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KWAZULU-NATAL**

**INYUVESI
YAKWAZULU-NATALI**

**Male students' understandings about sexual violence at the university of
KwaZulu-Natal residences**

by

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**A dissertation submitted in fulfillment of the requirements for the degree
of Master of Education in the School of Education, Faculty of Humanities,
University of KwaZulu-Natal, South Africa**

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Declaration

I, Mathunjwa Nkosingiphile Heizo (student No: 209502986) declare that:

- i. This research report, except where otherwise stated, is my original work.
- ii. This dissertation has not been submitted for any degree or examination at any other university.
- iii. This report does not contain other persons` data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other researchers. Where other sources have been quoted, then ;
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- iv. This dissertation does not contain text, graphics or tables copied and pasted from the internet, unless specifically acknowledged, and the source being detailed in the dissertation and reference section.
- v. The work discussed in this dissertation was carried out in the School of Education, University of Kwazulu-Natal, from 2015 to 2016 under the supervision of Professor S Singh (supervisor) and

vi. The Ethical Clearance No: **HSS/1524/013CA** was granted before conducting the study.

Signed.....

Date.....

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Dedication

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Abstract

Considerable research highlights that sexual violence is a worldwide issue, which is experienced by some groups at a high rate in the society and one of these groups, is university students. This study explores fifteen male students' understandings about sexual violence at the University of KwaZulu-Natal, Edgewood campus residences. The study focused on understanding what these male students regarded as sexual violence, what meanings they attach to sexual violence and what they suggest to be possible ways of preventing sexual violence in the university residences. Using a qualitative research approach, the methods utilised in this study comprised semi-structured individual interviews and focus group discussions.

Theories of masculinities were drawn to frame the study. The data was analysed using thematic analysis. The findings indicate that sexual violence is prevalent at a high rate at the university residences. Findings reveals that sexual violence at the university residences is aggravated by campus life that exposes students to freedom and alcohol, dressing in an improper way and poverty that makes females students vulnerable to sexual violence from sugar daddies. "Sugar daddy" is a term is associated with the phenomenon of transactional sex. Findings indicate that the influence of culture on male dominance fuels the rate of sexual violence in the university residences. The data reveal how male university students use their masculinities, and how by conforming to the societal norms they add to the prevalence of sexual violence in the university residences. The findings also illustrate how patriarchal societies promote male domination and how female subordination results in the normalisation and under-reporting of sexual violence at the university residences.

The findings of this study emphasises the serious consideration and possible initiatives that the university and students should implement in dealing with issues of sexual violence in the university residences. Possible initiatives such as the training and active engagement of university administrators, students and staff on striving to prevent the issues of sexual violence are proposed.

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Chapter One

Introduction to the study

1.1 Introduction and background to the study

Numerous attempts to reduce sexual violence globally and nationally have been explored (Gordon and Collins, 2013). Sexual violence as a worldwide issue has been identified as a key area of concern that needs to be addressed promptly (Daigle, 2012). Literature highlights a high rate of sexual violence that is experienced by students in the university residences (Johnson, Ollus and Nevala, 2007; Flores, 2010; CueDavis, 2011). It has been highlighted in some scholarly works that sexual violence exposes female university students to unfriendly university environments, which in turn affects their ability to participate effectively and benefit from an educational environment and that the perpetrators are mainly men (Argiuero, Dyrdaahl, Fernandez, Whitney and Woodring 2010). Therefore, this dissertation entitled: Male students' understandings about sexual violence at the University of KwaZulu-Natal, Edgewood Campus residence is essential as it indicates the selected male students' understandings of sexual violence and gives offers some initiatives that may be considered in preventing sexual violence in the university residences.

According to Daigle (2012), sexual violence is experienced at a high rate in most of the universities around the world. Some scholars investigating sexual violence among university students in the United States reported that in one of their studies, 38% of their sample confirmed one or two incidences of sexual violence. According to Twinamasiko (2008), a

high rate of sexual violence is experienced on the African continent, where young women experience sexual violence in academic settings. Mackay and Magwaza (2008) indicate that South African Universities are experiencing sexual violence at a high rate. In a safe review conducted among female residence students at a major Metropolitan University of KwaZulu-Natal, it was indicated that 2000 female students experience sexual violence in a year and more than 10 experience it on a daily basis (Mackay and Magwaza, 2008). Therefore, it is against this backdrop that this study explores male students' perceptions, understandings and experiences of sexual violence against women at the University of KwaZulu-Natal's Edgewood campus residences.

