

Epochal Role of Women's Education to Reduce the Severity of Domestic Violence in Nepal: Evidence from Nepal Demographic and Health Survey 2016

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Abstract

Violence against women is a deleterious violation of human rights. Despite having the different policy and legal provisions, the incident of domestic violence is still exacerbating in Nepal. The main purpose of this paper is to examine the significant role of education for reducing physical, sexual and emotional violence against women. The study uses the data of Nepal Demographic and Health Survey 2016 which focuses on the 4,444 women ages 15 to 49 years having multiple background characteristics. Mainly, univariate, bi-variate and logistic regression analysis is applied to analyze the data. There is an inverse relationship between the level of education and the degree of violence. The level of education has the strongest and positive effect on reducing violence. The higher level of education has significant effect on reducing physical violence [pushed, shook or had something thrown (OR=0.27, CI: 0.16-0.43), slapped (OR=0.17, CI: 0.12-0.26) and kicked or dragged (OR: 0.11, CI: 0.05-0.23)], sexual violence [physically forced into unwanted sex (OR=0.35, CI: 0.19-0.62) and in forced into other unwanted sexual acts (OR=0.22, CI: 0.08-0.61)]and emotional violence [humiliation (OR=0.28, CI: 0.15-0.50), threat (OR=0.16, CI: 0.07-0.41) and insult (OR=0.36, CI: 0.22-0.58). There is an inverse relationship between the level of education and violence against women in Nepal. Women with higher level of education have significantly contributed to reducing either type of violence and vice versa. So, women's education can be regarded as a prominent contributing factor for reducing domestic violence in Nepal.

Keywords: domestic violence, significant, reduction, population, odd ratio

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Introduction

Violence against women is a grave violation of fundamental human rights. According to United Nations, domestic violence which is also called domestic abuse is regarded as a pattern of behavior in any relationship that is used to gain or maintain power and control over an intimate partner. Article 2 of the United Nations Definition of Violence Against Women defines violence against women as— a) physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation; b) physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution; and c) physical, sexual and psychological violence perpetrated or condoned by the state, wherever it occurs.

According to Domestic Violence (Offense and Punishment) Act 2009 “Domestic violence means any form of physical, mental, sexual and economic harm perpetrated by person to a person with whom he/she has a family relationship and this word also includes any acts of reprimand or emotional harm”(Government of Nepal, 2009).

The acts of physical, emotional and sexual violence against women are prevalent in almost all societies around the globe. Domestic violence is not only associated with health burdens but also associated with socio-demographic and emotional aspects. Despite having the sufficient legal and policy provision in Nepal, the volume and cases of domestic violence have not been decreasing due to lack of awareness and their effective implementation.

The impact of violence against women ranges from immediate to long-term physical, sexual and mental health consequences for women and girls including death. It negatively affects women’s general well-being and prevents women from fully participating in society and it has adverse effects on families, society and the nation at large.

The violence against women severely affects the social, economic, legal, emotional and health aspect of society that ultimately disturbs human prosperity. Such violence negatively affects women’s physical, mental, sexual and reproductive health and ultimately reduces the working capability affecting national socio-economic development (United Nations Population Fund, 2010). Women violence is the result

of social relation and power structure which mainly happen in male dominated society (Karlekar, 1998). A study conducted for assessing the association between spousal education gap and the prevalence and severity of domestic violence in India and Bangladesh reveals that high-educated couples have the lowest likelihood of experiencing domestic violence (severe violence: OR 0.43, I 0.39-0.48; less severe violence: OR 0.59, CI 0.55-0.63) (Rapp et. al., 2012).

In such society education can play crucial role to empower women which ultimately helps to balance the power relation in the society and curb the violence. It is estimated that globally one in three women is abused during her lifetime, and 8% to 26% of women and girls report having been sexually abused as children or adults (Holden, 2003). Domestic violence has negative health consequences for victims, especially with respect to the reproductive health of women and the physical, emotional and mental health of their child (Nepal Demographic and Health Survey, 2011).

