

Psycho Educational Program to Improve Self-esteem and Self-assertiveness among Females Students Exposed to Sexual Harassment

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Abstract

Background: Harassment is a widespread phenomenon that is almost appears at any place such as school. It is commonly understood as behavior which is found threatening or disturbing. **Aim of study:** Was to evaluate the effect of psycho-educational program on improving self-esteem and self-assertiveness among females students exposed to sexual harassment. **Research design:** A quasi-experimental design (pre and post test) was used to achieve the aim of the study. **Setting:** This study was conducted at Faculty of Nursing, Benha University. **Subject:** A purposive sample of 50 females' students in the first grade. **Tools:** Three tools were used for data collection. Tool 1- structured interview questionnaire was used to collect data about socio demographic characteristics & knowledge about sexual harassment of the studied sample. Tool 2- Self-esteem scale was used to assess self-esteem among the studied sample. Tool 3- Assertive behavior inventory Scale. **Results:** There was a highly statistically significant improvement in total score of knowledge, total score of self-esteem and total score of self-assertiveness between pre and post implementation of the program. **Conclusion:** Psycho-educational program had a positive effect on self-esteem and self-assertiveness among females' students exposed to sexual harassment. **Recommendations:** Conducting regular self-esteem and self assertiveness training course for female students. Formulate a workable policy against the various forms of females' students' sexual harassment and ensure its implementation. Encourage students to report about their exposure to sexual harassment.

Key words: Nursing, Psycho-educational program, Self assertiveness, Self-esteem, Sexual harassment.

Introduction

Harassment is a widespread phenomenon that is almost certain to appear in every school and in any place. Addressing the problem is a rather complex task because of the many interlocking layers that exist within a school community. Harassment covers a wide range of offensive behavior. It is commonly understood as behavior intended to disturb or upset, which is found

threatening or disturbing (Kennedy & Gorzalka, 2014).

In addition, sexual harassment, defined as repeated and unwelcome sexual behavior including its verbal, physical, mental or visual forms, is common in the workplace. Healthcare workers, especially nursing staff, are more likely to be exposed to offensive behaviors, including sexual harassment, than other professions. Sexual harassment is

associated with negative health consequences, such as physical and mental health problems and impaired occupational performance (Nelson, 2018).

Sexual harassment is an offensive or humiliating behavior that is related to a person's sex. It can be a subtle or overt sexual nature of a person (sexual annoyance, e.g. flirting, expression of sexuality, etc.) that results in wrong communication or miscommunication, implied sexual conditions of a job (sexual coercion, etc.). It includes unwanted and unwelcome words, facial expressions, sexual attention, deeds, actions, symbols, or behaviors of a sexual nature that make the target feel uncomfortable. This can involve visual or suggestive looks or comments, staring at a person's body, or the showing of inappropriate photos. It can happen anywhere, but is most common in the workplace, schools, and the military (Kahsay et al., 2020).

The Physical form of harassment is unwelcome touching, fondling, hugging or kissing. Verbal form of harassment includes sexually suggestive, offensive, comments or jokes; inappropriate invitations to go out on dates; intrusive, offensive questions about private life; intrusive, offensive comments about a woman's physical appearance (Shaw et al., 2018). Non-verbal forms is inappropriate, intimidating, staring or leering; receiving or being showed offensive, sexually explicit pictures, photos or gifts; indecent exposure; being made to watch or look at pornographic material against one's wishes. The last is the use of technological cyber harassment faced by receiving unwanted, offensive, sexually explicit emails or SMS messages; inappropriate, offensive advances on an internet website or in an internet chat room (Locke, 2019).

According to, Saurabh et al., (2019) In urban areas the most serious cause of sexual harassment perceived by girls was 'to display sense of power' followed by 'wrong moral values/socialization of boys' while the most frequent cause perceived by rural girls was 'to display sense of power' followed by 'women have been socialized to suffer in silence.

In addition, the victims of sexual harassment have reported a range of emotional effects including anger, anxiety, depression, and an increased fear of rape and other crime; and changes in self-perception such as decreased self-esteem, self-confidence and self assertiveness. However, as for psychological outcomes, adult self-identified harassment victims report a variety of somatic complaints including headaches, fatigue, sleep disturbances, gastrointestinal disorders, weight fluctuations, back pain, jaw tightness, and other muscular tension. There have also been reports of increases in the frequency of respiratory and urinary tract infections (Dansky & Kilpatrick, 2017).

