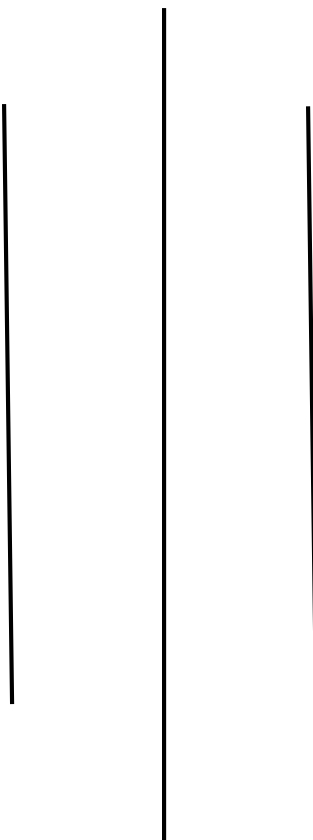


Report
on
School Violence and Bullying among Adolescents (6-12 Grade) in a
Selected Mountain District of Nepal: A Cross-Sectional Study



Prepared by:
Dr. Umesh Raj Aryal
Professor (Biostatistics)
School of Public Health
Karnali Academy of Health Sciences
Jumla, Nepal
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Study team members

Principal Investigators

Dr. Umesh Raj Aryal
Professor (Biostatistics)
aryalumes@gmail.com
School of Public Health, KAHS

Co-Investigators

Pragya Shrestha
Associate Professor
School of Nursing, KAHS

Om Prakash Kafle
Assistant Professor
School of Public Health, KAHS

Bharat Kafle
Assistant Professor
School of Public Health, KAHS

Preeti Bhattarai
Assistant Professor
School of Public Health, KAHS

Research Team Members

Pooja Karn
Shiv Shankar Mandal
Prakriti Chaulagai

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Chapter I: Introduction

1.1 Background

School violence and bullying are a public health burden around the world, and it is estimated that around 246 million children (under 18 years) and adolescents (Aged 10-19 years) experience it everywhere. School violence includes physical violence, verbal abuse, sexual harassment, and bullying, including cyberbullying.¹ This violence harms children and violates their rights. School violence, whether committed by students, teachers, school staff, or community members on the way to school and from the school, can also be perpetrated by individuals from the community.¹ These issues remain widespread among school populations and are associated with emotional and behavioral challenges in affected students.² Experiencing such problems can harm victims' mental and physical well-being and hinder their academic performance.² School bullying rates show significant variation both within and across countries, with prevalence ranging from under 10% to over 65%.¹ Cyberbullying is a growing problem, affecting 5% to 21% of children and adolescents, and is more prevalent among girls.¹

There is an increasing trend of school violence around the globe. For example, the study conducted in Peru reported that physical violence at school is increasing from 13.5 to 59.5% per 100,000 students from 2014 to 2018, while sexual violence is increasing from 4.5 to 17.8 per 100,000 students. Similarly, verbal and cyberbullying also increased from 2014 to 2018 (4.5 to 11.8 per 100,000 students and 0.6 to 1.3 per 100,000 students).²

School violence remains a critical concern across South Asian countries, encompassing physical, psychological, sexual, and cyberbullying within educational settings. Among adolescents in the region, studies indicate that 60–80% of students have experienced corporal punishment, highlighting its widespread prevalence and the urgent need for policy and behavioral interventions.³ Likewise, the pooled prevalence of bullying victimization is 32%, ranging from 24.5% in Bangladesh to 50.9% in Nepal, with a higher percentage among males (34.5% vs. 28.3%).⁴ The high prevalence of school violence in South Asia can be attributed to multiple interrelated factors, including the acceptance of teacher-imposed punishment by parents and communities, students' experiences of gender and caste-based discrimination, inadequate enforcement of child protection policies, ineffective reporting mechanisms, and the growing threat of cyberbullying within educational environments.³

Recent studies reveal alarming levels of violence among Nepalese school-going adolescents.⁵⁻⁷ The school-based national study found that 45.24% of students had experienced physical attacks, 39.25% had engaged in physical fights, and over 50% had been bullied at school.^{5,6} A separate female school-based study in Sarahi district reported that 45.33% of students had faced gender-based violence in their lifetime—16.89% physical, 30.22% sexual, and 39.56% psychological. Nearly all participants reported physical violence by family members (97.36%), emotional violence (41.57%), and sexual violence by non-family members (91%).⁷ These findings emphasize the urgent need for harmonized, school-based interventions to prevent violence and promote adolescent well-being. Addressing these issues is essential for achieving Sustainable Development Goals, i.e., particularly SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions).^{1,8}

1.2 Rationale

School violence and bullying are serious public health concerns that significantly impact the physical, mental, and emotional well-being of adolescents.⁹ The problem of school violence and bullying involves several factors such as age differences, socio-economic status, school settings, geographic disparity, support system, and migrant issues, among others. Besides influencing the probability of being a victim, all these factors have serious implications for children's education through absence from class, poor engagement in lessons, and poor academic performance. The factor of geographic disparity makes children in some areas more prone to these negative effects than those from other places.^{10,11}

Adolescents aged between 11-18 years from middle and low-income countries such as Nepal are highly vulnerable to bullying due to lack of knowledge regarding its implications, lack of reporting system, lack of implementation of laws, poverty, gender disparity, lack of access to education, etc.^{10,12} According to GSHS, 51% of school adolescents from Nepal had experienced school bullying, and victimization was significantly associated with loneliness, anxiety, suicide attempt, absenteeism from school, truancy, tobacco usage and fights, amongst others.¹³ Even with this high burden, Nepal currently lacks sufficient information regarding how prevalent school violence and bullying is, the causes of the problem, how adolescents perceive and cope with school violence and bullying, whether adolescents report any incidences and the consequence of such

problems.^{5,6,10,12,13} Such information is crucial in order to be able to plan interventions against school violence and bullying, strengthen the school-based protective mechanisms, and guide local policymakers.^{6,10,12,13} In addition to this, school violence and bullying remain one of the most important public health problems that have been under-researched in Nepal.¹² The proposed study intends to fill this gap by conducting this study in order to develop intervention programs within schools.

1.3. Objectives

1.3.1 General Objective

The general objective of the study is to assess the prevalence and associated factors of school violence and bullying among school-going adolescents (6-12 grades) in Jumla district, to generate evidence to inform local policymakers, community stakeholders, and school authorities.

1.3.2 Specific Objective

- To identify the prevalence of various forms of school violence and bullying (Cyber) among school-going adolescents in Jumla district
- To identify key factors such as demographics, family and adolescent behaviors, school environment, and teacher involvement, along with the consequences of violence and bullying in school-going adolescents
- To assess perceptions of school violence and bullying, as well as the consequences of these issues among school-going adolescents

Chapter II: Research Methodology

3.1 Research Method

This **quantitative study** systematically identified the prevalence of school violence and cyberbullying, along with its contributing factors, awareness levels, and perceived effects.

3.2 Research Design

The study utilized a **cross-sectional design**, in which data were collected and analyzed at a single point in time from a sample of school-going adolescents who were considered representative of the larger population.

3.3 Description of Research Design

To achieve the research goals, a quantitative approach was employed using a cross-sectional design, whereby data were systematically collected at a single point in time and analyzed from a representative sample to identify the prevalence of school violence and bullying, along with its contributing factors, awareness levels, and perceived effects among adolescents studying in grades 6 to 12.

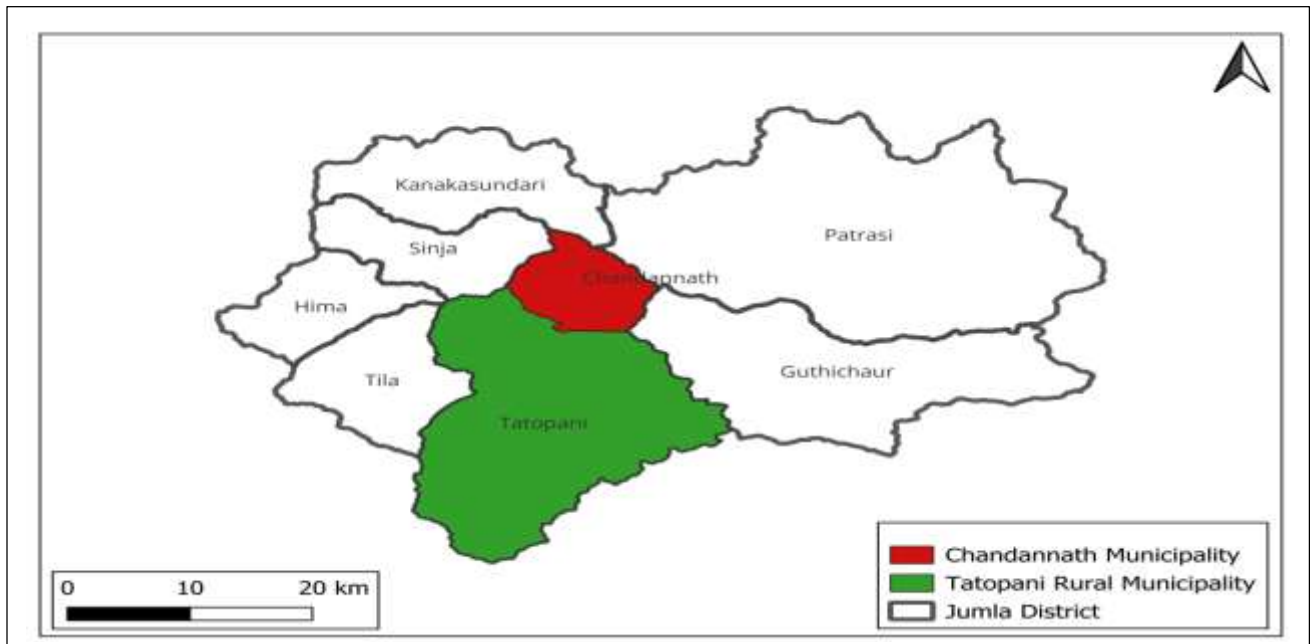


Figure 1 Map of Jumla District and Selected Study Site (Municipality)

3.4 Study Site and its Justification

This study was conducted in Jumla District, a mountainous region of Karnali Province, by selecting one urban municipality (Chandannath Municipality) and one rural municipality (Tato-Pani Rural Municipality) (See Figure: 0). Data indicated a growing prevalence of different types of violence and cybercrime in Jumla and neighboring districts, as documented in My República (December 6, 2022).¹⁴ A hospital-based study further revealed that over 60% of pregnant women had experienced gender-based violence, while nearly 22% of adolescents under the age of 19 reported exposures to violence.^{15,16} However, there remained a lack of data on school-related violence and cyber or digital bullying among school-going adolescents in Jumla. To address this gap and to implement an anti-violence awareness program at the school level, this site was selected. Therefore, this site was selected to address the gap and to implement an anti-violence awareness program at the school level.

3.5 Study Population

The study population consisted of school-going adolescents aged 10 to 19 years who were enrolled in grades 6 to 12 across both private and government schools in Jumla District, Nepal.

3.6 Sample Size

The sample size was determined using prevalence data from the *Global School-based Student Health Survey (2015)*, which reported physical violence at **45.24%**, physical fights at **39.25%**, and other forms of violence at **11.65%**.¹³ To ensure adequate statistical power, the highest prevalence rate (45.24%) was selected, with a **5% margin of error** and a **95% confidence interval**, yielding a minimum sample size of **381**. After adjusting for a **10% non-response rate**, the final required sample size was calculated to be **420**.

All computations were performed using the **OpenEpi sample size calculator for proportions** (<https://www.openepi.com/SampleSize/SSPropor.htm>).

Accordingly, the study initially planned to recruit **210 students from each municipality**. However, during classroom-based data collection, **587 eligible students were available and willing to participate**. To maximize representativeness and improve statistical precision, all were included, resulting in a final sample size of **587 i.e.** 210 from rural municipality and 377 from urban municipality. This larger sample reduced the margin of error (from ~5% to ~4%) and strengthened the reliability of prevalence estimates without additional resource burden.^{17,18}

3.7 Sampling Techniques

A multi-stage sampling approach was employed in this study, incorporating four key techniques. First, purposive sampling was used to select two municipalities: Chandannath (urban) and Tatopani (rural) based on their contextual relevance and representativeness. In Chandannath Municipality, stratified random sampling was applied to categorize schools into private and government strata, followed by simple random sampling to select two government schools out of nine and two private schools out of seven. In Tatopani Municipality, where only government schools exist, two schools were selected from a total of seven using simple random sampling. Within each selected school, all grade levels were included, and one section per grade was randomly chosen. Finally, cluster sampling was applied at the classroom level, whereby all students within the selected sections were invited to participate in the study.

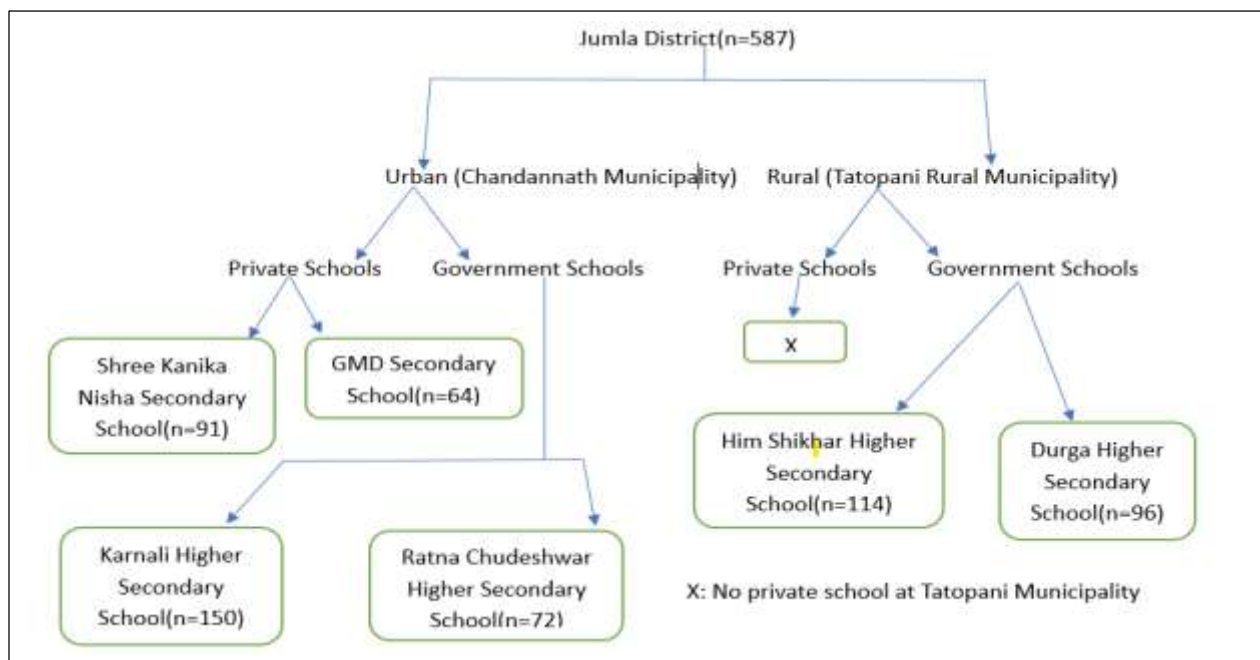


Figure 2 Sampling Techniques of Jumla District and Selected Study Site (Municipality)

3.8 Data Collection Techniques

Data were collected from [9 March 2026] to [13 April 2026] by two trained public health graduates. A one-day orientation workshop [8 March 2026] was organized to familiarize them with the study tools, build rapport with teachers, ward offices, and students, and finalize participant selection at the schools prior to data collection. Permission was obtained from the municipal office and school authorities before initiating the survey.

Assent and consent forms were distributed to students one day before data collection. Only those who returned signed consent forms were eligible to participate in the study. A self-administered questionnaire was distributed in the classroom, and students were informed about the importance of participation and the purpose of the questionnaire. Research assistants provided clarification whenever students were confused or uncertain about any item.

Data were collected under the supervision of the Principal Investigator and Co-Investigator. Completed questionnaires were placed in envelopes and stored confidentially in a locked cabinet.

3.9 Data Collection Tools

The study developed a semi-structured, self-administered questionnaire by adapting items from the Global School-based Student Health Survey (GSHS) and relevant studies conducted in Nepal and Pakistan.^{5,7,13,19} The tool will be translated and developed in the Nepali language to ensure cultural and linguistic appropriateness. Before implementation, the questionnaire will be pretested in selected municipalities within Jumla District to assess clarity and feasibility. Content validity will be established through expert consultation with public health professionals and epidemiologists. To ensure reliability, a test-retest method will be employed during the pretesting phase.

3.10. Study Variables and Operational Definition

School violence: It includes physical violence, verbal abuse, sexual harassment, and bullying, both traditional and cyberbullying, that occur within or outside the school setting.^{1,19}

Physical violence: Defined as the intentional use of physical force that causes or may cause injury or harm.^{1,19-21}

Verbal abuse: Defined as the use of words to insult, threaten, or humiliate another person.^{1,19,22}

Sexual harassment: Refers to unwelcome sexual behavior, comments, or advances that create discomfort or intimidation for individuals of any gender.^{1,19,22}

Psychological Violence: Defined as acts or threats that cause emotional harm, fear, or loss of self-esteem through intimidation, humiliation, or control.^{1,19}

Bullying: Involves repeated aggressive behavior intended to harm, dominate, or control another person. Children may experience traditional or cyberbullying. Traditional bullying involves repeated, intentional harm or intimidation in person, often marked by a power imbalance and expressed through physical, verbal, or social means. Cyberbullying refers to repeated aggressive behavior conducted via digital platforms—such as social media, messaging apps, or emails that

intended to harm, humiliate, or intimidate others.^{19,21}

3.11 Inclusion and Exclusion Criteria

Inclusion Criteria:

- ✓ Adolescents studying in grades 6 to 12.
- ✓ Adolescents aged between 11 and 18 years.
- ✓ Adolescents enrolled in private or public schools within the study site.
- ✓ Adolescents present at school during the data collection period.
- ✓ Adolescents who provide informed assent, with parental consent.
- ✓ Adolescents who have been attending school for at least three months before the survey date.

Exclusion Criteria

- ✓ Adolescents studying in under 6 and above 12 grades.
- ✓ Adolescents aged below 11 and above 18 years.
- ✓ Adolescents who are absent at school during the data collection period.
- ✓ Adolescents who fail to provide informed assent, with parental consent.
- ✓ Adolescents who have not been attending school for at least three months before the survey date.

3.12 Data Management and Analysis

The collected data were entered using the KoBoCollect Mobile Application, with categorical data coded and numerical values recorded as collected, while restrictions were applied by setting range limits. The data were then extracted into Excel and transferred to SPSS 23, Jamovi (version 2.6.4.4), and STATA 17 for analysis. All descriptive analyses were conducted in Jamovi and SPSS. In descriptive analysis, numbers, percentages, means, medians, ranges, and standard deviations were computed to describe the characteristics of the data. Inferential statistics were performed using SPSS and Stata. Principal Component Analysis (PCA) was employed to reduce correlated perception-related items into a smaller set of underlying components. The analysis aimed to identify latent constructs representing respondents' perceptions. Data suitability was assessed using the Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity prior to conducting PCA. Components with eigenvalues greater than 1 were retained, and factor loadings of ≥ 0.50 were considered significant..²³ Logistic regression analysis was conducted to examine the association between different types of violence (dependent variables) and socio-demographic factors, perceptions toward violence, and other violence-related factors (independent variables). The significance level was set at $\alpha = 0.05$.

3.13 Validity and Reliability

The structured questionnaire was developed in the local context using established sources, including the Global School-based Student Health Survey (GSHS), Violence Against Children and Youth Surveys (VACS), Olweus Bully/Victim Questionnaire, Youth Risk Behavior Surveillance System (YRBSS), and School Connectedness: Strategies for Increasing Protective Factors.^{1,5,19,21,22,24} The draft questionnaire was reviewed and finalized through a workshop with experts in public health, nursing, statistics, and medicine. It was then pretested at Asian Boarding School, Chandannath Municipality, with a sample of 30 students, after which necessary amendments were made. Both face and content validity were ensured through expert consultation. All questionnaires were initially prepared in English and subsequently translated into Nepali. Reliability was ensured by measuring internal consistency. For perceptions of violence and bullying (24 items), Cronbach's alpha was 0.84, indicating good reliability. For social relationships (social, school, and family support; 12 items), Cronbach's alpha was 0.75, also indicating acceptable reliability.²⁵

3.14 Ethical Considerations

The study adhered to all ethical guidelines set by the Nepal Health Research Council, with formal approval obtained from the Institutional Review Committee at KAHS, Jumla (Reference Number 2026/21). Participation was entirely voluntary, and respondents retained the right to withdraw at any stage without consequence. Informed assent and consent procedures were implemented to ensure that both adolescents and their guardians were fully aware of the study's purpose and process. Given that adolescents represent a vulnerable group, particular attention was paid to safeguarding their well-being, with participants informed of the potential benefits and assured that no harm would result from participation. Confidentiality and anonymity were strictly maintained, with all data entered into the KoBoToolbox stored in password-protected files accessible only to the data entry assistant and the Principal Investigator. No financial or material incentives were provided to participants, and the research team declared no conflicts of interest.

