

5. ANALYSIS AND INTERPRETATION OF DATA

The interview data was analysed according to the case analysis method, which takes the participants stories or experiences as the objects of investigation (see section 4.1.2). This method was used to gain an in-depth knowledge and understanding of sexual harassment and rape on campus and to create the opportunity for personal involvement and observation by the researcher (Neuman, 1997:29). The interview transcripts were read numerous times and by attending to the content of the participants' stories, the researcher was able to explicate the similarities and differences across and within cases (De Vos, 2001:48).

Due to the sensitive nature of the subject under investigation and the fact that English was not the first language of the ten research participants, the duration of the interviews varied in length (see section 4.4.5). Since some time was spent on building rapport, only those sections of the interviews that focused or centred around the sexual harassment and rape incident are quoted in this chapter. As guided by Streubert and Carpenter (1999:40) the researcher **did not change nor edit** the way the participants verbalised their experiences. The sequence in which the feedback is presented below, is given in the order in which the interviews took place.

5.1 INTERVIEW DATA

For the purposes of the study, the researcher will start with the biographical details of each participant whereafter the nature of the incidents, reporting of the incident, the consequences as well as the participants' opinions on the prevention or reduction of further incidents will be described in the direct words of the research participants. Pauses will be highlighted in brackets and where relevant, the non-verbal reactions of the research participants will also be pointed out.

5.1.1 RESEARCH PARTICIPANT A

Research participant A is a female student enrolled for a Bachelor of Arts (BA) degree in Youth Studies at the University of Venda. She is 24 years old, single and in her 3rd year of study. She is Venda speaking and a non-resident student.

- **Nature of the incident**

“I was subjected to sexual harassment by one of my lecturers in 2000 [pause]. I was in my first year level of study. This started when I was elected as a class representative.

My lecturer called me to his office. At the office we started by talking about what we did in class. He then asked how old I was. He said he thought he could go out with me but the management would say he was abusing me because of my age. He also said if students knew that we were going out he would be in trouble [pause]. I then left his office.

The other day I went to his office to call him because I was the class representative. He stood up and pretended as if he was taking something from the cabinet. He touched, hugged and kissed me next to the door. I moved away.

Maybe if I was wearing a long skirt the professor would not have harassed me. Sometimes when I was in his office, he would leave me in his office and go to the toilet. When he comes back to his office, because I had been sitting down in one of the chairs in his office, I would stand up preparing to leave the office [pause]. He would touch, hug and kiss me. He would sometimes send the vice-class representative to call me after class. This happened on more than one occasion.

He was also conducting some research projects and used students as research assistants. I asked him to include me because my mother is unemployed and a pensioner. However, I realised that he wanted to work close with me which I refused. When I did, he started hugging me

again. The worst part was when I was sitting in his office with my legs crossed. He pushed his legs in between my thighs. I felt so uncomfortable and irritated.

When he pushed his legs between my thighs I remembered what happened when I was young [the victim starts sobbing]. I was between four and five years old when I was raped. My cousin raped me when we were left with him [pause – participant sobbing]. I was sleeping in my bed when I felt something heavy on top of me. I screamed and he threatened to kill me. This thing stayed with me for years. I did not tell anyone.

It's like I'm a dustbin. I still have not told my parents about the sexual harassment and the rape. My mother is very old and I do not want to upset her [pause].

After the harassment I started getting lost. I would board a wrong taxi when going home [pause]. I'm so furious with him. I decided to avoid him and not go to class but it did not help because he would ask from the vice-class representative where I was. The vice-class representative told me that the lecturer is looking for me. Then I decided to attend his classes but not to participate in anything. I was not concentrating at all."

- **Reporting the incident**

"I went to one of the lecturers in the department and asked if I was wearing funny. If there was anything wrong with my clothes or the way I look – in such a way that a person could treat me like this? The lecturer said there was nothing wrong with me. I started explaining what happened and the lecturer said I must try to stay out of trouble. I said I was not asking for any trouble and she said I must not go to his office again.

Then I decided to report the matter to the Chief of Security. He gave me a tape recorder so that I could collect evidence. He asked me to attend

his classes and if he wanted me to go to his office I should, so that I could record our conversation. I kept the tape recorder in my pencil case inside my school bag.

Then the other day, he [the lecturer] called me to his office. He knew that I was selling perfumes and he wanted to know what was in my bag. He said he wanted to see if I still had the perfumes. He forced me to give him my bag and I did because I was scared. The tape recorder was in my pencil case and he could not get it. I was so relieved because I thought he would do something to me had he found it [pause].

The Chief of Security referred the matter to management. When I reported the matter I did not know that he wanted a salary increase. So in a way the collection of the evidence was going to help the university management to turn down his application. Later on I found out that he knew about the tape. The Chief of Security told him everything so that is why he demanded my bag. So I went back to the security and told them what happened and they asked me to give them the tape back but I did not. I said I wanted to make a copy first so that I could have a copy for the hearing. I was scared that maybe the Chief of Security was going to destroy the tape.

I never went to his office again. I even stopped attending his course. When the date of the hearing [his disciplinary hearing as a result of the accusations] was closer, I was informed that he had since resigned and left the institution. I went to the security and they said there is nothing they could do because he was no longer an employee of the University. The tape is now with the security. After that I never heard anything”.

- **Consequences of victimisation**

“I’m fine now. I’m just coping. But you know when you are suffering and there’s someone who can help you but it is the same person who abuses you. I remember one day I did not have money to pay the balance on my school fees, so I went to the finance office to ask for financial aid. I thought I was not going to get the money. The financial aid officer asked

why I was putting my hand in between my thighs [the victim turns her head away from the interviewer]. Then he said maybe he should put his thing [penis] between my thighs [pause].

You know I feel like nothing. [the victim starts fidgeting with her hands]. I know I don't have money but do I have to be abused? It's like everywhere I go men will be like that. They will want to abuse me that's all. I don't think I'm normal. When I go to lecturers' offices, especially males, I don't sit down, I stand. If I sit down I make sure that I put a bag on top of me so that no one will touch me.

You know when you need help on this campus you end up paying for that help. These guys want to have sex – then you can get help. If you report the matter to the security, you are just this pair of junk and it's hard for you to win the case. If the perpetrator has money, the security make a deal with that person. Maybe that's what happened to me because I've heard that it happens to most students. I hate this course I'm doing, but I have no choice because if I change now I won't have money to start all over again.”

- **Possible prevention/reduction of future incidents**

“I feel pity for some female students who come here for the first time. When you get here you know nothing and if you are poor and do not have money like me, then you are in trouble. I think something should be done about orientation because as new students we don't know what our rights are. For instance if you ask for financial assistance, the person there would ask you “what are you going to give me in return?” and you could end up sleeping with these people on the table for the sake of money. Sometimes you go to a specific lecturer's office, male, and you knock and knock and you find a female student on the table. When I asked other students why is that then, they said its because the lady wants to pass a course because if you don't sleep with the lecturer then you'll fail. I think this is true because when I went to his office I used to pass the course but when he heard that I was in possession of the tape, all of a sudden I failed.

Also female students must be taught not to trust a person because the people you trust are the ones who abuse you. Also if male lecturers propose and you say no, you could fail. Some female students end up saying yes because they want to pass the courses. Even some people who are working here also believe this. When I had this problem with my lecturer, I also took up the matter with some administrative staff in the library. They asked why I was refusing. They said I was chasing manna from heaven because he had money – he would give me money to buy clothes and food.

There should be awareness campaigns and meetings or workshops so that we could discuss problems that we experience on campus. If you have a problem its yours alone. Even if you don't get advice from other people – just to know how they solve and deal with their problems.”

5.1.2 RESEARCH PARTICIPANT B

Research participant B is a female student, single and 21 years old. She is enrolled for a Baccalaureus Legum (LLB) degree and is in her 3rd year of study. She is residing in one of the residence and is Ghanian speaking. The incident took place in her first year of study.

- **Nature of the incident**

“In general men from this area, in particular, do not respect women [the participant turns her head away from the interviewer]. Women no matter what class, creed as long as they have reproductive organs could be subjected to sexual harassment by any man [the participant looks around the researcher's office]. It's not only sexual harassment by other students – even by lecturers. As a student I like to have contact with my lecturers so that if there is something I do not understand in class I would not have a problem asking. Also if a lecturer knows me, at least he or she would be able to recognise me even outside the classroom and would offer some help if I need assistance. This is when one lecturer sexually harassed me [the participant starts playing with her hands].

I went to my lecturer's office pertaining to questions I had in his course. It was not for the first time that I had gone to his office. From then it grew up to be more of a casual relationship. He enquired about my residential status and I told him I lived in the residence, but I did not give him my room number [pause]. He sounded a bit weird because I thought where I lived was none of his business. Irrespective of this, I did not bother myself. He advised me not to go to class again as he would give me all the information I needed from his office. I stopped attending [pause].

When I went to his office again my pen fell down and I had to pick it up. I was wearing a trouser and as I bend down my G-string was visible and he touched it. He then asked for my room and cell-phone number and he said he would like to visit me. I gave him the wrong room number because I did not want him to come to my room. The following day, after I gave him false information, he saw me coming out of my room. He confronted me about it and I did not know what to say [pause].

His attitude towards me started to change. He stopped giving me notes because I was apparently no longer in his good books. When I failed to write his test because I had some family matters to attend to, I asked for a special test. He did not give me the date for the test – as a result I missed it. When I asked him about the special test, he said I was not special. He refused to give me a chance to write, saying that I thought I was better than other students. He told my friends that he would make life difficult for me. My friends also said that he said he was going to fail me because I had refused when he wanted to visit [pause]. Also if he was still the lecturer of the course I would fail. He said I thought I deserved special attention and that I was not that special after all.”

- **Reporting the incident**

“During this time I stopped going to his office. He then called my father and told him that I was unruly and that I don't attend classes. I thought my father would want to know my side of the story. However, he asked me to apologise to him but I did not. He blamed me for not respecting my

lecturer and not attending classes. I felt so bad because he did not believe any word I said. He said that I should not have gone to his office. My father did not want to give me a chance to say anything.

I then told my boyfriend who confronted him and this worsened my problem. He no longer called me by my name, he used my boyfriend's name in a sarcastic way. He said I thought I was better because I had someone who could protect and fight for me. When I complained about his attitude, he said it was always me and my big mouth –meaning that I should shut up.”

- **Consequences of the incident**

“I failed the course and had to repeat it last year, but I still failed. I passed all my other courses and this is the only course I failed. I was even told by other students that he said I would never pass. I just got so angry and de-registered the course.

I'm so angry at myself. I mean I am to blame. If only I had gone to class like other students and never bothered myself about being known by him, none of this would have happened. I gave him the opportunity to harass me and I did not even report him. I felt if my parents did not believe me then no one would. I thought it was just a waste of my time [pause]. I told myself I would fight by never going to his office again.

I hate men in this area. They are bastards. I think he wanted to sleep with me. I hate this subject. Female students pass it because they sleep with him. I feel dirty, him touching me. I hate him so much. I can't even look at him.”

- **Possible prevention/reduction of future incidents**

“At this University it is not taboo rather a norm to go out on a date with a lecturer. In other universities I don't think it's done. I think most female students need to be empowered and learn to work hard. Female

students here think that they can just sleep with the lecturers and pass the course. For those of us who will never do such a thing - its tough luck. We'll maybe be stuck here. What I don't understand about our university is how we always talk about affirmative action or gender and yet most female students are subjected to sexual harassment daily. There is no open discussion in the university for women – like women doing something for themselves. As a woman you feel like you are in double jeopardy [pause – the participant turns her head away from the interviewer]. I mean you are black and a woman. You just have to stand for yourself. Even the management doesn't put any kind of provision for female students and staff. Sometimes you see some female lecturers struggling to have control of students in class. The students would be unruly – some even drunk in class. Yet there's no security for them. Its worse for female students.”

5.1.3 RESEARCH PARTICIPANT C

Research participant C is a Northern Sotho speaking, 25-year-old, single, female student residing in one of the residence. She is in her 3rd year of study, currently studying towards a Bachelor of Arts (BA) degree in Social Work.

- **Nature of the incident**

“I had been going out with my boyfriend for a year. Around March 2002 I ended the relationship because he was abusive. If for instance, he wanted something he had to get it. If he felt like having sex he would force me without my permission. He also was cheating on me with other girlfriends and when I asked him about this, he would beat and swear at me.

After I broke up with him he came to my room looking for me [pause]. I got scared because I knew that he was abusive. He said I should go with him to his room because if I refused, he would have sex with me in front of other students. I went to his room [in another residence] and when we

got there, he asked why I had broke up with him. I told him that he was abusive and had many girlfriends. He threatened to kill us both if I did not take him back [pause]. I was scared and I lied to him and said he should let me go because I had to prepare for a test. He said he did not care and there was no reason for me to write a test because he was going to kill me. Then I stood up and tried to get out of the door. He took out a gun and fired a shot up. He came to me and said I should repeat what I said. He then started beating me [pause]. I told him to just shoot and kill me. He said he wanted to scare me because he loves me and wanted me back into his life. I told him that I did not want him in my life.

I then said I wanted to go back to my room and he suggested that we should go back to my room together. Before we left his room he took a bath [pause]. While he was bathing he locked the door and I was too scared to even try to escape. After having a bath he asked me again if I did not want him in my life. I said yes and said there was no way I could end our relationship.

On the way to my room he started shouting and swearing at me. He threatened to drown me in the water under the bridge. I begged him not to do it and he said I should take him back. I did not want to die, so I said I would because I did not have any choice. It was already around eight in the evening and he said we should go back to his room. When we got there, I felt I could not take him back. I just said it because I thought he would let me go. I told him I was lying and he said I was playing games with him. He said he would have sex with me and he did not care even if I reported him to the police. I screamed thinking that someone would come and help me.

He took out a gun and I was scared. He then started taking my clothes off and raped me [long pause - the participant looks down]. After raping me he beat me and told me to get out of his room. I opened the door but he said I should not go because it was already eleven in the evening. I was so scared and again started crying. He said I should sleep in the bed and he would sleep on the floor. I knew that if he wanted to, he would rape me again because he had a gun. I was bleeding and crying a lot

because he beat me after the rape. I had bruises on my face, neck and my body was aching. I felt I did not have the energy to walk out of that room. I left the following morning.”

- **Reporting the incident**

“The following day he asked if I was going to lay charges against him. He told me that even if I report it he would deny everything. He also said that the police would not believe me because of our relationship. Irrespective of this, I went to the police station to report the incident.

I related the incident and the policeman who attended my complaint said he was my boyfriend and they do not entertain those things [the participant plays with her hands]. He suggested that I sit down with my ex-boyfriend and we sort out our problem. He was so rude and did not want to listen to me. Then I went to the Magistrates Court and the Magistrate gave me a protection order so that I could give it to him. I told them that I could not go to my ex-boyfriend because I was scared of him. Then they asked me to call him so that he could come to the Small Court [A division of the Magistrates Court] to be served with the protection order. I called him and he said he was no longer on campus. I decided to stop the whole thing. I never pursued the matter any further because I was irritated, embarrassed and I was in pain.” [the participant turns her head away from the interviewer].

- **Consequences of victimisation**

“After that I was very angry. I was so scared that day that I did not even want to sleep alone in my room. I begged my friends to stay with me most of the time. I thought he would come back because I knew that he had a gun [pause]. My life was so messed up. My face was bruised and swollen [pause].

It was very difficult for me to have any sexual relations after the rape. I felt dirty. In my room I had to make sure that the door was locked all the

time. Whenever someone knocked on my door I would ask who they were before I let them in. During the day I would make sure that I'm either in class or in the library just to keep myself occupied. On weekends I would lock myself in my room the whole day. I began to relax because I never saw him on campus again. My studies were not affected though, because I spent all my time studying just to deal with the frustration.