According to Ergene, Figen, Tumer and Unal (2005) one of the reasons for the high incidence of sexual violence at university residences is that students are not policed and monitored by their parents and they are in a stage of exploring, which expose them to high risks of sexual violence. Scholarly works state that the high alcohol consumption among students also contributes to sexual violence in university residences (Smith, Magee and Jones, 2012). According to Seedat, Van Nierkerk, Jewkes, Suffla and Ratele (2009) the patriarchal construction of gender in South African societies, where male dominance is encouraged over females, also contributes to the high rate of sexual violence in the university residences. Societies, schools and universities are microcosms of the wider society, therefore the power imbalances and male dominance that is encouraged from societies, transferred to schools, and later to universities, makes female students more vulnerable to sexual violence from males (Haffeejee, 2006).

The above discussion indicates that young women are vulnerable to sexual violence from male university students in the university residences. Male students use the power that is encouraged by societies to subordinate and expose female students to sexual violence in the university residences (Pascoe, 2007). Therefore, this creates a need for research exploring male students' understandings about sexual violence in the university of KwaZulu-Natal residences.

1.2 Focus and rationale of the study

The study focuses on exploring male students' understandings about sexual violence at their residences at a selected University of KwaZulu-Natal campus. The study also seeks the views of the male university students who stay in residences on the prevalence of sexual violence and explores male university students' suggestions or possible ways to reduce sexual violence at universities. Although this is not a deliberate choice, the study includes black students only. The reason being that most of the students that are staying on the university residences are black students. The study forms part of a bigger project conducted by Prof. Shakila Singh that focuses on safer learning environments and aims at reducing Gender Based Violence at the University of KwaZulu-Natal. The ethical clearance number of the study is HSS/1524/013 CA.

My undertaking of this study stems from my personal experiences and observations I had, when staying at the residences of the University of KwaZulu-Natal, Edgewood campus, while I was doing my B.Ed. degree from 2009 to 2012. During the four years staying on campus, I noticed striking behaviours from other male students with regard to sexual violence against female students. As an undergraduate during that period, I did not pay much attention to the

sexual violence that was experienced by female students from the male university students living in the residences. It was after studying my honours degree, that I was exposed to the understandings of sexual violence, that I became interested in issues pertaining to sexual violence in the university residence because it really subordinates and oppresses female students. A study by Clowes and Vergnani (2012) also indicates that sexual violence is highly experienced in universities and female students are more exposed to it as compared to male students. They also explain the negative implications that sexual violence has on the female students. They point out that sexual violence makes female students to be vulnerable to unwanted sexual intercourse, pregnancy, HIV infection and other sexual transmitted diseases.

As a developing gender activist, I am deeply touched when I see gender inequalities, hegemonic instances, subordination and domination of other people because of their gender. Therefore, I have decided to conduct this study. Many researchers, such as DuToit (2005) and Gqola (2007) focus on sexual violence on female university students without looking at or including the male students, yet they are regarded as the main perpetrators of sexual violence. Thus, I have decided to conduct this study as it focuses on the male university students who are staying in residences, understandings of sexual violence. I decided to work with male students who are staying on university residences because university residences are regarded as spaces of sexual violence. Daniels (2002) is in line with the above statement when revealing that students that are staying in university students' residences are vulnerable to sexual violence. The main reason that prompted me to focus on male students is that I wanted men to be involved on issues regarding sexual violence as they are generally regarded as sexual violence perpetrators. I also wanted to get an understanding of how do the participants understand social prescriptions or norms (masculinity) in relation to sexual violence. I believed that the participants' awareness about sexual violence would be raised in

the process of them sharing their views and listening to the views of others. I believe that the university at large will also benefit from this study because the participants could play a vital role in influencing other male students about doing away with sexual violent behaviours. The study also explored the views of the male university students of KwaZulu-Natal who are staying on residences on sexual violence and they came up with some possible suggestions or ways of reducing sexual violence in the university's residences. Thus, I believe that the study will add to the knowledge of masculinities as it increases understandings about how masculinities relate and result in sexual violence through the information from the participants.