Chapter III: Results

Table 1 presents the distribution of 587 students from six randomly selected schools included in the study. The highest proportion of participants was from Karnali Secondary School (25.6%), followed by Him Shikhar Secondary School (19.4%), Durga Secondary School (16.4%), Nisha-Kanika Secondary School (15.5%), Ratna Chudeshwor Secondary School (12.3%) and GMD Modern Public School (10.9%). There were 155 participants from private schools, and the remaining were from government schools.

Table 1: Randomly selected schools for the study (n=587)

Name of the Schools	Counts	%
Durga Secondary School	96	16.40
Him Shikhar Secondary School	114	19.40
Ratna Chudeshwor Secondary School	72	12.30
Karnali Secondary School	150	25.60
Nisha-Kanika Secondary School*	91	15.50
GMD Modern Public School*	64	10.90

* Private Schools (n= 155)

Table 2 presents the demographic characteristics of the 587 study participants. More than half were female (54.7%), and the majority were aged 10–14 years (60.1%), with a median age of 14 years. The largest ethnic group was Kshetri (61.3%), while the smallest was Thakuri (1.9%). More than 94% of participants identified as Hindu. Nearly seven in ten were studying in grades 6–8 (68.7%), and four in ten participants' parents had attained secondary education. Nearly six in ten participants reported that their parents' primary occupation was agriculture, with household food sufficiency lasting 6–12 months (55.1%). The median monthly household income was NPR 25,000, and the median number of siblings was two.

Table 2: Randomly selected schools for the study (n=587)

Sex	Counts	%
Female	321	54.70
Male	266	45.30
Age (Years)		
10-14	353	60.10
15-19	234	39.90

Median years (Min-Max) =14 (10-19 years)		
Ethnicity		
Brahmin	72	12.30
Kshetri	360	61.30
Janajati	13	2.20
Dalit	133	22.70
Thakuri	9	1.50
Religion		
Hindu	554	94.40
Buddhist	11	1.90
Christian	22	3.70
Grade		
6-8	403	68.70
9-10	121	20.60
11-12	63	10.70
Types of School		
Government	432	68.18
Private	155	31.82
Types of Family		
Nuclear	286	48.70
Joint	263	44.80
Extended	38	6.50
Parental Education (Household Head)		
Illiterate	51	10.20
Primary	108	21.60
Secondary	209	41.80
Higher Secondary	82	16.40
Bachelor and above	50	10.00
Fertile Land		
Yes	557	94.90
No	30	5.10
If yes. food sufficiency period (n=557)		
< 6months	216	38.80
6-12 months	307	55.10
More than 12 months	34	6.10
Source of Income		
Agriculture	323	55.00

Business	84	14.30
Government Job	95	16.20
Private Job	37	6.30
Foreign Employment	29	4.90
Daily Wages	19	3.20
Monthly Income (NPR)		
<=10000	142	25.70
10001-25000	127	23.00
25001-40000	153	27.70
>40000	130	23.60
Median income (Min-Max) = NPR 25,000 (10,000-400000)		
Number of Siblings		
<=2	346	58.90
>2	241	41.10
Median number of siblings = 2 (0-8)		

Tables 3 and 4 present the tobacco use and alcohol consumption behaviors of parents and their adolescent children. Among the 587 adolescents surveyed, 2.55% reported using tobacco products (sometimes or always), while 3.06% reported drinking alcohol (sometimes or always). In addition, 3.57% of adolescents used e-cigarettes or vapes, and 3.06% used Hukka (sometimes or always). Among parents, 31.05% reported tobacco use (sometimes or always), 35.43% reported alcohol consumption (sometimes or always), 15% used vapes (sometimes or always), and 9.19% used Hukka (sometimes or always).

Table 3: Adolescent Habits: Alcohol, Tobacco, Hookah, and E-Cigarette Use (N=587)

Alcohol Drinking	Counts	of Total
Never	559	95.20
Sometimes	15	2.60
Always	3	0.50
Past Users	10	1.70
Tobacco Use		
Never	564	96.10

Sometimes	12	2.00
Always	3	0.50
Past Users	8	1.40
E-cigarette use (Vape)		
Never	565	96.30
Sometimes	13	2.20
Always	7	1.20
Past Users	2	0.30
Hukka		
Never	564	96.10
Sometimes	15	2.60
Always	3	0.50
Past Users	5	0.90

Table 4: Parental Habits: Tobacco, Alcohol, Hookah, and E-Cigarette Use (N=587)

Alcohol Drinking	Counts	% of Total
Never	354	60.30
Sometimes	175	29.80
Always	33	5.60
Past Users	25	4.30
Tobacco Use		
Never	386	68.00
Sometimes	144	25.40

Always	38	6.70
E-cigarette Use		
Never	485	82.60
Sometimes	82	14.00
Always	11	1.90
Past Users	9	1.50
Hukka Use		
Never	528	90.10
Sometimes	50	8.50
Always	4	0.70
Past Users	4	0.70

Table 5 presents the experiences of physical violence and its types among respondents. Approximately two-thirds of participants (63.4%) reported experiencing physical violence. Among these, pushing (33.0%) was the most common form, followed by beating (22.3%), kicking (22.1%), and threats involving weapons (5.3%). Most students experienced a single form of physical violence (49.9%), while fewer than 2% reported experiencing all four forms.

Figure 2 illustrates the overlap of different types of physical violence. Among participants, 81 reported kicking, 75 reported beating only, 119 reported pushing only, and 18 reported tearing with weapons only. The pairwise overlaps include kicking and beating (18), kicking and pushing (19), and beating and pushing (26). Additionally, seven participants experienced all four types of physical violence.

Table 5: Experience of Physical Violence by Students (n=587)

Experience of Physical Violence	Counts	% of Total
Yes	372	63.40
No	215	36.60
Types of Physical Violence (n=372)		
Kicking	130	22.10

Pushing	194	33.00
Threat using weapons	31	5.30
Beating	131	22.30

Classification of Physical Violence by Number of Forms Experienced (n=372)

Any single physical violence	293	49.90
Any two physical violence	51	8.70
Any three physical violence	21	3.60
All four physical violence	7	1.20

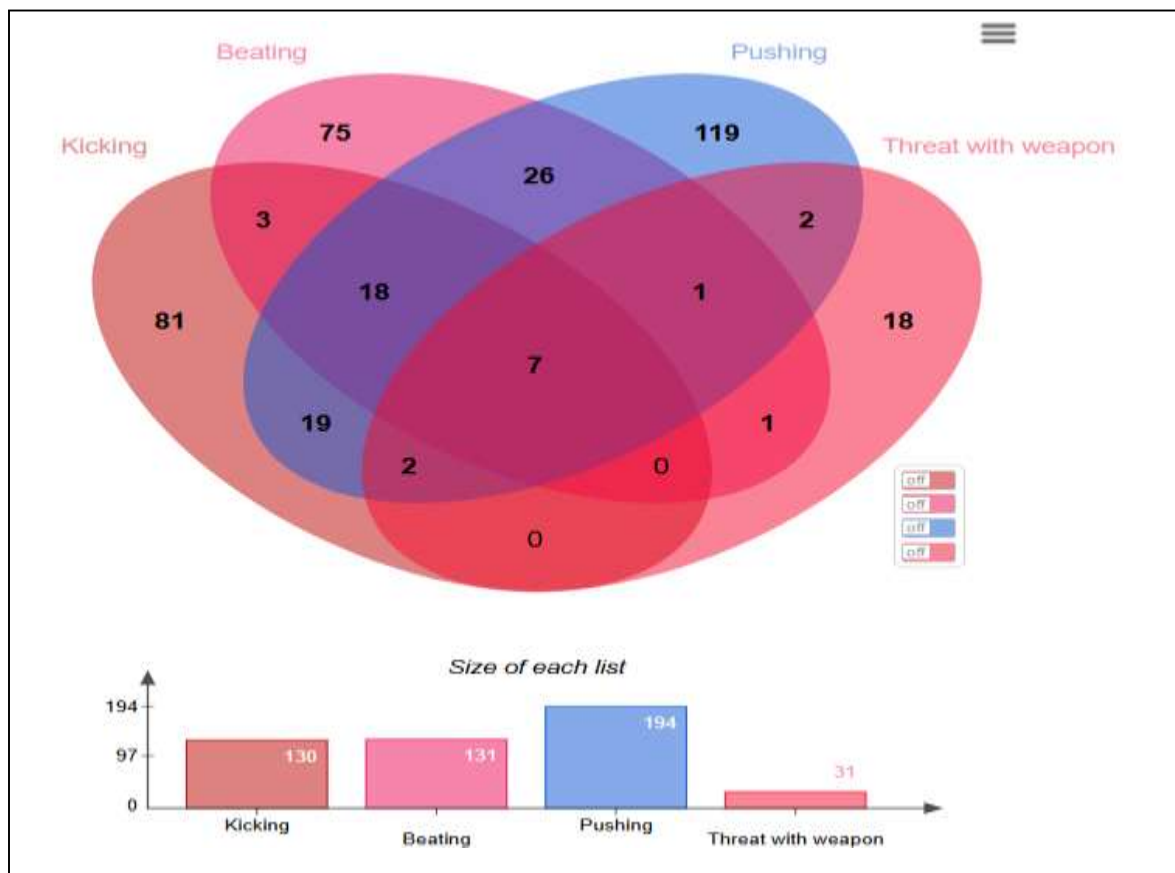


Figure 3 Overlap of Physical Violence Types Among Participants (n=372)

Table 6 presents the experiences of verbal violence and its types among students. More than two-thirds of participants (69.2%) reported experiencing verbal violence. Among the different forms, teasing was the most common (43.4%), followed by shouting (41.6%) and threatening (20.0%). Most students experienced a single form of verbal violence (81.3%), while fewer reported experiencing multiple forms.

Figure 3 illustrates the types of verbal violence experienced by students. A total of 23 students reported experiencing teasing, shouting, and threatening simultaneously. Thirty-nine students experienced both teasing and shouting, nine experienced both shouting and threatening, and five experienced both teasing and threatening. Nearly 200 students experienced teasing only (188), followed by shouting only (98) and threatening only (44).

Table 6: Experience of Verbal Violence by Students (n=587)

Experience of Verbal Violence	Counts	% of Total
Yes	406	69.20
No	181	30.80
Types of Verbal Violence (n=406)		
Teasing	255	43.40
Shouting	169	41.60
Threatening	81	20.00
Classification of Verbal Violence by Number of Forms Experienced (n=406)		
Any single verbal violence	330	81.30
Any two verbal violence	53	13.10
Any three verbal violence	23	5.70

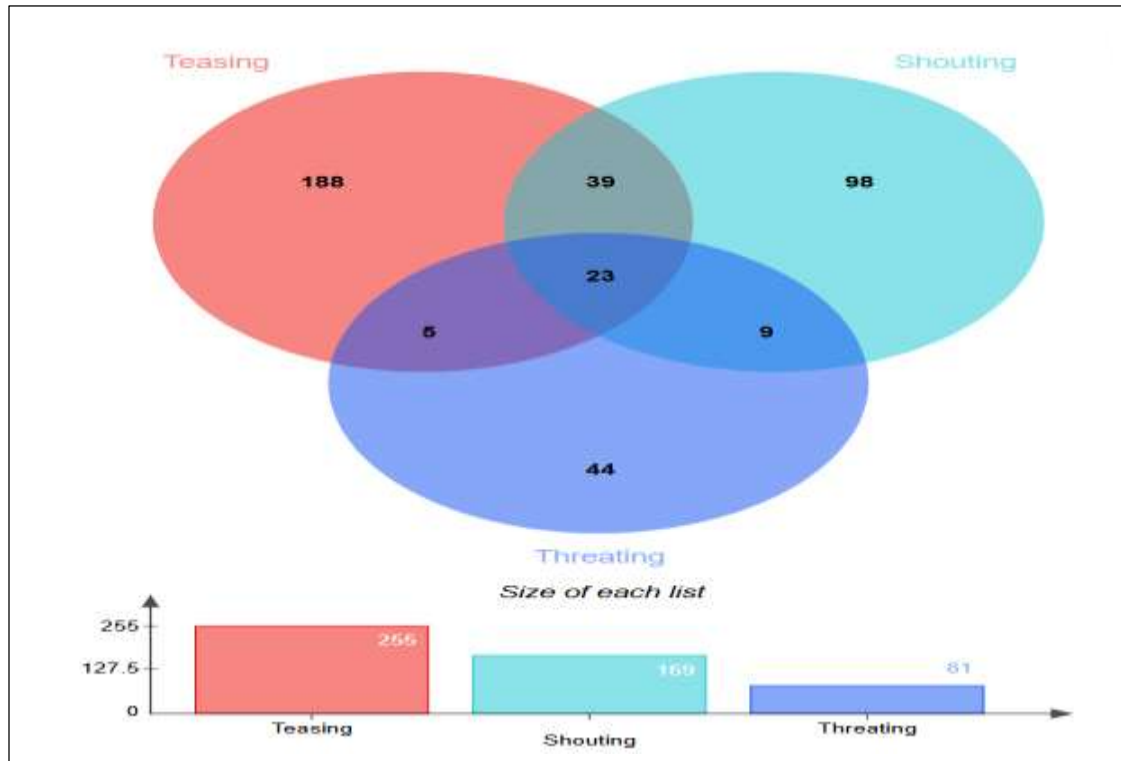


Figure 4: Overlap of Verbal Violence Types Among Participants (n=406)

Table 7 shows the experiences of emotional violence among students. Six in ten students (61.5%) reported experiencing emotional violence. The highest proportion was insults or humiliation (36.6%), followed by rumor spreading (35.5%), social exclusion (31.9%), and intentional ignorance (20.0%). Most students experienced a single form of emotional violence (83.1%), while 3.3% reported experiencing all four types. Table 7 shows the experience of emotional violence among students. More than half of the participants (61.5%) reported experiencing emotional violence. Insults or humiliation (36.6%) and rumor spreading (35.5%) were the most common forms, followed by social exclusion (31.9%) and intentional ignorance (20.0%). Most students experienced a single form of emotional violence (83.1%), while fewer experienced multiple forms. Figure 4 explains the types of emotional violence experienced by students. The most common single forms of violence were insults or humiliation (92), rumor spreading (88), social exclusion (74), and intentional ignorance (46). Twelve students reported experiencing all types of emotional violence. A few students experienced triple forms of violence, such as rumor spreading, social exclusion, and insults/humiliation (3), and social exclusion, intentional ignorance, and insults/humiliation (1). A significant number of students experienced dual forms of emotional violence, including rumor spreading and social exclusion (6), rumor spreading and intentional

ignorance (4), rumor spreading and insults/humiliation (1), social exclusion and intentional ignorance (8), social exclusion and insults/humiliation (6), and intentional ignorance and insults/humiliation (5).

Table 7: Experience of emotional violence by students (n=587)

Experience of Emotional Violence	Counts	of Total
Yes	361	61.50
No	226	38.50
Types of Emotional Violence (n=361)		
Through Rumor spreading.	128	35.50
Through Social Exclusion (being deliberately kept out of a group)	115	31.90
Through Intentional Ignorance	81	20.00
Through Insults or Humiliation	132	36.60
Classification of Emotional Violence by Number of Forms Experienced (n=361)		
Any single emotional violence	300	83.10
Any two emotional violence	39	10.80
Any three emotional violence	10	2.80
All four emotional violence	12	3.30

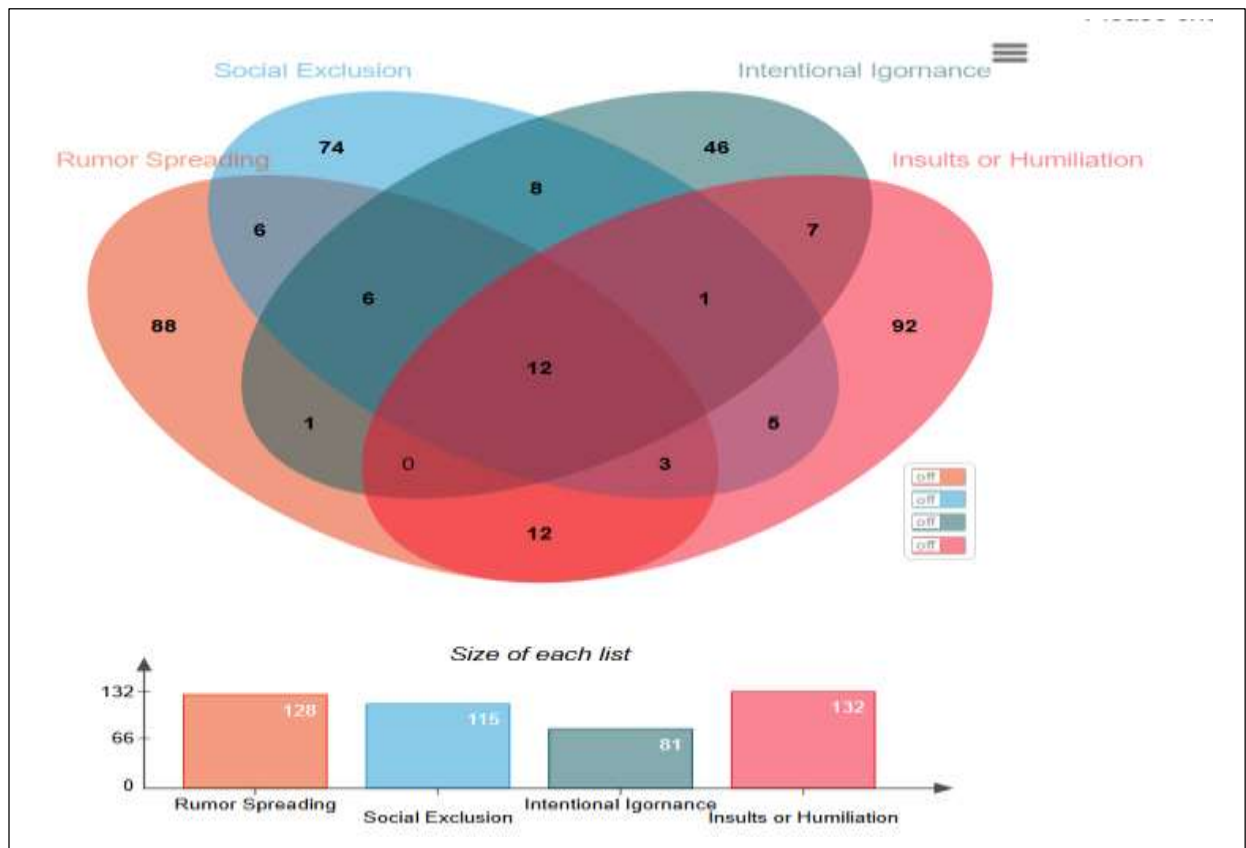


Figure 5: Overlap of Emotional Violence Types Among Participants (n=501)

Table 8 describes the experience of sexual violence among students. About two-fifths of students (40.6%) reported experiencing sexual violence. Sexually harassing gestures were the most common form (44.3%), followed by deliberate inappropriate touching (34.2%), unwanted touching of private parts (20.3%), and unwanted sex (16.9%). Nearly nine in ten students (89.0%) experienced a single form of sexual violence, while the remaining students (11.0%) experienced two or more types.

Figure 5 describes the different types of sexual violence experienced by students. Ninety-five students experienced only sexually harassing gestures, fifty-nine experienced only deliberate inappropriate touching, thirty experienced only unwanted touching of private parts, and twenty-seven experienced only unwanted sex. Among dual experiences, seven students reported deliberate inappropriate touching and unwanted touching of private parts, four reported unwanted sex and touching of private parts, and three reported unwanted touching of private parts and sexually harassing gestures. Triple sexual violence included: unwanted sex and unwanted touching of private parts and deliberate inappropriate touching (1 case), unwanted sex and unwanted

touching of private parts and sexually harassing gestures (1 case), and unwanted touching of private parts and deliberate inappropriate touching and sexually harassing gestures (1 case). All four types of sexual violence were experienced by only one student.

