

6. RECOMMENDATIONS AND CONCLUSION

In this Chapter, attention will first be given to the evaluation of whether the aims of the study formulated in Chapter 1 (see section 1.4) were fulfilled. The limitations that were identified during the study as well as the recommendations on possible themes for future research on sexual harassment and rape will also be highlighted. Lastly, based on the need to provide a safe environment for female students on campus (Dekeseredy & Schwartz, 1997:105), recommendations aimed at the prevention of sexual harassment and rape on campuses will be given.

6.1 ACHIEVEMENT OF THE AIMS OF THE STUDY

The following discussion focuses on how the aims of the study were accomplished.

6.1.1 AIM 1

The first aim was to investigate the nature of sexual harassment of female students at the University of Venda. The researcher first ascertained the biographical information of the research participants namely, their age, marital status as well as their year of study. The results of the study indicate that all research participants were single, between the age groups of 18 and 25 and were in their first year of study when they were subjected to sexual harassment. Research participant A was a non-resident student while research participant B was residing in one of the campus residences when she was subjected to sexual harassment. Their lecturers exposed both research participants A and B to quid pro quo harassment after being invited to their offices. One research participant (research participant A) was also subjected to sexual harassment by a financial administrator when she went to his office for financial aid.

It was found that both research participants were repeatedly subjected to verbal and physical harassment (unwanted touching) by the perpetrators. Whenever they went to the perpetrators' offices, they were sexually harassed.

The findings of the study also revealed how research participant A believed that the clothes she wore made her susceptible to sexual harassment. The acceptance of these myths range from physical appearance, dress code and beauty to the belief that they provoked the sexual harassment. In this regard research participant B believed that she asked for the sexual harassment. 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. Research participants A and B also revealed how not only victims, but also the administrators and parents supported in these stereotypes. By accepting these justifications, victims contribute to the denial of responsibility on the part of the perpetrator, thereby shifting the blame to the victim. Believing in these stereotypes might thus contribute to women being vulnerable to sexual victimisation.

Another central theme that emerged was that students, lecturers, administrative staff and security personnel accept sexual favours as "normal work behavior". The above are indicative of the work ethics that exist among some lecturers at the University of Venda and from the current research, it is evident that this increases the vulnerability of female students as they are taught by these lecturers.

Based on the above discussion, the first objective, namely to investigate the nature of sexual harassment of female students at the University of Venda has been achieved.

6.1.2 AIM 2

The second aim was to investigate the nature of rape of female students at the University of Venda. The researcher established the biographical informa-

tion of the research participants. The research findings indicate that all the research participants who were subjected to rape were single, between the age groups of 18 and 25 and were residing in the residences. Five research participants who were raped (D, E, F, G, & J) were in their first year of study. Seven research participants were acquainted with the perpetrators as they were subjected to rape by lecturers (research participants D & G), classmates (research participants H & J), ex-boyfriends (research participants C & F) and hostel mates (research participant E). The two research participants (D & G) who were exposed to rape by their lecturers were invited by them to their offices to discuss academic related matters. Both research participants were also subjected to sexual harassment in the form of verbal harassment and unwanted touching prior to and after the rape. Research participant I, who had been coming from the library at night, was followed and raped by a stranger behind a building on the university premises.

Two research participants (C & F) were victimised in their ex-boyfriends' rooms, three (research participants E, H & J) were raped in their own rooms, while two incidents (research participants D & G) were perpetrated in the perpetrators' offices.

Research participants C, F and E were threatened with violence while research participant C was physically assaulted by the perpetrator. In the case of the latter research participant the perpetrator had a knife and threatened to drown her in the river. The perpetrator, in the case of research participant E, also had a gun and threatened to shoot them (the victim and her roommates) if they screamed. Research participants D, F, G and J were verbally coerced and bribed with money to submit to rape. Research participant D was given higher marks by the perpetrator, while in addition to the marks, research participant G was supplied with money to buy food and clothes. In the case of research participant F, the perpetrator lied by saying that he had a message for her, while research participant J was brought under the impression that the perpetrator viewed her as "special".

Research participants C, D, H, I and J used a number of strategies to prevent the rape. These included crying and screaming (research participants H & I) to attract attention hoping that someone would hear them, as well as pushing the perpetrator away (research participant D).

Various incident related factors were found to have played a role in the rape of the female students in the current study. Throughout the study the acceptance of myths and stereotypes by research participants D, G and H predominated. These included myths such as “No one would believe me”, “I asked for it” and “I shouldn’t have worn that” which led to the victims justifying the acts of the perpetrators thus blaming themselves for the rape. The adherence to these stereotypes was also found to exist within the society, the police and amongst other students. In this regard, when research participant C went to the police station to report the incident, the police officer advised her to “go back to her ex-boyfriend as they do not entertain such cases”, emphasising the reluctance of society to accept that rape happens between people who know each other. Two research participants (C & F) were also led by the perpetrators to believe that “no one would believe that they were raped”. Their previous involvement with the perpetrators, in the form of dating relationships led to this belief. Research participant F also thought that because she did not suffer any physical injuries following the rape, nobody would believe her. In addition to this the perpetrator and his friends subjected her to embarrassment and humiliation emphasising that no-one would believe that she had been raped.

The patriarchal attitudes learnt from the parents that often exists among male students seemed to play a role in the rape of female students on campus. In the case of research participant F, the perpetrator explicitly practised patriarchal attitudes in the dating relationship by forcing the victim to cook and do the laundry in return for the money he provides. He also expected the victim not to “talk back” to him.

Alcohol use was found to be another incident related factor that played a role in the rape of female students on campus. Two perpetrators, in the cases of research participants E and J, had consumed alcohol before the rape. One of the incidents (research participant J) was perpetrated after the victim and the perpetrator had attended a social event on campus where alcohol use was prevalent. It was also discovered that two perpetrators (in the cases of research participants E & J) were reportedly drunk during the rape, while research participant H was coerced by the perpetrator into drinking liquor before she was subjected to rape.

The role of money was also found to have played a role before and after the rape of female students. As mentioned previously, research participant G was supplied with money to buy food and clothes prior to the rape. Her parents also received money from the perpetrator in exchange for the withdrawal of the charge. Due to the fact that research participant F has no money to support herself and her child, she is still being subjected to victimisation because the perpetrator threatens not to give her money if she ends the relationship.