1.3 Aims and Objectives of this study

Research focusing on male students' understandings about sexual violence at South African university residences is limited. Therefore, the aims of this study focused mainly on an exploration of how male students at the University of KwaZulu-Natal, Edgewood Campus, understand sexual violence in their residences. The research objectives include an exploration of the meanings that male university resident students attach to sexual violence. Another research objective of this study is the exploration of the views of male university resident students on the prevalence of sexual violence. A further research objective of the study is to explain the suggestions of the male students of the University of KwaZulu-Natal on lowering the rate of sexual violence at their residences. Below, I present the research questions that I have used in order to meet the objectives of the study.

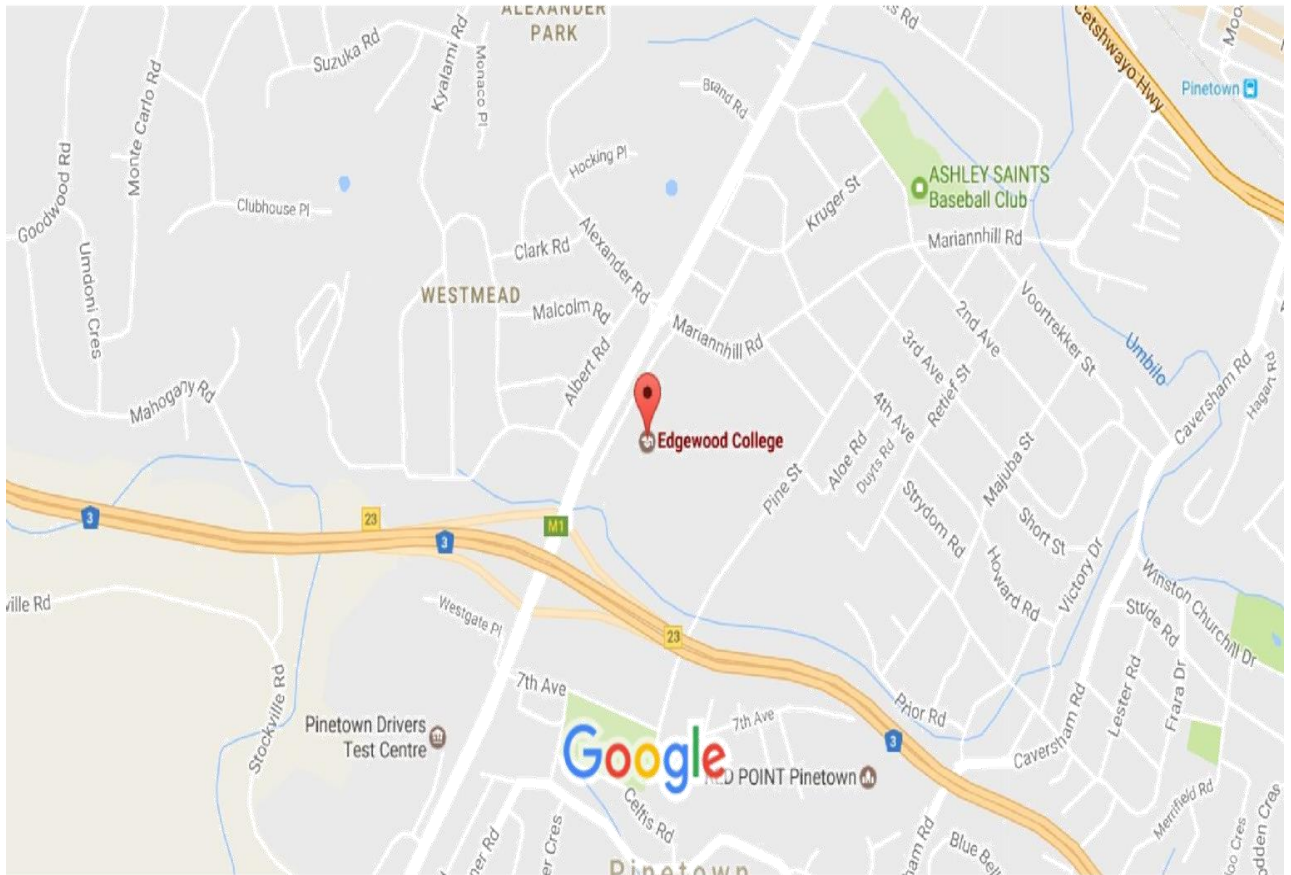
1.4 Key research questions

The critical questions that this study responds to are:

- What are male students at the University of KwaZulu-Natal's residences understandings about sexual violence?
- What do male students at the University of KwaZulu-Natal suggest as possible ways to reduce sexual violence at university residences?

1.5 Research site of the study: University of KwaZulu-Natal, Edgewood Campus

The study was conducted at the University of KwaZulu-Natal, Edgewood Campus, which is situated next to Pinetown, east of Durban. Edgewood campus is the main faculty of the University of KwaZulu-Natal that specialises in Bachelor of Education degrees and postgraduate degrees in Education. This university campus has twelve student residences. It has four males-only undergraduate's residences, five females-only undergraduate's residences and two mixed-sex undergraduate's residences and one mixed-sex postgraduates residence. This university has a diverse student population. Blacks, Whites, Indian and Coloured students are found in this university. The university is located in an urban area and it accommodates students regardless of background, race, gender and class, thus students from the working class backgrounds are also given an opportunity to broaden their knowledge to brighten their future in this university. Most of the black students are facing some challenges in terms of coping with the university expenses because they are coming from poor backgrounds, thus most of them are given the first priority to stay in the university residences because they cannot afford transport costs on a daily basis. The map on page 7 shows the location of the University of KwaZulu-Natal, Edgewood Campus.



Map data ©2017 AfriGIS (Pty) Ltd, Google 200 m

Map showing Edgewood College, UKZN

