

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Gender-Based Violence (GBV) is an umbrella term used to describe any harmful act that is perpetrated against a person's will and is based on socially ascribed (gender) differences between males and females. It is a gross violation of human rights and a significant public health issue and used to distinguish common violence from violence that targets individuals or groups of individuals on the basis of their gender (Antena Foundation of Nepal, 2017). It is a violence that is directed at an individual based on his or her biological sex, gender identity, or perceived adherence to socially defined norms of masculinity and femininity. It includes physical, sexual, and psychological abuse; threats; coercion; arbitrary deprivation of liberty; and economic deprivation, whether occurring in public or private life (USAID, 2012).

GBV is the general term used to capture violence that occurs as a result of the normative role expectation associated with each gender, along with the unequal power relationship between two gender, within the context of a specific society. It can be applied for both men and women. Men are also affected by violence because of their gender. Men may also experience GBV from their partners and other family member (Shrestha, 2012).

Gender-based violence is violence against women based on women's subordinate status in society. It includes any act or threat by men or male dominated institutions that inflict physical, sexual, or psychological harm on a woman or girl because of their gender. In most cultures, traditional beliefs, norms and social institutions legitimize and therefore perpetuate violence against women. It includes physical, sexual and psychological violence such as domestic violence; sexual abuse, including rape and sexual abuse of children by family members; forced pregnancy; sexual slavery; traditional practices harmful to women, such as honor killings, burning or

acid throwing, female genital mutilation, dowry-related violence; violence in armed conflict, such as murder and rape; and emotional abuse, such as coercion and abusive language. Trafficking of women and girls for prostitution, forced marriage, sexual harassment and intimidation at work are additional examples of violence against women (Bloom, 2008; Shrestha, 2012; UN Women, 2013).

It is a global pandemic that is inflicted upon men, women and children. Women and girls are the most at risk and most affected by gender based violence. However, boys and men can also experience gender based violence, as can sexual and gender minorities. Regardless of the target, GBV is rooted in structural inequalities between men and women and is characterized by the use and abuse of physical, emotional, or financial power and control (USAID, 2012).

GBV is most common within culture where gender roles are strictly defined and enforced; where masculinity is closely associated with toughness, male honor, or dominance, where punishment of women and children is accepted. Traditional gender norms that support male superiority and entitlement: rates of GBV are highest in setting where social norms support gender inequalities, where communities fail to punish men who use physical, emotional and sexual violence against women, and where violence against women is considered normal or justified. Even when a society does not openly support male violence against women, social norms may isolate women to seeking help (Shrestha, 2012).

Violence against women particularly intimate partner violence and sexual violence is a major public health problem and a violation of women's human rights. Global estimates published by WHO indicate that about 1 in 3 (35%) of women worldwide have experienced either physical and/or sexual intimate partner violence or non-partner sexual violence in their lifetime. Most of this violence is intimate partner violence. Worldwide, almost one third (30%) of women who have been in a relationship report that they have experienced some form of physical and/or sexual violence by their intimate partner in their lifetime. Globally, as many as 38% of murders of women are committed by a male intimate partner (WHO, 2017).

Gender-based violence has always been a vexing issue for Nepalese society. It occurs in all communities irrespective of class, caste/ethnicity, religion, social status, educational background, or geographical position. With modernization and mass communication, women's mobility and assertiveness have increased. Increasing erosion of the land-based economy has increased their need to work outside the family. But in a society dominated by patriarchal value systems, this has given rise to new kinds of clashes within the family. Old forms of violence in the domestic and public spheres intensifying. Along with this, women face situations of violence in streets, workplace, police custody, and as victims of war and conflict (Acharya, 2007).

According to Nepal Demographic and Health Survey (2016) showed that twenty-two percent of women in Nepal age 15-49 have experienced physical violence since age 15, and seven percent have ever experienced sexual violence and three percent have experienced sexual violence in the 12 months. Six percent of women who have ever been pregnant have experienced violence during pregnancy. Twenty-six percent of ever-married women have ever experienced spousal physical, sexual, or emotional violence. The most common type of spousal violence is physical violence (23%), followed by emotional violence (12%). Most ever-married women who have experienced physical violence since age 15 report current husbands as perpetrators (84%) and (11%) report former husbands. Seven percent report mothers-in-law and 5% report other in-laws as perpetrators (Ministry of Health; New ERA; & ICF, 2017).

The study conducted in Prasuti Griha, Thapathali showed that among 930 women 317(33%) suffered from Gender based violence, women faced sexual violence and the remainder faced all types of violence. Violence was reported during the pregnancy (41%).Husbands were perpetrator of the violence for almost one third of the women (34%), followed by mother in law (18%). Joint violence by family members was quiet common (28%). In the joint family of Nepal, the verbal abuse is excuse for imposing discipline in the family. In this study gender based violence is perceived as a private matter by women. Marital rape is common contributing to almost half of sexual violence. Family members, particularly in laws, victimize women jointly (Chaudary, Chaudary, & Shrestha, 2010).

Gender-based violence experienced by women and girls includes but is not limited to: battering and other forms of intimate partner violence including marital rape; sexual violence; dowry-related violence; female infanticide; sexual abuse of female children in the household; honor crimes; early marriage; forced marriage; female genital cutting and other traditional practices harmful to women; sexual harassment in the workplace and educational institutions; commercial sexual exploitation; trafficking of girls and women; and violence perpetrated against domestic workers. It cuts across public and private spheres, including: home, school and work, and takes place during peacetime and conflict. It is both a human rights and a development issue, with negative consequences for both women and men (USAID, 2009).

Gender-based violence is not only committed physically, psychologically, and emotionally, it is also committed in the name of culture and tradition. Such manifestations include polygamy, polyandry, deuki/badi, bonded labour, jari, widowhood, child marriage, witch hunting, dowry-related violence, etc. Cultural violence such as seclusion and banishment to cow sheds, forcing women and their newborns to live in inhuman conditions and risk their lives (Chaupadi), is widely practiced in the Mid- West and Far Western regions, especially among the high castes. In Maithali communities, a woman must burn her knees in the first year of marriage to secure her husband's wellbeing. Recently cases of witch hunting have been reported from different parts of the country (Acharya, 2007).

The study conducted by Michele, Ybarra, Kimberly, and Mitchell (2013) revealed that nearly 1 in 10 youths (9%) reported some type of sexual violence perpetration in their lifetime; 4% (10 females and 39 males) reported attempted or completed rape. Sixteen years old was the mode age of first sexual perpetration (40%). Almost all perpetrators (98%) who reported age at first perpetration to be 15 years or younger were male, with similar but attenuated results among those who began at ages 16 or 17 years (90%). It is not until ages 18 or 19 years that males (52%) and females (48%) are relatively equally represented as perpetrators. Perhaps related to age at first perpetration, females were more likely to perpetrate against older victims, and males were more likely to perpetrate against younger victims. Youths who started perpetrating earlier were more likely than older youths to get in trouble with caregivers; youths starting older were more likely to indicate that no one found out

about the perpetration. Similarly, another study done in Malawi among school going girls in 40 schools showed that teachers were key perpetrators of sexual violence. Thirty-two out of the 40 participating 10 schools knew a male teacher who had suggested or coerced a female student to sex. Twenty-six schools out of the 40, had reported a male teacher for impregnating a girl (Columbia et al., 2007).

## **1.2 Statement of the Problem**

Gender-based violence is a global phenomenon that knows no geographical, cultural, social, economic, ethnic, or other boundaries. It occurs across all societies' and represents a brutal violation of human rights, the worst manifestation of gender-based discrimination and major obstacle to the achievement of gender equality (UNESCO, 2014). GBV violates human rights and presents a significant public health challenge with civic, social, political, and economic consequences for individuals, communities and whole societies. Different forms of GBV cause physical and mental harm, limit access to education, incur medical and legal costs; reduce productivity, and lower income. Gender-based violence undermines the safety, dignity, health, and human rights of the millions of individuals who experience it, and the public health, economic well-being, and security of nations (USAID, 2012).

Perpetrators of domestic violence are generally the male partner or spouse, in-laws, or other family members. Outside the family, male bosses, male colleagues and male security forces and rebels are usually the perpetrators (RUWDUC, 2005). Another report (SAMANTA, 2005) shows that even pregnant woman is not spared severe physical violence. Beating, slapping, kicking, hair pulling, verbal abuse, use of stick or knife causing bodily injury, burns including acid burns, etc. are common forms of physical violence against women.

GBV is a global pandemic that is inflicted upon men, women and children. However, women and girls are the most at risk and most affected by gender-based violence. An estimated one in three women worldwide has been beaten, coerced into sex, or otherwise abused in her lifetime (USAID, 2012). Worldwide, an estimated one in three women will experience physical or sexual abuse in her lifetime. The prevalence of women abuse has been found to be 21% in India {United Nation Population Fund

(UNFPA)} (2013) and 8-26% of women and girls report having been sexually abused as children or adults (Holden, 2003). Further evidence of the extent of violence against women comes from a multi-country study which collected data from over 24,000 women across 15 sites in 10 countries. Between 15 and 71% of women reported ever having experienced sexual or physical violence perpetrated by an intimate partner in their lifetime, while violence from a non-partner ranged from 5-65% (WHO, 2005). Overall, 35% of women worldwide have experienced either physical and/or sexual violence by an intimate partner or non-partner sexual violence, although most is by an intimate partner (World Health Organization, London School of Hygiene and Tropical Medicine, & South African Medical Research Council, 2013). According to a survey by Himalayan Rights Monitor (Him Rights)/Partnership for Protection of Children in Armed Conflict (PPCC) (2012), in seven Terai Districts of Nepal in Kanchanpur, Kailali, Bardiya, Banke, Dang, Parsa and Bara, among the girls aged 13-18 years, 66% girls were unaware about the sexual violence while 34% have heard about it. Girls who have faced sexual violence accounts for 9.8%. The other forms of violence faced are verbal abuse (36.3%), physical violence (26.9%) and emotional violence (3%). While 10.7 percent of the school-going girls experienced sexual violence, the rate for out of school girls is 6.3 percent.

The form of violence against men and boys includes physical violence, psychological violence, sexual violence, intimate partner violence and domestic violence (Mattern, Laflamme, Potter, & Moynihan, 2007). Gender Based Violence is a widespread problem in Nepal, contributing to negative impact on the GBV survivor's health, sense of equality and personal peace and development. Despite these legal provisions and efforts to reduce and eliminate violence against children, adolescent's violence and abuse are still widespread at home, in schools, and in the community at large in Nepal. Many studies revealing gender based violence focusing only in girls/women even though the violence occurs in men and adolescent boys also.

In this context, this research attempts to carry out an analysis on knowledge and experience on gender based violence among secondary level students.

More specially, it seeks the answers to the following research questions:

- ) What is the exiting knowledge about Gender Based Violence among the secondary level students?
- ) What are the types of Violence experience among the secondary level students?

### **1.3 Objectives of the Study**

#### **General Objective**

The overall objective of the study is to assess the existing knowledge and experience of gender based violence among the secondary level students of selected school.

#### **Specific Objectives**

To assess the exiting knowledge regarding Gender Based Violence among the secondary level students.

To identify the type of Violence experience among the secondary level students.

### **1.4 Rational of the Study**

GBV is one of the major public health problems and a violation of human rights. GBV results in physical, sexual and psychological harm to both men and women and includes any form of violence or abuse that targets men or women. Unequal power relations between men and women significantly contribute to gender violence. In fact, GBV is intended to maintain gender inequalities and/or reinforce traditional gender roles for both men and women. Although men and boys are also victims of GBV, especially in trafficking, conflict and educational settings, the majority of GBV victims worldwide are female (USAID, 2009).

In general, child sexual abuse was more common among girls than boys; however, boys also affected as girls. While most studies focus on violence against girls and women, it is important to highlight that boy and men also suffer from violence. Rape and other forms of violence against men and boys take place in a variety of settings including homes, workplaces, schools, streets. Unfortunately, violence against men is

a very sensitive and neglected area of study. Therefore, researcher is interested to explore knowledge and experience about gender based violence among secondary level students. This study helps to find out the situation and existing knowledge about GBV in secondary level students. The study aimed to provide a baseline with which to measure and evaluate change over the course of the project, as well as building in depth knowledge of gender, violence and education in the project areas in order to inform decision making about community intervention, advocacy and research priorities in the project, and contributing to the international literature on gender violence in schools. Findings of the study also helpful the sociologist to take appropriate action regarding prevention of violence.

### **1.5 Limitation of the Study**

This study can't be generalized because this study is exclusively academic and sample size and time was extremely limited. The study focused only on the secondary level students; it may not be equally applicable on other group.

### **1.6 Operational Definitions**

**Violence/gender based violence-** Violence on the basis of gender (boys and girls).

**Knowledge** –In this study knowledge refers to secondary level student's opinion, familiarity, or understanding and knowledge regarding Gender Based Violence.

**Adequate knowledge-**It refers to more than 75% correct response of the total questions.

**Moderate knowledge-**It refers to score between 50-75% correct response of the total questions.

**Inadequate knowledge-** It refers to less than 50% correct response of the total questions.

**Experience of Violence-** students faced/experience such type of violence that is physical violence, sexual violence and psychological violence in their life by known and unknown persons.

**Secondary level students-** it includes both boys and girls who studying in class 9 and 10 in selected school.



### **1.7 Organization of the Study**

The study was divided into eight chapters. The first chapter is related with the introductory part of the gender based violence containing general background of the study, statement of the problem, objectives of the study, operational definitions rationale, significance of the study and limitation of study. The Second chapter is the literature review and, theoretical and conceptual framework. The third chapter covers research methodology, which is further divided into; research design, rational of site selection, nature and sources of data, sampling. The forth chapter deals with introduction of the study site. The fifth chapter deals with socio-demographic characteristics of the respondents under study. Likewise, sixth chapter deals with knowledge about Gender Based Violence. The seven chapter deals with experiences about Gender Based Violence. Whereas eight chapter is summary with major findings and conclusions.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Concept Review

##### Meaning of Gender Based Violence

Gender-based violence (GBV) as “any harm or suffering that is perpetrated against a woman or girl, man or boy and that has a negative impact on the physical, sexual or psychological health, development or identity of the person. The cause of the violence is founded in gender-based power inequalities and gender-based discrimination”. It includes acts of physical, sexual and psychological violence directed at individuals or groups because of their biological sex and/or their specific gender role in society. It primarily affects women and girls and is usually perpetrated by a male known to the victim, but can also affect men and boys, most notably as rape or sexual assault, particularly in conflict settings {Swedish International Development Cooperation Agency (Sida) (2015)}.

GBV is physical, psychological, or sexual violence perpetrated against an individual or group on the basis of gender or gender norms. The majority of victims of GBV are women, but many victims of GBV are male. Gay, bisexual, and transgendered individuals are often targeted due to their perceived failure to conform to societal gender norms (Stemple, 2009). Forms of GBV include, but are not limited to: economic violence, Intimate partner violence (“IPV”), sexual abuse, sexual assault and rape, violence arising from traditional practices such as dowries and female genital mutilation, honor killings, trafficking in human beings for purposes of sexual exploitation, forced prostitution, harassment and intimidation, and bullying based on failure to conform to perceived gender roles (Cooper, Paluck, & Fletcher, 2013).

The concept of gender-based violence means violence inflicted or suffered on the basis of gender differences. However, this concept is commonly used to mean violence against women (VAW). The UN Declaration on the Elimination of Violence against Women of 1993, Article 1, defines the term ‘violence against women’ as, any

act of gender- based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life (UNESCO, 2009). Nevertheless, the concept also applies to boys, since groups of boys are also affected by violence because of their gender. Gender-based violence encompasses other descriptions of violence, but it is framed in broader terms with the understanding that the causes and solutions to violence are at once personal, political, economic and social, institutional and interpersonal (Moser, 2001).

## **2.2 Theoretical Overview**

Many theories have existed and evolved over time to attempt to grasp the reasons for unrestrained (and often unrestrainable) violence in human society. This analysis of violence ranges from the macro level (wars, government, repression, etc.) to acts between the couple and the individual. Such efforts to define violence, (which integrates complex interrelations of gender and sexuality) need to be investigated within the context of their respective societies.

### **Social Ecological Model**

The ecological model focuses on violence in the interaction among its four distinct spheres: individual, family, communitarian and socio cultural. These are superposing causality levels, in which there is not only single determinant, but an interaction of operating factors, favoring violence or protecting the individual against it. These causal factors and their interactions need to be known in their distinct contexts and cultural environments. The ecological model, classified in four levels, makes it possible to analyze the factors influencing people's behavior and factors increasing the probabilities of people turning into victims or perpetrators of violent acts.

The first level identifies biological and personal history factors- Traceable data include personal and demographic characteristics (age, sex, education, income), antecedents of aggressive or self-devaluation behaviors, mental or personality disorders and substance-related disorders. Personal history and biological factors influence how individuals behave and increase their likelihood of becoming a victim or a perpetrator of violence. Among these factors are being a victim of child

maltreatment, psychological or personality disorders, alcohol and/or substance abuse and a history of behaving aggressively or having experienced abuse. The second level includes closer relations, such as those between couples and partners, other family members and friends. It has been observed that these increase the risk of suffering or perpetrating violent acts. Having friends who commit or incite violent acts can increase the risk that young people will suffer or execute these actions. For example, having violent friends may influence whether a young person engages in or becomes a victim of violence.

The third level explores the community contexts where social relations are developed in, such as schools, work places and neighborhoods. Attempts are made to identify the characteristics of these environments, as they can increase the risk of violent acts. The risk can be influenced by factors like mobility of the place of residence, population density, high unemployment levels and existence of drugs traffic in the region. The fourth level is directed at general factors, related to the structure of society. These factors contribute to create a climate that incites or inhibits violence, such as the possibility of obtaining arms due to social and cultural standards. These include standards that prioritize parents' rights over their children's well-being, consider suicide as a personal option more than as a preventable act of violence, reaffirm men's dominion over women and boys, back the excessive use of police force against citizens or support political conflicts. This level also includes other facts, such as sanitary, economic, educative and social policies, which contribute to maintain economic or social inequalities among groups (WHO, 2018).

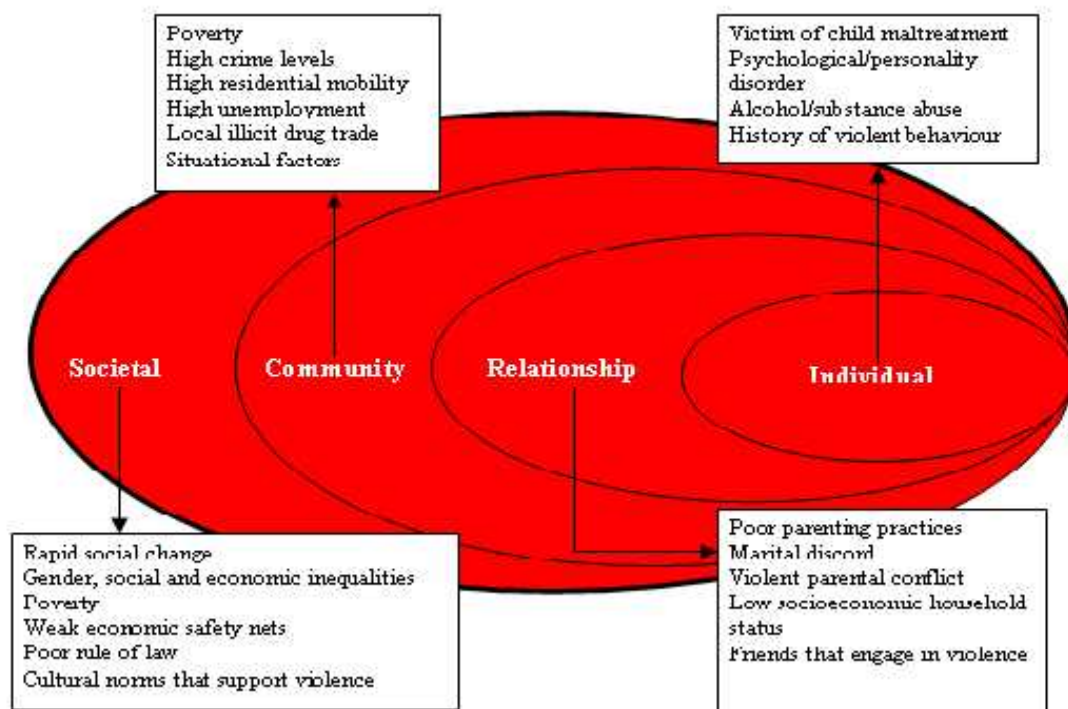


Fig: 2.2.1 Conceptual Framework of Social Ecological Model (WH0,2018)

### Social-Psychological Theories

This theory account for violent behavior as a learned phenomenon. The diverse social psychological studies analyze the process of learning through experience and exposure to violence, and imitation. Some of them examine how the exposure to violence and experience of it lead to learning of violence-prone norms, while the other focus on learning through viewing violence in an appropriate role model (Bandura, 1977). Bandura’s model demonstrates that violent behavior develops through observation and reinforcement. At a behavioral level, he claims, violence becomes more likely response, when nonviolent responses for dealing with conflicting and stressful situations have not been modelled in a person’s learning history. Thus, as interpreted it, “do not feature as options in the person’s current behavioral repertoire”. Violence also gets a more likely outcome, when it has been rewarded in the past. When applied to violence against women, this theory, more often termed as intergenerational transmission of violence, suggests that violence is learned through socialization practices in the family, which serves as a training ground for violence and provides examples for imitation, and role models (O’Leary, 1988). Besides the

family, Bandura (1977) pointed to other two powerful violence- socialization sources: culture/subculture and the media. He argued that the media desensitizes viewers to violence through repeated acts, demonstrates rationalization for committing violent acts, and teaches actual methods of aggression.