In the light of the above discussion, the aim namely to ascertain the nature of rape at the University of Venda, was also accomplished.

6.1.3 AIM 3

The third aim was to examine the reactions and responses of significant others as well as university administrators and the police after the incidents of sexual victimisation. In the case of the research participants who were subjected to sexual harassment, research participant A reported the incident to the security officers on campus. Although they initially assisted with the investigation of the allegation, the perpetrator was however not arrested as one of the security officers alerted the perpetrator about the allegation. The perpetrator subsequently resigned and left the institution before he could be charged. This research participant was also advised by university

administrators to submit to sexual advances in order to get money from the perpetrator.

Research participant B did not report the harassment to the police or the security personnel on campus as a result of the reaction she received from her parents who blamed her and accused her of not attending classes as well as disrespecting her lecturers. She also believed she could deal with the situation on her own. In the case of the research participants who were subjected to sexual harassment, the reactions of significant others as well as university administrators and the campus security officers, can therefore be described as negative.

Five of the research participants who were exposed to rape (research participants C, E, G, I & J) did report the incidents. The security personnel on campus arrested the perpetrator in the case of research participant E. The perpetrators were, however, in the cases of research participants C, I, G and J not punished for their actions. Research participant G withdrew the case after she was offered money by the perpetrator. In the case of research participant J, the perpetrator died before the sentence was passed. Due to the lack of understanding by the victim on what constitutes rape, the perpetrator in the case of research participant C was not arrested. Research participant I who was raped by a stranger could not identify the perpetrator and no arrest was thus made.

The research findings also revealed that the incident related factors discussed in section 6.1.2, led to denial and non-reporting of rape incidents. Three research participants did not report the rape because they felt guilty about receiving money from the perpetrator (research participant D), feared that they would not be believed (research participant F), were ignorant about what constitutes rape (research participant H), did not sustain any injuries and lack of faith in the police and security personnel (research participant F).

Research participants C, E, G and I who were exposed to rape received support from their friends and families. This was in the form of assisting the victims to report the incident to the police and trauma center (research participant G) and also advising the victims to move out of the residence (research participant E). Research participant C received support from her friends who stayed with her after the rape. In the case of research participant I, her parents took her to the police station to report the incident. However after this, the parents did not want to talk about the rape with the victim again. Research participants D, F, H and J did not tell their friends or families about the rape incidents.

In the light of the above discussions, aim number three, namely to determine the reactions and responses of significant others as well as university administrators and the police after the incidents of sexual victimisation, was also attained.

6.1.4 AIM 4

The fourth aim was to determine the consequences sexual harassment had on the victims of this crime. The research findings uncovered that the two victims of sexual harassment displayed a number of emotional side effects such as anger directed towards themselves and at the perpetrators. They also experienced feelings of guilt, blaming themselves for the clothes they wore during the incidents (research participant A), for being known by the perpetrator (research participant B) and visiting the perpetrators' offices (research participants A & B). Lack of self-respect and self-worth such as "I feel like a dust-bin" as well the violation of trust was also reported by the two research participants as they were sexually harassed by people they trusted.

Exposure to sexual harassment, also resulted in social consequences such as the victims changing their lifestyles - thus depriving them of the freedom to partake in activities they are used to. Both research participants A and B decided to stop attending classes in order to avoid the perpetrator.

Both research participants were also not able to concentrate in class, which led to them failing the modules. Research participant A had to re-register the module she had enrolled for while research participant B had to find an alternative module in order to be able to obtain necessary credits to finish her degree. This also resulted in financial consequences.

Based on the above discussion, the aim, namely to determine the consequences sexual harassment had on the victims, was also achieved.

6.1.5 AIM 5

The fifth aim was to determine the consequences rape had on the victims of this crime. During the interviews it became evident that all eight research participants who were raped were very traumatised by the incidents. The findings in the current study revealed that most victims suffered emotional consequences such as feelings of anger (research participants C, D & F) which was directed toward themselves and the perpetrators. Fear of the perpetrator (C, D & F), of people walking behind them (research participant I) as well as fear of being alone (research participants C & E) was also expressed. Lack of trust was experienced by research participants C, D, F, H and J. Feelings of guilt and self-blame were reported by research participants D, F, G, H, I and J. Research participants F, I and J verbalised low self-esteem while research participants D, I, J and H were humiliated and embarrassed about the rape incidents. Due to the fact that research participant D was still a virgin before the rape, she resents having sexual relations after the rape. However, even though research participant C was sexually experienced, she also expressed experiencing difficulty in having sexual relations after the rape.

Contrary to the belief that acquaintance rape victims do not suffer any physical injuries after the rape (Burgess & Holmstrom, 1974:983), the results of the study proved otherwise. Three research participants experienced physical consequences after the rape. Physical effects that were reported by

research participant D include bruises and wounds as a result of the beatings she was subjected to by the perpetrator (an ex-boyfriend). Other physical consequences that were reported include headaches (research participant D), abdominal pains (research participant D), sexually transmitted diseases (research participants D & H) and an unwanted pregnancy (research participant F).

It was also found that the way in which the research participants socially conducted themselves after the rape was affected. Research participants H, I, J and E manifested typical post traumatic stress symptoms such as avoidance of places that reminded them of the rape. Research participant H avoided going to the library at night. Research participant I even changed her room fearing secondary victimisation, while others decided to move out of the residence (research participants E & J). These victims restricted themselves to activities or surroundings which would pose lesser risk of being subjected to further sexual victimisation.

Similar to the two victims who were exposed to sexual harassment by their lecturers, the two research participants (research participants D & F) who were raped by their lecturers also failed the courses presented by their lecturers. The financial repercussions this had on the victims was that they had to repeat the modules they were registered for (research participants D & F) in order to be able to complete their studies. The results of this study also indicated that seven research participants (C, D, F, G, H, I & J) subjected to rape did not go for counselling after the rape. The main reason highlighted was that they did not need counselling. However, their non-verbal communication such as uncontrollable crying (research participants C, D & F) as well as their verbal communication illustrated below indicate that they were not coping with their feelings.

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

[the participant starts sobbing].... [the participant starts crying 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)

All these research participants were referred for counselling to the Victim Empowerment Center in Sibasa.

Based on the above discussion, the aim, namely to determine the consequences rape has on victims on campus, was also achieved.