- **Possible prevention/reduction of future incidents**

“Now whenever people talk about rape or even in class I remember that I was also a victim of rape. I don't think that will ever go away. I never went for counselling. I just talked to my friends who were very supportive and understanding. They told me that it was not my fault. I never blamed myself for the rape.

Now I don't have a problem. I'm just continuing with my life but I would not want any other person to go through that. I don't even trust anyone now. I mean my ex-boyfriend was abusive and all that I thought when I broke up with him, was that I was free of that [the participant starts sobbing]. I think there should be awareness campaigns and forums where we could share our experiences. Female students should be warned and be careful about ex-boyfriends. My ex-boyfriend abused me but I never even report it. I did not know who to talk to about my problem.”

5.1.4 RESEARCH PARTICIPANT D

Research participant D is a single, Venda speaking, 19-year-old female student. She is in her 1st year of study and a non-resident. She is studying towards a Bachelor of Arts (BA) degree.

- **Nature of the incident**

“I went to my lecturer’s office to ask for a course outline. He asked how old I was. I told him I was 19. He told me I was beautiful and he liked me. I left his office. The following day he called me after class to his office and gave me his cell-phone number and some money (R10-00). He said I should call him [pause]. I did not call him because I had nothing to say to him.

When he saw me again, he asked why I did not call and I said I would call him. He asked me to come to his office after work - he would like to know where I stayed so that he could visit me. It was after four in the afternoon when I went to his office. He told me how much he liked me and that he would make me his second wife. I kept quiet and he said he would only take me home if I accepted his proposal and he locked the door [pause]. He touched me. I was scared of him and I asked him to take me home. It was late and I was worried that my parents would ask where I had been. Before we left his office, he started kissing me [the participant starts turning her head away from the interviewer]. I pushed him, but he did not stop – he was stronger than me. I could not fight him and he started taking off his trousers, mine and my underwear. He had sex with me. I was crying and so scared and shaking. He then took me home [pause].

On the way home I was crying and he said I should not tell anyone what happened because if I did he would be fired from work. He said I should not worry about my tests and assignments in his course because I will pass them. He gave me money to buy clothes – R200-00. He also said that he would make me his second wife so I should not tell my parents because he would come and pay the bride price. When I got home my parents asked where I was – I lied and said I was writing a test. I went to my room, locked myself and cried [the participant starts sobbing]. My mother wanted to know what was wrong and I said I had a headache. I lied to her because I thought if I told her what happened, I would fail the course.

The following day I did not go to campus because my body was so sore. I had a terrible headache and there was fluid coming out of my vagina. I had pains all over my body and was bleeding. I thought other students would notice [the participant starts crying again]. He then called and asked me to come to school – he would give me money. I was scared and I went to his office [the participant drinks water]. He wanted to know if I had told anyone about the incident. He gave me money to buy food and clothes.

From this time he would often ask me to come to his office, give me money and have sex with me. I did not tell anyone – even my friends. In fact every time he gave me money after sex he would say he would make me his second wife and that if I told anyone, I would fail.”

- **Reporting the incident**

“I remember the other day my friends told me they saw me in his car and I said it was not me. Even though I kept quiet about the rape my mother found out. The other day when he dropped me at home, my mother was already home. She asked me who dropped me and I said it was just someone I got a lift from [the participant cries again]. My mother said I was lying because she heard from my friends that I was going out with him. My mother asked me to tell the truth or else I should go and stay with him. I cried but still I did not tell my mother what was going on. She threw me out of the home because she said I did not respect her [pause]. She asked where I got money to buy clothes and I said I got it from my aunt. She packed my clothes and threw me out. When this happened I called him and he advised me to go to the police as he could not provide me with accommodation [the participant cries again].

He said I should not tell the police about the rape and the money. He said if I told the police, he would be fired and he would make sure that I fail my course. He also said that he had not told his wife about me. I slept at my friend’s place because I did not have anywhere else to go. The next day I went to the police station. I did not report the rape but just the fact that I had been thrown out of home. A meeting with my parents

was arranged by the police. The matter was resolved and I went back home.

After this incident, he [the lecturer] wanted to know if I had mentioned his name to the police. He told me not to come to his office again. I asked him about the marriage and he said he did not tell his wife and that he doesn't love me. He said he would never marry me and that I should go and study – otherwise I would fail. When I threatened to report him, he said he would say he had never met me. He said no one would believe me. I asked him about the marks and the memorandum he had promised me because we were about to write June examinations. He said I should not write the examination, he would give me marks. I trusted him." [a long pause – the participant smiles anxiously and starts crying uncontrollably].

However, I wrote examinations even though I was sick and had headaches [the participant drinks water]. I also trusted him because he said even if I did not write, I would pass. When the examination results came out, I had failed. I went to his office to ask him what happened. He said if I wanted to pass, I should have studied like other students. He shouted at me and saying that I failed and anyone could fail and there was nothing he could do. It was the only course that I had failed. He told me that he did not want to see me anymore, that I was unattractive and he would never marry me. He said I should not try to force myself on him because he was married. I left his office crying. I went home and did not tell my parents."

- **Consequences of victimisation**

"I shouldn't have gone to his office. I hate myself. I shouldn't have taken his money. It's all my fault. I was scared of him during the rape and it was so painful. I was a virgin. He forced himself on me. I had pains in my stomach [abdominal pains], I still have them sometimes. I went to the clinic because it [her vagina] was itching. I learnt that I had an infection. I don't want sexual intercourse anymore, ever. I hate him. He hurt me so badly. I failed the course because of him. One day I was drinking water

in class and he asked in front of everyone what I was doing and why I was eating in class. I said I was not eating, just drinking water and he said I must get out of the class. He said I behaved like a dog and others laughed. I was so humiliated and embarrassed. I cried outside and went home.

I hate that man. He messed up my life. I have these headaches. I feel lonely, even if I report, no one will believe me. I'm scared all the time. I can't sleep sometimes. I don't trust men.

If I report it, everyone will blame me because I took money from him and I bought clothes and food. I do not want my parents to find out about this, even my friends must never know. I came here [for the interview] because I wanted to tell someone. I've never told anyone else. I've never gone for counselling. I feel so ashamed."

- **Possible prevention/reduction of future incidents**

"Female students must be very careful. They must not allow men to give them money because they want something in return. They must not let themselves be abused like I was. I do not want anyone else to go through that. We are young and naïve when we come to this university and we do not have someone to protect us. Female students must be warned not to go to lecturers' offices. If you want anything, its better if you ask for it in class. Also if you are raped, I think one should report because maybe that will help."

5.1.5 RESEARCH PARTICIPANT E

Research participant E is a single, 19-year-old, Venda speaking female student. She is enrolled for a Bachelor of Arts (BA) degree in Environmental Sciences. She is in her 2nd year of study and is residing in one of the residences.

- **Nature of the incident**

“It was last year [2002] on Friday night when this happened. I was sleeping in my room [in the hotel residence on campus] with three other roommates [three females] and one male who was one of my roommate’s boyfriend, when we heard noises outside our room. This guy who stayed opposite our room opened our door with a key. When he got in, he asked for money from us. We did not have money. My roommate’s boyfriend gave him R20-00 and he said it was not enough. He then started stabbing him. He had a gun and a knife and said that if we scream or cry, he would shoot us. My roommate’s boyfriend fell down and was unconscious. He asked for money again and he said if we do not have money then we should take off our clothes. We were so scared and we took them off. When we did, he ordered us [the three girls] to lie down and cover our heads [pause]. He then started raping my roommate whose boyfriend was unconscious. After raping her, he tried to wake up her boyfriend and ordered him to have sex with his girlfriend. He could not stand and he stabbed him again [pause].

He asked me to stand up and if I had Aids. I lied to him and said yes. He took out a condom from his pocket and started raping me [the participant drinks water]. As he was raping me, I could smell liquor.

After he raped me, he could not stand up because he was too drunk. The gun and the knife were still in his hand. I was so scared. When he stood up, I thought he was going to rape others but he looked at them and said they were ugly and unattractive. He got up and left us there.”

- **Reporting the incident**

“When he left we went to the security to report the incident. The perpetrator was arrested. We did not know where he got the keys. After raping us, I heard that he had been drinking with my boyfriends’ roommate during the day. He asked him to buy him some liquor and he

refused. He told him that he would not get away with it – hence he revenged by raping us.”

- **Consequences of victimisation**

“Now I do not feel safe on campus. I’m scared of walking alone [pause]. He is still registered on campus and the case is still continuing. For two days after the rape I couldn’t sleep, so I went to my sister’s place and stayed with her. I decided to move out of the residence. I went for counselling at the Victim Empowerment Center. I’m still attending the counselling sessions. I’m fine now [the participant turns her head away from the interviewer]. I don’t feel anything. My other friend left the campus after we were raped.”

- **Possible prevention/reduction of future incidents**

“Our campus is not safe – especially in the residence. When the security asked him where he got the keys to our room, he said from the School Representative Council. I don’t know how. Sometimes you hear female students screaming being beaten by their boyfriends and no one helps them. The security personnel are not there most of the time. On weekends its even worse because sometimes there are parties and guys would be so drunk. Even girls would be drinking and you would hear that some girls were attacked or raped.

There are also many entrances and exits at our residence. I think some of them must be closed. There should be one main entrance and a security guard.”

5.1.6 RESEARCH PARTICIPANT F

Research participant F is a 20-year-old, single, female student. She is Venda speaking and is staying in on of the residences. She is in her first year of study and currently enrolled for a Bachelor of Arts (BA) degree in Law.

- **Nature of the incident**

“I was walking to the library with my friend [a female friend]. As we passed my ex-boyfriend’s room, he asked me to come to his room as he had a message for me. When I got there he locked the door and asked me to date him again. I told him there was nothing between us. He started touching, kissing and instructed me to take my clothes off. I thought he was joking at first but he became violent [pause]. He threatened to beat me if I did not do as he said. He raped me [the participant avoids eye contact with the interviewer]. He said if I said he raped me, no one would believe me because we dated before. He also said he would deny everything and would tell the police that I asked for the rape. I was crying and so confused [the participant starts sobbing]. I begged him to open the door. I did not want him to rape me again. He opened the door and I ran to my room. In the evening he, together with his friends came to my room.

They knocked and I did not open. They then asked one of my friends to come and knock and pretend that it was her. When I heard my friend’s voice I opened. I did not know that they were outside. They came into my room. My ex-boyfriend asked why I was down and my eyes were swollen [pause]. I told him he could not ask why because he knew what happened. His friends laughed and I was so humiliated [pause]. They made jokes about me and said I thought I was clever by ending the relationship. They said I needed to be taught a lesson and maybe the rape was not enough. They said even if I report it, he would not be charged because he was an SRC member. They were all drinking. They threatened me saying that if I report it they would make my life miserable on campus [pause]. They would tell other students that I asked for it. They then left and when I opened the door the following day I found a note pasted on my door. The note said “ndi khou rengisa vhudzelani nga bonndo” [I’m selling sex for R2.00]. Everyone who saw the note laughed at me. I was so embarrassed and humiliated. It was like everywhere I walked they [the perpetrator and his friends] were following me. I stayed in my room for a week.”

- **Reporting the incident**

“I was scared of them. I knew that even if I report it, no one would believe me. I should not have gone to his room. He did not beat me and I heard that when you report rape you must have bruises and that your underwear must be dirty. I did not have any of these [pause]. I was also afraid that these guys would rape or beat me if I report it. I also did not want other students to know that I was raped [the participant drinks water]. You know when you are raped here on campus, other students look at you funny. Even if you report, these SRC people are never arrested and you would be humiliated and embarrassed.”

- **Consequences of victimisation**

“I was scared. As it was nearing exam time, I could not concentrate on my studies. In fact, I failed all my courses [pause]. I’m repeating the courses. I could not believe that he would do such a thing to me. I trusted him because I had been going out with him. He was never violent before. I think he was just revenging because I broke up with him. After missing my periods, I went to the clinic and the tests showed that I was pregnant [the participant drinks water]. I told him and he said I should take him back because he wanted to take care of the child [pause].

I agreed and now we are back together. But I’m struggling – my child is at home with my mother. He forces me to cook and do his washing [pause]. I do it because he pays for my accommodation. We are now staying in one room on campus residences and he buys food.

I’m scared of him. When I look at him I think about the rape. Even now, when I don’t want to have sex, he threatens to teach me a lesson. One time he said I must be like his mother because she does everything for his father [the participant starts crying]. He threatens not to give me money and he sometimes leaves me in the room and goes with other girls. He says as long as he gives me money, I should not ask him [pause]. He sometimes says I talk too much and where he comes from women are not supposed to talk back. He says he will marry me if I’m

obedient. My life is falling apart [the participant cries again]. I know if I leave him, he won't give me money for the baby and I can't afford accommodation. My parents are not working and because I failed last year, I could not get a loan [the participant drinks water]. I hate myself for allowing the rape to happen to me. I should have run, but at first I thought he was not serious. I mean I've known him for a year. I felt dirty after the rape. I'm staying with him now."

- **Possible prevention/reduction of similar incidents**

"I think other female students must be very careful. They must never be involved with men on this campus. Its even worse if they come from poor families. I don't have money and have a baby so I have to stay with him [pause]. I think there must be a financial provision for us because when we apply for registration, we are told that we will get financial assistance, but when we come we sometimes do not get it."

5.1.7 RESEARCH PARTICIPANT G

Research participant G is a 20-year-old, single, female student. She is a Venda speaking, non-resident student. She is currently in her 2nd year of study and enrolled for a Bachelor of Science (BSc) degree.

- **Nature of the incident**

"This happened after there was a funeral at home and I missed one of the tests. After class I went to my lecturer's office to ask for a special test or an assignment. In his office he asked for my contact numbers and residential status. I did not have a phone but I told him where I stayed. He wanted to visit me, but could not because I was living in my parents' house. He asked me to come to his office after lunch so that he could give me the date for the test.

When I went to his office he said there was no need for me to write the test, because he would give me good marks. He then took out a mark sheet and gave me 70%. He also increased my marks for the first test [pause]. My original mark was 44% and he gave me 75%. He came

closer to where I was sitting and told me he could be nice. He fondled my breasts and thighs. He asked me to come back the following day - he would have something special for me but I did not [pause]. Then when we had a class he announced in front of other students that he would like to see me in connection with the test [pause].

In his office, he touched my thighs. I felt uncomfortable and was scared. I did not report him. He asked me why I did not come to his office and I told him I did not have money [pause]. He gave me a R20-00 note and told me to buy lunch for myself. He said I should leave my school bag with him. After having lunch, I went back to his office to collect my bag. He said I should close the door and he told me how beautiful I was, how much he loves me [pause].

He locked the door and I was scared. He then touched me again and took out a condom from his drawer. He said I should take off my skirt and be quiet because everyone will hear us [pause]. I was scared of him and then he got on top of me and took out his thing [penis]. He put on a condom and took my underwear off and raped me [the participant gets up from her chair and moves around the room]. He put his hand on my mouth and I couldn't scream. He said I was making noise." [the participant plays with her hands].

- **Reporting the incident**

"I did not report him even then [pause]. In fact I did not know it was a crime to be touched like that. After the rape I went home and told my parents. They took me to the Trauma Center in Thohoyandou. The police officer took a statement and he was arrested immediately. He was released on bail. While he was out on bail he called and asked if he could have a meeting with me and my family. My parents agreed to the meeting and he begged us to withdraw the case [pause]. He promised that he would pay for all my school fees and that he would give my parents some money. He also said he was very sorry for what happened and that it was a mistake [pause]. My parents accepted his apology and

he gave them money – I don't know how much. He also gave me a R1000-00. I bought some clothes and a cell phone [pause].

Then I went to the police station and withdrew the case. The police and social workers begged me not to withdraw the case, but I did. They asked me for the reasons for withdrawal. I told them that I had my own boyfriend and I'm fine [the participant drinks water]. I think even if I had gone ahead with the case, maybe I would have lost anyway.”