Self-esteem can be defined as worth or value and the reception that the individual possesses of his/her own worth. Self-esteem then is a subjective value that people apply to themselves. It is closely related to self-worth. The two words can be used interchangeably. Self-esteem is widely recognized as a central aspect of psychological functioning during adolescence. It plays a significant role in the development of a variety of mental disorders. Furthermore, self-esteem influences how students think, feel, and motivate themselves and act properly when exposed to sexual harassment (Bosacki et al., 2015).

Assertiveness refers to clearly communicating what want, expressing your

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feelings, needs, and opinions, standing up for your rights when they are threatened or taken advantage of. Assertive students claim their own rights, make requests of others, can say no to things don't want, accept praise and can easily verbalize feelings. All of these make individuals live easier and experience positive responses from others. This in turn can decrease anxiety and increase confidence in interpersonal relations and increase ability to face to face sexual harassment. Assertive behavior demands control over outbursts of anger, crying or other behavior patterns that related to sexual harassment. Assertiveness skills can be seen as valuable component for successful action with many conflicts in a daily living situation which can be successfully ruled out (Sanders, 2012).

The nurse plays a vital role in implementing a several modalities of psycho-educational program that have demonstrated positive benefits for victim of sexual harassment. These include individual psychotherapy, group based psychotherapy and treatment that involve the entire family. When treatment for this population in trauma focused, structured and targets the specific symptoms of sexual harassment, it can be effective at reducing short term and long term for an hour a week. The therapist may be a master's level clinician, social worker, psychologist, psychiatrist nurse. Despite varied professional backgrounds, it is important that the treating therapist have specific training and expertise in working with victims of sexual harassment (Saunders et al., 2016).

Significance of the study

Sexual harassment is a widespread, serious problem in Egypt and recently had received much media attention. This being a sensitive issue in Egyptian & Middle Eastern

culture. A study conducted by the United Nations Gender Equality and Empowerment of Women (UNGEEW) showed that about (99%) of Egyptian women were subjected to some form of sexual harassment (Henry, 2017).

Aim of the Study

This study aims to evaluate the effect of psycho-educational program on improving self-esteem and self-assertiveness among females students exposed to sexual harassment.

Research Hypotheses:

- Psycho educational program would have a positive effect on improving self-esteem and self-assertiveness among female students exposed to sexual harassment.

Subject and methods

Research Design:

A quasi experimental design (pre and post test) was used to achieve the aim of the study.

Research Setting:

This study was conducted at Faculty of Nursing, Benha University. The Faculty of Nursing included more than two thousand students approximately (2,384 students 2020/2021) from both males and females according to the four levels of the nursing grades, (first grade (735) students, second grade (681) students, third grade (459) students and four grade (509) students.

Research Subject:

Sample size:

Total number of students enrolled in the first year (735 students), (500) of them are females and the average sample size= 50 students.

Sample technique:

A purposive sample was used in this study. This sample was chosen according to the following criteria:

Inclusion criteria:-

- 1) Female student.
- 2) In the first year of Faculty of Nursing.
- 3) Exposed to sexual harassment

Tools of Data Collection:

The data was collected using the following tools:

1-Tool (1):- A structured Interview Questionnaire which developed by the researcher & consists of three parts:

Part I: - Socio-demographic data: To elicit data about students and their family characteristics such as age, social status, parent's educational level, parent's jobs, number of family members, birth order in the family, the nature of the dress and family's socio- economic.

Part II: - Knowledge questionnaire sheet:-

It was developed by the researcher with direction of supervisors to assess students' knowledge regarding to sexual harassment and it was consisted of (8).

The scale scoring system:

- >50% Indicated poor knowledge
- 50-75 Indicated Average knowledge
- <75% Indicated Good knowledge

Tool (2):- Rosenberg's Gold Self-esteem Scale:

This scale was modified Arabic version of Rosenberg's Global self-esteem scale was translated into Arabic and modified by (Garas et al., 1991) and also, applied by (Hassan, 2006). It consisted of (10) statements (5) statement are phrased positively statements numbers (1, 2, 4, 6, 7) and (5) statements are phrased negatively statements numbers (3, 5, 8, 9, 10). These statements were rated on (4) points scale, which are: (1) strongly agree, (2) Agree, (3) disagree, (4) strongly disagree.