**Social learning theory**–This theory was used to examine how an interaction between victim and offender contributes to the continuance of violence. Walker (1979) developed a cycle of violence approach, which is based on social learning and reinforcement. She elaborated three stages in man’s violence against his intimate partner, wherein tension builds first, then violence takes place, and, finally, the violence reinforcing phase of repentant, respectful, and loving period ensues that is followed eventually by tension building again. The important point here is that violence in longer terms becomes a recurring behavioral dynamic in intimate partners’ relationship, consequently increasing in frequency and extremity. Furthermore, Walker (1984) introduced the term of women’s learned helplessness that results from women’s unsuccessful attempts to control their abusive partners together with abusers’ unpredictable pattern of behavior. It further interferes with the women’s ability to leave the relationship (Jasinsky, 2001). With its expressive tension release and instrumental motivation instigators, operating within the broader context of cultural values and beliefs, the social learning discourse is very compatible with other discursive positions discussed above, but, nevertheless, is not reducible to them.

**Sex-Role Socialization Theory**-This theory explains gendered differences in offending in terms of the differences in gender socialization, gender roles and gendered identities. The norms and values associated with traditional femininity are not conducive to crime, while the norms and values associated with traditional masculinity are more likely to lead to crime (Thompson, 2016). This theory highlights the masculine socialization practices that encourage men to be competitive, tough, aggressive, unemotional, and/or objectifying. The appropriate sex role stereotypes as well as men are perceived right to control and dominate in the family also bears directly on the socialization process. Besides it puts a big emphasis on the homophobic nature of masculine ideology, in which an intimacy or support among men are commonly feared to be viewed as too emotional, thus feminine. Women’s socialization also has a prominent meaning in this discourse. Being taught to be

obedient and submissive to their husbands, they are often prone to self-blaming and long term suffering within the violent relationship. This is maintained within and supported by the misogynist cultural traditions that devalue women and often overtly regard them with contempt (Bograd, 1988; Dobash & Dobash, 1979). Women are mainly presented as sexual objects or simple goods, performing in offering, provocative and helpless positions, those who enjoy to be subordinated and accept coercion, admiring signs of aggressive masculinity in men, and desperate to be used by them, deprived of their human dimension, and are often morally condemned. The emphasis is usually placed on the important bits of female body for the purposes of male sexual gratification - so that a woman is reduced to nothing but her sexual parts. In case of sexual violence, the traditional opposition between men's uncontrollable sexual needs and women as passive sexual objects, and men's property in marital union, or as a provoking actor in public spheres is constructed and used further to justify the violence, and blame the victim. Men's sexuality and aggression are shown as naturally connected. Femininity is, thus, being constructed around the compliance with women's subordination, and is oriented towards accommodating the interests and desires of men. Women, even when represented in what, on the surface, looks like a purely feminine world (like women's magazines), are in fact always defined under the male surveillance. As Berry (1995) pointed it out, man is everywhere around, he presses on all sides, he makes everything exist; he is in all eternity the creative absence; the feminine world of women's magazines and representations - a world without men, but entirely constituted by the gaze of man.

In this way, the femininity and the cultural construction of hegemonic masculinity perform as being mutually complementary and powerful enforcers to each other. Together these constructions imply the maintenance of practices that institutionalize men's dominance over women, including the gendered violence in the private realm (Connell, 1987). The images of femininity and masculinity in media that represent the "natural order" also reflect the gender naturalization, or gender difference essentialism. The effect comes not only from the specialized magazines, but is obvious in the culture as a whole, in daily newspapers, advertisements, or movies on TV.

**Subcultural Theories of Violence Such as The “Culture of Violence Theory”:** This theory (Wolfgang and Ferracuti 1987) argue that within large, complex, and pluralistic societies, sub-groups learn and develop specialized norms and values through differential associations and organizations that emphasize and justify the use of physical force above and beyond that which is regarded as “normative” of the culture as a whole. Family and street violence, for example, are viewed as the products of an exaggerated ethos of masculinity or of machismo, characteristic of “lower class” society. The various patriarchal theories have been advanced mostly, but not exclusively, by feminist social and behavioral scientists, who argue that violence is used by men to control women, to suppress the latter’s rebellion and resistance to male domination, and to enforce the differential status of men and women that have traditionally been translated into laws and customs, in order to serve the collective interests of men. These theories argue both in the past and present, but less so today, that the unequal distribution of power between the sexes has resulted in societies that have been dominated by men and that most women occupy subordinate positions of power, increasing their vulnerability to violence, especially within the family (Dobash& Dobash 1979).

### **2.3 Review of Previous Related Literature**

#### **Knowledge and experience regarding Gender Based Violence**

A cross-sectional study conducted by Adika, Agada, Bodise-Ere, and Ojokojo (2013) to determine men’s attitude and knowledge towards gender based violence against women in the study area of Bayelsa State, Nigeria in Amarata community shows that 40 percent of the respondents have heard about gender violence. While 60% have not heard about gender violence practice. Similarly, 60 percent of the respondents knew about fighting or beating up women as gender violence, whereas 40 percent did not know that fighting or beating up women was gender violence. Thirteen percent had knowledge that denying women some basic privileges men enjoy was gender violence, while 87% had no knowledge that denying women basic privileges was gender violence. Only 16 percent had knowledge that treating women as second class citizen in the society was gender violence, while 83 percent did not know this. More than half (53%) knew that any discrimination on the ground of being females is



gender violence, whereas 65% had no knowledge about any discrimination on the ground of being female is gender violence.

A descriptive study was conducted in a Public High School of Kathmandu valley, Nepal from grades VIII, IX, and X students. The total numbers of students were 150, out of which 41.3% were sexually abused. Sexual abuse was reported by 44.7% boys and 37.8% girls. Verbal abuse was reported by 79%, indecent exposure by 62.9%, and physical abuse by 46.8%. Tight hugging and unusual kissing were the most common forms of physical contact abuse with both boys and girls, followed by attempted intercourse (Rajbanshi, 2012).

The population-based, cross-sectional study included a representative sample of men and women from the Southern Province of Rwanda found that women were, to a considerably higher extent, exposed to physical, sexual and psychological intimate partner violence than men. Of the women, 18.8% reported physical abuse in the past year, compared to 4.3 percent of men, sexual abuse for women and men were 17.4 percent and 1.5 percent respectively, and for psychological abuse were 21.4 percent and 7.3 percent. Findings illustrate that violence against women was recurrent, as the highest frequency more than 3 times dominated in women for the various forms of violence (Umubyeyi, Mogren, Ntaganira, & Krantz, 2014). Another study conducted to find out magnitude and factors associated with violence in Mainland Tanzania shown that the lifetime exposure to IPV was 65 % among ever-married or ever-partnered women with 34, 18 and 21 % reporting current emotional, physical and sexual violence respectively. Seven percent of women reported having ever physically abused partners. The prevalence of women perpetration to physical IPV was above 10% regardless to their exposure to emotional, physical or sexual (Kazaura<sup>1</sup>, Ezekiel, & Chitama, 2016).

The study conducted by Barasa, Wamue-Ngare, and Wanjama (2013) experience of school-related gender-based violence by pupils and the culture of silence: A case of primary Schools in Kasarani District, Nairobi County, Kenya. Result indicated that most pupils were aware of their rights. Using multiple responses, a high proportion (148=97.4%) of pupils knew their rights to education, food and health while 145

(95%) knew about the right to shelter and 146 (96%) knew about their right to love and protection either through their teachers or the media.

A study conducted in selected rural districts of Nepal (Nawalparasi, Makawanpur, Sindhupalchok, Siraha, Dedeldura and Sankhuwasabha) on gender based violence among women found that majority of women (61.3%) were unaware of any laws that address of GBV. Only nine percent of them were aware that rape within marriage is illegal and only 13 percent aware of a specific law against domestic violence. More women were aware of laws combating trafficking (35%) and protecting untouchables (45%). A woman (61.3%) who had experience violence has not shared or discussed their experience with anyone. Family and friends were the most commonly mentioned persons with whom women sought help when they faced violence. Very few sought help from institution such as the police, the health system and NGOs {Centre for Research on Environment Health and Population Activities (CREHPA, 2012)}.

The study conducted to assessment the Sexual Violence especially among the adolescent girls of 13-18 age groups, Himalayan Human Rights Monitor (HimRights) conducted a study in 2012 in seven districts of Terai- Kanchanpur, Kailali, Banke, Bardiya, Dang, Parsa and Bara. Study found that two third of the girls (66.4%) have not heard about sexual violence while around one third of them (33.6%) have heard about it. Only less than half (45.9%) of the girls have heard about domestic violence and understanding of sexual violence is also inadequate, most of them (64%) just considered rape and attempt to rape as sexual violence and did not consider other less severe acts such as unwanted sexual advancement or sexual harassment, forced marriage, forced prostitutions and trafficking of people for purpose of sexual exploitation, denial of rights to use contraception, using vulgar words as sexual violence. Additionally, in a narrower sense, the research revealed that one third of the girls (66%) did not hear the term “*youn hinsa*”, the phrase used to refer sexual violence in Nepali. This clearly implies that the girls are not familiar with the legal provisions and policies regarding sexual violence (Shakya et al., 2012).

According to National Demographic Health Survey (2016) ever experience of sexual violence is 3% among women age 15-19, compared with 7%-8% among women 20-39 and 10% among women age 40-49. Women with only primary or no education are

more vulnerable to sexual violence than educated women. Four percent of women who completed SLC or higher education have experienced sexual violence, compared with 9% of women with no education and primary education only. Five percent of women have experienced sexual violence by age 22, including 3% who experienced sexual violence by age 18. Among ever-married women who have experienced sexual violence, 80% report their current husbands as perpetrators and 19% report former husbands as perpetrators. Among all women who have experienced sexual violence, 4% each report strangers and friends/acquaintances as perpetrators. Women who are employed for cash are more likely (34%) than women not employed for cash or not employed at all (22%-23%) to have ever experienced spousal physical, sexual, or emotional violence (Ministry of Health; New ERA; & ICF, 2017).

According to Nepal Demographic and health survey (2016), overall, 23% of women have experienced physical or sexual violence: 17% have experienced physical violence only, 2% have experienced sexual violence only, and 5% have experienced both physical and sexual violence. Experience of physical or sexual violence increases sharply with age, from 12% among women age 15-19 to 29% among women age 30 and older. Ever experience of sexual violence is 3% among women age 15-19, compared with 7%-8% among women 20-39 and 10% among women age 40-49. Women with only primary or no education are more vulnerable to sexual violence than educated women. Four percent of women who completed SLC or higher education have experienced sexual violence, compared with 9% of women with no education and primary education only. Five percent of women have experienced sexual violence by age 22, including 3% who experienced sexual violence by age 18. Among ever-married women who have experienced sexual violence, 80% report their current husbands as perpetrators and 19% report former husbands as perpetrators. Among all women who have experienced sexual violence, 4% each report strangers and friends/acquaintances as perpetrators ((Ministry of Health; New ERA; & ICF, 2017).

A study conducted by Action Aid International (2013) Stop Violence against Girls in School, a cross- country analysis of change in Ghana, Kenya and Mozambique found that 83% of girls in Ghana, 90% of girls in Kenya and 80% of girls in Mozambique saying that they have experienced some forms of violence in the past 12 months. The

most common form of violence in girls' recent experience is whipping or caning, with other forms of punishment like kneeling for long periods and beating also commonplace. Sexual violence is experienced less but still 26% of girls in Ghana, 22% in Kenya and 39% of girls in Mozambique have experienced some form of sexual violence in the past 12 months. Physical punishments are very common at home and at school, and are frequently taken for granted by girls and boys, despite recent legislative changes sexual violence was less commonly reported by girls but still by a significant minority of girls (between two and three in ten).

The study conducted by Barasa et al. (2013) shows that GBV against boys and girls in schools took the forms of sexual abuse, physical and even psychological abuse. About 9.6% of the respondents reported that they had been sexually assaulted at one time within the school environment. While more than half (53%) reported that they had experienced one form of psychological abuse or the other, 75% had suffered physical violence. Female who reported having been abused mostly experienced forced sex, unwanted sexual comments, touching and pinching of breasts and other private parts, perpetrated by boys and sometimes by their teachers? While boys stated that girls engaged in name calling, girls on their part were from time to time teased by boys, which sometimes extended into physical fights. Out of the 156 pupils, only (9.6%) confirmed that they had been sexually abused. For those who suffered sexual abuse, (87%) girls were abused by male perpetrators while (13%) boys were assaulted by female molesters. All the victims could identify the perpetrators as people whom they knew very well. While 67% of the pupils who were sexually assaulted were forced into sex, 33% consented to sexual advances voluntarily. Overall, boys were vulnerable to beatings and fights while girls were more prone to sexual and psychological abuse.

The study conducted to explore the reality of Domestic Violence in and its prevalence in Turkish women found that, overall the prevalence rates (58.7%) of the participants had experienced domestic violence at least once in their lifetime. Male partner was the primary violent person (49.5%), followed by mother and/or father (14.1%). The type of violence seen most was a combination of physical and psychological violence (45.5%). More than half of the women (58.6%) were experiencing domestic violence frequently and continuously. Reasons given for this violent behavior were economic

hardship (18.9%), followed by alcohol consumption by the violent person (18.5%), and inadequate family relations (15.8%). Of the victims 43.8% accepted this violence, but 26.6% reacted with violence. Women were not willing to abandon their relationships despite marital violence, because of their children (48.2%). Women's and men's higher educational attainments did indicate a decrease in the prevalence of domestic violence (Alper, Ergin, Selimoglu, & Bilgel, 2005).

The mixed (qualitative and quantitative) study conducted on violence against girls in educational institutions among 300 girls of 4 rural and 1 urban school of Nepal, found that perpetrators of both physical and emotional violence were family members (41%), friends (25%), teacher (11%), unknown (10%) and boyfriends (7%). Perpetrators of sexual violence were boyfriends (36.4%) followed by unknown person (27.3%), friends (9%), other students (9%) and relatives (4.5%) (Action Aid Nepal, 2008).

The study conducted by Barasa et al. (2013) found that in Physical Abuse in Schools out of 156 respondents, a substantial proportion 46.2% reported to have involved themselves in at least one aggressive fight during the current and the previous terms, with 51.2% of these comprising males while 48.8% were females. Among those who had fought, 44% accounted for male pupils who fought with fellow male pupils, and 46% females having fought with fellow female pupils. Notable was the small number of inter-gender fights where 6% male pupils agreed to have engaged at least once in a fight with female pupil while 4% female pupils agreed to have similarly engaged in at least one fight with a male pupil. About more than half (51.3%) male pupils admitted to have beaten up other children whether provoked or unprovoked compared to 48.7% female who also admitted to have beaten up other pupils. In Psychological Violence includes threats, belittling statements, bullying and emotional manipulation. It also involves verbal abuse that usually takes the form of name calling among children and adults. It was found that 22% girls admitted to have been called names by boys while 12% boys admitted to have been called names by girls. There were a few cases of pupils who reported to have been called unpleasant names by teachers of the opposite sex. More than three quarters (77%) of those pupils indicated that they would report the perpetrator to teachers, (9%) fight back, while (5%) said they would report to parents. Mere (5%) pupils would keep quiet rather than report to teachers or parents

after previous reports having yielded nothing. Another (4%) would keep quiet as the perpetrators are known to them.

A cross-sectional survey of drug use and sexual behavior in vocational school students of ages from 15 to 21 years in Thailand (n = 1725) by Manopaiboon et al. (2003) to assess Sexual coercion using audio-computer assisted self-interview. Sexual coercion was reported by 6.5% of males and 21% of females. Mean age at first occurrence was 16 years (range 8-20) among males and 17 years (range 5-21) among females. Most perpetrators were male (52% among males; 98% among females) and known by the participants. Among females, associated factors were history of pregnancy, selling sex, marijuana use, perceived risk of STD, two or more lifetime sexual partners, and living away from family. Among males, associated factors were homo- or bisexual self-identification, parents living together, and ulcerative STD history.

Sexual violence takes place more often out of school, and is perpetrated mainly by community members and boys. Girls in the project area in Kenya appear to be more vulnerable to many forms of sexual violence, and are more outspoken about violence than girls in Mozambique and Ghana. Protecting family honour, shame and embarrassment, and fear of repercussions hinder girls from talking about violence. Girls are expected to refrain from any sexual activity, and yet sexual harassment in the form of unwanted sexual remarks and touching is common. Sex in exchange for goods is seen as a direct consequence of poverty, and by some respondents as symbolizing the disruptive effects of modernity on girls' behavior. Girls are seen both as victims and to blame for the violence they experience (Action Aid International, 2013).

The result of this study on how gender violence is practiced in the community shows that gender violence is perpetrated through fighting/beating of women, not allowing women to express their sexual desires in a man/ woman relationships, not allowing women to handle leadership positions, and believing that women are supposed to serve men even when they are sick. This implies that generally, respondents think that gender violence against women is not just fighting and beating up women only, but that women are also expected to play a subservient role to a man which is socially

acceptable in the community (Action Aid international, 2013). United Nations statements which note that in some countries close to 60% of women may be subjected to physical violence at least once in their life time (United Nations, 2005). Another study found that 15 to 71% of women experience physical or sexual violence or both from their intimate partners in their lifetime (García-Moreno et al., 2005).

A cross-country analysis of baseline research from Ghana, Kenya and Mozambique found that the different types of physical, sexual and psychological violence. They illustrate that whipping/caning is very high and the most common form of violence in all countries, these findings illustrate that overall, girls tend to be more vulnerable to sexual violence and boys to physical violence. Most types of physical violence appear to be experienced less by girls and boys in older age groups in Kenya. Sexual violence tended to be reported more by girls in older age groups, who are reaching sexual maturation, in particular touching, sexual comments and forced or coerced sex in exchange for goods. However, significant numbers of girls in the 8-10 age group reported peeping and touching, around 7-11% of girls in Ghana and Mozambique. Meanwhile 24% of the youngest girls in Kenya reported peeping and 16% touching, and in Kenya peeping was reported the most by this age group. Psychological violence also seems to increase with age in all three countries. This may be in part linked to teachers and parents using less physical and more verbal forms of punishment as girls get older (Parkes & Heslop, 2011).