- **Consequences of victimisation**

“I blame myself for the rape. I led him on because on the day of the rape I was wearing a short skirt. Had I reported the touching, maybe he would not have raped me. But it's over now. I'm fine [pause]. Maybe if I continued with the case I would have failed. I passed the course. I do not want to talk about it anymore. I'm fine [the participant looks away from the interviewer]. I go to his office when I need money and he has never touched me again.”

- **Possible prevention/reduction of future incidents**

“Female students must be able to protect themselves [pause]. They must be able to fight if they are attacked. It is not safe on this campus. I tried to scream but no one heard me. I'm fine now and I do not know what else can be done to prevent this.”

5.1.8 RESEARCH PARTICIPANT H

Research participant H is a single, 24-year-old Venda speaking female student. She is in her 3rd year of study pursuing a Bachelor of Arts (BA) degree in Psychology. She is residing in one of the residences.

- **Nature of the incident**

“This happened in 2002. One of my classmates proposed and asked me to go out on a date with him but I refused. On Saturday night, there was a bash on campus for the welcoming of new students and he asked me to go out to the bash with him. I did not have any friends on campus then, so I accepted. I thought it was going to be fun [pause]. We went and he said I should drink liquor as other girls were drinking, so I did. He was also drinking.

Around midnight he said he was tired and wanted us to leave. He said he would accompany me to my room to see if I was safe. When we got to my room he wanted to lie down pretending to be too drunk to walk to his room. I was tired and I must have fallen asleep [the participant drinks water]. While I was sleeping I felt that there was someone standing next to me and it was him. He was naked and taking off my clothes. I cried and screamed [pause]. I pushed him but he was strong. He then took off all my clothes and had sex with me. I cried and screamed but he did not stop. After the sex he slept in my room.”

- **Reporting the incident**

“I did not report him. I did not know it was rape because he was the only person I knew on campus. I trusted him. It was only after the workshop [organised and hosted by the researcher] that I knew I was raped. But I know I did not want to have sex with him.

I was responsible for the rape because I should not have allowed him to take me out. Maybe if I report it, then everyone would know that I was raped and I would be ashamed and embarrassed. I know of a girl who reported being raped by her boyfriend, but no one believed her. I was also drinking with him at the bash. We are dating now and he loves me. I mean we already had sex so I thought I should just continue with the relationship.”

- **Consequences of victimisation**

“A few days after the rape I noticed some pimples around my vagina and the nurses told me that I had a sexually transmitted disease [pause]. I blame myself. If I knew that it was rape, I would have reported him [pause]. I feel that I deserved the rape because I was drinking too. But I’m fine now. It happened and I’m still with him and I think I have moved on.” [the participant drinks water again]

- **Possible prevention/reduction of future incidents**

“I think as female students we need workshops on these issues. I did not know about date rape or sexual harassment until the workshop [pause]. I thought a person could only be raped by a stranger. We also need to be aware of drinking with guys. Sometimes they force you to drink because they want to sleep with you especially when there are parties. Also friends sometimes force you to do something like drinking liquor and when you are raped they are not there [pause]. We also lack skills on how to deal with these situations. Like for instance what we should do if we are in danger.”

5.1.9 RESEARCH PARTICIPANT I

Research participant I is a single, 19-year-old female student. She is a Venda speaking, resident student. She is currently in her 3rd year of study, enrolled for a Bachelor of Arts (BA) degree in Criminal Justice.

- **Nature of the incident**

“I was studying in the library and at around nine in the evening, I felt tired and left for my room. As I was walking, I felt there was someone walking behind me. I checked and saw no one. Again I heard some footsteps and when I turned, I saw someone approaching me. It was dark and I was walking alone. I panicked and ran. This man ran after me and he caught up with me. He was wearing a mask and had a knife and he

ordered me to do as he said – otherwise he would kill me [pause]. He put a knife on my back and instructed me to go behind the Environmental Sciences Building. I did because I was so scared [the participant looks around the room]. When we got there, he asked me to take off my clothes. I resisted and screamed. He stabbed me with the knife, ripped off my clothes and raped me [the participant drinks water].

After the rape he asked for my room number. I gave him my number and he ran and left me laying there. I was so scared that I lay there for a while. I stood up and went to my room.”

- **Reporting the incident**

“I called my parents and they took me to the police station where I reported the incident. No arrest was made though because I did not know the perpetrator. It was very dark. I couldn’t see him [pause]. When the police asked if I could identify him, I said I could not. I did not want to accuse the wrong person. The police said they would investigate.”

- **Consequences of victimisation**

“After the rape I asked to be moved to another room because I had given the perpetrator my room number. I could not sleep in my room [pause]. I had nightmares about the rape. I would dream, for instance seeing someone carrying a knife.

I never went to the library again at night. I use the library during the day. I also sleep with the lights on because I am scared of the dark. I do not want anyone to walk behind me. When I walk past that area I get scared. I feel so dirty and blame myself. Had I not been walking alone or studying in the library at night, I wouldn’t have been raped. Now I have to live with this thing for the rest of my life [the participant drinks water]. My parents do not want to talk about it anymore. Whenever I try to talk to them, they say I must forget about it and move on with my life.” [the participant moves around the room].

- **Possible prevention/reduction of future incidents**

“I think there must be more security personnel on campus. Some areas are also very dark especially at night. If there was enough lighting and security, maybe I would not have been raped. Even now that area where I was raped is still dark. The security must also be beefed up so that they know individuals who are outsiders and are not on campus to study, lecture or attend classes [the participant drinks water]. I think there are too many entrances and exits on campus and in some of these there are no security officers. Maybe there should be one entrance where everyone should sign in and out”.

5.1.10 RESEARCH PARTICIPANT J

Research participant J is a single, 18-year-old female student. She is in her 1st year of study, a resident student and Venda speaking. She is enrolled for a Bachelor of Arts (BA) degree in Youth Studies.

- **Nature of the incident**

“It was during a weekend and there was a music festival on campus. I attended the festival together with my friends. I felt tired and decided to leave the festival. I went to my room and when I was sleeping I woke up because I heard someone unlocking my room. I ignored it because I thought it was my roommate [pause]. Then all of a sudden, I heard the footsteps of a person getting closer to my side of the room and I screamed. He held me and told me not to be scared. I asked who it was and he said he was my friend. I tried to switch on the light but he got hold of it first. I asked him what he wanted and he said he liked me. I then insisted that he switches on the light. I went to the door. Then we struggled and he overpowered me [pause]. He said he would not hurt me he – just wanted us to talk. I asked who he was and he said he helped me get the room during the orientation. He then said he would not hurt me. I asked where he got the keys to my room and he said he had duplicate keys for all the rooms [pause]. He then sat me down and switched on the lights. I saw that he was my classmate.

I felt at ease because I knew him. He brought some liquor and started drinking. We talked about school and I cannot remember what else. Around two he was getting drunk and he proposed saying that he loved me the first day he saw me. I asked him to leave and come during the day. He said he would not leave before I had kissed him. He took my hands and started to kiss me. I thought if I kissed him back he would leave my room [pause]. I begged him after an hour to go but he did not. He said I turned him on and how could I expect him to go when he was like that. I was still wearing my nightdress [the participant drinks water]. He then undressed me and I said no and he just did it [had sex with her]. I tried to fight but he overpowered me. I cried, screamed, hoping for someone to hear me [pause]. I suppose no one heard me because there was a lot of noise coming from the festival. He then left and I was too scared to even move. I cried and decided to wait till morning so that I could go to the security to report the incident.”

- **Reporting the incident**

“The following day I went to the security officers who referred me to the police station. The police officer took a statement and arrested him the next day. They also took me to the Thohoyandou Trauma Center for counselling.”

- **Consequences of victimisation**

“After the rape I asked to be moved to another room. I was so scared. I thought my life was in danger. I kissed him back because I thought he would leave me alone [pause]. I trusted him. I did not know that helping me with accommodation gave him the right to rape me. My friends had warned me about him but I did not listen [the participant plays with her hands]. Had I listened to them, I would not be a victim of rape. I’m so embarrassed. It’s like everyone who looks at me sees me as a weak, useless thing [pause]. I’m even more scared now because he died last year [2002] [while he was out on bail]. I heard from others that he died of

an aids related illness but I don't know. I was scared of having contracted aids but the tests were positive [negative]. I'm still scared even now.

Before he died, he told everyone that we slept together because I wanted to. He even said if he was arrested he would deny everything in court. I felt so powerless [pause]. I'm so ashamed.

Everyone knows now that I had been raped. I hate myself. I don't want any relationship here. Men think they can do anything to a woman and get away with it. Even on campus you hear about rape stories and perpetrators are not arrested. Some students do not want to talk about rape. They think if you are friends with a male, then you cannot be raped. I moved out of the hostel. It's not safe. I no longer visit my friends who are there."

- **Possible prevention/reduction of future incidents**

"Female students must be very careful of men. I do not trust men anymore. Also females must talk about their experiences so that no one else is raped again. If we talk about it then others will not find themselves in similar situations."

5.2 CASE ANALYSIS

This section focuses on the analysis of all the cases discussed above. Since determining the nature and consequences of sexual harassment and rape is stated in Chapter 1 (see section 1.4) as the aims of the study, the researcher will first analyse the two cases of sexual harassment and the eight rape cases thereafter. It is important to state that even though some research participants who were subjected to rape were also sexually harassed, the researcher will discuss the sexual harassment and rape cases separately. In analysing the cases of sexual harassment and rape on campus, various themes were extracted from the research participants' stories (see section

4.6). These are discussed according to the questions asked during the interview.

5.2.1 SEXUAL HARASSMENT

Research participants A and B were exposed to incidents of sexual harassment. In this section, attention will be given to the biographical details, the nature of sexual harassment as well as the consequences and possible prevention thereof. Even though research participants C, D, F and G were also subjected to sexual harassment, their harassment preceded the rape. Their biographical data, nature of the rape as well as consequences of victimisation will be discussed in section 5.3.2. However, if any similarities or differences exist with the sexual harassment experiences of research participants A and B, it will also be indicated in this section.

5.2.1.1 Biographical details

Biographical details discussed in this section relate to age, marital status, level of study and degree enrolled for, language or culture as well as the residential status of the research participants who were exposed to sexual harassment.

- **Age**

Both the above-mentioned research participants (research participants A and B) fell within the age group of 18 to 25 when they were subjected to sexual harassment on campus. Erhardt and Sandler (1985:300), Fisher, et al. (2000:8) as well as Sandler and Shoop (1997:14) highlight the fact that tertiary institutions host females who are usually between the age groups of 18 and 25 years. According to these researchers this could place them at greater risk of victimisation.

In the lifestyle exposure model (see section 3.1.1.1.1) it is also stipulated that age could influence a person's lifestyle. Individuals in this age group are

vulnerable to victimisation because of their lifestyle and their association with others outside of the immediate family. As a child, for example, more time is spent in the home or at school but by late adolescence, the activities of the child are no longer within the institutional control of the family. Bjarnason et al. (1999:110) and Lauristein et al. (1991:261) confirm that these adolescents are usually more likely to be victimised, as they tend to go out and as such interact with strangers. The integrated model of sexual harassment and rape (see section 3.4.1.1) also stipulates that this age group is characterised by the formation of new relationships which could lead to victimisation.

- **Marital status**

Research participants A and B were both single when the sexual harassment incidents took place. In this regard, the lifestyle model of Hindelang et al. (1978:247) also state that unmarried people are likely to spend time outside the home. Research participants A and B were visiting their lecturers' offices. In accordance to the routine activity approach (see section 3.2.1) parents or guardians are more likely to be absent during such activities (Cohen & Felson, 1979:561). The absence of these individuals who could prevent or deter victimisation from occurring, increases the likelihood of victimisation among single persons.

- **Level of study**

Both the research participants who were exposed to sexual harassment were in their first year of study. This finding is supported by research conducted by Sandler and Shoop (1997:14) as well as Shoop and Heyhow (1994:53) who point out that female students who are in their first year of study are likely to be victims of sexual harassment. Bjarnason et al. (1999:110) and Lauristein et al. (1991:261) as elicited in the integrated model of sexual harassment and rape (see section 3.4.1.1) state that first year students are often inexperienced and are still trying to establish new relationships either in the form of dating or building new friendships.

- **Degree enrolled for**

Shoop and Heyhow (1994:16) indicated that post-graduate students (due to more frequent contact with lecturers) are also vulnerable to sexual harassment. None of the research participants in the current study were post-graduate students. Thus, extended research is warranted in this regard.

- **Language**

Research participant A is Venda speaking while research participant B is Ghananian speaking. From this, the researcher could not deduce whether cultural background could increase vulnerability to sexual victimisation. However, limited research has been conducted on the relationship between cultural background and sexual victimisation. In one of the few studies addressing the relationship Braine et al. (1995:25), made a comparison between the White, Coloured, Indian and African population, and came to the conclusion that African students are more likely to be subjected to sexual harassment.

- **Residential status**

Research participant A was a non-resident student while research participant B was residing in one of the residences when she was subjected to sexual harassment. No deduction regarding residential status can however be made because association with strangers seems to be more important than place of residence. According to the lifestyle exposure model (see section 3.1.1.4) following certain lifestyles make individuals more likely to frequent public places. This proposition applies to individuals who attend school or go to work on a daily basis. These individuals are more likely to spend most of their time outside the home. Consequently, due to the nature of students' routine activities the risk for personal victimisation might increase (Gottfredson, 1984:12; Hindelang et al., 1978:253).

- **Victim participation and position in class**

Research participant A was a class representative during the time she was subjected to sexual harassment. Since Sandler and Shoop (1997:14) are of the opinion that being a class representative could make female students more vulnerable to sexual harassment, the possibility exists that closer contact with lecturers can expose these individuals to a higher risk of victimisation.

5.2.1.2 Nature of sexual harassment

The type of harassment experienced by the research participants is discussed below. The **incident related factors** as well as **central themes** that emerged will also be elaborated upon in this section. As stipulated previously research participants C, D, F and G were also subjected to various forms of sexual harassment before or following a rape. Although their biographical details, nature of rape and consequences of victimisation will be discussed in section 5.2.2.2, only the type of their harassment, will receive attention in this section.

5.2.1.2.1 Type of harassment

Research participants A and B were subjected to various forms of sexual harassment namely **physical harassment** (unwanted touching), **verbal harassment** as well as **emotional harassment**. Graueholz (1989:800), Salkind (1986:63), Sandler and Shoop (1997:5), Shoop and Heyhow (1994:16), Sutherland (1991:1) as well as Welzenbasch (1986:4) support the above and found that female students could be subjected to all these forms of harassment.

Both research participants A and B were subjected to unwelcome sexual advances, requests for sexual favours and other verbal or physical conduct of a sexual nature (see definition of sexual harassment in section 1.2.1).

Research participant A was subjected to unwanted touching and verbal harassment which is illustrated by the statements below.

“The other day I went to his office to call him because I was the class representative. He stood up and pretended as if he was taking something from the cabinet. He touched, hugged and kissed me next to the door. I moved away.... Sometimes when I was in his office, he would leave me in his office and go to the toilet. When he comes back to his office, because I had been sitting down in one of the chairs in his office, I would stand up preparing to leave the office [pause]. He would touch, hug and kiss me.... When I did he started hugging me again.... The worst part was when I was sitting in his office with my legs crossed. He pushed his legs in between my thighs.”

“I remember one day I did not have money to pay the balance on my school fees, so I went to the finance office to ask for financial aid. I thought I was not going to get the money. The financial aid officer asked why I was putting my hand in between my thighs [the participant turns her head away from the interviewer]. Then he said maybe he should put his thing [penis] between my thighs.”

Research participant B was also exposed to unwanted touching and verbal harassment.

“When I went to his office again my pen fell down and I had to pick it up. I was wearing a trouser and as I bend down my G-string was visible and he touched it.”