The scale scoring system:

10-20 Indicated low self esteem

21-30 Indicated moderate self esteem

31-40 Indicated moderate self esteem

Tool (3): Assertive behavior inventory tool

This questionnaire was modified Arabic version of (ABIT) developed by **Clarck and Shea (1990)** and it was translated into Arabic and modified by **Safey El-Din (2003)** and also applied by (**Shattla, 2015**). It contained (46) items constructed to collect data on verbal and nonverbal communication style, such as express opinion openly and frankly, insist on a demonstration of self-view. The score response for questions includes (1) always, (2) sometime, (3) rarely and I don't know (4).

Scoring system of self-esteem scale:

46-92 Indicated low self assertiveness.

93-138 Indicated moderate self assertiveness

139-184 Indicated moderate self assertiveness

Validity and Reliability of the tool:

A group of five experts have done validity of tools. All of them were specialized in the Psychiatric Nursing field to check the relevancy, clarity, comprehensiveness, and applicability of the questions. The panel ascertained the face and content validity of the tools. The reliability was done by Cronbach's Alpha coefficient test which revealed that each of the three tools consist of relatively homogenous items as indicated high reliability of each tool the internal consistency of knowledge, total self-esteem and total assertiveness as the following:-

Cronbach's Alpha of students female exposed to sexual harassment was (0.77), sense of self esteem was (0.77) and self assertiveness scale was (0.84).

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Ethical Consideration:

Before conducting the study the participants were assured about confidentiality and anonymity of their obtained information throughout the study. They were informed about their right to refuse to participate in the study and the right to withdraw from the study at any time. Acceptance of participants who agreed to participate in the study was taken from the participants through oral consent filled by students.

Pilot Study:

The pilot study was carried out on (5) female students who represented 10% of the studied sample size. The pilot study was aimed to assess the feasibility, clarity, applicability of the study and time needed to fill each sheet, completing the sheet consumed about (10 to 15) minutes. No modifications were done, so the pilot study sample was included to the total sample.

Field work:

Designing phase:-

This phase aimed at designing for the psycho-educational program through setting educational objectives, preparing the psycho-educational program and designing the methodology and media.

Development of psych-educational program:

The psycho-educational program was developed by the researcher after a thorough review of the related literatures and after making of the pilot study. The psycho-educational program aimed to improving self-esteem and self-assertiveness among females students exposed to sexual harassment. This program has a set of general objectives and specific objectives for each session. The number of program's sessions was 10 sessions. Based on the results obtained from the assessment tools and review of literature, the program content was developed by the

researcher in the form of a booklet, which was revised and approved by the supervisors, after that the final booklet was distributed for sexual harassment in the first session.

Implementation Phase:

This phase was beginning by data collection then implementation of Psycho-educational program for females students exposed to sexual harassment (study group) who met previously mentioned criteria.

1- Data collection (Pre-test):

Data collection of this study was carried out at students' females at the first year of Faculty of Nursing Benha University. The data collection of the pre-test was beginning at (March 2021) and the filling of the tools was consumed a period from (10-15 minutes). This was done on study group in first session (acquaintance session) after identify the purpose of the program, describe schedule of the program (number of sessions, time and duration of each session), outlines the content and steps of the program.

2- Implementation of the Program:

- This step focused on the implementation of psycho-educational program for the study group (50) student females which composed of (5) groups.
- The program consisted of (10) session, (4) sessions theoretical and (6) session practical in addition to, introductory session and closing session. Each group received (10) session of psycho-educational program.
- Sessions was implemented at two or three day per week for (45- 60 minutes) for each session. These days chosen according to their study schedule. The researcher was beginning the session from (12 pm – 2 pm).
- The session of psycho-educational program were carried out in (5) months during the period of (March 2021 to 13 July 2021).

- Researcher work with (5) groups each subgroup composed of (10) students.
 - Each group was received one session/day/week which lasted for about (45-60) minutes.
 - The program sessions were conducted at the garden or section room of the Faculty of Nursing.
 - To ensure that the students understand the program contents, each session was started with a summary about what was given through the previous session, and the objectives of the new session were mentioned taking into consideration using simple language to suit all female students.
 - During the session, the researcher used demonstration, role play and modeling by the researcher and one student to practice skills in psycho-educational program.
- After that, the researcher used re-demonstration of the skill by each student to master the skill. After finishing, the researcher thanked the students for participation and encouraged students for asking about any unclear points.
 - Moreover, the researcher made a summary at the end of the session and told the students about the time of the next session.
 - After implementation of the program, the researcher applied the post-test immediately to each group to evaluate the knowledge acquired. Evaluation was done by using the post-test questionnaire which was the same formats of pre-test in order to compare the change in the studied subject's knowledge, self-esteem and their assertiveness immediately after the implementation of the program.