6.1.6 AIM 6

The sixth aim of the study was to get the opinions of female students regarding the prevention of sexual harassment and rape in tertiary institutions. The victims of sexual harassment (research participants A & B) suggested that information regarding students' rights on campus be communicated to new students. Various programmes aimed at the empowerment of all female students were also recommended by research participant B while financial assistance to needy students was also highlighted by research participants A as well as F and G who were exposed to sexual harassment prior to the rapes they were subjected to.

Research participant B who was a victim of sexual harassment as well as E, G and I who were exposed to rape recommended that security measures on campus should be upgraded. Research participants H and J also suggested that workshops geared towards awareness of rape on campus be conducted. Warnings to new students about potential ex-boyfriends who are potentially dangerous on campus were also made by research participants C, D, F and G.

The aim, namely to get the opinions of victims regarding the prevention of sexual harassment and rape in tertiary institutions, was also achieved.

In conclusion, it is the opinion of the researcher that all the aims of the study have been achieved. With this study, the understanding of sexual harassment and rape on campuses has been enhanced. This was achieved through the use of a qualitative research design, which entailed in-depth face-to-face interviews with ten research participants who were subjected to sexual victimisation on campus. Through this method, the researcher was able to obtain rich information regarding the research participants' experiences of sexual harassment and rape.

The possible measures to prevent sexual victimisation provided a platform for the researcher to formulate recommendations regarding the prevention of sexual victimisation on campus.

6.2 LIMITATIONS OF THE STUDY

As no research is problem free, this section focuses on the limitations of the research. Some of the challenges that were experienced during the study are highlighted below.

6.2.1 SMALL SAMPLE SIZE

Only two victims of sexual harassment and eight victims of rape at the University of Venda, volunteered to participate in the research. From the onset, the researcher struggled to get enough respondents to participate in the study. After putting advertisements on the university notice boards requesting female students who had experienced sexual harassment or rape on campus, only one research participant volunteered to participate. To overcome this problem, the researcher conducted a workshop in search for further research participants (see section 4.3.2).

After this workshop, fifteen individuals approached the researcher to participate in the study (see section 4.3.2). However, only nine research participants met the purposes of the study and could be included in the research. Possible reasons for the low response rate might be that victims do not characterise some forms of rape such as acquaintance rape as rape (see section 2.2.5). The trauma experienced by the victims after the incident, fear of not being believed, fear of the stigma associated with being a victim of rape, belief in myths about sexual victimisation, lack of faith in the police as well as absence of deterrence, also contributed to the low response rate.

In spite of the small sample size, De Vos (2001:15) as well as Fouche (2002:275) are of the opinion that a qualitative research design allows and accepts the use of a smaller sample size. Thus, even though the ten research participants included in the study were not representative of the total population, the aim of this study was not to make generalisations but to explore and understand female students' experiences of sexual harassment and rape on campus.

6.2.2 LANGUAGE BARRIER

Two research participants (research participants A & I) experienced a problem in expressing themselves in English. In spite of the fact that they indicated the opposite before the interview and expressed their willingness to participate in the study, both research participants struggled to verbalise their experiences and feelings in English. To overcome this, the researcher also explained all the questions in their language and allowed the research participants ample time to express themselves. The researcher also reflected on their verbal communications by repeating their words and asking for confirmation to ensure a better understanding of their experiences. The researcher also simplified certain questions. For instance instead of asking the research participants to talk about the nature of their experiences, the researcher rephrased this and asked the research participants to explain what happened to them. The question regarding the recommendations to prevent sexual

harassment and rape on campus was also rephrased to what can be done to stop sexual harassment and rape on campus.

6.2.3 SENSITIVE NATURE OF SEXUAL VICTIMISATION

It also became clear during the interviews that although all ten research participants had approached the researcher out of their own free will to participate in the research, they were initially hesitant to provide too much detail regarding their experiences. Research participants B and I feared secondary victimisation because the perpetrator was a lecturer (research participant B) and a student (research participant I) on campus. The researcher also decided to conduct two interviews with research participants B and I at the Victim Empowerment Center in Sibasa, which is not on the university premises (see section 4.4.1). This was due to the fact that the perpetrators were still on campus and the research participants feared secondary victimisation if they were interviewed on the university premises. To overcome this problem, the researcher referred the research participants to the informed consent form and emphasised that confidentiality will be assured at all times.

Another possible reason why research participants found it difficult to talk about their victimisation might be the trauma associated with sexual harassment and rape. Examples of this include the avoidance of eye contact by research participants C, F, G and I during the interviews as well as the fidgeting with hands (research participants G & J). Research participants D, I, J and H were also ashamed and embarrassed because they did not want anyone to know that they had been subjected to rape. They also feared that nobody would believe that they had been raped. The researcher took special care to establish rapport and afforded research participants enough time to drink water, cry and compose themselves while assuring them that counselling had the potential to empower and restore them to the individuals they were before the incident.

6.3 POSSIBLE THEMES FOR FURTHER RESEARCH

In spite of the rich data obtained during the interviews, certain areas which warrant further research have been identified. These areas will be highlighted next.

6.3.1 RESEARCH AT OTHER UNIVERSITIES WITH BIGGER SAMPLES

For reasons mentioned at the beginning of this study, the decision was taken to rather follow a qualitative approach to conduct research on sexual harassment and rape at the University of Venda. Although this study was aimed at exploring and understanding the female students' experiences of sexual harassment and rape on campus, it is as mentioned in section 6.2.1, not representative of all female students exposed to sexual harassment and rape.

To increase the validity and reliability of this research and to allow for broader generalisations, it is recommended that similar research be undertaken at other universities with bigger samples. From the current study, it is evident that sexual harassment and rape are crimes that seem to occur often on campuses, however universities tend not to react on allegations of sexual harassment and rape in fear of damaging their reputation. A great need thus exists to improve the universities' commitment to the safety of their students. Comparative empirical research also needs to be conducted to distinguish the causes, nature, extent as well as consequences of sexual harassment and rape in universities situated in rural and urban areas. This type of research could establish if there are any similarities or differences between the factors related to the occurrence of these incidents on campuses.

It is also recommended that a longitudinal study be conducted on sexual harassment and rape on the campus of the University of Venda. A sample of first year students who were victims of sexual harassment and rape on campus could be drawn and multiple interviews conducted over a period of time. This would be aimed at determining the extent of the consequences of

sexual victimisation in the long term. Additionally, research of this nature can establish if the victims are subjected to further or other forms of victimisations during the remainder of their studies. The effectiveness of prevention measures could also be determined.

