

## **Chapter 1. Introduction**

### **Background of Study**

The ILO (1996) in its factsheet defines sexual harassment as a sex-based behavior that is unwelcome to its recipient. Sexual harassment is seen everywhere as a sprouting issue. According to Gautam et al (2019) sexual harassment has been recognized as a serious problem in the world. Similarly, Rai (2017) stated that sexual harassment is a global issue and commonly experienced by girls and women around the world. It means sexual harassment becomes a big problem not only in Nepal but also around the globe. Different studies have concluded that sexual harassment against women is a global problem, which exists at school, sports, work place, public transport, shopping mall, and restaurant (Gautam et al, 2019).

Sexual harassment can occur in variety of circumstances, where especially females are suffering more than male. Rosenthal et al (2016) argue that, Women face unequal barriers in education. It refers to gender discriminations which cause on assessment of education for females. With .comparison of male and females rate of sexual harassment, female are more victim. So, their literacy rate is low around the world. Sexual harassment is unwanted verbal, visual and physical contact between two human beings.

Bendixen et al. (2019) says, “Sexual harassment may take several forms: verbal, non-verbal, indirect and physical” (p.46). It means Sexual harassment does not always have to be specifically about sexual behavior or directed at a specific person. For example, negative comments about women as a group may be a form of sexual harassment. It is also a kind of sex discrimination, which affects the victim professionally, academically, financially and socially. It can happen to anyone and it can happen everywhere. Sexual harassment is seen as one of the most difficult and emotional issues, which employers, employees and human resource professionals are facing today.

According to Hill and Kearn (2011), sexual harassment is as unwanted sexual behavior that interferes with a student's right to receive an equal education. This statement refers to sexual harassment in educational sector. Student's performance level, education achievement, extracurricular activities are decreasing because of it at

school. Sexual harassment is an action within men and women, which is related to unwelcome behavior on sex.

During the 1970's a new term, "sexual harassment," began to appear with increasing frequency across the United States. This new term was the label given to an old problem that of manipulation and discrimination against people on the basis of gender. National consciousness regarding this problem was raised when feminists pointed out that sexual harassment was often used to keep women in lower-paying jobs and to deny them entrance into traditional male fields. When sexual harassment was defined as a form of illegal sex discrimination under the Civil Rights Act, victims were not only validated but finally had some recourse against harassers.

In addition, Mishra and Lamichhane (2018) say that, sexual harassment reduces their ability to participate in education and professional activities and public life. This statement indicated that sexual harassment occurs at school, college or university; it influences both teachers and student's teaching and learning. It also affects victim's professional development as well. The above statement refers to the hesitation of victims to actively participate in public activities. On the other hand, students cannot achieve good knowledge without free from sexual harassment. They want to be free from such emotional issue.

Similarly, Hill and Kearn (2011) further state that sexual harassment includes unwanted sexual behavior that interfaces with a student's educational opportunities. Sexual harassment becomes a great hindrance in educational opportunity for the students at school. Sexual assault, rape, dating, violence and other form of sexual violence are considered extreme forms of sexual harassment. This statement reveals that, sexual harassment is an unwelcomed act, which comes in many shapes and forms.

Likewise, sexual harassment appears not only in different sex group (boy-girl) but also in same sex group (boy-boy, girl-girl) and in other forms. So, it is unwanted conduct on the basis of gender and which affects individual development. The causes of sexual harassment are: unequal education, traditional beliefs, limited opportunities, lack of sexual awareness, fear towards name and fame administrations as well as victims and bourgeoisie's more roles in society rather than proletariats. To sum up, in

the present situation of educational sector in Nepal, teacher and students are facing lots of psychological problem as well as physical, because of unwelcome behavior.

Sexual harassment includes any behavior that is characterized by inappropriate sexual remarks, gestures or physical advances which are unwanted and make a person feel uncomfortable, intimidated or degrade their dignity. Verbal and non-verbal sexual gestures or behaviors are categorized as sexual harassment. These unwanted behaviors may only happen once or be an ongoing series of events. Sexual harassment also includes exposure to body parts and/or self-stimulation and exposure to unwanted online sexual activity (use of internet, text, audio, video, and graphic files, for any activity that involves human sexuality).

This means sexual harassment is a pandemic in education systems worldwide and is profoundly affecting individuals, groups and organizations as a whole. In summary, my study was focused on exploring the experiences of sexual harassment of female students at Tribhuvan University.

### **Statement of the Problem**

While studying at Tribhuvan University, I was returning from my college, my female friend shared her recent experience of sexual harassment. I was shocked when I heard the experience. Her eyes were full of tears. When my friends were discussing about the topic of study, I remembered that day and I decided to do some research in this field. In this study, I should rigorously about the current situation, causes and effects of sexual harassment.

In this scientific era, schools and university are suffering from sexual harassment, so I have selected this topic as the subject of my research. They all have knowledge about sexual harassment but they cannot raise because of impact of traditional concept of the society, fear they won't be believed, confusion, lack of social support, lack of institutional support. On the other hand, they have fear about their reputed school's name and fame. Therefore, schools do not speak in favor of it. According to Thapa (2019) sexual harassment is serious problem for students' at all educational levels. It means SH may create mental, social, physical and educational problems. They are becoming hindrance for students to achieve their educational

goals. In the context of Nepal, public school's parents are below poverty line. So, they have not access voice related to it.

According to National Study on Sexual Harassment and Assaults Reported (2019), around 38% of all women and 14% of men have reported experiencing sexual harassment in the workplace. On top of this, 1 in 7 women and 1 in 17 men have searched for new assignments, switched jobs, or quit a job because of sexual harassment and assault. These statistics prove that sexual harassment in the workplace is common but is rarely reported. Some overt examples are unwanted kissing, sexual assault, inappropriate touching, being cornered, and sexually explicit comments. However, there are subtle forms of sexual harassment that may occur too.

These subtle forms have actually become more prevalent in our society today because they are more difficult to label. Some examples of these subtleties are sexual jokes, repeated hugs or unwanted touching, spreading nude pictures or pictures of female employees in a bikini or male employees shirtless, repeated comments about one's appearance, or commenting on one employee's attractiveness in front of another. These all constitute as sexual harassment and can cause an employee to be distressed or distracted from their work.

Similarly, there is communication gap among school management committee, teachers, students and parents. In contrast with this assumption, in university decision making power is limited in autocratic leadership. If leadership are bias sexual harassment rate may be increased. Likewise, modernity of children and unwillingness of parents to spend time with their children may cause SH. Our society does not have good rule and regulations how to analyze and find out better solution of it. School management committee, teachers, parents, students do not want to raise this issue.

SH may take place at school because of different cultures, religions and way of celebrating festivals. If sexual harassment takes place in university's environment, it affects negatively in student's educational achievement as well as their extracurricular activities. It is believed that, sexual harassment is burning issue; there is a pile of cause behind it in Nepalese context.