3-Strategies of program implementation:-

Methods of teaching- Open discussion, group discussion, brain storming, demonstration,

real situation, positive reinforcement, modeling, group cooperation, and role play.

Media: - Brochure

Methods of evaluation: - Feedback through oral questions, re-demonstration, positive participation, direct observation, role plays.

4- Evaluation Phase (post-test)

This phase aimed to evaluate the effect of psycho-educational program on improving knowledge, self-esteem and self-assertiveness among female students exposed to sexual harassment. After the conduction of the psycho-educational program sessions for the study group a post-test was done for study group using the pervious assessment tool for data collection to compare the effect of the program on pre post intervention.

Statistical Analysis:

The collected data were organized, computerized, tabulated and analyzed by using the Statistical Package for Social Science (SPSS) version 20. Data analysis was accomplished using number, percentage distribution, mean, and standard deviation. As well as test statistical significance and associations by using Chi-square test (χ^2) is a test used to study association between two qualitative variables, compare means within group, and t-test was used to compare two independent means and coefficient correlation to detect the relation between the variables for (p-value).

Results:

Table (1): Reveals that, slightly more than half (62%) of the studied female students' age are 19 years old with mean and standard deviation 18.44 ± 1.28 . All female students (100%) are singles and less than two thirds of their fathers' levels of education (62%) are intermediate qualifications. Regarding to their fathers' job, more than half (56%) are employees. In addition, half of their mothers

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(50%) are intermediate qualification and slightly more than two thirds of them (68%) are housewives.

Also, Table (1):- Clarifies that, more than half (54%) of the studied female students have 5>7 members. Besides, less than half (42%) are at first ranking in the family members and more than three quarters of the studied female students (82%) wear veiled and wide outfit clothes. Lastly, most of the studied female students (90%) have moderate socio-economic level.

Table (2): Demonstrates that, (30%), (22%) and (38%) have correct answer regarding punishment for harassment by law, types of sexual harassment and victims of sexual harassment at pre implementation of the program increased to (96%), (88%) and (96%) at post implementation of the program respectively with highly statistically significant relation between pre and post implementation of the program as ($P = 0.000^{**}$).

Figure (1): Describes that, (4%) of the studied female students have high level of

self-esteem at pre implementation of the program elevate to (90%) have high level of self-esteem at post implementation of the program.

Figure (2): Shows that, (6%) of the studied female students have high level of self-assertiveness at pre implementation of the program heights to (92%) have high level of self-assertiveness at post implementation of the program.

Table (3): Reveals that, there are a highly statistically significance difference between pre and post implementation of the program regarding knowledge of sexual harassment, self-esteem and self-assertiveness as ($P= 0.000^{**}$).

Table (4): Demonstrates that, there are a highly positive significance correlation between knowledge, self-esteem and self-assertiveness as ($P= 0.000^{**}$).

Table (1): Frequency and percentage distribution of socio-demographic characteristics of female students exposed to sexual harassment (n=50).

Socio-demographic data	N	%
Age		
18 years old	19	38.0
19 years old	31	62.0
Mean \pm SD	18.44 \pm 1.28	
Marital status		
Single	50	100.0
Educational level of the father		
Illiterate	1	2.0
Read and write	7	14.0
Intermediate Qualification	31	62.0
High Qualification	11	22.0
Father's job		
Not working	2	4.0
Employee	28	56.0
Free works	20	40.0
Educational level of the mother		
Illiterate	4	8.0
Read and write	9	18.0
Intermediate Qualification	25	50.0
High Qualification	12	24.0
Mother's job		
Housewife	34	68.0
Employee	16	32.0
Number of family members		
From 1>3 individuals	2	4.0
From 3>5 individuals	18	36.0
From 5>7 individuals	27	54.0
From 7 \geq 9 individuals	3	6.0
Student ranking in the family		
First	21	42.0
Second	13	26.0
Third	8	16.0
Last	8	16.0
The nature of the dress		
Veiled and strictly dressed	2	4.0
Veiled and wide outfit	41	82.0
Veiled	3	6.0
Unveiled and tight dress	2	4.0
Unveiled and wide	2	4.0
Socio-economic level of the family		
High	1	2.0
Moderate	45	90.0
Low	4	8.0

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Table (2): Frequency and percentage distribution for female students' knowledge about sexual harassment at pre and post implementation of the program (n=50).