“When I asked him about the special test, he said I was not special. He refused to give me a chance to write, saying that I thought I was better than other students. He told my friends that he would make life difficult for me. My friends also said that he said he was going to fail me because I had refused when he wanted to visit [pause]. Also if he was the lecturer of the course I would fail. He said I thought I deserved special attention and that I was not special after all.”

“He no longer called me by my name, he used my boyfriends’ name in a sarcastic way. He said I thought I was better because I had someone who could protect and fight for me. When I complained about his attitude, he said it was always me and my big mouth – meaning that I should shut up.”

Research participants F and G were subjected to unwanted touching.

“He started touching, kissing....” (Research participant F)

“In his office, he touched my thighs.” (Research participant G)

The following statements illustrate that research participants C and D were also subjected to verbal harassment:

“On the way to my room he started shouting and swearing at me.” (Research participant C)

“He shouted at me and saying that I failed and anyone could fail and there was nothing he could do.... He told me that he did not want to see me anymore, that I was unattractive and he would never marry me. He said I should not try to force myself on him because he was married.... One day I was drinking water in the class and he asked in front of everyone what I was doing and why I was eating in class. I said I was not eating, just drinking water and he said I must get out of the class. He said I behaved like a dog and others laughed.” (Research participant D)

Research participants A and B were sexually harassed by **staff members** who were their lecturers. This type of harassment is what is known as *quid pro quo* sexual harassment. Contrary to Salkind’s (1986:62) research that this type of harassment may not occur between a supervisor and a subordinate, support the contrary. The perpetrators had power and control over the victims’ educational progress. For example, during the harassment, research participant A mentioned that she had been performing well in her courses but when she reported the incident, she failed the course.

“I think this is true because when I went to his office I used to pass the course but when he heard that I was in possession of the tape, all of a sudden I failed.”

“You know when you need help on this campus you end up paying for that help. These guys want to have sex – then you can get help.”

“For instance if you ask for financial assistance, the person there would ask you “what are you going to give me in return?” and you could end up sleeping with these people on the table for the sake of money.” (Research participant A)

Even though research participant B did not attend classes, she still had the benefit of being given private classes. However, when she did not submit to sexual advances, she was deprived of some educational benefits and her performance was affected. Shoop and Heyhow (1994:16) confirm that an essential aspect of this harassment is the power the harasser has over the victim's educational progress and benefits.

“His attitude towards me started to change. He stopped giving me notes because I was apparently no longer in his good books. When I failed to write his test....he did not give me the date for the test – as a result I missed it.”

“He told my friends he would make life difficult for me. My friends also said he said he was going to fail me because I had refused when he wanted to visit [pause]. Also if he was still the lecturer of the course I would fail.” (Research participant B)

In these incidents research participants A, B, D and G were subjected to sexual harassment. The harassers had power over their victims by virtue of being their lecturers. The research participants depended on the perpetrators for benefits such as financial assistance, participation in research projects, the opportunity to write a supplementary test as well as educational progress in general (passing or failing the course). For the research participants to obtain such benefits, they had to submit to the sexual advances imposed on them by

the perpetrators. Failure to adhere to the advances had adverse effects on the victims (see section 5.2.1.4).

All the research participants who were victims of sexual harassment, (A, B, D, F & G) were not only subjected to sexual harassment on one occasion. This is evident in the statements extracted from the victims' stories.

“My lecturer called me to his office.... The other day.... This happened on more than one occasion.” (Research participant A)

“When I went to his office again.... The following day....”(Research participant B)

“When he saw me again.... the following day.... From this time he would ask me to come to his office, give me money and have sex with me.” (Research participant D).

“Even now when I don't want to have sex, he threatens to teach me a lesson”. (Research participant F)

“He then touched me again....” (Research participant G).

In their study of sexual harassment on campus, Shoop and Heyhow (1994:17) revealed that victims could be subjected to a number of incidents.

5.2.1.2.2 Incident related factors

In analysing the sexual harassment cases, the researcher found the acceptance of myths to be the one incident related factor that surfaced throughout the research participants' descriptions of the incident. It should be noted that, the incident related factors identified in research participants C, D, F and G will be discussed under rape since it was difficult to determine whether these factors were related to the sexual harassment that preceded the rape or the rape thereafter. The way the victims neutralise or justify the harassment (the reasons provided for victimisation) are in both cases

(research participants A & B) linked to the acceptance of myths surrounding sexual harassment.

Research participant A believed that she was responsible for her own victimisation as a result of the clothes she was wearing.

“I went to one of the lecturers in the department and asked if I was wearing funny. If there was anything wrong with my clothes or the way I look - in such a way that a person could treat me like this?.... Maybe if I was wearing a long skirt the professor would not have harassed me.”

The above research finding concur with that of Dziech and Weiner (1990:63) who state that female students often blame themselves and could become victims of sexual harassment because of the acceptance and internalisation of certain myths. Women who wear low cut tops, tight jeans or short skirts may be misinterpreted as inviting a sexual reaction (Shoop & Heyhow, 1994:58). Hence the notion that the victim provoked the perpetrator by wearing seductive clothing and is thus responsible for her own victimisation.

The acceptance of these myths range from physical appearance, dress code and beauty to the belief that they asked for it. In this regard research participant B believed that she asked for the sexual harassment.

“If only I had gone to class like other students.... I gave him the opportunity to harass me....”

In addition to this, when research participant A reported the incident to one of the lecturers, the lecturer's response was that she should “stay out of trouble” and should “not go to the professor's office again.”

By accepting these justifications, victims contribute to the denial of responsibility on the part of the perpetrator, thereby shifting the blame to the victim (Sutherland, 1991:3). This coincides with the research conducted by Shoop and Heyhow (1994:416) who state that the victim could be seen as

capable of either consenting or rejecting unwanted sexual advances. The fact that the harasser could occupy a position of power over the victim and may not have a choice in the matter is not considered (Shoop & Heyhow, 1994:416).

Research participants A and B also revealed how not only the victims, but also the administrators and parents supported these stereotypes.

“Even some people who are working here also believe this. When I had this problem with my lecturer, I also took up the matter with some administrative staff in the library. They asked why I was refusing. They said I was chasing manna from heaven because he had money – he would give me money to buy clothes and food.”

“I remember one day I did not have money to pay the balance on my school fees, so I went to the finance office to ask for financial aid. I thought I was not going to get the money. The financial aid officer asked why I was putting my hand in between my thighs [the participant turns her head away from the interviewer]. Then he said maybe he should put his thing [penis] between my thighs.” (Research participant A)

“He (the father) said that I should not have gone to his office.” (Research participant B)

The last section of the above quote (research participant A) also confirms that women are believed to turn to men for guidance and advice. According to the research by Dzeich and Weiner (1990:70) as well as the integrated model of sexual harassment and rape (see section 3.4.1.5) women are often seen as the weaker sex, who cannot make their own decisions, and often turn to a male figure for emotional or financial support. This allows men to view themselves as pygmalsions, whose sole role is to give guidance to a lifeless creature, a galatea (Dzeich & Weiner, 1990:70). Believing in these stereotypes might thus contribute to women being vulnerable to sexual victimisation.

5.2.1.2.3 Work ethics

Another central theme that stood out was that students, lecturers, administrative staff and security personnel accept sexual favours as “normal work behavior”. Research participants A and B had the following to say in this regard:

“For instance if you ask for financial assistance, the person there would ask you “what are you going to give me in return?” and you could end up sleeping with these people on the table for the sake of money. Sometimes you go to a specific lecturers’ office, male, and you knock and you find a female student on the table. When I asked other students why is that then, they said its because the lady wants to pass a course because if you don’t sleep with the lecturer then you’ll fail. I think this is true because when I went to his office I used to pass the course but when he heard that I was in possession of the tape, all of a sudden I failed.”

“If the perpetrator has money, the security make a deal with that person. Maybe that’s what happened to me because I’ve heard that it happens to most students.”

“Also if male lecturers propose you and you say no, you could fail.”
(Research participant A)

“It’s not only sexual harassment by other students – even by lecturers.”

“At this university it is not taboo rather a norm to go out on a date with a lecturer. In other universities I don’t think it’s done.” (Research participant B).

These quotes are indicative of the prevailing work ethics that exist especially at the University of Venda which increases the vulnerability of female students as they are taught by these lecturers.

5.2.1.3 Reporting the incident

After the incident, the research participants had to decide whether to report the incident to officials or to their friends. These are often the people they choose to confide in after the incident. Contrary to what researchers such as Adams et al. (1983:486), Fitzgerald and Omerold (1991:290) as well as Rubin and Borgers (1990:406) discovered, namely that most victims of sexual harassment do not report their incidents, research participant A reported her victimisation.

- **Official reporting**

Research participant A reported the sexual harassment to one of her lecturers and the administrators in the library (the response of the lecturer and administrators was stated in section 5.2.1.2.2). She also reported the matter to the security personnel on campus. They indicated that they needed proof of such incidents.

“Then I decided to report the matter to the Chief of Security. He gave me a tape recorder so that I could collect evidence. He asked me to attend his classes and if he wanted me to go to his office I should, so that I could record our conversation.”

Although the lecturer left the University and as a result he could not be prosecuted, this research participant did receive further assistance from the security personnel on campus. However, one of the security officers informed the perpetrator about the tape recorder the research participant was carrying.

“Later on I found that he knew about the tape. The Chief of Security told him everything so that is why he demanded my bag.”

Research participant B, did not report the incident to any officials. The reasons for not reporting are illustrated below.

“I felt if my parents did not believe me then no one would. I thought it was just a waste of my time [pause]. I told myself I would fight by never going to his office again.”

This research finding coincides with the research of Adams et al. (1983:486), Cammaert (1985:396), Fitzgerald and Omerold (1991:290), Rubin and Borgers (1990:406) as well as the propositions of the integrated model of sexual harassment and rape (see section 3.4.1.4) that stipulate that victims of sexual harassment often do not report the incident for reasons ranging from fear of not being believed or being accused of provoking the harassment, to being blamed for their own victimisation. In the case of research participant B, she thought no one would believe her.

It is important to note that all the sources stating that victims do not tend to report sexual victimisation on campus, did their research before 1995. It is thus imperative to note that education and less ignorance regarding the matter as well as legislative changes with regards to sexual harassment, could incline more victims to report sexual harassment. More research is however necessary to determine the level of reporting of sexual harassment incidents on campuses.

Even though research participant A reported the incident, the perpetrator was not **arrested or prosecuted**. As mentioned earlier, with regards to research participant A, the perpetrator became aware of the investigation, resigned and left the institution.

“When the date of the hearing [his disciplinary hearing as a result of the accusations] was closer, I was informed that he had since resigned and left the institution. I went to the security and they said there is nothing they could do because he was no longer an employee of the university.”

This research finding is in line with the research conducted by Shoop and Heyhow (1994:17) who state that few perpetrators of sexual harassment are arrested, prosecuted or imprisoned and most offenders go undetected and

unreported. Most victims prevent further victimisation through their own informal methods of control. A common strategy victims employ to deal with sexual harassment is to ignore and avoid the perpetrator or cancel their registration rather than to report it (Graueholz, 1989:800; Salkind, 1986:63). In this regard it should be noted that both research participants A and B employed certain precautions to prevent victimisation.

“I decided to avoid him and not to go to class but it did not help because he would ask from the vice-class representative where I was.... Then I decided to attend his classes but not to participate in anything.” (Research participant A)

“I told myself I would fight by never going to his office again.” (Research participant B)

According to Allison and Wrightsman (1993:5), Shoop and Heyhow (1994:59) as well as the integrated model of sexual harassment and rape on campus, victims often employ these strategies when they do not report the incidents.

According to this model, absence of deterrence can be an institutional factor that might contribute to the sexual victimisation of individuals on campus (see section 3.4.4.3). Thus, even though the perpetrator has left the institution in the case of research participant A, the university management did not follow up on the case by summoning the perpetrator to appear before the disciplinary hearing. The case was merely dismissed.

“I went to the security and they said that there is nothing they could do because he was no longer an employee of the university. ...After that I never heard anything.”

A deduction which can be made from this is that because the perpetrator was a lecturer, the university management did not want the incident to be publicised as it could tarnish the reputation of the institution. Twiggs (2003:88) supports this by stating that sexual harassment of female

students is not taken seriously by some institutions. This, she attributes to some tertiary institutions' attempts to cover up the problem so as not to spoil their image.

In addition to this, research participant A highlighted the fact that the security personnel deal with some of these cases internally and no sanctions are placed on perpetrators.

“If you report the matter to the security, you are just a pair of junk and it's hard for you to win the case. If the perpetrator has money, the security make a deal with that person. Maybe that's what happened to me because I've heard that it happens to most students.”

- **Non-official reporting**

Research participant A did not report the incident to her parents. She felt that her “mother is very old” and does not want to upset her. Even though research participant B did not report the incident to her parents, they however found out about it and their response is illustrated in the statement below:

“He then called my father and told him that I was unruly and that I don't attend classes. I thought my father would want to know my side of the story. However, he asked me to apologise to him but I did not. He blamed me for not respecting my lecturer and not attending classes. I felt so bad because he did not believe any word I said. He said that I should not have gone to his office. My father did not want to give me a chance to say anything.”

It is evident in this case that significant others do not always believe and support the victims. Contrary to this reaction from research participant B's parents, her boyfriend supported her to the extent of confronting the perpetrator. This, however subjected her to further victimisation by the perpetrator.

“I then told my boyfriend who confronted him and this worsened my problem. He no longer called me by my name, he used my boyfriends’ name in a sarcastic way. He said I thought I was better because I had someone who could protect and fight for me.”

5.2.1.4 Consequences of victimisation

The effects sexual harassment had on the victims who participated in the study ranged from stress related symptoms such as memory loss to self-blame, lack of trust and lack of concentration in class. Changes in their lifestyle such as non-attendance of classes as well as cancellation of courses were also reported. Although emotional and social consequences were primarily verbalised by the research participants, the financial consequences suffered by the victims, will also be elaborated upon. The consequences experienced by research participants C, D, F and G will be discussed in the next section, since it is difficult to distinguish whether their experiences are due to the harassment that preceded/followed the rape, or the rape itself.

5.2.1.4.1 Emotional consequences

The research participants who participated in the study expressed a wide range of feelings as they began to deal with the effects of the harassment.

- **Anger**

Both research participants A and B reported feelings of anger after the harassment. They mentioned the following:

“I’m so furious with him. ... I hate this course I’m doing.” (Research participant A)

“I just got so angry.... I’m so angry at myself.... I hate men in this area. They are bastards.... I hate this subject.... I feel dirty, him touching me. I hate him so much. I can’t even look at him.” (Research participant B)

Feelings of anger are all typical of the acute phase of the post-traumatic stress disorder (see section 2.3.1.5). According to Voigt et al. (1994:112) anger is usually a central feature of a survivor's response to trauma. This anger could provide victims with an increased energy to persist when dealing with the fact that they had been subjected to sexual harassment. This phase may last for weeks or months following the incident.

- **Guilt and self-blame**

Research participants A and B felt guilty and responsible for the harassment, thus leading to self-blame. The following extracts from the interviews illustrate this:

“Maybe if I was wearing a long skirt, the professor would not have harassed me....

I don't think I'm normal.” (Research participant A)

“I mean I am to blame. If only I had gone to class like other students and never bothered myself about being known by him, none of this would have happened. I gave him the opportunity to harass me.” (Research participant B)

Despite the varying circumstances of the harassment as well as the humiliation the victims could be subjected to, Voigt et al. (1994:114) emphasise that during sexual harassment, victims often feel as if they are the property of the perpetrator. They feel stripped off their dignity and tend to hate themselves thereby developing self-hate and blame. The victims also feel that they could or should have handled the situation differently. The lack of support from parents or friends could become an additional source of stress which may result in the victims blaming themselves. In this regard, Quinna and Carlson (1989:33), Sandler and Shoop (1997:4) as well as Shoop and Heyhow (1994:57) state that the lack of support from the victim's family could increase the emotional consequences of sexual victimisation.