6.3.2 INCIDENT-RELATED FACTORS

Based on the integrated model of sexual harassment and rape as well as the research findings in Chapter 5, certain incident related factors warrant extensive research in an attempt to prevent sexual harassment and rape on campus.

6.3.2.1 Victim related incident factors

The following victim related incident factors that were identified require further research:

- **Acceptance of myths**

The belief in myths by research participants regarding sexual victimisation was identified as one of the reasons which contributed to the non-reporting of sexual harassment and rape. Furthermore, this study also revealed that perpetrators of these incidents also enforce these myths on female students thereby justifying their acts. Urgent research which includes both female and male students, is required to determine the extent of the belief in myths about sexual victimisation. This study should also focus on the belief systems among university staff and administration members and the influence and effect these beliefs could have on the outcome of a reported incident of sexual victimisation.

- **The relationship between sexual victimisation and economic circumstances**

From the research findings, it became evident that victims are often subjected to sexual victimisation by lecturers or other students who lured or bribed them

with money to buy food and clothes. Priority research that focuses on the link between sexual victimisation and socio-economic factors and how to meet the financial needs of female students, is also warranted.

- **Postgraduate students as victims of sexual victimisation**

Seven research participants in the current study were in their first year of study when they were subjected to sexual harassment or rape. However, research conducted by Shoop and Heyhow (1997:7) on campuses in the USA indicates that postgraduate students are more likely to be at risk of especially, sexual harassment because of the direct contact with their lecturers or supervisors. Thus, research on the extent and nature of sexual harassment among postgraduate students at the University of Venda and other universities, is recommended.

6.3.2.2 Offender related incident factors

Further research could also focus on establishing the profile of perpetrators and on determining factors which influence them or facilitate the perpetration of these crimes on campus.

- **Work ethics**

One of the major findings of the research is the fact that sexual favours are accepted by students and lecturers as part of the daily activities of the university. Urgent research is needed regarding the work ethics of lecturers at the University of Venda (see section 6.3.2.1) and other universities. Due to the fact that lecturers have power over the students in terms of their academic progress and educational benefits, students tend to accept the situation. The fact that they interact with their lecturers in class and in office on a daily basis, increases the vulnerability of students to sexual victimisation.

- **Dating relationships**

The current study revealed that two research participants (research participants D & F) were raped by their ex-boyfriends because they had ended their relationships. The nature of these relationships, especially dealing with the termination of relationships, needs to be thoroughly researched. Special attention should be given to a possible relationship between rape as a form of punishment and ending a relationship.

One of the research participants (research participant F) was subjected to abuse because of the perpetrator's belief in patriarchal systems learnt from parents. Regardless of the abuse, this research participant is still in a courtship relationship with the perpetrator because she depends on him financially. South African based research on the relationship between patriarchy and the level of violence in sexual or dating relationships among students at the University of Venda and other universities is also recommended.

- **The role of alcohol and drugs**

Another major finding of this study was that alcohol played a role in the rape of female students. The extent of alcohol abuse and its link to the sexual victimisation of female students, at the University of Venda and other campuses, should be studied in detail.

Since researchers such as Vera (1994:58) is of the opinion that drug abuse is also prevalent at the University of Venda, and no in depth study has been conducted on drug abuse on this campus, the researcher recommends that scientific research be done to determine the nature as well as the link between drug abuse and sexual victimisation of female students. Similar research should also be done at other tertiary institutions.

6.3.2.3 Institutional related risk factors

Despite the fact that some incidents were reported to security personnel on campus and one perpetrator was arrested, no form of action was taken by the university management to discipline perpetrators. Urgent research needs to be undertaken on why this and other universities are so reluctant to take a stand in this regard, to acknowledge the occurrence of sexual victimisation and to commit themselves to the prevention thereof. These studies can evaluate existing rules and regulations in this regard especially the immunity of staff members and certain student members such as the SRC. Their influence on decision making at the university should be studied as well as the factors which make them immune.

Other institutional factors that warrant further investigation include the rules and procedures on how to report incidents of crime and how to monitor the incidence of sexual related offences on campus. This could help to establish the extent or incidence of sexual victimisation on campus.

6.4 RECOMMENDATIONS REGARDING THE PREVENTION OF SEXUAL HARASSMENT AND RAPE ON CAMPUSES

In this section the focus will be placed on recommendations to reduce the level of sexual harassment and rape on the campus of the University of Venda. The discussion is focused on addressing the incident related factors which are associated with sexual victimisation, providing a strong deterrent in the form of effective policies as well as altering the environment in which these incidents occur. Since no single method or technique can be sufficient to address the problem of sexual harassment and rape on campuses, a multi-dimensional approach is suggested.

6.4.1 PREVENTION PROGRAMMES DIRECTED TOWARD VICTIMS

In this section, the researcher will focus on preventing sexual harassment and rape through encouraging reporting of these incidents, the need for victim

support services as well as educating victims, female students in general, parents and the university community.

6.4.1.1 Reporting sexual harassment and rape

The research findings in this study indicate that victims of sexual harassment and rape often do not report their victimisation nor know what to do after they were subjected to sexual victimisation. In this regard, Grobbelaar (2003:6) states that the first thing any sexual harassment or rape victim could do is to move away from the scene of the incident and get to a safe place in order to inform the police, security personnel or any trusted person such as a friend or relative of the victimisation. Due to the fact that the findings of the current study reveal that victims of sexual harassment were subjected to multiple incidents (see section 5.2.1.2.1), reporting the incident immediately could help reduce further victimisation. Victims should thus be encouraged to report any incident immediately.

Due to a lack of faith in disciplinary procedures and the fear of retaliation, most victims do not report the incidents. Students should be encouraged by awareness campaigns and similar workshops such as the one conducted by the researcher, to report sexual victimisation on campus. It should be stressed that sexual harassment and rape will only be brought under control if victims report these crimes and receive counselling.

Braine et al. (1995:129) emphasise the importance of having wide publicised and clear procedures for reporting as well as education programmes detailing the grievance and disciplinary procedures and supportive network available to students. Edwards (1995:267) adds the need for a comprehensive system of complaints that is known to all students and staff. Such a system should include support for the person filing the report, including the possibility of counselling and protection from retaliation; an assurance of confidentiality for all parties; an efficient and thorough investigation in a timely manner and procedures of disciplining those who violate the policy. If such a system can

be placed into effect at the University of Venda, it will help to promote greater awareness in responding more effectively to incidents of sexual victimisation.