Knowledge about sexual harassment		Yes		No		Pre & Post
		N	%	N	%	
The concept of sexual harassment	Pre	46	92.0	4	8.0	$\chi^2 = 4.16$ P = 0.04
	Post	50	100.0	0	0	
Difference between harassment and courtesy (praise or flattery)	Pre	38	76.0	12	24.0	$\chi^2 = 13.63$ P = 0.000**
	Post	50	100.0	0	0	
Punishment of harassment by law	Pre	15	30.0	35	70.0	$\chi^2 = 46.71$ P = 0.000**
	Post	48	96.0	2	4.0	
Perpetrator of harassment	Pre	26	52.0	24	48.0	$\chi^2 = 23.04$ P = 0.000**
	Post	4	8.0	46	92.0	
Victim of sexual harassment	Pre	19	38.0	31	62.0	$\chi^2 = 38.03$ P = 0.000**
	Post	48	96.0	2	4.0	
The exhibition to harassment behavior	Pre	41	82.0	9	18.0	$\chi^2 = 0.70$ P = 0.40
	Post	44	88.0	6	12.0	
Previous exposure to sexual harassment	Pre	50	100.0	0	0	NA
	Post	50	100.0	0	0	
Types of sexual harassment	Pre	11	22.0	39	78.0	$\chi^2 = 44.000$ P = 0.000**
	Post	44	88.0	6	12.0	

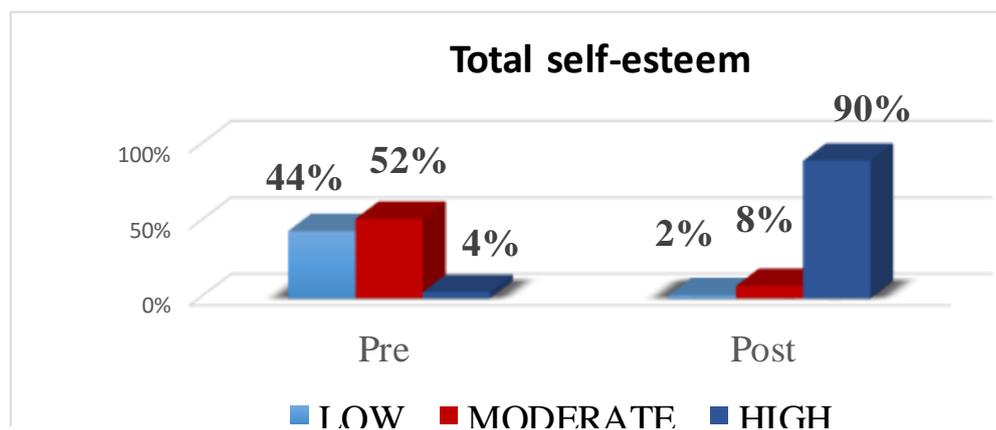


Figure (1): Percentage distribution of total level of self-esteem among female students at pre and post implementation of the program (n=50).

