



Assessment of Female Students Knowledge and Self Esteem regarding Sexual Harassment at Beni-Suef University

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Abstract

Background: Sexual harassment is a global, pervasive, social phenomenon that is widespread. That has become a universal in our local community spreading to all standards and divisions in the society. **Aim:** The study aims to assess the female students' knowledge and self-esteem regarding sexual harassment at Beni-Suef University. **Study Design:** Descriptive design was utilized in this study. **Setting:** This study conducted in two theoretical faculties in Beni-Suef University. **Sample:** : Multistage random sample technique to choment, female students point of views regarding reasons for exposure to harassment in the community, suggested corrective measures to reduce sexual harassment, students' knowledge regarding sexual harassment. (2) Rosenberg's global self-esteem scale. **Results:** All female students exposed to abuse or harassment previously always exposed to verbal reversals and closer look. More than two fifth of female students had unsatisfactory total knowledge regarding sexual harassment. Related to self esteem, only about 23.3 % of female students had high level of self-esteem. **Conclusion:** All the female students previously exposed to harassment. More than two fifth of female students had un satisfactory knowledge about sexual harassment. Less than one quarter of female students had high level of self-esteem. **Recommendations:** Implement health education program about sexual harassment and improving self esteem.

Key words: Female students, Sexual harassment, Self-esteem

INTRODUCTION

Sexual harassment described as a pattern of unwanted gendered/sexual conduct and is commonly known as unwanted sexual attention. Many adolescents consider it as victims, perpetrators or both. As physical contact like kissing, hugging and touching, it can take different cases as non-physical contacts like sexual remarks, jokes, gestures, and looks, or showing sexually plain images, messages or notes or publishing sexually related rumors [1].

The different kinds of sexual harassment are physical (unwanted physical contact, touching, and rape) verbal (unwelcome sexual advances, jests or explicit remarks about a person's body in their presence and non-verbal (unwelcome gestures, indecent exposure, unwelcome display of obscene pictures. Sexual harassment is a huge problem that adversely influences students' emotional and educational growth [2].

Exposure to sexual harassment in higher education leads to physical, psychological and professional consequences for females. Examples such as irritation, anger, stress, discomfort and feelings of powerlessness. Evidence-based research confirms more specifically that sexual harassment in higher education can lead to depression, anxiety, post-traumatic stress disorder, pain, unwanted pregnancies and sexually transmitted diseases, increased alcohol use, impaired career opportunities and reduced job



motivation. Even observing or hearing about a colleague's exposure to sexual harassment can generate 'bystander stress' and also cause conflicts [3].

One in every three females in the world is exposed to physical and sexual harassment from a partner or sexual harassment from another person. More than 2.6 billion female live in countries where rape within marriage is still not considered a crime [4]. Men's violence against female include: Sexualized harassment, prostitution, human trafficking (for sexual purpose) and rape as well as other forms of harassment form a web of actual and potential exposure to harassment for a majority of the females [3].

Self-esteem is how the female feel about self (inside and out), encompassing what they think about and value in self and how relate to others. Self-esteem also related to how feel others view and value self. High self-esteem does not just like self but generally affording self love, value, dignity, and respect, too. Positive self-esteem also means believing in capability (to learn, achieve, and contribute) and autonomy to do things. It means they think their ideas, feelings, and opinions have worth [5].

Nurses traditionally have been reluctant to consider sexual harassment as a health issue, preferring instead to consider it to be the domain of social workers, psychologists and psychiatrists. Nurse have an important role to assist females and girls, who are victims of sexual harassment. Evidence shows the effects of sexual harassment have a profound impact on female's health those female regularly seek services from health care workers. Also nurses work toward the prevention and early intervention of sexual harassment [6].

Significance of the Study

Sexual harassment is a problem around the world with 15.6% of females 18- 34yrs reporting that they have experienced sexual harassment in the last year. Extremely high levels of sexual harassment are reported by female of 18-34yrs in Mexico (43%), Ireland (32%) and Australia (29%). 8.1% of females 35 to 54 years and 3.3% of females 55yrs report sexual harassment in the last year, whilst only 4.0% of all males report sexual harassment in the last year [7].

Sexual harassment is a serious problem in Egypt. In the Arab World, Egypt ranks first in sexual harassment: The Arab Barometer's fifth wave finds that within a year, 42% reported some verbal harassment and 29% reported some physical harassment. The problem is particularly acute for females, with 63% of females reporting some form of sexual harassment within a year and almost all females reporting some form of harassment (90% of females aged 18-29, and 88 % of females aged 30-39) [8].