Table 8: Experience of Sexual Violence by Students (n=587)

Experience of Sexual Violence	Counts	% of Total
Yes	237	40.60
No	347	59.40
Types of Sexual Violence (n=237)		
Unwanted Sex	40	16.90
Unwanted Touching of Private Parts	48	20.30
Deliberate Inappropriate Touching	81	34.20
Sexually Harassing Gestures	105	44.30
Classification of Sexual Violence by Number of Forms Experienced (n=237)		
Any single Sexual violence	211	89.00
Any two Sexual violence	18	7.60
Any three Sexual violence	5	2.10
All four Sexual violence	3	1.30

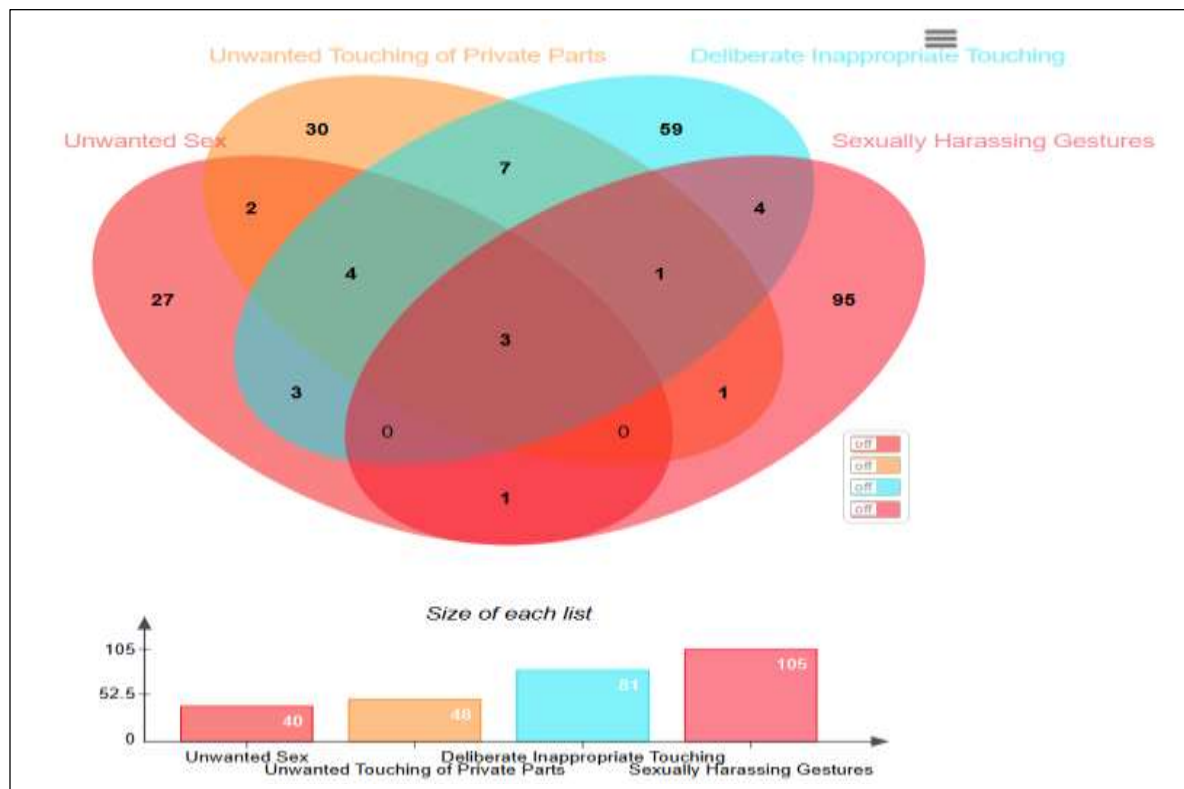


Figure 6:Overlap of Sexual Violence Types Among Participants (n=237)

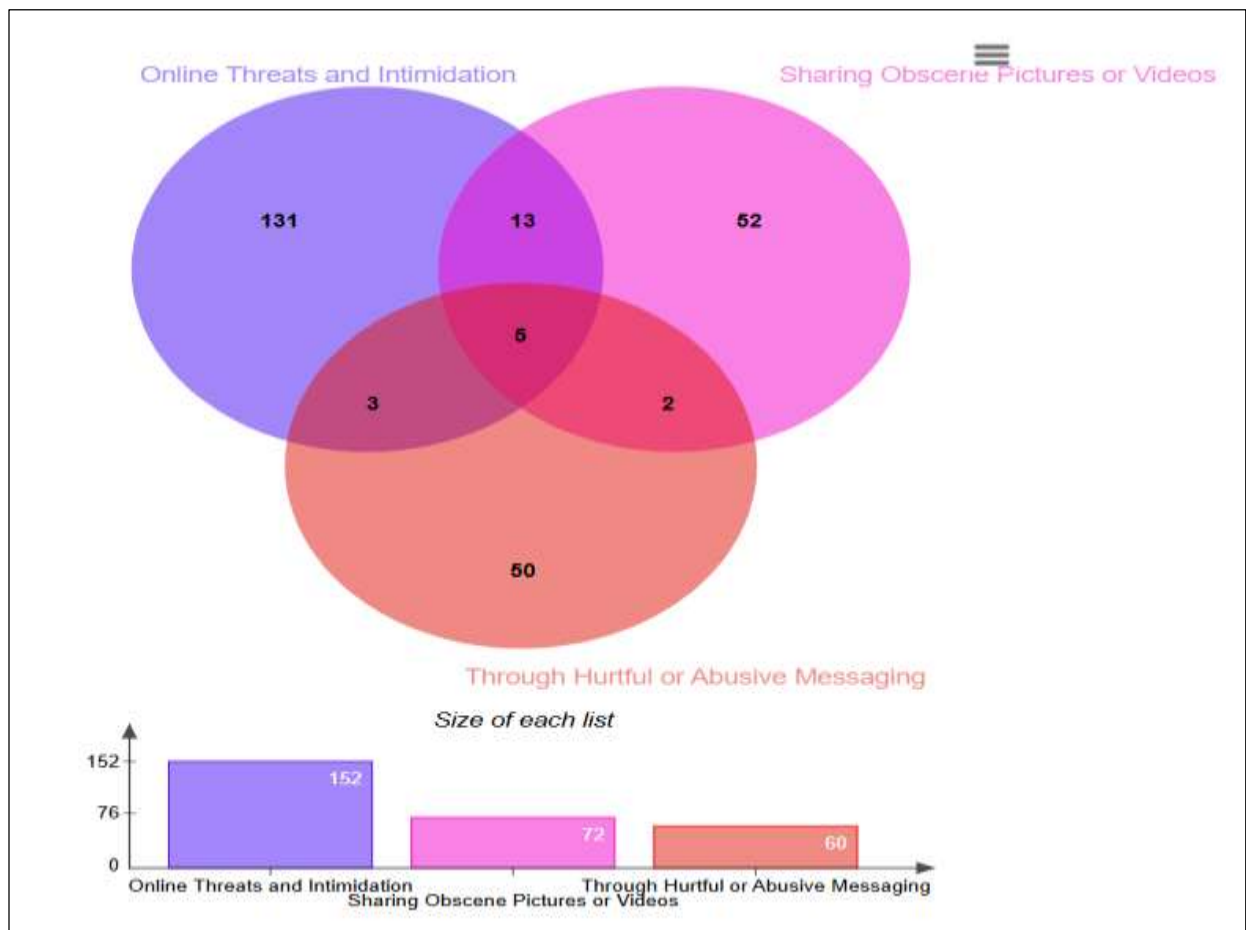
Table 9 presents students' experiences of cyberbullying. Four in ten students reported experiencing cyberbullying, and among them, 59.4% experienced online threats and intimidation, followed by sharing obscene pictures or videos (28.1%) and hurtful or abusive messaging (23.4%). A higher proportion of students experienced a single form of cyberbullying (39.8%), while less than 1% experienced all three types. Nearly 48% reported experiencing cyberbullying within the last 30 days of the survey period ($122/256 = 0.476$). Among these, more than half experienced cyberbullying once, and nearly 19% experienced it three or more times.

Figure 6 illustrates students' single, dual, and multiple experiences of cyberbullying. One hundred thirty-one students experienced only online threats and intimidation, followed by 52 who experienced only sharing obscene pictures or videos, and 50 who experienced only hurtful or abusive messaging. Thirteen students reported experiencing both online threats and sharing obscene pictures or videos, three students reported experiencing online threats and hurtful messaging, and four students reported experiencing hurtful messaging and sharing obscene

pictures or videos. Finally, five students experienced all three types of cyberbullying simultaneously such as online threats, hurtful messaging, and sharing obscene pictures or videos.

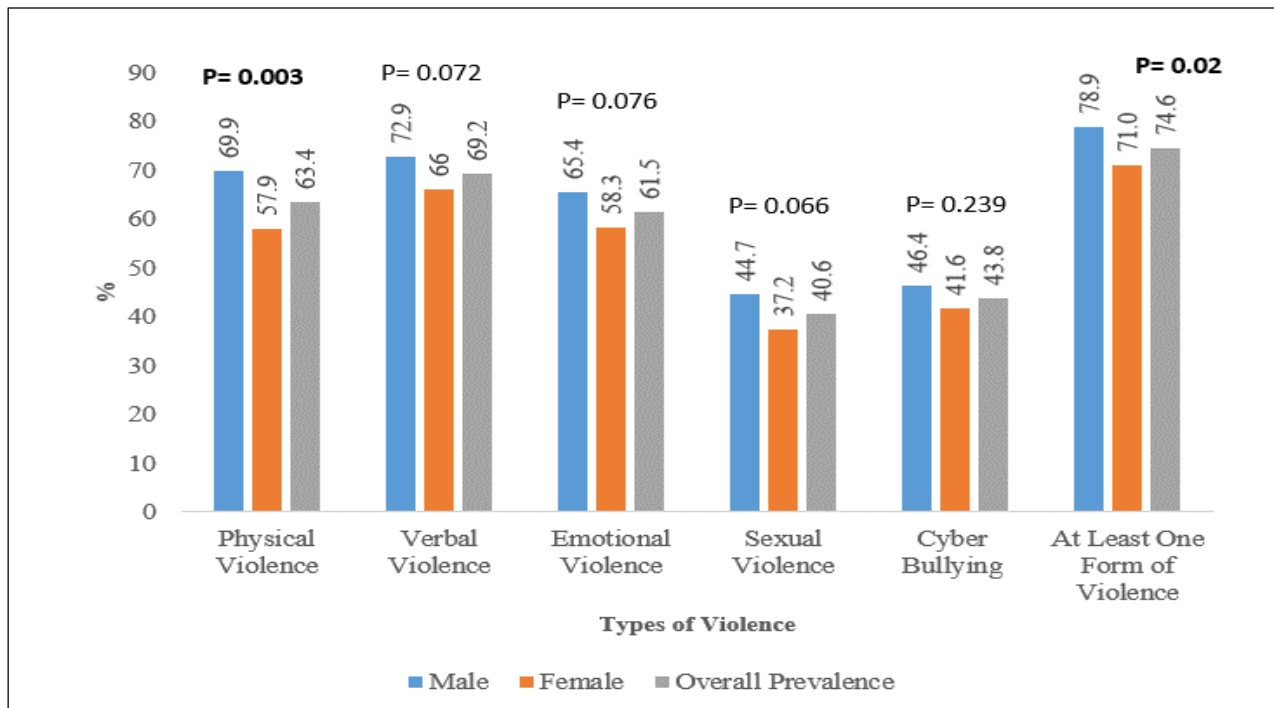
Table 9: Students' Experience of Cyberbullying (n = 585)

Experience of Cyber Bullying	Counts	% of Total
Yes	256	43.80
No	329	56.20
Types of Cyber Bullying (n=256)		
Through Hurtful or Abusive Messaging	60	23.40
Sharing Obscene Pictures or Videos	72	28.10
Online Threats and Intimidation	152	59.40
Classification of Cyber Bullying by Number of Forms Experienced (n=256)		
Any Single Form of Bullying	233	39.80
Any Two Forms of Bullying	18	3.10
All Three Forms of Bullying	5	0.90
In the past 30 days, how many times did you bully another student? (n=122)		
1	68	55.7
2	31	25.4
3 or more	23	18.9



There is a significant difference in the prevalence of physical violence between males and females (69.9% vs. 57.9%, $p < 0.05$). A significantly higher percentage of males experienced at least one form of violence compared to females (78.9% vs. 71%, $p = 0.02$). Furthermore, the prevalence of emotional violence (65.4% vs. 58.3%), sexual violence (44.7% vs. 37.2%), and cyberbullying (46.4% vs. 41.6%) was higher among males than females; however, these differences were not statistically significant ($p > 0.05$).

Figure 8 presents the Venn diagram illustrating the overlapping and non-overlapping types of violence experienced by students. One hundred eighty-four students (31%) reported experiencing all forms of violence. Dual overlaps were frequent, while triple overlaps were fewer in number compared to dual overlaps. Fourth overlaps were comparatively rare, representing severe clustering of violence across multiple domains.



A proportion test was applied to compare the prevalence of violence between males and females. Bold p-values indicate statistical significance at the 5% level.

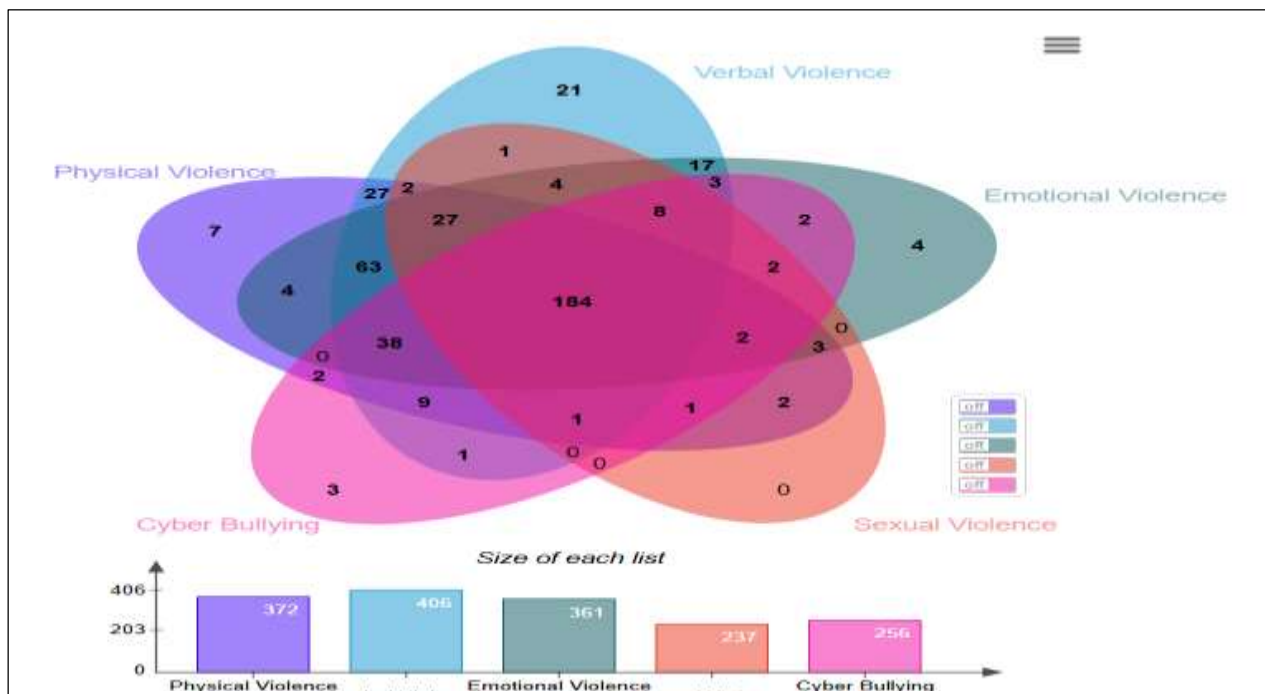


Table 10 describes patterns of student experiences with school-related violence. Nearly 42% of victimized students reported that incidents occurred within the school, followed by 40.4% on the way to and from school, and 31.5% outside the school. The median number of violent experiences was 2 (range: 1–20). The majority of respondents identified male friends as perpetrators (59.1%), followed by female friends (29.0%) and male teachers (13.7%), with smaller proportions attributed to female teachers, class monitors, and community members. About two-thirds of respondents reported violence, most frequently to teachers (26%), friends (23.9%), and parents (20.9%). Fewer than 10% reported to school authorities (3.5%) or police (5.5%). Violence stopped in 77% of cases, while the main reason for not reporting was fear (69.8%), followed by the belief that nothing would happen (11.6%), no action would be taken (10.9%), threats by others (5.4%), and insults by others (2.3%).

Table 11 summarizes students' safety perceptions, school environment, teacher interventions, and responses to bullying and violence. Nearly 7% of respondents reported not feeling safe at school, while 27% indicated they sometimes felt safe; the remainder expressed feeling safe.

Approximately eight in ten students stated that their teachers intervened during incidents of violence, and nearly half reported the presence of anti-violence rules at school. Awareness of these rules came primarily from teachers (76.6%), followed by friends (22.64%) and school nurses (0.37%). In the absence of a school counselor, students indicated they would seek help from an external mental health counselor (12.20%), a nearby health center (8.50%), a teacher (7.60%), or the Karnali Academy of Health Sciences (2.00%).

More than 12% of students who experienced violence pretended to be sick to avoid school (11.80% sometimes; 0.30% always). Similarly, over 12% considered leaving school altogether because of bullying and violence.

Table 10: Student Experiences of School-Related Violence: Incidence, Perpetrators, and Reporting Outcomes

Place of Violence (n=394)	Counts	% of Total
Within School	164	41.60
On the Way to and from the School Route	159	40.40
Anywhere Outside School	124	31.50
Frequency of Violence		
Median Number of Violence Experiences (Min–Max)	2	(1-20)
Perpetrator of Violence (n=438) *		
Male Friend	259	59.10
Female Friend	127	29.00
Male Teacher	60	13.70
Female Teacher	19	4.30
Class Monitor	22	5.00
Other (1 Community Member and 1 male (out school male)	2	0.50
Did you report violence? (n=402)		
Yes	273	67.90
No	129	32.10
Whom did you report violence? (n=273) *		
Teacher	104	38.10
Parent	84	30.80
Friend	96	35.20
School Authorities	14	5.10
Police	22	8.10
Violence Stopped After Reporting (n=273)		
Yes	211	77.30
No	62	22.70
Reason for Not Reporting Violence (n=129)*		
Insult by others	3	2.30
Fear	90	69.80
Threat by Others	7	5.40
No action	14	10.90
Nothing will happens	15	11.60

Table 11: School Environment, Safety Perceptions, Teacher Interventions, and Student Responses to Bullying and Violence

Do You Feel Safety at School? (n=587)	Counts	% of Total
No	39	6.60
Sometimes	156	26.60
Always	392	66.80
Do Teachers Intervene in Violence? (n=587)		
Yes	507	86.40
No	80	13.60
Presence of Clear Anti-Violence/Bullying Rules (n=587)		
Yes	265	45.10
No	191	32.50
Do not Know	131	22.30
How did you know about Anti-Violence/Bullying Rules at School? (n=265)		
Teacher	203	76.60
Friend	60	22.64
Mental Health Counsellor	244	92.07
School Nurses	1	0.37
If there is no counselor, whom/where will you ask about Anti-Violence/Bullying Rules(n=343)		
Teacher	26	7.60
Call Mental Health Counsellor from Outside	42	12.20
Visiting the Nearby Health Center	29	8.50
Karnali Academy of Health Sciences	7	2.00
How often did you pretend to be sick to avoid school because of bullying or violence? (n=329)		
Never	289	87.90
Sometimes	39	11.80
Always	1	0.30
How often do you experience mental stress because of bullying or violence?(n=329)		
Never	243	73.9
Sometimes	85	25.8
Always	1	0.3
Have you ever considered leaving school because of violence? (n=329)		
Never	288	87.5
Sometimes	36	10.9
Always	5	1.5

Note: n vary according to experience of any types of violence

The findings from Table 12 highlight students' perceptions of school violence and bullying across multiple domains (SN1–SN24).

Safety Perception: 81% reported feeling unsafe at school due to violence and bullying, and 74% felt unsafe in their neighborhoods (SN1, SN2).

Awareness and Recognition: Between 77–81% of students acknowledged bullying and violence in schools, recognized its harmful impact, and linked it to serious mental health risks (SN4–6).

Academic and Behavioral Impact: Between 56–62% of students agreed that bullying and violence contributed to absenteeism (SN8), noted avoidance of classroom participation (SN10), and felt academic success was unrelated to bullying (SN11).

Family Factors: 63–66% attributed violence to low parental involvement, poor discipline, and lack of supervision (SN12–14).

School and Teacher Influences: 65–67% blamed weak administration, poor classroom management, harsh discipline, and peer pressure (SN16–19).