A study conducted by Centre for Research on Environment, Health and Population Activities (CREHPA) revealed that about 39% of women are not aware of the existence of any law that addresses domestic violence against women where the result of the study showed that women who hold SLC or more are 5 times more likely to know about laws and services than illiterate women. Furthermore, the binary logistic regression shows that respondents having six to 10 years of schooling has three times and SLC or more education has five times more awareness of domestic violence against women related laws than illiterate group (Centre for Research on Environment, Health and Population Activities, 2013). From this, it is not difficult to say that education is the primary determining factor either to be aware of violence or to file the case if happens so. The incidence of domestic violence against women in pre and post education was 5.17% refers the role of education is significant (Noughani and Mohtashami, 2011).

The Sustainable Development Goals (SDGs) recognize the importance of addressing violence against women to achieve gender equality and the empowerment of women in its goal 5. The Target 5.2 of SDGs focuses to eliminate all forms of violence against women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation (National Planning Commission, 2017).

Nepal is a signatory nation to the Convention on the Elimination of All Forms of Discrimination against Women. The Constitution of Nepal has the provision of

violence against women. The Constitution of Nepal has the provision of fundamental rights related to violence against women in its Article 38 which reads as there shall not be any physical, mental, sexual or emotional or any other kinds of violence against women, or any kind of oppression based on religious, social and cultural tradition, and other practices. Such an act shall be punishable by law and the victim shall have the right to be compensated as provided for in law (Government of Nepal, 2015).

The lifetime experience of domestic violence varies with the level of education accounting high with a lower level of education and low with a higher level of education. This reflects that there is an inverse relationship between domestic violence and level of education. About 53% of women belonging to the illiterate group experienced domestic violence and accordingly 54% of women having up to primary and non-formal education, 38% women with primary to 10 years of schooling and 39% women having SLC or more education experienced domestic violence (Office of the Prime Minister and Council of Ministers, 2012).

The violence against women in Nepal is still seemed exasperate as about 22% women age 15-49 have experienced physical violence since age 15 whereas 7% of women age 15-49 have ever experienced sexual violence. The likelihood of experiencing violence is depending on the level of education. The experience of spousal violence declines sharply with increasing the level of education, from a high of 34% of women with no education experiencing physical, sexual, or emotional violence, to a low of 11 percent experiencing such violence among women who have completed SLC or higher education (Nepal Demographic and Health Survey, 2016).

Similarly, the likelihood of experiencing physical violence declines with the level of education. More than one in three women (34%) with no education has experienced physical violence, compared with fewer than 1 in 10 women with SLC or higher education (8%). This fact shows that the level of education plays a crucial role in determining the volume as well as the gravity of violence against women (Ibid.).

Such reality is also seen in the findings of Nepal Demographic and Health Survey 2011 in which about 32% of women having no education experienced physical violence whereas such violence declined to 9% with women having SLC and above education. A similar trend is also observed in sexual and emotional violence. About 17% of women with no education and 7% with SLC and above experienced sexual violence whereas 20% with no education and 10% with SLC and above experienced emotional violence (Nepal Demographic and Health Survey, 2011). The combined

emotional, physical and sexual violence experienced by women is also varied with the level of education of women age 15-49 ranging from 39.5% with no education to 15.6% with SLC and above education (Ibid.).

The role of women education is significant and manifold in terms of reducing domestic violence. The additional years of schooling might change the women's attitudes toward gender norms and domestic violence by enriching their access to information, women with higher education may allow women to marry with men having higher education increases better understanding which reduces violence and women with higher education are more likely to get better employment opportunities (Erten, B., & Keskin, P. 2018).

Furthermore, in 2006 husband is regarded as justified in hitting or beating his wife if she burns the food (4.1% with no education and 1.3% with SLC and above), argues with him (10.6% with no education and 2.3% with SLC and above), goes out without telling him (10.9% with no education and 2.2% with SLC and above), neglects the children (20.5% with no education and 14.5% with SLC and above), refuses to have sexual intercourse with him (3.4% with no education and 1% with SLC and above) (Nepal Demographic and Health Survey, 2006).

A study conducted by Women Rehabilitation Center Nepal reveals that violence against women was found highest among literate women with 86%. Furthermore, about 64% of women having basic education (1-8), 31% with secondary education and 4% women who completed bachelor's and were experienced violence whereas 0.35% having masters degree and 0.18% women with technical education experienced violence (Women Rehabilitation Center Nepal, 2019). One of the major risk factors of violence against women is the lower level of education (World Health Organization, 2014).