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

Aim of the study

The aim of this study is to: Assess female students' knowledge and self-esteem regarding sexual harassment at Beni-Suef university.



Research Questions:

- Q 1** –What are knowledge of female students regarding sexual harassment?
Q 2 –What are the self esteem of female students regarding sexual harassment?
Q 3 – Is there a relation between demographic characteristics of the female students and their total knowledge about sexual harassment?

SUBJECTS AND METHODS

Research design:

A descriptive study was applied to achieve the aim of the current study.

Research setting:

The main administration building of Beni-Suef University located in front of Beni-Suef zoo and has 5 faculties (Faculty of Commerce, faculty of Mass Communication, faculty of Law, faculty of science and faculty of Arts) each faculty has its separate building. The study was conducted in two theoretical faculties (Faculty of Arts and faculty of Law) of Beni-Suef University. Faculty of Art consist of 6 floors and each floor has 4 large academic halls. Faculty of law consist of 6 floors and each floor consist of 3 large academic halls.

Subjects:

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

Sampling technique:

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

Tools of data collection

The tools of this study were collected by using two tools:

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

Part I: Demographic characteristics such as: (Age of female students, faculty, marital status, father's and mother's education, father's job and mother's job, number of family members, family social status and nature of clothes).

Part II: Questions about the student's exposure to sexual harassment: Previously exposed to harassment, the inconveniences that the female exposed to harasser, time the female face harassment and abuse inside the university, common place of harassment and direct response to these inconveniences.

Part III- Negative bio-psychosocial effect of sexual harassment **physical effects: Short term effects** as excessive sweating and redness of the face dry mouth with and difficulty swallowing food or drink,

medium term effects as staying up late and difficult to sleep, repeated nightmares and loss of appetite, **long term effects** as feeling of constant pain and frequent absence from the university.

Psychological effects: Short term effects as feeling shocked, feeling angry and feeling frightened, **medium term effects** as anxiety and tension, feeling guilty and repentant, feeling distrustful and Feeling of lack of self-esteem, **long term effects** feeling of continuous sadness and feeling depressed.

Social effects: Short term effects as irritability and difficulty dealing with others, **medium term effects** as Increase rumors, feeling distrustful to others and the desire to leave the university, **long term effects** as lack of confidence in the men around you, distort the image of the man, abstaining from marriage and isolation from others.

Part IV- Female students point of views regarding reasons for exposure to sexual harassment in the community as late marital age, family conflict and high costs of marriage.

Part V- Suggested corrective measures to reduce sexual harassment as: The necessity of giving religious lectures and improve the economic status.

Part VI: Students' knowledge regarding sexual harassment: It will include: Meaning, types, prevalence, places, factors related to the girl and factors related to family.

- Scoring system for students knowledge regarding sexual harassment:

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

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

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

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

2nd tool: Rosenberg's (10) global self-esteem scale: Arabic version of Rosenberg's Global self-esteem scale. The scale was adopted to measure the global negative and positive self-attitudes. It consists of 10 statements: The first 5 statement are phrased positively as I feel that I am a person of worth on an equal plane with others and the second 5 statements are phrased negatively as I wish I could have more respect for myself and I feel I do not have much to be proud

Scoring system:

Statements of self-esteem were rated on 3 point like a scale, which are; (2) for agree response, while (1) for some times response, and (0) for disagree response. Scoring for the second negative answers was reversed, i.e., (2) for disagree response, while (1) for some times response and (0) for agree response. The total score of self-

esteem was calculated by summation of the scores of its statements. Student's total self-esteem score was classified as the following:

Total scores of self-esteem =10 questions=20 grades=100%

-**High** when total score was $\geq 75\%$ (≥ 15 grades)

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

-**Low** when the total score was $< 50\%$ (< 10 grades)

**Validity:**

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

Reliability

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

Pilot study:

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

Fieldwork

- 1- Official permission was obtained from the dean of Faculty of Arts and Dean of Faculty of Law to conduct this study, the researcher met the female students.
- 2- Data was collected within two semesters of (2020-2021) academic year and the researcher was attended two days per week (Monday and Wednesday) from 10am-2pm in the study setting till completion of the questionnaire. The researcher was conducted the study by distribution of the tool for them.