Emotional and Psychological Drivers: 55–70% highlighted anger, jealousy, and low self-esteem as contributors to bullying and violence (SN20–21).

Social Dimension: 56% recognized discrimination based on race, ethnicity, and gender (SN22), 48% felt perpetrators were not punished (SN23), and 68% reported not fearing violence in their community, suggesting normalization (SN24).

Overall, agreement levels consistently ranged between 48–81%, underscoring widespread recognition of bullying and violence's harmful effects across safety, academic, family, school, and community contexts. In addition, 69.9% of students reported that both boys and girls are affected by violence and bullying.

Table 12 shows that the minimum average value was 3.16 for the statement “Perpetrators of violence are not punished in my community,” while the highest was 4.09 for “I am aware of bullying and violent behaviors among students in my school.” Overall, this range indicates that students generally agreed bullying and violence are present and impactful. The standard deviation range (1.14–1.55) reflects varying levels of consensus, with some issues strongly agreed upon (awareness) and others showing differing views (community punishment, discrimination).

Table 12: Students' Perceptions of School Violence and Bullying (n=587)

SN	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
1	Violence and bullying make students feel unsafe at school.	42 (7.2%)	37 (6.3%)	34 (5.8%)	144 (24.5%)	330 (56.2%)	4.16	1.22
2	Violence and bullying make students feel unsafe in their neighborhood.	49 (8.3%)	63 (10.7%)	38 (6.5%)	151 (25.7%)	286 (48.7%)	3.96	1.32
3	Both boys and girls are affected by violence and bullying.	58 (9.9%)	84 (14.3%)	64 (10.9%)	131 (22.3%)	250 (42.6%)	3.73	1.39
4	Violence and bullying are harmful behaviors.	32 (5.5%)	39 (6.6%)	42 (7.2%)	141 (24.0%)	333 (56.7%)	4.2	1.17
5	Violence and bullying can lead to serious mental health problems, including suicide.	43 (7.3%)	40 (6.8%)	52 (8.9%)	189 (32.2%)	263 (44.8%)	4.0	1.21

Table 12 (Cont.): Students' Perceptions of School Violence and Bullying (n=587)

SN	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
6	I am aware of bullying and violent behaviors among students in my school.	33 (5.6%)	35 (6.0%)	58 (9.9%)	184 (31.3%)	277 (47.2%)	4.09	1.14
7	I believe that there is no bullying and violence in my school.	54 (9.2%)	94 (16.0%)	70 (11.9%)	124 (21.1%)	245 (41.7%)	3.7	1.39
8	Students skip classes and leave school because of violence and bullying.	69 (11.8%)	92 (15.7%)	60 (10.2%)	139 (23.7%)	227 (38.7%)	3.62	1.43
9	Violence and bullying are excuses for failure rather than a threat.	78 (13.3%)	85 (14.5%)	76 (12.9%)	156 (26.6%)	192 (32.7%)	3.51	1.41
10	Some students avoid reading aloud in class due to fear of mockery.	84 (14.3%)	68 (11.6%)	69 (11.8%)	181 (30.8%)	185 (31.5%)	3.54	1.4

Table 12 (Cont.): Students' Perceptions of School Violence and Bullying (n=587)

SN	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
11	Academic success is unrelated to violence and bullying.	87 (14.8%)	88 (15.0%)	84 (14.3%)	136 (23.2%)	192 (32.7%)	3.44	1.45
12	Low parental involvement in a child's life contributes to school violence and bullying	71 (12.1%)	82 (14.0%)	62 (10.6%)	149 (25.4%)	223 (38.0%)	3.63	1.41
13	Absence of proper discipline at home contributes to bullying and violence	55 (9.4%)	78 (13.3%)	66 (11.2%)	182 (31.0%)	206 (35.1%)	3.69	1.32
14	Lack of parental supervision increases bullying and violence	81 (13.8%)	72 (12.3%)	70 (11.9%)	161 (27.4%)	203 (34.6%)	3.57	1.42
15	Ineffective parenting, improper upbringing, and harsh discipline by parents lead children to become violent.	77 (13.1%)	94 (16.0%)	92 (15.7%)	136 (23.2%)	188 (32.0%)	3.45	1.41

Table 12 (Cont.): Students' Perceptions of School Violence and Bullying (n=587)

SN	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
16	Weak school administration allows bullying to continue.	55 (9.4%)	81 (13.8%)	59 (10.1%)	153 (26.1%)	239 (40.7%)	3.75	1.36
17	Poor classroom management by teachers contributes to violence and bullying	51 (8.7%)	72 (12.3%)	68 (11.6%)	164 (27.9%)	232 (39.5%)	3.77	1.32
18	Harsh discipline by teachers increases student aggression.	61 (10.4%)	60 (10.2%)	83 (14.1%)	171 (29.1%)	212 (36.1%)	3.7	1.33
19	Peer pressure encourages and influences students to bully others and use of violence	53 (9.0%)	81 (13.8%)	62 (10.6%)	164 (27.9%)	227 (38.7%)	3.73	1.34
20	Students with anger issues and jealousy are more likely to bully and use violence to others	50 (8.5%)	48 (8.2%)	76 (12.9%)	187 (31.9%)	226 (38.5%)	3.84	1.26

Table 12 (Cont.): Students' Perceptions of School Violence and Bullying (n=587)

SN	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
21	Low self-esteem makes students bully others.	75 (12.8%)	108 (18.4%)	82 (14.0%)	139 (23.7%)	183 (31.2%)	3.42	1.42
22	Discrimination based on race, ethnicity, and gender exists in my society.	105 (17.9%)	89 (15.2%)	61 (10.4%)	131 (22.3%)	201 (34.2%)	3.4	1.52
23	Perpetrators of violence are not punished in my community.	128 (21.8%)	107 (18.2%)	68 (11.6%)	111 (18.9%)	173 (29.5%)	3.16	1.55
24	I do not fear violence when I am in my community.	77 (13.1%)	52 (8.9%)	56 (9.5%)	157 (26.7%)	245 (41.7%)	3.75	1.41

Cronbach alpha =0.84, highly reliability

Principal Component Analysis I

I. Sample Adequacy and Correlation between variables

The Kaiser-Meyer-Olkin (KMO) test value was 0.861, which falls within the “good” range, confirming that the sample size was adequate for Principal Component Analysis (PCA). Bartlett’s Test of Sphericity was highly statistically significant ($\chi^2 = 2920.59$, $df = 276$, $p < 0.001$), indicating that the correlation matrix was not an identity matrix and was therefore appropriate for PCA.

II. Extraction of Components

Using the Kaiser criterion, six components with eigenvalues greater than one were extracted (See Figure 9: Scree Plot), together explaining 50.43% of the total variance. Before rotation, the first component accounted for 23.02% of the variance, while the sixth accounted for 4.66%, indicating the presence of a dominant underlying factor. After applying Varimax rotation, the variance was more evenly distributed, with Component 1 explaining 9.99%, Component 2 9.27%, Component 3 9.11%, Component 4 8.42%, Component 5 7.05%, and Component 6 6.59% of the variance. This pattern suggests a multidimensional structure, with six components emerging as meaningful contributors to explaining the data.

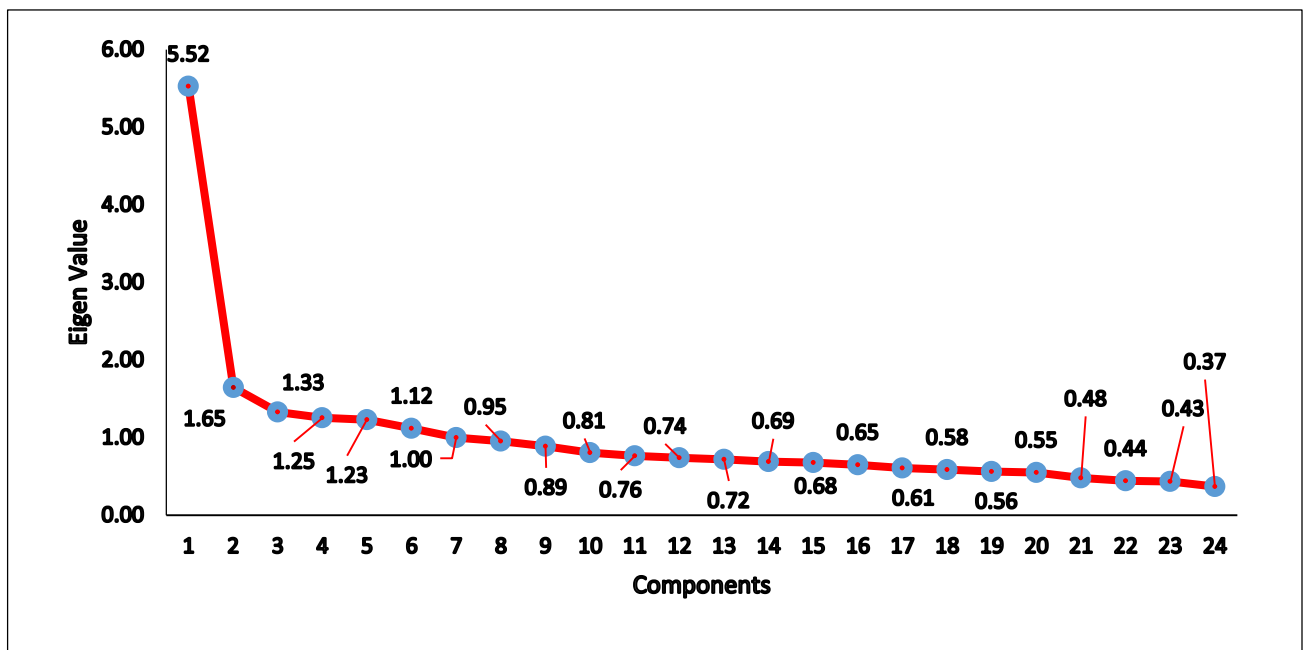


Figure 10: Scree Plot Showing Eigenvalue Distribution per Component

III. Component Loadings (Rotated Component Matrix):

Table 13 presents the Rotated Component Matrix using Varimax rotation with loading values ≥ 0.5 , where 24 items were reduced into six components with their respective loadings.

- a. **Component 1:** Encompasses **family and environmental factors**, highlighting low parental involvement, inadequate discipline at home, and poor parental supervision as key contributors to bullying and violence. The internal consistency was 0.63.
- b. **Component 2:** Reflects **teacher-related and individual behavioral factors**, including poor classroom management, students' emotional issues (such as anger and jealousy), and harsh disciplinary practices by teachers, which are identified as significant contributors to bullying and violence.
- c. **Component 3:** Captures **perceived safety and the direct impact** of violence and bullying, including feelings of being unsafe at school and in the neighborhood, as well as skipping classes due to bullying and violence by teachers. These are identified as significant contributors to bullying and violence.
- d. **Component 4:** Encompasses **awareness and understanding of bullying and violence**, including recognition of their harmful nature, acknowledgment of mental health consequences, awareness of bullying within the school, and the belief that no bullying occurs in the school. These perceptions are identified as significant contributors to bullying and violence.
- e. **Component 5:** Reflects **broader societal and community-level influences** on bullying and violence. Key items include societal discrimination and the absence of punishment for perpetrators, both of which are identified as significant contributors.
- f. **Component 6:** Captures **fear, avoidance, and attitudinal responses related to bullying and violence**. Key items include perceiving bullying and violence as excuses for failure rather than genuine threats, avoiding activities such as reading aloud due to fear of mockery, and reporting no fear of violence despite its presence in the community. These are identified as significant contributors.

Table 14 describes the distribution of perception levels (ranging from very low to very high) across all components based on quintile values. The components were uniformly distributed; as equal proportions of respondents fell into each category. Overall, the findings indicate a balanced distribution of perception levels across all identified components.

Table 13: Rotated Component Matrix Showing Underlying Dimensions of School Violence and Bullying

Item	Component 1	Component 2	Component 3	Component 4	Component 5	Component 6
Low parental involvement in a child's life contributes to school violence and bullying	0.690					
Absence of proper discipline at home contributes to bullying and violence	0.645					
Lack of parental supervision increases bullying and violent behavior	0.661					
Poor classroom management by teachers contributes to violence and bullying		0.583				
Harsh discipline by teachers increases student aggression		0.680				
Students with anger issues and jealousy are more likely to bully and use violence against others		0.610				
Violence and bullying make students feel unsafe at school			0.734			
Violence and bullying make students feel unsafe in their neighborhood			0.778			
Students skip classes and leave school because of violence and bullying			0.550			
Violence and bullying are harmful behaviors				0.580		
Violence and bullying can lead to serious mental health problems				0.519		

Item	Component 1	Component 2	Component 3	Component 4	Component 5	Component 6
Awareness of bullying and violent behaviors among students in school				0.686		
Belief that there is no bullying and violence in school				0.527		

Table 12 (Cont.): Rotated Component Matrix Showing Underlying Dimensions of School Violence and Bullying

Item	Component 1	Component 2	Component 3	Component 4	Component 5	Component 6
Discrimination based on race, ethnicity, and gender exists in society					0.705	
Perpetrators of violence are not punished in the community					0.735	
Violence and bullying are excuses for failure rather than a threat						0.587
Some students avoid reading aloud due to fear of mockery						0.658
I do not fear violence when I am in my community						0.662

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Only factor loadings ≥ 0.50 are displayed. Items are grouped according to their highest factor loading. Rotation converged in 9 iterations.

Table 14: Distribution of Perception Levels Across Principal Components Analysis (n = 587)

Component	Very Low	Low	Moderate	High	Very High
Family & Environmental Factors	117 (19.9%)	118 (20.1%)	117 (19.9%)	118 (20.1%)	117 (19.9%)
Teacher & Individual Behavioral Factors	117 (19.9%)	118 (20.1%)	117 (19.9%)	118 (20.1%)	117 (19.9%)
Perceived Safety & Direct Impact	117 (19.9%)	118 (20.1%)	121 (20.6%)	114 (19.4%)	117 (19.9%)
Social & Community Influences	117 (19.9%)	118 (20.1%)	117 (19.9%)	118 (20.1%)	117 (19.9%)
Fear, Avoidance & Attitudinal Responses	117 (19.9%)	118 (20.1%)	117 (19.9%)	118 (20.1%)	117 (19.9%)

Table 15 presents the median scores and interquartile ranges (IQR) of the six components. The highest median score was observed for awareness and understanding of bullying and violence (16.0), while the lowest median score was found for broader societal and community-level influences (7.0). The IQR values indicate moderate variability across all components, with relatively consistent dispersion.

Table 15: Median and Interquartile Range of PCA Components (n = 587)

Component	Median	IQR (Q1–Q3)
Family and Environmental Factors	11.0	9.0 – 13.0
Teacher-Related and Individual Behavioral Factors	12.0	10.0 – 14.0
Perceived Safety and Direct Impact	12.0	10.0 – 15.0
Awareness and Understanding of Bullying and Violence	16.0	14.0 – 19.0
Broader Societal and Community-Level Influences	7.0	5.0 – 9.0
Fear, Avoidance, and Attitudinal Responses	11.0	9.0 – 13.0

Table 16 indicates most students reported positive social support from friends, classmates, teachers, and family members. High mean scores were observed for parental encouragement (Mean = 4.47, SD = 0.95), having close friends at school (Mean = 4.40, SD = 1.09), teacher support in academic work (Mean = 4.38, SD = 1.01), and a peaceful home environment (Mean = 4.38, SD = 1.02). More than half of the respondents agreed or strongly agreed with most positive statements, suggesting supportive school and family environments.

However, a considerable proportion of students reported negative experiences. About 41.2% strongly agreed that they were afraid of some teachers, with a moderate mean score (Mean = 3.63, SD = 1.44). Similarly, 43.8% of students agreed or strongly agreed that they felt ignored or unsupported by their family, while this item had the lowest mean score (Mean = 3.05, SD = 1.61), indicating relatively higher variability in family support experiences among students.

Table 16: Distribution of Responses on Social, School, and Family Support (n = 587)

SN	Variables	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
1	Close friend at school	34 (5.8)	17 (2.9)	25 (4.3)	116 (19.8)	395 (67.3)	4.4	1.09
2	Classmates treat each other with respect	23 (3.9)	35 (6.0)	47 (8.0)	185 (31.5)	297 (50.6)	4.19	1.07
3	Feel safe with classmates	20 (3.4)	41 (7.0)	46 (7.8)	156 (26.6)	324 (55.2)	4.23	1.08
4	Friends support when stressed	26 (4.4)	34 (5.8)	33 (5.6)	142 (24.2)	352 (60.0)	4.29	1.10
5	Teachers treat fairly	32 (5.5)	47 (8.0)	40 (6.8)	142 (24.2)	326 (55.5)	4.16	1.19
6	Comfortable asking teachers	24 (4.1)	30 (5.1)	38 (6.5)	161 (27.4)	334 (56.9)	4.28	1.06
7	Teachers support academics	22 (3.7)	20 (3.4)	37 (6.3)	141 (24.0)	367 (62.5)	4.38	1.01
8	Afraid of some teachers	68 (11.6)	94 (16.0)	65 (11.1)	118 (20.1)	242 (41.2)	3.63	1.44
9	Talk openly to parents	28 (4.8)	40 (6.8)	44 (7.5)	119 (20.3)	356 (60.6)	4.25	1.15
10	Peaceful home environment	20 (3.4)	27 (4.6)	32 (5.5)	138 (23.5)	370 (63.0)	4.38	1.02
11	Parents encourage	15 (2.6)	24 (4.1)	31 (5.3)	116 (19.8)	401 (68.3)	4.47	0.95
12	Feel ignored by family	134 (22.8)	151 (25.7)	45 (7.7)	68 (11.6)	189 (32.2)	3.05	1.61

Cronbach alpha = 0.75

Principal Component Analysis I

I. Sample Adequacy and Correlation between variables

The Kaiser-Meyer-Olkin (KMO) test value was 0.851, which falls within the “good” range, confirming that the sample size was adequate for Principal Component Analysis (PCA). Bartlett’s Test of Sphericity was highly statistically significant ($\chi^2 = 1440.89$, $df = 66$, $p < 0.001$), indicating that the correlation matrix was not an identity matrix and was therefore appropriate for PCA.

II. Extraction of Components

Using the Kaiser criterion, three components with eigenvalues greater than one were extracted (see Figure 10: Scree Plot), together explaining 51.50% of the total variance. Before rotation, the first component accounted for 31.60% of the variance, while the third accounted for 9.13%, indicating the presence of a dominant underlying factor. After applying Varimax rotation, the variance was more evenly distributed, with Component 1 explaining 22.88%, Component 2 17.95%, and Component 3 10.67% of the variance. This pattern suggests a multidimensional structure, with three components emerging as meaningful contributors to explaining the data.

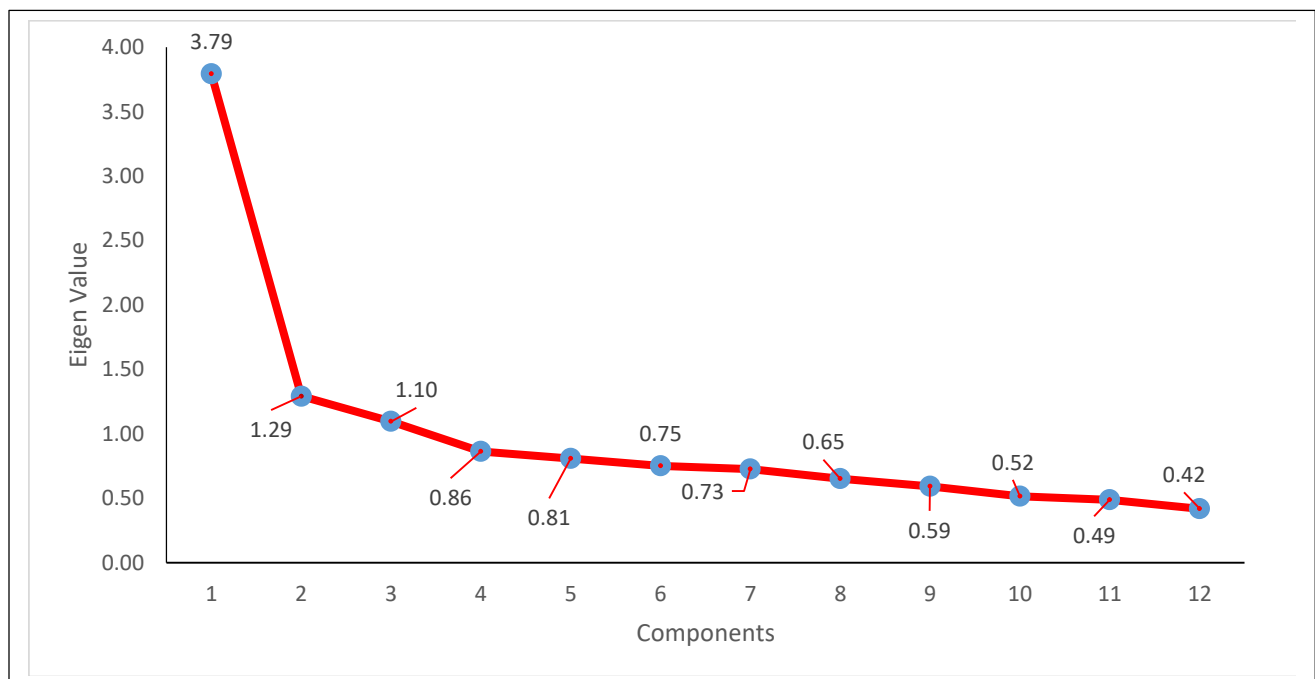


Figure 11: Scree Plot Showing Eigenvalue Distribution per Component

Table 17 presents the Rotated Component Matrix using Varimax rotation with loading values ≥ 0.5 , where 12 items were reduced into three components with their respective loadings.