Nepal is a multilingual, multicultural and multi-ethnic country. There are 123 languages and 125 castes (CBS,2012). So, we can find lots of differences in terms of

gender, language, religion and so on (NPC, 2011). Therefore, it is not far from lots of problem; one of them is sexual harassment. It can affect all type of races, gender and age. Both teachers and students are facing problem of sexual harassment even in 21<sup>st</sup> century. Lower level students are unaware about sexual harassment so that these cases occur in school level. I took the case as my study to find out the real scenario about sexual harassment in higher level class.

Dhakal (2019) says, sexual harassment FIR against teacher Tribhuvan University. This article claims that in the academic places like T.U, the use of sexual harassment by the academic person shows the various temptations on the female students is a complex situation of sexual harassment in Nepal. It is clear that woman can be sexually harassed anywhere.

According to Mukasa (2020) among the teachers there seemed to be confusion about what acts constituted sexual harassment. Due to this kind of confusion, sexual issues have not been able to come out easily in Nepali society. Even today, the problems related to sexual harassment are increasing day by day. Similarly, On date Feb. 25, 2019, Nepal's one of the most famous newspapers The Kathmandu Post published article says that the administration of Tribhuvan University has not been able to adequately address the issues related to sexual harassment. This statement clear mentions that, numbers of sexual harassment are taking place at Tribhuvan University in various forms.

Most of the issues related to sexual harassment were not allowed to come out in reality and the issues that came out were found to have escaped from the problem without any superficial investigation. Due to which, the issues related to sexual harassment are increasing in Tribhuvan University till today. I attempted to explore the facts behind the sexual harassment in classroom instruction by the detailed analysis in depth interview with central department of education students of Tribhuvan University.

### **Objectives of the Study**

Objectives of this study are as follows:

1. To assess the experience of sexual harassment in the classroom to the female students of Tribhuvan University.
2. To identify the forms of sexual harassment in the Tribhuvan University of the female students.

### **Research Questions**

This study has the following research questions:

1. To what extent, do the girl students experience any form of SH in the classroom? What is the frequency of the SH?
2. Who are the potential harasser?
3. How are girls harrassed and why?
4. What kind of SH are experienced ever by the girl students?

### **Significance of the Study**

This study was based on the current situation, forms of SH at the Central Department of Education on female students. Study is significant for the prospective researchers to conduct further researches. It beneficial for the research-oriented students to collect the empirical outcomes and use in particular fields. Central department of education's teacher, student will use it as a supporting material for reducing SH. This study is helpful to identify causes, negative impacts, and current situations as well as pedagogical implications regarding SH. It is also significant for policy developer, teachers, students and administrative members. So, it will give an acceptable background to make policy. It helps parents to aware about educational institute's environment.

### **Delimitations of the Study**

This study covered girl students from the Central Department of Education, Tribhuvan University, Kirtipur. In depth, interview was the method for information collection for this study.

**Definition of the Terms Used**

**Causes:** In this study, causes refer to the things, which initiate sexual misconduct or sexual harassment.

**Challenges:** It means the obstacles to reduce unwanted behavior.

**Effects:** It means outcomes or results by sexual harassment.

**Girls:** Female students studying at Tribhuvan University

**Interview:** In this study, interview refers to the interaction, discussion between researcher and respondents.

**Sexual Harassment:** It is an unwelcomed sexual behavior, which comes in many forms (verbal, gestural, physical, and written and pornography).

**Ways:** In this study, ways refer to possible practices to reduce SH activated in public and private schools.

## **Chapter 2. Review of the Related Literature**

### **Theoretical Literature Review**

The theoretical literature review provides the researcher with an adequate knowledge base to find out the area of problem and need of investigation on it. Theoretical knowledge is very essential for the researchers to have enough understanding about the selected study. Similarly, literature review plays crucial role for setting the objectives of the study, suitable methodology to conduct the study and accomplishing the study with findings. This literature review can be used as secondary source, and does not report new or original experimental work. For this study, I read journals, articles, books of different authors.

### **Sexual Harassment**

The term 'SH' is made from the combination of two words 'Sexual' and 'Harassment'. They refer to 'intimate physical conduct between individuals' and 'aggressive pressure' respectively. In this way, unwelcome verbal or physical behavior of a sexual nature between human beings is called SH. Similarly, it is offensive sexual attention, suggestions or talks, especially from an employer or other person in a position of power. According to Rai (2017) "unwelcome sexual advances request of sexual favors and their verbal and physical conduct". It means SH appears in different forms with unwanted nature. It creates lots of problems such as: mental, physical, social, and educational.

Victims of SH are not only suffered physically but also mentally, socially as well as educationally. It has negative impact on their individual progress. Around the world, unwelcome sexual behavior has been a serious problem in their society for many years. This issue is increasing day by day in underdeveloped and developing countries. So, responsible bodies should be more active in this burning issue to reduce it. Nature and forms of SH may be of verbal, gesture, physical, pornography or written form. It can be termed as an attack against someone's dignity and privacy.

### **Causes of Sexual Harassment**

The term "SH" is difficult to identify in practice because it can take different forms (verbal, non-verbal, indirect, physical, written, gesture, pornography). It is a kind of unexpected behavior and SH always brings a problem. Thapa (2019) argued



that, "our costume, religion, superstition, education, social and economic life, under-privileged, which is directly or indirectly cause of SH"(p.19).It refers to causes of SH is not limited in one factor. Likewise, SH may take place in different organizations, companies, groups, party etc. One of the prominent places, where SH may take place is schools, universities and educational institutions.

It is difficult to avoid such a problem at school. School management committee, parents, teachers, students as well as government role is equally essential and important to control to sexual violence and such activities at school. On the other hand, adolescent and youth do not feel comfortable discussing sexuality with parents or others (Shrestha, 2016). This statement shows, shyness and fear are big problem to reduce SH. Modernity of children and unwillingness of their parents to spend time with them may cause SH.

Economic inequalities, lack of access of education to women are causes of SH. Lack of recognition of SH are a main problem at school. Lack of awareness SH among students of school is also a problem to happen SH at school. Students do not complain about it and keep such problems to themselves, which further encourage harassers to commit these actions. There is no any specific law or policy to address SH in Nepal especially at school. The poor and wealth status, scarcity of required syllabus, secret environment of institutions, no engagement of students in awareness program, lack of punishment for harassers, less community support, lack of collaboration among teachers are the causes of SH in educational institutions.

### **Challenges of Sexual Harassment**

During the process of reducing SH in classroom, there are lots of challenges. The challenges must face and resolve in a positive way by administration, teacher, students, and parents. It can be said that SH trend is spreading as serious problem. The challenges may be lack of awareness, training, administrative support, peer support, workshop, seminar related to SH. If sexual activities are not stopped to happen in classroom, it affects students' educational growth as well as teachers' professional development. Similarly, Thapa (2019) stated that both male and female can be victims of SH but comparing to male, females are harassed more.

