomenon. A study by the **United Nations and Demographic Center (2013)** Women in Cairo found that, 99.3% of Egyptian women surveyed said that they have been sexually harassed in their everyday life, 82.6% of them felt unsafe on the streets of Egypt, and in 73.6% of the cases, bystanders did not take action to stop the harassment. Knowledge on sexual harassment equips the students to face such situations courageously.

A total of 235 secondary school female students participated in the present study their mean age was 16.7 ± 15.03 years, one fifth of their mother's educational level was high education, more than one quarter were high education regarding their father's educational level, and family income was sufficient in more than half of them Table (1). This finding is consistent with previous studies of **Eshetu 2015**. A total of 414 female students were included in the study, the mean age of respondents was 17.17 ± 1.67 years with an age range of 14- 25 years. Also in accordance with The UN Women's study and Demographic Center Egypt, in 2013 found that 99% of Egyptian women have been subjected to some form or another of sexual harassment. Age did not determine who was victimized, but 62.2% of

respondents indicated that women between the ages of 19 – 25 years of age were most susceptible to harassment. The study showed that harassment occurs regardless of economic class of the victim as well. From the researchers' point of view, young women are usually found to be more at risk of sexual harassment than older women regardless of their physical or social levels.

Less than three quarters of the study sample got the information on sexual harassment from website, this funding is not in accordance with that of a similar study carried out by **Gurung et al. (2016)**, who stated that a total of 408 students participated in their study, 84.1% got the information from TV. on sexual harassment. From the researchers' point of view there has been a lot of discussions and debates on the issue of sexual harassment on both community and media level. As well the amount of time a youth spends consuming some form of the media is much more than the time spent in school or having interpersonal communications with parents.

The current study finding reported that, most of the secondary school female students had been experiencing exposure to sexual harassment (Figure 1). This finding reinforces those of the **AAUW, (2011)** who mentioned that sexual harassment is part of everyday life in middle and high schools. Nearly half of the students surveyed experienced some form of sexual harassment in the 2010–11 school academic years, and

the majority of those students expressed that it had a negative effect on them. This study also found that the majority of students reported that they had experienced sexual harassment at least once in their school. The researchers in this study attributed this to poor social status, lack of employment opportunities and delayed age of marriage for young people as possible the reasons for harassment, also they refer it to that some teen females may wear tight clothes that emphasize body curves, put heavy makeup, and show put cloths that skin do in their daily wear.

The present study results clears that, regarding knowledge of them about factors leads to sexual harassment the secondary school female students as reported by them, (table 2) showed that, there are many factors regarding sexual harassment, first was harasser factors, as more than three quarter of the secondary school students reported that alcohol and drug use as a harasser factors preprogram, compared to the majority post program. In the same line with **Norris et al. (2012)** who concluded in their study that alcohol and drug use can have both direct and indirect effects on sexual harassment.

Regarding family factors, (table 2) the secondary school female students reported that family environment characterized by physical violence and conflict is one of family factors in less than half of participants preprogram verses a majority post program. The **CDC, (2016)** research suggests that family relationship as a risk factor has greater effect on sexual harassment when family environment is characterized by physical violence and conflict.

Results of the present study mentioned that, around one third of the secondary school female students pre program reported that youth unemployment and lack of employment opportunities, poverty, and delayed age of marriage for youth are the most common economic factors related to

sexual harassment compared to the majority of them post program. This finding is in accordance with that of **Yan (2014)** whose questions why does this happen? Why does Egypt have an epidemic of sexual harassment? clarified that there are many causes for the widespread prevalence of sexual harassment of women in Egypt including cultural, social norms, high rates of poverty and unemployment. The results of the present study could be due to that there are various reasons for these economic factors, first, the worsening economic situation and the spread of unemployment among youth; followed by lack of awareness of religious values. in accordance with **Kaltiala-Heino et al. (2016)** who's found in their study that parental unemployment, not living with both parents and low parental education were associated with higher likelihood of reporting experiences of sexual harassment, and parental involvement in the adolescent's personal life was associated with less reported sexual harassment. This unemployment leads to delaying of marriage age.