<https://www.google.co.za/maps/place/Edgewood+College/@-29.8251443,30.8372364,15z/data...>

1.6 Brief outline of the Chapters

Chapter One: This is an introductory chapter. I have outlined the focus and rationale of the study. The aims and objectives of the study have also been provided in this chapter. The key research questions framing this study were also presented in this chapter.

Chapter Two: This chapter presents a literature review, including a discussion of scholarly work on sexual violence at university residences. Both national and global scholarly works have been used in this chapter. This chapter is presented in the form of broad themes, which have been generated from issues of sexual violence in South African universities. The literature is discussed around issues of relationships between men, masculinity and sexual violence in South African universities. I also discuss the literature around gendered nature of sexual violence and how females are subordinated and exposed to sexual violence. The literature indicates the factors that contribute to men's use of sexual violence and the role men can play in addressing sexual violence in university residences. A discussion on the theoretical framework is provided in this chapter. The theoretical framework that was used as a lens through which I analysed and interpreted the data produced in the study was the social constructivist theory which was used in conjunction with Connell's theory of gender and masculinity.

Chapter Three: This chapter outlines the research design and methodology that has been used in this study. To explore the male students' understanding of sexual violence at the university of KwaZulu-Natal residences, it was necessary to engage a qualitative research approach. A qualitative research approach, interpretivist paradigm, purposive sampling method are explained in this chapter. Data collection tools for both individual interviews and focus group discussion are also explained in this chapter. This chapter also explains the inductive analysis of data and patterns of themes that emanated from both interviews. Ethical considerations, trustworthiness/ reliability and limitations of the study are also explained in this chapter.

Chapter Four: This chapter provides an in-depth analysis of the knowledge, meanings, understandings and attitudes of the selected group of students staying in the university of KwaZulu-Natal residences about sexual violence in the university residences. The chapter gives an inductive analysis of data obtained after the authentication and verification of transcripts by the participants. I also present transcribed data in this chapter and data has been engaged through reading and re-reading in preparation for analysis and discussion.