Ethical considerations:

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

Statistical analysis:

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

Results:

Table (1): Shows that, the mean age of female student's were 20.01 ± 2.74 year. Related to marital status, 86.7% of them were single. According to father's education, 52.5% of them were secondary education and 90.1% of them were working. In addition, 53.7% of their mother had secondary education and 70.1% of them not working. Moreover, 74% of the female

students had 5-6 family members. Related to social status, 65.7% of them were medium level. Regarding to the nature of the clothes, 59.7% of them were veiled.

Table (2): Reveals that, 100% of the female students exposed to abuse or harassment previously, (83.6% and 97%, respectively) of them always exposed to verbal reversals and closer look. In addition, 54.9% of them always exposed to abuse or harassment from student from another college. Moreover, 77% of the female students face harassment and abuse inside the university at afternoon.

Table (3): Shows that, (94% and 92.5%, respectively) of female students always consider late marital age and lack of sexual education for children since childhood to be a reason for their exposure to sexual harassment in the community. In addition, (94% and 100%, respectively) of female students always consider decreased religious or moral and insufficient legal penalty to punish the harasser is a reason for their exposure to sexual harassment in the community.

Figure (1): Illustrates that, 57.9% of female students had satisfactory total knowledge about sexual harassment.

Table (4): (31.9% and 32.2%, respectively) of female students sometimes feel that they are a person of worth, on an equal plane with others and sometimes able to do things as well as most other people.

Figure (2): Only 23.3 % of female students had high level of self-esteem and 50.7% of them had moderate level of self-esteem while 26.0% of them had low level of self-esteem.

Table (5): There was highly statistically significant relation between female students' total knowledge about sexual harassment and their demographic characteristics as age, fathers' and mothers' educational level and family social status at ($P < 0.01$). In addition, there was statistically significant relation with their fathers' and mothers' job at ($P < 0.05$).

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

Demographic characteristics	No	%
Age (year)		
18 - < 19	48	14.3
19 - < 20	87	26
20 - 21	200	59.7
Mean ±SD	20.01±2.74	
Faculty		
Faculty of Art	215	64.2
Faculty of Law	120	35.8
Marital status		
Single	290	86.7
Married	43	12.8
Divorced	2	0.6
Father's education		
Not read & write	18	5.4
Read & write	25	7.5
Basic education	60	17.9
Secondary education	176	52.5
University education	56	16.7
Mother's education		
Not read & write	21	6.3
Read & write	32	9.6
Basic education	58	17.3
Secondary education	180	53.7
University education	44	13.1

Father's job		
Working	302	90.1
Not working	33	9.9
Mother's job		
Working	100	29.9
Not working	235	70.1
Number of family members		
3-4	52	15.5
5-6	248	74
7-8	30	9
9 and above	5	1.5
Family social status		
High	64	19.1
Medium	220	65.7
Low	51	15.2
The nature of the clothes		
Veiled	200	59.7
Sapper	38	11.3
Asdal without the sapper	62	18.5
Not veiled	35	10.4

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

Student's exposure to sexual harassment	No.		%			
Exposed to abuse or harassment previously						
Yes	335		100			
If yes, the inconveniences the female have experienced in the university	Always		Sometimes		Rarely	
	No.	%	No.	%	No.	%
*The inconveniences they are exposed to						
Verbal reversals	280	83.6	55	16.4	0	0.0
Speaking verbally	222	66.3	78	23.3	35	10.4
Issuing sexual signs such as eye, hand.	210	62.7	85	25.4	40	11.9
Touching parts of the body	68	20.3	78	23.3	189	56.4
Deliver sexual jokes	122	36.4	145	43.3	68	20.3
A closer look	325	97	10	3	0	0.0
Touching the hand deliberately	68	20.3	80	23.9	187	55.8
Any attempted assault or rape	0	0.0	8	2.4	327	97.6
*The harasser include						
A student from the same college	88	26.3	97	29	150	44.8
A student from another college	184	54.9	110	32.8	41	12.2
Faculty employee	17	5.1	43	12.8	275	82.1
*Others	320	95.5	15	4.5	0	0.0
**The time when the female face harassment and abuse inside the university						
In the morning	112	33.4	195	58.2	28	8.4
Afternoon	258	77	60	17.9	17	5.1
After the afternoon	98	29.3	210	62.7	27	8.1
At Night	100	29.9	210	62.7	25	7.5

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

(**)Female students select more than one answer

Table (3): Frequency distribution of the female students according to their point of views regarding reasons for exposure to sexual harassment in the community (n=335).