Rampant sexual harassment was a relatively new phenomenon in Egypt. In the 1960s, women would wear short sleeves and skirts without fear. But today, high unemployment has created a surplus of men without an income with which to purchase an apartment, furnishings, and jewelry, items necessary to marry in Egyptian culture. Because they are marrying later, many men claim they are sexually frustrated and easily aroused by women's immodest dress.

As regards media factors about which can lead to sexual harassment the present study results, concerning secondary school students revealed that around half of study sample pre program, and most of them post program have reported that sexy movies, video clips and showing net for porn sites from the researcher side are types of media factors leading to sexual harassment, and there were improvements, with highly

statistically significant difference between pre and post preventive program ($p < 0.05$), (table 2). In a study conducted by **Yimin. et al. (2002)**, they found that frequent pornographic films consumption was found to increase young women's vulnerability to sexual violence victimization. The results of the current study could be due to that, adolescents' access to and use of media as sources of information about sex, drugs, and violence from television show that those are exposed to many sexual images and messages on television, adding to that Egyptian families are living in homes with two or more televisions, with no guidelines on the recommended length of time that adolescents should spend viewing television or restrictions on such sites in other media.

Concerning the religious factors as reported by secondary school female students, more than half mentioned weakness of religious commitment in young people, and lack of commitment to religious values in the girls' appearance, and half reported lack of attention to religious upbringing inside their houses, (Table 2). these results are in the same line with those of the study on methods to eliminate sexual harassment in Egypt, conducted by **UN Women and the Demographic Center (2013)**, which reported that the majority of their female respondents view, that it could be due to non-enforcement of the religious principles, in addition to the various educational institutions which do not instill moral and religious values, the lack of interest in religious education in the homes, the non-compliance of girls with religious values with regard to appearance, and the poor religious faith. From the study results, a recommendation can be done to renewing the religious discourse in mosques especially during Fridays prayers and in churches during Sundays to emphasize that the observance of religious ethics includes the protection of females in the streets and public transportation, as considering them either sisters, mothers or wives.

Regarding female factors leading to sexual harassment as wearing tight clothes, bad behavior, and lack of sex education, these were the most common factors representing minorities of the sample preprogram compared to most of them post program as reported by them. This finding disagreed with the **UN Women's study and the demographic center in Egypt (2013)**, who found that perhaps most important to dispelling a widely-held misperception concerning was the study's analysis of clothing and how dress affected a woman's probability of harassment. According to the UN study, 75.7% of female respondents most likely to encounter harassment without makeup with wore "conservative clothing", that does not reveal the contours of the body and includes long sleeves and ankle length items. Contrary to popular perception among men and women in Egypt, the vast majority of women harassed dress conservatively, reflecting the overall social dress patterns in Egypt. Also sexual harassment is a gendered problem, and those Egyptian women of all classes, practices, and ages are overwhelmingly the victims.

Sexual harassment happens to women and girls from all parts of Egyptian society, veiled, unveiled, young, old, married, unmarried, Egyptian and non-Egyptian. Dress or behavior does not matter. According to the **Egyptian Center for Women's Rights (ECWR) 2011** study, 72% of women who experience sexual harassment wear a veil head covering (hijab) or the niqab (full face and body veil). In 2008, the percentage was about the same as the percentage of total women wearing the hijab and niqab in Egyptian society, which indicates that the average Egyptian women get harassed regardless of their clothing and appearance.

Many Islamic scholars say these are nothing more than excuses. In an article entitled "It's the harasser who's responsible for harassment in Islamic Law," Sheikh Musa Furber explains that people who have embraced the belief that women are at fault

in harassment cases are violating Islam's jurisprudence: "Indeed, a man who is even leering at a woman, without touching her, is guilty of a sin, regardless of how she may or may not be dressed. Provocation is not an excuse for shirking one's responsibilities and denigrating another human being's dignity. Even if a woman were to go naked in public, demand men on the street grope her body, and threaten them with death should they fail to comply, it would be prohibited for any male to do so."