Chapter Five: This chapter concludes this dissertation. The chapter provides the summary of the chapters that have been discussed earlier. Therefore, in conclusion, the chapter present the main findings of the study. It also gives some recommendations, which are in line with the findings of the study, in trying to give awareness on issues regarding sexual violence in university residences in South Africa, specifically the University of KwaZulu-Natal.

Chapter Two

Literature review

2.1. Introduction

Sexual violence against females is a global issue and a common phenomenon that is experienced by many women in different parts of the world. Some estimations indicate that one in three women have experienced sexual violence in their lifetime (Fanslow and Robinson, 2004; Mayhew and Reilly, 2007). Furthermore, Daigle (2012) argues that even though sexual violence is highly experienced around the world, some groups within societies experience it more than others, and one of those groups is university students. So this chapter is based on a review of literature that will be presented on specific topics for this study. International, national and local studies that are based on male student-`s` understandings about sexual violence at university residence have been reviewed and synthesised to form different themes that are related to the topic. The topics that this literature review focuses on are:

- Defining sexual violence
- Sexual violence in South Africa
- Sexual violence on University campuses

- Gendered Nature of Sexual violence
- Gender and sexual violence
- Men, Masculinity and Sexual violence
- The role men can play in addressing sexual violence

This chapter then continues with a section on the theoretical frameworks that have been used in the study. The theoretical frameworks, which is social constructivism and Connell`s theory of gender and masculinity will be used to analyse and interpret the primary data.

2.1.1 Defining Sexual Violence

Sexual violence can be defined in many different ways. According to Adair (2006) sexual violence is defined as any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed against a person`s sexuality using coercion, by any person, regardless of their relationship to the victim, in any setting. Furthermore, Adair (2006) mentions that sexual violence can include the following; threat of rape, attempted rape, sexual harassment, sexual coercion and sexual contact with force.

2.1.2 Sexual violence in South Africa

Sexual violence is a worldwide issue and it affects millions of people each year around the world (Kim, 2000). Likewise, Fanslow and Robin (2004) assert that violence is a global

concern and it is commonly experienced by most girls and women. Correspondingly, Ricardo, Eads and Barker (2011) point out that sexual violence against women is a universal issue that is faced by all cultural and socio-economic contexts. Many scholars are in support of the notion that sexual violence is a worldwide issue, as it has been indicated in their work that sexual violence is a dominant issue around the world (Lehrer, Lehrer, Lehrer and Oyarzún, 2007; Mqogi, 2006; and Resnick, Acierno, Kilpatrick and Holmes (2005) state that one of the countries that are facing a high rate of sexual violence around the world is the United State of America. Furthermore, Resnick, Acierno, Kilpatrick and Holmes (2005) indicate that about 683 000 females experience sexual violence each year in America. Similarly, Mayhew and Reilly (2007) state that 29 percent of women in New Zealand have been exposed to sexual violence in their lifetime. Furthermore, Mayhew and Reilly (2007) mention that estimates have shown that as many as one in three women has experienced sexual violence in their lifetime, in New Zealand. This is a clear indication that sexual violence is indeed a worldwide issue and South Africa cannot be distanced from this issue as South Africa is reported to be one of the countries that is experiencing sexual violence at a high rate in the world (Adar and Stevens, 2000).

According to Jewkes and Abrahams (2002) South Africa is one of the countries that are experiencing the high rate of sexual violence even though some of the sexual violence incidences are not reported. Scholars are in line with the notion that South Africa is indeed one of the countries that is experiencing a high rate of sexual violence as substantial evidence in recent literature showing sexual violence against women in South Africa has been revealed in their work (Human Right Watch, 2001; Jewkes, Lenin, Mbananga and Bradshaw, 2002; Statistics South Africa, 2005; Stats SA Archive, 2002). In the same way, some scholars have even made it clear that sexual violence is experienced by all the age groups in South Africa

(Vetten, Jewkes, Sigsworth, Christofides, Loots, and Dunseith, 2008). Jewkes, *et al.*, (2002) support the above-mentioned statement when pointing out that many younger women are reporting to have experienced sexual violence before the age of 18. In addition, Richter (2003) points out that in police statistics in Johannesburg it has been revealed that, a quarter of all girls who have experienced sexual violence have experienced it in their school age and even younger.