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

(*) Female students select more than one answer

In relation to research question number(1)

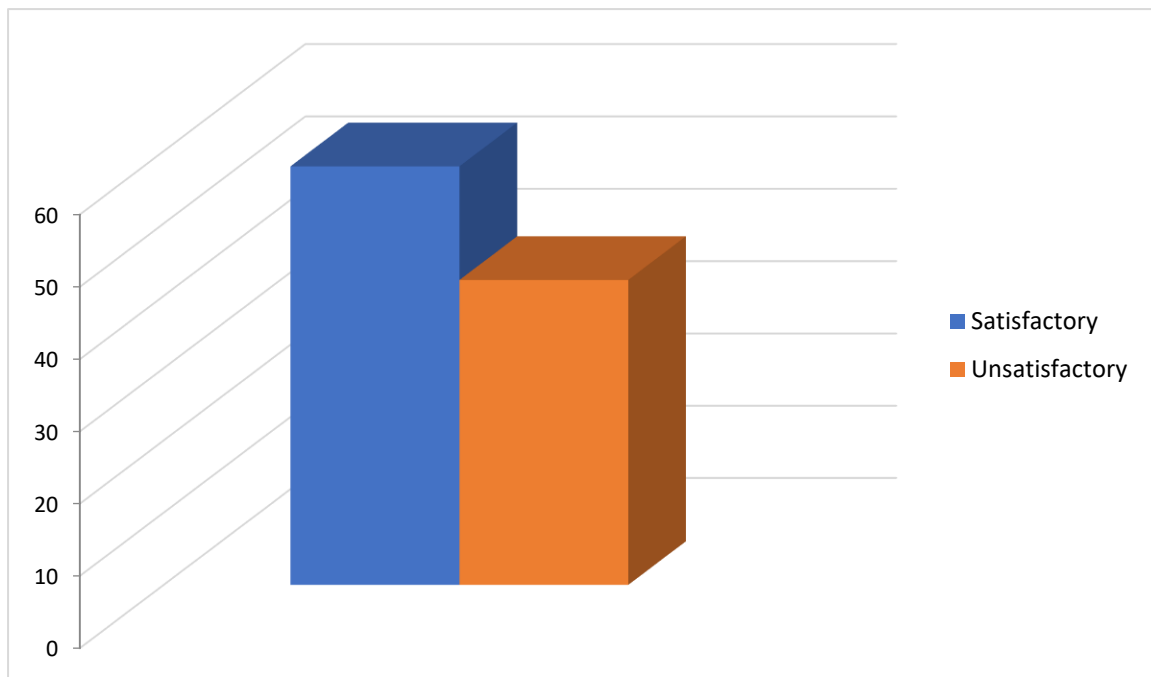


Figure (1): Percentage distribution of the female students according to their total knowledge regarding sexual harassment (n=335).

Table (4): Frequency distribution of the female students according to their self-esteem (n=335)

Self-esteem scale	Agree		Sometimes		Disagree	
	No.	%	No.	%	No.	%
I feel that I am a person of worth, on an equal plane with others.	75	21.1	107	31.9	153	45.7
I feel that I have a number of good qualities	78	23.3	110	32.8	147	43.9
I am able to do things as well as most other people	80	23.9	108	32.2	147	43.9
I take appositve attitude toward my self	180	53.7	125	37.3	30	9
On the whole, I am satisfied with my self	180	53.7	125	37.3	30	9
I wish I could have more respect for myself	160	47.8	100	29.9	75	21.1
All in all, I am inclined to feel that I am a failure	125	37.3	180	53.7	30	9
I feel I do not have much to be proud of	115	34.3	138	41.2	82	24.5
I certainly feel useless at times	158	47.2	102	30.4	75	21.1
At times, I think I am no good at all	150	44.8	105	31.3	80	23.9