The most important risk factors of overall findings of this study items suggest that, while for people in terms of their vulnerability to sexual harassment include, being female, being young, alcohol abuse or other substance abuse, physical attractiveness, and poverty. Also the researchers believe that unemployment and lack of religious awareness, morals and manners as well as the influence of satellite TV, the absence of police in some areas and the difficulties youth find in getting married were the main reasons behind harassment; a few blamed the victim's way of dressing, talking and walking.

concerning the present study results of secondary school female students' knowledge according to the most significant places where harassment is common as reported by them, slightly less than two thirds of female students reported in front of secondary schools pretest, compared to the majority posttest, and more than three quarters reported in the street pretest compared to the majority for post test, there were highly statistically significant differences between pre and post implementation of the preventive program ($p < .05$), Table (3). These finding are in accordance with United Kingdom, End Violence against Women **YouGov** survey conducted as the first national poll on street harassment in 2016. It revealed that 64% of women of all ages have experienced unwanted sexual harassment in

public places. Additionally, 35% of women had experienced unwanted sexual touching.

According to a study by Harassmap, 95.3% of female respondents reported having been harassed in the past, most commonly during the afternoon, either on the streets (81.4%) and/or on public transport (14.8%).

The results of current study revealed that, sexual harassment has been a growing problem in Egypt over the last few years, especially in Cairo, the researchers view that harassment will only stop when people, including police return to our belief that harassment is a crime and that the harasser deserves blame and punishment by criminal laws.

As well more than half of this study sample reported being harassed in public transport pretest, compared to the majority post test. There were statistically significant improvements in post-test compared to pre-test for the studied group ($p < 0.05$) Table (3). This finding agreed with Son 2014, in a survey on 2,046 Vietnam people in Hanoi and Ho Chi Minh City, which found that 31% has been sexually harassed on public buses, while 57% of women aged 16 and up said sexual harassment is most likely to occur on the street, and 31% of female students said they have been harassed on public buses. The survey also identified parks, bus stations and public transport terminals as risky places.

Finding in the present study also showed that, one tenth of female students reported that social media is one of places of harassment. This is in accordance with that of **Boyd. (2014)**. Cyber bullying can take place on social media sites such as Face book, MySpace, and Twitter. "By 2008, 93% of young people between the ages of 12 and 17 were online. In fact, youth spend more time with media than any single other activity besides sleeping." According to a 2015 Pew Research study, eight out of 10 teens who use

social media share more information about themselves than they have in the past. This includes location, images, and contact information. The researchers highlighted many risks attached to social media sites, and cyber bullying is one of the larger risks, the use of electronic communication technologies, such as e-mail, instant messaging, social media, online gaming, or through digital messages or images sent to a cellular phone. So from the researchers' point of view in order to protect secondary school female students, it's important that their personal information such as age, birthday, school, phone number, etc. be kept confidential in order to stop contact with them through social media.

The study by UN Women's study and the demographic center (2013), on ways and methods for reducing sexual harassment in Egypt was able to aggregate data from cities geographically distant as Alexandria and Qena. This study also included respondents from the governorates of Assiut, Cairo, Ismailia, Dakahlia, and Gharbia, which vary in their degree of urban and rural development. Despite this diversity, results across this broad geographical area were consistent. According to this study, harassment in Egypt was most likely to occur in crowded public places. The most common place to encounter sexual harassment was in the street, followed by public transportation, market places, and beaches.

The study of **Sepulveda et al. (2015)**, entitled Arab Women, Red Lines: The Anti-Sexual Harassment Movement in Egypt, stated that daily harassment was an issue for 49.2% of female respondents, additionally, 48.9% of women believed that harassment has increased since the revolution of **2011**. UN Women's study and the demographic center (2013), reports of harassment indicate that this phenomenon flourishes during times of public protests and celebrations, reflecting the increase of harassment since the revolution and prevalence of harassment reports during public Eid festivities.