Victims do not want to raise this issue, which is also a challenging factor, if they are harassed. Nurhaeni and Kurniawan (2019) say, to build critical awareness of all students, teachers, employers and parents about gender equality, are the challenge to preventing sexual violence. It means school or university is full of diversity in terms of gender, language, culture, learning ability, teaching style, religion and way of celebrating festivals. So, the challenges are occurring in different ways. Therefore, in the process of controlling SH in classroom, they should face huge challenges related to it. And to make equal awareness among responsible bodies is also challenging even in this scientific era.

In this modern age SH may be happened in educational institutions by using different science and technology as methods. Showing unwanted pictures, gestures, messaging through social media using slang language, showing porn videos are also SH. The control of such activities is very much challenging at school.

### **Sexual Harassment in University and Educational Setting**

Students are suffering from SH now days. Different studies show that, girl students are more victims than boys. They have knowledge about SH but do not raise voice against it, because of fear and shyness. Therefore, it is necessary to assess awareness on sexual abuse among adolescents (Magaret, et al. 2018). According to Thapa (2019) refers that, the respondent's 48.70 % keeping secret because of fear to society. It refers that; the society should cooperate and raise the voice against sexual misconduct. It helps youngsters to openly share SH happened to them. SH is also psychological in nature, which affects students' further progress. Similarly, Secondary level students are unwilling to talk about sexual behavior openly due to socio-cultural norms.

Close friendships between girls and boys are still unacceptable in Nepal. Superiority of boys than girls is a major issue. On the other hand, girls do not participate in different programs in comparison to boys. Community should focus on equal opportunities for boys and girls in order to reduce SH effectively. SH includes making verbal or written comments, making gestures, displaying pictures or images, using physical coercion, or any combination of these actions (Hill & Kearn, 2011). This statement refers to SH comes in many shapes and forms.

In the current situation of Nepalese university, there is not a specific legislation. The strong policy, law, rule, and regulation only can control SH in university. And our society also does not have good code of conduct how to analyze and find out better solution of it. So, it is seen as one of the most difficult, psychological and emotional issues. Awareness programs, sex education, learner friendly university' environment, co-operation among the school management committee, teacher, students and parents are essential for reducing it in educational places. As the SH is increasing as the viral issue, Government should focus how to control SH in university and schools. The success of any anti SH program depends not only on the rationale and design of the program, but also on how it is implemented.

### **Review of Empirical Literature**

There are various researches carried out on SH. Only the review of theoretical literature is not enough. So, researcher can get some ideas from the researches, which are conducted before. The review of empirical literature informs the researcher how to conduct a research and what are the areas to be addressed. They are more valuable to conduct research. The researches which are related to my study are reviewed as below:

Rai (2017) conducted a research entitled Experience of Sexual Harassment and its Effect on the Secondary School Girls of Dharan Municipality. The main objectives of this study were to explore the experience of sexual harassment among the girls, to identify the effect of sexual harassment in secondary level school girls, and to assess the causes of sexual harassment in secondary level school girls. She adopted mixed research design to find out necessary facts. She used both primary and secondary sources of information. And self-administered questionnaires used as a tool for information collection.

For this study five schools' 300 girls were selected in the Dharan Municipality as a sample population. In addition, she found that 95 % respondents had knowledge about sexual harassment and 91 % respondents experienced sexual harassment. It was also found that 59%, 1.66%, 16%, 7.34 % respondent had faced verbal, visual, physical, and other kind of sexual harassment respectively. In addition, she concluded

that government, non-governmental organizations role is essential to control sexual harassment.

According to Sharma (2015) carried out descriptive research entitled sexual violence against girl students of secondary level at Bharatpur municipality. The main objectives were to determine the type of violence against girls at school, to analyse the cause of violence against girl at school and to examine the impacts of violence on health and education of the student. She used both the primary and secondary sources of information. For this study interview was tool for information collection. She selected six secondary schools of Bharatpur municipality. In her study, she found that 57.7% respondents want to share incidence of violence happened with them. She also found that 36 % respondents were victimized within educational institutions.

Shrestha (2016) conducted a study on Knowledge and Attitude of Sexual Behavior of Students in Higher secondary school of Bhaktapur. The main objective of this study was to find out attitude and perception, to relate the interrelationship between socio-economic, demographic variables with sexual behavior among the higher secondary schools of Bhaktapur. She used the questionnaire as a tool for information collection. The sample population of this study was Bhaktapur district. In her study, she found that the lack of knowledge and awareness to higher secondary students face lot of challenges. In Nepali society, before marriage involving in sex is not acceptable but finding shows 7.9 % respondents are involves in it. This study concluded that students were not far from sexual problem because; there is lack of sexual education at school.

Thapa (2019) stated that, she had attempted to find out the sexual harassment and its effects on secondary levels girls. To conduct this study she used descriptive research design. She used government schools as a population and 750 girls from grade 9, 10 as a sample population for her study. Similarly, in the process of information collection, she used open-ended, closed ended and mixed type questionnaire. Major findings of this study were out of the total most of the respondents were having general knowledge of sexual harassments. Finding of study also showed that 48.70 % respondents keeping secret fear to society. Finally, she concluded that ways of managing sexual harassment are: giving strong punishment to

the harasser, emphasis of moral and sex education, strict law and implementation of them.

Rapidah (2017) discussed about sexual harassment in campus. The main objectives of this research were to determine the awareness of sexual harassment among students in higher learning institutions, to identify the existence of sexual harassment in learning institutions, and to investigate the risk factors contributed to the action. They used questionnaires as a tool for information collection. They carried out research on 351 students in a public university in East Coast Malaysia as a sample population. The finding of this study showed that 58.6% of the respondents have been harassed at least once and majority of them were female. Similarly, they found that majority of respondents agreed that sexual harassment experienced affected their emotional greatly compared to education and productivity.

Though number of research studies has been carried out in Sexual Harassment, this study differs from other researches in terms of objectives, methodology, tool and nucleus of the study. No one has carried out this kind of study by using descriptive research design.