With regard to sexual harassment, an anonymous ethics line where students could telephonically report abuse by lecturers should be developed. It should be of such a nature that students (even those who are only aware of these practices and not direct victims) can also report the incidents.

6.4.1.2 The need for victim support services

The current research findings indicate that victims of sexual harassment and rape suffer physical as well as emotional consequences following sexual harassment and rape. The researcher therefore recommends that a medico-legal center with psychologists, legal advisers and medical practitioners (as part of the existing Counselling Center on campus) should be established to cater for the needs of these victims. Braine et al. (1995:148) emphasise that a one stop center of this nature could assist victims to obtain medical as well as psychological assistance immediately after victimisation. Since most of the students did not go for counselling to the Counselling Center available on campus, because they were not aware of its existence, this center should be promoted and publicised even with the existing services they provide.

While restructuring the existing Counselling Center as part of a long-term project on campus, the available clinic or health center on campus could also be better equipped and provided with proper infrastructure to deal with sexual harassment and rape victims and cases. A staffing component consisting of a doctor, nurses, an investigating officer and social worker, are recommended. Since the student population is already familiar and aware of the whereabouts of the health center and it is accessible to most students as it is situated on campus, one room in the clinic could easily be converted to be used as a reception area, while a second one can serve as a counselling room where victims can be interviewed, debriefed and treated for physical injuries and shock. Victims could also be given the medication to avoid unwanted

pregnancy as well as a voluntary test and medication for HIV in this center. It is however important that students should be informed of this change.

6.4.1.3 Educating victims, female students in general, parents and the university community

Dekeseredy and Hinch (1991:59) state that while there are many methods of increasing student, staff and community awareness about the problem of sexual victimisation on campuses, there is a need for discussion groups that address the key issues such as myths associated with sexual harassment and rape on campuses. The researcher is of the opinion that educational programmes to address these, could be made mandatory for undergraduate and postgraduate students. During orientation and the welcoming of new students, topics such as sexual harassment, acquaintance rape, date rape, sexual consent, dating violence, the effects of alcohol as well as strategies to reduce the risk of being victimised on campus, could be addressed.

These programmes should, however, be offered continuously throughout the year and information such as the extent of these incidents should be publicised to members of the university community in order to sensitise the university management, community, student population and staff about the seriousness of sexual victimisation on campus in spite of the possible damage to the reputation of the University. Information about particular places on campus where there is a likelihood of becoming a victim of sexual victimisation should be publicised. In spite of the damage to their reputation universities may face when they publicise this information, they should make it clear that student safety on campus is a priority and that they would prosecute perpetrators and assist victims if the need arises. Knowledge about who the potential offenders could be can also be helpful to prevent sexual harassment and rape.

Students (victims) should be aware of the fact that they are not alone, that sexual victimisation is a reality, that it is their duty to report it and that there

are mechanisms and procedures in place to address these problems. This could be achieved by conducting awareness programmes and campaigns on campuses, which promote a safe environment.

According to Fisher and Sloan (1995:171) awareness programmes of this nature, may prevent potential offenders from committing these offences and keep potential victims from experiencing them. Moreover knowledge of this nature could assist those in the academic community (students, university administration and management, service workers, academic staff members) to better understand and thus respond appropriately to victims who approach them.

Workshops on alcohol abuse, myths about sexual victimisation, the nature, extent and prevention of these crimes, power relationships as well as gender roles, could also be conducted.

Awareness could also be achieved through organising workshops or lunch hour seminars. Brochures or flyers containing information on the prevention of sexual victimisation as well as emergency telephone numbers could be distributed. Frequent articles in the campus newspaper that contain information about the nature of sexual harassment and rape, relationship violence and the dangers associated with it, safe ways to report sexual victimisation incidents as well as contact telephone numbers of resources (existing support services) on campus and in the community could also be published. Brochures, flyers and pamphlets could be made available from the campus information and visitors center, the campus security desk, the dean of students' office and the university health services. They should also be distributed among staff members. Posters put on notice boards in the student center, at campus security offices, in the library halls, the cafeteria as well other campus locations that are frequented by students on the campus, is also recommended. Since one of the findings in the current study was that most acquaintance rapes were committed in the residences, residence managers should take responsibility to disseminate the above information among

resident students (Erhart & Sandler, 1985:14; Schwartz, 1993:13) during student residence meetings that address the problem of date rape and other forms of abuse. New students' orientation booklets could also be changed to include information on sexual harassment and rape on campus.

Since universities are changing towards outcomes based education, classroom presentations on sexism and male violence against women, could also assist in educating students on campus.

According to Barak, Fisher and Houston (1992:34) the need for education programmes and training cannot be overemphasised. Research on and the development of programmes for increasing the awareness of the campus community especially to the issue of sexual victimisation is vital thereby sensitising potential offenders to the unacceptable and punishable nature of their behaviour and sensitising potential victims to means of prevention and redress. The approach needs to go further than information dissemination and should be geared towards empowering women to take up their rightful place in society without fear of harassment, discrimination and exploitation.

- **Empowerment of female students**

In the current study, a silent agreement by way of payment to withdraw charges about the incident was reached by one of the research participants, her parents and the perpetrator after the rape. Incidents of this nature place the victim in an even more vulnerable position. In the light of this, as well as a recommendation made by one of the research participants, the empowerment of female students is recommended.

Empowerment means restoring the individuals' level of functioning, so that the person has freedom and authority to achieve his or her full potential (Hill, 2002:1). In the case of victims of sexual harassment, empowerment refers to the alleviation of the effects of crime (by providing counselling and medical

treatment) to ensure that victims are able to deal effectively with the consequences of the trauma they suffered.

Empowering victims of sexual victimisation on campus thus helps to restore the victim by addressing aspects such as victims' safety, regaining self-esteem, regaining power and control as well as establishing trusting relationships. Support groups for abused women could also be organised to help them share their experiences and difficulties. This could also assist in the realisation that they are not the only ones experiencing abuse. These groups should mobilise support for victims of sexual victimisation on campus.

