

Using Expressive Arts Techniques in Group Work to Develop Female Students' Knowledge about Sexual Harassment

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Abstract

The purpose of this study was to determine the feasibility of using expressive arts techniques in-group work to develop female students' knowledge about sexual harassment. 54 female students were randomly assigned to an experimental group and a control group (27 students in each group). 15 youth care specialist workers working in the higher institute of social work, working with the student in all students' activities. Each group was asked to complete two forms of measurement, first is the Measurement of using expressive arts techniques in group work. and the second is the measurement of youth care specialists and pioneers of student activities using a measurement about the ways of artistic expressive in the group work to develop the female students knowledge about sexual harassment. Students in the experimental group were introduced as a group to the use of expressive arts techniques designed to develop female students' knowledge about sexual harassment. Following the end of the intervention, which lasted for 3 months from February to May 2015, students in the experimental group and the control group were asked to complete the measures again. The results suggest that using expressive arts in group work is an effective approach to develop the female students' knowledge about sexual harassment.

Keywords: expressive arts techniques, knowledge about sexual harassment.

Introduction:

The purpose of the present study determines the feasibility of using expressive arts techniques in group work to develop female students' knowledge about sexual harassment. This could be achieved through three sub purposes:

1. Identify the point of view of Youth care specialists from the reality of professional practice in the appropriateness or appropriate methods of expressive arts techniques (which suggested in the intervention program) in group work to develop the female students' knowledge about sexual harassment.[The exploratory study.]
2. Verification of the feasibility of using expressive arts techniques in group work to develop female students' knowledge about sexual harassment, which can be accessed through the following purpose: Enhancing knowledge of female students about sexual harassment, developing the

perception of female students about sexual harassment, Support the behavior of female students and protect them from sexual harassment.

3. That's after the initial study, Reaching applied program to use expressive arts techniques in group work to develop the female students' knowledge about sexual harassment.

The research idea came from the widespread of Sexual harassment which is a serious problem in Egypt, as the country ranks second in the world after Afghanistan. Also, the research "Study on Ways and Methods to Eliminate Sexual Harassment in Egypt" carried out by UN Women in 2013 revealed that over 99.3% of Egyptian girls and women surveyed reported experiencing some form of sexual harassment in their lifetime, 82.6 percent of the total female respondents did not feel safe or secure on the street. The percentage increased to 86.5% with regard to safety and security in public transportation. Worth mentioning that the study revealed that enactment and enforcement of a law addressing sexual harassment is perceived as the first step in addressing the problem. There is a persistent discrimination against girls and violation of the rights of women and girls, as patriarchy is pervading society. ("Sexual Harassment", 2014)The sexual harassment's phenomenon in Egypt has been a growing public threat, with neither effective assessment nor solutions for it. It ranges from verbal sexual harassment, physical sexual harassment and in some cases, to more violent and dramatic endings resulting in murder. ("Statistics – Academic and Community Studies", 2015).The Egyptian Centre for Women's Rights surveyed 2,000 Egyptian men and women and 109 foreign women in four governorates in the country, including Cairo and Giza, about sexual harassment on Egyptian streets. They published their findings in 2008. Eighty-three percent of Egyptian women reported experiencing sexual harassment on the street at least once in their life and nearly half of the women said they experience it daily. Ninety-eight percent of the foreign women surveyed reported experiencing sexual harassment while in Egypt. Wearing a veil did not appear to decrease a woman's chances of facing harassment. About 62 percent of Egyptian men admitted to perpetrating harassment. (J. Miller, Brian B. Stanko, and Ellen L. Landgraf, 2010).So there is a great need to offer solutions through enhancing knowledge and modification the behavior of youth anti-harassment. Specially the female university students who missed the

knowledge about sexual harassment, and the lack of their perception of how to deal in the situations when they are exposed to sexual harassment in the university or in public places.