A large percentage of women (61.3%) who had experienced violence had not shared or discussed their experiences with anyone. Women who faced economic violence were more likely to share their experiences with someone than those who faced sexual, emotional or physical violence. Family and friends were the most commonly mentioned persons with whom women sought help when they faced violence. Very few sought help from institutions such as the police, the health system, and NGOs. This pattern was repeated in the qualitative surveys, with most women stating that they had sought help from members of their own family, while police, lawyers or health providers were consulted only infrequently. Women who had experienced violence but did not seek care most commonly cited *laaj* (embarrassment) (52.5%), belief that help would not be forthcoming (25.2%), fear of rejection (12%) and fear of further violence (CREHPA, 2012).

The Comparative Education Society of Nepal (CESON) surveyed 1,000 students from 25 schools in five districts to assess children's ways of dealing with conflict and violence. Result revealed that, out of the consulted students, 33% indicated that in the previous six months prior to the survey they were physically or non-physically attacked by either classmates or friends in their neighborhood and victims and their attackers usually know each other. Over a period of 12 months, 72% of the students were victims of non-physical violence, whereas 23% stated that they experienced physical violence. Half of the students reported that they have attacked others within the last month by pressuring, discriminating, abusing, exploiting, and harassing them. Findings also demonstrated that over a period of a year, 70% of the students were committing non-physical violence, while 23% of the students were perpetrators of physical violence. Many students reported being victims as well as perpetrators of both physical and non-physical violence. Boys were more likely to be victims or perpetrators of physical violence than girls. Twenty-eight percent of the boys reported being perpetrators, while only 18 % of the girls mentioned the same. At the same time, 28% of the victims of physical violence were male and 18% were female. Only three percent of girls were both victims of physical violence and perpetrators of physical violence, whereas 10% of boys accounted for both. However, more girls than boys were victims and perpetrators of non-physical violence. 80% of the girls stated that they have been victims of non-physical violence and 74% stated that they have used nonphysical violence against others (Pfefferle & Chou, 2014).

A study conducted among young migrant workers from carpet and garment factories in Nepal showed that one in ten young women reported having experienced sexual coercion (Puri et al., 2007). An exploratory study on sexual violence among young couples showed that one in every two young married women (19 out of 39) reported experiences of forced sex from their husband (Puri et al., 2010). Another study conducted among 1,296 women from four major ethnicities in Nepal found that 46% of young married women aged 15-24 years had experienced sexual violence by their husbands (Puri et al, 2011).

The qualitative and quantitative study conducted on violence against girls in educational institutions among 300 girls of 4 rural and 1 urban school of Nepal, found that 91% of lifetime prevalence of any type of violence (emotional, physical and



sexual). Emotional violence mentioned by (47%), physical violence (46%), and 8% experienced sexual violence. Most common form of psychological violence was yelled at (74%), followed by insulted (7.9%), humiliated (7.1%), irritated (6.3%), swore at (2.4%) and threatened to hit (2.4%). Most common form of physical violence experienced by girls was beating (37.1%), followed by pushed (22.6%), slapped (16.1%), threw something at (6.5%), grabbed (6.5%), bit or hit with fist (3.2%) and twisted arm (3.2%). Regarding the sexual violence, majority of girls were forced to have sex (68%) followed by threatened to have sex (18%) and insisted to have sex (14.5%). On the average girls were 12.4 years old when they first experienced violence, slightly over one in ten girls experienced violence at an age of ten or before and by the time they had completed 14 of age, 85% had already experienced violence in their life (Action Aid Nepal, 2008).

Women abuse is prevalent in the urban areas with various socio-demographic factors responsible for its occurrence. The cross-sectional study was conducted among 350 women in the age group of 15–45 years in the urban areas of Bengaluru showed that prevalence of abuse was 12.6% with majority suffering from physical violence (93.1%). Majority of the abused women were Hindus (81.8%), belonging to middle class (52.3%) and living in nuclear families (70.5%). Most common reason for abuse was back answering by the victim (40.9%), with slapping being the most common form. Significant association with women abuse was found only in contribution of the women to the family income ( $p < 0.05$ ), the husband's educational status ( $p < 0.05$ ), and the witnessing of violence in the woman's parental house ( $p < 0.000$ ) (Thangaraj, Dominic, & Rao, 2015).

A study conducted in intimate partner violence among adolescents and young women to investigate prevalence and associated factors in nine countries (Bangladesh, Brazil, Ethiopia, Japan, Namibia, Peru, the United Republic of Tanzania, Samoa, Serbia and Thailand) on 24000 women found that the proportion of young women aged 15 to 24, whoever experienced IPV is high (50% or above prevalence) across all society sites. The lowest is 19% in the urban site in Serbia and the highest is 66% in the site in rural Peru (Stockl, Pallitto, Garcia-Moreno & WHO Multi-country Study team, 2014).

The descriptive study of sexual violence against 546 (10-19 years) adolescent girl and 572 adult (>20 years) adult women from the metropolitan areas of Sao Paulo, Brazil found that the crimes without penetration were five times more frequent in adolescents than adult women. Majority of adolescent victims were aged <14 years. Uncle and stepfather perpetrators were frequent among adolescent. In most case the approach occurred in public place (Blake et al., 2014).

A National study on violence against children in Tanzania was done to find out the perpetrator of violence. The study findings indicated that the major perpetrators of sexual violence for girls were neighbor (32.2%) and stranger (32%) while major perpetrators of male were dating partner (47.9%) and stranger (25%). Children are physical abused mostly by parents and teachers. Sixty percent of girls and boys who report physical abuse name a relative as the source in which father and mother were the most common perpetrators. The level of physical abuse by teacher is alarmingly high (52.6% of girl and 50% of boys) all before turning of age (UNICEF, 2011).

The percentage of women who have experienced physical violence since age 15 increases with age from 10 percent among women age 15-19 to 30 percent among women age 40-49. Ever-married women are more likely than never-married women to have experienced physical violence, indicating that in Nepal violence perpetrated by spouses is more prevalent than violence perpetrated by other individuals. Twenty-eight percent of women who are divorced, separated, or widowed and 26 percent of currently married women have experienced physical violence since age 15, as compared with 6 percent of never-married women. Currently married women are more likely to have experienced physical violence in the past 12 months (12%) than formerly married women (5%). Rural women (22%) are more likely to have ever experienced physical violence than urban women (19%). However, experience of physical violence in the 12 months prior to the survey is similar in urban and rural areas (9 % each). Experience of physical violence decreases with education, from 33 percent among women with no education to 9 percent among women with a School Leaving Certificate (SLC) and higher education. Similarly, only 3 percent of women with an SLC and higher education reported experiencing physical violence in the 12 months preceding the survey, compared with 14 percent of women with no education (NDHS, 2011).

Both girls and boys can be victims or perpetrators of school related gender based violence (SRGBV), but girls are at greater risk of sexual violence, harassment and exploitation, while boys are more likely to experience frequent and severe physical violence. Boys are more commonly perpetrators of physical bullying, while girls are often more likely to use verbal or psychological forms of violence (Action Aid International, 2013).

The risk factors for sexual violence can be individual (including: age of girl, alcohol and drug abuse, violence in family). They can also be relationship factors such as emotional unsupportive family relations association with sexually aggressive peers, among others. Risk factors can also be at community level, for instance; lack of institutional support from police and the administrative system, tolerance of sexual violence within the community as well as weak community sanctions against sexual violence perpetrators. At the societal sphere, factors like poverty, gender inequalities and society norms that are lenient or secretive towards sexual violence also propagate sexual violence (Acierno et al., 2009).

A study carried out in seven Sub-counties of Terai, Nepal among 2000 adolescent girls showed that 65.8% of the victims of sexual violence reported it mainly to relatives (mostly mothers) and friends. Out of those who reported only 0.9% reported to the police or any legal office. Reasons cited by those who failed to report included fear of being exposed and subsequent victimization as well as fear of stigma attached to victims of sexual violence (Himalayan Human Rights Monitors, 2013). In a study carried in Zambian schools on sexual violence against adolescent girls, only 3 out of 105 victims of sexual violence had reported to any authority (teachers, principals, and police). The reasons cited for under-reporting included: unawareness of the procedures for reporting sexual violence, not perceiving some acts as sexual violence as well as fear of stigma and perpetrator retaliation (Avon Global Centre for Women and Justice, 2012).

Cross-sectional study of violence against women in Turkey determined that score averages of 30% of women from the scale of domestic violence against women were above the score average of the scale ( $71.38 \pm 10.71$ ) and they were exposed to violence more than the others. A statistically significant difference was obtained in the statistical analysis made between score averages from the scale of domestic violence against women and such variables as age, education, employment status, social insurance, immigration

status, place of residence, marital age, year of marriage, education status, employment status of husband; and whether the husband has another wife ( $p < 0.05$ ) (Sen & Bolsoy, 2017).

A descriptive study was conducted in a Public High School of Kathmandu valley, Nepal found that an increasing rate of sexual abuse in higher grades. Rate increased from 31.2% in grade VIII students to 36% in grade IX and 55.8% in grade X. The prevalence is significantly high on grade ten student's ( $p < 0.029$ ). Respondent age at first sexual abuse is 13-15 (77.6%) followed by 10-12 years (16.3%), more than 16 years (4.1%) and less than 10 years (2.0%). Events were mostly occurred on the way followed by abuser's home. Majority (42.0%) of verbal abusers were strangers while indecent exposure (38.9%) and contact form (44.8%) of sexual offenders were their friends. (Rajbangsi, 2012).

### **Associated Factors Regarding Knowledge of GBV**

Study conducted in seven districts of Nepal to assessment of violence shows that the older the age of girl, the more they have knowledge on sexual and domestic violence. Furthermore, education plays significant role in increasing knowledge on sexual violence. Seventy-two percent of the girls with SLC or higher education have heard of sexual violence. Similarly, around two third of each of Dalits (31.3%), disadvantaged Janajati (31.3) and relatively advantaged Janajati were found to have knowledge on sexual violence. Girls from religious minorities have lowest percentage of knowledge on sexual violence (13%) (Shakya et al., 2012).

The prevalence of women abuse was 12.6%. Among these, 93.18% suffered physical violence and the remaining 6.72% suffered from verbal abuse. About 91% of women claimed they were abused in the domestic environment and the rest nine percent said that they were abused in public. Among the women abused, (81.8%) were Hindus, (11.3%) were Muslims, and (6.9%) were Christians. About 47.7% belonged to the lower socioeconomic status and 52.3% belonged to the middle class. About 70.5% of the women, who were subjected to violence, belonged to nuclear families and the rest of them (29.5%) to the joint families. The most recent incident experience in violence

in the home/ community than in the school. The incidents of sexual violence described by girls always involved boys or men (Parkes & Heslop, 2011).

According to Action Aid International, (2013) boys and girls experience similar levels of physical and psychological violence, with just over 80% of boys in each of the countries saying they have experienced physical violence in the past 12 months. Boys experience lower levels of sexual violence than girls, though close to 1 in 5 boys say they have recent experiences of some form of sexual violence. Boys' recent experiences of whipping/caning and kneeling have increased. In Mozambique, as with girls, there has been an increase in many forms of physical and psychological violence, but a reduction in whipping and caning.

According to WHO (2017) associated factors with intimate partner and sexual violence occur at individual, family, community and wider society levels. Some are associated with being a perpetrator of violence, some are associated with experiencing violence and some are associated with both. Risk factors for both violence include low levels of education, exposure to child maltreatment, witnessing family violence, antisocial personality disorder, harmful use of alcohol, suspect of infidelity, and attitudes of accepting violence and gender inequality. VAW is not a new phenomenon nor are its consequences on women's physical, mental, and reproductive health. It includes injuries that could be fatal; unintended pregnancy; induced abortions; low birth weight; sexually transmitted infections such as human immunodeficiency virus; and mental health disorders such as depression, anxiety, and suicides. Children growing in such environment may suffer from a range of behavioral and emotional disturbances. One of the main causes why VAW prevails and continues is the lack of alternatives among the victims.

The study conducted by Shakya et al. (2012) shows that when respondents were asked to list the places where survivors of sexual violence could visit for help to understand their exposure to the existing services and programs available in their community. More than one third of the girls (36.3 %) said that the survivors of sexual violence should go to 'police' to seek help and report the case and 6.5 percent of them were of them suggested to go to 'Court' for legal action and seek justice. Large proportion of girls (69.2%) in Parsa was of the opinion that the survivors should go to police in

contrast, 61 percent of the girls in Dang were not aware of any such places to recommend. However, there are only few cases reported to police. An out of school girl from Banke shared how cases of sexual violence should be reported, shows that 15.6 percent of the girls felt that they should talk to their family members and meet different organizations (11.1%). Although one-third of the girls (36.3%) responded that they should go to the police and report cases of violence, a majority of such cases go unreported or are only shared by the survivors to either mothers or friends. In Makwanpur, the police women said no cases of sexual violence are filed within her working period. The representative of Women and Children Service Center of Banke highlighted on community perception on reporting cases of sexual violence especially rape.

### **Consequences of Gender Based Violence**

A study conducted by Barasa et al. (2013) effects of GBV on Boys and Girls in schools describe that the effects of GBV on girls and boys are costly, intense and long lasting. It is important to remember that all forms of gender-based violence are a violation of the rights of the child. They also have negative impacts on the girls' and boys' health and their social development and they perpetuate power inequalities in interpersonal relations and within society. However subtle the violence may be, it has no less devastating effect on the child. According to a UNHCR (2003) report, physical effects of sexual violence include pain, contracting STIs, in cases where the assailant is infected, mutilated genitalia, unintended pregnancy, abortion, or infanticide, unwanted children or even death. Psychological trauma is also known to result in paralysis and terror to emotional pain, sense of denial, depression, mental disorder, and sometimes suicide. The victim can also experience nightmares and be haunted by fear and feelings of shame and guilt. The problem is further compounded by the culture of silence, where girls and boys opt to suffer quietly or comply for fear of reprisals. It is on this basis that this research therefore recognizes urgency in establishing evidence base on the effects of GBV and sustainable intervention strategies.

A WHO Multi-Country study conducted in Women's Health and Domestic violence against women conducted in Bangladesh, Brazil, Ethiopia, Japan, Namibia, Peru, the

United Republic of Tanzania, Samoa, Serbia and Thailand found that health consequences of GBV includes difficulty in walking and carrying out daily activities, pain, memory loss, dizziness and vaginal discharge, mental health problems, emotional distress and suicidal behavior, miscarriage and induced abortions, less use of antenatal and postnatal health services (Garcia-Moreno et al., 2005).

Childhood violence and its consequences on health and psychosocial well-being can be severe, and includes low self-esteem, depression, increases risk of suicide, high risk sexual and drug-using behavior, poor physical health, and post-traumatic stress disorder. And further consequences include obesity, while high-risk sexual and drug-using behavior can result in the acquisition of sexual transmitted infections or other communicable disease including hepatitis. Further, adolescent pregnancy can lead to the abandonment of education and complications during birth (UNESCO, 2014).

Negative consequences of violence are common and can be serious. Women who had experienced violence reported a range of symptoms and problems more frequently than women with no experience of violence. Problems included psychological issues (fear, tension, depression and suicidal ideation, with 1 in 25 attempting suicide); reproductive health problems, symptoms associated with sexually transmitted infections, and other physical ailments (CREHPA, 2012).

Study conducted in seven districts in Nepal among 2000 girls found that (63.8%) have faced psychological problems. Almost one third of them (31.5%) mentioned that they have faced psychological problems lie fear (75.4%), tension (25.7%), quick temper (23.8%) and depression (12.1%). Few have attempted to commit suicide 2.1%. five percent of the girl have sustained physical injuries and problems. Among them has scratch marks (46.9%), sustained wound or injuries (16.3%), had cut marks (14.3%) and have also fractured body parts (12.2%). Two percent of the girl who have undergone the experience of violence have faced social problems like people talked bad about them and made snide remarks (35%), they were blamed for what they experienced (30%), were humiliated by other (20%) and people looked down upon them (Shakya et al., 2012).

### **2.3 Conceptual Framework**

The conceptual framework in this study is based on the ecological model of violence (WHO, 2018). This model focuses on violence in the interaction among its four distinct spheres: individual, family, community, and socio-cultural. These are superimposed causality levels, in which there is not only a single determinant, but an interaction of operating factors, favoring violence or protecting the individual against it. These causal factors and their interactions need to be known in their distinct contexts and cultural environments. The ecological model, classified in four levels, makes it possible to analyze the factors influencing people's behavior and factors increasing the probabilities of people turning into victims or perpetrators of violent acts. Individual factors include, knowledge, attitudes, behavior, self-efficacy, developmental history, gender, age, religious identity, racial/ethnic/caste identity, sexual orientation, socio-economic status, values, goals, expectations, literacy, stigma, and others.

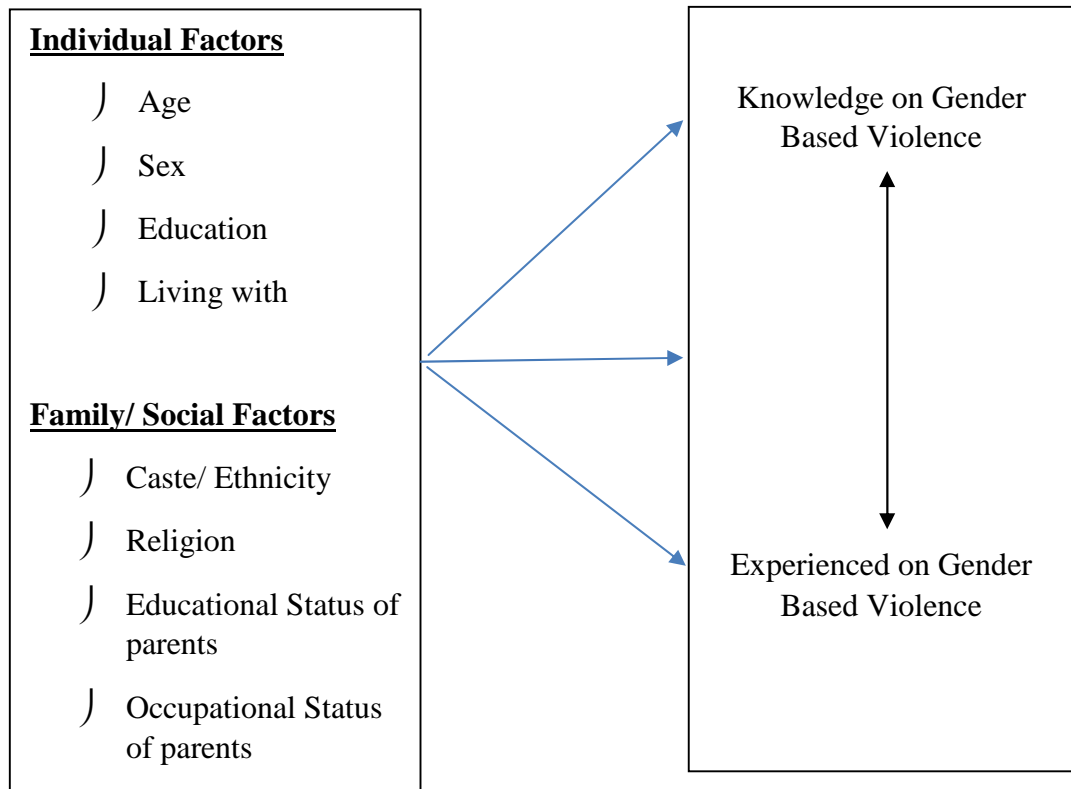
Relationship includes examining close relationships that may increase the risk of experiencing violence as a victim or perpetrator. A person's closest social circle—peers, partners, friends, religious network, customs, tradition, and family members—influences their behavior and contributes to their range of experience. Community includes exploring the settings, such as schools, workplaces, and neighborhoods, in which social relationships occur and seeks to identify the characteristics of these settings that are associated with becoming victims or perpetrators of violence and societal includes looking at the broad societal factors, such as health, economic, educational, and social policies, that help create a climate in which violence is encouraged or inhibited and help to maintain economic or social inequalities between groups in society (Centers for Disease Control and Prevention (CDC), 2014).

Similarly, in this study individual, family, and social factors are included which increase the risk of experience of gender-based violence. Individual factors include age, sex, education, and to whom respondents are living with and family and social factors include caste, ethnicity, religion, educational and occupational status of parents. Likewise, these factors are also associated with knowledge of violence. So,



the factors associated with knowledge and experience of gender based violence is placed in individual, family and social factors.