Objectives

The main objective of the study is to analyze the role of education to reduce the severity of domestic violence in Nepal. The specific objective of the study is to examine the significant role of education for reducing the physical, sexual and emotional violence in Nepal.

Method

Sources of data

This study employs data from the Nepal Demographic and Health Survey (NDHS), 2016, a nationally representative survey. The main objective of this survey

were to provide up-to-date information on fertility levels, marriage, fertility preference, awareness and use of family planning methods, infant; child; adult and maternal mortality, maternal and child health, nutrition and knowledge on HIV/AIDS and other Sexually Transmitted Infections (STIs) and women's empowerment and domestic violence. This survey was carried out under the aegis of the Ministry of Health, GoN, with the financial assistance of the United States for International Development (USAID) and with the technical assistance of ICF.

Sampling frame and sampling selection

This survey employed multi-stage sampling referring that two-stage sampling in rural areas and three-stage sampling in urban areas. The wards were regarded as the primary sampling units (PSUs) and households were selected from each sample PSU in rural areas whereas at urban areas, wards were selected as PSUs, enumeration areas from each PSU and households were selected from each enumeration area. A total of 11,473 households were selected in which 11,040 households were interviewed. With the 96% response rate, 12,862 women aged 15-49 were interviewed.

Variables

Dependent variables

The physical, sexual and emotional violence are the major forms of domestic violence. So, by considering these forms the study has three major variables in this study. The first variable is physical violence which is coded as a binary variable as to whether the partner performed the physical misconduct or not. This variable encompasses information related to whether partner pushed, shook or had something thrown, slapped, punched, kicked or dragged, strangled or brunt, threaten with knife/gun or other weapons, or arm twisted or hair pulled or not.

Similarly, the second dependent variable is sexual violence which is coded as like in physical violence. This variable includes the information like physically forced into unwanted sex, forced into other unwanted sexual acts and physically forced into performing sexual acts respondent did not want to involve. And the third variable is related to emotional violence which is categorized into binary variables. This variable includes the information related to humiliation, threaten and insult.

Independent variables

The main independent variable used in this paper is the level of education. The level of education of married women aged 15-49 years of age is selected as the

primary independent variable. The level of education is categorized into no education, incomplete primary, complete primary, incomplete secondary, complete secondary and a higher level of education. Similarly, the background variables of respondents are also included as independent variables. The women's age, caste/ethnicity, religion, geographical region, place of residence, wealth quintile and province are the background independent variables.

Method of analysis

The analysis of this study was confined to those who were aged 15-49 years married women (n=4,444). The data used in this paper were weighted applying the weighting factors provided by NDHS. In this study, primarily univariate, bivariate and multivariate analyses were adopted to analyze the data. Primarily, univariate and bivariate analyses were employed to describe the socio-demographic characteristics of respondents. The multivariate analysis especially in the form of logistic regression was applied to analyze the impact of education for reducing physical, sexual and emotional violence.

Results

Background characteristics of study population

The background characteristics of the study population aged 15-49 years of women are presented in Table 1. Of the total respondents, about one third population are from age group 20-29 years whereas one fifth is from the age group 15-19 years and 40-49 years of age respectively. Nearly about 29 per cent are from the age group 30-39 years. Similarly, the highest proportion of respondents were from Janajati (36.50%) which is followed by Brahmin/Chhetri (29.91%), Tarai castes (15.75%), Dalit (12.65%) and Muslim (4.84%). In regard to religion, the dominant religion is Hindu (86.03%), followed by Buddhist (5.29%) and Muslim (4.79%).

Similarly, three in one woman belongs to no education category whereas about four in one woman has received SLC or higher education. The majority of respondents were from tarai and hill region i.e. 50.14% and 43.79% respectively. More than two third respondents were from urban areas whereas the proportion of respondent is lowest from the poorest wealth quintile (17.28%). The proportion of respondents is observed highest in Bagmti province (21.33%) whereas the lowest is observed in Karnali province (5.83%).