### Conceptual Framework

Conceptual framework refers to the framework for the whole research. It provided guidelines for researcher. The conceptual framework of my research, “Experiences of Girl Students toward Sexual Harassment in Classroom” as follows:

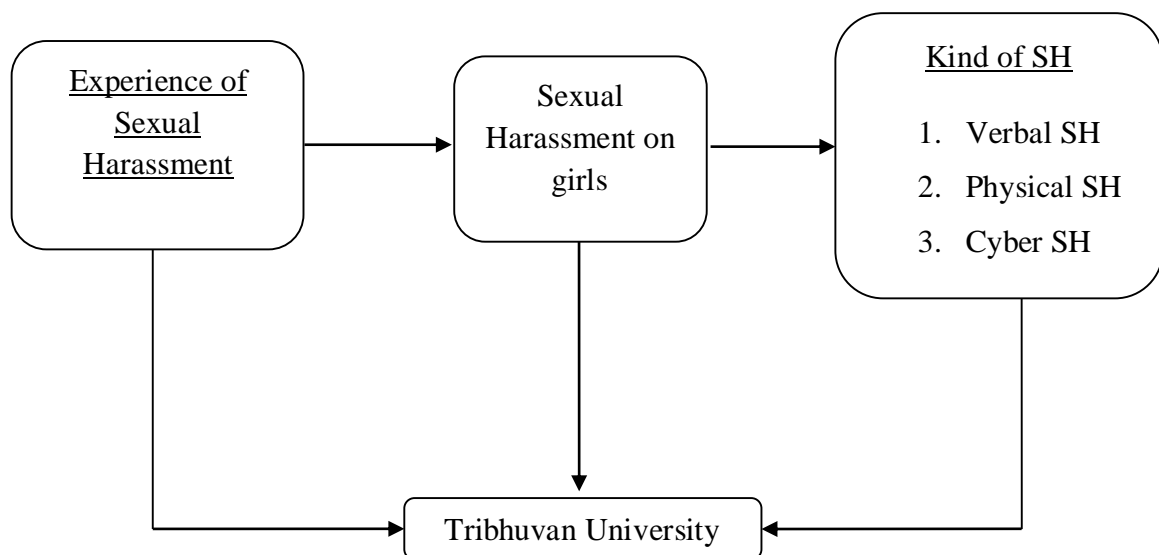


Fig 1: Conceptual framework: Experience of sexual harassment

On the research conceptual frame work should use as a way. Main purpose of this study is to explore the sexual experience of sexual harassment. Many girls face the many type of sexual harassment such as, Verbal SH, Physical SH and cyber SH.

On this study, I try to find out the class room relation of sexual harassment experience and kind of sexual harassment. Relation refers to the process and what kind of sexual harassment has they experienced.

### **Implication of the Review for Study**

After reviewing all above research works either theoretical or empirical, which are related to my study area in some extent, I got information about the various procedures needed to conduct research study. So, all these studied helpful to carry out my research study. They will stand as the backbone and reliable too. The entire sources have helped me bring the clarity and focus on research problem, selecting the methodology and estimating the findings.

## **Chapter 3. Research Methodology**

### **Research Design**

In this study, I used qualitative research under narrative inquiry research design. Narrative inquiry is, first and foremost, a way of understanding experience. It is also a research methodology. It is, then, both a view of the phenomena of people's experiences and a methodology for narrative inquiring into. I chose this research framework as my study should highlight the experiences of sexual harassment of female students studying at Tribhuvan University. According to Kumar (2011), main objective of qualitative research is to describe variation in a phenomenon situation, issue, etc. Similarly, Sapkota (2015) views the goal of qualitative research is to develop and understanding of social or human problem from multiple prospective. The result was obtained from the analysis of collected information. The information for the analysis was based on the human or social circumstances and their variation in order to describe as qualitative way.

Narrative inquiry research is a kind of framework and practice within social science research that is invested in philosophical ways of understanding. It is based on assumption that social reality is not singular (Sapkota, 2015). In narrative inquiry research design, information is collected by using variety of techniques in natural process such as interviews, observations, documentations. Among them, I used interview and observation as tools for information collection. Since the interpretative research design has its roots in anthropology, sociology, psychology, linguistics, it is fruitful to use this research design in this study. In addition to the previous reason, the social state of affairs and its variation may not be expressed in number. Therefore, the interpretative way of research gives the actual findings and their explanation.

### **Study Area**

Study area of my study was all the female students of the central department of education. All students of the fourth semester of the academic session 2074 were my field of study.

### **Population and Sample**

Out of the girl students studying in the Faculty of Education, Tribhuvan University, I collected the information from the selected girl until the saturation of

information. I included four girl students purposively on the basis of various characteristics. While selecting the study sample, two students selected on the basis of geographical area, one from remote area and one from accessible area, one more student was selected on the basis of activism in Tribhuvan University program and the last one was selected from sexual harassment incident at Tribhuvan University.

I used in depth interview schedule. In depth interview schedule is informal and unstructured method of information collection. I placed the participants in a natural environment for this study. After selecting the study topic and the person suitable for the study, I collected life stories related to sexual harassment from the participants. In collaboration with the participants, I had certified the post-closing.

### **Tools of Information Collection**

I used in depth interview schedule. In depth interview schedule is informal and unstructured method of information collection. I held it in natural setting for this study. The questions to be asked for the in-depth interview highlight the sexual harassment experienced by the participant, for which the questions for the interview related to the topic, to the depth of the participant's experience, interests, inclinations and thoughts. Questions were focused on specific objectives and themes.

### **Reliability and Validity of Research Tool**

This research work was carried out by assimilating the aspects such as information collection, analysis and deliberation in research and generalization of the results obtained, basis of trust of evidence, basis on which to rely on study and assessment of quality of qualitative research. Using research method that ensures that the information recording is accurate and the interpretation of the information is empirical, logical and replicable is important to increasing reliability and validity in quantitative studies (Thyer, 2010).

### **Methods of Information Collection**

Initially, the Central Department of Student Education of Tribhuvan University was selected. I followed my sampling process to select my respondents. Then, I told them the purpose of the visit. I then participated in a short interview and asked for help. I selected students using a non-random sampling process.



I started the interview with general introductory questions, establishing a relationship with the research participant, and gradually move on to the topic. I asked the second questions based on the answers given by the participants in the first question. I tried to keep the participants out of the subject and ask questions that go deeper into the subject. Finally, I would like to thank the participants for clarifying the need for confidentiality and leave.

### **Methods of Information Analysis**

I edited the information by checking the information obtained from the participants in the research. I removed vague and ambiguous answers in information editing. After possessing the data, I coded and recorded, entered the pure information and presented it briefly.

### **Ethical Considerations**

I placed great importance on the rights, dignity, liberty, privacy and social, cultural, linguistic and gender sensitivities of the participants in the sample selection for research. In addition, I provide the participants with complete information about the study. This ensured a valuable and ethical basis for research.

## **Chapter 4. Results and Discussions**

This chapter deals with the analysis and interpretation of information collected from the field during information collection. Based on the first objective of the study, the types of sexual harassment experienced by the students studying at Tribhuvan University, by what kind of people, to what extent and under what conditions are discussed.

### **Experience of Sexual Harassment**

Here is a story about a fourth-semester girl from an urban area who has experienced sexual harassment at Tribhuvan University. While studying at Tribhuvan University, I started making new friends, making friends of different temperaments. After a while, I realized that my friends and teachers were backbiting and questioning my personality by having unnecessary relationships with my boyfriends. It was from this activity that I was sexually abused while studying at Tribhuvan University.

"Poor evaluation of good relationships with my peers, I felt sexually harassed at university by comments from friends and profession that questioned my personality with negatively way" (the University girl student from an urban area).

One of the other hands, another girl which belong rural area says that, the sexual harassment at Tribhuvan University started because of the relationships formed in the university rather than during the study in the classroom. Because of such activities of my boyfriends, I was afraid to talk a lot with friends. So I gradually stopped talking to my boyfriends.