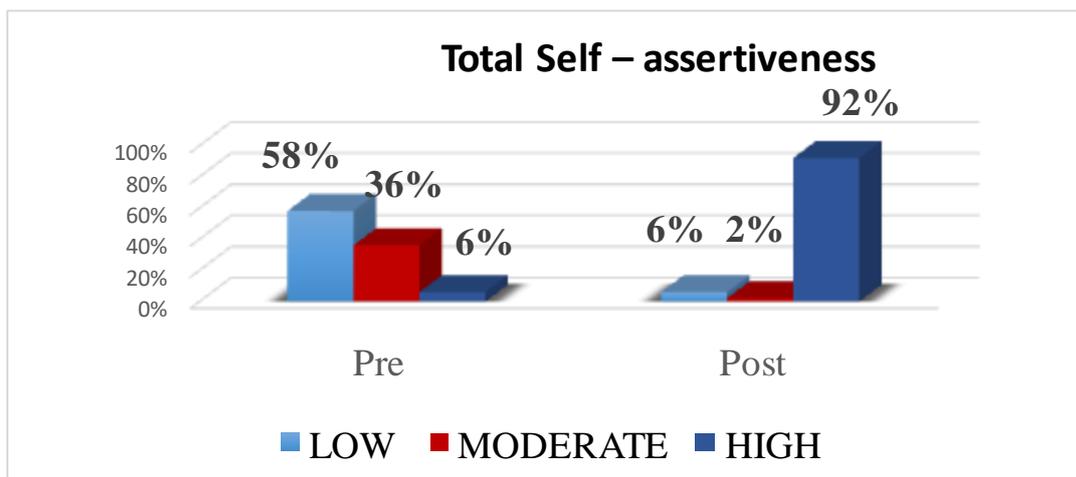


Figure (2): Percentage distribution of total level of self-assertiveness among female students at pre and post implementation of the program (n=50)

Table (3): Relation between self-esteem and self-assertiveness among female students exposed to sexual harassment (n=50).

Items	Pre	Post	T test	P value
	Mean ± SD	Mean ± SD		
Knowledge regarding sexual harassment	27.80 ± 5.47	52.12 ± 8.25	24.32	0.000**
Self-esteem	21.68 ± 4.66	35.72 ± 5.22	14.17	0.000**
Self-assertiveness	88.52 ± 27.11	152.82 ± 24.41	12.46	0.000**

Table (4): Correlation between self-esteem, self-assertiveness and total knowledge of sexual harassment at post implementation of the program (n=50).

Items		Total knowledge	Total self-esteem
Total knowledge	R		
	P value		
Total self-esteem	R	0.377**	
	P value	0.000	
Total self – assertiveness	R	0.634**	0.221*
	P value	0.000	0.027

Discussion

The present study revealed that, more than half of the studied female students had 19 years old with mean and standard deviation 18.44 ±

1.28. The current study showed that, all studied female students were single. Less than two thirds of their father's had intermediate

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qualifications. Half of their mothers had intermediate qualification. More than half of their fathers were employees while, slightly more than two thirds of their mothers were housewives. More than half of the studied students had 5-7 members. More than three quarters of the studied female students were veiled and wide outfit clothes.

Regarding to, the students' knowledge about the concept of sexual harassment, the current study revealed that, there were improvement between pre and post implementation of program. This result agreement with **Ibraheim, (2019)** who found statistically significant relation and improvement between pre and post intervention for students in practical faculty. Also, this result congruent with **Younis et al., (2014)** who mentioned that there was highly statistically significant relation between pre and post educational program regarding knowledge about meaning of sexual harassment and having enough knowledge to increase their self confidence and feeling of safety to cope with sexual harassment at any time. This could be due to using different methods of educational guidelines program as face to face interaction, discussion, and demonstration supported by using posters, models, and handouts which are effective approaches for conveying information.

Regarding to, the current study revealed that, previous exposure to sexual harassment all female student had exposed to different types of sexual harassment. This result agreement with **Younis et al., (2014)** found 51% reporting some form of sexual abuse among those adolescents who reported sexual abuse, a full 12% reported rape, six percent reported forced oral sex, and one percent reported an attempted rape.

Regarding to the students' knowledge about the types of sexual harassment, the current

study revealed that, there was highly statistical significant improvement between pre and post implementation of program. This result may be due to the importance of nursing intervention and their efficacy in improving student's knowledge about types of sexual harassment and also, learned through different situations that described by the students and showed different types of sexual harassment. This result agreement with **Ibraheim, (2019)** who found statistically significant relation and improvement between pre and post intervention for students in practical faculties according to students' knowledge about forms of sexual harassment.