In addition to this, since two female students are still involved with the perpetrators after the rape, female students need to be made aware of the dangers of being in abusive relationships. They should be educated about their inherent right to be respected as equal human beings and not be objectified for sexual abuse. In this regard, Dekeseredy and Hinch (1991:148) recommend assertiveness training to enhance the self-confidence of victims so as to address and counteract the belief in myths surrounding their victimisation. Such programmes should be designed at helping vulnerable female students to rebuild their self-esteem thus enabling them to learn to make decisions without feeling a sense of guilt if they decide to end a relationship. This would in turn counteract the belief that "no reaction" implies the acceptance of the perpetrator's behaviour, which leads to the denial of the incident.

On a more primary level, women's groups on campuses could assist with educating female students regarding sexual victimisation on campus. Although extensive research has been done by Allison and Wrightsman (1993:99) regarding individual responsibility (and measures to prevent sexual victimisation in general) certain steps that may be helpful in reducing these incidents, can be identified based on the current research. Female students need to be in the company of other students when going to their lecturers' offices. Female students need to exercise some caution when attending

social events with their friends and visiting or inviting ex-boyfriends and classmates into their rooms. Twiggs (2003:6) suggests that when going to a party or any social occasion, if possible, female students should let other roommates or friends know who they are with and where they are. Grobbelaar (2003:6) states that although a rapist might be a trustworthy friend or ex-boyfriend, female students should try never to be alone on the first date. It is important to clarify how far one is willing to go sexually.

Alcohol is widely used during these social events and even though it does not cause rape, it makes it harder for the victim to fight back because of a loss of co-ordination and critical judgement capacities. Female students should use alcohol responsibly and try to remain aware of their surroundings and situations at all times (see the section 6.4.2.4 on addressing alcohol abuse).

Since most of the rape incidents in the current study were committed in dormitories. Female students should take special precautions at the residences such as installing key blocks on all doors. When walking alone either from the library or from attending classes they should be aware of their surroundings and of people walking behind them. When possible they should walk in a brisk manner in well-lighted areas and away from the bushes and alleys (see also section 6.4.3 on institutional risk related factors).

- **Dispelling victims' beliefs and myths about sexual harassment and rape**

Most victims do not find it easy to accept and to acknowledge openly that they had been raped. Such denial may be precipitated by the myths that violence against women is a private family affair or matter. They are often too ashamed or embarrassed to talk about their victimisation. They often feel helpless and lack self-esteem or enough confidence to reveal the violence and seek help. Denial of any incident of sexual harassment or rape taking place may be an attempt by the victims to deal and cope with their experiences (Allison & Wrightsman, 1993:63; Shoop & Heyhow, 1994:59).

Despite encouraging and emphasising the importance of disclosure of incidents of sexual victimisation, the university also has an obligation to address and rebut sexual harassment and rape myths using educational campaigns.

Sexual harassment and rape myths abounding in the wider society should also be addressed and rebutted on campus using educational campaigns (see first part of section 6.4.1.3). Universities could play a vital role in changing cultural norms regarding women and sexual assault in general. A media and public relations philosophy dedicated to debunking myths about sex, women and assault (including date and acquaintance rape on campus) could serve as an important platform to dispel myths about sexual victimisation.

Universities can also reduce sexual harassment and rape by working to replace myths with accurate information. Female students should understand that they have a right to say “no” and to wear certain clothes or underwear. Whether the victim sustained injuries or not, whether she invited a man to her room or kissed him, students should know that it is irrelevant to the issue of whether or not she was sexually harassed or raped. Dispelling these myths could also assist in preventing victim-blaming which leads to justifying the occurrence of sexual harassment or rape (Day, 1994:576).

6.4.2 PREVENTION PROGRAMMES DIRECTED TOWARDS PERPETRATORS OF SEXUAL HARASSMENT AND RAPE ON CAMPUS

This section attempts to look at programmes that could be directed towards the perpetrator in order to reduce sexual harassment and rape of female students on the campus of the University of Venda.

6.4.2.1 Codes of conduct or work ethics amongst university staff members

Violations of university codes are currently brought under the attention of a Disciplinary Committee (DC) at the University of Venda. The DC is chaired by

the Vice-Rector. Membership to this committee is drawn from the Faculty of Law, the Dean of Students and the SRC (University of Venda Statute, 2004:13). The University of Venda statute, however, does not have a clear policy on how staff members should conduct themselves. It also does not have any disciplinary measures for misconduct of staff members in place. Since the university administration should strive to develop strong policies that prohibit sexual harassment and rape on campus, it is recommended that written protocols on how staff members (academic and non-academic) should conduct themselves (a code of conduct), should be compiled. Due to the fact that four incidents (two incidents of sexual harassment and two incidents of rape) were perpetrated by staff members (four academics and one administrator), a Code of Conduct or Work Ethics Guidelines should be designed and enforced. This should be signed and kept in staff members' files for reference when members defile the regulations or policies of the University.

Barak et al. (1992:34) recommend that the policies should detail the grievance procedures to handle complaints, thereby supporting and implementing the policy and making it clear that sexual harassment and rape is not acceptable and will not be tolerated. Barak et al. (1992:34), Bohmer and Parrot (1997:57), Day (1994:576) as well as Fisher and Sloan (1995:171) identified the following to be included in these policy statements. Firstly, the work ethics or code of conduct form should indicate definitions of sexual harassment and various forms of rape as defined by legislation. If possible, operational definitions that are applicable to universities should also be supplied. Secondly, the policy should clearly articulate who is responsible for handling reported sexual harassment and rape cases and describe the way in which these cases will be handled. This should include both formal or official reporting to the police, campus security, a grievance board as well as informal reporting to a counsellor or health officials. The grievance board in charge of processing the charges, (in the case of the University of Venda, the Disciplinary Committee), should ensure that action is taken as quickly, efficiently, confidentially and

cautiously as possible. Thirdly, consequences for offenders who violate the policies, should be indicated (see section 6.4.2.2 on disciplinary procedures).

The above mentioned policies if enforced vigorously could reduce sexual harassment and rape. It is furthermore recommended that there should be an ongoing evaluation of the effectiveness of the policies as well as monitoring of grievance procedures to ensure that those responsible for enforcement consider these violations seriously.

6.4.2.2 Disciplinary procedures

Schwartz (1989:10) believes that since most universities rarely take punitive action against abusers, perpetrators (male students and lecturers in the current study) may feel that they are above the law when they subject women to sexual harassment and rape. It often happens that these individuals are given virtually absolute protection from prosecution and punishment. In the light of this and in the absence of these procedures at the University of Venda, disciplinary procedures directed at the prevention of sexual victimisation, is recommended.

