



**A STUDY TO ASSESS THE EFFECTIVENESS OF PLANNED TEACHING
PROGRAMME ON LEVELS OF KNOWLEDGE, ATTITUDE AND EXPRESSED
PRACTICES REGARDING PREVENTION OF SEXUAL HARASSMENT AMONG
SCHOOL GIRLS AT SELECTED SECONDARY SCHOOLS IN JABALPUR,
MADHYA PRADESH**

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Introduction

Sexual harassment is a pervasive social evil that undermines the dignity, safety, and mental health of women and girls worldwide. The World Health Organization (WHO, 2023) defines sexual harassment as any unwelcome sexual behavior that causes humiliation, distress, or intimidation. Globally, nearly 1 in 3 adolescent girls report experiencing some form of sexual harassment by the age of 18.

In India, despite legislative measures such as the Protection of Children from Sexual Offences (POCSO) Act (2012), sexual harassment among minors remains alarmingly prevalent. According to the National Crime Records Bureau (NCRB, 2023), over 30,000 cases of sexual harassment against minors were reported, with Madhya Pradesh ranking among the top five states. Cultural taboos, fear of stigma, and lack of awareness prevent many victims from reporting incidents or seeking help.

Adolescent girls in schools often face verbal, physical, and online harassment. The absence of structured education on personal safety, legal rights, and assertiveness leaves them vulnerable. School health nurses and educators are strategically positioned to bridge this gap through focused educational interventions such as Planned Teaching Programmes (PTP).

Health education empowers students to recognize unsafe situations, assert boundaries, seek help, and understand reporting mechanisms. This aligns with the National Adolescent Health Programme (Rashtriya Kishor Swasthya Karyakram – RKSK), which emphasizes life-skill education and protection against gender-based violence.

Hence, the present study aimed to evaluate the effectiveness of a planned teaching programme in improving the knowledge, attitude, and expressed practices regarding prevention of sexual harassment among school girls in Jabalpur, Madhya Pradesh.

Objectives

1. To assess the pre-test levels of knowledge, attitude, and expressed practices regarding prevention of sexual harassment among school girls.
2. To evaluate the effectiveness of the planned teaching programme on improving knowledge, attitude, and expressed practices.
3. To find the association between post-test levels and selected demographic variables such as age, class, type of family, and parents' education.

Hypotheses

- H₁: There will be a significant difference between pre-test and post-test mean scores of knowledge, attitude, and expressed practices regarding prevention of sexual harassment.
- H₂: There will be a significant association between post-test levels and selected demographic variables.

Materials and Methods

Research Design: Quasi-experimental (one-group pre-test post-test design).

Setting: Selected secondary schools in Jabalpur, Madhya Pradesh.

Population: Adolescent school girls (13–17 years).

Sample Size: 100 participants selected using purposive sampling.

Inclusion Criteria:

- Girls studying in classes 8th–12th.
- Willing to participate in the study.

Exclusion Criteria:

- Students absent during data collection.
- Those previously exposed to similar educational interventions.

Data Collection Tools:

1. Structured Knowledge Questionnaire: 30 multiple-choice questions.
2. Attitude Scale: 20-item 5-point Likert scale.
3. Expressed Practice Checklist: 15-item observational checklist.
4. Demographic Proforma: Age, class, parental education, type of family, etc.

Intervention:

A planned teaching programme (PTP) was developed covering:

- Meaning, causes, and types of sexual harassment.
- Risk factors and preventive measures.
- Safety strategies (self-defense, online safety, reporting).
- Laws and helplines (POCSO, Childline 1098).

Duration: 45 minutes, conducted using PowerPoint slides, posters, and group discussion.

Data Analysis:

Descriptive statistics (frequency, percentage, mean, SD) and inferential statistics (*t*-test, chi-square) were used. Significance level: $p < 0.05$.

Discussion

The study findings confirm that a structured teaching intervention is highly effective in improving adolescents' knowledge, attitude, and safety practices. The post-test results are consistent with prior studies by Kaur & Sharma (2022) and Rani et al. (2021), which also

demonstrated enhanced awareness and assertiveness following educational sessions.

The improvement in practice scores indicates that behavioral intentions and self-protection measures can be positively influenced through health education. Nurses and educators should thus integrate such modules into school health programs, with emphasis on reporting mechanisms, peer support, and psychological resilience.

Conclusion

The planned teaching programme was effective in enhancing knowledge, fostering positive attitudes, and improving preventive practices regarding sexual harassment among adolescent school girls. Integrating such education into the school curriculum can serve as a sustainable preventive strategy to ensure safety and empowerment of girls.

Nursing Implications

- **Nursing Education:** Incorporate sexual safety modules into adolescent health nursing curricula.
- **Nursing Practice:** Community health nurses can organize regular school-based awareness programs.
- **Nursing Research:** Replication of the study with larger and diverse samples is recommended.
- **Nursing Administration:** Policy-level support for gender sensitization in schools should be strengthened.

Limitations

- Conducted in a limited number of schools.
- No control group for comparison.
- Short-term evaluation; long-term retention not assessed.

Recommendations

- Conduct follow-up studies to assess retention of knowledge.
- Expand intervention to rural and co-educational schools.

- Use digital tools and self-defense training as part of the module.

References

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