Component 1: Represented a **supportive school and family environment** and included items related to peer support, teacher support, family communication, and feelings of safety.

Component 2: Reflected **fear and lack of family support**, including fear of teachers and feeling ignored by family members.

Component 3: Encompasses **interpersonal insecurity**, characterized by diminished trust in friends and fear of teachers.

Table 18 explains the median and interquartile range (IQR) of psychosocial environment scores among Respondents. The median scores for the three components ranged from 5 to 36. The highest score was observed for a supportive school and family environment (36.0), followed by fear and lack of family support (7.0), and interpersonal insecurity (5.0). These findings suggest that most respondents perceived a favorable, supportive environment from school and family, a moderate level of fear, and a lack of family support, with consistent responses across participants.

Table 17: Rotated Component Matrix Showing Social, School, and Family Support

Items	Component 1	Component 2	Component 3
My classmates treat me with respect.	0.662		
I feel safe when I am with my classmates.	0.682		
My friends support me when I am feeling stressed or sad.	0.701		
Teachers treat students fairly in my school.	0.623		
I feel comfortable asking teachers for help.	0.672		
Teachers support me in my academic work.	0.653		
There is a peaceful environment at home.	0.541		

My parents/guardians encourage me when I feel discouraged.	0.605	
My parents/guardians encourage me when I feel discouraged.	0.605	
I am afraid of some teachers at my school.	0.595	0.562
I feel ignored or unsupported by my family.	0.722	
I have at least one close friend at school whom I trust.		-0.617

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Only factor loadings ≥ 0.50 are displayed. Items are grouped according to their highest factor loading. Rotation converged in 9 iterations.

Table 18: Median and Interquartile Range (IQR) of Psychosocial Environment Scores among Respondents (N = 587)

Variables	Median	IQR
Supportive school and family environment score	36	31.0–40.0
Fear and lack of family support score	7	5.0–9.0
Interpersonal insecurity score	5	4.0–5.0

Table 19 presents the association between physical violence and various study variables. The analysis showed that parental education, tobacco use, alcohol use, awareness and understanding of bullying and violence, fear, avoidance and attitudinal responses, family and environmental factors, broader societal and community-level influences, supportive school and family environment, interpersonal insecurity, and ever considering leaving school had odds ratios greater than 1.

Variables with lower odds ratios ($OR < 1$) included female sex, younger age, nuclear family type, grade 6–9, non-agricultural parental occupation, urban school location, private school type, food insufficiency, perceived safety and direct impact, teacher-related and behavioral factors, fear and lack of family support, feeling safe at school, and the presence of rules against violence and bullying at school.

Among these, sex, family, and environmental factors, broader societal and community-level influences, and ever considering leaving school were statistically significant, with p-values less than 0.05.

Table 20 shows the association between verbal violence and different study variables. Nine variables (sex, age, grade, parental occupation, place of school, perceived safety and direct impact, awareness and understanding of bullying and violence, fear and lack of family support score, and rules against violence and bullying at School) were identified as protective factors, but none were statistically significant ($p > 0.05$).

Thirteen variables (family type, school type, parental education (household head), food sufficiency, tobacco use, alcohol use, fear, avoidance and attitudinal responses, family and environmental factors, broader societal and community-level influences, supportive school and family environment score, interpersonal insecurity score, ever considered leaving school because of violence) were risk factors associated with verbal violence, but most were not statistically significant ($OR > 1$, $p > 0.05$). Teacher- and student-related individual behaviors showed no effect on verbal violence ($OR = 1$, $p > 0.05$).

Only four variables were significantly associated with verbal violence: perceived safety and direct impact, broader societal/community influences, ever considering leaving school because of violence, and feeling safe at school ($p < 0.05$).

Table 21 shows the association between sexual violence and different study variables. The higher odds ratios (ranging from 1.07 to 2.84) were observed for parental education, food sufficiency, tobacco use, alcohol use, teacher-related and behavioral factors, awareness of bullying, fear and attitudinal responses, family and environmental factors, broader societal influences, supportive school/family environments, interpersonal insecurity, and considering leaving school.

The lower odds ratios of sexual violence were associated with sex, age, family type, grade, parental occupation, place of school, school type, perceived safety and direct impact, fear and lack of family support, feeling safe at school, and rules against violence.

The statistically significant variables were sex, grade, perceived safety and direct impact, Broader societal influences, and considering leaving school ($p < 0.05$). The remaining variables were not statistically significant.

Table 22 presents the association between emotional violence and various independent variables. Parental education, fear and attitudinal responses, family and environmental factors, supportive school/family environments, and fear and lack of family support have odds ratios greater than 1 but are not statistically significant.

The age, parental education, place of school, school type, food sufficiency, tobacco use, alcohol use, perceived safety and direct impact, teacher-related and behavioral factors, awareness and understanding of bullying and violence, interpersonal insecurity, and feeling safe at school have odds ratios less than 1 and are not statistically significant. Sex, grade, perceived safety & direct impact, rules against violence, broader societal influences, and considering leaving school are significantly associated with emotional violence.

Table 23 presents the association between cyberbullying and various independent variables. Parental education, fear and attitudinal responses, family and environmental factors, supportive school/family environments, and fear and lack of family support have odds ratios greater than 1 but are not statistically significant.

The age, parental education, place of school, school type, food sufficiency, tobacco use, alcohol use, perceived safety and direct impact, teacher-related and behavioral factors, awareness and understanding of bullying and violence, interpersonal insecurity, and feeling safe at school have odds ratios less than 1 and are not statistically significant. Sex, grade, perceived safety & direct impact, rules against violence, broader societal influences, and considering leaving school are significantly associated with emotional violence.

Table 21 summarizes the relationship between cyberbullying and various independent variables. Grade, parental occupation, perceived safety, and broader societal influences were significantly associated with cyberbullying ($p < 0.05$). Family type, place of school, school type, tobacco use, fear and attitudinal responses, interpersonal insecurity, considering leaving school, and feeling safe at school showed odds ratios greater than 1, indicating potential risk factors, but these associations were not statistically significant ($p > 0.05$). The remaining variables demonstrated odds ratios less than 1, suggesting potential protective effects, though none reached statistical significance ($p > 0.05$).

Table 19: Median and Interquartile Range (IQR) of Psychosocial Environment Scores among Respondents (N = 587)

Physical Violence						
Variables	Category	Yes n (%)	No n (%)	AOR	95% CI	p-value
Sex	Male	186 (69.92)	80 (30.08)	1		
	Female	186 (57.94)	135 (42.05)	0.45	0.29–0.69	<0.001
Age (Years)	≥14	167 (71.37)	67 (28.63)	1		
	<14	205 (58.91)	148 (41.93)	0.86	0.49–1.50	0.591
Family type	Joint	194 (64.45)	107 (35.55)	1		
	Nuclear	178 (62.24)	108 (37.76)	1.06	0.70–1.59	0.782
Grade	9–12 Grade	137 (74.46)	47 (25.54)	1		
	6–9 Grade	235 (58.90)	168 (41.69)	0.61	0.33–1.13	0.114
Parental Occupation	Agriculture	202 (62.89)	121 (37.11)	1		
	Non-Agriculture	169 (64.26)	94 (35.74)	1.14	0.57–2.28	0.717

Place of school	Rural	144 (68.57)	66 (31.43)	1		
	Urban	228 (60.48)	149 (39.52)	0.68	0.43–1.07	0.094
School type	Government	287 (66.44)	145 (33.56)	1		
	Private	85 (54.84)	70 (45.16)	1.17	0.71–1.94	0.534
Parental Education (Household Head)	Illiterate	36 (70.59)	15 (29.41)	1		
	Literate	290 (64.59)	159 (35.41)	1.51	0.82–2.78	0.183
Food Sufficiency	≥6 Months	155 (64.32)	86 (35.68)	1		
	<6 Months	217 (62.72)	129 (37.28)	0.78	0.51–1.18	0.242
Tobacco Use	Never/Past Users	357 (62.74)	212 (37.26)	1		
	Sometimes/Always	15 (83.33)	3 (16.67)	1.21	0.20–7.40	0.836
Alcohol Use	Never/Past Users	359 (62.76)	213 (37.24)	1		
	Always/Sometimes	13 (86.67)	2 (13.33)	2.8	0.36–22.04	0.328
Perceived safety and direct impact	≤ Median	166 (61.48)	103 (38.22)	1		

Teacher-related and behavioral factors	> Median	206 (64.78)	112 (35.22)	0.78	0.49–1.23	0.278
	≤ Median	198 (64.29)	111 (35.92)	1		
Awareness and understanding of bullying and violence	> Median	174 (62.59)	104 (37.41)	0.83	0.53–1.30	0.414
	≤ Median	178 (63.35)	103 (36.65)	1		
Fear, avoidance and attitudinal responses	> Median	194 (63.40)	112 (36.60)	1	0.66–1.53	0.994
	≤ Median	186 (62.84)	112 (37.16)	1		
Family and environmental factors	> Median	186 (64.36)	103 (35.64)	1.11	0.71–1.73	0.645
	≤ Median	183 (65.36)	98 (34.64)	1		
Broader societal and community-level influences	> Median	189 (61.76)	117 (38.24)	1.65	1.06–2.57	0.028
	≤ Median	212 (71.62)	84 (28.38)	1		
Supportive school and family environment score	> Median	160 (55.00)	131 (45.00)	1.88	1.23–2.89	0.004
	≤ Median	212 (71.62)	84 (28.38)	1		

	> Median	160 (55.00)	131 (45.00)	1.52	0.96–2.40	0.072
Fear and lack of family support score	≤ Median	186 (62.84)	112 (37.16)	1		
	> Median	186 (64.36)	103 (35.64)	0.92	0.61–1.37	0.671
Interpersonal insecurity score	≤ Median	261 (66.58)	134 (33.92)	1		
	> Median	111 (57.81)	81 (42.19)	1.17	0.72–1.91	0.521
Ever considered leaving school because of violence	No	293 (59.80)	197 (40.20)	1		
	Yes	79 (81.44)	18 (18.56)	3.42	1.80–6.52	<0.001
Feel safe at school	No	29 (74.36)	10 (25.64)	1		
	Yes	343 (62.82)	205 (37.41)	0.97	0.39–2.43	0.943
Rules against violence and bullying at school	No	212 (65.84)	110 (34.16)	1		
	Yes	160 (60.38)	105 (39.62)	0.71	0.47–1.07	0.1

Note. AOR = Adjusted Odds Ratio, CI = Confidence Interval, 1 = Reference category, significant variables ($p < 0.05$) were sex, family and environmental factors, broader societal and community-level influences, and considering leaving school because of physical violence, correctly classified = 69.74%, goodness-of-fit test = 479.14 ($\text{Prob} > \chi^2 = 0.3038$), Hosmer–Lemeshow $\chi^2(8) = 6.27$ ($\text{Prob} > \chi^2 = 0.6168$), McFadden’s $R^2 = 0.113$, Cox–Snell $R^2 = 0.1360$, Nagelkerke $R^2 = 0.1875$, and AUC = 0.7263.

Table 20: Multivariable Logistic Regression Analysis of Factors Associated with Verbal Violence Among Adolescents (n=587)

Variables	Category	Verbal Violence		AOR	95% CI	p-value
		Yes n (%)	No n (%)			
Sex	Male	72 (27.07)	194 (72.93)	1		
	Female	109 (33.96)	212 (66.04)	0.71	0.46–1.09	0.12
Age (Years)	≥14	53 (22.65)	181 (77.35)	1		
	<14	128 (36.26)	225 (63.74)	0.83	0.46–1.48	0.524
Family type	Joint	95 (33.22)	191 (66.78)	1		
	Nuclear	86 (28.57)	215 (71.43)	1.16	0.76–1.77	0.504
Grade	9–12	36 (19.57)	148 (80.43)	1		
	6–9	145 (35.98)	258 (64.02)	0.61	0.32–1.17	0.137
Parental Occupation	Agriculture	132 (29.40)	317 (70.60)	1		
	Non-Agriculture	15 (29.41)	36 (70.59)	0.64	0.32–1.31	0.223
Place of school	Rural	85 (32.32)	178 (67.68)	1		
	Urban	96 (29.72)	227 (70.28)	0.89	0.56–1.41	0.622
School type	Government	128 (33.95)	249 (66.05)	1		
	Private	53 (25.24)	157 (74.76)	1.32	0.78–2.24	0.3
Parental Education	Illiterate	63 (40.65)	92 (59.35)	1		
	Literate	118 (27.31)	314 (72.69)	1.67	0.91–3.09	0.101
Food Sufficiency	≥6 Months	114 (32.95)	232 (67.05)	1		

	<6 Months	67 (27.80)	174 (72.20)	1.12	0.73–1.73	0.611
Tobacco Use	Never/Past	178 (31.28)	391 (68.72)	1		
	Sometimes/Always	3 (16.67)	15 (83.33)	1.39	0.23–8.40	0.72
Alcohol Use	Never/Past	179 (31.29)	393 (68.71)	1		
	Always/Sometimes	2 (13.33)	13 (86.67)	1.89	0.25–14.56	0.541
Perceived safety & direct impact	≤ Median	86 (27.04)	232 (72.96)	1		
	> Median	95 (35.32)	174 (64.68)	0.61	0.38–0.97	0.039
Teacher-related & behavioral	≤ Median	88 (31.65)	190 (68.35)	1		
	> Median	93 (30.10)	216 (69.90)	1	0.63–1.59	0.996
Awareness and understanding of bullying and violence	≤ Median	88 (28.76)	218 (71.24)	1		
	> Median	93 (33.10)	188 (66.90)	0.8	0.52–1.25	0.331
Fear & attitudinal responses	≤ Median	109 (33.96)	212 (66.04)	1		
	> Median	72 (27.07)	194 (72.93)	1.33	0.84–2.10	0.228
Family & environmental factors	≤ Median	93 (30.39)	213 (69.61)	1		
	> Median	88 (31.32)	193 (68.68)	1.27	0.81–2.01	0.297
Broader societal influences	≤ Median	112 (38.49)	179 (61.51)	1		
	> Median	69 (23.31)	227 (76.69)	1.86	1.19–2.92	0.007
Supportive school/family environments	≤ Median	90 (32.73)	185 (67.27)	1		
	> Median	91 (29.17)	221 (70.83)	1.29	0.80–2.08	0.288
Fear & lack of family support	≤ Median	81 (28.03)	208 (71.97)	1		
	> Median	100 (33.56)	198 (66.44)	0.69	0.46–1.05	0.085
	≤ Median	66 (34.38)	126 (65.63)	1		

Interpersonal insecurity	> Median	115 (29.11)	280 (70.89)	1.05	0.63–1.75	0.837
Considered leaving school	No	168 (34.29)	322 (65.71)	1		
	Yes	13 (13.40)	84 (86.60)	3.84	1.88–7.84	<0.001
Feel safe at school	No	13 (33.33)	26 (66.67)			
	Yes	168 (30.66)	380 (69.34)	2.86	1.21–6.79	0.017
Rules against violence	No	94 (29.19)	228 (70.81)	1		
	Yes	87 (32.83)	178 (67.17)	0.85	0.55–1.31	0.457

AOR = Adjusted Odds Ratio; CI = Confidence Interval; 1= Reference category. Significant variables ($p < 0.05$) were broader societal influences, considered leaving school, feeling safe at school, rules against violence. Correctly classified:72.14%, Goodness of Fit = 493.60, $P = 0.1651$, Hosmer–Lemeshow, $\chi^2(8) = 11.25$, $\text{Prob} > \chi^2 = 0.1880$, McFadden's $R^2 = 0.109$, Cox–Snell $R^2 = .1235$, Nagelkerke $R^2 = .1758$ and AUC:0.7211

Table 21: Multivariable Logistic Regression Analysis of Factors Associated with Sexual Violence Among Adolescents (n=587)

		Sexual Violence		AOR	95% CI	p-value
Variables	Category	Yes n (%)	No n (%)			
Sex	Male	118 (44.70)	146 (55.30)	1		
	Female	119 (37.19)	201 (62.81)	0.62	0.41–0.93	0.021
Age (Years)	≥14	127 (54.51)	106 (45.49)	1		
	<14	110 (31.34)	241 (68.66)	0.6	0.36–1.02	0.06
Family type	Joint	120 (42.40)	163 (57.60)	1		
	Nuclear	117 (38.87)	184 (61.13)	0.78	0.52–1.16	0.219
Grade	9–12	108 (58.70)	76 (41.30)	1		
	6–9	129 (32.25)	271 (67.75)	0.48	0.27–0.86	0.013
Parental Occupation	Agriculture	188 (42.06)	259 (57.94)	1		

	Non-Agriculture	23 (45.10)	28 (54.90)	0.89	0.46–1.71	0.726
Place of school	Rural	98 (37.26)	165 (62.74)	1		
	Urban	138 (43.12)	182 (56.88)	0.95	0.62–1.46	0.812
School type	Government	146 (38.93)	229 (61.07)	1		
	Private	91 (43.54)	118 (56.46)	0.89	0.55–1.43	0.618
Parental Education	Illiterate	46 (29.68)	109 (70.32)	1		
	Literate	191 (44.52)	238 (55.48)	1.24	0.68–2.28	0.486
Food Sufficiency	≥6 Months	128 (37.21)	216 (62.79)	1		
	<6 Months	109 (45.42)	131 (54.58)	1.19	0.79–1.79	0.4
Tobacco Use	Never/Past	227 (40.11)	339 (59.89)	1		
	Sometimes/Always	10 (55.56)	8 (44.44)	1.37	0.33–5.74	0.664
Alcohol Use	Never/Past	228 (40.07)	341 (59.93)	1		
	Always/Sometimes	9 (60.00)	6 (40.00)	1.25	0.28–5.61	0.77
Perceived safety & direct impact	≤ Median	135 (42.86)	180 (57.14)	1		
	> Median	102 (37.92)	167 (62.08)	0.57	0.36–0.89	0.013
Teacher-related & behavioral	≤ Median	107 (38.63)	170 (61.37)	1		
	> Median	130 (42.35)	177 (57.65)	1.12	0.72–1.74	0.606
Awareness and understanding of bullying and violence	≤ Median	117 (38.61)	186 (61.39)	1		
	> Median	120 (42.70)	161 (57.30)	1.19	0.79–1.79	0.416
Fear & attitudinal responses	≤ Median	124 (38.87)	195 (61.13)	1		
	> Median	113 (42.64)	152 (57.36)	1	0.65–1.55	0.99
Family & environmental factors	≤ Median	123 (40.46)	181 (59.54)	1		
	> Median	114 (40.71)	166 (59.29)	1.19	0.77–1.82	0.436
Broader societal influences	≤ Median	96 (32.99)	195 (67.01)	1		
	> Median	141 (48.12)	152 (51.88)	1.67	1.10–2.54	0.016
Supportive school/family environments	≤ Median	104 (37.96)	170 (62.04)	1		

	> Median	133 (42.90)	177 (57.10)	1.38	0.88–2.17	0.158
Fear & lack of family support	≤ Median	118 (40.97)	170 (59.03)	1		
	> Median	119 (40.20)	177 (59.80)	1	0.68–1.48	0.999
Interpersonal insecurity	≤ Median	68 (35.60)	123 (64.40)	1		
	> Median	169 (43.00)	224 (57.00)	1.07	0.66–1.74	0.788
Considered leaving school	No	180 (36.96)	307 (63.04)	1		
	Yes	57 (58.76)	40 (41.24)	2.84	1.67–4.83	<0.001
Feel safe at school	No	22 (56.41)	17 (43.59)	1		
	Yes	215 (39.45)	330 (60.55)	0.86	0.39–1.92	0.721
Rules against violence	No	134 (41.74)	187 (58.26)	1		
	Yes	103 (39.16)	160 (60.84)	0.82	0.55–1.22	0.323

AOR = Adjusted Odds Ratio, CI = Confidence Interval, 1 = Reference category, significant variables ($p < 0.05$) included sex, grade, perceived safety and direct impact, broader societal influences, and consideration of leaving school, goodness-of-fit = 485.46 Prob > $\chi^2 = 0.217$), Hosmer–Lemeshow $\chi^2(8) = 1.77$ (Prob > $\chi^2 = 0.9873$), correctly classified = 66.80%, McFadden's $R^2 = 0.117$, Cox–Snell $R^2 = 0.1470$, Nagelkerke $R^2 = 0.1976$, AUC = 0.7247.