"I have experienced sexual harassment through social media. I've encountered problem with frequent unnecessary written messages, trying to get the attention of boyfriends on specific topics rather than the required ones. This type of problem made me feels sexually harassed" (the University girl student from a rural area).

Similarly, another girl who is active as a student leader expresses her sexual harassment in this way in the university. I did not experience any form of sexual harassment during my university studies. I may not have had this kind of experience, but I have watched and resolved the sexual harassment experiences of my girlfriends.

"Fortunately, I did not experience any form of sexual harassment during my university studies"(the University girl student as a student leader).

Finally, a sexually harassed student at Tribhuvan University said that, I was sexually harassed in Tribhuvan University; such efforts were largely made through social media. I was forced to face such problems from a professor who taught me more than my peers. I still remember those moments. Showing various temptations is an attempt to make sexual harassment.

"I was sexually abused at Tribhuvan University and that the medium was social media. Because of my relationship with the university, I was sexually harassed on social media based on that relationship. Unfortunately, it was my own professor who persecuted me"(the University sexually harassed girl student).

After listening to the experiences of four different types of informants, every girl student in the university has been sexually harassed. However, the rate of sexual harassment is lower among girl students who can express their views and decisions clearly. Overall, the students felt insecure from their own classmates and professors.

The girl, who belongs in a rural area studying at Tribhuvan University, said that, her boyfriend used to send ambiguous messages through social media using ambiguous words. I have had the experience of coming back to such messages until I get an unusual response and after a few weeks start a normal conversation from the boy's side again and focus on the irrelevant thing. He argues that, girls are not just once or twice attempts are often made to sexually abuse.

Similarly to this, urban area belong girl say that, I have become more sexually harassed through social media by my own friends who have been having normal conversations and seeing each other. Tendency to use words, try to touch sensitive organs, try to move hair and try to be intimate with your close friends while studying at university. Such boyfriends were more of their own classmates. Don't do such unusual things to me. She shared her experience of doing such things. I will show your deeds to the professors in front of everyone to stop such actions but after some time, such actions have been repeated by the same person. A closer look at the sexual

harassment experience of the two girls presented above reveals that the frequency of sexual harassment of girls at university is uncertain and recurring. As a result, female students at the university felt that I was insecure at all times.

"As long as you don't use abusive language and you can't create fear in a boy who is sexually abusive, sexual harassment will continue to happen to you" (the University girl student from a urban area).

Similarly, the sexually harassed student at Tribhuvan University's girl says that, she gets a lot of irrelevant proposals from her own professor, such as increasing the marks of internal exams, and he say, you are a student who, very close to me and I really likes you. This kind of activity of the professor makes him feel sexual oppressed. I was sexually harassed by my own professor rather than by my boyfriends while studying at university.

"I get a lot of irrelevant proposals from my own professor, such as increasing the marks of internal exams" (the University sexually harassed girl student).

Finally, a girl student living in an urban area says, she was sexually harassed by male university staff. She says that she has the experience of asking for a phone number, offering to meet outside the university, providing constant messages on social media, and talking ambiguously during meetings.

Based on the experience of the above information donors, it can be said, At Tribhuvan University, there are potential people who have met, talked to, and since then their own boyfriends, professors and male staff have been sexually motivated. What can be clearly said is that in the university men are the ones who are most likely to sexually assault girls.

### **Forms of Sexual Harassment**

Based on the two numbers of objectives of the study, the findings of the study are divided into three headings, which are related to the forms of sexual harassment. The first title covers the experiences of verbal harassment by female students while studying at Tribhuvan University. The second title covers the experiences of female students regarding physical harassment under sexual harassment. The final title

discusses cyber harassment under the sexual harassment of female students while studying at Tribhuvan University.

Experiences of sexual harassment experienced by female students while studying at Tribhuvan University are included here. In which they were found to have experienced various forms of sexual harassment. The experiences of sexual harassment of female students are presented keeping in view the purpose and limitations of the study.

**Verbal sexual harassment.** One of the girl, who representing urban areas shared her experiences of verbal sexual harassment at her university; I have experienced the most verbal sexual harassment at Tribhuvan University. It starts out normal but can be scary.

"I made friends while studying for postgraduate studies at Tribhuvan University and at other levels. Maybe because I live in the city, it seemed normal to talk, laugh, and play with friends but here I found that such activities were taken badly by other friends and teachers. I used to be scared to talk openly like I am from section A and I used to feel scared to talk to section B boys because without knowing the inner think of me. I would have had to deal with problems like backbiting of the bad things that they would decide about me." (the University girl student from an urban area).

Based on his experience, it is clear that during the course of the study, the students have to be compressed when sharing their experiences with others or with boyfriends. This is because boyfriends make negative decisions about girlfriends, misinterpret them, question their character, and make it difficult for students to express their thoughts.

"I have experienced more verbal sexual harassment from my classmates than from my classmates at the university"(the University girl student from an urban area).

It is clear that sexual harassment verbal abuse is more likely to be verbalized by friends, who have seen or known him but not by close friends. In other words, sexual abuse by a close friend is also categorized on the basis of intimacy.

On the other hand, another girl who representing rural areas shared her experiences of verbal sexual abuse at her university, sometimes I feel annoyed by the sudden use of unusual words by boyfriends while talking to my friends in general. While studying at university, I noticed that boyfriends talk and act inappropriately without realizing the identity and depth of girlfriends.

"I feel sexually harassed when my friends used to add unnecessary relationships during conversations. The names of such relationships were *sali, mayalu, maiya, priya, kali, dalli, soltini* etc" (the University girl student from a rural area).

Her experience suggests that questions have been raised about patriarchal society. Even when addressing girlfriends using the names of unnecessary relationships, girlfriends feel that they have been sexually harassed. From this it can be said that trying to be closer to girlfriends than necessity is also a form of sexual harassment.

"During my university studies, I didn't experience verbal sexual harassment." (the University girl student as a student leader).

One thing that is clear from her experience is that if you have a problem, girls who are able to express themselves spontaneously do not have to deal with problems related to verbal sexual harassment. The main reason for this is that if a boy engages in sexual harassment, the girl may be able to express herself immediately for fear that such immoral acts will not take place.

An informant representing her as a sexually harassed student shared her experience of verbal sexual harassment at university, I have experienced that the problem of sexual harassment is increasing as I move forward without hearing such negative words.

"During my studies at the university, I encountered verbal sexual harassment problems from teachers rather than peers. In common parlance, ambiguous words were used by teachers. Like, how much fit your body, you make me feel so nervous etc. And the other thing was that when the teacher called me

directly from the lower level, I felt very bad and I felt harassed"(the University sexually harassed girl student).