- **Low self-esteem**

Research participant A expressed feelings of low self-esteem.

“It’s like I’m a dust-bin.... If you report the matter to the security you are just this pair of junk....”

This finding is in line with research done by Shoop and Heyhow (1994:65). According to them, victims of sexual harassment often think that they should be able to handle the situation they find themselves in. Individuals judge themselves in terms of their own worthiness or non-worthiness thereof. Thus, victims of sexual harassment often feel that they are unimportant, unlikable and unworthy of respect. This is coupled with the feeling that there is something wrong with them which may have caused them to be subjected to sexual harassment.

- **Lack of concentration**

Victims of sexual harassment may have problems concentrating in class (Burgers & Holmstrom, 1988:983, Hamilton et al., 1987:60, Sandler & Shoop, 1997:15, Shoop & Heyhow, 1994:68). Research participant A confirmed this by stating that she was “not concentrating at all.”

However, due to the harassment, this participant did not only lack concentration in class, but also outside the classroom.

“After the harassment I started getting lost. I would board a wrong taxi when going home.”

This quote might be indicative of the trauma associated with the sexual harassment and the effect it has on the general functioning of the victim.

- **Lack of trust**

In the current study, it is evident that the research participants' lack of trust in men in general developed as a result of the harassment.

“It’s like everywhere I go men will be like that. They will want to abuse me that’s all.” (Research participant A)

“In general men from this area, in particular, do not respect women. Women, no matter what class, creed, as long as they have reproductive organs could be subjected to sexual harassment by any man.” (Research participant B)

Holgate (1982:26) as well as Quinna and Carlson (1989:30) attribute this to the fact that in most sexual harassment incidents, the victim and the perpetrator are usually acquainted with each other. This could lead to the lack of trust because the victims often depend on the perpetrators and might have seen them as their role models.

- **Avoidance of certain stimuli or specific places**

Both research participants A and B reported that after the harassment they avoided certain places which reminded them of the harassment.

“I decided to avoid him and not go to class....” (Research participant A)

“During this time I stopped going to his office.... I told myself I would fight by never going to his office again.” (Research participant B)

These findings are in line with the findings of Sandler and Shoop (1997:15) who state that a particular place or event may suddenly re-create aspects of the harassment thus resulting in anxiety, panic or an emotional reaction. This is indicative of the recovery phase of PTSD (see section 2.3.1.5).

- **Recollection of the victim's past**

Research participant A recalled an incident which happened during her childhood.

“When he pushed his legs between my thighs I remembered what happened when I was young [the participant starts sobbing]. I was between four and five years old when I was raped. My cousin raped me when we were left with him”.

This experience is in accordance with previous research conducted by Paludi (1996:189) and Quinna and Carlson (1989:29) (see section 2.3.2.5) who indicated that emotional responses following an incident of sexual harassment could also depend on the victim's history of sexual abuse. Hamilton et al. (1987:160), Holgate (1989:26) as well as Schneider (1987:60) confirm that sexual harassment could revive wounds from the victim's past such as prior incidents of rape or incest.

5.2.1.4.2 Social consequences

Exposure to sexual harassment, also resulted in the victims changing their lifestyles - thus depriving them of the freedom to participate in activities they are used to.

“When I go to the lecturers' offices, especially males, I don't sit down, I stand. If I sit down I make sure that I put a bag on top of me so that no one will touch me.” (Research participant A)

This is primarily done to avoid further victimisation and may also be a strategy employed by victims to gain control of their lives again. This is characteristic of the recovery phase of the PTSD (see section 2.3.1.5). As victims try to change their lifestyles and functioning, they may minimise the development of any learner-teacher relationship because they fear they might be victimised (Sandler & Shoop, 1997:15; Shoop & Heyhow, 1994:68).

“I decided to avoid him and not go to class but it did not help because he would ask from the vice-class representative where I was” (Research participant A)

“I told myself I would fight by never going to his office again.” (Research participant B)

A further depressive state may follow with victims resorting to canceling the registration or not attending classes, which could have financial implications for the victims.

5.2.1.4.3 Financial consequences

The changes in lifestyle in order to avoid further victimisation resulted in two of the victims' educational performance being affected. This was primarily because of the non-attendance of classes, thus leading to failure.

Research participant A did not attend classes and failed the course.

“I hate this course I'm doing, but I have no choice because if I change now I won't have money to start all over again.”

Research participant B failed and cancelled the course.

“I failed the course and had to repeat it last year, but I still failed. I passed all my other courses and this is the only course I failed. I just got so angry and de-registered the course.”

Braine et al. (1995:141) state that a victim's career development, financial independence and advancement could be affected by sexual harassment. The fact that research participant A failed her course means that she has to repeat it. This has a financial implication hence re-registering the course implies paying for the course again. Female students may also minimise their fields of study (Burgers & Holmstrom, 1988:983, Hamilton et al., 1987:60,

Sandler & Shoop, 1997:15, Shoop & Heyhow, 1994:68). As research participant B de-registered the course, this implies that she would have to register for another module so that she can get enough credits to complete her degree.

5.2.1.5 Possible prevention/reduction of future incidents

Since one of the aims of the current study is to recommend measures that could be taken to prevent or reduce sexual harassment on campuses, the researcher also elicited the views of the participants in this regard. A variety of suggestions which are discussed underneath were made by the research participants.

- **Orientation**

Research participant A recommended that more information be incorporated and addressed during the orientation of new students. This is largely due to the fact that she (like research participant B) was in her first year of study when she was subjected to sexual harassment.

“When you get here you know nothing.... I think something should be done about orientation because as new students we don't know what our rights are. For instance if you ask for financial assistance, the person there would ask you “what are you going to give me in return”? and you could end up sleeping with these people for the sake of money.”

A need for guidance on issues such as financial assistance (e.g. a list of available bursaries) and where to get such information on campus, exists for incoming students. A section of the orientation programme could therefore be dedicated to this.

- **Victim support services**

Research participants A and B suggested a need for workshops on certain issues on campus. Such workshops could help students to discuss matters affecting them thereby enabling them to share their experiences.

“There should be awareness campaigns and meetings or workshops so that we could be able to discuss problems that we experience on campus. If you have a problem its yours alone. Even if you don’t get advice from other people – just to know how they solve and deal with their problems.”
(Research participant A)

“There is no open discussion in the university for women – like women doing something for themselves. As a woman you feel like you are in double jeopardy. I mean you are black and a woman. You just have to stand for yourself. Even management doesn’t put any kind of provision for female students and staff.” (Research participant B)

An establishment of a center to offer support to victims of crimes on campus is important in order to help victims to deal with their problems (Braine et al, 1995:148). Such a center could also provide education in terms of awareness programmes, offer counselling as well as debriefing to victims and also to sensitise the university community about the incidents of specific crimes on campus (see section 2.3.1.6.1).

- **Ending the acceptance of sexual harassment**

Both research participants A and B further acknowledged how sexual harassment and rape are accepted by female students and some members of the university community in general.

“...If you don’t sleep with the lecturer then you’ll fail.... Also if male lecturers propose you and you say no, you could fail.” (Research participant A)

“At this university it is not taboo rather a norm to go out on a date with a lecturer. In other universities I don’t think it’s done.... Female students here think they can just sleep with the lecturers and pass the course.” (Research participant B)

Dekeseredy and Hinch (1991:59) state that educational as well as awareness programmes could be vital to address the issues which make the university community to accept sexual harassment as normal behaviour (Day, 1994:574). Thus, the first step here could be to publicise the statistics of harassment on campus and also stress the effects sexual harassment has on the victims.

- **Empowerment of female students**

Research participant B highlighted the need for empowerment of female students.

“I think most female students need to be empowered and learn to work hard.”

It seems that a need exists to make female students aware of the power they have within themselves. Barak, Fisher and Houston (1992:34) state that female students should be empowered to enable them to stand up without fear of harassment. When they are educated on this aspect, female students on campuses could learn to ascertain their power and be able to say “no” to any unwelcome sexual advances.

- **Need for financial aid and assistance**

Research participant A further recommended that provision should be made for female students who might need financial assistance. This is due to the fact that female students could easily be subjected to sexual harassment when they are in need of financial aid.

“...if you are poor and do not have money like me, then you are in trouble.... For instance if you ask for financial assistance, the person there would ask you “what are you going to give me in return”? and you could end up sleeping with these people on the table for the sake of money.”

“Even some people who are working here also believe this.... They asked why I was refusing. They said I was chasing manna from heaven because he had money – he would give me money to buy clothes and food.”

Lack of financial resources for female students is a structural constraint which places them in a vulnerable position to potentially motivated offenders. The fact that they have to consult and deal directly with the financial administrators before they can obtain financial assistance, adds to their susceptibility. Female students need to be educated and sensitised about the fact that the awarding of financial assistance is done according to pre-determined criteria. Such criteria should be publicised so that students are aware of them.

- **Adequate security**

Research participants B suggested a need for proper security measures on the entire campus.

“Even management doesn’t put any kind of provision for female students and staff. Sometimes you see female lecturers struggling to have control of students in class. The students would be unruly – some even drunk in class. Yet there’s no security for them. Its worse for female students.” (Research participant B)

As can be seen from the above quote, the recommendations made by the research participant are largely related to the fact that she was subjected to sexual harassment on the university premises. A need for a provision of adequate security personnel exists on campus (Bordner & Peterson, 1983:198). Furthermore, from the above quote, it seems that students even disrespect their lecturers and that this also needs to be addressed.

5.2.2 RAPE

The research participants in the current study were subjected to various forms of rape which included acquaintance, date as well as stranger rape. No one was however subjected to gang rape. This section will provide an analysis of each of the victims' experiences. The focus will be on the biographical details, the nature of rape as well as the consequences of rape victimisation. Possible prevention measures as highlighted by the research participants, will also receive attention.

5.2.2.1 Biographical details

The biographical details discussed in this section relate to age, marital status, level of study and degree enrolled for, language or cultural background as well as the residential status of the research participants who were exposed to rape.

- **Age**

All the research participants who were subjected to rape in the current study (Research participants C, D, E, F, G, H, I & J) were in the early adulthood age group, that is, between 18 and 25 years old. Various studies conducted on rape in South Africa and abroad (Ageton, 1983:34; Clark & Lewis, 1977:58, Edusource, 1999:15; Griggs, 1997:4; Katz & Mazur, 1979:33; Mahlobo, 2000:68; Powell, 1980:9; Russell, 1984:81) state that the incidence of rape is high among the early adulthood group. The reason for this is that according to the lifestyle exposure model, at this age most of the leisure time is spent outside the home and this might include going out at night. Participation in campus activities (Research participants H & J) may thus put them at risk of victimisation. Also going to the library at night leads to an interaction with strangers (Research participant I). The routine activities approach state that the absence of guardians who could prevent victimisation may also lead to sexual victimisation. In this regard students are also forced to make contact

with **lecturers** in the absence of guardians (Research participants D & G) – thus exposing them to the possibility of sexual victimisation.

According to Dekeseredy and Schwartz (1997:121) the university setting provides an opportunity for the formation of friendships. Such associations are important for a university student as they foster a sense of belonging. They thus often socialise with persons who share certain demographic characteristics with them (See the lifestyle exposure model on section 3.1.1). However some of these friendships may encourage rape of female students. In this regard research participants C, E, F, H, J were raped by their **classmates, hostel-mates and ex-boyfriends**.

- **Marital status**

Not one of the research participants in the study were married. According to the lifestyle exposure model of personal victimisation (Hindelang et al., 1978:279) (see section 3.1.1.3) as well as the integrated model of sexual harassment and rape on campus (see section 3.4.1.1) marital status can put an individual at risk of sexual victimisation. According to the lifestyle model of personal victimisation, married people are more likely to spend their time at home, thereby decreasing the risk of being exposed to potentially motivated offenders. Unmarried persons on the other hand tend to spend most of their leisure time outside the home. Consequently, the lifestyle exposure model states that the more time a person spends in public places, outside the home, the more likely it becomes that the person will be exposed to personal victimisation (Hindelang et al., 1978:279).

- **Level of study**

Apart from research participants C and I who were raped in their 2nd year of study and H who was raped in her 3rd year of study, other research participants (D, E, F, G & J) were in their first year of study when they were subjected to rape. This is in line with the integrated model on sexual

harassment and rape on campus (see section 3.4.1.1), and research done by Burgers and Holmstrom (1974:983) as well as Koss et al. (1987:164) who stipulate that young females who have just graduated from high school and are entering university for the first time are often vulnerable to sexual victimisation. Research conducted by Bohmer and Parrot (1993:18) as well as Russo (2000:5) in tertiary institutions in the USA expand on the above, by pointing out that university female students are more likely to be raped during their first year of study as they could still be breaking away from the control of their parents and thus familiarising themselves with the university setting.

- **Degree enrolled for**

In addition to this, most research participants (C, D, E, F, H, I & J) in the current study are enrolled for a Bachelors Degree. A possible explanation for this could be (as stated in section 5.2.1) that in some of their modules, sexual victimisation is addressed and this could make them more inclined to participate in research or workshops regarding the subject matter. However, more research needs to be conducted on whether there is any relationship between sexual victimisation on campus and the degree students are enrolled for.

- **Language**

Out of the eight research participants who were subjected to rape, only one participant (C) was not Venda speaking. The reason for this could be that Thohoyandou is largely populated by Venda speaking individuals and the University of Venda is situated in the center of the town. As mentioned in section 5.2.1.1 research on the relationship between cultural background and sexual harassment is limited. Due to the small sample used in the current study, a more detailed study with a larger sample could be conducted on this matter.

- **Residential status**

Most of the rape incidents took place in the residences on campus. These rapes were perpetrated either in the victim's room or the perpetrator's room. Research participants C and F were raped in their ex-boyfriends' rooms while research participants E, H and J were raped in their own rooms. Studies regarding sexual victimisation on campus conducted in South Africa concur with this (Edusource, 1999:15). Researchers such as Griggs (1997:4), Mahlobo (2000:5) as well as Sterman et al. (1998:398) found that most female students are raped in their or the perpetrator's dormitories. According to the modified version of the lifestyle exposure model (see section 3.1.3.1) living closer to potentially motivated offenders may expose individuals to victimisation. This is because these offenders are likely to commit crimes in areas well known to them. Research participants D and G were raped in the perpetrators' offices while research participant I was raped on the university premises behind the Environmental Sciences Building.

According to the integrated model of sexual harassment and rape on campuses (see section 3.4) and the routine activity approach of Cohen and Felson (1979:589) rape occurs as a result of the convergence in time and space between the motivated offender and the potential victim in the absence of capable guardians in an environment that provides the opportunity for the rape.

In the lifestyle exposure model of personal victimisation (see section 3.1.1.2) individuals who spend most of their time in public places are more likely to be victimised. Research participants H and J participated in campus activities (an incident related factor according to the integrated model of sexual victimisation) and were in a public place at night when the rape occurred. Thus, even though the research participants were not raped at the event, the rapes were committed after the victim and the perpetrator were from such occasions and came from the campus activities.

5.2.2.2 Nature of rape

Since determining the nature of rape is one of the aims of the current study, the types of rape the research participants in this study were subjected to, will be analysed in this section. **Incident-related factors** as well as **central themes** that emerged, will also be elaborated upon in this section.

5.2.2.2.1 Type of rape

Most research participants (C, D, E, F, G & J) in this study were subjected to acquaintance rape by having prior contact with the perpetrators. One research participant (H) was subjected to date rape. Various studies conducted by Bohmer and Parrot (1993:20), Edusource (1999:15), Griggs (1997:4), Koss et al. (1985:199), Mahlobo (2000:5), Russo, (2000:2), Sandler and Shoop (1997:14) as well as Skelton (1982:37) confirm that most rape incidents on campuses are perpetrated by acquaintances and/or dates.

Research conducted by Burgess and Holmstrom (1974:983), Dean and De Bruyn (1982:47) as well as Koss et al. (1987:984) indicate that the victim and the perpetrator of rape on campus might know each other through, for example, attending the same class or staying in the same residence.