Sexual harassment is a conduct of a sexual nature that a reasonable person would anticipate that could make the person harassed feel offended, humiliated or intimidated. It is a form of sex discrimination and usually a manifestation of gender-based violence.(Paula McDonald, 2012). So the researchernn saw the importance of developing the female students' knowledge through professional intervention program depended on using new expressive arts techniques (not traditional) in group work such as (Theatrical representation, Storytelling from the reality, Watching the educational films, Expressionist painting, Play role, Listening to the meaningful singing, Use the abstract art) and that is consistent with the research at the Cloud Gate Dance School suggests that by adopting an interactive and experiential approach, and engaging students in reflection, enquiry, critical thinking, and problem solving, all important elements in the creative process, teachers can encourage them to be daring, adventurous, independent thinking, and self-motivated expressive artists rather than movement machines.(DavidMead,2012).Experiences in the expressive arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding. ("Expressive arts Experiences and outcomes") to develop the female students' knowledge about the sexual harassment and their ability to understand the difference between this phenomenon and Similar phenomena like a physical violence or rape or flirting. So, the understanding and developing the female students' knowledge empowerment the female students to have full perception of the positions of harassment that they may be exposed to and resist the shame, guilt feelings or fear of informing the family about the harassment situation, or take a legal action against the harasser, all of this is achieved through the professional intervention program which depend on the expressive arts to help in engage actively in the processes of expressive arts to develop the female students' knowledge, develop their own abilities and skills to deal with the harassment situations effectively, extend their understanding of different art forms to enhance their knowledge about sexual harassment, develop their creativity and imagination, develop

their cultural understanding of historical and contemporary contexts about sexual harassment across their chosen art forms, develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment (Expressive Arts, Specification, 2012). And therefore behave future behaviors of which avoid falling into the sexual harassment. The study has been relying on expressive arts techniques as in some studies confirmed using Techniques that are fun and engaging help to minimize resistance and involve the family in therapy, it's a creative and enjoyable activity to use with families in initial sessions. (Liana Lowenstein & trudy sprunk, 2010)

Methodology

Hypothesis: The main hypothesis for the present study is: here is a positive relationship between using expressive arts techniques in group work to develop female students' knowledge about sexual harassment.

Sub hypothesis:

1. There is a positive relationship between using expressive arts techniques in group work to develop female students' knowledge about sexual harassment.
2. There is a positive relationship using expressive arts techniques in group work to develop female students' realization about sexual harassment danger.
3. There is a positive relationship between relationship using expressive arts techniques in group work to support the behavior of female students and protect them from sexual harassment.

Participant: The present study is considered a Quasi-experimental study for 54 female students were randomly assigned to an experimental group and a control group (27 students in each group, they are similar in Age between (19:23); various grades; all of them females) at the higher institution of social work, the researcher use the SPSS program for statistical analysis, based on the Age difference where: the level of probability at 0.05, Standard error = 0.05, the preview framework was 323 female students, after the correction equation the preview framework was 297. The researcher chose the female student who got the lowest degrees in the measurement and their number was 54 female students.

Procedures: The present study applied an exploratory study with youth care specialists and pioneers of student activities using a measurement about the ways of expressive arts techniques in the

group work to develop the female students' knowledge about sexual harassment to reach to the practice's reality of the expressive techniques in group work and determine the possibility of using the suggested expressive arts techniques in the group work in the professional intervention program which was prepared by the researcher.

The present study also relied on a measurement for the female students about using the expressive arts techniques in the group work to develop female students' knowledge about sexual harassment for the Experimental and control groups, The researcher took into account the terms of homogeneity between the experimental and control groups in terms of type (Female- students in the same specialty "social work" - converged Age).The application was at the Higher Institute of Social work in Alexandria and the rationale for the choice of the Institute is to facilitate the implementation process as he works at the Institute. The professional intervention program relied at the second term in 2014-2015.