According to Richter (2003), South African infants experience sexual violence in South Africa, whereby they are raped because of the myth of curing HIV/AIDS. Likewise, Meel (2003) points out those old women, as old as 80 years also experience sexual violence in South Africa. Jewkes, Vundule, Maforah and Joordan (2001) indicate that in a study that was conducted in Eastern Cape, Mpumalanga and Limpopo, it has been estimated that 15% to 30 % of females' first sexual intercourse was through sexual violence. In support of the above mentioned point, Seedat, Van Niekerk, Jewkes, Suffla, and Ratele (2009) state that in 2003 sexual violence reported issues, statistics have shown that young girls (below 12 years) have experienced sexual violence in Gauteng province. Similarly, Jewkes, Dunkle, Nduna, Jama and Puren (2010) point out that in the Eastern Cape Province 39.1% of women report that they have experienced sexual violence before the age of 18. Kalichman, Simbayi, Kaufman, Cain, Cherry and Mathithi (2005) reveal that in a survey that was done among 127 women in Cape Town, it has been indicated that 40% of the women indicated that they have experienced sexual violence. Hallman (2004) states that in a women survey in South Africa, 55 % of women surveyed in the study reported to have not experienced sexual violence in their first sexual intercourse and the remaining 45% have experience sexual violence. In another study conducted among 400 females, Peltzer and Pengpid (2008) indicate that 17% of them reported that they experienced at least one incident of sexual violence.

The literature is clearly in line with the notion that indeed females experience sexual violence in South Africa, which is mainly caused by the patriarchal nature of the South African society and the normalisation of sexual violence (Bower, 2014). This has been revealed by the Human Rights Watch (2001) when stating that in most cases, women experience sexual violence from men because of conforming to social norms. Furthermore, the Human Right Watch (2001) points out that it has been revealed in police statistics that one in four young men questioned reported to have had sex with a woman without having agreement by the time he had reached the age of eighteen. Moreover, the Human Right Watch (2001) states that South African girls are most likely to experience sexual violence and sexual assault by one or more of their male classmates. Therefore, the above-discussed literature is in line with the notion that indeed females experience sexual violence in South Africa and males are the perpetrators of sexual violence, and social norms have an influence on sexual violence incidents.

2.1.3 Sexual violence on University campuses

Sexual violence, as a worldwide issue, is not only experienced in societies but it is also experienced in educational institutions (Twinamasiko, 2008). Daigle (2012) points out that even though the rate of sexual violence is very high, there are some groups within the society who experience it at a higher rate, and one of these groups is university students. Hobson and Guziewicz (2002) point out that female student in many universities around the world are exposed to unfriendly environments that involve sexual violence, which tends to affect their ability to participate and benefit from an educational environment. According to Ottens (2001) female university students experience sexual violence in universities because of rape supportive beliefs and social stereotypes which are transferred from the societies to the

universities because the university is a microcosm of the wider society. In the same way, Argiiero, Dyrdaahl, Fernandez, Whitney and Woodring (2010) point out that clear evidence from research has revealed that indeed there are rape-supportive cultures and beliefs on university campuses, which fuels the rate of sexual violence. Furthermore, Burgess (2007) states that research reveals that a number of men would perpetrate sexual violence in university campuses if they can have the assurance that they would not be caught. Therefore, the discussed literature clearly reveals that indeed, there is a high rate of sexual violence in university residences and females are the victims.

Some researchers investigating the prevalence of sexual violence among university students have revealed that one in four students in the United States will experience sexual violence during their time in their universities (Gross, Winslett, Roberts and Gohm 2006; Fisher, Daigle and Cullen, 2009; Walsh, Banyard, Moynihan, Ward and Cohn, 2010). Some studies have even revealed higher estimates as in one study it has been reported that 38% of their sample testified that one or more incidences of sexual violence (Nasta, Shah, Brahmanandam, Richman, Wittels, Allsworth and Boardman, 2005).