### **Independent Variables Dependent Variables**



**Fig: 2.3.1 Conceptual Framework**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the methodology that is used to address the research question for this study. It includes research design, study setting and population, sampling, instrumentation, data collection and data analysis procedure.

#### **3.1 Study Area and Rational for Site Selection**

Gender Based violence is a common issue but very few studies have been conducted in the field of violence in Nepalese context. In general, child violence was more common among girls than boys; however, recent studies have found boys to be as affected as girls. Violence against men and boys, while this information sheet focuses on sexual violence against girls and women, it is important to highlight that boys and men also suffer sexual violence. Gender based violence against men and boys take place in a variety of settings including homes, workplaces, schools, streets. Unfortunately, violence against men is a very sensitive and neglected area of study. Lack of knowledge about Gender based violence among school level students and suffering from different types of violence. So it is important to address this gap. This study was carried out in Shree Chhorepatan Higher Secondary School, Pokhara as students from different ethnicity, socio economic status, religion and from different background study here which is believed to be fruitful for this study.

#### **3.2 Research Design**

Research design is the master plan specifying the method and procedure for collecting and analyzing the needed information in a research study. Descriptive cross-sectional and exploratory research design was adopted to find out the knowledge and experience of Gender Based Violence among secondary level students in selected school.

### 3.3 Nature and Sources of Data

Primary sources are original research reports, which are description of studies written by researchers who conducted them. In this study Information was collected in quantitative form. The study was based solely upon the primary data collected by the researcher to provide the possible clear picture on the study objectives. The primary data was collected by the researcher herself. Primary data was collected from the field using anonymous self-administered questionnaires. Student studying in class 9 and 10 were the only source of primary data.

### 3.4 Universe and Sampling Procedure

Sampling is a process of selecting a part of the assigned population to represent the entire population. The study populations of the research were secondary level students who are studying in the class 9 and 10 in Shree Chhorepatan Higher Secondary School, Pokhara. The total number of secondary level students of class 9 and 10 was the universe of the study. There were 250 students studying in class 9 and 10. The total number of the student who participants in the studying in sample. Purposive sampling technique was used for the study.

#### Sample size calculation

The following simple formula (Daniel, 1999) will be used:

$$\begin{aligned}n &= (z^2 p(1-p)) / d^2 \\ &= (1.96)^2 \times 0.5(1-0.5) / (0.1)^2 = 3.8416 \times 0.25 / 0.01 \\ &= 96.025 \text{ (about 97)}\end{aligned}$$

Adding 15% non-response = 14.5 = Total sample size = 112 (115 sample was taken)

where n = sample size,

Z = Z statistic for a level of confidence, (95%)

P = expected prevalence

and d = precision (in 10%, d = 0.1).

### **3.5 Data Collection Instruments**

Self-administer Questionnaire schedule was used as data collection instruments to collect primary data from respondents. For questionnaire, self-administer questionnaire technique was used.

### **3.6 Reliability and Validity**

- ) Reliability of the instrument was established by administering the Nepali version instrument in 10% of the sample size meeting the criteria in similar setting.
- ) Necessary modification was done after pretesting in order to ascertain the relevancy, consistency and completeness of instruments.
- ) The validity of the instrument was ascertained by consultation with peers, research advisors and subject matter experts.
- ) The collected data was checked by the investigator for errors and emission and later on correction was done before data collection.
- ) Related literature was reviewed.

### **3.7 Pretest of the Tools**

Pretesting was conducted in at least 10% of the sample size meeting the criteria in similar setting. After collection of data, necessary correction was made in questionnaire schedule in order to get required relevant data depends on research objectives. The collected data was checked by the investigator for errors and emission and later on correction was done before data collection. Pretest aided on incorporating new questions, correcting old questions and omitting unnecessary questions.

### **3.8 Ethical Consideration**

The following ethical consideration will be taken for this study.

- ) Formal permission was taken from the authorized organizations i.e Prithivi Narayan Campus, Department of Sociology.

- ) Permission was taken from the Principal of Shree Chhorepatan Higher Secondary School.
- ) Permission and Informed consent was taken from the respondents prior to distribution of questionnaire;
- ) Objectives of the study was explained to the respondents;
- ) The collected data was kept confidential and the name of the respondents will not have associated with their answer;
- ) The data was personalize and confidentiality of the data was maintained and used for the study purpose only;
- ) Respondents were not influence by any means to participate in the study.

### **3.9 Method of Data Presentation and Analysis.**

This study was design and modulated as a descriptive study based on quantitative data organizing from primary source. All the data and information collected from the field through questionnaire were systematically arranged, summarized, processes and presented in tabular forms. Data entry and analysis was carrying out through IBM SPSS Version 24. The processed data and information analysis was presented and described in a separate chapter.

## **CHAPTER IV**

### **INTRODUCTION OF THE STUDY SITE**

This chapter introduces about the study area Kaski district particularly Chhorepatan and the inhabitants. In addition, physical and cultural setting of this place has been discussed.

#### **Introduction of the Study Area**

##### **4.1 Profile of Kaski District**

Kaski District is a part of Gandaki Zone and Province No. 4, is one of the seventy-six districts of Nepal. The name is disambiguated from Kaskikot, the ancient Kaski Kingdom. The district, with Pokhara as its district headquarter, covers an area of 2,017 square km and had a total population of 492,098 according to 2011 Census. This district lies at the centroid point of the country. The altitude of Kaski district ranges from 450 meters the lowest land to 8091 meters the highest point in the Himalaya range. Kaski District politically has 32 VDCs, 2 Municipalities, 13 ilakas and 4 electoral sectors. The district covers parts of the Annapurna mountain range, and the picturesque scene of the mountains can be observed from most parts of the district. It is one of the best tourist destinations of Nepal. The district is full of rivers such as Seti Gandaki, Modi and Madi along with other rivulets. The district headquarters Pokhara lies about 750 m above the sea level and is one of the best tourist destinations in the world. The district is famous for the Himalayan range with about 11 Himalayas with height greater than 7000 m. The famous Peaks include Machhapuchhre (Virgin Peak - 6993m). The Annapurna Range in the northern side is always full of snow. The beautiful scenery of northern mountains, gorge of Seti River, Davis Falls, natural caves, Fewa Lake, Begnas Lake and Rupa Lake are important natural resources of this district with great tourism values. Politically, all the governance and development of Kaski District are handled mainly by District Development Committee Kaski (Wikipedia).

## **4.2 Cultural Settings**

The Kaski district is full of people with multi-language, multi-religion and multiple cultures. Different people have different foods, dresses and norms based on their caste and religion. Many places offer Home Stay for internal as well as international tourists along with performance of local dance according to caste and cultures. According to the census of 2068 Kaski district has people of about 84 castes, 44 languages and 11 religions. The dressing style of people here matches with national dress. The main foods of people here are Dal-Bhat Tarkari, Roti, and Dhindo (These are typical Nepalese foods). The district is the common place of different castes such as Gurung, Brahmin, Chhetri, Newar, Thakali, kumal and many more. The study area of chhorepatan has a mixed community. The population comprises of casts like- Brahmin, Chhetri, Gurung, Newar, Dalit etc. The above population belongs to several religions like Hinduism, Buddhism, Muslim and Christianity. There are different temples, Church for the people to get involved in religious activities.

## **4.3 Background of Shree Chhorepatan Higher School**

Chhorepatan Higher Secondary School is one of the leading community schools in and around the valley establish in 2021 BS. It is located in the southwestern part of Pokhara Valley. In more than a decade-long journey, Chhorepatan has been able to prove itself as a milestone in the academic identity of Pokhara. It has been running classes from Nursery to Grade XII. This is the first school in the Western Region to introduce the computer science as a subject in school. Currently, about 2050 students are studying here.

In order to meet the need of quality of education in higher secondary education, Chhorepatan was upgraded to +2 level in 2055 BS with Humanities and Social Sciences streams. Later, Management and Education streams were launched in 2056 and 2061 BS, respectively in response to the cordial demands of the parents and students. The successful expansion of the school has been further marked by the addition of Science stream in 2066 BS. The quality of science stream is evidenced by 90+ pass percentage in 2070, final exam of grade XI and XII.

Stretched in an area of 13 ropanies, the school has its own purpose built structures within spacious premises. Highly facilitated library, sophisticated computer lab, up-to-date science laboratories and well-equipped conference hall provide ideal learning opportunities for its students. Under the mentorship of a team of highly committed faculty members, students can enjoy the full prospect of curricular, co-curricular achievements.

#### **4.4 Class Setting**

In Chhorepatan Higher Secondary School, a total of 250 students were studying in class 9 and 10, both in English and Nepali medium. Among them 150 students were female and 100 were male. Both the classes 9 and 10 were divided in 4 different sections like A, B, C and D. In section A and B, students were studying in English medium and in section C and D students were studying in Nepali medium. Students were from different age, sex, ethnicity, socio economic status, religion and different background.



## CHAPTER V

### BACKGROUND CHARACTERISTICS OF HOUSEHOLD POPULATION AND RESPONDENTS

This chapter presents the background characteristics of respondents and their household characteristics under study. The characteristic variables include the different factors like age, class standard, religion, ethnicity, family types, father's educational status, mother's educational status, father's occupation, mother's occupation and living with which has direct and indirect implications for several issues related to Gender Based Violence. The findings of background characteristics of respondents are computed, analyzed and interpreted by simple table.

#### 5.1 BACKGROUND CHARACTERISTICS OF THE RESPONDENTS

##### 5.1.1 Age

Age structure is one of the imperative demographic data in examining population characteristic. In critical, age stratification refers to the hierarchical ranking of people into age groups within a society. Aging (often spelt as ageing) is both a biological and sociological process where in human beings experience and accomplish stages of biological and social maturation.

**Table 5.1: Distribution of the Respondents by Age**

Age ( in year)	Number of Respondents (n=115)	Percentage
14-16	89	77.4
17-19	26	22.6
<b>Total</b>	<b>115</b>	<b>100.0</b>

*Source: Field Survey, 2018*

Table 5.1 shows that the age of respondents varied from 14 to 19 years. Most of the respondents 89 (77.4%) were of age 14-16 years, followed by 26 (22.6%) of age 17-19 years.

### 5.1.2 Gender

Gender is the range of characteristics pertaining to, and differentiating between, masculinity and femininity. Depending on the context, these characteristics may include biological sex (i.e., the state of being male, female, or an intersex variation), sex-based social structures (i.e., gender roles), or gender identity. People who do not identify as men or women or with masculine or feminine gender pronouns are often grouped under the umbrella terms *non-binary* or *genderqueer*. Some cultures have specific gender roles that are distinct from "man" and "woman," such as the hijras of South Asia. These are often referred to as *third genders* (Wikipedia). In this study gender is classified as male and female.

### 5.2: Distribution of the Respondents by Sex

Sex of the respondents	Number of Respondents (n=115)	Percentage
Male	47	40.9
Female	68	59.1
<b>Total</b>	<b>115</b>	<b>100.0</b>

Source: Field Survey, 2018

Table 5.2 shows that majority of the respondents were female (59.1%) and 47 (40.9%) were male.

### 5.1.3 Education

Education is a process of cognitive cartography, mapping the experience and finding a person's regular work or profession, job or principal activity. It is imparting of knowledge, skill and information. Education helps people to perceive anything accurately, think clearly and set effectively to achieve the preset goal and aspiration of life. Education is one of the most important means of empowering with the knowledge, skill and self-confidence necessary to participate fully in the developmental process, also helps in the holistic empowerment. In this study, education means the educational level of the respondents at the time of research study.

**Table 5.3: Distribution of Respondents by their Education**

<b>Level of Education</b>	<b>Number of Respondents (n=115)</b>	<b>Percentage</b>
Class 9	56	48.7
Class 10	59	51.3
<b>Total</b>	<b>115</b>	<b>100.0</b>

*Source: Field Survey, 2018*

Table 5.3 illustrates about half of the respondents (51.3 %) studied in class 10 followed by 48.7 percent in class 9.

#### **5.1.4 Religion**

Sociology of religion is the study of the beliefs, practices and organizational forms of religion using the tools and methods of the discipline of sociology. The respondents have been categorized into four main Religions-Hindu, Buddhist, Christian and Muslim.

**Table 5.4: Distribution of the Respondents by Religion**

<b>Religion</b>	<b>Number of Respondents (n=115)</b>	<b>Percentage</b>
Hindu	107	93.0
Buddhist	8	7.0
<b>Total</b>	<b>115</b>	<b>100.0</b>

*Source: Field Survey, 2018*

Table 5.4 elucidates that, among 115 respondents, majority of the respondents were from Hindu religion 93 percent, Only 7 percent were from Buddhist religion.

#### **5.1.5 Caste/Ethnicity**

An ethnic group or ethnicity is a socially-defined category of people who identify with each other based on common ancestral, social, cultural or national experience. Membership of an ethnic group tends to be defined by a shared cultural heritage, ancestry, myth of origins, history, homeland, language (dialect), or even ideology, and manifests itself through symbolic systems such as religion, mythology and ritual, cuisine, dressing style, physical appearance, etc.

Caste and ethnicity is the identification of the person. This makes one group distinct from other. Researcher collected data of respondents based on caste/ethnicity categories.

**Table 5.5: Distribution of the Respondents by Caste/Ethnicity**

<b>Caste/Ethnicity</b>	<b>Number of Respondents (n=115)</b>	<b>Percentage</b>
Brahmin	41	35.7
Chhetri	20	17.4
Janajati	16	13.9
Dalit	38	33.0
<b>Total</b>	<b>115</b>	<b>100.0</b>

*Source: Field Survey, 2018*

Table 5.5 illustrates that majority of the respondents 41 (35.7%) were from Brahmin ethnicity followed by 38 (33%) Dalit, 20 (17.4%) Chhetri and 16 (13.9%) Janajati by their ethnicity.

## **5.2 HOUSEHOLD CHARACTERISTICS OF THE RESPONDENTS**

### **5.2.1 Type of Family**

Family is defined as a group consisting of parents and their children living together as a unit. On the basis of size or structure and the depth of generations family is classified into 3 types: 1) Nuclear or the single unit family 2) Joint family 3) Extended family. Family type may be associated with differences in resources such as parental time, supervision, income, wealth, occupation or social capital. Improper guidance to child, inadequate educational outcomes and inadequate income level in the family corresponds to any level of work what they found beforehand. Table 5.6 depicts the distribution of respondents by types of family.

**Table 5.6: Distribution of the Respondents by Types of Family**

<b>Types of Family</b>	<b>Number of Respondents (n=115)</b>	<b>Percentage</b>
Nuclear	80	69.6
Joint	33	28.7
Extended	2	1.7
<b>Total</b>	<b>115</b>	<b>100.0</b>

*Source: Field Survey, 2018*

Table 5.6 depicts that 69.6 percent of the respondents belonged to nuclear family 23.1 percent belonged to joint family and only 1.7 percent from Extended family. Majority of the respondents were from nuclear family.

### **5.2.2 Educational Status of Respondents Parents**

Education is a process of cognitive cartography, mapping the experience and finding a person's regular work or profession, job or principal activity. It is imparting of knowledge, skill and information. Education helps people to perceive anything accurately, think clearly and set effectively to achieve the preset goal and aspiration of life. Education of parents seems to affect the knowledge and perception of their children towards anything. The following table shows the educational status of respondent's parents.

**Table 5.7: Educational Status of Respondents Parents**

<b>Educational Status</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Father's Education</b>		
Illiterate	15	13.0
Literate	100	87.0
<b>Level of Education</b>		
Primary	23	20
Secondary	44	38.3
Higher Secondary	27	23.5
Bachelor and above	06	5.2
<b>Mother's Education</b>		
Illiterate	21	18.3
Literate	94	81.7
<b>Level of Education</b>		
Primary	22	19.1
Secondary	46	40.0
Higher Secondary	21	18.3
Bachelor and above	05	4.3

*Source: Field Survey, 2018*

Education level of the respondents were categorized into illiterate those who cannot read and write, literate those who can read and write. Again, the literate respondents were categorizing into primary, secondary, higher secondary and bachelor and above. Majority of the respondent's father and mother were literate 87 percent and 81.7 percent respectively. Among the literate father and mother, majority from secondary level education.

### **5.2.3 Occupational Status of Respondent's Parents**

Occupation is defined as a person's usual or principal work or business, especially as a means of earning a living. It is based on the person's socio-economic background, their educational status and mostly on their interest. The occupational structure of a

society is the mix of different types of occupations found there. It also describes the distribution of people among those occupations, which gives some sense of which types of work predominate a society. In this study, the type of occupation is categorized into agriculture, services, business, labor and housewife in female.

**Table 5.8: Occupational Status of the Respondent’s Parents**

<b>Occupational Status</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Occupational Status of Father</b>		
Service	42	36.5
Business	37	32.2
Labor	34	29.6
Agriculture	2	1.7
<b>Total</b>	<b>115</b>	<b>100.0</b>
<b>Occupational Status of Mothers</b>		
Housewife	62	53.9
Business	32	27.8
Labor	13	11.3
Service	7	6.1
Agriculture	1	0.9
<b>Total</b>	<b>115</b>	<b>100</b>

*Source: Field Survey, 2018*

Out of 115 respondents’ fathers, majority 36.5 percent were involved in service followed by 32.2 percent in business 29.6 percent in labor and only 1.7 percent engage in agriculture. Business, service, labor and agriculture were the major occupation of the respondents’ fathers. Similarly, in respondent’s mothers involved in housewife (53.9%) followed by 27.9 percent business, 11.3 percent labor, 6.1 percent service and 0.9 percent were engaged in agriculture.

#### **5.2.4 Living Status of the Respondents**

Living status of the respondents was categories as living with parents, living with friends and living alone

**Table 5.9: Living Status of the Respondents**

<b>Living with</b>	<b>Number of Respondents (n=115)</b>	<b>Percentage</b>
Parents	108	93.9
Friends	3	2.6
Alone	4	3.5
<b>Total</b>	<b>115</b>	<b>100.0</b>

*Source: Field Survey, 2018*

Table 5.9 shows that majority of the respondents 108 (93.9) were lived with parents and only 3.5 percent were lived in alone.

Chapter five concluded that, among 115 respondents, most of the respondents (77.4%) were of age 14-16 years, followed by (22.6%) of age 17-19 years. Majority of the respondents were female (59.1%) and (40.9%) were male and about half of the respondents (51.3 %) studied in class 10 followed by 48.7 percent in class 9. Maximum of the respondents were from Hindu religion (93%), only 7 percent were from Buddhist religion. Majority of the respondents (35.7%) were from Brahmin ethnicity followed by (33%) Dalit, (17.4%) Chhetri and (13.9%) Janajati by their ethnicity. Majority of the respondents were from nuclear family. Majority of the respondent's father and mother were literate 87 percent and 81.7 percent respectively. Among the literate father and mother, majority from secondary level education. Out of 115 respondents' fathers, majority 36.5 percent were involved in service followed by 32.2 percent in business 29.6 percent in labor and only 1.7 percent engage in agriculture. Business, service, labor and agriculture were the major occupation of the respondents' fathers. Similarly, half of the respondents' mothers involved in housewife (53.9%). Majority of the respondents (93.9%) were lived with parents and only 3.5 percent were lived in alone.



## CHAPTER VI

### KNOWLEDGE REGARDING GENDER BASED VIOLENCE AMONG SECONDARY LEVEL STUDENTS

This chapter presents the respondents meaning regarding Gender based violence, knowledge regarding different types, causes, effects and law related to gender based violence. The findings of knowledge of respondents are computed, analyzed and interpreted by simple table.

#### 6.1 Heard about Gender Based Violence

Gender-based violence (GBV) is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. While women, girls, men and boys can be victims of GBV.

**Table 6.1: Distribution of the Respondents Heard about Gender based Violence**

<b>Heard about GBV</b>	<b>Number of Respondents (n=115)</b>	<b>Percentage</b>
Yes	92	80.0
No	23	20.0
<b>Total</b>	<b>115</b>	<b>100.0</b>

*Source: Field Survey, 2018*

A study conducted by Adika, Agada, Bodise-Ere, and Ojokojo (2013) shows that 40 percent of the respondents have heard about gender violence. While 60% have not heard about gender violence practice. Table 6.1 showed that most of the respondent (80%) had heard about Gender Based violence and 20 percent of the respondent had not heard about it.