Intervention: The Professional intervention program was applied on the experimental group for three months (February 2015- May 2015) the group meeting was once a week for 2 Hours To 2.5 Hours, The first month of the program meetings about the first Hypothesis (develop female students' knowledge about sexual harassment) by defining the concept of harassment, types and discuss issues about sexual harassment based on expressive arts techniques. By cooperation with specialists group from Faculty of Arts and the researcher, displaying paintings and discuss the female students about the meaning of each, how it relates to harassment , and use the abstract art , some positive models and storytelling to develop their knowledge. In the second month meetings on developing female students' realization about sexual harassment danger based on the same previous techniques, as well as the representation of female students a theatrical performance and songs to develop their perceptions of the sexual harassment. The meetings of the third month of the program on supporting the behavior of female students and protecting them from sexual harassment based on developing the personal skills , exchange the information and experiences , present a positive models from some students to support the female students' behavior to avoid exposure to sexual harassment, The researcher relied on many of the strategies and professional roles of the group

work to activate the expressive arts techniques that have been applied in the program , see Table No 7.

Measures:

1.The measurement of youth care specialists and pioneers of student activities using a measurement about the ways of artistic expressive in the group work to develop the female students knowledge about sexual harassment have three components as follows : First component: Knowledge of youth care specialist and pioneers of student activities about the phenomenon of sexual harassment contain 31 Statements, it's the same first component's statements of the female students' measurement and contained 5 negative phrases number: 2, 14,22, 23,24, It divided into 3 modes, The first mode(Agree)=3, The second mode (Almost Agree)=2,The third mode(not Agree)=1. The second component about the views of youth care specialists and pioneers of student activities about expressive arts techniques which used in group work to develop the female students knowledge about sexual harassment has 7 statements, Third component is about the views of youth care's specialist and pioneers of student activities about the artistic expressive techniques which they can use in group work to develop the female students' knowledge about sexual harassment having 10 statements. The second and third components were responses (yes, to some extent, No), the measurement has been applied on 23 of the youth care specialist and pioneers of student activities (the total number is 38 in the higher Institute of social work); were excluded 15 to applied the exploratory study on them.

Table (1): the values of honesty and reliability coefficients for youth care specialist of the dimensions of the measurement

Dimensions	Questioner's component	Cronbach's Alpha	Standardized Cronbach's Alpha	Validity
1	The youth care specialist's knowledge about the sexual harassment	0.916	0.915	0.837
2	The views of youth care specialists and pioneers of student activities about the artistic expressive techniques which used in group work to prevent female students from sexual harassment	0.78	0.777	0.604
3	The views of youth care specialist and pioneers of student activities about the artistic expressive techniques which they can use in group work to prevent female students from sexual harassment	0.863	0.871	0.759
Overall Component		0.401	0.851	0.852

Source: the questionnaire collected from the research sample

2.The Measurement of using expressive arts techniques in group work to develop female students' knowledge about sexual harassment for the Experimental and control groups have three components as shown below: First component: the female's student knowledge about the sexual harassment, This component has many questions,-31 Statements- as set out in the table no.3,and it has 5 negative statements no:2,14,22,23,24,Second component: female student's realization about sexual harassment danger contains 25 Statements, as set in the table no 4,and it has 12 negative statements no:1,2, 3,6 ,8,9,10,13,16,17,18,20 ,Third component: female students behaviors to avoid facing sexual harassment, which contains 22 Statements as set in the table no 5.it contains 22 statements and it has 8 negative statements no:1,2,3,10,11,12,19,20.The first mode : Agree =3,the second mode :Almost Agree=2,the third mode: not Agree=1,the measurement applied on a sample of female students from the higher institution of social work randomly from total female students and then re-test the measurement after 15 days.

Table (2) The values of honesty and reliability coefficients for female students group of the dimensions of the Measurement

Dimensions	Questioner's component	Cronbach's Alpha	Standardized Cronbach's Alpha	Validity
1	the female's student knowledge about the sexual harassment	0.818	0.817	0.667
2	female student's realization about sexual harassment danger	0.741	0.735	0.540
3	female student's behaviors to avoid facing sexual harassment	0.689	0.691	0.477
Overall Component		0.511	0.747	0.746