Regarding to, sense of self-esteem among studied students, the minority of the studied female students had high level of self-esteem at pre implementation of the program while the majority had high level of self-esteem at post implementation of the program with a highly statistically difference between pre and post implementation of the program regarding knowledge regarding sexual harassment and self esteem as ($P= 0.000^{**}$). This may be due to the effectiveness of training within the sessions on different techniques that help them to improve self-esteem which proved that when self-esteem improved and training the female on methods of self-protection against sexual harassment, this give the female a great power and ability to react assertively and avoid any fear or embarrassment to react or face sexual harassment and this also, led to have ability negative emotions. This result agreement with, **Shattla, (2015)** who mentioned that, there were high statistical significant relation between pre and post intervention program on the study samples regarding to self-esteem ($P<0.001$). In the same line with, **Ibraheim, (2019)** who found that, the level of self-esteem for students in practical faculty improved post intervention

than pre intervention with high statistically significant relation

The current study showed that, minority of the studied female students had high level of self-assertiveness at pre implementation of the program while the majority had high level of self-assertiveness at post implementation of the program with a highly statistically difference between pre and post implementation of the program regarding knowledge regarding sexual harassment and self-assertiveness as ($P=0.000^{**}$). This may be due to, regular attendance of studied students to all session in the time and their interest with the sessions. The researcher give many examples within the sessions and let the students to make role plays after the researcher explain to it and learned through broken record and modeling. This result agreement with **Ibraheim, (2019)** who found that, the level of self-assertiveness for students in practical faculty improved post intervention than pre intervention with high statistically significant relation $P=0.000$. Also, consistent with **Abed and Mabrouk (2014)** who mentioned that, there were statistical significant relation between pre and post intervention program on their study samples regarding to assertiveness skills.

The current study showed that, there are negative correlation between self-esteem and self-assertiveness as ($P=0.000^{**}$). This result disagreement with **Ibraheim, (2019)** who found statistically significant correlation between assertiveness and self-esteem in practical faculty ($p<0.05$). In the same line with **Abed & Mabrouk (2014)** who found that, there was positive statistically significant correlation between assertiveness skills and self-esteem score level ($p<0.05$).

Conclusions:

Psycho-educational program implementation had a positive effect on improving knowledge, self-esteem and self assertiveness among female

nursing students. Also, there were significance relations between total knowledge, total self-esteem and total self-assertiveness. In addition, there were a highly positive significance correlation between knowledge, self-esteem and self-assertiveness.

Recommendations:

1. Conducting regular self-esteem and self assertiveness training courses for female students. Mass media should increase awareness of female students about procedures and resources of facing sexual harassment.
- 2- Psychological support & counseling should be integrated as a part of routine nursing intervention for females' students' exposure to sexual harassment to enhance their self-esteem and self assertiveness.
- 3- Stress management, assertiveness training and social skill training program should be given to female students exposure to sexual harassment to relieve their psychological problems and enhance their coping patterns.

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تأثير البرنامج التعليمي النفسي علي توكيد الذات وتحسين الثقة بالنفس لدى الطالبات المتعرضات للتحرش الجنسي

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يعد التحرش ظاهرة منتشرة ومن شبه المؤكد ظهورها في كل المدارس والجامعات وفي أي مكان. وتعتبر معالجة هذه المشكلة مهمة معقدة إلى حد ما بسبب العديد من الطبقات المتشابكة الموجودة داخل المجتمع. ويشمل التحرش مجموعة واسعة من السلوكيات العدوانية، ويُفهم عمومًا على أنه سلوك يهدف إلى الإزعاج أو الانزعاج. تهدف الدراسة إلى تقييم تأثير البرنامج التعليمي النفسي علي توكيد الذات وتحسين الثقة بالنفس لدى الطالبات المتعرضات للتحرش الجنسي. تم استخدام تصميم شبه تجريبي (الإختبار القبلي والبعدي) لتحقيق هدف الدراسة. أجريت هذه الدراسة بمقر كلية التمريض جامعة بنها. عينات هادفة من (50) طالبة بالفرقة الأولى. وكان هناك تحسن كبير إحصائياً في النتيجة الإجمالية للمعرفة، والنتيجة الإجمالية للثقة بالنفس والنتيجة الإجمالية لتوكيد الذات بين تنفيذ البرنامج قبل وبعد تنفيذ البرنامج. لخصت الدراسة إلي أن كان البرنامج التعليمي النفسي كان له أثر إيجابي على توكيد الذات وتحسين الثقة بالنفس لدى الطالبات اللاتي تعرضن للتحرش الجنسي. كما اوصت الدراسة بعقد دورة تدريبية منتظمة حول توكيد الذات وتحسين الثقة بالنفس للطالبات. وصياغة سياسة عملية ضد مختلف أشكال التحرش الجنسي للطالبات والتأكد من تنفيذها. تشجيع الطلاب على الإبلاغ عن تعرضهم للتحرش الجنسي.