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

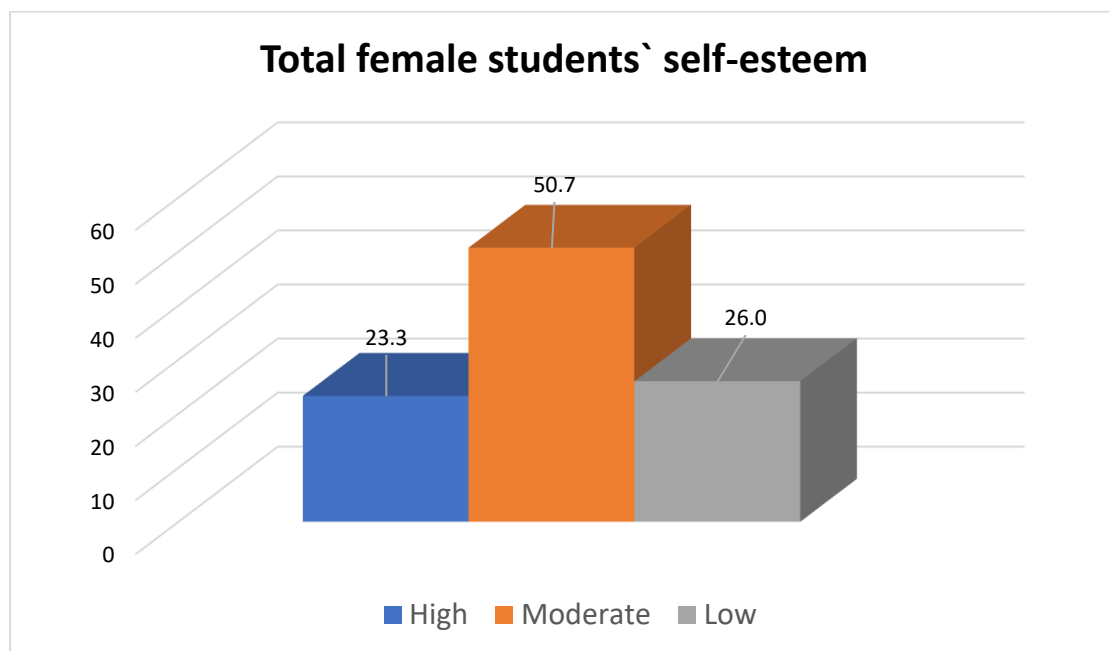


Figure (2): Percentage distribution of the female students according to their total self-esteem (n=235).

Table (5): Relation between demographic characteristics of the female students and their total knowledge about sexual harassment (n=335).

Demographic characteristics	Total knowledge (n=335).				χ^2	P-Value
	Satisfactory (n=194)		Unsatisfactory (n=141)			
	No.	%	No.	%		
Age (year)						
18 - < 19	0	0.0	48	34	13.95	0.009**
19 - < 20	67	34.5	20	14.2		
20 - 21	127	65.5	73	51.8		
Marital status					4.140	0.067
Single	154	79.4	136	96.5		
Married	38	19.6	5	3.5		
Divorced	2	1	0	0.0		
Father's education					14.64	0.001**
Not Read & write	0	0.0	18	12.8		
Read & write	0	0.0	25	17.7		
Basic	10	5.2	50	35.5		
Secondary	130	67	46	32.6		
University	54	27.8	2	1.4		
Mother's education					13.01	0.005**
Not Read & write	0	0.0	21	14.9		
Read & write	2	1	30	21.3		
Basic	20	10.3	38	27		
Secondary	0	67	50	35.5		
University	42	21.7	2	1.4		
Father's job					10.02	0.01*
Working	194	100	108	76.6		
Not working	0	0.0	33	23.4		
Mother's job					10.99	0.014*
Working	100	51.5	0	0.0		
Not working	94	48.5	141	100		
Family social status					14.65	0.000**
High	64	33	0	0.0		
Medium	130	67	90	63.8		
Low	0	0.0	51	36.2		
The nature of the clothes					3.571	0.117
Veiled	134	69.1	66	46.8		
Sapper	10	5.2	28	19.9		
Asdal without the sapper	40	20.6	22	15.6		
Not veiled	10	5.2	25	17.7		

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

DISCUSSION

Sexual harassment (SH) defined as bullying or coercion of sexual nature, or the unwelcome or inappropriate promise of rewards in exchange for sexual favors. It is an illegal action. Harassment can include 'sexual harassment' or unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature. SH may occur in a variety of circumstances such as factories, school, faculties, and streets. Most of the times the harasser is in a position of power over the victim by being different in age, or social, political, employment and educational relationships



Related to marital status, the current study showed that majority of female students were single. From the researcher point of view, this result may be due to participants in this study were female students who their age were below 20-21 years. This result was in agreement with **Bendixen et al., (2018) (12)** in Norway who conducted a study entitled “The effects of non-physical peer sexual harassment on high school students’ psychological well-being in Norway” and found that 97% of students were single. From the researcher point of view, this result may be due to participants in this study were female students who their age were below 20-21 years