Source: the questionnaire collected from the research sample

Data analysis: reliability test: this technique compares the average of grades before and after running the professional intervention program based on the same balance for distributing the test grades, and that's why it is known as the terminals comparison as it is based on the strong terminal that we call strong balance power terminal and weak balance power that we call weak balance power terminal.(Morsi,2013,p.83-86)

1- Analysis of variance (ANOVA) or Fisher test (F-test): used for comparison of a. a. one way ANOVA used for comparison between more than two means:

Variance Sources	Sum Square	Degree of free	Mean of sum square	F. ratio	
Between groups (Regression)	RSS or BSS	k-1	MSR=SSR/k-1	MSR	BMS
Within groups (Error)	ESS or WSS	n-k	MSE=SSE/n-k	MSE	WMS
Total	TSS	n-1			

2- Squared Chi.

3- **Kruskal-Wallis:** This Non-Parametric test used in the case of test two independent samples or more, or the same sample in different periods to measure the impact of a particular training program, data used in this analysis are ordinal Ranks. (Dominic Salvatore,1984, pp 151-160)

Results

1. Verification of the first purpose of the study" Identify the point of view of Youth care specialists pioneers of student activities from the reality of professional practice in the appropriateness or appropriate methods of expressive arts techniques which suggested in the intervention program in group work to develop the female students' knowledge about sexual harassment The exploratory study, illustrated by the analysis of the first component it's the same statements' component at the female student measurement in table no(3) which is tackling the restrictive opinions of the youth care specialists and pioneers of student activities' knowledge about the sexual harassment phenomenon where the result varied for Likert Scale coefficient between 1.87 as minimum and 3.00 as maximum, where the supervisors assured the knowledge that had maximum value in the sequence of sentences number 11,12,where it had the highest grade of total 45 degrees using Likert average 3.00 and average importance of 100%, the sentence 26 that came second in turn with total grades of 45 degrees, Likert average 2.93 with average importance of 97.78%, while sentence 18,23 came third in the row with total 43 degrees and Likert average of 2.87 and average importance of 95.56%, and by the analysis of second component about the views of youth care specialists and pioneers of student activities about the expressive arts techniques which used in group work to develop female students' knowledge about sexual harassment where the results arranged the tools, where the Group discussion came first with total grades of 44 with Likert average of 2.93and average importance of 97.78%, seminars, lectures, and camps came in the second place with 42

degrees with Likert average of 2.80 and average importance of 93.33 , trips came third in row with total of 40 degrees , Likert average of 2.67 and average importance of 88.89% , field visits to women institution came fourth in row with 39 degrees with Likert average of 2.60 and average importance of 86.67% , last but not least the books fairs came fifth having 31 degrees with Likert average of 2.07 with average importance of 68.89% We can conclude from the previous results the effectiveness of the group discussion, workshops, camps, trips and lectures as expressive arts techniques and tools in developing female students' knowledge , by the analysis and studying the third component of the youth care specialists and pioneers of student activities which is tackling the restrictive opinions about the expressive arts techniques which they can use in group work to develop female students' knowledge about sexual harassment where the results arranged the tools where the Theatrical representation came first with total grades of 45 with Likert average of 3 and average importance of 100% and Present paintings about the phenomenon ,conduct group discussion about their implications and Storytelling from the reality from the experiences of the female students came second with 44 degrees with Likert average of and average importance of 97.78 ,while role playing , Watching the educational films and Present a Story then conduct open discussion to determine what is the benefit lessons came third in row with total of 43 degrees , Likert average of 2.87 and average importance of 95.56% ,while Expression by painting of the female students about the phenomenon came and Writing poetry to raise the female student's awareness how to cope sexual harassment's situations in fourth in row with 41 degree with Likert average of 2.73 and average importance of 91.11% , while Listening to the meaningful singing to raise awareness of the dangers of sexual harassment in fourth in row with 38 degrees with Likert average of 2.53 and average importance of 84.44% ,("Joshua Smyth") music Therapies use to encourage emotional expression in a non-threatening environment). , and the last in row was use the abstract art with students 35 degrees with Likert average of 2.33 with average importance of 77.78%.