The first form of sexual harassment is verbal sexual harassment which, if accepted, could lead to other forms of sexual harassment. I found that verbal sexual harassment uses words that have two meanings rather than words directly related to sex. Based on the information she provided, it could be said that not only boyfriends but also teachers at the university were sexually harassed. The first form of sexual harassment is verbal sexual harassment while the other forms of sexual harassment are the consequences of verbal sexual harassment. Sexual abusers use words that have two meanings rather than directly offensive words during verbal sexual harassment.

**Physical sexual harassment.** Experience from one of the informants who come from urban area said,

"I did not have any physical sexual harassment at the university maybe; I immediately react to the problem. However, it sometimes seemed as if the boy's friends were trying to sexually abuse me by holding his hand on my shoulder, holding my hand, and slapping me on the back while sitting on the bench. But because of being on the higher level such actions seemed normal to me"(the University girl student from an urban area).

Experience from an informant living in an urban area suggests that girls, who respond clearly, effectively and promptly are less likely to be sexually abused. What is clear from her is that there are different perspectives on sexual harassment. The same kind of obscene acts may be harassing for some people but not for others. We can conclude that the feeling of sexual harassment varies from person to person, according to the person's attitudes, thoughts and personality.

According to the girl student, who represents the rural area her experience, during the classroom, when I saw my boyfriend's sitting around with their girlfriends in a bad way, while the friends are talking, they put their hands on the girl friend while talking. The reason I don't have physical sexual harassment may be because my focus is on only reading and not on other activities.

"I don't have any experience in university from which I should feel physically sexually harassed but when I saw the activities of other classmates in my class. I felt that there was physical sexual harassment. I think girls have as much to do with physical sexual harassment at university as boys do. I think when a girlfriend gets closer to a boyfriend, spends a lot of time with him, then only physical sexual harassment happens to the girl in the university" (the University girl student from a urban area).

The involvement of boyfriends in physical sexual harassment depends on the activities of girlfriends. If your attention is limited to studies and you should not engage in many other immoral activities, chances of sexual harassment at university are very low. Physical sexual harassment is high, low, and non-existent depending on your boyfriend's relationship. Sexual harassment is not limited to the two aspects (to be and to be) of sexual harassment. The other side of it is the side watching such activities. According to the experience of the third aspects, there is also a situation of sexual harassment of the third party.

One of the girls, who represent her as a student leader says, she has not been physical sexually harassed at the university.

"To date, I have not experienced any form of physical sexual harassment at university. I have heard of various problems related to physical abuse of my girlfriends and have taken initiatives to address them. When a girl friend of mine is weak, helpless, unable to express her sexual problem, she tries to suppress problems. She is slowly falling into physical sexual harassment. Physical sexual harassment is more likely to come from a close friend than from experience. I've heard at university. Physical sexual harassment at the university includes hugging, holding hands and trying to talk, keeping an eye on women's private parts, and so on. She also says physical sexual harassment at the university comes from her own close friends" (the University girl as a student leader).

What is clear from this line is that verbal sexual harassment and cyber sexual harassment are also necessary for any physical sexual harassment to take place. With the expansion of the relationship, a pattern of physical sexual harassment is



established. Relationships are established as friendships. To prevent physical sexual harassment, you need to be strong and able to respond spontaneously.

A girl, who representing her as a sex harassed student shared her experience of physical sexual harassment at university say,

"During my studies at Tribhuvan University, I experienced sexual harassment, both physically and mentally, not from friends but from teachers. I was completely safe from friends but I felt insecure from my teachers. As loved, as protected, as encouraged, I was sexually harassed. For example: trying to get close to boyfriends and teachers under the pretext of teaching, commenting in secret and trying to touch etc. Being a married woman, I was used to trying to take advantage of my marital relationship. Like you old girl, married, trying to touch my body saying small things should not be made big. Even when I reacted to it, the teacher would try to get ahead of me. I would walk away from him with some problems and this would happen again and again" (the University Sexually harassed girl student).

It is clear from her story that any person holding a powerful position can abuse that position and to cause sexual harassment. While she is fully capable and fearless, her experience shows that even if a teacher or student tries to sexually harass, they will not succeed in sexual harassment.

**Cyber sexual harassment.** According to a girl student representing the urban area, she had experiences with cyber sexual harassment while studying at university. I had to face such problems on social media rather than face to face contact. I felt like they were trying to be unnaturally close by proposing to be friends on Face book, to exchange phone numbers. This kind of activity seemed unnatural to me. Such activities made me feel sexually harassed at university. I didn't feel like I was being sexually harassed by anyone directly. But indirectly, while talking to my friends through social media, I noticed that they were trying to sexually abuse me. Due to this tendency, I would not accept friend requests sent by my university friends and I would not talk to my boy's friends openly.

"During my university studies, I did not face the problem of cyber sexual harassment from professors, perhaps because of fear of privacy. But under the

pretext of helping the university staff, I felt like cyber sexual harassment, as if their offer was to give a phone number, meet, and have lunch and so on. In my opinion, sexual harassment activities at university are initiated with the help of social media rather than directly or indirectly during normal meetings and gradually it turns into an incident"(the University girl student from an urban area).

Based on her experience, sexual harassment in the university as a whole starts with the help of social media rather than directly. Cyber sexual harassment is not only from your boyfriends but also from university staff. Cyber sexual harassment involves repeatedly asking for a phone number, sending messages to talk on social media even when you feel don't like talking, repeatedly sending offers to meet on social media, using nicknames while talking on social media, etc.

A rural informant says, While studying at university, I have experienced cyber sexual harassment by my own male classmates.

"Maybe because I am from a rural area I don't use social media very much but still I have felt sexual harassment through social media. In my experience, the main excuse for boyfriends sexually harassing girlfriends is marriage. I like you, I get married and I love you so much and so on. Based on her experience, I've had problems with repetitive text messages, boyfriends trying to get attention to specific negative topics rather than essential ones. I used to feel that the boy friend's I had never met and talked to more than the close friends I met and talked to were trying to sexually harass me while talking on social media. I was mentally affected by the tendency to try to call people on social media against my will. Even without the use of vulgar words, the twisted mercury would point to their negative actions. Because they are my university friends, I could not be directly resisted. In such cases, the use of sexually explicit words is increasing. This kind of activity made me feel very unhappy"(the University girl student from a rural area).

It is clear that girl friends are being sexually harassed by boyfriends through social media in the name of friendship. The negative effect of which is seen in the

girlfriends mentally rather than physically. Let's get married, I like it, talk for a while, meet, using nicknames and trying to provoke sex using emotional words.

"I am a student leader or because I react strongly to the problems I face, I have not been subjected to any kind of cyber sexual harassment at university. If someone tried to use a double meaning word on social media, I would react immediately and the boyfriends would back off, which would protect me from sexual harassment. As a student leader I have heard of various issues related to cyber sexual harassment of my girlfriends. After becoming friends due to university relations, Girls are getting cyber sexual harassment saying by boy I like you, I love you so on" (the University girl as a student leader rural).