In a study conducted by Lehrer, Lehrer, Lehrer and Oyarzun (2007) in the Republic of Chile, it has been indicated that in 455 female students attending various universities, 17% of the sample reported to have experienced sexual violence in the previous 12 months. Therefore, the above scholars support the notion that indeed female university students experience sexual violence while dealing with their academic work in universities around the world; and we cannot exclude African universities from such sexual violence behaviours (Twinamasiko, 2008). Furthermore, in a 2010 study of sexual violence in universities, data drawn from six

universities reveals that 21% of women had experienced sexual violence (Connor, Gray and Kypri, 2010). Therefore, this shows that female university students are one of the groups that experience sexual violence at an elevated rate (Walsh, Banyard, Moynihan, Ward and Cohn, 2010).

Sexual violence is not only experienced by the universities that are found in the West, the African continent also experiences sexual violence in some academic settings (Twinamasiko, 2008). According to Leach and Mitchell (2006), many young women experience incidents of sexual violence and harassment in academic settings in the context of Africa. In a study that was conducted by Leach, Fiscian, Kadzamire, Lemani and Machankia (2003) in three Southern African countries, it has been indicated that girls' experiences sexual violence in their universities during their academic years. One of the reasons why African girls experience sexual violence is that girls are trained to accept sexual violence in their young ages, and boys receive permission to continue with their aggressive behaviours (Leach, Fiscian, Kadzamire, Lemani and Machankia, 2003).

According to Luke and Kurtz (2002) another reason that exposes young women in sub-Saharan African to sexual violence, is poverty. In support of the above mentioned statement, Twinamasiko (2008) states that such incidences are highly experienced in countries like Uganda, Lesotho, Tanzania and South Africa. Female students are vulnerable to sexual violence because they want money to buy food and pay school fees. According to Leach and Mitchell (2006), sexual violence in academic settings is sometimes perpetrated by authority figures such as lecturers, administrators and male students. Furthermore, Leach and Mitchell (2006) state that in most of the times, young university students experience sexual abuse in

return for the reward of good grades and material assistance from lecturers and other academic staff. The above-discussed statements support the notion that indeed power and authority play a huge role in exposing young university students to sexual violence, which tend to subordinate them. According to Twinamasiko (2008), another group of people that contribute to sexual violence of female university students are sugar daddies. Twinamasiko (2008) points out that sugar daddies are older men with power or money who are sexually exploiting female university students in exchange for money. This shows that female university students are indeed experiencing sexual violence in the African universities in their academic years and South Africa cannot be isolated from such sexual violence behaviours as it viewed as one of the African countries that experience sexual violence at a higher rate in the academic settings (Daniels 2000).

According to Jewkes, Levin, Mbananga and Bradshaw (2002), evidence in literature reveals that sexual violence against young women in universities is a huge problem that is experienced around the world. Likewise, Daniels (2000) points out that that studies in South African universities show that female university students experience a high rate of sexual violence in their residences. Daniels (2000) mentions that in one of the surveys that was conducted at the University of Witwatersrand from September to October 1996, which was about the experiences of sexual violence, about 68% of the total sample reported being victims of sexual violence, and most of them were females. Likewise, MacKay and Magwaza (2008) point out that in a safety review conducted amongst female residence students at a major metropolitan University in Kwazulu-Natal, it was found that more than 2000 female students experience sexual violence every year and more than 10 for every day of the academic year. Correspondingly, Gordon and Collins (2013) state that in 2007 an incident took place at the South African university where a foreign exchange student from the United

States experienced sexual violence in the form of rape in one of the university residences. Therefore, such incidents support the notion that indeed South Africa is one of the countries that faces sexual violence in academic settings, at a higher rate (Daniels, 2000).

2.1.4 Gendered nature of sexual violence in South Africa

According to Ricardo, Eads, and Barker (2011) gender and sexual based violence in South Africa is a common problem that is being normalised and underreported. According to Jewkes, Penn-Kekana, and Rose-Junius (2005) sexual violence affects both girls and boys, although girls are highly exposed to sexual violence due to their gendered position in South African society. Seedat, Van Niekerk, Jewkes, Suffla and Ratele (2009) assert that the patriarchal construction of masculinities in South Africa permit male control over women and girls and promote an impression of sexual entitlement. Bower (2014) points out that there are still huge changes that are required in working towards equality in South African societies, because rights of women are still violated regardless of the effort and commitment made in the legislation. Jewkes *et al.*, (2005) clearly point out that males sometimes use sexual violence as a means of displaying control over females and following the social norms.