2. Verification of the feasibility of using expressive arts techniques in group work to develop female students' knowledge about sexual harassment, which can be accessed through the following sub-hypothesis:

- There is a positive relationship between using expressive arts techniques in group work to develop female students' knowledge about sexual harassment: by the analysis of table no 3 and studying the first component of the experimental group which is tackling the restrictive opinions of the female knowledge about sexual harassment phenomenon pre and post the professional program and that resulted in a significant changes of a statistical proofs at the probability level 0.01, there is a significant change proven at the probability level 0.05 where the change percentage had only 102.8% change at the total scores of sentences answer, and that was proven through F-distribution that varied from 0 as a min scale and 113.36 as a maximum scale, as for squared chi : χ^2 value varied between 0 as a min. Scale to 37.06 as a maximum scale , Kruskal-Wallis that plays the same role as squared chi, the research adopted on nominal and ordinal data to compare between what's been used generally and what is supposed to be used where Kruskal- Wallis varied between 0 as a minimum scale and 36.06 as a maximum scale, based on the previous analysis we can conclude that the intervention program effect at the first component sentences concerning the knowledge of female students about sexual harassment that the total of the component refers to the significant difference for the experimental group that the score before the intervention program was 1409 while after the intervention 2059. Study confirms that sexual harassment still remains an issue and that sexual discrimination in the workplace is a concern as well. Although preventive measures have been put in place, these measures may not be working as well as intended, suggesting that increased awareness and education are warranted. (Nemea Ebaid, 2013)

- There is a positive relationship using expressive arts techniques in group work to develop female students' realization about sexual harassment danger: by the analysis of table no (4) and studying the second component of the experimental group which is tackling the restrictive opinions of the female student's perception about sexual harassment danger pre and post the professional program and that resulted in a significant changes at the probability level 0.01 at all sentences, there is a significant change proven at the probability level 0.05 where the change percentage had only 73.81 % change at the total scores of sentences answer, and that was proven through F-distribution that varied from

0.03 as a min scale and 75.3 as a maximum scale, as for squared chi : χ^2 value varied between 0.72 as a min. Scale to 33.13 as a maximum scale , Kruskal -Wallis that plays the same role as squared chi the research adopted on nominal and ordinal data to compare between what's been used generally and what is supposed to be used where Kruskal-Wallis varied between 0.011 as a minimum scale and 31.952 as a maximum scale, based on the previous analysis we can conclude that the intervention program effect at the second component sentences that the score before the intervention program was 1328 while after the intervention 1629 for the professional intervention program where Kruskal-Wallis 18.70 and χ^2 33.33

- There is a positive relationship between using expressive arts techniques in group work to support the behavior of female students and protect them from sexual harassment: by the analysis of table no 5 and studying the third component of the experimental group, which is tackling restrictive opinions of female group knowledge about the attitude of the female students to avoid facing sexual harassments pre and post the professional training and that resulted in no significant changes of a statistics proofs at the probability level 0.01, there is no significant change proven at the probability level 0.05 where the change percentage had only 4.76 change all the total scores of sentences answer, where the change percentage of score change at the sentence -2.78 as a minimum scale , and 4.76 as a maximum scale, and that was not proven through F. Distribution that varied between 0 as minimum scale and 0.143 as maximum scale, as for squared chi: χ^2 value varied between 0 as minimum and 2.209 as maximum scale , Kruskal-Wallis that plays same role as squared chi the research adopted on nominal and ordinal data to compare between what's been used generally and what is supposed to be used where kruskal-wallis varied between 0 as a minimum scale and 0.159 as a maximum scale, based on the previous analysis we can conclude that the training generally doesn't intervene in any professional effect at third component sentences concerning the female's student attitude to avoid facing sexual harassment. That the score before the intervention program was 1309 while after the 1628 for the professional intervention program where Kruskal-Wallis 15.55 and χ^2 36.53, from the previous results which proved the sub-purposes of the second purpose, the moral differences for the experimental group, which

confirms the enhancement the knowledge about harassment, developing their perception about sexual harassment which lead to supporting their behavior to protect them from sexual harassment.