It is clear from her experience that if you are fully empowered, able to react to your problem, boys will not try to sexually harass you. Problems related to sexual harassment need to be addressed, not run away.

One of the girls, who represent her as a sex harassed student shared her experience of cyber sexual harassment at university. When I started asking her about sexual harassment, her first answer was that,

"I had been sexually harassed at university and that it started on social media. From a professor I met directly at the university and had a general conversation, I felt that I had to be harassed. The result is still in my mind. I did not have any sexual harassment from my classmates but I was very sad because I had such problems from my teachers. Due to the general university relationship, messages from the professor received on social media, which were repeated over and over again until I answered them. Even without my request, such an offer would come the sum of the exams was increased. I received messages like Meet me, I like you and you're beautiful t but he repeating the same thing over and over again. I had to bring my social media messages as even the normal response could not control such actions. When I remember this moment, my body still trembles with fear. As I was a little more mature than my classmates, I was able to

move forward with restraint even in such a situation, as a result of which I am free and loyal today. Professors are more likely to be sexually harassed by professors than classmates at the university, but I think it is possible to avoid such actions if you can express yourself fearlessly without any self-interest" (the University sexually harassed girl student).

Her experience makes it clear that every female student at the university is immune to sexual harassment. Here every girl is tried to be sexually harassed but whether such efforts are successful and unsuccessful on depend of personality of the girl friend. Attempts are made to sexually harass through social media on the basis of direct conversation. As a result, it can have a negative effect on a girl's mental state for a long time to come. Girlfriends need to be fully alert and strong to stay away from such activities.

After hearing about the sexual harassment experiences of all the informants, it is seen that sexual harassment is being carried out on female students in Tribhuvan University. The girl students are being mentally harassed to such an extent that they are now having the mentality of what it is like to get married. At the same time, thoughts like not wanting to make boyfriends. If the female student is not able to stop any kind of sexual harassment at the beginning, then such activities are repeated. Potential sex harassers are their own boy students and their own professors. Sexual harassment of girls is used as an excuse to help, as a friendship, as an expression of sympathy, as a fulfillment of masculine thinking and as an excuse to love. Most of these abuses are committed through the use of social media.

### **Discussions**

Sexual harassment is pervasive, especially within the educational system, and the effects of sexual harassment have been extensively documented for decades. (McMaster et al. 2002). A similar situation is seen in my study, the findings of the study are summarized as follows; female students are not completely safe from any kind of sexual harassment in the Tribhuvan University. The highest number of cyber sexual harassment cases was found here, while the number of verbal sexual harassment was also found to be high but the level of physical sexual harassment was found to be below.

More than sexual harassment in the university or in the classroom, Studies have shown that sexual harassment in other places is due to university relation. The study found that not only university students but also their own professors were sexually abused. The rate of female students are sexually harassed depends on the personality of the female students. Attempts at sexual harassment seem to be unsuccessful in students, who can confidently express their problems and have a problem-solving nature. Students at the university need to be fully empowered to survive sexual harassment. The experiences of girl students studying at Tribhuvan University regarding sexual harassment are discussed on the basis of the types of sexual harassment.

### **Verbal Sexual Harassment**

Verbal sexual harassment involves non-physical contact and primarily refers to sexual comments, jokes, homophobic-name-calling, and gestures (American Association of University Women AAUW, (2001). My research found that among the forms of sexual harassment at the university, the most verbal sexual harassment was suffered by female students. Rai (2017) while studying the experience of sexual harassment of 300 students studying at secondary level in Dharan municipality seems to have found results consistent with my study. 91% respondents experienced sexual harassment. It was also found that 59%, 1.66%, 16%, 7.34% respondents had faced verbal, visual, physical, and other kind of sexual harassment respectively. In her study, most of the 59% female students experienced verbal sexual harassment.

The results of my research in Tribhuvan University, do not match the results Kimmel's research in New York, USA. According to Kimmel & Ferguson (1996) verbal sexual harassment directed toward both girls and boys. Notably, boys are also more likely to have been victimized by verbal sexual harassment than girls; In fact, boys experienced this form of harassment more than girls (53.4% boys and 49% girls). It can be clearly seen here that male students are more likely to be subjected to verbal sexual harassment than female students. Thus, the difference in the facts of the two researches may be due to geography, manners and masculine society.

Research on sexual harassment at the university has found that boyfriends use words that have double meanings to girlfriends, keep different relationships name, like to talk outside of the subject, have nicknames, I like you and you're too much

pretty and so on. If such verbal sexual harassment can be stopped or reacted in the first phase, the chances of sexual harassment is less but if such acts are done out of fear, other types of sexual harassment saw. The best way to avoid verbal abuse is to be self-empowered and able to express your problems confidently.

It is not surprising that boys would verbally sexually harass one another, especially when taking under consideration our cultural norms that are based on the hegemonic masculinity perspective. According to this perspective, boys are taught to be tough, aggressive, and dominant; thus, same sex harassment is meant to establish a social hierarchy by emasculating other boys.

### **Physical Sexual Harassment**

Arya (2019) says, physical sexual harassment refers to some form of inappropriate sexual contact such as brushing up against someone in a sexual way or touching someone in their private areas. Research at the university not found serious sexual harassment among female students. But it was found that the students' limbs were touched against their will. This type of physical sexual harassment may have been found to be more common among female students due to contact with higher level people. During the conversation, there were tendencies such as touching the body with the hands and trying to speak, trying to keep the hands of the students, and trying to sit in the classroom. This type of activity was also seen as normal by the students. The students found themselves confused about what constitutes physical sexual harassment.

Here is the story of a girl student. Girl was standing at her locker getting her books. Boy brushed his hand across her Shoulder and said, "You've been developing lately. We should go out sometime for breakfast." Girl was standing outside the school. She was leaning against the building waiting for a next class. Boy walked up to her. He put an arm on each side of her so she was trapped against the wall and asked her what her plans for the weekend were. It is very difficult to say whether the two types of female student's past experiences have resulted in physical sexual harassment. The situation of other students at the university looks similar.

Research conducted at Tribhuvan University has found that, Physical sexual harassment of female students by male students is as follows; touching and massaging

a girl on any body part without first asking permission, Played with a girl' hair, Grabbing a girl's clothes with the intention of ripping them off or revealing body parts, girl's behind, breasts, or genitals without permission, hugging a girl without permission and making bodily contact with another girl in a sexual way. This type of activity of boy student seems to provide physical as well as mental stress to girl student.

### **Cyber Sexual Harassment**

According to Raj (2019), cyber sexual harassment as a range of sexually aggressive or harassing images or texts delivered through the use of digital mediums. cyber sexual harassment is unique compared to in-person experiences of sexual harassment in that offenders can more easily target victims across geographic barriers, are able to reach multiple victims at once, can be more difficult to regulate, and can potentially retain their anonymity.