Table 22: Multivariable Logistic Regression Analysis of Factors Associated with Emotional Violence Among Adolescents (n=587)

Emotional Violence						
Variables	Category	Yes	No	AOR	95% CI	p-value
		n (%)	n (%)			
Sex	Male	92 (40.71)	134 (59.29)	1		
	Female	174 (48.20)	187 (51.80)	0.66	0.44–0.99	0.048
Age (Years)	≥14	65 (28.76)	161 (71.24)	1		
	<14	169 (46.81)	192 (53.19)	0.8	0.46–1.37	0.414
Family type	Joint	116 (51.33)	110 (48.67)	1		

Grade	Nuclear	170 (47.09)	191 (52.91)	1.13	0.76–1.70	0.537
	9–12	43 (19.03)	183 (80.97)	1		
	6–9	141 (39.06)	220 (60.94)	0.52	0.28–0.95	0.033
Parental Occupation	Agriculture	164 (88.65)	21 (11.35)	1		
	Non-Agriculture	285 (90.48)	30 (9.52)	0.59	0.30–1.14	0.114
Place of school	Rural	108 (48.00)	117 (52.00)	1		
	Urban	155 (42.94)	206 (57.06)	1.07	0.69–1.64	0.772
School type	Government	152 (67.26)	74 (32.74)	1		
	Private	225 (62.33)	136 (37.67)	0.95	0.58–1.56	0.849
Parental Education	Illiterate	77 (34.07)	149 (65.93)	1		
	Literate	78 (21.61)	283 (78.39)	1.59	0.89–2.86	0.12
Food Sufficiency	≥6 Months	138 (61.06)	88 (38.94)	1		
	<6 Months	208 (57.62)	153 (42.38)	0.99	0.66–1.49	0.956
Tobacco Use	Never/Past	220 (97.35)	6 (2.65)	1		
	Sometimes/Always	349 (96.68)	12 (3.32)	0.96	0.21–4.41	0.956
Alcohol Use	Never/Past	221 (97.79)	5 (2.21)	1		
	Always/Sometimes	351 (97.23)	10 (2.77)	0.86	0.17–4.27	0.849
Perceived safety & direct impact	≤ Median	113 (50.00)	113 (50.00)	1		
	> Median	205 (56.79)	156 (43.21)	0.58	0.37–0.91	0.019

Teacher-related & behavioral factors	$\leq$ Median	111 (49.12)	115 (50.88)	1		
	$>$ Median	167 (46.26)	194 (53.74)	0.95	0.61–1.48	0.835
Awareness and understanding of bullying and violence	$\leq$ Median	117 (51.77)	109 (48.23)	1		
	$>$ Median	189 (52.35)	172 (47.65)	1.09	0.72–1.66	0.672
Fear & attitudinal responses	$\leq$ Median	133 (58.85)	93 (41.15)	1		
	$>$ Median	188 (52.08)	173 (47.92)	1.28	0.82–1.98	0.276
Family & environmental factors	$\leq$ Median	124 (54.87)	102 (45.13)	1		
	$>$ Median	182 (50.42)	179 (49.58)	1.53	0.99–2.37	0.053
Broader societal influences	$\leq$ Median	134 (59.29)	92 (40.71)	1		
	$>$ Median	157 (43.49)	204 (56.51)	1.65	1.08–2.51	0.019
Supportive school/family environments	$\leq$ Median	110 (48.67)	116 (51.33)	1		
	$>$ Median	165 (45.71)	196 (54.29)	1.11	0.71–1.73	0.657

Fear & lack of family support	≤ Median	111 (49.12)	115 (50.88)	1		
	> Median	178 (49.31)	183 (50.69)	1.07	0.63–1.82	0.675
Interpersonal insecurity	≤ Median	82 (36.28)	144 (63.72)	1		
	> Median	110 (30.47)	251 (69.53)	0.95	0.65–1.69	0.382
Considered leaving school	No	207 (91.59)	19 (8.41)	1		
	Yes	283 (78.39)	78 (21.61)	3.59	1.93–6.67	0.009
Feel safe at school	No	14 (6.19)	212 (93.81)	1		
	Yes	25 (6.93)	336 (93.07)	0.87	0.90–0.95	0.328
Rules against violence	No	114 (50.44)	112 (49.56)	1		
	Yes	208 (57.62)	153 (42.38)	0.63	0.42–0.95	0.028

AOR = Adjusted Odds Ratio, CI = Confidence Interval, 1 = Reference category, significant variables ($p < 0.05$) included sex, grade, perceived safety & direct impact, broader societal influences, considered leaving school, rules against violence, goodness-of-fit = 493.34 (Prob > chi2 = 0.1672), Hosmer–Lemeshow $\chi^2(8) = 8.08$ (Prob > chi2 = 0.4253), correctly classified = 67.74%, McFadden's $R^2 = 0.102$, Cox–Snell $R^2 = 0.1260$, Nagelkerke $R^2 = 0.1721$, AUC = 0.7140.

Table 23: Multivariable Logistic Regression Analysis of Factors Associated with Cyber Bullying Among Adolescents (n=587)

Variables	Category	Cyber Bullying		AOR	95% CI	p-value
		Yes n (%)	No n (%)			
Sex	Male	142 (53.58)	123 (46.42)	1		
	Female	187 (58.44)	133 (41.56)	0.79	0.46 – 1.34	0.373
Age (Years)	≥14	92 (39.32)	142 (60.68)	1		
	<14	237 (67.52)	114 (32.48)	0.58	0.30 – 1.15	0.119
Family type	Joint	165 (57.89)	120 (42.11)	1		
	Nuclear	164 (54.67)	136 (45.33)	1.54	0.90 – 2.63	0.118
Grade	9–12	65 (35.33)	119 (64.67)	1		
	6–9	264 (65.84)	137 (34.16)	0.45	0.21 – 0.95	0.035
Parental Occupation	Agriculture	244 (54.59)	203 (45.41)	1		
	Non-Agriculture	32 (62.75)	19 (37.25)	0.22	0.09 – 0.56	0.001
Place of school	Rural	163 (62.21)	99 (37.79)	1		
	Urban	165 (51.24)	157 (48.76)	1.5	0.85 – 2.66	0.163
School type	Government	222 (59.20)	153 (40.80)	1		
	Private	107 (50.95)	103 (49.05)	1.18	0.63 – 2.20	0.604
Parental Education	Illiterate	108 (70.59)	45 (29.41)	1		

	Literate	221 (51.16)	211 (48.84)	0.95	0.42 – 2.17	0.903
Food Sufficiency	≥6 Months	205 (59.25)	141 (40.75)	1		
	<6 Months	124 (51.88)	115 (48.12)	1.49	0.86 – 2.56	0.152
Tobacco Use	Never/Past	323 (56.97)	244 (43.03)	1		
	Sometimes/Always	6 (33.33)	12 (66.67)	2.87	0.41 – 20.22	0.291
Alcohol Use	Never/Past	324 (56.84)	246 (43.16)	1		
	Always/Sometimes	5 (33.33)	10 (66.67)	0.81	0.12 – 5.70	0.835
Perceived safety & direct impact	≤ Median	162 (51.10)	155 (48.90)	1		
	> Median	167 (62.31)	101 (37.69)	0.54	0.30 – 0.97	0.038
Teacher-related & behavioral factors	≤ Median	155 (55.76)	123 (44.24)	1		
	> Median	174 (56.68)	133 (43.32)	0.78	0.43 – 1.39	0.395
Awareness of bullying	≤ Median	171 (55.88)	135 (44.12)	1		
	> Median	158 (56.63)	121 (43.37)	0.89	0.52 – 1.53	0.673
Fear & attitudinal responses	≤ Median	182 (56.88)	138 (43.12)	1		
	> Median	147 (55.47)	118 (44.53)	1.12	0.62 – 2.02	0.706
Family & environmental factors	≤ Median	159 (51.96)	147 (48.04)	1		
	> Median	170 (60.93)	109 (39.07)	0.61	0.34 – 1.08	0.09

Broader societal influences	≤ Median	194 (67.13)	95 (32.87)	1	1.73 – 5.39	P<0.001
	> Median	135 (45.61)	161 (54.39)	3.06		
Supportive school/family environments	≤ Median	157 (57.30)	117 (42.70)	1	0.36 – 1.22	0.188
	> Median	172 (55.31)	139 (44.69)	0.67		
Fear & lack of family support	≤ Median	160 (55.56)	128 (44.44)	1	0.48 – 1.36	0.421
	> Median	169 (56.90)	128 (43.10)	0.81		
Interpersonal insecurity	≤ Median	119 (62.63)	71 (37.37)	1	0.75 – 2.76	0.279
	> Median	210 (53.16)	185 (46.84)	1.44		
Considered leaving school	No	288 (59.02)	200 (40.98)	1	0.58 – 2.37	0.652
	Yes	41 (42.27)	56 (57.73)	1.17		
Feel safe at school	No	18 (46.15)	21 (53.85)	1	0.77 – 6.30	0.139
	Yes	311 (56.96)	235 (43.04)	2.21		
Rules against violence	No	175 (54.35)	147 (45.65)	1	0.43 – 1.24	0.247
	Yes	154 (58.56)	109 (41.44)	0.73		

AOR = Adjusted Odds Ratio, CI = Confidence Interval, 1 = Reference category, significant variables ($p < 0.05$) included grade, parental occupation, broader societal influences, perceived safety & direct impact, goodness-of-fit = 493.16 (Prob > $\chi^2 = 0.1527$), Hosmer–Lemeshow $\chi^2 (8) = 2.12$ (Prob > $\chi^2 = 0.9771$), correctly classified = 67.74%, McFadden's $R^2 = 0.162$, Cox–Snell $R^2 = .1997$, Nagelkerke $R^2 = .2674$, AUC = 0.7616.

Chapter IV: Discussion, Limitations, Conclusion and Recommendation

The current study highlights the prevalence of school violence (physical, verbal, emotional, and sexual) and cyberbullying among adolescents in Jumla. More than six out of ten adolescents have experienced physical, verbal, or emotional violence, while four in ten adolescents have experienced sexual violence and cyberbullying. This shows the dominance of violence in the lives of adolescents in Jumla.

Notably, these prevalence levels are higher than the national prevalence levels. For instance, the 2015 Nepal GSHS revealed that 50.7% of adolescents had been victims of bullying in the previous 30 days, 45.2% had physical attacks, 39.3% participated in physical fights, and 11.7% were subjected to sexual violence.¹³ Contrarily, Jumla adolescents have experienced 63.4% physical violence and 40.6% sexual violence, implying that both physical and sexual violence are highly prevalent in this district compared to the national prevalence rate. Also, in the case of a cross-sectional study conducted in Kathmandu, 88.9% of students had experienced at least one form of violence and abuse throughout their lifetime, where psychological abuse was most prevalent, followed by physical abuse, exposure to violence, neglect, and sexual abuse.⁶ These statistics highlight the variations in the prevalence of violence and cyberbullying in Nepal in terms of geographical areas.

The higher prevalence of parental tobacco and alcohol use compared to their children (very low prevalence) may increase the future risk of violence and bullying.^{26,27} When adolescents perceive their parents as role models, they may imitate such behaviors, and substance use can become tangled with aggression and bullying tendencies. Evidence suggests that parental substance use is associated with negative child outcomes, which include an increased risk of behavioral problems, aggression, and peer victimization.^{26,27} Further, cultural

Our findings show that male students are more likely to experience all types of physical, emotional, sexual, and cyberbullying than girls, which is consistent with national findings.¹³ However, only physical violence is significantly different between males and females, while the rest are not. This suggests that boys and girls experience violence differently in Nepal, though there is no significant difference overall. Further qualitative research will provide valuable information on how boys and girls perceive their experiences across diverse content, which is not possible in the current quantitative study.²⁸

The school environment paradox is clearly visible in our study: although teachers intervene during violence at school, students still feel unsafe. This indicates a gap in trust, a lack of awareness of anti-violence laws and policies, superficial interventions, and a policy-practice disconnect, where schools may have rules on paper, but weak implementation leaves students vulnerable.^{10,13,27}

The students reported that nearly seven in ten perceived weak school administration, poor classroom management, harsh discipline, and peer pressure as accountable for violence and bullying at school. A similar proportion also identified family factors such as low parental involvement, poor discipline at home, and lack of supervision. These findings suggest that adolescents themselves recognize violence as a product of systemic weaknesses rather than individual behaviors.^{1,10,13} The results are consistent with UNESCO's global report (2019), which emphasizes that school violence is deeply rooted in structural and familial contexts.¹

In this regard, the participant provided a number of the consequences, that occurred due to the case of violence and bullying in school, supporting his/her view on the consequences of violence and bullying (see Tables 11 & 12). In addition, it should be noted that factor analysis shows that the two factors – absenteeism and feeling unsafe in school and neighborhood – cannot be considered separately and are included in the set of consequences related to safety. The above evidence is confirmed by the global report prepared by UNESCO (2019), which proves that violence and bullying lead to absenteeism and lack of classroom involvement.¹

Moreover, Tables 11 and 12 focused on identifying the barriers to the reporting of school violence and cyberbullying. Fear of retaliation and lack of trust in the teachers and school authorities were among the factors identified, causing hesitation in reporting cases because of confidentiality issues, stigma, and lack of follow up. This is clearly reflected in the factor loadings as fears and avoidance attitudes clustered together. These barriers cannot be neglected as schools need to go beyond reaction to violence by creating confidential and youth friendly channels for reporting incidents, ensuring trust through proper and continuous implementation of policies against violence, providing psychosocial services, and conducting information campaigns for students and teachers on relevant laws and procedures. These results are further backed up by UNESCO's Global report (2019) and GSHS Nepal (2015), which clearly identify fear and lack of trust as universal barriers to the reporting of school violence and bullying cases remain largely unreported.^{1,13}

Limitations

Our findings provide only a snapshot that reflects conditions at a particular point in time and therefore cannot capture changes over time. As a cross-sectional study, it cannot establish cause-and-effect relationships between different risk factors and outcomes. There is also the possibility of under- or over-reporting of violence and bullying due to stigma and response bias. Because the study design is a single-time snapshot, it is difficult to fully adjust for confounders that may influence the types of violence and their associated factors. The students from grades 10–12 were underrepresented and difficult to include in the sample because many were occupied with examinations or had migrated to urban areas such as Surkhet and Nepalgunj for tuition and jobs, returning to school only during examination periods. Furthermore, although the results are context-specific, they cannot be generalized to the entire district, as the sample is representative of only two palikas (Chandannath Municipality and Tatopani Municipality).

Conclusions

The findings of the study demonstrate that school violence and cyberbullying are common, with a high prevalence of physical, verbal, emotional, and sexual violence, as well as cyberbullying. Almost four in ten students experienced multiple types of violence. Male students reported more cases of violence than females, with only physical violence showing statistically significant differences. Peer relationships are the major sources of violence, whereby male friends are perpetrators in more than half of the cases, while teachers also appeared as aggressors. Fear and distrust of school officials were cited as important factors that prevent students from disclosing violence. In addition, almost nine in ten students mentioned teacher intervention, but three in ten still felt unsafe at school, showing a discrepancy between intervention and perceived safety. The impacts of violence ranged from academic (absenteeism and disengagement) to psychological (stress and thoughts about dropping out). Additionally, students identified structural factors such as poor administration, lack of discipline, limited parental involvement, and peer pressure rather than behavioral factors. Consequently, there is a need for comprehensive anti-violence activities in schools within the local context, addressing the current gap in structural components and strengthening teacher capacity for effective intervention.

Recommendations

- ⇒ Establish safe, confidential channels for reporting incidents.
- ⇒ Build trust through transparent follow-up and accountability mechanisms.
- ⇒ Develop the capacity of teachers and staff in child protection laws, psychosocial support, and effective intervention strategies.
- ⇒ Encourage teachers to engage proactively beyond superficial measures.
- ⇒ Hire school counselors and establish referral systems for mental health check-ups for students facing such issues.
- ⇒ Engage families, communities, and schools in awareness campaigns.
- ⇒ Develop gender-sensitive programs to address boy and girls' vulnerability
- ⇒ Conduct school surveys between April and August that include students in grades 10–12.
- ⇒ Ensure anti-violence and anti-bullying policies are not only present but consistently implemented.

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Annex

Annex I: Questionnaire in English

Participants no

Date.....

Research Title: School Violence and Bullying among Adolescents (6-12 Grade) in a Selected Mountain District of Nepal: A Cross-Sectional Study

Instructions

- Dear participant, read the following and kindly provide relevant information by placing tick mark (✓) in the space provided on the right side of each question.
- Please answer all the items.
- Your information will be kept confidential.

Part A: Socio-economic and Behavioral Data

1. Age

2. Gender

a. male [] b. female [] c. other.....

3. Religion

a. Hindu [] b. Christian []
c. Buddhist [] d. Islam/Muslim []

4. Name of the School you study in.....

5. Location/address of your school.....

6. Grade

a. Class 6[] b. Class 7[] c. Class 8[] d. Class 9[]
e. Class 10[] f. Class 11[] g. Class 12[]

7. Type of school

a. Private School [] b. Government School []

8. Type of family

a. Nuclear [] b. Joint [] c. Extended []

9. Number of siblings.....

10. Parental education

- a. Primary level (grade 1-5) [] b. Secondary level (grade 6-10) []
 c. Higher secondary level (grade 11-12) [] d. Bachelor level []
 e. Master level [] f. None [] g. Don't know []

11. Parental occupation

- a. Agriculture/Farming [] b. Government job [] c. Private job []
 d. Business [] e. Daily wage labor [] f. Foreign
 employment []
 g. Unemployed [] h. Others (specify).....

12. Family monthly income

- a. Less than NPR 20,000 [] b. NPR 20,000 – 40,000 [] c. NPR 40,000 – 100,000 []
 d. NPR 100,000 – 300,000 [] e. More than NPR 300,000 []

13. Main source of your family income?

- a. Agriculture [] b. Business [] c. Service (government/private) []
 d. Daily wage labor [] e. Foreign employment [] f. Social security allowance []
 g. Other (Specify).....