The results of current study could be due to that, all people should have the right to walk down their streets, take the buses to schools, and drive or ride the subways to work without facing gender-based harassment. Unfortunately, this is a right that millions of people, especially women, are regularly denied. And this must change.

Sexual harassment is a crime according to Egyptian law. Harassers can, should, and have been charged based on articles 306 (a) and 306 (b) of the Penal Code. According to the law, verbal, behavioral, phone and online sexual harassment will attract a prison sentence of 6 months – 5 years, and up to LE 50,000 in fines.

The finding of the present study stated that secondary school female students according to their knowledge about forms of sexual harassment, little of them said that harassment was beeping during a walk in the street, verbal hazing, touching the body of the female and sending sexual images via email pretest. Differences showed statistically significant improvements in all items post-test than pre-test ($p < 0.05$) Table (4). According to the survey released in April 2013 by The United Nations Entity for Gender Equality and the Empowerment of Women on sexual harassment, 99.3% of Egyptian women were sexually harassed in one way or the other, 96.5% of them identified that harassment was physical, and 95.5% experienced sexual harassment through verbally abusive language. As well, the survey revealed that the leading types of harassment are whistling and verbal abuse, touching woman's body, dirty looks at the woman's body, using obscene language, and stalking/pursuing. Verbal harassment consists of "ordinary words of flirtation" and "sexually suggestive expressions."

In a study carried out in Egypt by Amar, (2011), interestingly, only 7.5% of female respondents stated that their experience with verbal harassment had not been accompanied by physical touching of

their bodies as well. The primary areas of the female body that are touched in harassment are the woman's breasts at 54.5% and the buttocks and hips area at 13.5%. As noted in the ECWR's study (2011), it is not necessary for harassment to relate an explicit sexual message. Other forms of harassment behavior include noises (including hissing and kissing sounds), ogling, gestures, offers to perform sexual acts, questions of a private and sexual nature and displaying sexual photos or pictures.

Finally, there is a lack of awareness about sexual harassment among the Egyptian public. This lack of awareness goes back to several sources; including, the family, the culture, the educational systems and the media. On one hand, each one of those mediums plays a significant role in addressing sexual harassment in the Egyptian citizens. In a National Street Harassment Report (2014), more than half of all women had experienced verbal harassment, and 41% of all women had experienced physically aggressive forms, including sexual touching (23%), following (20%), flashing (14%), and being forced to do something sexual (9%). From the point of view of researchers, Egyptian women are subjected to various forms of harassment that range from verbal to physical. In recent years, female police officers have been deployed by the Interior Ministry on the streets to confront sexual harassment during feasts' celebrations, which often witnesses a surge in reports of harassment.

Result of the present study regarding of sexual harassment indicate that significant differences were found in the consequences of sexual harassment pre/post preventive program ($p < .05$) (table 5), less than one quarter of secondary school students mentioned anxiety, guilt, depression, and headache as self destructive behaviors are the consequences of sexual harassment pre test compared to most of them post test. This result was consistent with that Shoukry et al.

(2013), whose results concluded that sexual harassment has serious physical consequences for the victim, such as cases of headaches, difficulty sleeping, and bad dreams; as well, psychological repercussions such as; a deep sense of anger, fear, pain, embarrassment, shame and turmoil, confusion and inability to act, and finally depression. The results also confirmed the economic and social effects of harassment, including the impact of harassment on the productivity of students at school, 9.5% of Egyptian women stated that sexual harassment affects the productivity of students at school not being able to recall what they study), and a feeling of lack of security, both in public places or private as well as 42% of Egyptian women indicated their lack of confidence in others and in dealing with the opposite sex.