Table 1: Percentage distribution of women of 15-49 yrs by selected background characteristics, NDHS- 2016

Background Characteristics	Per cent	Total Number
Age-group		
15-19	19.01	845
20-29	33.64	1495
30-39	28.67	1274
40-49	18.68	830
Caste/ethnicity		
Brahmin/Chhetri	29.91	1329
Tarai Castes	15.75	700
Dalit	12.65	562
Janajati	36.50	1622
Muslim	4.84	215
Other	0.34	15
Religion		
Hindu	86.03	3823
Buddhist	5.29	235
Muslim	4.79	213
Kirat	1.19	53
Christian	2.70	120
Level of education		
No education	34.56	1536
Primary	16.45	731
Some secondary	24.28	1079
SLC or Higher	24.71	1098
Geographical region		
Mountain	6.08	270
Hill	43.79	1946
Terai	50.14	2228
Place of residence		
Urban	62.44	2775
Rural	37.56	1669
Wealth quintile		
Poorest	17.28	768
Poorer	19.42	863
Middle	20.75	922
Richer	22.21	987
Richest	20.36	905
Province		
Province 1	16.90	751
Province 2	20.07	892
Bagmati	21.33	948
Gandaki	9.81	436
Province 5	17.15	762
Karnali	5.83	259
Sudurpaschim	8.91	396
Total	100.00	4444

Background characteristics of study population by level of education

The background characteristics of respondents determine the level of education to some extent. As per Table 2, the highest proportion of respondents who have gained SLC or higher education is observed in the age group 20-29 (37.86%) whereas the least (7.96%) is observed in the age group 40-49 years of age. Similarly, the proportion of respondents who gained some secondary education is observed highest in the age group 15-19 years of age i.e. 48.35 whereas the highest proportion who did not receive any types of education is found in the age group 40-49 years of age.

Within caste/ethnicity, the highest proportion of respondents who did not have any education is observed in Janajati (30.15%), Tarai castes (49.71%), Dalit (49.64%) and Muslim (61.40%) whereas the proportion of respondents from Brahmin/Chhetri is observed highest (42%) in SLC or higher education. Similarly, the proportion of respondents who did not receive any education is observed highest among Hindu, Buddhist, Muslim and Christian except in Kirat religion i.e. 18.87%. The proportion of respondents who received SLC or higher education is observed highest in hill region i.e. 29.8% whereas such proportion is found highest in Bagmati province (36.75%). There is an intricate relationship in between the level of education and the wealth quintile and as such the highest proportion of respondents from the richest wealth quintile achieved SLC or higher education i.e. 52% (Table 2).

Table 2: Percentage distribution of women of 15-49 years by their level of education, NDHS- 2016

Background Characteristics	Level of Education				P Value
	No education	Primary	Some secondary	SLC or Higher	
Age-group					
15-19	5.67	13.24	48.35	32.74	<0.001
20-29	20.80	16.79	24.55	37.86	
30-39	46.39	21.27	17.50	14.84	
40-49	70.69	11.70	9.65	7.96	
Caste/ethnicity					
Janajati	30.15	18.06	29.28	22.50	<0.001
Brahmin/chhetri	21.67	12.79	23.78	41.76	
Tarai Castes	49.71	17.00	18.43	14.86	
Dalit	49.64	18.15	22.24	9.96	
Muslim	61.40	21.86	10.70	6.05	
Other	0.00	0.00	71.43	28.57	
Religion					
Hindu	32.93	15.51	25.06	26.50	<0.001
Buddhist	34.19	23.93	25.64	16.24	
Muslim	60.38	22.64	10.85	6.13	
Kirat	18.87	22.64	28.30	30.19	
Christian	48.76	18.18	19.01	14.05	
Geographical region					
Mountain	43.12	14.13	22.68	20.07	<0.001
Hill	26.46	16.55	27.18	29.80	
Terai	40.60	16.64	21.94	20.82	
Province					
Province 1	25.53	20.61	28.46	25.40	<0.001
Province 2	56.12	14.81	15.49	13.58	
Bagmati	24.18	15.84	23.23	36.75	
Gandaki	19.95	18.81	32.34	28.90	
Province 5	32.37	18.35	25.95	23.33	
Karnali	45.38	13.08	22.31	19.23	
Sudurpachim	41.16	9.85	27.78	21.21	
Wealth quintile					
Poorest	47.59	19.43	23.73	9.26	<0.001
Poorer	42.81	16.59	25.06	15.55	
Middle	41.71	17.98	22.75	17.55	
Richer	29.15	17.21	27.23	26.42	
Richest	14.25	11.38	22.43	51.93	
Total	34.56	16.45	24.30	24.70	
N	1536	730	1080	1098	