Research participants H and J were raped by their classmates.

“One of my classmates proposed.... On Saturday night.... he asked me to go out to the bash with him.” (Research participant H)

“I saw that he was my classmate.” (Research participant J)

Research participant E was subjected to rape by her hostel mate who entered her room with unauthorised keys.

“This guy who stayed opposite our room opened our door with a key.”

Research participants C and F were raped by their ex-boyfriends.

“After I broke up with him he came to my room looking for me.... He said I should go with him to his room....” (Research participant C)

“As we passed my ex-boyfriend’s room, he asked me to come to his room as he had a message for me.” (Research participant F)

Both research participants C and F had known the perpetrators for a while and had just ended the relationships with these dating partners when they were subjected to rape.

“Around March 2002 I ended the relationship because he was abusive. If for instance, he wanted something he had to get it. If he felt like having sex he would force me without my permission. He also was cheating on me with other girlfriends and when I asked him about this, he would beat and swear at me. After I broke up with him he came to my room looking for me.” (Research participant C)

“As we passed my ex-boyfriend’s room.... When I got there he locked the door and asked me to date him again. I told him there was nothing between us.” (Research participant F)

These findings concur with the research conducted by Dekeseredy and Schwartz (1997:402) who state that stress is common among students who are in dating relationships. However, the stress in the cases referred to, was not due to sexual dysfunction as these researchers purport. It was because both research participants ended the relationships with the perpetrators.

Research participants D, E, G, H and J on the other hand, had just known the perpetrators when the incident happened. Research participants H and J knew the perpetrators only as classmates.

“One of my classmates proposed... .” (Research participant H)

“I saw that he was my classmate.” (Research participant J)

Research participant E stayed in the same residence as the perpetrator.

“This guy who stayed opposite our room opened our door with a key.”

Research participants D and G were students in the perpetrators' classes.

“I went to my lecturer's office... he asked me to come to his office after work.” (Research participant D)

“After class I went to my lecturer's office.... He asked me to come to his office after lunch so that he could give me the date for the test.” (Research participant G)

In the latter five cases the relationship between the victim and the perpetrator was thus a brief encounter wherein they only knew each other through attending the same class, being taught by the perpetrator or staying in the same residence. According to Burgers and Homstrom (1974:983), Dean and De Bruyn (1982:47) as well as Koss et al. (1987:164) these circumstances can create a situation where a potential attacker could manipulate the situation to his advantage and rape the victim. The female students in this case were alone when the incidents took place. According to the routine activity approach, the absence of individuals who can prevent a victimisation event from taking place might contribute to the vulnerability of these research participants. In addition to this, individuals who live in close proximity to motivated offenders are highly at risk of victimisation (Brantingham & Brantingham, 1984:112). Most research participants (C, E, F, H & J) were either raped in the residences where they lived (next to the perpetrators) or in the perpetrators' offices (research participants D & G).

Research participant I was subjected to stranger rape as the perpetrator was “wearing a mask” and thus could not identify him.

- **Reaction during the rape**

Research participants C, D, H, I and J used a number of techniques to prevent the rape.

“I was scared and I lied to him and said he should let me go because I had to prepare for a test.... Then I stood up and tried to get out of the door.... I screamed thinking that someone would come and help me.” (Research participant C)

“I pushed him, but he did not stop – he was stronger than me.” (Research participant D)

Research participants H and I cried and screamed hoping that someone would hear them and that the perpetrator would not rape them.

“I cried and screamed. I pushed him but he was strong.” (Research participant H)

“I resisted and screamed.” (Research participant I)

Research participant J on the other hand thought if she “kissed him back he would leave my room”. In this regard Burgess and Holmstrom (1976:414) as well as Rodabaugh and Austin (1981:50) state that prior to the rape, victims may describe feelings of impending danger. They may also try to protect themselves by employing a number of defenses to prevent the incident from taking place. According to Burgers and Holmstrom (1974:983) resistance might lead to more violent and physical violence was the case with research participants E and F (see next section).

- **Violence associated with rape**

It is imperative to note that perpetrators, in the current study, employed various strategies to manipulate and have sex with the victims. Most research participants who were raped by their acquaintances or dates were threatened

with violence. Research participants D, F, G and J were verbally coerced and/or threatened with violence should they not submit to sexual intercourse.

“He told me I was beautiful and he liked me.... The following day he called me after class to his office and gave me his cell-phone number and some money – R10-00.... He told me how much he liked me and that he would make me his second wife. I kept quiet and he said he would only take me home if I accepted his proposal.... He said I should not worry about my tests and assignments in his course because I will pass them. He gave me money to buy clothes – R200-00. He also said that he would make me his second wife so I should not tell my parents because he would come and pay the bride price.... He then called and asked me to come to school – he would give me money....He gave me money to buy food and clothes. From this time he would often ask me to come to his office, give me money and have sex with me.” (Research participant D)

“...he asked me to come to his room as he had a message for me.... He threatened to beat me if I did not do as he said.” (Research participant F)

Research participant G was coerced in a similar way. She was given higher marks as well as money before the incident.

“He asked me to come to his office after lunch so that he could give me the date for the test. When I went to his office he said there was no need for me to write the test, because he would give me good marks. He then took out a mark sheet and gave me 70%. He also increased my marks for the first test. My original mark was 44% and he gave me 75%. He came closer to where I was sitting and told me he could be nice. He fondled my breasts and thighs. He asked me to come back the following day – he would have something special for me but I did not.... He gave me a R20-00 note and told me to buy lunch for myself.... After having lunch, I went back to his office to collect my bag. He said I should close the door and he told me how beautiful I was, how much he loves me.”

Research participant J's rapist also verbally coerced her by telling her that she was special.

"...he proposed saying that he loved me the first day he saw me.... He said he would not leave before I had kissed him.... He said I turned him on and how could I expect him to go when he was like that."

In spite of what is highlighted in the integrated model of sexual harassment and rape (see section 3.4.1.8) as well as research done by Burgess and Holmstrom (1974:983) namely, that the use of weapons such as knives is limited when an individual is raped by an acquaintance, research participant E was threatened with violence, while research participant C was physically assaulted by the perpetrator.

"He had a gun and a knife and said that if we scream or cry, he would shoot us." (Research participant E)

"He threatened to kill us both if I did not take him back.... He took out a gun and fired a shot up.... He then started beating me.... He threatened to drown me in the water under the bridge." (Research participant C)

5.2.2.3 Incident-related factors

Certain factors which could have placed the research participants at risk of rape in the current study are discussed in this section. These include the acceptance of myths, patriarchy as well as the role of peers and alcohol.

- **Acceptance of myths**

The justifications employed by victims of rape are often linked to the acceptance of myths surrounding rape.

Research participants D, G and H believed that they precipitated the rape.

"I shouldn't have gone to his office." (Research participant D)

“I blame myself for the rape. I led him on because on the day of the rape I was wearing a short skirt.” (Research participant G)

“I was responsible because I should not have allowed him to take me out.... I feel that I deserved the rape because I was drinking too.” (Research participant H)

The implication here is that a woman provokes rape by either wearing revealing clothes, going out with or visiting a man (for whatever reason). Such women could be seen as inviting sexual intercourse (Paludi, 1996:187; Parrot & Bechhofer, 1991:31, Vogelman, 1990:672). According to the integrated model of sexual harassment and rape on campus (see section 3.4.1.6) women often accept these stereotypes and blame themselves for their own victimisation.

Research participant C’s story revealed how the perpetrator (and the police) support a number of myths and stereotypes about rape.

“I related the incident and the policeman who attended my complaint said he was my boyfriend and they do not entertain those things. He suggested that I sit down with my ex-boyfriend and we sort out our problem.”

Police officials often view this as “family business” or an internal affair that should be sorted out by the parties involved (Makofane, 1999:38). This leads the members of the public to believe that the police are not to be trusted because they are unable to maintain law and order effectively.

Research participant C and F were led by the perpetrator to believe that no one would believe that they had been raped.

“He told me that even if I report it he would deny everything. He also said that the police would not believe me because of our relationship.” (Research participant C)

“He said if I said he raped me, no one would believe me because we dated before. He also said he would deny everything and would tell the police that I asked for the rape.” (Research participant F)

The perpetrator in the last instance was very much aware of the fact that people still believe that a loved one cannot rape one. In this regard, Shortland (1989:254) also stresses that the victim might be, because of this myth, unlikely to label what had happened to her as rape. Research participant H, for example said “it was only after the workshop that I knew I was raped.” In this instance, she was forced to believe that she should accept the fact that she was raped as part of the relationship.

This finding concurs with the research done by Russo (2000:2) who highlights societal reluctance to accept and acknowledge the fact that sexual consent does not occur if a couple is in a relationship. In the integrated model of sexual harassment and rape it is also emphasised that this might be one of the reasons why date and acquaintance rape are often not regarded as criminal.

Research participant F thought that because she had no physical scars following the rape no one would believe her.

“He did not beat me and I heard that when you report rape you must have bruises and that your underwear must be dirty. I did not have any of these.”

According to Bradley (1995:1) as well as Parrot and Bechhofer (1991:32) physical scars suffered during the rape could serve as evidence that the victim was indeed raped. If there are no scars and the victim was raped by a person known to her, the fact that rape occurred is often denied.

- **Patriarchy**

Research participant F revealed that her boyfriend believed in a set of ideals, which are supportive of patriarchy. The following statement illustrates this:

“He forces me to cook and do his washing. I do it because he pays for my accommodation. We are now staying in one room on campus and he buys food.... One time he said I must be like his mother because she does everything for his father. He threatens not to give me money and he sometimes leaves me in the room and goes with other girls. He says as long as he gives me money, I should not ask him. He sometimes says I talk too much and where he comes from women are not supposed to talk back. He says he will marry me if I’m obedient.”

According to Dekeseredy and Schwartz (1997:107) female students on dating relationships may be used by male students to exercise control. In this way male students would be imitating attitudes and beliefs learnt and witnessed during childhood. A female student could be expected to perform domestic related chores such as washing and cooking. Patriarchal related traits such as obedience and respect could also be enforced on female students in dating relationships. According to the integrated model of sexual harassment and rape (see section 3.4.1.3) female students who are involved with individuals holding these beliefs and who adhere to these, could either be emotionally or financially dependent on their dating partners and thus be subjected to victimisation. The statement of research participant F illustrates this:

“I know if I leave him he won’t give me money for the baby and I can’t afford accommodation.”

Various studies conducted by Heise et al. (1994:169), Jewkes and Schriber (2001:436), Lainer and Thompson (1982:234) as well as Mager (1998:653) confirm that dating may dictate that it is a male’s responsibility to pay for the expenses incurred in a relationship. This type of situation is reflective of a

relationship based on power where the female takes up a passive role while the male takes an active role as an initiator. Such an attitude may be conducive to rape as a male might feel rightfully deserving of sexual gratification and be prepared to obtain it forcibly as a way of recurring his expenses (Allison & Wrightsman, 1993:75; Dekeseredy & Kelly, 1993:138; Green & Sandas, 1983:550; Peplau et al., 1997:92; Dekeseredy & Schwartz, 1997:107; Xu et al., 1998:179).

- **Role of peers**

Research participant F was subjected to humiliation and embarrassment by the perpetrator's friends.

“In the evening he, together with his friends came to my room. They knocked and I did not open. They then asked one of my friends to come and knock and pretend that it was her. When I heard my friend's voice I opened.... My ex-boyfriend asked why I was down and my eyes were swollen. I told him he could not ask why because he knew what happened. His friends laughed and I was so humiliated. They made jokes about me and said I thought I was clever by ending the relationship. They said I needed to be taught a lesson and maybe the rape was not enough.”

According to the male peer support model (see section 3.3.1.1) peers often promote masculinity by encouraging the use of violence against female students.

In this regard, the male peer support model as well as research done by Dekeseredy and Schwartz (1997:402), Dobash and Dobash (1998:141) as well as Martin and Hummer (1995:134) reveal that male violence might be regarded as a way of showing male authority and domination over women. These peers often have to vow secrecy repeating their activities be it legal or illegal. This means that, any activity within the group, legal or otherwise must not be revealed to anyone who is not a member of the group. For example,

when one member sexually victimises a female student, group members may protect the perpetrator and this enhance group solidarity resulting in the absence of deterrence (Dekeseredy & Schwartz, 1993:405; Merton, 1985:121).

- **The role of alcohol**

Research participant H was coerced into drinking liquor by the perpetrator. Her perpetrator was also drinking before the rape.

“We went and he said I should drink liquor as other girls were drinking, so I did.... When we got to my room he wanted to lie down pretending to be too drunk to walk to his room.”

Research participant E’s rapist had also consumed some liquor prior to the rape.

“As he was raping me, I could smell liquor. After he raped me, he could not stand up because he was too drunk.... After raping us, I heard that he had been drinking with my boyfriend’s roommate during the day. He asked him to buy him some liquor and he refused. He told him that he would not get away with – hence he revenged by raping us.”

Research participant J reported that the perpetrator had been drinking alcohol during the music festival held on campus as well as in her room prior to the rape.

“He brought some liquor and started drinking.... Around two he was getting drunk....”

According to the male peer support model (see section 3.3.1.2) alcohol, which is consumed during social events such as parties, could contribute to rape (See also Backman & Backman, 1997:134, Dekeseredy & Schwartz, 1997:100, Gallagher et al., 1994:40, Kanin, 1985:224, Koss et al., 1996:146,

Parrot & Bechhofer, 1991:23, Testa, 1999:579). George et al. (1988:196), Kanin (1985:224) as well as Muelernhard and Linton (1987:186) confirm the above and state that female students who drink alcohol at such events could be seen as suitable targets for rape. This is due to the fact that consuming alcohol may lead to the lowering of inhibitions which in turn may result in victims blaming themselves for their own victimisation.

5.2.3.1 The role of money

It emerged during the interviews with research participant F that the lack of financial resources may lead to further victimisation.

“But I’m struggling – my child is at home with my mother.... I do it because he pays for my accommodation....he buys food.... He threatens not to give me money... . I know if I leave him, he won’t give me money for the baby and I can’t afford accommodation. My parents are not working and because I failed last year, I could not get a loan.”

Research participant G and her parents also received money from the perpetrator and she consequently withdrew the charges.

“My parents agreed to the meeting and he begged us to withdraw the case. He promised that he would pay for all my school fees and that he would give my parents some money.... My parents accepted his apology and he gave them money – I don’t know how much. He also gave me a R1000-00. ...then I went to the police station and withdrew the case.”

5.2.2.3.2 Involvement with perpetrators after the incident

It emerged during the interview that research participants H and F were still involved with the perpetrators after the rape.

“We are dating now and he loves me. I mean we already had sex so I thought I should just continue with the relationship.” (Research participant H)

“... he said I should take him back.... I agreed and now we are back together.” (Research participant F).

Research conducted by Allison and Wrightsman (1993:64), Bohmer and Parrot (1993:58), Bopp and Vardalis (1987:13), Parrot and Bechhofer (1991:100) as well as Russo (2000:11) confirm that victims often stay in a relationship after the rape. In the case of research participant F the reason for being involved with the perpetrator was that of being denied access to money if she ended the relationship (see section on the role of money 5.2.3.1). Makofane (1999:144) mentions that a woman with insufficient financial resources is more likely to view her options outside the relationship as that which will not benefit her. Being involved with a perpetrator could thus be more rewarding for the victim than ending all contact. Another factor here could be related to the adherence of women to cultural stereotypes which causes them to blame themselves for the rape and thus enables them to continue the relationship with the perpetrator.

5.2.3 REPORTING THE INCIDENT

Soon after the rape incident, victims must decide who to confide in and how to disclose the incident of rape. The reactions of these people could further influence the victims' reaction to the rape thereby helping victims deal with the rape.

- **Official reporting**

Five of the research participants (C, E, G, I & J) reported the rape to the officials while research participants D, F and H chose not to report for the reasons given below.