3. Verification of the third purpose based on the exploratory study's results (first purpose) and the moral differences between the control and experimental group in pre and post-test for the experimental group (second purpose), all of these previous results confirm the success of professional intervention program and the possibility of using expressive arts techniques in group work to develop female students' knowledge about sexual harassment.

Discussion

The study tried to verify the possibility of using expressive arts techniques to develop the female students' knowledge about sexual harassment, it is confirmed by (Pearson, M., & Wilson, H., 2008) that the expressive therapy session framework identifies six stages: joining and rapport-building, developing self-awareness, focusing on emotional processes, integration, reflection on strategies, and a time for future focus, reflection on self-care and possible post session homework. through indicators showed the success of the program with the experimental group, So we can depend on Theatrical representation, Storytelling from the reality from the experiences of the female students, Present a Story then conduct open discussion to determine what is the benefit lessons, Watching the educational films and using its effectively to develop female students' knowledge about sexual harassment, that is confirmed by (Cathy A. Malchiodi, 2005) that the expressive therapies add a unique dimension to psychotherapy and counseling because they have several specific characteristics including, self-expression, active participation, imagination, and mind-body connections. and turned out that the more knowledge which the female students gain, the highest change percentage in the first component of the female students' measurement statements no 11,14,18,9,17,2,and 3.This was confirmed by (Jamal Shehata and Mariam,2011. p.486) that the sexual harassment is a verbal behavior from male to female or vice versa involves the all ways of eroticism without the acceptance of other's , this behavior constitutes a breach of ethics and morals. And the less knowledge with the less change percentage is the statement

no 29, 22, and 23 This has been confirmed by (Abdullah Ghanem, 2004. p.28, 29) study where the rape is a crime requires the occurrence of social context in which the offender reacts to commit the crime with the victim at the appropriate time and place, next to the absence of these factors interact. The more statements with the highest change percentage in the second component is no18, 17,21,23,23 and16. (Marwa Shaker El-Sherbini, 2005, p.13-14) which was confirmed by the Holy Quran in the Islamic religion of the need to maintain the psychological health of women and keep her safe of any verbal or physical harm (to ensure the psychological aspect of women and not harm her by words or actions, because this considered as psychological violence leads her to the turbulence psychologically.). And the lowest score statement with less change percentage is no 1, 3, 12, 4, 6, and 10. Finally, the indicator about supporting the female student's behaviors to avoid facing sexual harassment, the more statement with the top change percentage is no 6, 3, 1, 12, 21, 19, and 20 (Heba Mohammed Ali, 2003, p.15) confirmed that the sexual harasser sees the women as the sexual subject or sexual entity at first place, then considered her as an employee or a student at second. And the less statements with the less change percentage is no 16, 17, 9, 8 and 5.

- By analyzing table no 6 which shows a comparison between the experimental group, and control group in the first , second and third components in pre and post- test , the results confirm there is no change between pre and post –test of the control group, while the table shows change in experimental group scores in pre and post-test. The change due to the intervention program which was applied with the experimental female student group.

The researcher has to point out to that the study's results can't be generalized as they belong to the quasi-experimental studies and findings are indicators of the program's success.

Limitations: The researcher faced challenge during the program's implementation which is the absence of three female students excluded from the sample.

Implication for future study: The researcher saw the importance of conducting studies in group work and in the social work at all to modernize the expressive arts techniques and tools to use it in schools and universities to enhance the female knowledge and realization to support their behavior to avoid facing sexual harassment.

And this is through implementing and activating the role of the social workers in the university youth care departments and train them about the usage of the new expressive art Techniques mentioned earlier in the research , so that they can use it while working with female students and enhancing their skills to become a role model to train other females using peer to peer methods to enhance their knowledge about sexual harassment phenomenon , also cooperation with civil society entities working directly with women empowerment and raising their awareness to practice their activities inside universities using the expressive art Techniques , moreover , supporting the student's union activities using same techniques , resulting in the reduction of sexual harassment

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