14. How long does agricultural production sufficient?

- a. less than 6 months [] b. 6 months – 1 year []
 c. more than 1 year [] d. No land for cultivation []

15. Do you drink alcohol?

- a. Never [] b. Sometimes [] c. Always []

16. Have you ever consumed smoke or smokeless tobacco?

- a. Never [] b. Sometimes [] c. Always []

17. Have you ever used vaping or e-cigarettes?

- a. Never [] b. Sometimes [] c. Always []

18. Have you ever used Hukka?

- a. Never [] b. Sometimes [] c. Always []

19. Does your parents drink alcohol?

- a. Never [] b. Sometimes [] c. Always []
 d. Used to drink before but not now []

20. Does your parents consume smoke or smokeless tobacco?

- a. Never [] b. Sometimes [] c. Always []
d. Used before but not now []

21. Does your parents use vaping or e-cigarettes?

- a. Never [] b. Sometimes [] c. Always [] d. Used before but not now []

22. Does your parents use Hukka?

- a. Never [] b. Sometimes [] c. Always []
d. Used before but not now []

Part – B School Violence

1. Have you experienced any type of violence at school in the past 30 days?

- a. Yes. []
b. No. []

2. If yes. Which type? (Tick all that apply)

- a. Physical []
b. Verbal []
c. Emotional []
d. Sexual []
e. Cyber []

3. Physical violence that you experienced in the past 30 days? (Tick all that apply)

- a. Kicking []
b. Pushing []
c. Beat/hit []
d. Threatened with weapon []

4. Verbal violence that you experienced in the past 30 days? (Tick all that apply)

- a. Teasing []
b. Shouting []
c. Threatening words []

5. Pshychological violence that you experienced in the past 30 days? (Tick all that apply)

- a. Spreading rumors []
b. Keeping out of group []
c. Ignored purposely []

- d. Insulted or humiliated [☐]
- 6. Sexual violence that you experienced in the past 12 months? (Tick all that apply)
 - a. Unwanted sexual comments [☐]
 - b. Touching private body parts [☐]
 - c. Intentional body contacts [☐]
 - d. Awkward gestures [☐]
- 7. Cyber bullying that you experienced? (Tick all that apply)
 - a. Intense hurtful messaging [☐]
 - b. Sending dirty picture/videos [☐]
 - c. Online threatening [☐]
- 8. Where did you experience violence mostly?
 - a. Within school [☐]
 - b. On the way to school [☐]
 - c. Outside anywhere [☐]
- 9. How frequently have you experienced violence?
 - a. Once [☐]
 - b. Twice [☐]
 - c. More than two times [☐]
- 10. Which type of violence have you experienced the most?
 - a. Physical
 - b. Verbal
 - c. Psychological
 - d. Sexual
 - e. Cyber
- 11. In the past 30 days, how many times did you bully another student?
 - a. Once [☐]
 - b. Twice [☐]
 - c. More than two times [☐]
- 12. Did you report the incident to anyone?
 - a. Yes. [☐]
 - b. No. [☐]
- 13. If yes. Whom did you report to?
 - a. Teacher [☐]

- b. Parent []
- c. Friends []
- d. School authority []
- e. Police-station []

Part – C School Climate and Safety

14. Do you feel safe at school?
- a. Always
 - b. Sometimes
 - c. Never
15. Do you believe teachers intervene when violence occurs in school?
- a. Yes []
 - b. No []
16. Are there clear rules against bullying in your school?
- a. Yes []
 - b. No []
17. Is there mental health related teacher/counselor in your school?
- a. Yes []
 - b. No []
18. Is there school nurse in your school?
- a. Yes []
 - b. No []

Part – C Health and Social Outcomes

19. How often did you try to avoid school by pretending to be sick due to bullying/violence?
- a. Never []
 - b. Sometimes []
 - c. Always []
20. How often do you feel anxious or depressed due to bullying/violence?
- a. Never []
 - b. Sometimes []
 - c. Always []
21. Have you ever thought about leaving school because of violence?
- a. Never []
 - b. Sometimes. []
 - c. Always []

Part – D Perceived Effects and Causes of School Violence

S.N.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Violence and bullying make students feel unsafe at school.				
2.	Violence and bullying make students feel unsafe in their neighborhood.				
3.	Both boys and girls are affected by violence and bullying.				
4.	Violence and bullying are harmful behaviors.				
5.	Violence and bullying can lead to serious mental health problems, including suicide.				
6.	I am aware of bullying behaviors among students in my school.				
7.	I believe that there is no bullying in my school.				
8.	Students skip classes and leave school because of violence and bullying.				
9.	Violence and bullying are an excuses for failure rather than a threat.				
10.	Some students avoid reading aloud in class due to fear of mockery.				
11.	Academic success is unrelated to violence and bullying.				
12.	Low parental involvement in a child's life contributes to school violence and bullying.				
13.	Absence of proper discipline at home contributes to bullying.				
14.	Lack of parental supervision increases bullying behavior.				

15.	Ineffective parenting, Improper upbringing, and Harsh discipline by parents leads children to become violent.				
16.	Weak school administration allows bullying to continue.				
17.	Poor classroom management by teachers contributes to violence.				
18.	Harsh discipline by teachers increases student aggression.				
19.	Peer pressure encourages and influence students to bully others.				
20.	Students with anger issue and jealousy are more likely to bully others.				
21.	Low self-esteem make students to bully others.				
22.	Discrimination based on race, ethnicity, and gender is being followed in my society.				
23.	Perpetrators of violence are not punished in my community.				
24.	I don't fear violence when I am in my community.				

Part – E Social Relationship Data

S.N.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
25.	I have at least one close friend at school whom I trust				
26.	My classmates treat me with respect.				
27.	I feel safe when I am with my classmates.				
28.	My friends support me when I am feeling stressed or sad.				

29.	Teachers treat students fairly in my school.				
30.	I feel comfortable asking teachers for help.				
31.	Teachers support me in my academic work.				
32.	I am afraid of some teachers at my school.				
33.	I can openly talk to my parents/guardians about my problems.				
34.	There is a peaceful environment at home.				
35.	My parents/guardians encourage me when I feel discouraged.				
36.	I feel ignored or unsupported by my family.				

Annex II: Questionnaire in Nepali

डाटा सङ्कलनका लागि प्रश्नावली

Participants No

Date.....

विद्यालयको नाम:-.....

विद्यालयको ठेगाना:-.....

अनुसन्धान शीर्षक(Research Title): नेपालको छानेको एक पहाडी जिल्लामा किशोर/किशोरीहरू (कक्षा ६-१२) बीच विद्यालय हिंसा तथा दुर्व्यवहार : एक क्रस-सेक्शनल अध्ययन (School Violence and Bullying among Adolescents (6-12 Grade) in a Selected Mountain District of Nepal: A Cross-Sectional Study)

निर्देशनहरू

- आदरणीय सहभागी, कृपया तल दिइएका प्रश्नहरू ध्यानपूर्वक पढ्नुहोस् र प्रत्येक प्रश्नको दायाँपट्टि दिइएको स्थानमा [] चिन्ह लगाई सही उत्तर दिनुहोस्।
- सबै प्रश्नहरूको उत्तर दिनुहोस्।
- तपाईंले दिएको जानकारी पूर्ण रूपमा गोप्य राखिनेछ।

भाग – क : जनसांख्यिक विवरण

- उमेर :
- लिंग
क. पुरुष [] ख. महिला [] ग. अन्य
- धर्म
क. हिन्दू [] ख. इसाई [] ग. बौद्ध [] घ. इस्लाम/मुस्लिम [] ङ. अन्य.....
- तपाईं (कक्षा ६-१२) कुन कक्षामा अध्ययनरत हुनुहुन्छ?.....
- तपाईंको विद्यालय कुन प्रकारको विद्यालय हो ?
क. निजी विद्यालय [] ख. सरकारी विद्यालय []
- परिवारको प्रकार
क. एकल परिवार [] ख. संयुक्त परिवार [] ग. विस्तारित परिवार []
- स्थायी बसोबास.....
- दाजुभाइ तथा दिदीबहिनीहरूको संख्या:
- अभिभावकको शैक्षिक स्तर
क. प्राथमिक तह (कक्षा १-५) [] ख. माध्यमिक तह (कक्षा ६-१०) [] ग. उच्च माध्यमिक तह (कक्षा ११-१२) [] घ. स्नातक तह [] ङ. स्नातकोत्तर तह [] च. कुनै पनि औपचारिक शिक्षा छैन [] छ. थाहा छैन []
- अभिभावकको पेशा
क. कृषि/खेतीपाती [] ख. सरकारी जागिर [] ग. निजी जागिर [] घ. व्यापार [] ङ. दैनिक ज्यालादारी/मजदुरी [] च. वैदेशिक रोजगारी [] छ. बेरोजगार [] ज. अन्य (उल्लेख गर्नुहोस्)
- परिवारको मासिक आय (Family monthly income).....
- परिवारको वार्षिक आय (Family yearly income).....
- तपाईंको परिवारको आयको मुख्य स्रोत (main income source) के हो?
क. कृषि [] ख. व्यापार [] ग. सेवा (सरकारी/निजी) [] घ. दैनिक ज्यालादारी मजदुरी [] ङ. वैदेशिक रोजगारी [] च. सामाजिक सुरक्षा भत्ता [] छ. अन्य (उल्लेख गर्नुहोस्)
- के तपाईंको परिवारसँग कृषि योग्य जमिन छ?
क. छ [] ख. छैन []
- यदि छ भने, कृषि उत्पादन कति समयसम्म पर्याप्त हुन्छ?
क. ६ महिनाभन्दा कम [] ख. ६ महिनादेखि १ वर्षसम्म [] ग. १ वर्षभन्दा बढी []

भाग – ख : व्यक्तिगत आनीबानी सम्बन्धी विवरण

- के तपाईं मदिरा/रक्सी सेवन गर्नुहुन्छ?
क. कहिल्यै गरेको छैन [] ख. कहिलेकाहीँ गर्छु [] ग. सधैं गर्छु []
- के तपाईं धूम्रपान वा तम्बाकू सेवन गर्नुहुन्छ?
क. कहिल्यै गरेको छैन [] ख. कहिलेकाहीँ गर्छु [] ग. सधैं गर्छु []
- के तपाईं भ्यापिङ (vaping) वा ई-सिगरेट (e-cigarette) प्रयोग गर्नुहुन्छ?
क. कहिल्यै गरेको छैन [] ख. कहिलेकाहीँ गर्छु [] ग. सधैं गर्छु []
- के तपाईं हुक्का प्रयोग गर्नुहुन्छ?
क. कहिल्यै गरेको छैन [] ख. कहिलेकाहीँ गर्छु [] ग. सधैं गर्छु []
- के तपाईंका अभिभावक/बा-आमाले मदिरा/रक्सी सेवन गर्नुहुन्छ?
क. कहिले पनि होइन [] ख. कहिलेकाहीँ गर्नुहुन्छ [] ग. सधैं गर्नुहुन्छ [] घ. पहिले सेवन गर्नुहुन्थ्यो तर अहिले गर्नुहुंदैन []

6. के तपाईका अभिभावक/बा-आमाले धूम्रपान वा तम्बाकू सेवन गर्नुहुन्छ?
 क. कहिले पनि होइन [] ख. कहिलेकाहीँ गर्नुहुन्छ []
 ग. सधैं गर्नुहुन्छ [] घ. पहिले सेवन गर्नुहुन्थ्यो तर अहिले गर्नुहुदैन []
7. के तपाईका अभिभावक/बा-आमाले भ्यापिङ (vaping) वा ई-सिगरेट (e-cigarette) प्रयोग गर्नुहुन्छ?
 क. कहिले पनि होइन [] ख. कहिलेकाहीँ गर्नुहुन्छ []
 ग. सधैं गर्नुहुन्छ [] घ. पहिले प्रयोग गर्नुहुन्थ्यो तर अहिले गर्नुहुदैन []
8. के तपाईका अभिभावक/बा-आमाले हुक्का प्रयोग गर्नुहुन्छ?
 क. कहिले पनि होइन [] ख. कहिलेकाहीँ गर्नुहुन्छ []
 ग. सधैं गर्नुहुन्छ [] घ. पहिले प्रयोग गर्नुहुन्थ्यो तर अहिले गर्नुहुदैन []

भाग - ग : विद्यालय हिंसासम्बन्धी विवरण

1. पछिल्ला दुई महिनामा तपाईले विद्यालयमा कुनै प्रकारको हिंसा (violence) अनुभव गर्नुभएको छ?
 क. छ [] ख. छैन []
2. तपाईले अनुभव गर्नुभएको शारीरिक हिंसा (physical violence) ? (लागू हुने सबैमा चिन्ह लगाउनुहोस्)
 क. लात हान्नु [] ख. धक्का दिनु [] ग. कुटपिट गर्नु [] घ. हतियारले धम्की दिनु [] ड. कुनै पनि छैन []
3. तपाईले अनुभव गर्नुभएको मौखिक हिंसा (verbal violence) ? (लागू हुने सबैमा चिन्ह लगाउनुहोस्)
 क. विस्फाड्नु [] ख. कराउनु [] ग. धम्कीपूर्ण शब्द प्रयोग गर्नु [] घ. कुनै पनि छैन []
4. तपाईले अनुभव गर्नुभएको भावनात्मक हिंसा (emotional violence) ? (लागू हुने सबैमा चिन्ह लगाउनुहोस्)
 क. अफवाह फैलाउनु [] ख. समूहबाट अलग गर्नु [] ग. जानाजानी बेवास्ता (ignore) गरियो [] घ. अपमान वा श्रेष्ठवर्ती गर्नु [] ड. कुनै पनि छैन []
5. तपाईले अनुभव गर्नुभएको यौनजन्य हिंसा (sexual violence) ? (लागू हुने सबैमा चिन्ह लगाउनुहोस्)
 क. अवाञ्छित यौन टिप्पणी [] ख. गोप्य अंग छुनु [] ग. जानीजानी शरीर छुनु [] घ. असहज इशाराहरू [] ड. कुनै पनि छैन []
6. तपाईले अनुभव गर्नुभएको साइबर दुर्व्यवहार (cyber bullying) ? (लागू हुने सबैमा चिन्ह लगाउनुहोस्)
 क. अत्यधिक मन दुख्ने सन्देश पठाउने [] ख. अप्ठोस फोटो/भिडियो पठाउने [] ग. मोबाइल मार्फत धम्की दिने [] घ. कुनै पनि छैन []
7. यदि तपाईले हिंसा अनुभव गर्नुभएको छ भने, प्रायः हिंसा कहाँ अनुभव गर्नुभयो? (लागू हुने सबैमा चिन्ह लगाउनुहोस्)
 क. विद्यालयभित्र [] ख. विद्यालय जाने बाटोमा [] ग. विद्यालय भन्दा बाहिर अन्य स्थानमा []
8. तपाईले कति पटक हिंसा अनुभव गर्नुभयो?.....
9. हिंसा गर्ने व्यक्तिको ४/यो? (लागू हुने सबैमा चिन्ह लगाउनुहोस्)
 क. पुरुष साथी [] ख. महिला साथी [] ग. पुरुष शिक्षक [] घ. महिला शिक्षक [] ड. कोही छैन []
10. यदि तपाईले हिंसा अनुभव गर्नुभएको छ भने, सबैभन्दा बढी कुन प्रकारको हिंसा अनुभव गर्नुभएको छ?
 क. शारीरिक [] ख. मौखिक [] ग. मानसिक/साइकोलोजिकल [] घ. यौनजन्य [] ड. साइबर []
11. के तपाईले उक्त घटना कसैलाई जानकारी दिनुभयो?
 क. छ [] ख. छैन []
12. यदि छ भने, कसलाई जानकारी दिनुभयो? (लागू हुने सबैमा चिन्ह लगाउनुहोस्)
 क. शिक्षक [] ख. अभिभावक [] ग. साथी [] घ. विद्यालय प्रशासन [] ड. प्रहरी चौकी []
13. गत ३० दिनमा, तपाईले अर्को विद्यार्थीलाई कति पटक दबाव/धम्की दिनुभयो?
 क. एक पटक [] ख. दुई पटक [] ग. दुई पटकभन्दा बढी [] घ. शून्य पटक []

भाग - घ : विद्यालयको वातावरण र सुरक्षा

1. के तपाई विद्यालयमा सुरक्षित महसुस गर्नुहुन्छ?
 क. सधैं [] ख. कहिलेकाहीँ [] ग. कहिल्यै होइन []
2. के तपाई विद्यार्थीहरूले शिक्षकहरूले विद्यालयमा हिंसा हुँदा हस्तक्षेप गर्नुहुन्छ?
 क. गर्नुहुन्छ [] ख. गर्नुहुदैन []
3. के तपाईको विद्यालयमा धम्की/हिंसा विरुद्ध नियमहरू छ?
 क. छ [] ख. छैन []
4. के तपाईको विद्यालयमा मानसिक स्वास्थ्य सम्बन्धी शिक्षक/परामर्शदाता छन्?
 क. छन् [] ख. छैन []
5. के तपाईको विद्यालयमा स्कूल नर्स/स्वास्थ्यकर्मी छन्?
 क. छन् [] ख. छैन []

भाग - ङ : स्वास्थ्य सम्बन्धी

1. दुर्व्यवहार/हिंसाका कारण विद्यार्थी भएको नाटक गरी विद्यालय नजाने कति पटक गर्नुभयो?
 क. कहिल्यै होइन [] ख. कहिलेकाहीँ [] ग. धेरै पटक []
2. दुर्व्यवहार/हिंसाका कारण तपाईले कति पटक चिन्तित वा डिप्रेसन महसुस गर्नुभयो?
 क. कहिल्यै होइन [] ख. कहिलेकाहीँ [] ग. सधैं []
3. के तपाईले कहिल्यै हिंसाका कारण विद्यालय छोड्ने विचार गर्नुभएको छ?
 क. कहिल्यै होइन [] ख. कहिलेकाहीँ [] ग. सधैं []

भाग – च : सम्बन्धित धारणाहरू

क्र.सं.	प्रश्नहरू	पूर्ण रूपमा सहमत	सहमत	तटस्थ (neutral)	असहमत	पूर्ण रूपमा असहमत
1.	हिंसा र दुर्व्यवहारले विद्यार्थीहरूलाई विद्यालयमा असुरक्षित महसूस गराउँछ।					
2.	हिंसा र दुर्व्यवहारले विद्यार्थीहरूलाई आफ्नो छिमेकमा असुरक्षित महसूस गराउँछ।					
3.	केटा र केटी दुवै हिंसा र दुर्व्यवहारबाट प्रभावित हुन्छन्।					
4.	हिंसा र दुर्व्यवहार हानिकारक व्यवहार हुन्।					
5.	हिंसा र दुर्व्यवहारले गम्भीर मानसिक स्वास्थ्य समस्याहरू निम्त्याउन सक्छ।					
6.	म मेरो स्कूलका विद्यार्थीहरू बीच हुने दुर्व्यवहार/हिंसा बारे सचेत छु।					
7.	म विश्वास गर्छु कि मेरो विद्यालयमा कुनै दुर्व्यवहार/हिंसा हुँदैन।					
8.	विद्यार्थीहरू हिंसा र दुर्व्यवहारका कारण कक्षा छोड्छन् र विद्यालय छोडेर जान्छन्।					
9.	हिंसा र दुर्व्यवहार छतरा भन्दा असफलताको बहाना हुन्।					
10.	केही विद्यार्थीहरू होस्य वा मजाकको डरले कक्षामा चारले पढ्नबाट आफूलाई टाढा राख्छन्।					
11.	विद्यार्थीको शैक्षिक सफलता हिंसा वा दुर्व्यवहारसँग सम्बन्धित हुँदैन।					
12.	जब अभिभावकहरूले बच्चाको जीवनमा कम ध्यान दिन्छन्, तब यसले विद्यालयमा हिंसा र दुर्व्यवहारपूर्ण व्यवहार बढाउन सक्छ।					
13.	परमा उपरित अनुशासनको अभावले दुर्व्यवहारमा योगदान पुऱ्याउँछ।					
14.	अभिभावकहरूको विगराजीको कमीले हिंसा र दुर्व्यवहार बढाउँछ।					
15.	अप्रभावकारी अभिभावकत्व, अनुचित पालनपोषण, र अभिभावकहरूको कडा अनुशासनले बच्चाहरूलाई हिंसात्मक बन्न प्रेरित गर्छ।					
16.	जब विद्यालयको प्रशासन कमजोर हुन्छ, तब विद्यार्थीहरूको हिंसा र दुर्व्यवहार रोकिँदैन।					
17.	शिक्षकहरूले कक्षामा सही तरिकाले व्यवस्थापन गर्नेको कारण हिंसात्मक व्यवहार बढ्न सक्छ।					
18.	शिक्षकहरूको कडा अनुशासनले विद्यार्थीहरूको आक्रामकता बढाउँछ।					
19.	साथीहरूको दबाबले विद्यार्थीहरूलाई अरुलाई दुर्व्यवहार गर्ने प्रोत्साहित र प्रभावित गर्दछ।					
20.	रिस र ईर्ष्याले प्रभावित भएका विद्यार्थीहरूको अरुमाथि दुर्व्यवहार गर्ने सम्भावना बढी हुन्छ।					
21.	आफूमा आत्मविश्वास कम भएका विद्यार्थीहरू अरुलाई दुर्व्यवहार गर्ने प्रवृत्तिमा हुन्छन्।					
22.	मेरो समाजमा मानिसहरूलाई जात, समुदाय, वा लिंगका आधारमा फरक व्यवहार गरिन्छ।					
23.	मेरो समुदायमा हिंसाका अपराधीलाई सजाय दिईदैन।					
24.	म आफ्नो समुदायमा हुँदा हिंसाबाट डराउँदिन।					

भाग – छ : सामाजिक सम्बन्धसम्बन्धी विवरण

क्र.सं.	प्रश्नहरू	पूर्ण रूपमा सहमत	सहमत	तटस्थ (neutral)	असहमत	पूर्ण रूपमा असहमत
1.	विद्यालयमा मसँग विश्वास गर्न सकिने कम्तीमा एक नजिकको साथी छ।					
2.	मेरा (classmates) सहपाठीहरूले मलाई सम्मानका साथ व्यवहार गर्छन्।					
3.	सहपाठीहरूसँग हुँदा म सुरक्षित (safe) महसुस गर्छु।					
4.	दुःखी वा तनावमा हुँदा मेरा साथीहरूले मलाई सहयोग (support) गर्छन्।					
5.	मेरो विद्यालयमा शिक्षकहरूले विद्यार्थीहरूसँग न्यायपूर्ण व्यवहार गर्छन्।					
6.	म शिक्षकसँग सहयोग मान्न सहज (comfortable) महसुस गर्छु।					
7.	शिक्षकहरूले मेरो पढाइमा सहयोग गर्छन्।					
8.	म विद्यालयका केही शिक्षकदेखि डराउँछु।					
9.	म आफ्ना समस्या अभिभावकसँग खुलेर भन्न सक्छु।					
10.	घरमा शान्त वातावरण छ।					
11.	निराश हुँदा अभिभावकहरूले मलाई (encourage) होसला दिन्छन्।					
12.	म परिवारबाट बेवास्ता गरिएको वा सहयोग नपाएको महसुस गर्छु।					