Research participant D never reported the rape incident, because she felt guilty about the money she received from the perpetrator and feared that she would fail her course. She was also threatened and bribed by the perpetrator.

In addition to this, it is evident that she accepted the myth that no one would believe her (see section 5.2.2.2 on acceptance of myths).

“...he said I should not tell anyone what happened because if I did he would be fired from work. He said I should not worry about my tests and assignments in his course because I will pass them. He gave me money to buy clothes – R200-00. He also said that he would make me his second wife so I should not tell my parents because he would come and pay the bride price.... I thought if I told her what happened, I would fail the course. ...He said if I told the police, he would be fired and he would make sure that I fail my course. ... When I threatened to report him, he said he would say he had never met me. He said no one would believe me. ... The next day I went to the police station. I did not report the rape but just the fact that I had been thrown out of home.”

According to Allison and Wrightsman (1993:63) victims of rape often do not report rape because of fear. This fear could be because they are afraid of what the perpetrator might do if they report an incident. In the case of research participant D, she was threatened by the perpetrator and she feared that she would fail the course if she reported the crime.

Research participant F had the following to say about not reporting the rape incident:

“He said if I said he raped me, no one would believe me because we dated before. He also said he would deny everything and would tell the police that I asked for the rape.”

“They said even if I report it, he would not be charged because he was an SRC member. ... The threatened me saying that if I report it they would make my life miserable on campus. They would tell other students that I asked for it.”

“I was scared of them. I knew that even if I report it, no one would believe me. I should not have gone to his room. He did not beat me and I heard that when you report rape you must have bruises and that your underwear must

be dirty. I did not have any of these. I was also afraid that these guys would rape or beat me if I report it. I also did not want other students to know that I was raped. You know when you are raped here on campus, other students look at you funny. Even if you report, these SRC people are never arrested and you would be humiliated and embarrassed.”

Ross (1993:16) state that victims’ fear of being disbelieved largely stems from the stereotypes held about victims of rape, especially acquaintance rape, in society in general. These victims are usually blamed for their victimisation because of the society’s belief that rape between acquaintances is largely because the woman is covering up for either an extra-marital affair or dating someone else other than the partner. The acceptance of these myths, threats from the perpetrator, the absence of injuries, fear of repeated victimisation, the stigma associated with being a rape victim, humiliation and embarrassment as well as immunity given to the members of the SRC were all reasons highlighted by research participant F. She feared that people would say she asked for the rape. Ross (1993:15) found that this myth stems from the fact that women are believed to provoke rape if they are not resolute enough to resist the rape.

Victims also find themselves susceptible to the stigma associated to being a victim of rape (Hubbard, 1991:88). The society’s attitude towards victims as well as the belief that a “nice” woman cannot be raped adds to the stigma. Thus victims end up not reporting rape for fear of stigmatisation. Research done by Allison and Wrightsman (1993:63), Hubbard (1991:188), Parrot and Bechhofer (1991:11), Rodabaugh and Austin (1981:147), Ross (1993:15) as well as Vogelmann and Eagle (1991:219) confirms that victims of rape do not report rape for reasons mentioned already which include fear of not being believed, lack of adequate support structures, shame as well as embarrassment. In this regard, research participant F said “she did not want other students to know that she was raped.”, because rape that becomes public knowledge often leads to feelings of humiliation and embarrassment.

Research participant H also never reported the rape because she did not know that it was rape.

“I did not know it was rape because he was the only person I knew on campus. I trusted him. It was after the workshop that I knew I was raped. But I know I did not want sex with him.”

“I was responsible for the rape because I should not have allowed him to take me out. Maybe if I report it, then everyone would know that I was raped and I would be ashamed and embarrassed. I know of a girl who reported being raped by her boyfriend, but no one believed her.”

Apart from cultural and social stigmatisation associated with rape as well as the ignorance regarding the legal definition of rape, which act as barriers to women reporting rape, rape is enacted in private settings like the dormitories (research participants C, E, F, H & J) or offices (research participants D & G) which makes it easy for the perpetrator to deny that the rape had taken place (see the integrated model of sexual harassment and rape in section 3.4.1.7).

According to Dekeseredy and Schwartz (1997:131) there are rarely any sanctions placed on perpetrators of rape on campus. One possible reason for this could be that some perpetrators occupy special positions in the hierarchy of the university such as being members of the SRC. Thus if a member of the SRC appeals to the university authorities the case could be dropped or dismissed or the charges overturned (Fisher & Sloan, 1996:8). It also emerged from the research participants who did not report the rape incidents that in some cases the university authorities do not take action in the form of punishment against the offenders. In this regard research participant F stated that among other reasons for not reporting the rape was the fact that “even if you report, these SRC people are never arrested.”

Bernstein (1996:8) as well as Fisher and Sloan (1988:167) concur with the above by stating that victimisation on campus is often covered up on a regular

basis. This is because reports of this nature could impact negatively on the image of the institution thereby affecting the enrolment numbers of incoming students (Dekeseredy & Schwartz, 1997:13). Perpetrators could however be aware of this and this may contribute to even more victimisation. This finding is in line with the incident related factors as discussed in the integrated model of sexual harassment and rape (see section 3.4.1.7), which highlight the absence of deterrence as an institutional risk related factor that could lead to victimisation.

The findings of the current study also confirm that even though some victims **report** the rape incidents, no sanctions are placed on the perpetrators. Research participant C reported the case to the police but the perpetrator was never arrested.

“I related the incident and the policeman who attended my complaint said he was my boyfriend and they do not entertain those things. He suggested that I sit down with my ex-boyfriend and we sort our problem. He was so rude and did not want to listen to me. Then I went to the Magistrates Court and the Magistrate gave me a protection order so that I could give it to him. I told them that I could not go to my ex-boyfriend because I was scared of him. Then they asked me to call him so that he could come to the Small Court [A division of the Magistrates Court] to be served with the protection order. I called him and he said he was no longer on campus. I decided to stop the whole thing. I never pursued the matter any further because I was irritated, embarrassed and I was in pain.”

The lack of understanding on the part of the police on what constitutes rape (especially date and acquaintance rape) is one of the main reasons why the perpetrator in the above case was never prosecuted (Dekeseredy & Schwartz, 1997:5; Fisher et al., 2000:12). The police official in the above case viewed rape as an internal affair that falls outside the scope of police responsibilities (see section 5.2.2.1). Factors such as these, also contribute to the absence of deterrence.

Research participant G also reported the case to the police (who responded immediately by arresting the perpetrator). However, the research participant withdrew the case after the perpetrator was released on bail. The request for forgiveness, promise of money and the coercion from her parents who needed money were the reasons for the withdrawal of the case.

“While he was out on bail he called and asked if he could have a meeting with me and my family. ... He promised that he would pay for all my school fees and that he would give my parents some money. He also said he was very sorry for what happened and that it was a mistake. My parents accepted his apology and he gave them money – I don’t know how much. He also gave me a R1000-00. I bought some clothes and a cell-phone. Then I went to the police station and withdrew the case. The police and social workers begged me not to withdraw the case, but I did. They asked me for the reasons for withdrawal. I told them that I had my own boyfriend and I’m fine. I think even if I had gone ahead with the case, maybe I would have lost anyway.”

Even though research participant J reported the incident to the police, the perpetrator died before the sentence could be passed.

“I’m even scared now because he died last year [2002] [while he was out on bail].”

Research participant I also reported the rape to the police, but she did not know the perpetrator and as a result no arrest was made.

“No arrest was made though because I did not know the perpetrator. It was very dark. I couldn’t see him. When the police asked if I could identify him, I said I could not. I did not want to accuse the wrong person. The police said they would investigate.”

Research participant E reported the incident to the security personnel on campus. The security reacted immediately to the report and the perpetrator was arrested.

“When he left we went to the security to report the incident. The perpetrator was arrested.”

In summary, out of the eight cases of rape incidents on campus, five research participants reported the incidents to security personnel and police. Out of those who reported, three perpetrators were arrested. Three research participants did not report the rape due to the reasons mentioned above.

- **Non-official reporting**

Research participants C, E and G reported the incident to their friends. According to research participant C her friends were very supportive and reassured her that she was not responsible for the rape.

“I begged my friends to stay with me most of the time. ...I just talked to my friends who were very supportive and understanding. They told me that it was not my fault.”

Research participant E received support from her sister since she moved in with her after the rape.

“For two days after the rape I couldn't sleep, so I went to my sister's place and stayed with her.”

Research participant G went home and her parents who took her to the Trauma Center in Thohoyandou for counselling.

“After the rape I went home and told my parents. They took me to the Trauma Center in Thohoyandou.”

Research participant I also received some support from her parents as they took her to the police station. However, after reporting the matter they did not want to talk about the rape any longer.

“My parents do not want to talk about it anymore. Whenever I try to talk to them, they say I must forget about it and move on with my life.”

Easteal (1994:135) emphasises the importance of the support of friends and family after rape victimisation. If these people are supportive, there is a greater chance that the victim will adapt and recover after the incident. If these people are not supportive or they do not want to talk about the rape as was the case with research participant I, the victim's recovery may be delayed (Green, 1988:71).

Research participant D, on the other hand, lied to her parents about the incident thus depriving herself of their support. She was thrown out of her home after her parents found out about the rape.

“When I got home my parents asked where I was – I lied and said I was writing a test. ... My mother wanted to know what was wrong and I said I had a headache. ...I remember the other day my friends told me they saw me in his car and I said it was not me. Even though I kept quiet about the rape my mother found out. The other day when he dropped me at home, my mother was already home. She asked me who dropped me and I said it was just someone I got a lift from. My mother asked me to tell the truth or else I should go and stay with him. I cried but still I did not tell my mother what was going on. ...I do not want my parents to find out about this, even my friends must never know. ... I've never told anyone else.”

It is clear from the above case that victims of rape often prefer not to talk to significant others about the rape victimisation, and as a result depriving them from much needed support. Research conducted by Ross (1993:5) supports this and states that family members may find it difficult to relate to the victim after the rape. In some cases family members may choose to suppress the

knowledge that any victimisation occurred thus creating an impression that the rape is disgraceful and that the victim should be ashamed (Allison & Wrightsman, 1993:5 ; Shoop & Heyhow, 1994:59).

5.2.4 CONSEQUENCES OF RAPE

Davis and Klopper (2003:78) highlight a widely held belief that “real rape is that of being accosted by a stranger on the street.” This notion often results in the belief that a person who is raped by a stranger suffers more consequences than an individual who has been subjected to rape by an acquaintance. In this study the researcher found that the victims of date, acquaintance and stranger rape suffer both long and short term consequences after the rape. A discussion of the emotional, physical, social as well as financial effects rape had on the research participants, is given below.

5.2.4.1 Emotional consequences

A wide range of emotions ranging from anger to fear, a lack of trust, guilt, self-blame as well as feelings of humiliation and embarrassment were experienced by the research participants following the rape.

- **Anger**

Research participants C, D and J expressed feelings of anger when they began to deal with the after-effects of the rape.

“After that I was very angry.” (Research participant C)

“I hate myself. ...I hate him. ...I hate that man. He messed up my life.”
(Research participant D)

“I hate myself.” (Research participant J)

Makofane (1999:118) states that most victims after rape express feelings of anger towards the perpetrator. However, these emotions are often not communicated directly to the perpetrators which might lead to depression. The victims become angry at themselves for having allowed the rape to happen.

- **Fear**

Fear verbalised by the research participants include fear of the perpetrator, fear of people walking behind them and being alone. This fear is typical of a phobic reaction to a traumatic situation which develops after a rape incident (Burgess & Holmstrom, 1974:984; Maguire, 1988:78; Morewitz, 1996:253).

Research participants C, D and F reported being scared of the perpetrator.

“I got scared because I knew that he was abusive.” (Research participant C)

“I was scared of him. ... I was so scared of him during the rape. ... I’m scared all the time.” (Research participant D)

“I was scared of them. ...I’m scared of him.” (Research participant F)

Fear of the perpetrator often depends on the amount of physical force used by the perpetrator during the rape incident (Burgers & Holmstrom, 1974:984). Research participant C, for example, was assaulted physically by the perpetrator prior to the rape

“He then started beating me. “

Even though no physical injuries were sustained and the perpetrator used no physical force, research participants D and F were still fearful of the perpetrator. According to Lurigio and Davis (1989:57) victims often perceive impending danger and realise that they can die or be injured

before the rape. With regards to research participant D, the perpetrator forced himself on her. Since it was also her first sexual encounter, she did not know what to expect.

“I was a virgin. He forced himself on me.”

Research participant F, on the other hand feared secondary victimisation by the perpetrator and his friends.

“They said I needed to be taught a lesson and maybe the rape was not enough. ...They threatened me saying that if I report it they would make my life miserable on campus.”

Victims of rape may also fear people **walking behind** them. Research participant I verbalised this fear by stating that she “did not want anyone to walk behind” her because the perpetrator attacked her from behind. This reaction is typical of a person who was attacked from behind (Maguire, 1988:78 ; Morewitz, 1996:253).

Fear of being alone after the rape was also reported by research participants C and E.

“I was so scared that day that I did not want to sleep alone in my room. I begged my friends to stay with me most of the time.” (Research participant C)

“I’m scared of walking alone.” (Research participant E)

These findings concur with research done by Maguire (1988:78) and Morewitz (1996:253), which state that victims may fear being alone. According to these researchers, victims feel that being alone may subject them to similar experiences. In addition to this, being alone after the incident might cause the

victim to re-live the experience while having company may make the victim uncomfortable (Maguire, 1988:78).

- **Lack of trust**

In addition to the consequences highlighted above, rape also leads to a violation of trust amongst victims of date and acquaintance rape (Quinna & Carlson, 1989:33). Research participants C, D, F, H and J's lack of trust is described in the following statements:

"I don't even trust anyone now. ...Female students should be warned and be careful about ex-boyfriends." (Research participant C)

"I trusted him. ... I don't trust men. ... They must not allow men to give them money because they want something in return." (Research participant D)

"I trusted him because I had been going out with him. ... They must never be involved with men on this campus." (Research participant F)

"I trusted him." (Research participant H)

"I trusted him. I did not know that helping me with accommodation gave him the right to rape me. ... I don't want any relationship here." (Research participant J)

Quinna and Carlson (1989:33) confirm that as most female students are raped by acquaintances (ex-boyfriends, co-students or lecturers), rape on campus could result in a violation of trust. Due to the absence of their parents or guardians (see section 3.2.3), they may have regarded the perpetrators as people they could trust. This could lead to self-blame by the victim as the victim feels responsible for the rape which could lead to a delay in seeking treatment often impeding recovery.

- **Guilt and self-blame**

Despite the varying circumstances of rape, rape victims often blame themselves by feeling that they should or could have handled the situation differently. Research participants D, F, G, H, I and J verbalised these feelings as follows:

“I shouldn’t have gone to his office. ...I shouldn’t have taken his money. ... It’s all my fault. ... If I report it, everyone will blame me because I took money from him and I bought clothes and food.” (Research participant D)

“I should not have gone to his room. ... I hate myself for allowing the rape to happen to me. I should have run, but at first I thought he was not serious.” (Research participant F)

“I blame myself for the rape. I led him on because on the day of the rape I was wearing a short skirt. Had I reported the touching, maybe he would not have raped me.” (Research participant G)

“I was responsible for the rape because I should not have allowed him to take me out. ... I blame myself. ... I feel that I deserved the rape because I was drinking too.” (Research participant H)

“I feel so dirty and blame myself. Had I not been walking alone or studying in the library at night, I wouldn’t have been raped. Now I have to live with this thing for the rest of my life.” (Research participant I)

“My friends had warned me about him but I did not listen. Had I listened to them, I would not be a victim of rape.” (Research participant J)

Green (1988:76), Maguire (1988:68) and Russo (2000:5) confirm that victims of rape often blame themselves after victimisation. Norman and Nadelson (1976:410) state that victims’ feelings of guilt are increased by the fact that they focus on the sexual act rather than on the violent aspect of the rape

experience. Thus the fact that they could have died or sustained physical injuries during the rape is not considered. In the integrated model of sexual harassment and rape (see section 3.4.1.6) the fact is highlighted that guilt and self-blame are often experienced as a result of stereotypes which are held in society, for example, women provoke and ask for rape. Acceptance of these myths causes victims to blame themselves thinking that they should have done something different resulting in the justification of the perpetrator's actions.