Some of the disciplinary procedures suggested by Erhart and Sandler (1985:11) which are already in practice at tertiary institutions in the USA could also be applicable to the University of Venda. These initiatives include immediate expulsion or suspension for a specified time during the investigation – pending the outcome of the case. For students who are alleged to have committed sexual harassment or rape, this could be done by denying campus housing. During this period, a letter stating the nature of the allegations could be sent or delivered in person to the perpetrator's parents or family. For staff members, restriction from entering the university premises during the course of the investigation could be put in place. A copy of the allegations could also be placed in the student's file.

Upon the conclusion of the case, if found guilty, the university could decide to either suspend the perpetrator for a specified time, put him on probation or dismiss him or her from the institution. Participation in community services such as conducting presentations and workshops on sexual harassment and rape could also be considered. These disciplinary measures should be made public in the university newspaper, media, internet, resident committees as well as during orientation.

6.4.2.3 Educating male students and lecturers

It is also recommended that male students and lecturers be educated about what constitutes sexual harassment and rape. Changing the attitudes of male students and lecturers towards sexual harassment and rape as well as addressing the patriarchal attitudes and norms that perpetrate and legitimise these crimes (especially in dating relationships) is of utmost importance.

In the light of the current findings, which indicate that perpetrators are often senior students or lecturers, the issue of power relationships in dating and educational circles also needs to be addressed in education programmes. Men on campus should be made aware of socially unacceptable behaviour, encouraged to assume responsibility for their actions and assisted in ending controlling and abusive behaviour. Even though only eleven male students attended the workshop organised by the researcher (see section 4.3.2), other workshops advertised through posters, could be conducted at university residences. For male staff members, seminars advertised on the internet and at university board meetings, are also recommended.

6.4.2.4 Addressing alcohol abuse

As mentioned in section 6.1.2, alcohol consumption was identified as an exacerbating factor especially in the rape incidents in the current study. Similar to the recommendations regarding the prevention of alcohol abuse amongst female students, it is recommended that new students' orientation programmes should also include mandatory sessions, workshops and

awareness campaigns on the effects of alcohol abuse. They should, for example, be encouraged to refrain from sexual encounters when under the influence of alcohol (Braine et al., 1995:148). In the light of the fact that sexual victimisation in campus residences is associated with alcohol consumption, it is recommended that alcohol be banned from dormitories and campus apartments. Furthermore, there is a need for more security to be deployed on campus, particularly at “high risk” times of the year, such as the orientation week, during sporting events and bashes or parties.

6.4.3 PREVENTION DIRECTED TOWARDS THE INSTITUTION (UNIVERSITY OF VENDA)

According to Edwards (1995:215), Fisher and Sloan (1995:170) as well as Roscoe, Goodman, Pepp and Rose (1987:260), the first and most important action that university administration or management can take is to acknowledge that sexual harassment and rape are realities on campus. The second step is to promote education and awareness (see sections 6.4.1.3 & 6.4.2.3) of the dynamics of sexual harassment and rape of students.

Enforcing policies and putting disciplinary measures in place, as discussed in section 6.4.2.2 is one of the ways to address the incident-related factors discussed in the integrated model of sexual harassment and rape (see section 3.4). In this regard, university management could also seek solutions to sexual harassment and rape through improving physical prevention methods such as enhancing the physical safety of female students on campus.

Even though generalisations with regard to the extent and nature of sexual victimisation on campus as well as the circumstances under which it occurs cannot be made, dormitories, offices and university grounds were identified as designated areas on campus where sexual harassment and rape occurred. Actions that could be directed at these areas are discussed underneath.

- **Security personnel**

It is recommended that visible security officers should be assigned to various campus zones such as residences, outside the library and lecture halls as well as in corridors in the university administration and academic offices. It is furthermore important that these personnel should be constantly moving unless assigned to a stationery post. Although temporal and territorial displacement (in terms of time and place) can occur, visible security can act as guardians and should never be underestimated (see section 3.2.1 on the role of the guardians). Bordner and Peterson (1983:198) also emphasise the importance of deploying enough security personnel on campus.

- **Lighting**

One of the research participants in the current study expressed the need to increase security lighting in problem areas and to maintain these regularly. This could be done internally in areas such as dormitories, passages and lifts. Outdoor areas such as entrances, building surrounds, main and secondary parking areas as well sports and recreational areas should also always be lit.

Lighting should be constantly upgraded both inside and outside buildings throughout the campus grounds and burned out light bulbs should be replaced immediately. Campus security could survey lighting on campus to ensure that areas are adequately lit.

- **Dormitory security**

The reduction and in some cases total elimination of curfews and restrictions on male/female visitation as well as the fact that there are no longer same sex residences have resulted in dormitory security becoming a major issue (Labuschagne, 1994:44). In the light of the fact that four incidents of rape in the current study were committed in dormitories, it is recommended that campus security personnel, should be deployed on a full-time basis in and

around residences. Curfews on visitation hours for resident students could also be introduced.

In addition to this, ownership continuity of all duplicate keys should be guaranteed and residence administrators should be in control of these keys. Keys should also only be given to the room occupants and only when the master key is lost. A penalty fee, for a lost key could also be introduced so that the residents can exercise caution not to lose them. Alternatively, a system of code locked doors, whereby a resident only enters her room by using a pin-code, formulated by him/her, could also be introduced in dormitories. Although this could be an expensive exercise, it does not exceed the consequences of sexual harassment and rape on campus.

- **Provision of evening escort services**

The need for escort protection services were mentioned by one of the research participants in the current study. According to Vera (1994:60) these services can reduce the anxiety and fear of the unescorted students who must be on campus attending evening classes or studying in the library and this could help to create a safer and more secure campus environment. Peer participation in campus security has been introduced in other countries such as the USA (Vera, 1994:60). Students know each other and can detect troublemakers. Student volunteers could be given certificates for their contribution in ensuring a safe and secure environment.

- **Proper care of grounds**

At the University of Venda, there are numerous shrubs and hedges. Failure to keep these plants trimmed back or improper location of hedges around the ground and floor windows of female students' dormitories could provide concealment for would be offenders (Labuschagne, 1994:46). If plants and shrubs are constantly trimmed the visibility is increased and guardianship possible (see section 3.2.1 on the role of guardians).

