



## **A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE AND ATTITUDE REGARDING SEXUAL HARASSMENT PREVENTION STRATEGIES AMONG TEENAGE GIRLS AT SELECTED GIRLS' SCHOOLS IN INDORE, MADHYA PRADESH**

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Adolescence is a critical transitional phase characterized by rapid physical, emotional, and psychological changes. During this period, girls become more socially exposed and vulnerable to various forms of sexual harassment, including verbal abuse, stalking, unwanted touching, and digital harassment. The World Health Organization (WHO, 2022) defines sexual harassment as “unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.”

Globally, the problem is alarming. According to UNICEF (2023), nearly one in three adolescent girls has faced some form of sexual harassment during schooling years. In India, the National Crime Records Bureau (NCRB, 2023) reported that cases of sexual offenses against minors increased by 14% over the previous year, with school-going girls being particularly at risk. The *Beti Bachao Beti Padhao* initiative and the *POSH Act, 2013* highlight the importance of preventive education and awareness among adolescents.

Indore, being one of the largest urban centers in Madhya Pradesh, shows similar trends. Local reports have indicated that teenage girls often face eve-teasing, stalking, and online harassment, yet many remain unaware of the preventive strategies and legal protections available to them. Lack of education, cultural silence, and stigma often prevent victims from reporting such incidents.

Education plays a pivotal role in shaping awareness and protective behavior among adolescents. Structured teaching programmes (STPs) offer a systematic approach to delivering sensitive health topics through interactive and participatory learning. By empowering teenage girls with knowledge, assertiveness, and coping strategies, STPs can reduce the vulnerability to sexual harassment and promote safer environments both within and outside school premises.

Hence, this study was undertaken to evaluate the effectiveness of a structured teaching programme on knowledge and attitude regarding sexual harassment prevention strategies among teenage girls in selected girls' schools of Indore, Madhya Pradesh.

## **OBJECTIVES**

1. To assess the pre-test level of knowledge and attitude regarding sexual harassment prevention strategies among teenage girls.
2. To evaluate the effectiveness of the structured teaching programme on improving knowledge and attitude.
3. To find the correlation between knowledge and attitude scores.
4. To determine the association of post-test knowledge and attitude scores with selected demographic variables.

## **HYPOTHESES**

- **H<sub>1</sub>:** There will be a significant difference between pre-test and post-test knowledge scores regarding sexual harassment prevention strategies among teenage girls.
- **H<sub>2</sub>:** There will be a significant difference between pre-test and post-test attitude scores.
- **H<sub>3</sub>:** There will be a significant positive correlation between knowledge and attitude.
- **H<sub>4</sub>:** Post-test knowledge and attitude will be associated with selected demographic variables such as age, class, and parental education.

## **METHODOLOGY**

### **Research Design:**

A **pre-experimental one-group pre-test post-test design** was used.

### **Setting:**

The study was conducted in selected girls' secondary schools of Indore, Madhya Pradesh.

### **Population:**

Teenage girls aged 13–17 years studying in classes VIII to XII.

### **Sample and Sampling Technique:**

A total of 100 participants was selected using purposive sampling based on inclusion criteria.

### **Inclusion Criteria:**

- Girls aged 13–17 years.
- Willing to participate and available during data collection.
- Able to understand Hindi or English.

### **Exclusion Criteria:**

- Girls previously exposed to any sexual education programme.
- Those absent during post-test.

### **Tool for Data Collection:**

1. **Section A:** Demographic variables (age, class, parental education, type of family, media exposure).
2. **Section B:** Structured knowledge questionnaire (25 multiple-choice questions).
3. **Section C:** Five-point Likert attitude scale (20 statements).

### **Validity and Reliability:**

The tool was validated by a panel of nursing and psychology experts. Reliability was established through test-retest method ( $r = 0.86$  for knowledge,  $r = 0.89$  for attitude).

### **Data Collection Procedure:**

Pre-test was conducted on Day 1. The structured teaching programme was delivered through PowerPoint presentation, posters, and interactive discussions covering topics such as meaning of sexual harassment, forms, safe behaviors, self-defense techniques, and reporting mechanisms. Post-test was conducted on the 7th day using the same tool.

### **Data Analysis:**

Data were analyzed using descriptive statistics (frequency, percentage, mean, SD) and inferential statistics (*t*-test and Pearson correlation) at 0.05 level of significance.

### **Result**

A strong positive correlation ( $r = 0.68$ ,  $p < 0.05$ ) was found between knowledge and attitude post-test scores, indicating that improvement in knowledge leads to better attitude formation. No significant association was found with demographic variables such as age or parental education.

### **DISCUSSION**

The findings revealed a significant improvement in both knowledge and attitude after administering the structured teaching programme. This supports the hypothesis that educational interventions are effective in improving awareness and shaping positive perceptions toward prevention of sexual harassment.

The results align with the study by Kumari et al. (2022), which showed that STP significantly enhanced the knowledge and preventive attitude among school-going girls in Delhi. Similarly, Sharma & Thomas (2021) reported that structured awareness sessions improved self-protection behavior among adolescents in Kerala.

The marked increase in post-test scores demonstrates that when adolescents are provided with age-appropriate, culturally sensitive, and interactive education, they become more confident in recognizing, resisting, and reporting harassment. The use of visual aids and group discussion proved particularly effective in engaging participants.

### **CONCLUSION AND IMPLICATIONS**

The study concludes that the structured teaching programme was effective in enhancing both knowledge and attitude regarding sexual harassment prevention strategies among teenage girls.

### **Implications:**

- **Nursing Education:** Integrating sexual harassment prevention modules into school health curriculum.
- **Nursing Practice:** School health nurses can conduct regular awareness programs.
- **Nursing Research:** Future studies can include control groups and larger samples to generalize findings.
- **Nursing Administration:** Collaboration with school authorities and NGOs for sustainable adolescent safety education.

### **RECOMMENDATIONS**

1. Conduct similar studies with larger sample sizes and different geographic areas.
2. Include male students for comprehensive gender-based preventive education.
3. Develop mobile-based and audiovisual awareness modules.
4. Conduct longitudinal studies to assess long-term behavioral outcomes.

### **REFERENCES**

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