Types of violence

The types of violence are intricately interwoven with the level of education. In general, there is a direct relationship between the level of education and either kind of violence. Table 3 illustrates that either kind of violence has decreased with the increment in the level of education. Accordingly, the types of physical violence viz. violence related to pushed, shook or had something thrown is observed 15% with women having no education which has decreased to 7.44% with women having higher education. About 29% respondents with no education were victims of slapped has drastically decreased to 8% with women having higher education. A similar pattern is observed in kicked or dragged (13.42% with no education vs. 3.54% having higher education), strangled or brunt (4.37% with no education vs. 0.61% with complete secondary) and arm twisted or hair pulled (12.98% with no education vs. 4.16% with higher education).

Similarly, sexual violence is also observed to decrease with the increment in the level of education. The proportion of women who experienced physically forced into unwanted sex decreased from 7% with having no education to 3% with higher education. The identical decreasing pattern is also observed in forced into other unwanted sexual acts (3.54% with no education vs. 0.63% with higher education) and physically forced into performing sexual acts respondent did not want to perform (4.72% with no education to 1.53% with higher education).

Furthermore, emotional violence against women is inversely related to the level of education. The proportion of women experiencing emotional violence is observed decreasing with the increment in the level of their education. Accordingly, the proportion of women who experienced humiliation is found to 9% with no education whereas such violence is observed decreased to 6% with higher education. Such decrement pattern is also seen in the case of threatening (6.60% with no education to 1.37% with complete secondary) and insult (10.80% with no education to 1.59% with complete secondary) (Table 3).

Table 3: Types of violence by level of education

Types of Violence	No education	Incomplete primary	Complete primary	Incomplete secondary	Complete secondary	Higher	Total	P Value
Physical Violence								
Pushed, shook or had something thrown	15.04	15.66	10.45	8.85	3.06	7.44	422 (11.84)	<0.001
Slapped	28.78	22.40	21.38	14.23	5.66	8.11	730 (20.5)	<0.001
Punched with fist or hit by something harmful	12.44	9.74	8.36	3.90	1.76	4.70	300 (8.43)	<0.001
Kicked or dragged	13.42	12.58	8.21	4.83	2.24	3.54	330 (9.29)	<0.001
Strangled or brunt	4.37	5.97	3.91	2.06	0.61	3.24	131 (3.67)	<0.001
Threatened with knife/gun or other weapon	2.88	2.06	5.09	0.96	1.03	0.08	73 (2.06)	<0.001
Arm twisted or hair pulled	12.98	13.60	7.53	4.68	2.75	4.16	330 (9.26)	<0.001
Sexual Violence								
Physically forced into unwanted sex	7.40	8.28	9.62	4.98	3.75	3.42	229 (6.43)	<0.001
Forced into other unwanted sexual Acts	3.54	3.27	3.16	1.82	2.04	0.63	96 (2.69)	<0.001
Physically forced into perform sexual acts respondent did not want to	4.72	4.73	3.39	3.33	2.57	1.53	137 (3.84)	<0.001
Emotional Violence								
Humiliated	9.21	9.29	6.75	5.87	3.42	6.30	272 (7.63)	<0.001
Threatened	6.60	5.98	5.06	3.26	1.37	3.69	179 (5.03)	<0.001
Insulted	10.80	8.00	9.73	6.85	1.59	7.20	303 (8.50)	<0.001
Total	1,491	450	217	755	245	405	3562 (100.00)	<0.001

Impact of Education on Violence

The observed intricate relationship in the bivariate analysis presented in Table 3 is also reexamined and reassessed applying logistic regression to determine whether there is an inverse relationship between the level of education and violence or not.

According to Table 4, it is observed that the trend of a decreasing likelihood to experience different types of physical violence from no education to higher education. The result reveals that women having higher education have a significantly lower likelihood of experiencing all types of physical violence (pushed, shook or had something thrown (OR=0.27, CI: 0.16-0.43), slapped (OR=0.17, CI: 0.12-0.26), punched with a fist or hit by something harmful (OR=0.13, CI: 0.07-0.28), kicked or dragged (OR: 0.11, CI: 0.05-0.23), strangled or brunt (OR: 0.20, CI: 0.07-0.54), threatened with knife/gun or other weapons (OR=0.07, CI: 0.01-0.48) and arm twisted or hair pulled (OR=0.10, CI: 0.05-0.22) than equally women having no education (reference group, OR=1).