Regarding to the nature of the clothes, the current study showed that, more than half of them were veiled. From the researcher point of view, this result may be due to nature of ethics of female in this age were veiled, and their culture. This result was in agreement with **Apell et al., (2019) (13)** in Nordic who conducted a study entitled “Experiences of sexual harassment are associated with high self-esteem and social anxiety among adolescent girls” and found that more that 54.7 % of girls were respected and wear suitable clothes. On the other hand, this result was in disagreement with **Gautam et al., (2019) (14)** in Kathmandu valley who conducted a study entitled “Sexual harassment in public transportation among female student in Kathmandu valley” and found that 70.4 % girls wear unsuitable clothes for them. From the researcher point of view, this result may be due to nature of ethics of female in this age were veiled, and their culture.

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

This result was in accordance with **Bahadir-Yilmaz & Öz, (2018) (15)** in Turkey who conducted a study entitled “The effectiveness of empowerment program on increasing self-esteem, learned resourcefulness, and coping ways in women exposed to domestic violence in Turkey” and revealed that 93.7% of participants were exposure to violence and verbal sexual harassment. Also, this result was in agreement with **Gautam et al., (2019) (14)** who found that 69.3% of girls were exposure to sexual harassment in public transportation and street.

In contrast, this result was disagreement with **Kammer et al., (2019) (16)** in USA who conducted a study entitled “Sexual violence among gender and sexual minority college students” and stated that 56.4% of participants had good relationship and respecting from other colleagues.

As evidence, more than half of female students had incomplete correct knowledge about the meaning of sexual harassment. The above mentioned result showed and proved the research question number one which asked about knowledge of female students regarding sexual harassment. This result was in agreement with **Öztürk, (2021) (17)** who carried out a study entitled “The impact of sexual harassment against women courses on the attitudes of nursing students toward sexual harassment against women and their professional roles” and found that students’ knowledge about

sexual harassment was about 49.2%. Also, this result was supported by by Özer,. (2018) (18) in Turkey who conducted a study entitled “Bullying and social emotional learning among junior high students: A theoretical model approach” and found that 58.7% of participants had high level of knowledge about sexual harassment. From the researcher point of view, this result may be due to decrease the educational program to the female students.

The current study revealed that, one third of female students sometimes feel that they are a person of worth, on an equal plane with others and sometimes able to do things as well as most other people. This result was in accordance with Liu et al., (2018) (19) in China who conducted a study entitled “Relationship between sexual harassment and self-esteem: A dual mediation model of attachment” and found that 34.3% of female students sometimes feel that they are a person of worth.

Regarding total self-esteem, the current study showed that one quarter of female students had high level of self-esteem. The above mentioned result showed and proved the research question number two which asked about self-esteem of the female students regarding sexual harassment. This result was in accordance with Sadler et al., (2018) (20) in Iowa city who conducted a study entitled “The impact of self- esteem on sexual harassment and sexual assault in the military” and found that 26.2 % of participants had high level of self- esteem. Conversely, this result was disagreement with Bang et al., (2020) (21) in USA who conducted a study entitled “School engagement, self-esteem, and depression of adolescents’ female” and found that 91.4% of participants had high level of self-esteem. From the researcher point of view, this result may be due lack of support from family and community to those female.

Regarding relation between demographic characteristics of the female students and their total knowledge about sexual harassment, the current study presented that, there was highly statistically significant correlation between female students' total knowledge about sexual harassment and their demographic characteristics as age, fathers' and mothers' educational level and family social status. In addition, there was statistically significant relation with their fathers' and mothers' job. The above mentioned result showed and proved the research question number three which asked about relation between demographic characteristics of the female students and their total knowledge about sexual harassment.

This result was in accordance with Kaufman et al., (2020) (22) in Ethiopia, who conducted a study about “The intersection of gender-based violence and risky sexual behavior among university students in Ethiopia” and found that there was highly statistically significant correlation between female students' total knowledge about sexual harassment and their demographic characteristics.

CONCLUSION

All the female students previously exposed to harassment. Less than one quarter of female students had high level of self-esteem. There was highly statistically significant correlation between female students' total knowledge about sexual harassment and their demographic characteristics as age, fathers' and mothers' educational level and family social status.



Recommendations

- Implement an educational program to female students about the importance of prevention of sexual harassment .
- Provide health education for female students about meaning of sexual harassment, types and defense measures of preventing sexual harassment.
- Further studies are needed in a large sample and in another setting about sexual harassment and improving self-esteem.

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