Annex III: Individual Information Sheet (Nepali)

सहभागी जानकारी पत्र

अध्ययनको शीर्षक:

छानिएको हिमाली जिल्लाका किशोरकिशोरीहरूमा) कक्षा ६-१२ (हुने विद्यालय हिंसा र दुर्व्यवहार सम्बन्धी क्रस-सेक्सनल अध्ययन

प्रमुख अन्वेषक: उमेशराज अर्याल

इमेल: aryalumesh@gmail.com

फोन: ९८५१३२९८८५

अनुसन्धान सहायक:

फोन:

इमेल:

परिचय तथा उद्देश्य

तपाईंको बाबुनानी /तपाईंको विद्यालयमा अध्ययनरत विद्यार्थीहरूलाई कर्णाली स्वास्थ्य विज्ञान प्रतिष्ठान, जुम्लाका प्राध्यापक डा. उमेशराज अर्याल र उहाँको अनुसन्धान टोलीद्वारा गरिने किशोरकिशोरीहरूमा) कक्षा ६-१२ (हुने विद्यालय हिंसा र दुर्व्यवहार सम्बन्धी अध्ययनमा सहभागी हुन हार्दिक निमन्त्रणा गर्दछु। यस अध्ययनको उद्देश्य विद्यालयमा अध्ययनरत किशोरकिशोरीहरूमा हुने हिंसा तथा दुर्व्यवहार, त्यसका कारणहरू, र उनीहरूको अनुभव र धारणा पहिचान गर्नु हो। यसअध्ययनमा ६०० जना) १०-१८ वर्ष सम्मका (सरकारी र निजी विद्यालयमा कक्षा ६ देखि १२ सम्म अध्ययनरत किशोरकिशोरीहरूको सहभागिता हुनेछ । यस अध्ययनबाट प्राप्त निष्कर्षहरूले विद्यालय, अभिभावक तथा स्थानीय तहमा कार्यक्रम संचालन र नीतिनिर्माण गर्नको लागि सहयोग पुर्याउनेछन्।

यदि तपाईंको बाबुनानी /विद्यालयमा अध्ययनरत विद्यार्थीहरू सहभागी हुन सहमत हुनुहुन्छ भने, विद्यार्थीहरूलाई निम्न कार्यहरू गर्न अनुरोध गरिनेछ:

- एक पटकको सर्वेक्षणमा सहभागी हुनुपर्ने, जसमा कागजमा आधारित प्रश्नावली प्रदान गरिनेछ। प्रश्नावलीमा निम्न विषयहरू समावेश हुनेछन्:
 - सामाजिक-जनसांख्यिकीय विवरण
 - विद्यालय हिंसा
 - सामाजिक सम्बन्ध
- सर्वेक्षणमा स्वैच्छिक रूपमा सहभागी भई सम्बन्धित उत्तरहरूमा चिन्ह) टिक (लगाउनु।

स्वैच्छिक सहभागिता

यस अध्ययनमा विद्यार्थीहरूको सहभागिता पूर्णतया स्वैच्छिक छ। विद्यार्थीहरूले कुनै पनि समयमा बिनाकारण अन्तर्वार्ता नदिई बीचमा पनि छोड्न सक्नु हुनेछ।

गोपनीयता

विद्यार्थीहरूले प्रदान गरेका सबै जानकारी पूर्ण रूपमा गोप्य राखिनेछ। सहभागीहरूको नाम तथा अन्य व्यक्तिगत विवरणहरू सार्वजनिक रूपमा वा प्रतिवेदन तथा प्रकाशनमा खुलासा गरिने छैन।

जोखिम र फाइदाहरू

यस अध्ययनमा सहभागी हुँदा विद्यार्थीहरूमा कुनै जोखिम हुने छैन। यो अध्ययनले विद्यालय हिंसा र दुर्व्यवहारका समस्या तथा तिनसँग सम्बन्धित जोखिम कारण पत्ता लगाई सम्बोधन गर्ने जसबाट सचेतना कार्यक्रमहरूको संचालन गर्ने आधार निर्माण गर्न मदत पुराउने जसबाट जुम्लाका सबै खाले विद्यार्थीहरूलाई हिंसा र दुर्व्यवहारबाट टाढा राख्न मदत गर्दछ।

नैतिक स्वीकृति

यो अध्ययनको लागि कर्णाली स्वास्थ्य विज्ञान प्रतिष्ठान, जुम्लाको संस्थागत मूल्याङ्कन समितिबाट स्वीकृत प्रधान गरिएको छ। यो अध्ययन नेपाल स्वास्थ्य अनुसन्धान परिषदको सहयोगमा संचालन गरिएको हो। सो अध्ययनसम्बन्धि थप जानकारी संस्थागत मूल्याङ्कन समितिको सदस्य-सचिव उमेश राज अर्यालबाट पनि निम्न मोबाइल नम्बर मा सम्पर्क राख्न सक्नुहुनेछ। मोबाइल नम्बर : ९८५१३२९८८५

हामी आभारी छौं कि तपाईंले अध्ययनमा भाग लिन अनुमति दिनुभयो/ अन्तरबार्ता दिन सहमत हुनुभयो र साथै महत्वपूर्ण समय प्रदान गर्नु भयो। अध्ययनमा सहभागिताको हुदा कुनै पनि किसिमको भुक्तानी प्रदान गरिने छैन। यद्यपि, तपाईंले विद्यार्थीहरूलाई हुने हिंसा र दुर्व्यवहार बीचका जोखिम कारकहरूको सम्बन्धलाई बुझ्न पुर्याउनु भएको योगदान साथै जनस्वास्थ्यका कार्यक्रमहरू सुधार गर्न खेल्नु भएको महत्वपूर्ण भूमिकाको कदर गर्दै धन्यवाद दिन चाहन्छु।

सहमति तथा स्वीकृति

मैले यस सहमति फारममा लेखिएको कुरालाई पढेको वा जानकारी प्राप्त गरेको छु। मलाई थाहा छ कि सहभागिता स्वैच्छिक हो र कुनै पनि समयमा सहभागी हुन अस्वीकार गर्ने वा अध्ययनबाट बाहिरिन सक्ने अधिकार ममा सुरक्षित छ। मेरा बाबुनानी/म) विद्यार्थी (यस अध्ययनमा सहभागी हुन र अनुसन्धान उद्देश्यका लागि तथ्याङ्क संकलन तथा प्रयोग गर्न अनुसन्धानकर्तालाई मेरो सहमति प्रदान गर्दछु।

अभिभावकको नाम: _____
अभिभावकको हस्ताक्षर: _____
मिति: _____

विद्यार्थीको नाम: _____
विद्यार्थीको हस्ताक्षर: _____
मिति: _____

Annex IV: Ethical Clearance Letter and Permission Letters

 कर्णाली स्वास्थ्य विज्ञान प्रतिष्ठान KARNALI ACADEMY OF HEALTH SCIENCES INSTITUTIONAL REVIEW COMMITTEE(IRC-KAHS) JUMLA, KARNALI PROVINCE, NEPAL	(कर्णाली स्वास्थ्य विज्ञान प्रतिष्ठान ऐन २०६८ द्वारा स्थापित)	
	Reference number: 2026/021 Date: 25 February 2026 To Whom It May Concern This is to inform that Dr. Umesh Raj Aryal, Professor, School of Medicine, Karnali Academy of Health Sciences has been granted ethical approval to conduct a study on "School Violence and Bullying among Adolescents (6-12 Grade) in a Selected Mountain District of Nepal: A Cross-Sectional Study" at Karnali Academy of Health Sciences. The study complies with the ethical guidelines of the Nepal Health Research Council to ensure participants' protection, privacy, and well-being, with the Principal Investigator bearing sole responsibility for any ethical violations. The study must be completed within one year from the date of approval; failure to do so will require submitting a request for an extension. You are required to submit progress report in every six months from the date of ethical approval.  Dr. Deepak Kafle Chairman IRC-KAHS Jumla, Karnali Province	
Chairman Prof.Dr. Deepak Kafle Members Assoc. Prof. Dr. Sandeep Shrestha Assoc. Prof. Pragya Shrestha Assoc. Prof. Ramesh Raj Padhaya Assoc. Prof. Dr. Chandan Thakur Asst. Prof. Dr. Tufan S Kathayat Asst. Prof. Dr. Harihar Adhikari Asst. Prof. Bharat Kafle Asst.Lec. Mahesh Nepali Mr. Min Bahadur Mahat Member Secretary Prof. Dr. Umesh Raj Aryal		
प्रधान कार्यालय: चन्दननाथ नगरपालिका-२ जुम्ला, कर्णाली, नेपाल; फोन नं: ०८७-५२०३५५, फ्याक्स नं: ०८७-५२०३५५; Email: info@kchs.edu.np; Website: www.kchs.edu.np; सम्पर्क कार्यालय: दन्तकाली मार्ग २९, सेतोपुल, मैतिदेवी, काठमाण्डौ, फोन नं: ०१-४५२७१२०, फ्याक्स नं: ०१-४५२७१२०		



चन्दननाथ नगरपालिका
नगर कार्यपालिकाको कार्यालय
स्वास्थ्य शाखा
खलङ्गा बजार, जुम्ला

कर्णाली प्रदेश, नेपाल

प.स. २०८२/०८३

च.न.: १६ (स्वास्थ्य)

मिति: २०८२/०७/०९

विषय : अनुमति प्रदान गरिएको सम्बन्धमा ।

श्री डा. उमेश अर्याल ज्यू,
कर्णाली स्वास्थ्य विज्ञान प्रतिष्ठान, जुम्ला ।

प्रस्तुत विषयमा कर्णाली स्वास्थ्य विज्ञान प्रतिष्ठान जुम्लामा कार्यरत श्री डा. उमेश अर्यालले दिनुभएको निवेदन अनुसार यस पालिका अन्तर्गतका विद्यालयहरुमा "School Violence and Bullying among Adolescents (6-12 Grade) in a Selected Mountain District of Nepal: A Cross Setional Study" शिर्षकमा अनुसन्धान गरि एक प्रति निवेदन यस पालिका प्रदान गर्ने गरि अनुमति प्रदान गरिएको व्यहोरा जानकारी अनुरोध गर्दछु ।


क्षेत्र बहादुर महत
जनस्वास्थ्य अधिकृत
(स्वास्थ्य शाखा प्रमुख)
स्वास्थ्य शाखा प्रमुख



कर्णाली प्रदेश, नेपाल

प.स:२०८२।०८३

च.न: १४८३

श्री कर्णाली स्वास्थ्य विज्ञान प्रतिष्ठान, जुम्ला

मिति:२०८२।११।२९ गते

नेपाल सम्वत् १९४६ चिन्तागा: नवमी

विषय: अनुमति प्रदान गरिएको सम्बन्धमा ।

उपर्युक्त सम्बन्धमा तहो प्रतिष्ठानको मिति २०८२।११।२५ गतेको प्राप्त पत्रानुसार त्यस प्रतिष्ठानमा कार्यरत अनुसन्धानकर्ता प्रा.डा श्री उमेश राज अर्याल ज्यू ले यस तातोपानी गाउँपालिका जुम्ला अन्तरगतका दुर्गा माध्यमिक विद्यालय तातोपानी -५ एरेनि र हिमशिखर मा.वि तातोपानी-२ मा " school violence and bullying among adolescents (6-12 grade) in a selected mountain district of Nepal: A cross sectional study" शिर्षकमा तथ्याङ्क संकलन गर्नका लागि अनुमति माग्नु भएको हुँदा निज प्रा.डा श्री उमेश राज अर्याल ज्यू लाई तथ्याङ्क संकलनको लागि अनुमति प्रदान गरिएको व्यहोरा सिफारिस साथ जानकारी गरिन्छ ।

बोधार्थ

१. श्री दुर्गा माध्यमिक विद्यालय तातोपानी-५ एरेनि
२. श्री हिमशिखर माध्यमिक विद्यालय तातोपानी -२ जर्मि

तीर्थ बहादुर कठायत
प्रमुख प्रशासकीय अधिकृत
प्रमुख प्रशासकीय अधिकृत

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"जनकृति बल र समृद्धि को धनी, सुखी र समृद्ध हामी बाटोपानी"

श्री कर्णाली माध्यमिक विद्यालय

अनामनगर, जुम्ला
स्था : २०२७

प.स. :- २०८२/०८३
च.न. :- २२०

मिति:-२०८२/१२/०२

श्री कर्णाली स्वास्थ्य विज्ञान प्रतिष्ठान
जुम्ला, नेपाल।

विषय: जानकारी सम्बन्धमा।

प्रस्तुत विषयमा श्री कर्णाली स्वास्थ्य विज्ञान प्रतिष्ठान जुम्ला, नेपालका प्रोफेसर डा. उमेशराज अर्वा र उहाँको टिमले श्री कर्णाली माध्यमिक विद्यालय अनामनगर जुम्ला अक्षयनरत विद्यापीठलाई "School violence and bullying among adolesnt student (class 6 to 12) in mountain region of Nepal : A cross section study" शिर्षकमा अनुसन्धान गर्न लागेको व्यहोरा जानकारी गराउन यो पत्र प्रस्तुत गरिन्छ।


मीनराज शर्मा
प्रधानाध्यापक

प्रधानाध्यापक

"विद्यया ऽ मृतमश्नुते" "Knowledge is the greatest of all wealth."

रत्न चूडेश्वर माध्यमिक विद्यालय
RATNA CHUDESHWOR SECONDARY SCHOOL

चण्डासाल-१०, बेहुरागुडा जुम्ला, कर्णाली प्रदेश
Chandassali-10, Beharagunda Jumla, Karnali Province
मिति : वि.सं. २०७१ / ए.स. १९६९ A. D.

SEE Code : 63008
NEB Code : 63008
SEHS Code : 63050001

पत्र संख्या / Letter No. : ०८२/०
पत्रको व./ Mat. No. : २२०
दिनांक : २०८२/१२/०२

श्री कर्णाली स्वास्थ्य विज्ञान प्रतिष्ठान
जुम्ला

विषय : जानकारी सम्बन्धमा।

प्रस्तुत विषयमा यस विद्यालयमा तहाँ कार्यरतका प्रमुख अनुसन्धानकर्ता डा.डा. उमेश राव अर्वाको KAHS IRC का टिमबाट श्री विद्यालय सम्बन्धितमा मिति २०८२/१२/०२ गते कक्षा ६ देखि कक्षा १२ सम्म अध्ययन विद्यार्थीहरूमा School violence and bullying among adolescence विषयमा शिर्षकमा अनुसन्धान गर्न लागेको व्यहोरा जानकारी गराउन यो पत्र प्रस्तुत गरिन्छ।


मीनराज शर्मा
प्रधानाध्यापक

TEMS CODE: 6300000 "Education: Your Pathway to Success" 0843383305, 9848318940

श्री हिमशिखर माध्यमिक विद्यालय
SHREE HIMSHIKHAR SECONDARY SCHOOL

तातोपानी - २, जुम्ला, कर्णाली प्रदेश, नेपाल
TATOPANI - 2, JUMLA, KARNALI PROVINCE, NEPAL
स्था. (Established) : २०१६ (2016) SEE CODE: 63009 NEB CODE: 63004

च.सं. (Letter No.): २०८२/०८३
च.सं. (Ref. No.): २२०
मिति (Date): २०८२/१२/०२

श्रीमान् कार्यलय प्रमुख वृत्त,
कर्णाली स्वास्थ्य विज्ञान प्रतिष्ठान अनुसन्धान शाखा
जुम्ला नेपाल।

विषय: जानकारी सम्बन्धमा।

उपरोक्त विषयानुसार यस विद्यालयमा तहाँ कार्यरतका प्रमुख अनुसन्धानकर्ता डा.डा. उमेशराव अर्वाको KAHS IRC का टिमबाट श्री विद्यालयमा कक्षा ६ देखि कक्षा १२ सम्म अध्ययन विद्यार्थीहरूमा School Violence and Bullying among Adolescence शिर्षकमा अनुसन्धान गर्न लागेको व्यहोरा जानकारी गराउन यो पत्र प्रस्तुत गरिन्छ।


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KANIKA NISHA SEC. SCHOOL

सिद्धार्थनगर, जुम्ला
Siddharthnagar, Jumla

प.स. ०८२/०८३
च.न. २२०
मिति : २०८२ / १२ / ०२

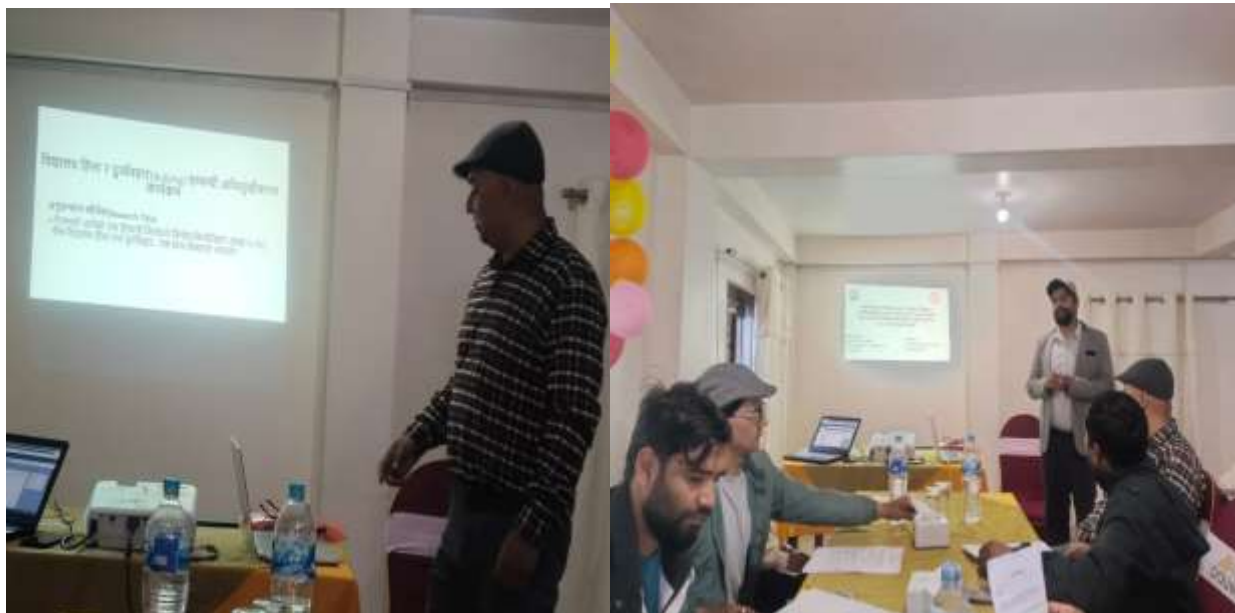
श्री कर्णाली स्वास्थ्य विज्ञान प्रतिष्ठान
जुम्ला, नेपाल।

विषय : जानकारी सम्बन्धमा।

उपरोक्त सम्बन्धमा यस विद्यालयमा तहाँ कार्यरतका डा. उमेश राव अर्वाको र उहाँको टिमले श्री कर्णाली मा. विद्यालय जुम्ला अक्षयनरत विद्यापीठलाई "School violence & bullying among adolescent students (class 6 - class 12) in mountain region of Nepal : A cross section study " शिर्षकमा अनुसन्धान गर्न लागेको व्यहोरा जानकारी गराउन यो पत्र प्रस्तुत गरिन्छ।


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Annex V: Orientation of the program and Questionnaire Discussion



Annex VI: Rapport Building with Municipal Office and School Visits





Annex VII: Declaration of Artificial Intelligence (AI) Usage

This report has utilized artificial intelligence (AI) tools, specifically *Microsoft Copilot* and *ChatGPT*, to support the preparation of content. These tools were employed for:

- **Literature review assistance:** synthesizing information from published sources and providing structured summaries.
- **Grammar and phrasing correction:** refining clarity, accuracy, and consistency in academic writing.

The AI tools were used strictly as supportive aids. All interpretations, critical analyses, and conclusions presented in this report are the responsibility of the author. Outputs generated by AI were carefully reviewed, validated, and edited to align with academic standards and ethical research practices.

I accept full accountability for the accuracy, integrity, and overall content of this thesis.