## 6.2 Respondents Knowledge Regarding Meaning of Gender Based Violence

Gender-Based Violence (GBV) is describe any harmful act that is perpetrated against a person’s will and is based on socially ascribed (gender) differences between males and females. This is not to say that gender-based violence against men does not exist. For instance, men can become targets of physical or verbal attacks for transgressing predominant concepts of masculinity, for example because they have sex with men. Men can also become victims of violence in the family – by partners or children. (Bloom 2008, p14). Violence occurs both male and female so, knowledge is importance to prevent from gender based violence.

**Table 6.2: Distribution of the Respondents by Knowledge regarding Meaning of Gender Based Violence**

<b>Items</b>	<b>Number of Respondents(n=115)</b>	<b>Percentage</b>
Violence against both male and female*	59	51.3
Violence against female by male	32	27.8
Violence against female	22	19.1
Violence against male	02	1.7
<b>Total</b>	<b>115</b>	<b>100.0</b>

*Correct Response \**

*Source: Field Survey, 2018*

Table 6.2 depicts that more than half (51.3%) of respondents told violence against both male and female in the meaning of gender based violence. Similarly, about quarter (27.8%) of respondent told violence against female by male and only 1.7 percent of respondents told that violence against male is the meaning of gender based violence. Half of the respondents are told the correct meaning of the respondents.

## 6.3 Respondents Knowledge on Type of Gender Based Violence

GBV is one of the major public health problems and a violation of human rights. GBV results in physical, sexual and psychological harm to both men and women and includes any form of violence or abuse that targets men or women. Unequal power

relations between men and women significantly contribute to gender violence. Knowledge about different form of violence is essential to prevent from violence.

**Table 6.3: Distribution of the Respondents by Knowledge on type of Gender Based Violence**

Items*	Yes	No
	Number (%)	Number (%)
Beaten	109 (94.8)	6 (5.2)
Unavailability of health, education , food and clothes	87 (75.5)	28 (24.3)
Forced Sex	88 (76.5)	27 (23.5)
Sexual harassment, beating and tension in dating	64 (55.7)	51 (44.3)
Marital Rape	80 (69.6)	35 (30.4)
Dowry	109 (94.8)	6 (5.2)
Abortion	58 (50.4)	57 (49.6)
Early Marriage	92 (80)	23 (20)
Forced Marriage	87 (75.7)	28 (24.3)
Human Trafficking	95 (82.6)	20 (17.4)
Forced Prostitution	64 (55.7)	51 (44.3)
Untouchable	93 (80.9)	22 (19.1)
Different salary for same work	83 (72.2)	32 (27.8)
Accusing of Witchcraft	106 (92.2)	9 (7.8)
No authority for decision making in home	79 (68.7)	36 (31.3)
Keeping in dark room during menstruation	95 (82.6)	20 (17.4)
Polygamy	98 ( 85.2)	16 ( 13.9)

*Multiple Response \**

*Source: Field Survey, 2018*

Table 6.3 shows that maximum of the respondent heard about beaten (94.8 %) followed by dowry (94.8%), accusing of witchcraft (92.2%) is type of gender based violence. Likewise, only 50 percent of the respondent heard about abortion is the type of gender based violence.

## 6.4 Knowledge on Causes and Effects of Gender Based Violence

Gender-based violence (GBV) as “any harm or suffering that is perpetrated against a woman or girl, man or boy and that has a negative impact on the physical, sexual or psychological health, development or identity of the person. The cause of the violence is founded in gender-based power inequalities and gender-based discrimination”. It includes acts of physical, sexual and psychological violence directed at individuals or groups because of their biological sex and/or their specific gender role in society.

**Table: 6.4 Distribution of the Respondents regarding Knowledge on Causes and Effects of GBV**

Items*	Yes	No	Don't know
	Number (%)	Number (%)	Number (%)
<b>Causes</b>			
Gender inequality	92 (80.0)	7 (6.1)	16 (13.9)
Lack of Education	113 (98.3)	00	2 (1.7)
Alcoholism	79 (68.7)	24 (20.9)	12(10.4)
Cultural and Traditional	89 (77.4)	22 (19.1)	4 (3.5)
Low economic Status	92 (80.0)	12 (10.4)	11 (9.6)
Law/ Policies	47 (40.9)	49 ( 42.6)	19 ( 16.5)
Witness of violence during childhood	80 ( 69.6)	16 ( 13.9)	19 ( 16.5)
Acceptance of Violence	80 ( 69.6)	12 (10.4)	23 ( 20.0)
<b>Effects</b>			
Suicidal attempt, suicidal and death	108 ( 93.9)	5 (4.3)	2 (1.7)
Physical injuries and disability	87 ( 75.7)	24 ( 20.9)	4 ( 3.5)
Psychologic Problems	102 (88.7)	8 ( 7.0)	5( 4.3)
Reproductive health problems	71 ( 61.7)	26 (22.6)	18 ( 15.7)
STDs including HIV/AIDS	87 ( 75.7)	20 ( 17.4)	8 ( 7.0)
Self-harm behavior like smoking / drinking	86 ( 74.8)	18 ( 15.7)	11 ( 9.6)

*Multiple Response \**

*Source: Field Survey, 2018*

Table 6.4 illustrates that most of the respondent knew about lack of education 113 (98.3%) as a caused of Gender based violence followed by gender inequality 92 (80), Low economic status 92 (80%) and cultural and traditional practice 89 (77.4%). Similarly, less than 50 percent (40.9%) of the respondents knew about law and policies as causes of gender based violence. In the effects of GBV, more than ninety percent (93.9) knew about suicidal attempt, social and death as a effects of violence followed by psychological disorder 102 (88.7%), physical injuries and disability (75.7%) and STDs including HIV/AIDS.

### 6.5 Knowledge regarding Law related to Gender Based Violence

The majority of women were unaware of any Nepali laws that address GBV. Only 9 percent of respondents were aware that rape within marriage is illegal, and only 13 percent were aware of a specific law against domestic violence. Only about one quarter of women (24.8%) were aware of services available to the survivors of GBV (Fernandez, D. 2012).

#### 6.5 Distribution of the Respondents regarding Knowledge on Law related to Gender Based Violence

Items*	Yes ( %)	No (%)
Domestic violence crime and punishment Act	89 (77.4)	26 ( 22.6)
Human trafficking and transportation control act	106 ( 92.2)	9 (7.8)
Bill against untouchables	90 ( 78.3)	25 ( 21.7)
Bill against sexual harassment	95 ( 82.6)	20 ( 17.4)
Law that guarantees property right to daughters	83 ( 72.2)	32 (27.8)

*Multiple Response \**

*Source: Field Survey, 2018*

Table 6.5 shows that more than ninety percent 106 (92.2%) of respondents knew about law of human trafficking and transportation control act present in Nepal. Whereas only 83 (72.2%) of respondents knew about law that guarantee property right to daughter.

## 6.6 Knowledge Regarding on Reporting on Gender Based Violence

In our society still violence is accepted and not share to anyone or do not report to the Police administration. So the researcher wanted to study whether the respondent's knowledge regarding on reporting of GBV.

### 6.6 Distribution of the Respondents regarding Knowledge on Reporting on Gender Based Violence

Items	Number of Respondents (n=115)	Percentage
Family	13	11.3
Friends	8	7.0
Police administration	92	80.0
Others	2	1.7
<b>Total</b>	<b>115</b>	<b>100.0</b>

Source: Field Survey, 2018

Table 6.6 illustrate that majority of the respondents 92 (80%) said that reporting of GBV should be done in police administrations. Whereas only 1.7 percent said that reporting to other (women and child development center) said that reporting of Violence.

## 6.7 Respondent Level of Knowledge regarding Gender Based Violence

Gender-based violence involves men and women, in which the female is usually the target, and is derived from unequal power relationships between men and women. Adequate knowledge is needed to avoid from violence.

### 6.7 Distribution of the Respondents according to the level of Knowledge regarding Gender based Violence

Level of knowledge	Number of Respondents (n=115)	Percentage
Adequate	59	51.3
Moderate	47	40.9
Inadequate	9	7.8
<b>Total</b>	<b>115</b>	<b>100.0</b>

Source: Field Survey, 2018

Table 6.7 shows that more than half of the respondents 59(51.3%) had adequate knowledge, 47(40.9%) had Moderate knowledge and 9 (7.8%) had inadequate knowledge about Gender based violence.

In conclusion, most of the respondent (80%) had heard about Gender Based violence and 20 percent of the respondent had not heard about it. About half (51.3%) of respondents told violence against both male and female in the meaning of gender based violence. Maximum of the respondent heard about beaten (94.8 %) followed by dowry (94.8%), accusing of witchcraft (92.2%) are type of gender based violence. Likewise, only half of the respondent heard about abortion is the type of gender based violence. Most of the respondent knew about lack of education (98.3%) as a caused of Gender based violence followed by gender inequality (80), low economic status (80%) and cultural and traditional practice (77.4%). Majority of the respondents (80%) said that reporting of GBV should be done in police administrations. Whereas only 1.7 percent said that reporting to other (women and child development center) said that reporting of Violence. Similarly, about half of the respondents had adequate knowledge (51.3%), moderate knowledge (40.9%) and (7.8%) had inadequate knowledge about Gender Based Violence.

## CHAPTER VII

### RESPONDENTS EXPERIENCE ON GENDER BASED VIOLENCE

This chapter deals with the respondents' experience on Gender based violence, perpetrator of violence, age of first experience and violence occurs within 6 months or not. This finding of respondents' experiences are computed, analyzed and interpreted by simple table.

#### 7.1 Experience of Type of Violence

There are different forms of Gender based violence especially physical, psychological and sexual violence.

**Table: 7.1 Distribution of Respondent according to Experience  
of Gender Based Violence**

Types Of Violence	Yes (%)	No (%)
Psychological Violence	81 ( 70.4)	34 (29.4)
Physical Violence	67 ( 58.3)	48 (41.7)
Sexual Violence	34 ( 29.6)	81 (70.4)

*Multiple Response \**

*Source: Field Survey, 2018*

Table 7.1 shows that majority of the respondents (70.4%) were experienced psychological violence followed by physical violence (58.3%) and sexual violence (29.6%). Findings indicate that maximum of the respondents faced psychological violence than other type of violence.

#### 7.2 Experience of Psychological Violence

Violence is experience in psychological form. There is different form of psychological assaults. i.e threats of violence and harm, emotional violence, isolation, humiliation and economic violence etc. The perpetrator's threats of violence or harm



may be directed against the survivor or others important to the survivor or they may be suicide threats. Sometimes the threat includes killing the victim and others and then committing suicide. The perpetrator of a psychological assault may be a date, an acquaintance, a friend, a family member, an intimate partner and Unknown person etc.

**Table: 7.2: Distribution of Respondent according to Experience of Type of Psychological Violence**

<b>Types of Psychological Violence (n=81)</b>	<b>Number ( %)</b>
<b>Types*</b>	
Yelled at	76 (93.8)
Degraded/dishonoured	74 (91.4)
Humiliated	52 ( 64.2)
Insulted	40 ( 49.4)
Threatened at	57 ( 70.4)
Irritated	76 (93.8)
<b>Perpetrator*</b>	
Family	60 (74.0)
Teacher	70 (86.4)
Boyfriend/Girlfriend	58 (71.6)
Friends	76 (93.8)
Unknown	64 (79.0)
Others	16 (19.75)
<b>Age of First Experience</b>	
8-10 years	15 (18.5)
11-13 years	37 (45.7)
14-16 years	29 (35.8)
<b>Experience within 6 month</b>	
Yes	26 (32.1)
No	55 (67.9)

*Multiple Response \**

*Source: Field Survey, 2018*

Table 7.2 shows that, the most common type of psychological violence experienced by respondents was yelled at (93.8%), irritated (93.8%) followed by degraded/dishonoured (91.4%). Friends and teacher were the main perpetrators of psychological violence. Less than fifty percent (45.7%) of the respondents had experienced first psychological violence at the aged of 11-13 years of life. Majority of the respondents (67.9%) had not experienced violence within six months.

### 7.3 Consequences of Psychological Violence

Consequences of Violence include difficulty in carrying out daily activities, pain, memory loss, dizziness, mental health problems, emotional distress and suicidal behavior (Garcia-Moreno et al., 2005).

**Table: 7.3: Distribution of Respondent according to Consequences of Psychological Violence**

<b>Consequences*(n=81)</b>	<b>Number (%)</b>
No effects	43 (53.0)
Psychological/mental distress	25 (30.8)
Effects of study/education	30 (37.0)
Feel hurt	12 (14.8)
Irritation	15 (18.5)
Not want to work	22 (27.1)
Fear	10 (12.3)
Suicidal intention	3 (3.70)

*Multiple Response \**

*Source: Field Survey, 2018*

Table 7.3 shows that more than half (53.0%) of the respondents had no effects of psychological violence followed by effect of study/education (37.0%), psychological/mental stress (30.8%) and not want to work (27.1%).

#### 7.4 Experience of Physical Violence

Physical abuse may include spitting, scratching, biting, grabbing, shaking, shoving, pushing, restraining, throwing, twisting, slapping (with open or closed hand), punching, choking, burning, and/or use of weapons (e.g., household objects, knives, guns) against the survivor. The physical assaults may or may not cause injuries.

**Table: 7.4: Distribution of Respondent according to Experience of Type of Physical Violence**

<b>Physical Violence (n=67)</b>	<b>Number (%)</b>
<b>Types*</b>	
Beated with hands	64 (95.5)
Beated with weapons	22 (32.8)
Pushed	55 ( 82.1)
Slapped	62 ( 92.5)
Pulled hair	50 ( 74.6)
Twist hand	51 ( 76.1)
<b>Perpetrator*</b>	
Family	62 (92.5)
Teacher	64 (95.5)
Boyfriend/Girlfriend	49 (73.13)
Friends	65 (97.0)
Unknown	31 (46.2)
Others	9 (13.4)
<b>Age of First Experience</b>	
8-10 years	14 (20.9)
11-13 years	20 (29.9)
14-16 years	33 (49.3)
<b>Experience within 6 month</b>	
Yes	19 (28.4)
No	48 ( 71.6)

*Multiple Response \**

*Source: Field Survey, 2018*

Table 7.4 illustrates that, majority of the respondents (95.5%) were experienced beaten with hands followed by slapped (92.5%) and pushed (82.1%). Friends and teachers were the main perpetrators of physical violence. Less than fifty percent (49.3%) of the respondents had experienced first physical violence at the aged of 14-16 years of life. Less than three quarter (71.6%) of the respondents had not experienced such type of violence within six months.

### 7.5 Consequences Physical Violence

GBV seriously affects all aspects of health- physical, sexual and reproductive, mental and behavioral health. Health consequences of GBV can be both, immediate and acute as well as long lasting and chronic; indeed, negative health consequences may persist long after the violence has stopped. The more severe the level of violence, the greater the impact will be on health. Furthermore, exposure to more than one type of violence (e.g. physical and sexual) and/or multiple incidents of violence over time tends to lead to more severe health consequences.

**Table: 7.5: Distribution of Respondent according to Consequences of Physical Violence**

<b>Consequences*(n=67)</b>	<b>Number (%)</b>
No effects	32 (55.2)
Effects of study/education	24 (35.8)
Psychological/mental distress	20 (29.8)
Fear	16 (23.8)
Not want to work	14 (20.8)
Irritation	12 (17.9)

*Multiple Response \**

*Source: Field Survey, 2018*

Table 7.5 shows that more than half (55.2%) of the respondents had no effects of physical violence followed by effect of study/education (35.8%), psychological/mental stress (29.8%) and fear (23.8%).

## 7.6 Experience of Sexual Violence

Sexual violence can take many forms and take place under very different circumstances. A person can be sexually violated by one individual or several people; the incident may be planned or a surprise attack. Although sexual violence occurs most commonly in the survivor's or perpetrators home, it also takes place in many other settings, such as the workplace, at school, the streets or open spaces. The perpetrator of a sexual assault may be a date, a friend, a family member, an intimate partner or former intimate partner, or a stranger, but more often than not, is someone known to the survivor.

**Table: 7.6: Distribution of Respondent according to Experience of Type of Sexual Violence**

<b>Sexual Violence (n=34)</b>	<b>Number ( %)</b>
<b>Types*</b>	
Forced Sex	9(26.5)
Attempted to force sex	20 (58.8)
Touched in inappropriate way	23 (67.6)
Teased	22 (64.7)
Looked at inappropriate way	33 (97.1)
<b>Perpetrator*</b>	
Family	3 (8.8)
Teacher	10 (29.4)
Boyfriend/Girlfriend	28(82.35)
Friends	24 (70.5)
Unknown	24 (70.5)
Others	6(17.64 )
<b>Age of First Experience</b>	
8-10 years	4 (11.8)
11-13 years	8 (23.5)
14-16 years	22 (64.7)
<b>Experience within 6 month</b>	
Yes	12 ( 35.3)
No	22 (64.7)

*Multiple Response \**

*Source: Field Survey, 2018*

Table 7.6 depicts that, maximum of the respondents (97.1%) were experienced looked at inappropriate way followed by touched in inappropriate way (67.6%) and teased (64.7%). About one quarter (26.5%) of the respondents experienced forced sex in their life. More than half (64.7%) of the respondents were first experience at the aged of 14 -16 years. Similarly, about two third (64.7%) of the respondents had not experienced such type of violence within six months.

### 7.7 Consequences of Sexual Violence

According to a UNHCR (2003) report, physical effects of sexual violence include pain, contracting STIs, in cases where the assailant is infected, mutilated genitalia, unintended pregnancy, abortion, or infanticide, unwanted children or even death. Psychological trauma is also known to result in paralysis and terror to emotional pain, sense of denial, depression, mental disorder, and sometimes suicide. The victim can also experience nightmares and be haunted by fear and feelings of shame and guilt. Negative consequences of violence are common and can be serious. Problems included psychological issues (fear, tension, depression and suicidal ideation, with 1 in 25 attempting suicide); reproductive health problems, symptoms associated with sexually transmitted infections, and other physical ailments (CREHPA, 2012).

**Table: 7.7: Distribution of Respondent according to Consequences of Sexual Violence**

<b>Consequences*(n=34)</b>	<b>Number (%)</b>
No effects	12 (35.3)
Psychological/mental distress	18 ( 53.0)
Fear	18 (52.9)
Effects of study/education	16 (47.0)
Feel hurt	10 ( 29.4)
Irritation	8 (23.5)
Suicidal intention	1 (2.9)

*Multiple Response \**

*Source: Field Survey, 2017*

Table 7.7 shows that more than half (53.0%) of the respondents has psychological and mental distress followed by fear (52.9%), effect of study/education (47.0%), (30.8%) and only 2.9 percent of respondent had suicidal intention due to the sexual violence. Similarly, about one third (35.3%) of the respondents had no effects of sexual violence.

## **7.8 ASSOCIATION BETWEEN SOCIO-DEMOGRAPHIC CHARACTERISTICS AND LEVEL OF KNOWLEDGE ABOUT GENDER BASED VIOLENCE**

It deals with the relationship between different socio-demographic characteristics such as age, sex, education, and religion, and ethnicity, educational and occupational status of respondent's parents.

### **7.8.1 Association between Age of the Respondents and Knowledge about Gender Based Violence.**

Aging (often spelt as ageing) is both a biological and sociological process where in human beings experience and accomplish stages of biological and social maturation. In this study age was categories in 14- 16 year and 17-19 years and shows that increase the age decreased the knowledge about GBV.