- **Restriction of access to the campus**

The restriction of access to the campus is based on the assumption that outsiders are to some extent responsible for crime on campus. Although only one victim was raped by a stranger and this victim was not even able to identify the perpetrator, the possibility still exists that outsiders can get easy access to the University of Venda. Currently, entrance to the university residences at the University of Venda are not monitored. Students do not have to produce identification cards when they enter into these premises, which increases the risk of exposure to sexual victimisation. In the light of this, it is recommended that formal procedures such as key control (see section on dormitory security) as well as use of identification cards, be introduced at the University of Venda.

The University of Venda also offers geographically unrestricted access, as it is hard to tell where the campus starts and where it ends. Unauthorised people on campus therefore become or remain practically impossible to identify due to the geographical locations of the university. However, Campus Security could assist in this regard and could make regular legal checks of individuals on campus. Stopping suspicious persons on campus and asking for identification should be seen as a technical measure to ensure the safety of students on campus.

- **Crime prevention committee**

According to Bordner and Peterson (1983:199) a crime prevention committee on campus can assist security officers to utilise resources to their best advantage and to make crime prevention a shared responsibility. In the case of the University of Venda, a community policing forum which consists of the members of the SRC, police, campus security personnel and university administration members was formed in 2002. However, this forum has not been successful due to non-commitment of the members. It is recommended that this forum be promoted to address the problem of sexual harassment and

rape on campus. The committee could form part of the University's Disciplinary Committee, conduct research on crime related issues on campus and assist with the implementation of prevention programmes that could prevent sexual victimisation on campus.

The committee can be a means to maintain ongoing communication between the security officers and the entire university community. Community representation and participation can also assist in identifying campus concerns of students, lecturers, university management, service workers and security personnel and seek solutions together.

- **Sexual harassment and rape prevention and sensitivity training for security officers**

Research by Vera (1994:55) done at the University of Venda revealed that the security officers are poorly trained for the task they need to perform. According to him sloppy reports often result in matters which require urgent attention to remain unknown. Apart from this, these individuals are often not trained to deal with trauma of sexual harassment and rape, thus increasing the negative emotional consequences associated with sexual victimisation. The response of one security member who informed the perpetrator about the allegations laid against him, supports this statement and raises the need for the training of security personnel in general.

Training of security personnel should first focus on the importance of correct information and note taking regarding the incident. It is important that the security personnel realise that this report could be the first link in the trial and the outcome of a hearing could depend on the correct reporting and recording of the incident. Security officers should be trained to be aware of their evidence and testimony as the first possible person the sexual harassment or rape is often reported to. Emotional support for the victim, immediately after the incident, could lessen the emotional impact suffered as a result of the incident. The training should also include a short course on how to preserve

evidence and they should be informed about any crisis intervention services that are available to students.

Training of security officers should also include knowledge of the victim's needs such as a need to feel safe as well as information regarding what constitutes a crisis and how to intervene. In this regard, Labuschagne (1994:43) states that security officers should be provided with skills to do crisis intervention which should be aimed at the relief of immediate pain, emotional and/or physical and other symptoms presented by a person in an acute condition.

6.4.4 ROLE OF THE POLICE

The results of the current study show that even though some victims do in fact report sexual harassment and rape on campus, police officers are often insensitive and judgemental when dealing with victims of sexual harassment and rape. In one instance, a police officer believed that because the victim had a relationship with the accused prior to the rape, she could not claim that she had been a victim of rape. This illustrates that the police are as susceptible to the myths and stereotypes about sexual harassment and rape as members of the community and have the same need for education and awareness about the true nature of sexual harassment and rape as well as its effects on all victims. With the implementation of the Domestic Violence Act (Act 116 of 1998), attitudes of this nature by the police is unacceptable. When abuse is reported, the duties of the police officer according to this Act, are as follows:

The police man/woman is required to assist the victim, serve notices on respondents, serve protection orders and without a warrant arrest an individual at the scene of a domestic violence act, when the police suspects a person of having committed a violent act against the victim. Failure of the police official to act according to this duty constitutes misconduct and the official will face a

disciplinary hearing or enquiry by the Independent Complaints Directorate (Parenzee, Artz & Moul, 2001:3).

Since insensitive reactions by the gatekeepers of the criminal justice system could reinforce feelings of guilt and self-blame and may discourage future reporting of sexual victimisation on campus, the role of police officials in terms of the Act should be emphasised.

In addition to this, Labuschagne (1994:43) points out that the first responsibility of the police should be to attend to the needs of the victim. These include providing for the victim's personal safety and ensuring that the victim's injuries are attended to. If the victim is in an extreme emotional crisis, the victim should be referred for counselling. Above all, the officer should attempt to be non-judgemental and non-aggressive towards the victim. The officer should thus exercise patience, understanding and support towards victims so as to reduce the stress associated with being a victim of either rape or sexual harassment. Since it became clear in the current study that the police do not always fulfil the duties or their responsibility towards victims, more training of police officials with regard to the role they should play as victims' first contact with the criminal justice system, is recommended. Addressing myths associated with sexual victimisation is especially important and care should be taken that victims do indeed receive the services they are entitled to according to the Victims' Charter (Labuschagne, 1994:44).

6.5 CONCLUSION

Even though a small sample was used in the current study, the researcher succeeded in exploring and understanding female students' experiences of sexual harassment and rape at the University of Venda. Although this research shed some light on the nature and difficulties victims of sexual harassment and rape have to deal with after victimisation on campus, themes for further research using bigger samples and including other universities in SA were recommended.

Recommendations regarding the prevention of sexual harassment and rape were also made. These were based on prevention programmes directed toward the victim; prevention programmes directed towards perpetrator of sexual harassment and rape on campus as well as programmes directed towards the institution (University of Venda). Three recommendations that stood out were the need for the empowerment of female students through education programmes, the necessity to dispel the myths surrounding sexual harassment and rape as well as alerting the University of Venda management to take note and implement policies to protect women on campus.

Although the recommendations discussed above do not guarantee full prevention of sexual victimisation, they may change the conditions that promote sexual harassment and rape on campuses. It is hoped that this study has made a valuable contribution to the understanding of sexual harassment and rape on campus and that the research findings of this study would encourage much needed research regarding sexual victimisation on SA campuses.