Table 4: Odd Ratio (OR) and 95% Confidence Interval (CI) for impact of education on physical violence

Level of Education	Pushed, shook or had something thrown	Slapped	Punched with fist or hit by something harmful	Kicked or dragged	Strangled or brunt	Threatened with knife/gun or other weapon	Arm twisted or hair pulled
	OR (95% C.I.)	OR (95% C.I.)	OR (95% C.I.)	OR (95% C.I.)	OR (95% C.I.)	OR (95% C.I.)	OR (95% C.I.)
No Education	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Incomplete Primary	1.06 (0.80-1.40)	0.81 (0.64-1.03)	0.71** (0.51-1.00)	0.94 (0.70-1.27)	1.07 (0.67-1.71)	0.65 (0.34-1.24)	0.84 (0.62-1.14)
Complete Primary	0.75* (0.49-1.14)	0.64** (0.46-0.91)	0.77* (0.49-1.22)	0.70* (0.45-1.11)	0.65* (0.29-1.42)	1.27 (0.64-2.52)	0.61* (0.38-0.98)
Incomplete Secondary	0.48*** (0.36-0.64)	0.37*** (0.29-0.47)	0.29*** (0.20-0.42)	0.30*** (0.21-0.43)	0.39*** (0.23-0.68)	0.23*** (0.10-0.51)	0.30*** (0.21-0.42)
Complete Secondary	0.20*** (0.10-0.39)	0.19*** (0.12-0.31)	0.16*** (0.07-0.36)	0.22*** (0.11-0.43)	0.23** (0.07-0.75)	0.32** (0.10-1.02)	0.21*** (0.11-0.42)
Higher Education	0.27*** (0.16-0.43)	0.17*** (0.12-0.26)	0.13*** (0.07-0.28)	0.11*** (0.05-0.23)	0.20*** (0.07-0.54)	0.07** (0.01-0.48)	0.10*** (0.05-0.22)

***significant at $P \leq 0.001$, ** significant at $P \leq 0.01$ and * significant at $P \leq 0.05$

Similarly, Table 5 reveals the trend of decreasing the experience of three types of sexual violence from no education to higher education. The result illustrates that women having higher education have significantly lower likelihood of experiencing all three types of sexual violence reflecting in physically forced into unwanted sex (OR=0.35, CI: 0.19-0.62), in forced into other unwanted sexual acts (OR=0.22, CI: 0.08-0.61) and in physically forced into performing sexual acts that respondent did not want (OR=0.38, CI: 0.18-0.79) than women having no education (reference group, OR=1).

Table 5: Odd Ratio (OR) and 95% Confidence Interval (CI) for impact of education on sexual violence

Level of Education	Physically forced into unwanted sex	Forced into other unwanted sexual Acts	Physically forced into perform sexual acts respondent did not want
	OR (95% C.I.)	OR (95% C.I.)	OR (95% C.I.)
No Education	1.00	1.00	1.00
Incomplete Primary	1.19 (0.84-1.69)	0.84 (0.49-1.44)	1.01 (0.63-1.62)
Complete Primary	1.15 (0.72-1.85)	0.73 (0.33-1.60)	0.79 (0.39-1.60)
Incomplete Secondary	0.56*** (0.39-0.81)	0.50** (0.29-0.85)	0.69 (0.44-1.06)
Complete Secondary	0.51* (0.28-0.94)	0.53 (0.23-1.24)	0.60 (0.29-1.26)
Higher Education	0.35*** (0.19-0.62)	0.22*** (0.08-0.61)	0.38** (0.18-0.79)

***significant at $P \leq 0.001$, ** significant at $P \leq 0.01$ and * significant at $P \leq 0.05$

Table 6 provides the output in regard to the impact of education on emotional violence. As stated in physical and sexual violence, emotional violence is also depended on the respondents' level of education. The violence related to humiliation is found three times lower among respondents having a higher education than the reference group i.e. respondents having no education (OR=0.28, CI: 0.15-0.50).