"I shouldn't have gone to his office. ...I shouldn't have taken his money...."
(Research participant D)

"I should not have gone to his room.... I should have run, but at first I thought he was not serious." (Research participant F)

"Had I reported the touching, maybe he would not have raped me."
(Research participant G)

"I should not have allowed him to take me out." (Research participant H)

"Had I not been walking alone or studying in the library at night, I wouldn't have been raped." (Research participant I).

"Had I listened to them, I would not be a victim of rape." (Research participant J)

- **Low self-esteem**

After the rape experience, victims often feel that they are worth nothing. They feel that their dignity and sense of self has been taken away from them (Shoop & Heyhow, 1994:64). Research participants F, I and J's statements illustrate this feeling.

"I felt dirty after the rape." (Research participant F)

“I felt so dirty.” (Research participant I)

“It’s like everyone who looks at me sees me as a weak, useless thing. ... I felt so powerless.” (Research participant J)

According to Shoop and Heyhow (1994:65) individuals judge themselves in terms of their own worthiness or non-worthiness following the rape. Thus, victims of rape often feel that they are unimportant, unlikable and unworthy of respect. This leads to a loss of identity as the confidence within themselves diminishes. This could be attributed to the stigma, which is often attached to the victims of rape. This stigma causes women to believe that they deserve to be ill-treated because they are failures who could not protect themselves.

- **Humiliation and embarrassment**

Being humiliated and embarrassed was also reported by research participants D, I and J. These feelings could be as a result of the stigma associated with being a victim of rape (see section 2.2.5).

“I was so humiliated and embarrassed. ... I feel so ashamed.” (Research participant D)

“Now I have to live with this thing for the rest of my life.” (Research participant I)

“I’m so embarrassed. ... I’m so ashamed.... Everyone knows that I had been raped.” (Research participant J)

According to Hubbard (1991:88) the stigma attached to the victims of various forms of sexual victimisation results in victims being ashamed of disclosing that they had been raped. As mentioned earlier societal attitudes towards these victims often prevent them from reporting it. Victims fear that if they report it, their ordeal will become public knowledge. Research participant H confirmed this:

“Maybe if I report it, everyone would know that I was raped and I would be embarrassed and ashamed.”

5.2.4.2 Physical consequences

During the weeks following the rape, many victims experience physical reactions.

- **Physical injuries**

Even though violence was associated with rape in most of the incidents (Research participants D, F, G & J), these research participants did not suffer any physical injuries. They were, however, threatened with violence (see section 5.2.2.2.1).

Research participant C suffered various physical injuries as a result of the rape.

“I was bleeding. ... I had bruises on my face, neck and my body was aching. ...My face was bruised and swollen.”

According to Burgess and Holmstrom (1974:982) as well as Green (1988:76) these symptoms are typical of the acute crisis reaction phase where the victim may have general wounds and bruises following the rape. These may be visible on various parts of the body such as the neck, face, throat, thighs, breasts, arms and legs.

- **Skeletal muscle tension**

Skeletal muscle tension includes tension headaches, fatigue as well as sleep disturbances (Burgess & Holmstrom, 1974:982; Green, 1988:982). Research participant D mentioned that she “was sick and had headaches” as a result of the rape.

Research participants E and I experienced sleeping difficulties after the rape.

“For two days after the rape I couldn’t sleep, so I went to my sister’s place and stayed with her.” (Research participant E)

“I could not sleep in my room. I had nightmares about the rape. I would dream, for instance seeing someone carrying a knife.” (Research participant I)

According to Green (1988:76) and Twiggs (2003:87) sleeping difficulties, especially nightmares, are typical symptoms of the acute crisis reaction phase of the Rape Trauma Syndrome (see section 2.3.2.5.1).

- **Gynaecological symptoms and problems**

Three of the research participants (D, F & H) reported gynaecological related problems following the rape.

Research participant D mentioned the following:

“There was fluid coming out of my vagina. ...I was bleeding. I had pains in my stomach [abdominal pains], I still have them sometimes. I went to the clinic because it [her vagina] was itching. I learnt that I had an infection.”

Research participant F fell pregnant as a result of the rape.

“After missing my periods, I went to the clinic and the tests showed that I was pregnant.”

Research participant H reported that:

“A few days after the rape I noticed some pimples around my vagina and the nurses told me that I had a sexually transmitted disease.”

Gynaecological symptoms such as vaginal discharge and infection that prevail following the rape has been reported in research by Burgess and Holmstrom (1974:983) as well as Rodabaugh and Austin (1981:49). Burgers and Holmstrom (1974:983) also state that victims may have abdominal pains after the rape. Russo (2000:15) supports this and adds that victims may also be at risk of unwanted pregnancy as well as contracting sexually transmitted diseases (see also section 2.3.2.5.1).

Research participant D was still a virgin when she was raped and she resents having sexual intercourse again.

“I was a virgin.... I don't want sexual intercourse anymore.”

According to Burgess and Holmstrom (1979:43) as well as Russo (2000:11) for sexually inexperienced victims, rape means losing their virginity. They emphasise that if rape is a female's first sexual encounter, it could add to the trauma.

Research participant C, on the other hand, was sexually experienced. However, she also indicated that:

“it was difficult for me to have sexual relations after the rape”.

For sexually experienced victims, normal sexual activities could thus also be severely affected. Rodabaugh and Austin (1981:50) confirm this and mention that sexual problems such as frigidity may develop after incidents of rape.

5.2.4.3 Social consequences

According to Day (1994:743) female students could often limit their activities such as avoid going out at night to the library and/or participate in any other nighttime activities or leave the university. This may result in a loss of work as well as educational, social and leisure opportunities. These changes in

lifestyle such as not going to the library at night as well as leaving the institution or residence could influence academic performance and progress.

Research participant E “moved out of the residence” while research participant J “moved out of the hostel” and she “no longer visits friends who are there”. Research participant H “never went to the library at night”. This avoidance of stimuli that reminds them of the victimisation is a typical of the PTSD and often characteristic of the outward adjustment phase of the Rape Trauma Syndrome (see section 2.3.2.5.1). Research participant I experienced similar symptoms and indicated intense emotional reactions when she walks past the Environmental Sciences building on campus:

“When I walk past that area I get scared”.

Research conducted by Gidycz and Koss (1990:325), Morewitz (1996:255) as well as Quinna and Carlson (1989:33) highlight that rape could even result in some students leaving the university. Thus one rape victim as mentioned by research participant E, left the university after the rape.

“My other friend left campus after we were raped.”

This could be attributed to the fact that they are often forced by their routine activities to see the perpetrator on a daily basis, which often triggers the memories of the rape. Also in this way they can avoid the places that reminds them of the rape.

5.2.4.4 Financial consequences

Sexual victimisation such as rape may hold certain financial consequences as well. Research participants D and F for example, failed their course and had to repeat the courses that was presented by the lecturers that raped them. This had financial implications for them.

“When the examination results came out, I had failed. ... It was the only course that I had failed.” (Research participant D)

“In fact, I failed all my courses. I’m repeating the courses.” (Research participant F)

As a result of the rape, victims may also find it difficult to concentrate in class and to focus on their studies (see section 2.3.2.5.1). Consequently they could fail.

“As it was nearing exam time, I could not concentrate on my studies.” (Research participant F)

Failure means re-registering and this could have negative financial implications as well as an impact on the victims’ career development.

“When the examination results came out, I had failed. ... It was the only course that I had failed.” (Research participant D)

“In fact, I failed all my courses. I’m repeating the courses.” (Research participant F)

Victims may also lose bursaries as a result of the rape. Research participant F confirmed this:

“Because I failed last year I could not get a loan.”

5.2.4.5 Role of counselling

From the above findings, it is clear that research participants experienced to a greater or lesser degree intense emotional, physical, social as well as financial consequences following the rape. However, in spite of the emotional trauma associated with rape, only one research participant (E) was undergoing some form of counselling at the time of the interview.

“I went for counselling at the Victim Empowerment Center. I’m still attending the counselling sessions.”

The value of counselling for the victim could not be established since she is still undergoing treatment. Most research participants (research participants C, D, F, G, H, I & J) in the current study did not go for counselling. However, from their non-verbal communication such as crying, it became clear that they have not dealt with the trauma.

[the participant starts sobbing].” (Research participant C)

“...[the participant starts sobbing]...[the participant starts crying again]...[the participant cries again].... [A long pause – the participant smiles anxiously and starts crying uncontrollably].” (Research participant D)

“...[the participant starts sobbing].. [the participant starts crying].... [the participant cries again].” (Research participant F)

In addition to the non-verbal communication expressed by victims, some of them (Research participants C, E, G & H) reported that they are fine and have dealt with the fact that they had been raped.

“Now I don’t have a problem. I’m just continuing with my life but I would not want any other person to go through that.” (Research participant C)

“I’m fine now. I don’t feel anything.” (Research participant E)

“But it’s over now. I’m fine. ... I passed the course. I do not want to talk about it anymore. I’m fine. I go to his office when I need money and he has never touched me again.” (Research participant G)

“But I’m fine now. It happened and I’m still with him and I think I have moved on.” (Research participant H)

Rodabaugh and Austin (1981:50) are of the opinion that as victims deal with the reality that they had been raped, they try to resume their normal activities by pretending as if everything is normal. This could lead to some victims dropping or withdrawing the charges (see research participant G), rejecting any offers of assistance (research participant H) and even discontinuing counselling (Rodabaugh & Austin, 1981:50). Thus, although the above research participants indicated that they are coping well, the possibility still exist that they are in fact not coping well. All these victims were encouraged to go for counselling at the Victim Empowerment Center in Sibasa. According to Levett (1981:105) counselling could reduce and resolve the trauma of sexual victimisation. The researcher explained that professional help for victims could help the victim to increase feelings of control over their lives, to gain self-respect, self-confidence as well as building their self-esteem and avoiding or lessening self-blame. As most research participants in the current study blamed themselves for the rape, the researcher advised them that counselling could help to modify their attitudes through direct involvement with the social worker or counsellor. In the case of research participant H, the researcher highlighted that counselling could help her find alternative ways and means to support herself financially to stop the abuse she still receives from the perpetrator.

5.2.5 POSSIBLE PREVENTION/REDUCTION OF FURTHER INCIDENTS

In terms of recommendations for the prevention of rape on campus, the research participants made a number of suggestions to help reduce rape on campus namely, workshops, awareness campaigns, the empowerment of female students, victim support services, policies on liquor and parties, financial assistance to students and adequate or improved security.

- **Workshops**

Research participant H recommended workshops where students could be informed about issues pertaining to rape.

“I think as female students we need workshops on these issues. I did not know about date rape or sexual harassment until the workshop. I thought a person could only be raped by a stranger.”

Dekeseredy and Hinch (1991:147) are of the view that there is a need for educational workshops about various aspects of rape on campuses. The theme of such workshops should include aspects such as the legal definition of rape, dispelling the myths about rape, the consequences of rape on the victims, what victims should do when they are raped as well as the procedures for reporting incidents of rape. The attendance of these workshops should be compulsory to all students and staff in order to assist in the prevention of rape.

- **Awareness campaigns**

Awareness campaigns that could serve as platforms for students to talk about their experiences was highlighted by research participants C and J.

“I think there should be awareness campaigns and forums where we could share our experiences.” (Research participant C)

“Also females must talk about their experiences so that no one else is raped again. If we talk about it then others will not find themselves in similar situations.” (Research participant J)

Research participant C actually meant support groups. In the case of research participant J it seems that a need exists to educate students on what constitutes rape. Victims need information or knowledge to address rape myths and be empowered (see the above section on workshops).

- **Financial assistance to students**

A necessity for the provision of financial assistance to needy students was verbalised by research participant F and G who received money from the perpetrators.

“It’s even worse if they come from poor families. I don’t have money and have a baby so I have to stay with him. I think there must be financial provision for us because when we apply for registration, we are told that we will get financial assistance, but when we come we sometimes do not get it.”
(Research participant F)

Research participant G also mentioned the following in this regard:

“I go to his office when I need money.” (Research participant G)

As in the case of sexual harassment (see section 5.2.1.5), it seems that financial dependability or financial constraints (see lifestyle exposure model in section 3.1.1.3) make victims vulnerable for victimisation.

- **Cautionary measures for female students**

A number of cautionary measures to address the problem of rape on campus were highlighted by research participants C, D, F and G. Most of these recommendations were based on alerting other female students about potential perpetrators as well as areas they should avoid on campus.

“Female students should be warned and be careful about ex-boyfriends.”
(Research participant C)

“Female students must be very careful. They must not allow men to give them money because they want something in return. They must not let themselves to be abused like I was. ... Female students must be warned not to go to lecturers’ offices.” (Research participant D)

“I think other students must be careful. They must never be involved with men on this campus.” (Research participant F).

“Female students must be able to protect themselves. They must be able to fight if they are attacked.” (Research participant G)

Female students are therefore warned to be careful of ex-boyfriends. This was largely due to the fact that research participants C and F were subjected to rape by their ex-boyfriends. Another warning related to the acceptance of money from men as research participant D, received money from the perpetrator. This research participant also advised female students not to be personally involved with lecturers. Research participant F also highlighted non-involvement with men on campus. Research participant G mentioned a necessity for female students to be able to protect themselves from any form of victimisation.

- **Adequate security**

Research participants E, G and I mentioned the necessity of enough security measures and personnel on campus.

“Our campus is not safe – especially in the residences. ... Sometimes you hear female students screaming being beaten by their boyfriends and no one helps them. The security personnel are not there most of the time. ...There are also many entrances and exits at our residence. I think some of them must be closed. There should be one main entrance and a security guard.” (Research participant E)

“It is not safe on this campus. I tried to scream but no one heard me.” (Research participant G)

“Some areas are very dark especially at night. If there was enough lighting and security, maybe I would not have been raped. Even now that area where I was raped is still dark.... The security must also be beefed up so that they

know individuals who are outsiders and are not on campus to study, lecture or attend classes. I think there are too many entrances and exits on campus and in some of these there are no security officers. Maybe there should be one entrance where everyone should sign in and out.” (Research participant I)

These research participants mentioned the safety of students. They suggested a need for proper security measures such as adequate security personnel, proper lighting in dark areas as well as control over the entrance and exit points on campus. According to the integrated model of sexual harassment and rape (see section 3.4.3) inadequate security could lead to rape in tertiary institutions. Johnson and Sigler (1997:55) and Twigg (2003:86) state that campuses are open to the public and anyone can enter. There is a need for proper security measures to be put in place to prevent rape on campus. These should include adequate, well-trained security officers who should be placed in designated areas such as dormitories, residence halls, campus surroundings and they should be visible at all times (Bordner & Peterson, 1983:198). They should be able to advise victims on what to do after the rape incident. Lighting should also be constantly upgraded.

5.3 CONCLUSION

In this chapter, the information obtained from the research participants was analysed. Sexual harassment and rape cases were explored by attending to research participants' stories and representations of their experiences. This enabled the researcher to conclude that most sexual harassment and rape incidents occur on campus between people who know each other. The acceptance of myths, the non-reporting of these incidents as well as absence of deterrence play a major role in the occurrence of sexual harassment and rape on campuses. From the findings it also became clear that victims of sexual harassment and rape suffer emotional, physical, social as well as financial consequences as a result of the incident. A need for educational

workshops, financial assistance, support services as well as provision of adequate security was recommended by research participants in order to prevent sexual harassment and rape.