**Table 7.8: Association between Age of the Respondents and Knowledge about Gender Based Violence.**

<b>Age of the Respondents (in years)</b>	<b>Level of Knowledge</b>			<b>Total</b>
	<b>Adequate</b>	<b>Moderate</b>	<b>Inadequate</b>	
14- 16	49 (55.1)	35 (39.3)	5 (5.6)	89 (100.0)
17-19	10 (38.5)	12 (46.2)	4 (15.4)	26 (100.0)
<b>Total</b>	<b>59 (51.3)</b>	<b>47 (40.9)</b>	<b>9 (7.8)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

*Source: Field Survey, 2018*

Table 7.8 shows that most of the respondents were age from 14-16 years old. The respondents of aged from 14-16 years had adequate knowledge (55.1%), moderate knowledge (39.3%) and (5.6%) inadequate knowledge. Less than half (46.2%)

percent of respondents of age group 17-19 years had moderate knowledge followed by 15.4 percent inadequate knowledge. It shows that younger aged groups have adequate knowledge as compare to older.

### **7.8.2 Association between Sex of the Respondents and Knowledge about Gender Based Violence.**

Knowledge about violence was associated with the gender. Male respondents are more aware about violence. Most of the female respondents had inadequate knowledge about such type of violence.

**Table 7.9: Association between Sex of the Respondents and Knowledge about Gender Based Violence.**

<b>Sex of the Respondents</b>	<b>Level of Knowledge</b>			<b>Total</b>
	<b>Adequate</b>	<b>Moderate</b>	<b>Inadequate</b>	
Male	28 (59.6)	18 (38.3)	1(2.1)	47 (100.0)
Female	31 (45.6)	29 (42.6)	8 (11.8)	68 (100.0)
<b>Total</b>	<b>59 (51.3)</b>	<b>47 (40.9)</b>	<b>9 (7.8)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

*Source: Field Survey, 2018*

Table 7.9 shows that male had adequate knowledge (59.6%) followed by moderate knowledge (38.3%) and inadequate knowledge (2.1%). Similarly, in female less than fifty percent (45.6%) had adequate knowledge. It reflects that male had more knowledge as compare to female.

### **7.8.3 Association between Level of Education of Respondents and Knowledge about Gender Based Violence.**

Education helps to people to perceive anything accurately, think clearly and set effectively to achieve the preset goal and aspiration of life. Education is one of the most important means of gaining knowledge, skill and self-confidence.



**Table 7.10: Association between Level of Education of Respondents and Knowledge about Gender Based Violence.**

Level of education	Level of Knowledge			Total
	Adequate	Moderate	Inadequate	
Class 9	29 (50.9)	24 (42.1)	4 (7.0)	57 (100.0)
Class 10	30 (51.7)	23 (39.7)	5 (8.6)	58 (100.0)
<b>Total</b>	<b>59 (51.3)</b>	<b>47 (40.9)</b>	<b>9 (7.8)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

*Source: Field Survey, 2018*

Table 7.10 illustrates that (51.7%) respondents of class 10 had adequate knowledge regarding gender based violence. whereas 50.9 percent of class 9 had adequate knowledge followed by (42.1%) moderate knowledge and (7%) inadequate knowledge. It shows higher the level of education higher the level of knowledge.

#### **7.8.4 Association between Ethnicity and Knowledge about Gender Based Violence.**

Case and ethnicity is the identification of the person. This makes one group distinct from other. Different ethnic group have own rules, norms, belief in the society. Some ethnic groups were aware about violence and some group were not aware about the violence.

**Table 7.11: Association between Ethnicity and Knowledge about Gender Based Violence.**

Ethnicity	Level of Knowledge			Total
	Adequate	Moderate	Inadequate	
Brahmin	25 (61.0)	15 (36.6)	1 (2.4)	41 (100.0)
Chhetri	12(60.0)	7 (35.0)	1(5.0)	20 (100.0)
Janajati	8 (50.0)	3 (18.8)	5 (31.3)	16 (100.0)
Dalit	14 (36.8)	22 (57.9)	2 (5.3)	38 (100.0)
<b>Total</b>	<b>59 (51.3)</b>	<b>47 (40.9)</b>	<b>9 (7.8)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

*Source: Field Survey, 2018*

Table 7.11 shows that Brahmin had adequate knowledge (61.0%) than Chhetris, Janjatis and Dalits. More than half (57.9%) of Dalit had moderate knowledge. Whereas Janjatis had inadequate knowledge (31.3%) than other ethnic groups.

#### **7.8.5 Association between Religion and Knowledge about Gender Based Violence.**

A religion is a unified system of beliefs and practices relative to sacred things, that is to say, things set apart and forbidden-beliefs and practices which unite into one single moral community, all those who adhere to them. It is a system of beliefs and practice by means of which a group of people struggle with the ultimate problems of human life. In this study researcher categories religion and compare the knowledge about GBV.

**Table 7.12: Association between Religion and Knowledge about Gender Based Violence.**

<b>Religion</b>	<b>Level of Knowledge</b>			<b>Total</b>
	<b>Adequate</b>	<b>Moderate</b>	<b>Inadequate</b>	
Hindu	56 (52.3)	47 (43.9)	4 (3.7)	107 (100.0)
Buddhist	3 (37.5)	0 (0.0)	5 (62.5)	8 (100.0)
<b>Total</b>	<b>59 (51.3)</b>	<b>47 (40.9)</b>	<b>9 (7.8)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

*Source: Field Survey, 2018*

The table 7.12 shows that only eight respondents were Buddhist and 107 were Hindu. Hindus (52.3%) had adequate knowledge on gender based violence. Similarly, more than sixty (62.5%) percent of respondent were Inadequate knowledge from Buddhist religions.

#### **7.8.6 Association between Type of Family and Knowledge about Gender Based Violence.**

Family type may be associated with differences in resources such as parental time, supervision, and monitoring, proper guidance to their children. Table 7.13 depicts the association between type of family and knowledge about GBV. The knowledge of

violence remained high in all groups of family sizes but it was lowest among the extended family.

**Table 7.13: Association between Type of Family and Knowledge about Gender Based Violence.**

Type of Family	Level of Knowledge			Total
	Adequate	Moderate	Inadequate	
Nuclear	41 (51.3)	33 (41.3)	6 (7.5)	80 (100.0)
Joint	17 (51.5)	13 (39.4)	3 (9.1)	33 (100.0)
Extended	1 (50.0)	1 (50.0)	0 (0.0)	2 (100.0)
<b>Total</b>	<b>59 (51.3)</b>	<b>47 (40.9)</b>	<b>9 (7.8)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

*Source: Field Survey, 2018*

Table 7.13 shows that fifty percent of the respondents had adequate knowledge from Nuclear, joint and extended family. Whereas only (9.1%) respondents had inadequate knowledge from joint family.

#### **7.8.7 Association between Educational Status of Parents and Level of Knowledge about Gender Based Violence.**

Education is the cognitive process. It helps to perceived anything correctly, think scientifically and give rational appropriately. Educated parents' guide their children properly and educate them about what is right and what is wrong. Educational status of the parents is associated to knowledge about GBV among respondents.

**Table 7.14: Association between Educational Status of Parents and Level of Knowledge about Gender Based Violence.**

<b>Educational Status of Father</b>	<b>Level of knowledge</b>			<b>Total</b>
	<b>Adequate</b>	<b>Moderate</b>	<b>Inadequate</b>	
Illiterate	7 (46.7)	6 (40.0)	2 (13.3)	15 (100.0)
Literate	52 (52.0)	41 (41.0)	7 (7.0)	100 (100.0)
Primary	15 (65.2)	8 (34.8)	0 (0.0)	23 (100.0)
Secondary	17 (38.6)	24 (54.5)	3 (6.8)	44 (100.0)
Higher Secondary	15 (55.6)	8 (29.6)	4 (14.8)	27 (100.0)
Bachelor and Above	5 (83.3)	1 (16.7)	0 (0.0)	6 (100.0)
<b>Educational Status of Mother</b>				
Illiterate	9 (42.9)	9 (42.9)	3 (14.3)	21 (100.0)
Literate	50 (53.2)	38 (40.4)	6 (6.4)	94 (100.0)
Primary	9 (40.9)	9 (40.9)	4 (18.2)	22 (100.0)
Secondary	23 (50.0)	21 (45.7)	2 (4.3)	46 (100.0)
Higher Secondary	13 (61.9)	8 (38.1)	0 (0.0)	21 (100.0)
Bachelor and Above	5 (100.0)	0 (0.0)	0(0.0)	05 (100.0)

Figures in parenthesis indicate percentage

*Source: Field Survey, 2018*

The table shows that the respondent's fathers who were literate had adequate knowledge as compare to illustrate. Those respondent's father who bachelor and above of education had good knowledge (83.3%) followed by the respondents' father who had primary level of education (65.2%). The respondents' father who had secondary level of education had moderate knowledge (54.5%) on violence. The respondents' father who had higher secondary level of education (14.8%) had inadequate knowledge. Likewise, respondents' mothers who had bachelor and above of education had adequate knowledge (100.0%) followed by the respondents' mother who had higher secondary level of education (61.9%).

### 7.8.8 Association between Occupational Status of Parents and Level of Knowledge about Gender Based Violence.

Occupation is the way of earning a living. In our society people are involved in different occupation for earning. In this study researcher categories, the occupational status of parents and try to find out association between knowledge about GBV.

**Table 7.15: Association between Occupational Status of Parents and Level of Knowledge about Gender Based Violence.**

Occupational Status of Father	Level of knowledge			Total
	Adequate	Moderate	Inadequate	
Service	24 (57.1)	15 (35.7)	3 (7.1)	42 (100.0)
Business	17 (45.9)	17(45.9)	3 (8.1)	37 (100.0)
Labor	18 (52.9)	13 (38.2)	3 (8.8)	34 (100.0)
Agriculture	0 (0.0)	2 (100.0)	0 (0.0)	2 (100.0)
<b>Occupational Status of Mother</b>				
Housewife	33 (53.2)	27 (43.5)	2 (3.2)	62 (100.0)
Business	15 (46.5)	13 (40.6)	4 (12.5)	32 (100.0)
Labor	5 (38.5)	6 (46.2)	2 (15.4)	13 (100.0)
Service	6 (85.7)	1 (14.3)	0 (0.0)	7 (100.0)
Agriculture	0 (0.0)	0 (0.0)	1 (100.0)	1 (100.0)

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

The table shows that most of the fathers were engage in service holder. Respondents whose father engaged in service were (57.1%) had adequate followed by the respondents whose fathers were involved in labor (52.9%). Respondents 2(100.0%) whose father was involved in agriculture had moderate knowledge. Correspondingly, respondents whose mother was involved in service (85.7 %) had adequate knowledge on violence followed by the respondents whose mothers were involved in house work 15 (57.9%). Respondents 6 (46.2%) whose mother was involved in labor had moderate knowledge and respondents whose mothers were involved in agriculture 1 (100.0%) had inadequate knowledge on Gender based violence.

### 7.8.9 Association between Living Status of Respondents and Level of Knowledge about Gender Based Violence.

Most of the children were lived with parents. Whereas some of the children are lived alone. In this study researcher try to attempt to any association between living status and knowledge about GBV.

**Table 7.16: Association between Living Status of Respondents and Level of Knowledge about Gender Based Violence.**

Living with	Level of Knowledge			Total
	Adequate	Moderate	Inadequate	
Parents	53 (49.1)	46 (42.6)	9 (8.3)	108 (100.0)
Alone	4 (100.0)	0 (0.0)	0 (0.0)	4 (100.0)
Friends	2 (66.7)	1 (33.3)	0 ( 0.0)	3 (100.0)
<b>Total</b>	<b>59 (51.3)</b>	<b>47 (40.9)</b>	<b>9 (7.8)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

Table 7.16 shows that, majority of the respondents were lived with parents. Respondent who lived in alone 4 (100%) has adequate knowledge about violence followed by lived with friends 2 (66.7%) and parents 53 (49.1%). Respondents lived with parents had moderate knowledge (42.6%) and inadequate knowledge (8.3%).

### 7.9: ASSOCIATION BETWEEN SOCIO-DEMOGRAPHIC CHARACTERISTICS AND EXPERIENCE ONTYPE OF GENDER BASED VIOLENCE

There are different sociological theories occurs to describe the violence. The ecological model focuses on violence in the interaction among its four distinct spheres: individual, family, communitarian and socio cultural. This model is superposing causality levels, in which there is not only single determinant, but an interaction of operating factors, favoring violence or protecting the individual against it. These causal factors and their interactions need to be known in their distinct contexts and cultural environments. The ecological model, classified in four levels, makes it possible to analyze the factors influencing people's behavior and factors increasing the probabilities of people turning into victims or perpetrators of violent

acts. That is biological and personnel history factors, closer relationship with partner, family and friends, explore the community and forth level directed at general factors related to structure of the society.

### **7.9.1 Association between Age of the Respondents and Experience of Psychological Violence**

The socio ecological model focuses on violence in the interaction among its four distinct spheres: individual, family, communitarian and socio cultural. The first level identifies the biological and personal history such as demographic characteristics are influence to becoming victim of violence similarly in this table reflects that higher aged group's respondents faced more psychological violence as compare to other aged group.

**Table 7.17: Association between Age of the Respondents and Experience of Psychological Violence**

Age of the Respondents	Experience of Psychological Violence		Total
	Yes	No	
14-16	61 (68.5)	28 (31.5)	89 (100.0)
17-19	20 (76.9)	6 (23.1)	26 (100.0)
<b>Total</b>	<b>81 (70.4)</b>	<b>34 (29.6)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

*Source: Field Survey, 2018*

Table 7.17 shows that 81 (76.4%) of the respondent were experience of psychological violence. Similarly, respondent aged group from 17-19 years were faced psychological violence (76.9%) and 61 (68.5%) of respondent faced violence from aged group 14-16.

### **7.9.2 Association between Sex of the Respondents and Experience of Psychological Violence**

In our male dominated society, female is always dominated by male. Female always accept violence and they do not share to other. On the basis of gender, female always vulnerable in different types of violence.

**Table 7.18: Association between Sex of the Respondents and Experience of Psychological Violence**

Sex of the Respondents	Experience of Psychological Violence		Total
	Yes	No	
Male	33 (70.2)	14 (29.8)	47 (100.0)
Female	48 (70.6)	20 (29.4)	68 (100.0)
<b>Total</b>	<b>81 (70.4)</b>	<b>34 (29.6)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

*Source: Field Survey, 2018*

Table 7.18 illustrates that most of the respondents both male (70.2%) and female (70.6%) were vulnerable from psychological violence but female respondents were faced more than male. It indicates those females are more exposed from psychological violence.

### 7.9.3 Association between Level of the Education and Experience of Psychological Violence

Educational status of the respondents is associated to violence. Higher education level students experienced more psychological violence then lower educational level.

**Table 7.19: Association between Level of the Education and Experience of Psychological Violence**

Level of education	Experience of Psychological Violence		Total
	Yes	No	
Class 9	31 (54.4)	26 (45.6)	57 (100.0)
Class 10	50 (86.2)	8 (13.8)	58 (100.0)
<b>Total</b>	<b>81 (70.4)</b>	<b>34 (29.6)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

*Source: Field Survey, 2018*

Table 7.19 shows that respondents who are studying in class 10 were faced more psychological violence (86.2%) then studying in class 9.



### 7.9.10 Association between Ethnicity and Experience of Psychological Violence

Gender Based Violence has always been a vexing issue for the Nepalese society. It occurs in all communities irrespective of class, caste/ethnicity, religion, social status, educational background or geographical position (Acharya, 2007). This table describes the association between ethnicity and experience of psychological violence.

**Table 7.20: Association between Ethnicity and Experience of Psychological Violence**

Ethnicity	Experience of Psychological Violence		Total
	Yes	No	
Brahmin	22 (53.7)	19 (46.3)	41 (100.0)
Chhetri	11 (55.0)	9 (45.0)	20(100.0)
Janajati	12(75.0)	4 (25.0)	16(100.0)
Dalit	36 (94.7)	2 (5.3)	38(100.0)
<b>Total</b>	<b>81 (70.4)</b>	<b>34 (29.6)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

*Source: Field Survey, 2018*

Table 7.20 shows that ethnic group also associated with the experience of violence. Dalit had experience (94.7%) more psychological violence than Chhetris. Janjatis and Brahmins. Less than half (46.3%) of Brahmin had not experience of psychological violence.

### 7.9.11. Association between Religion and Experience of Psychological Violence

Violence is most common within culture where gender roles are strictly defined and enforced; where masculinity is closely associated with toughness, male honor, or dominance, where punishment of women and children is accepted (Shrestha, 2012).

**Table: 7.21: Association between Religion and Experience of Psychological Violence**

Religion	Experience of Psychological Violence		Total
	Yes	No	
Hindu	75 (70.1)	32 (29.9)	107 (100.0)
Buddhist	6 (75.0)	2 (25.0)	8 (100.0)
<b>Total</b>	<b>81 (70.4)</b>	<b>34 (29.6)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

The table illustrates that maximum of the respondent were Hindu religion. Respondent from Buddhist religion had more psychological violence experience (75.0%) then respondent from Hindu religion.

#### **7.9.12 Association between Type of Family and Experience of Psychological Violence**

Family type may be associated with differences in resources such as parental time, supervision, and monitoring, proper guidance to their children. But sometimes perpetrators of violence are generally the family member, male partner, father, mother, grandfather and grandmother.

**Table: 7.22: Association between Type of Family and Experience of Psychological Violence**

Type of Family	Experience of Psychological Violence		Total
	Yes	No	
Nuclear	55 (68.8)	25 (31.3)	80 (100.0)
Joint	24 (72.7)	9 (27.3)	33 (100.0)
Extended	2(100.0)	0 (0.0)	2 (100.0)
<b>Total</b>	<b>81 (70.4)</b>	<b>34 (29.6)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

Table 7.22 depicts that most of the respondents were from Nuclear family. Respondent from extended family had 2 (100.0%) experience of psychological violence followed by respondent from joint family 24 (72.7%) and nuclear family 55 (68.8%).

### 7.9.13 Association between Educational Status of Parents and Experience of Psychological Violence

Violence has always been a major issue for the Nepalese society. It occurs in all communities irrespective of class, caste/ethnicity, religion, social status, educational background or geographical position (Acharya, 2007). But educated parents guided their children properly. Similarly, in this study those respondents' parents who had studying in higher education and decrease the experience of violence to their children.

**Table: 7.23: Association between Educational Status of Parents and Experience of Psychological Violence**

<b>Educational Status of Father</b>	<b>Experience of Psychological Violence</b>		<b>Total</b>
	<b>Yes</b>	<b>No</b>	
Illiterate	12 (80.0)	3 (20.0)	15 (100.0)
Literate	69 (69.0)	31 (31.0)	100 (100.0)
Primary	17 (73.9)	6 (26.1)	44(100.0)
Secondary	31 (70.5)	13 (29.5)	27 (100.0)
Higher Secondary	18 (66.7)	9 (33.3)	6 (100.0)
Bachelor and Above	3 (50.0)	3 (50.0)	6 (100.0)
<b>Educational Status of Mother</b>			
Illiterate	18 (85.7)	3 (14.3)	21 (100.0)
Literate	63 (67.0)	31 (33.0)	94 (100.0)
Primary	17 (77.3)	5 (22.7)	22 (100.0)
Secondary	34 (73.9)	12 (26.1)	46 (100.0)
Higher Secondary	9 (42.9)	12 (57.1)	21 (100.0)
Bachelor and Above	3 (60.0)	2 (40.0)	5 (100.0)

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

Table 7.23 shows that the respondent's father who were illiterate had experience of violence (80.0%) as compare to literate (69.0%). Those respondent's father who had primary level education had experience violence (73.9%) followed by the respondents' father who had secondary level of education (70.5%). The respondents'

father who had bachelor and above level of education (50.0%) had faced violence. Table shows that those respondents parents who had studying in higher education and decrease the experience of violence in their children. Likewise, respondents' mothers who had illiterate higher level of violence experience (85.7%) then respondents mother who had literate (67.0%).