Research at the university found that cyber sexual harassment was a major form of sexual harassment of female students. Attempts were made to establish a relationship on social media based on a direct contact at the university. The study did not find any evidence of male students using obscene language to post obscene photos on social media. However, Emotionally using words, sending photos of you, saying I love you in a bad sense, I like your body texture, we were seen meeting etc. These types of messages were provided by male students to female students. But research from a high school in the United States has shown that our results are very different.

The most frequently used questions (unwanted requests to talk online about sex, unwanted requests for sexual information, and unwanted requests to do something sexual) may not adequately capture unwanted requests for or being pressured to send sexual messages or images, yet such scenarios have been reported in high proportions (Carbonell, & Pereda, et.al., 2016). Comparing these two studies, cyber sexual harassment of girls at secondary level and cyber sexual harassment of girls at postgraduate level are of different nature. The main reason for this is the maturity that comes with age. In a nutshell, we can say that with the maturity of boys, the way of sexual harassment is also changing.

The experience and impact on Tribhuvan University girls student, cyber sexual harassment are unique to the individual and can be felt both in the short-term but also can have long-term impacts on mental health and well-being. Long term impacts can be amplified because of re-victimization if content is re-shared online, or because the initial trauma of the incident resurfaces much later. It is important to recognize that there is no single way that a young person may experience online sexual harassment and that it might also affect others, who witness it.



## **Chapter 5. Conclusions and Implications**

### **Conclusions**

At Tribhuvan University, sexual harassment of female students is perpetrated by male students and teachers. Even today, girl students are still suffering from various forms of sexual harassment. Such as sexual harassment, this seems to have affected their physical and mental and overall personality development. Looking at the nature of the crime, the problem of sexual harassment seems to remain in the university in the days to come.

University female students are generally faced to sexual harassment in the form of verbal, physical and cyber forms. Verbal sexual harassment involves boy students and using words that have ambiguous meanings, talking about unnecessary relationships, making unnecessary comments about body parts, and trying to communicate outside the subject. In addition, verbal sexual harassment of female students by teachers was found to be less than that of male students. In which the teacher was found to be doing ambiguous things to the students, talking about physical organs outside the subject matter while teaching in the classroom.

In addition, under physical sexual harassment, boy students try to cling to the classroom, try to move their hair, do not touch unnecessarily while walking, try to put their hands on their shoulders, try to hold hands seems to be tolerating such evil activities. Cyber sexual harassment involves sending unwanted messages, sending ambiguous messages, proposing to send a photo, trying to communicate outside of the subject, saying I love you repeatedly, and making unnecessary comments about the body. It was found that the teacher had offered to increase the results if the students were told to do so. Due to university affiliation, such acts were found to have resulted in sexual harassment of students even outside the university premises.

If the female students are not able to express their problems clearly, if there is any temptation, then the first practice of sexual harassment is taken as normal, then the acts of sexual harassment can be repeated or intensified. The rate of sexual harassment was found to be very low in female students who could express their views clearly on their problems and were fully empowered girl students.

## **Implications**

This study shows that effects of sexual harassment on university female students had a negative effect on their physical, mental and emotional well-being. Thus, the following recommendations are suggested in this study on the basis of above finding and conclusion. The following recommendations are suggested and expected to be helpful for health teachers, students, educator, researcher, policy maker and related person.

### **Implications to the University Management.**

The recommendations for university management are mentioned as follow:

1. Academic institutions should consider sexual harassment equally important as research misconduct in terms of its effect on the integrity of research.
2. Academic institutions should be accountable for the climate within their organization.
3. Educational institutions must make transparent, honest, and non-discriminatory decisions when schools handle reports of sexual harassment.
4. Provide clear guidelines and support to staff about how they should handle sexual harassment when it is reported to them.
5. Provide high-quality, in-depth training on sexual harassment for all students and staff, including administrators, educators, custodians and counselors.

### **Implications to the Student Unions.**

1. Listen to student problems carefully and respectfully. Practice listening non-judgmentally and always avoid victim-blaming. You can build trust with youth by being someone who listens with an open mind and an open heart.
2. Create systems that allow youth to report incidents anonymously.
3. Hold accountable those doing the harassing behaviors. Never ignore the situation, treat it as a joke or encourage the person who is doing the hurtful behaviors.
4. Appoint a leader as the contact person students and staff can go to with questions and concerns as they arise.

### **Implications to the Curriculum.**

1. Materials related to sexual themes designed for the use of adult students, to give them a deeper understanding issues related to sexual abuse prevention education, as well as strategies. The curriculum needs to be developed as a collaborative approach to prevention.
2. Research suggests providing comprehensive sexual health education, therefore focusing on comprehensive sexual health curricula for effective sexual abuse prevention strategies.
3. Students want to take a sexual abuse prevention course, so review the curriculum from time to time, updating the curriculum to cover new sexual events as well as themes and effects.

### **Implications for Policy.**

The recommendations for policy are mentioned as follow:

1. Government should be addressing the most common form of sexual harassment, gender harassment.
2. The government should accept the condition of going beyond the law to addressing the culture and climate associated with sexual harassment.
3. The policy and disciplinary action to be taken by the government should be commensurate with the severity and frequency of sexual harassment.
4. The government should bring in policies that are as transparent as possible about how stakeholders are handling reports and sexual abuse.

### **Implications for Further Studies.**

The recommendations for further study are mentioned as follow:

1. Studies on sexual harassment of girls can be conducted on a large population of girls at Tribhuvan University.
2. To conduct a comparative study of the results obtained by conducting research on sexual harassment of girls in different schools and universities of different districts and in other parts of the region.
3. Female students studying at Tribhuvan University can study the physical and mental difficulties caused by sexual harassment and the impact of its academic achievements.

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**Appendix**  
**In-depth interview schedule**

**Experiences of Girl Students toward Sexual Harassment in Classroom: A  
Narrative Inquiry Study**

The in-depth interview schedule is constructed for the research proposal submitted to Health and Population Education Department in the Partial requirements for Master in Health Education. Participants are requested to answer these questions in a comfortable and honest way. The research will maintain the personal privacy of the participants. To maintain the privacy, their name is kept hidden. No questions that may be insulting to humanity, ethics or personally is used. Participants will not be forced to respond if it is not appropriate to answer a question. The questions are related to the experiences and forms of sexual harassment of female students studying at Tribhuvan University.

A. Introductory section : Introduction of Participant

B. Main section : Questions related to the study

1. Did you face any problem related to sexual abuse while studying at Tribhuvan University?
2. How often are you teased sexually by your male friend? How did they tease you? Did your male teacher also do it?
3. What kind of situation do you feel sexually harassed in?
4. What was the behavior of the people who sexually harassed you and what kind of activities were done to you?
5. What kind of sexual harassment was you forced to experience?
6. Say about the incidence of verbal sexual abuse you faced. How and where did it happen?
7. Please say about the incidence of physical sexual abuse you faced. How and where did it happen?
8. Say about the incidence of cyber sexual abuse you faced. How and where did it happen?
9. What can be done to reduce the problem of sexual abuse?