According to the research hypothesis of the current study that, prevention program will improve secondary school students' knowledge, assertive behaviors and self defense methods regarding protecting themselves from sexual harassment, the following part of the discussion will answer the research hypothesis.

The present study results represented the satisfactory level knowledge scores of secondary school female students, pre/post program. There were statistically significant differences between levels of secondary school female students' pre/post preventive program implementation revealing improvement in most of knowledge items. ($p < 0.05$) (table 8 & Figure 3). This present study results agreed with those of Anderson et al. (2009), in the Pennsylvania Coalition against Rape, which studying sexual harassment prevention in schools, reported that, quantitative evaluation results from pre- and post-tests showed that this sexual harassment prevention program increased participants' knowledge and awareness about sexual harassment.

Preventive Program for Secondary School Female Students to Protect Themselves from Sexual Harassment

As well in a similar study done by Ogunfowokan and Fajemilehin (2012), on the impact of school-based sexual abuse prevention education program on the knowledge and attitude of high school girls, found that there was significant increase in the knowledge mean scores of the girls at post intervention stage. Similarly, with the study conducted by Gurung et al. (2016), on knowledge of sexual harassment among the undergraduate students in Udipi District, the study revealed that 82.4% of the students had average knowledge, 13.2% had good knowledge and 4.4% had poor knowledge on sexual harassment. Overall students' knowledge increased from pre- to post-test for students participating in the sexual harassment prevention program.

This finding goes in the same line with that of the study conducted by Younis et al. (2015), whose study, on the impact of a planned sexual harassment protective program on feeling of safety and self confidence among adolescent girls, showed that, there was highly statistically significant difference between pre and post educational program regarding having enough knowledge to increase their self – confidence and to feel safe in facing sexual harassment at any time.

The present study results improvement could be due to, providing knowledge on sexual harassment prevention and emphasizing/teaching on self protection that might have helped secondary school female students with information about sexual harassment in order to reduce its incidence, encourage students experiencing sexual harassment to get help by reporting to adults, promote respectful behaviors with peers and help friends experiencing sexual harassment.

In the results of secondary school female students according to their methods of self - defense used in case of harassment as reported by them, for more than one third it was slapping the face of the harasser, and for less than one quarter striking his nose with her elbow, also for more than half, pricking

with the pin of the Hijab and for less than one quarter it was using a sharp instrument pretest. However, post-test differences showed statistically significant improvements in all items than pre-test ($p < 0.05$) Table (6). This implies that students are not aware of self defense as strategy to reduce incidence of sexual harassment, These findings are in same line with Easton and Summers (1997), who explored college women's beliefs regarding resistance, what they thought they could do if attacked (efficacy expectations), their intention to resist, and their attitudes toward resistance if attacked by a stranger with or without a weapon, found that there is need to change women's wrong perceptions about resisting sexual harassment. In this respect, Hollander (2009) study found that some women viewed self-defense as dangerous to themselves because they feared that they might actually enjoy using self-defense skills. Self-defense was unacceptable because it meant learning to be violent. One female interviewee said, "Women need to be safe from violence without having to learn self-defense, and we must develop better means of conflict resolution than physical violence"

Some studies found that adolescents who underwent training in assault prevention strategies were more able to protect themselves from sexual assault and harassment, and more likely to disclose assaults that did take place, than those who did not receive training. Most intervention participants reported that they used the skills learned during training to thwart physical assault or sexual harassment. They mainly used verbal tools to deter both assault and harassment. Among adolescents who did experience sexual assault, those who underwent training were far more likely to report the assault as detected in Sinclair et al (2013), and Sanquist et al (2014), studies.

Hollander (2014a) has studied the effects of two separate self defense courses based on the "Assess, Acknowledge, Act model". mean age 21, reported increased

confidence in potentially dangerous situations, more comfort interacting with others and transformed beliefs about men, women and gender. Hollander notes that the women had higher educational attainment and came from a more privileged group than the general population (Hollander 2014). Hollander argues that this suggests that self defense training changes both women's responses to assault and women's behavioral or interactional patterns so that they are less likely to be targeted by potential assailants. Self defense students' assertive responses to intrusion, even relatively minor intrusions, may well have deterred further unwanted interaction (Hollander 2014a). Despite the fact that self defense training can be a highly successful method of empowering women. It gives women greater personal control over their own physical safety and well-being.