#### 7.9.14 Association between Occupational Status of Parents and Experience of Psychological Violence

Occupation is the way of earning a living. In our society people are involved in different occupation for earning. In this study researcher categories, the occupational status of parents and try to find out association between knowledge about GBV

**Table: 7.24: Association between Occupational Status of Parents and Experience of Psychological Violence**

Occupational Status of Father	Experience of Psychological Violence		Total
	Yes	No	
Service	24 (57.1)	18 (42.9)	42 (100.0)
Business	28 (75.7)	9 (24.3)	37 (100.0)
Labor	28 (82.4)	6 (17.6)	34 (100.0)
Agriculture	1 (50.0)	1 (50.0)	2 (100.0)
Occupational Status of Mother			
Housewife	42 (67.7)	20 (32.3)	62 (100.0)
Business	23 (71.9)	9 (28.1)	32 (100.0)
Labor	12 (92.3)	1 (7.7)	13 (100.0)
Service	4 (57.1)	3 (42.9)	7 (100.0)
Agriculture	0 (0.0)	1 (100.0)	1 (100.0)

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

The table shows that most of the fathers were engaged in service holder. Respondents whose father engaged in labor were (82.4%) had experience of psychological violence followed by the respondents whose fathers were involved in business (75.7%). Respondents whose father was involved in agriculture had 1 (50.0%) experience of

violence. Respectively, respondents whose mother was involved in labor had (92.3 %) had experience on violence followed by the respondents whose mothers were involved in business 23 (71.9%). Findings shows that those parents involved in labor had faced more violence as compare to other occupational status.

### **7.9.15 Association between Living Status of Respondents and Experience of Psychological Violence**

In ecological model describes those closer relations, such as those between couples and partners, other family members and friends. It has been observed that these increase the risk of suffering or perpetrating violent acts. Having friends who commit or incite violent acts can increase the risk that young people will suffer or execute these actions. For example, having violent friends may influence whether a young person engages in or becomes a victim of violence. Likewise, in this study those respondents lived with friends had full percent experience of psychological violence.

**Table: 7.25: Association between Living Status of Respondents and Experience of Psychological Violence**

<b>Living with</b>	<b>Experience of Psychological Violence</b>		<b>Total</b>
	<b>Yes</b>	<b>No</b>	
Parents	74 (68.5)	34 (31.5)	108 (100.0)
Alone	4 (100.0)	0 (0.0)	4 (100.0)
Friends	3 (100.0)	0 (0.0)	3 (100.0)
<b>Total</b>	<b>81 (70.4)</b>	<b>34 (29.6)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

*Source: Field Survey, 2018*

Table 7.25 illustrates that respondents who lived in alone and with friends had cent percent experience of psychological violence whereas respondents lived with parents had 74 (68.5%) experienced psychological violence.

## **7.10: ASSOCIATION BETWEEN SOCIO-DEMOGRAPHIC CHARACTERISTICS AND EXPERIENCE ON PHYSICAL VIOLENCE**

It deals with the association between different socio demographic characteristics of the respondents such as age, sex, religion, occupation, ethnicity, educational and occupational status of the parents and type of family.

### **7.10.1 Association between Age of the Respondents and Experience of Physical Violence**

Physical violence may include spitting, scratching, biting, grabbing, shaking, shoving, pushing, restraining, throwing, twisting, slapping, punching, choking, burning, and/or use of weapons (e.g., household objects, knives, guns) against the survivor. Older aged of the respondents more faced physical violence then younger aged.

**Table 7.26: Association between Age of the Respondents and Experience of Physical Violence**

<b>Age of the Respondents</b>	<b>Experience of Physical Violence</b>		<b>Total</b>
	<b>Yes</b>	<b>No</b>	
14-16	47 (52.8)	42 (47.2)	89 (100.0)
17-19	20 (76.9)	6 (23.1)	26 (100.0)
<b>Total</b>	<b>67 (58.3)</b>	<b>48 (41.7)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

*Source: Field Survey, 2018*

Table 7.26 shows that 81 (58.3%) of the respondent were experience of physical violence. Respondent aged group from 17-19 years were faced more physical violence (76.9%) then respondents aged from 14-16 years (52.8%). Findings show that experience of physical violence increase sharply with age.

### **7.10.2 Association between Sex of the Respondents and Experience of Physical Violence**

Sex- role socialization theory explains gendered differences in offending in terms of the differences in gender socialization, gender roles and gendered identities. The norms and values associated with traditional femininity are not conducive to crime, while the norms and values associated with traditional masculinity are more likely to

lead to crime (Thompson, 2016). This theory highlights the masculine socialization practices that encourage men to be competitive, tough, aggressive, unemotional, and/or objectifying. Boys were more likely to be victims or perpetrators of physical violence than girl (Pfefferle & Chou, 2014).

**Table 7.27: Association between Sex of the Respondents and Experience of Physical Violence**

Sex of the Respondents	Experience of Physical Violence		Total
	Yes	No	
Male	29 (61.7)	18 (38.3)	47 (100.0)
Female	38 (55.9)	30 (44.1)	68 (100.0)
<b>Total</b>	<b>67 (58.3)</b>	<b>48 (41.7)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

Table 7.27 depicts that most of the male respondents experienced (61.7%) more physical violence as compare to female (55.9%) respondents. In context to this study male are faced more physical violence then female it may be due to male are more involved in more physical crime, aggressive and competitive activities.

### 7.10.3. Association between Level of the Education and Experience of Physical Violence

Violence behavior as a learned phenomenon. Social-psychological studies explained that the process of learning through experience and exposure to violence and imitation. Violence behavior develops through observation and reinforcement. Similarly, in this study higher the class faced more physical violence then lower level of class.

**Table: 7.28: Association between Level of the Education and Experience of Physical Violence**

Level of education	Experience of Physical Violence		Total
	Yes	No	
Class 9	22 (38.6)	35 (61.4)	57 (100.0)
Class 10	45 (77.6)	13 (22.4)	58 (100.0)
<b>Total</b>	<b>67 (58.3)</b>	<b>48 (41.7)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

Table 7.28 shows that respondents who are studying in class 10 were faced more physical violence 45 (77.6%) then studying in class 9. Experience of physical violence increase with education.

#### 7.10.4 Association between Ethnicity and Experience of Physical Violence

Sub cultural theories of violence describe that within large, complex, and pluralistic societies, sub-groups learn and develop specialized norms and values through differential associations and organizations that emphasize and justify the use of physical force above and beyond that which is regarded as “normative” of the culture as a whole. Family and street violence, for example, are viewed as the products of an exaggerated ethos of masculinity or of machismo, characteristic of “lower class” society. In this study Dalit ethnic group had more experience of violence then other ethnic group.

**Table 7.29: Association between Ethnicity and Experience of Physical Violence**

Ethnicity	Experience of Physical Violence		Total
	Yes	No	
Brahmin	20 (48.8)	21 (51.2)	41 (100.0)
Chhetri	8 (40.0)	12 (60.0)	20 (100.0)
Janajati	9 (56.3)	7 (43.8)	16 (100.0)
Dalit	30 (78.9)	8 (21.1)	38 (100.0)
<b>Total</b>	<b>67 (58.3)</b>	<b>48 (41.7)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

Table 7.29 illustrates that Dalit ethnic group had experience (78.9%) more physical violence followed by Janajati (56.3%), Brahmin (48.8%) and Chhetri (40.0%).

#### 7.10.5 Association between Religion and Experience of Physical Violence

Religion is a system of beliefs and practice by means of which a group struggle with the ultimate problems of human life. In some religion accept the violence as a normal process. In this study shows the association between religion of the respondents and experience of physical violence.



**Table 7.30: Association between Religion and Experience of Physical Violence**

Religion	Experience of Physical Violence		Total
	Yes	No	
Hindu	62 (57.9)	45 (42.1)	107 (100.0)
Buddhist	5 (62.5)	3 (37.5)	8 (100.0)
<b>Total</b>	<b>67 (58.3)</b>	<b>48 (41.7)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

Table 7.30 shows that respondent from Buddhist religion had faced more physical violence (62.5%) then respondent from Hindu religion (57.9%).

#### **7.10.6. Association between Type of Family and Experience of Physical Violence**

Culture of violence theory describe that violence is used by men to control women. This theory describes that both in the past and present the unequal distribution of power between the sexes has resulted in societies that have been dominated by men and that most women occupy subordinate position of power, increasing vulnerability to violence. In this study respondent belongs to joint family faced more physical violence.

**Table: 7.31: Association between Type of Family and Experience of Physical Violence**

Type of Family	Experience of Physical Violence		Total
	Yes	No	
Nuclear	44 (55.0)	36 (45.0)	80 (100.0)
Joint	22 (66.7)	11 (33.3)	33 (100.0)
Extended	1 (50.0)	1 (50.0)	2 (100.0)
<b>Total</b>	<b>67 (58.3)</b>	<b>48 (41.7)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

Table 7.31 represents that most of the respondent were from Nuclear family. Respondent from joint family had 22 (66.7%) experience of physical violence followed by respondent from nuclear family 44 (55.0%) and extended family 1 (50.0%).

### 7.10.7. Association between Educational Status of Parents and Experience of Physical Violence

Educational status of the respondents' parents plays vital role to minimize the physical violence to their children. Educated parents were more aware and conscious about their children rights.

**Table: 7.32: Association between Educational Status of Parents and Experience of Physical Violence**

Educational Status of Father	Experience of Physical Violence		Total
	Yes	No	
Illiterate	11 (73.3)	4 (26.4)	15 (100.0)
Literate	56 (56.0)	44 (44.0)	100 (100.0)
Primary	13 (56.5)	10 (43.5)	23 (100.0)
Secondary	23 (52.3)	9 (47.7)	44 (100.0)
Higher Secondary	18 (66.7)	9 (33.3)	27 (100.0)
Bachelor and Above	2 (33.3)	4 (66.7)	6 (100.0)
Educational Status of Mother			
Illiterate	15 (71.4)	6 (28.6)	21 (100.0)
Literate	52 (55.3)	42 (44.7)	94 (100.0)
Primary	12 (54.5)	10 (45.5)	22 (100.0)
Secondary	29 (63.0)	17 (37.0)	46 (100.0)
Higher Secondary	9 (42.9)	12 (57.1)	21 (100.0)
Bachelor and Above	2 (40.0)	3 (60.0)	5 (100.0)

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

Table 7.32 shows that the respondent's father who were illiterate had experience of more physical violence (73.3%) as compare to literate (56.0%). Those respondent's father who had bachelor and above level had experience less physical violence (33.3%) as compare to other level of education. Violence (73.9%) followed by the respondents' father who had secondary level of education (70.5%). Also, respondents' mothers who had illiterate had experience more (71.4%) then

respondents mother who had literate (55.3%). Similarly, respondents mother from bachelor and above level had less experience of physical violence (40.0%) than other level of education. Table indicates that parent's education is essential to minimize experience of violence their children.

### 7.10.8 Association between Occupational Status of Parents and Experience of Physical Violence

Occupation is the way of earning that is directly or indirectly associated to experience of violence. In this study occupation was categories such as service, business, labor and agriculture and analyzes the association between experiences of physical violence to their children.

**Table: 7.33: Association between Occupational Status of Parents and Experience of Physical Violence**

Occupational Status of Father	Experience of Physical Violence		Total
	Yes	No	
Service	18 (42.9)	21 (57.1)	42 (100.0)
Business	28 (75.7)	9 (24.3)	37 (100.0)
Labor	20 (58.8)	14 (41.2)	34 (100.0)
Agriculture	1 (50.0)	1 (50.0)	2 (100.0)
<b>Occupational Status of Mother</b>			
Housewife	35 (56.5)	27 (43.5)	62 (100.0)
Business	17 (53.1)	15 (46.9)	32 (100.0)
Labor	11 (84.6)	2 (15.4)	13 (100.0)
Service	4 (57.1)	3 (42.9)	7 (100.0)
Agriculture	0 (0.0)	1 (100.0)	1 (100.0)

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

Table 7.33 shows that respondents whose father engaged in business (75.7%) had experience of physical violence followed by the respondents whose father was involved in labor (58.8%). Respondents whose father involved in service has faced less psychological violence (42.9%). Respectively, respondents whose mother was

involved in labor had (84.6%) experience on physical violence followed by the respondents whose mothers were involved in service (57.1%).

### **7.10.9 Association between Living Status of Respondents and Experience of Physical Violence**

In ecological model describes that closer relations, such as those between couples and partners, other family members and friends are associated to act and experienced of violence.

**Table: 7.34: Association between Living Status of Respondents and Experience of Physical Violence**

<b>Living with</b>	<b>Experience of Physical Violence</b>		<b>Total</b>
	<b>Yes</b>	<b>No</b>	
Parents	63 (58.3)	45 (41.7)	108 (100.0)
Alone	2 (50.0)	2 (50.0)	4 (100.0)
Friends	2 (66.7)	1 (33.3)	3 (100.0)
<b>Total</b>	<b>67 (58.3)</b>	<b>48 (41.7)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

Table 7.34 depicts that respondents who lived with friends had faced more physical violence (66.7%) followed by respondents lived with parents (58.3%) and lived alone (50.0%).

### **7.11: ASSOCIATION BETWEEN SOCIO-DEMOGRAPHIC CHARACTERISTICS AND EXPERIENCE ON SEXUAL VIOLENCE**

It deals with the association between different socio-demographic characteristics of the respondents such as age, sex, religion, occupation, ethnicity, educational and occupational status of the parents and type of family.

### 7.11.1 Association between Age of the Respondents and Experience of Sexual Violence

Study conducted to Nepal Demographic and Health Survey (2016), shows that experience of physical and sexual violence increases sharply with age. It means higher the aged with higher experiences of sexual violence.

**Table 7. 35: Association between Age of the Respondents and Experience of Sexual Violence**

Age of the Respondents	Experience of Sexual Violence		Total
	Yes	No	
14-16	26 (29.2)	63 (70.8)	89 (100.0)
17-19	8 (30.8)	18 (69.2)	26 (100.0)
<b>Total</b>	<b>34 (29.6)</b>	<b>81 (70.4)</b>	115 (100.0)

Figures in parenthesis indicate percentage

*Source: Field Survey, 2018*

The table shows that respondent from aged 17-19 years had faced more sexual violence (30.8%) then respondents from aged group 14- 16 years (29.2%). Table describe that higher the age with higher level of experience of sexual violence.

### 7.11.2 Association between Sex of the Respondents and Experience of Sexual Violence

Culture of violence theory describe that violence is used by men to control women. This theory describes that both in the past and present the unequal distribution of power between the sexes has resulted in societies that have been dominated by men and that most women occupy subordinate position of power, increasing vulnerability to violence. Both girl and boys can be victim of violence but girls are at greater risk of sexual violence (Action Aid International, 2013).

**Table: 7.36: Association between Sex of the Respondents and Experience of Sexual Violence**

Sex of the Respondents	Experience of Sexual Violence		Total
	Yes	No	
Male	13 (27.7)	34 (72.3)	47 (100.0)
Female	21 (30.9)	47 (69.1)	68 (100.0)
<b>Total</b>	<b>34 (29.6)</b>	<b>81 (70.4)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

Table 7.36 shows that female had experience more sexual violence (30.9%) then male (27.7%). Findings indicate that still in our society female are more vulnerable to sexual violence.

### 7.11.3 Association between Level of the Education and Experience of Sexual Violence

Educational level of the respondent is associated to the experience of sexual violence. A study conducted by Nepal Demographic and Health Survey (2016), found that women with only primary and no education are more vulnerable to sexual violence than educated women.

**Table: 7.37 Association between Level of the Education and Experience of Sexual Violence**

Level of education	Experience of Sexual Violence		Total
	Yes	No	
Class 9	17 (29.8)	40 (70.2)	57 (100.0)
Class 10	17 (29.8)	41 (70.2)	58 (100.0)
<b>Total</b>	<b>34 (29.6)</b>	<b>81 (70.4)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

The table shows that there was no any association between of level of the education of the respondent and experience of sexual violence. Respondents studying in class 9 and 10 had equal percentage (29.8%) of experience of sexual violence.

#### 7.11.4 Association between Ethnicity and Experience of Sexual Violence

The risk factors of sexual violence at the societal sphere, factors like culture, caste/ethnicity, gender inequalities and society norms that are lenient or secretive towards sexual violence (Acierno et al., 2009).

**Table 7.38: Association between Ethnicity and Experience of Sexual Violence**

Ethnicity	Experience of Sexual Violence		Total
	Yes	No	
Brahmin	9 (22.0)	32 (78.0)	41 (100.0)
Chhetri	9 (45.0)	11 (55.0)	20 (100.0)
Janajati	4 (25.0)	12 (75.0)	16 (100.0)
Dalit	12 (31.6)	26 (68.4)	38 (100.0)
<b>Total</b>	<b>34 (29.6)</b>	<b>81 (70.4)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

Table 7.38 shows that respondent from Chhetri ethnic group had experience less than fifty percent (45.0%) sexual violence followed by Dalit (31.6%), Janajati (25.0%) and Brahmin (22.0%).

#### 7.11.5 Association between Religion and Experience of Sexual Violence

Culture of violence theory describe that violence is used by men to control women, to suppress the latter's rebellion and resistance to male domination, and to enforce the differential status of men and women that have traditionally been translated into laws and customs, in order to serve the collective interests of men. These theories also describe that the societies that have been dominated by men and that most women occupy subordinate positions of power, increasing their vulnerability to violence. Similarly, in this study respondent from Hindu religion experience of more sexual violence

**Table: 7.39 Association between Religion and Experience of Sexual Psychological Violence**

Religion	Experience of Sexual Violence		Total
	Yes	No	
Hindu	32 (29.9)	75 (70.1)	107 (100.0)
Buddhist	2 (25.0)	6 (75.0)	8 (100.0)
<b>Total</b>	<b>34 (29.6)</b>	<b>81 (70.4)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

Table 7.39 shows that respondent from Hindu religion had faced more sexual violence (29.9%) then respondent from Buddhist religion (25.0%).

#### 7.11.6 Association between Type of Family and Experience of Sexual Violence

Social- psychological theories describe that violent behavior as a leaned phenomenon and learning through experience and exposure to violent and imitation. This theory, more often termed as intergenerational transmission of violence, suggests that violence is learned through socialization practices in the family, which serves as a training ground for violence and provides examples for imitation, and role models. Similarly, in this study respondents from extended family had faced cent percent sexual violence.

**Table: 7.40: Association between Type of Family and Experience of Sexual Violence**

Type of Family	Experience of Sexual Violence		Total
	Yes	No	
Nuclear	23 (28.8)	57 (71.3)	80 (100.0)
Joint	9 (27.3)	24 (72.7)	33 (100.0)
Extended	2 (100.0)	0 (0.0)	2 (100.0)
<b>Total</b>	<b>34 (29.6)</b>	<b>81 (70.4)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

Source: Field Survey, 2018



Table 7.40 illustrates that respondent from extended family had experience cent percent sexual violence followed by respondents from nuclear family (28.8%) and joint family (27.3%).

### 7.11.7 Association between Educational Status of Parents and Experience of Sexual Violence

Educational status of the parents is associated to the experience of sexual violence to their children.

**Table: 7.41: Association between Educational Status of Parents and Experience of Sexual Violence**

Educational Status of Father	Experience of Sexual Violence		Total
	Yes	No	
Illiterate	4 (26.7)	11 (73.3)	15 (100.0)
Literate	30 (30.0)	70 (70.0)	100 (100.0)
Primary	6 (26.1)	17 (73.9)	23 (100.0)
Secondary	12 (27.3)	32 (72.7)	44 (100.0)
Higher Secondary	10 (37.0)	17 (63.0)	27 (100.0)
Bachelor and Above	2 (33.3)	4 (66.7)	6 (100.0)
Educational Status of Mother			
Illiterate	4 (19.0)	17 (81.0)	21 (100.0)
Literate	30 (31.9)	64 (68.1)	94 (100.0)
Primary	6 (27.3)	16 (72.2)	22 (100.0)
Secondary	15 (32.6)	31 (67.4)	46 (100.0)
Higher Secondary	7 (33.3)	14 (66.7)	21 (100.0)
Bachelor and Above	2 (40.0)	3 (60.0)	5 (100.0)

Figures in parenthesis indicate percentage

Source: Field Survey, 2018

Table 7.41 shows that the respondent's father who were literate had experience of 30 percent of sexual violence as compare to illiterate (26.7%). Those respondent's father who had bachelor and above level had experience less sexual violence (33.3%) as compare to higher secondary level of education. Similarly, respondents' mothers who

were literate had experience more (31.9%) sexual violence than respondents mother who had illiterate (19.0%). Similarly, respondents mother from bachelor and above level had experience of high level of sexual violence (40.0%) than other level of education.