Table 6: Odd Ratio (OR) and 95% Confidence Interval (CI) for impact of education on emotional violence

Level of Education	Humiliated	Threatened	Insulted
	OR (95% C.I.)	OR (95% C.I.)	OR (95% C.I.)
No Education	1.00	1.00	1.00
Incomplete Primary	0.96 (0.68-1.36)	0.87 (0.57-1.33)	0.78 (0.55-1.09)
Complete Primary	0.75 (0.45-1.27)	0.82 (0.45-1.49)	0.89 (0.57-1.39)
Incomplete Secondary	0.56*** (0.40-0.79)	0.53*** (0.36-0.80)	0.58*** (0.42-0.78)
Complete Secondary	0.37*** (0.19-0.70)	0.31** (0.14-0.72)	0.14*** (0.06-0.36)
Higher Education	0.28*** (0.15-0.50)	0.16*** (0.07-0.41)	0.36*** (0.22-0.58)

***significant at $P \leq 0.001$, ** significant at $P \leq 0.01$ and * significant at $P \leq 0.05$

Similarly, emotional violence related to threaten and insult with women having higher education is diagnosed lower than the reference group (OR=0.16, CI: 0.07-0.41 and OR=0.36, CI: 0.22-0.58 respectively).

Discussion

This paper examines the role of women’s education for reducing physical, sexual and emotional violence in Nepal. The analysis of this study is based on the data set of Nepal Demographic and Health Survey-2016. The study findings suggest that domestic violence has decreased along with the increment in the level of education of women. One of the significant reasons of low level of domestic violence among women with higher education could be that they have knowledge and access to information and most of them tend to involve in better jobs in comparison to uneducated women. This is consistent with findings from similar study carried out by Erten and Reskin in 2018 (Erten, B., & Keskin, P. 2018). Since the Government of Nepal has the Domestic Violence (Offense and Punishment) Act, 2009 though this legal provision has not effectively working and it is claimed that education is considered as one of the best means of reducing domestic violence.

The study findings show that the types of violence are strongly related with the level of education. The women victims of physical violence have drastically decreased

with the increment in the level of women's education (i.e. violence related to pushed, shook or had something thrown is observed 15% with women having no education whereas this violence has decreased to 7.44% with women having higher education). Similar figure is also seen in the case of sexual violence (i.e. proportion of women who experienced physically forced into unwanted sex has decreased from 7% with no education to 3% with higher education) and the incidence of emotional violence viz. humiliation, threatening and insult has decreased drastically with the increment in the level of education (i.e. 9% with no education to 6% with higher education in the case of humiliation, from 6% to 1.4% in the case of threatening and from 10.8% with no education to 1.65 with higher education in the case of insult).

Similarly, findings indicate that women with no education were at higher risk of physical, sexual and emotional violence than women with higher education. This means that higher level of education has significant contribution on reducing physical violence i.e. pushed, shook or had something thrown (OR=0.27, CI: 0.16-0.43), slapped (OR=0.17, CI: 0.12-0.26) and kicked or dragged (OR: 0.11, CI: 0.05-0.23), sexual violence i.e. physically forced into unwanted sex (OR=0.35, CI: 0.19-0.62) and in forced into other unwanted sexual acts (OR=0.22, CI: 0.08-0.61) and emotional violence i.e. humiliation (OR=0.28, CI: 0.15-0.50), threat (OR=0.16, CI: 0.07-0.41) and insult (OR=0.36, CI: 0.22-0.58). From this results and analysis, it can be claim that the role of education is crucial for reducing the types of domestic violence. So, the provision of compulsory education to women can play pivotal role on reducing the severity of domestic violence in Nepal. Similarly, it would also better to provide different legal and social supports for reducing the domestic violence in Nepal for better result.

Conclusion

All human beings are born free and have equal rights and dignity. By considering this fact, domestic violence is a grave violation of fundamental human rights. Despite having different legal and policy provisions in Nepal, the level and severity of domestic violence has not been decreased as an expected level. The analysis revealed that the role and impact of education is significant in terms of reducing physical, sexual and emotional violence. It is found that there is an inverse relationship between the level of education and violence against women in Nepal. Women with higher level of education have significantly contributed to reducing either type of violence whereas women with a lower level of education has remained as the main segment for policy makers and planner to adopt different literacy and awareness program to reduce such violence. So, besides policy and legal provisions, it is most essential to improve the educational or literacy status of women to reduce domestic violence in Nepal.

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