In the current study, according to the acceptable reported assertive behavior regarding protection from sexual harassment pretest, few of them mentioned speak in a clear, audible, steady voice - loud enough for the harasser, and half said pay attention to harasser's physical position, while post-test differences showed statistically significant improvements in all items than pre-test ($p < 0.05$) Table (7), in several studies as those Peretz (1991); Thompson (1991), and Cummings, (1992); assertive training prepares secondary school female students both mentally and physically for potential harassment by providing them with opportunities to learn, observe, and practice physical, social, and cognitive skills through the use of role-plays, discussions, and simulation exercises .In a relatively recent study by Brecklin and Ullman (2015), which examined the effects of self defense or assertiveness training on sexual assault victims with an average age of 21.7, multivariate analyses showed that victims with pre-assault training were more likely to say that their resistance stopped the offender or made him less aggressive than victims without training. Women with training before

their assaults were less angrier and less scared during the incident than women without training, which is consistent with the teachings of self defense training.

Self-defense training gives secondary school female students access to a new set of assertive and combative responses to various forms of intimidation and threat along the continuum of sexual harassment as highlighted by Kelly (1988); and McCaughey (1997). However, little research has examined the effects of self-defense training on women's attempts to fight back during actual attacks and found that, pre assault self-defense or assertiveness training may be associated with unique subsequent assault experiences, such as more resistance and rape avoidance. Women need to be educated about how to effectively resist if faced with a potential assault.

Finally, knowledge gathered from secondary school female students under study revealed that, there were statistically significant improvements in their knowledge, and confidence in their ability to perform the program' objectives. Increases in students' confidence led to be able to recognize sexual harassment meaning, factors, places, forms, identify risky situations, make good choices to stay safe and use self defense methods, together with increased likelihood of disclosing abuse and seeking help and support. They suggested that the program is effective in increasing the likelihood of preventing and/or ensuring early intervention to stop the re-victimization of these young women in the future.

Findings of the present study revealed that secondary school female students who attended the preventive program in such classes increased their perceptions of risk, strengthened their belief in their ability to defend themselves successfully against sexual harassment, and were more likely to use effective methods of self defense.

Preventive Program for Secondary School Female Students to Protect Themselves from Sexual Harassment

Although women's self-defense is just beginning to play a role in the anti-harassment campaign in Egypt, today, martial arts classes are available at most sport clubs, youth centers, and universities in Egypt's major cities.

Conclusion

Based on the findings of the present study, it could be concluded that, overall, secondary school female students' knowledge increased from pre- to post-test for students participating in the sexual harassment prevention program regarding to sexual harassment pretest. The majority of the students had less acceptable level of self defense methods and assertive behaviors about sexual harassment, while posttest their acceptable level was improved for the majority of them.

Recommendations

Based on the conclusion of the study, it was recommended that:

1. Secondary school female students should be educated on the need to learn self defense training, and it should be incorporated into the school physical education programs for females.
2. Training in self-protection and how to avoid being sexual harassed should be available to secondary school female students. This should include assertiveness training and self-defense training.
3. Training self defense programs should be provided in both school and community settings.
4. Offering the 2-sessions in the sexual harassment prevention program, with one or two booster sessions later in the school year to ensure long-term outcomes and retention of information and skills.

5. Intensifying researches on the social, psychological, legal, and economic aspects of sexual harassment.
6. Further research should be encouraged to better understand how different factors, such as religion, age, and social class, affect how women and men understand and conceptualize sexual harassment.
7. Community interventions and programs encouraging both women and men to stand up and speak against sexual harassment.

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