#### **7.11.8. Association between Occupational Status of Parents and Experience of Sexual Violence**

Occupation is the way of earning that is directly or indirectly associated to experience of violence. In this study occupation was categories such as service, business, labor and agriculture and analyzes the association between experiences of sexual violence to their children.

**Table: 7.42: Association between Occupational Status of Parents and Experience of Sexual Violence**

<b>Occupational Status of Father</b>	<b>Experience of Sexual Violence</b>		<b>Total</b>
	<b>Yes</b>	<b>No</b>	
Service	11 (26.2)	31 (73.8)	42 (100.0)
Business	17 (45.9)	20 (54.1)	37 (100.0)
Labor	6 (17.6)	28 (82.4)	34 (100.0)
Agriculture	0 (0.0)	2 (100.0)	2 (100.0)
<b>Occupational Status of Mother</b>			
Housewife	15 (24.2)	47 (75.8)	62 (100.0)
Business	13 (40.6)	19 (59.4)	32 (100.0)
Labor	3 (23.1)	10 (76.9)	13 (100.0)
Service	3 (42.9)	4 (57.1)	7 (100.0)
Agriculture	0 (0.0)	1 (100.0)	1 (100.0)

Figures in parenthesis indicate percentage

*Source: Field Survey, 2018*

Table 7.42 shows that respondents those father engaged in business (45.9%) had experience of sexual violence followed by the respondents those father were involved in service (26.2%). Correspondingly, respondents those mothers were involved in

service had less than fifty percent (42.9%) experience on sexual violence followed by the respondents those mothers were involved in business (40.6%). Findings shows that respondent's parents those involved in agriculture have not faced sexual violence.

### **7.11.9 Association between Living Status of Respondents and Experience of Sexual Violence**

Social- psychological theories describe that violent behavior as a learned phenomenon and learning through experience and exposure to violent and imitation. This theory, more often termed as intergenerational transmission of violence, suggests that violence is learned through socialization practices in the family, which serves as a training ground for violence and provides examples for imitation, and role models. Similarly, in this study respondents who lived with friends had faced more sexual violence .it may be due to those lived with friends had learning through experience and exposure to violence and imitation.

**Table: 7.43: Association between Living Status of Respondents and Experience of Sexual Violence**

<b>Living with</b>	<b>Experience of Sexual Violence</b>		<b>Total</b>
	<b>Yes</b>	<b>No</b>	
Parents	29 (26.9)	79 (73.1)	108 (100.0)
Alone	2 (50.0)	2 (50.0)	4 (100.0)
Friends	3 (100.0)	0 (0.0)	3 (100.0)
<b>Total</b>	<b>34 (29.6)</b>	<b>81 (70.4)</b>	<b>115 (100.0)</b>

Figures in parenthesis indicate percentage

*Source: Field Survey, 2018*

Table 7.43 shows that respondents who lived with friends had faced 3 (100.0%) sexual violence followed by lived alone 2 (50.0%) and lived with parents 29 (26.9%).

Chapter seven concluded that, majority of the respondents (70.4%) were experienced psychological violence followed by physical violence (58.3%) and sexual violence (29.6%). Respondents studied in class ten were faced more psychological violence (86.2%). Respondents from extended family were sent percent experienced of psychological and sexual violence. Female respondents (30.9%) were faced more sexual violence then male.

## **CHAPTER VIII**

### **SUMMARY AND CONCLUSION**

#### **8.1 Summary**

There search was designed to investigate the knowledge and experience of Gender Based Violence among Secondary Level Students in selected schools. This research was done to find out the level of knowledge and experiences of Gender based Violence. Gender Based Violence is a common social issue. Most of the students are found to be suffered from Gender Based Violence which adversely affects their daily life as well as social life. The overall objective of the study was to assess the existing knowledge and experience about Gender Based violence among secondary level students of Shree Chhorepatan Higher Secondary School. The specific objectives were to assess the existing knowledge regarding Gender Based Violence; identify the type of violence experience among secondary level students, find out the association between socio-demographic characteristics and knowledge level and to find out the association between socio-demographic characteristics and experiences of Gender Based Violence.

The study was guided by ecological model theory, social learning theory, sex role socialization theory and culture of violence theory. Cross sectional descriptive quantitative study was done. The study population of the research was secondary level students in Shree Chhorepatan Higher Secondary School, Pokhara. Hundred and fifteen sample was taken for data collection after sample size calculation. The data was collected from the questionnaire are basically tabulated and interpreted.

##### **8.1.1 Key Findings**

###### **Socio- demographic Background of Respondents**

) Among the 115 respondents, most of the respondents are the age range from 14-16 years. The mean age of the respondents involved in this study was 15.7 years.

Majority of the respondents were female (59.1%) and more than half of the respondent (51.3%) were studied in class ten.

) The respondent from selected school were largely from Brahmin (35.7%) followed by Dalit (33.0%), Chhetri (17.4%) and Janajati (13.9%). Maximum of the respondent (93.0%) were Hindu by religion and (69.6%) of them belonged to Nuclear family. And more than ninety percent (93.9%) of the respondent were lived with parents.

) Majority of the respondent's parents were educated. In respect to father's education, Majority of father (87.0%) were educated and most of them (38.3%) were from secondary level education. Only few (5.2%) were from bachelor and above level education. Similarly, in mother education, majority of respondents' mother (81.7%) were educated. Maximum of the respondents 'mother (40.0%) from secondary level and less than five percent (4.3%) were from bachelor and above level.

) Majority of the respondents' father were involved in service holder (36.5%) followed by business (32.2%) and labor (29.6%), very few (1.7%) involved in agriculture. Similarly, in mothers' occupation, more than half (53.9%) were involved in house work followed by business (27.8%) and less than one percent involved in agriculture.

### **Knowledge and Experience on Gender Based Violence**

) Majority of the respondents (80.0%) had heard about Gender Based Violence. While 20 percent had not heard about gender based violence in practice.

) About half (51.3%) of respondents told violence against both male and female in the meaning of gender based violence. Most of the respondent heard about beaten (94.8 %) followed by dowry (94.8%), accusing of witchcraft (92.2%) are type of gender based violence. Likewise, only half of the respondent had heard about abortion is the type of gender based violence.

) Most of the respondent knew about lack of education (98.3%) as a caused of Gender based violence followed by gender inequality, Low economic status (80%) and cultural and traditional practice (77.4%).

) Maximum of the respondents (92.2%) knew about law of human trafficking and transportation control act present in Nepal. Whereas less than three quarter

(72.2%) of respondents knew about law that guarantee property right to daughter.

) About half of the respondents 59 (51.3%) had adequate knowledge, 47(40.9%) had moderate knowledge and 9 (7.8%) had inadequate knowledge about Gender based violence.

) Majority of the respondents had experienced psychological violence (70.4%) followed by physical violence (58.3%) and sexual violence (29.6%).

) Respondents of aged 14-16 years (55.1%) had adequate knowledge about GBV then aged 17-19 years. Male had more than fifty percent (59.6%) adequate knowledge then female respondents (45.6%). Respondents from class 10 had adequate knowledge (51.9%) then studying in class nine.

) Respondents from Brahmin ethnicity had adequate knowledge (61.0%) whereas Dalit had only (36.8%) adequate knowledge about GBV. Likewise, respondent from Hindu religion has more than fifty percent adequate knowledge than Buddhist.

) The respondent parents who had literate had more than fifty percent adequate knowledge then illiterate. Mother who had bachelor level or above of education had cent percent adequate knowledge.

) Respondents studied in class ten were faced more psychological violence (86.2%). Similarly, Dalit (94.7%), Buddhist (70.4%) respondents were faced more experienced compared their counterparts.

) Respondents from extended family were cent percent experienced of psychological and sexual violence.

) Female respondents (30.9%) were faced more sexual violence then male. Similarly, respondents lived with friends had cent percent experienced of sexual violence.

## **8.2 Conclusion**

The study carried out at Shree Chhorepatan Higher Secondary School, Chhorepatan has given important information regarding the Knowledge and Experience about Gender Based Violence among the Secondary Level Students.

“Gender-based violence (GBV) is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. This is not to say that gender-based violence against men does not exist. For instance, men can become targets of physical or verbal attacks for transgressing predominant concepts of masculinity. Men can also become victims of violence in the family by partners or children. (Bloom 2008, p14). The subculture of violence thesis asserts that there are specific sub-cultural groups in the society, which develop norms and values legitimating the use of physical force to a greater extent than it is accepted by the dominant culture. Even though the theorists found the lower socioeconomic group being particularly prone to accept and practice violence, the further investigations approved the existence of discrete, overtly sexist, and violent male peer subcultures independently of the socioeconomic factor (O’Neill, 1998). In this study showed that most of the respondent (80%) had heard about Gender Based violence and 20 percent of the respondent had not heard about it.

This study concluded that about half (51.3%) of respondents told violence against both male and female in the meaning of gender based violence. Similarly, about quarter (27.8%) of respondent told violence against female by male, about twenty percent (19.1%) of respondents told violence against female and only 1.7 percent of respondents told that violence against male is the meaning of gender based violence. Only half of the respondents are perceived the correct meaning of the gender based violence.

Adequate knowledge refers to more than 75% correct response of the total questions. Moderate knowledge refers to score between 50-75% correct response of the total questions likewise inadequate knowledge refers to less than 50% correct response of the total questions. In this study found that about fifty percent of the respondents were adequate knowledge about gender based violence,(40.9%) had moderate knowledge and (7.8%) had inadequate knowledge about Gender based violence. Maximum of the respondent heard about beaten (94.8 %) followed by dowry (94.8%), accusing of witchcraft (92.2%) are type of gender based violence. Likewise, only half of the respondent heard about abortion is the type of gender based violence. Most of the respondent knew about lack of education (98.3%) followed by gender inequality (80),

low economic status (80%) and cultural and traditional practice (77.4%) as a cause of Gender based violence. Regarding the knowledge on law related to violence act in Nepal, findings showed that more than ninety percent (92.2%) of respondents knew about law of human trafficking and transportation control act present in Nepal, followed by Bill against sexual harassment (82.6%), Bill against untouchables (78.3%), Domestic violence crime and punishment act (77.4%). Whereas only (72.2%) of respondents knew about law that guarantee property right to daughter. Findings of the study showed that respondents of aged 14-16 years (55.1%) had adequate knowledge about GBV then aged 17-19 years. Male had adequate knowledge then female respondents. Respondents from class 10 had adequate knowledge (51.9%) then studying in class nine. Respondents from Brahmin ethnicity had adequate knowledge (61.0%) whereas Dalit had only (36.8%) adequate knowledge about GBV. Similarly, respondent from Hindu religion has more than fifty percent adequate knowledge than Buddhist. Respondent from literate parents had adequate knowledge then illiterate. Respondent's mother who had bachelor level or above of education had cent percent adequate knowledge on gender based violence.

Regarding the experience of Gender Based violence, majority of the respondents had experienced psychological violence (70.4%) followed by physical violence (58.3%) and sexual violence (29.6%). Most common type of psychological violence experienced by respondents was yelled at (93.8%), irritated (93.8%) followed by degraded/dishonoured (91.4%). Friends and teachers were the main perpetrators of psychological violence. Less than fifty percent (45.7%) of the respondents had experienced first psychological violence at the aged of 11-13 years of life.

In respect to physical violence, majority of the respondents (95.5%) were experienced beaten with hands followed by slapped (92.5%) and pushed (82.1%). Friends and teachers were the main perpetrators. Less than fifty percent (49.3%) of the respondents had experienced first violence at the aged of 14-16 years of life. Less than three quarter (71.6%) of the respondents had not experienced such type of violence within six months.

In this study depicts that, among the sexual violence (29.6%), maximum of the respondents (97.1%) were experienced looked at inappropriate way followed by



touched in inappropriate way (67.6%) and teased (64.7%). About one quarter (26.5%) of the respondents experienced forced sex in their life. More than half (64.7%) of the respondents were first experience sexual violence at the aged of 14 -16 years. Similarly, about two third (64.7%) of the respondents had not experienced such type of violence within six months. Boyfriends/girlfriends, friends and unknown persons were main perpetrators of sexual violence.

Respondents studied in class ten were faced more psychological violence (86.2%). Similarly, Dalit (94.7%), Buddhist (70.4%) respondents were more experienced compared their counterparts. Respondents from extended family were sent percent experienced of psychological and sexual violence. Female respondents (30.9%) were faced more sexual violence then male. Similarly, respondents lived with friends had cent percent experienced of sexual violence.

Individual factors include, knowledge, attitudes, behavior, self-efficacy, developmental history, gender, age, religious identity, racial/ethnic/caste identity, sexual orientation, socio-economic status, financial resources, values, goals, expectations, literacy, stigma, and others. Relationship includes examines close relationships that may increase the risk of experiencing violence as a victim or perpetrator. A person's closest social circle-peers, partners, friends, religious network, customs, tradition and family members-influences their behavior and contributes to their range of experience. Community includes explores the settings, such as schools, workplaces, and neighborhoods, in which social relationships occur and seeks to identify the characteristics of these settings that are associated with becoming victims or perpetrators of violence and societal includes looks at the broad societal factors, such as health, economic, educational and social policies, that help create a climate in which violence is encouraged or inhibited and help to maintain economic or social inequalities between groups in society {Centers for Disease Control and Prevention (CDC), 2014}.The conclusion drawn from this study is the contributing factors like age, sex, education, education of parents, occupation of parents, family type and living status are the most common associated factors in the knowledge and experience about gender based Violence. In spite of the enactment of laws to protect the children and adolescents, the Gender based violence quiet occurs in huge number in society. Thus adequate knowledge is crucial to prevent the violence.

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## APPENDIX A

### CONSENT FORM TRIBHUVAN UNIVERSITY, PRITHIVI NARAYAN CAMPUS POKHARA

#### Informed Consent Request form

Namaskar, I am Shanti Poudel, a student of Master in Sociology from Prithivi Narayan Campus, Pokhara, Tribhuvan University, I am here for a study on **“Knowledge and Experience of Gender Based Violence among Secondary Level Students”** as a partial fulfillment of the requirement of Master Degree in Sociology Program. The study has been approved by Prithivi Narayan Campus, Pokhara. The study involves no foreseeable risks or harm to you. You will be provided self-administered questionnaire to fill which takes approximately 20-25 minutes.

I would like to inform you that your participation in this study is voluntary and you have full right to withdraw from the study at any time without fear and clarification. All the information provided will be used for the sole purpose of the study and you will remain anonymous as you need to mention your name in the question. Your personal identity will not be disclosed to anyone. I hope, you will participate in this study by providing your authentic response to the questions. Your response will contribute to the successful completion of this research study and will be highly appreciated.

Written consent from participant

I have well informed about the study and I voluntarily give consent to participant in the above mentioned study.

Participants signature ..... Date:

Researcher signature..... Date:

## APPENDIX B

### TRIBHUVAN UNIVERSITY PRITHIVI NARAYAN CAMPUS POKHARA

#### Self- Administered Questionnaire

**Research Title:** “Knowledge and Experience of Gender Based Violence among Secondary Level Students”

**Instruction:** The participants are requested to read the questions carefully and indicate the appropriate the responses by tick ( ) marking in the appropriate spaces or writing the response in the spaces provided.

#### Part –I

##### Socio- Demographic information

1. Age (in complete Year) .....
2. Sex
  1. Male
  2. Female
3. Class.....
4. Address (Permanent) .....
5. Ethnicity (caste).....
6. Religion
  1. Hindu
  2. Buddhist
  3. Muslim
  4. Christian
  4. Other (Specify).....
7. Marital status.....
  1. Married
  2. Unmarried

8. Types of family

1. Nuclear 2. Joint 3. Extended

9. Educational status of father

1. Illiterate 2. Literate

If literate the level of education

1. Informal education 2. Primary level  
3. Secondary level 4. Higher secondary level  
5. Bachelor and above

10. Educational status of mother

1. Illiterate 2. Literate

If literate the level of education

1. Informal education 2. Primary level  
3. Secondary level 4. Higher secondary level  
5. Bachelor and above

11. Occupational status of father

1. Labor 2. Service  
2. Business 4. other (specify)

12. Occupational status of mother

1. Labor 3. Service  
2. Business 4. other (specify)  
5. Housewife

13. Live with

1. Parents 2. brother/sister  
3. Relatives 4. friends  
5. Alone 6. work in others home  
7. other (specify).....

**Part –II**

**Knowledge related questions:**

14. Do you heard gender based violence?

1. Yes                                      2.No

15. What do you understand by Gender based Violence?

- 1. Violence against male
- 2. Violence against female
- 3. Violence against both male and female
- 4. Violence against female by male

16. Do you heard following types of Gender Based Violence?

Items	Yes	No
1. Marital rape		
2. Force sex		
3. Dowry		
4. Early marriage		
5. Infanticide		
6. Beating		
7. Not allowing basic needs (food, cloth, health and education)		
8. Mental and sexual harassment during dating		
9. Force marriage		
10. Human trafficking		
11. Forced prostitution		
12. Untouchable		
13. Unequal payment for same work		
14. Denial of decision making right in household		
15. Keeping separately (in dark room) during menstruration		
16. Accuse as witch		
17. Polygamy		
18. If other (specify).....		

17. In your opinion, what might be a causes of gender based Violence?

Causes	Yes	No	Don't know
1. Gender inequality			
2. Lack of education			
3. Alcoholism			
4. Cultural and traditional			
5. Low economic status			
6. Law/policies			
7. Witness of violence during childhood			
8. Acceptance of violence			
9. If other (specify)			

18. In your opinion, what are the consequences occurs in gender based violence?

Consequences	Yes	No	Don't know
1. Suicidal attempt, suicide and death			
2. Physical injuries and disability			
3. Psychological problems			
4. Reproductive health problems			
5. STDs including HIV/AIDS			
6. Self-harm behavior like smoking, drinking			
7. Other (specify).....			

19. In your view, where should be reported if suffering from violence?

1. Family
2. Police administration
3. Friends
4. Other (specify).....

21. Do you know about following provision (law) present in Nepal?

Laws	Yes	No
a. Domestic violence crime and punishment Act		
b. Human trafficking and transportation control act		
c. Bill against untouchables		
d. Bill against sexual harassment		
e. Law that guarantees property right to daughters		

**Part III**

**Question related to experiences of violence**

**Question related to psychological violence**

22. Have you ever faced following violence and who were the perpetrators?

(Multiple response)

Items	Family member	Teacher	Boyfriend/ girlfriends	Friends	Unknown person	Other(specify)
1.Beated with hands						
2.Beated with weapons						
3.Pushed						
4.Slapped						
5.Pulled hair						
6.Twist hand						
7. If other (specify)						

If you have experience

21.1. When it occurred in first (first occur age) .....

21.2. It is occurring within 6 months?.....

21.3 What are the effects of those physical violence to you? Explain it...

**Question related to psychological violence**

23. Have you ever faced following violence and who were the perpetrators?

(multiple responses)

Items	Family member	Teacher	Boyfriend/ girlfriends	Friends	Unknown person	Other(specify)
1. Yelled at						
2.Degraded dishonoured						
3.humiliated						
4. Insulted						
5. Threatened at						
6. Irritated						
7. If others(specify)						



If you have experience

22.1. When it occurred in first (first occur age) .....

22.2. It is occurring within 6 months?.....

22.3 What are the effects of those psychological violence to you? Explain it...

**Question related to sexual violence**

24. Have you ever faced following violence and who were the perpetrators?

(multiple response)

Items	Family member	Teacher	Boyfriend/ girlfriends	Friends	Unknown person	Other (specify)
1.Forced Sex						
2.Attempted to force sex						
3.Touched in inappropriate way						
4.Teased						
5.Looked at in appropriate way						
6.other (specify)						

If you have experience

23.1. When it occurred in first (first occur age) .....

23.2. It is occurring within 6 months?.....

23.3 What are the effects of that sexual violence to you? Explain it...

**“THANK YOU FOR YOUR PARTICIPATION”**