Volgelman (1990) points out that socialization plays a huge role and is a most powerful predictor of sexual behaviour in young men. Correspondingly, Leach and Mitchell (2006) reveal that in most cases, societies are the most prominent promoters of sexual violence. According to Ricardo *et al.*, (2011) one of the main causes of sexual violence is the unequal gender norms and power dynamics. They assert that the unequal gender norms and power dynamics cause girls and women to become the victims of sexual violence, and boys and men to be the perpetrators of sexual violence throughout the world. Furthermore, Ricardo *et al.*, (2011) point out that men's use of sexual violence on women is generally a learned behaviour

that is normalised and rooted in the ways that boys and men are socialised. Likewise, Higson-Smith, Lamprecht and Jacklin (2004) state that at an early age, children learn the male ideology of having power over the females, which tend to subordinate females leading them to become victims of sexual violence. In the same way, (Katz 2006, Schwartz and DeKeseredy 2008) point out that many researches on sexual violence have revealed that sexual violence incidences are more common in places where social norms ignore males' sexually aggressive behaviours. Furthermore, Higson-Smith, Lamprecht and Jacklin (2004) state that rape-supportive attitudes are socially constructed (in South Africa) through beliefs, and that they result in sexual violence incidents. Furthermore, Ricardo, Eads and Baker (2011) point out that in many cases, forms of sexual violence like rape are hardly recognised by social or legal norms. The discussed literature clearly reveals that sexual violence is gendered and that there are factors that contribute to sexual violence perpetrated by men.

2.1.5 Gender and sexual violence

Many different factors contribute to gender and sexual violence by men against women in South Africa and one of these factors is poverty (Bhana and Pattman, 2011). Kanku and Mash (2010) have similar views when they point out that indeed poverty contributes to risky sexual behaviour like sexual violence in the South African youth. According to Silberschmidt (2001), research has indicated that in countries like South Africa and India, more socially advantaged men are most likely to use sexual violence against women because of their higher education and socio-economic status.

Poverty also contributes to men's use of sexual violence over women, as revealed in a study that was conducted by Kanku and Mash (2010) in Taung, a rural area located in the North

West province. Kanku and Mash (2010) state that teenage girls, aged between 18 and 23 argued that living in a society that lacked basic facilities for teenagers to engage in, exposed them to risky sexual practices like sexual violence, as they always depend on men for provisions. It is not only poverty that encourages men`s use of sexual violence in South African communities and universities but also the rape supporting beliefs in schools and universities are perpetuating sexual violence (Ottens, 2001).

According to Haffejee (2006) one of the places where sexual violence is learned and manifested, is the school. Ottens (2001) states that sexually violent behaviours that are learned in the South African societies are transplanted into schools and later taken to the university level. This is because the school and the university are microcosms of the wider society. Researchers work is in line with the notion that indeed schools promote sexual violence, which at the later stage is practiced at the university level when pointing out that many South African adolescent girls are extremely vulnerable to sexual violence in the school environment (Haffejee, 2006; Human Rights Watch, 2001; Mirsky, 2003 and Posel, 2005). In support of the above notion, Leach, Fiscian, Kadzamire, Lemani and Machankia (2003) who conducted a study on sexual violence in three African countries found that indeed schools are breeding grounds for sexual violence, which remains with people into adult life. In the same way, Haffejee (2006) highlights that in her study on girl`s experiences on gender-based violence; young girls appear to be at risk of being sexually victimised within the school premises. Furthermore, her findings reveal that schools are not seen to be safe places for young girls; instead, they act as a main site for sexual violence.

According to a study that was conducted by Anderson, Ho-Foster and Matthis (2004), one in every three-school girls in Southern Johannesburg has experienced sexual violence at school. In an interview that was conducted by the Human Rights Watch (2001) on South African girls; girls highlighted that they experience regular sexual violence in schools from their peers (boys). Furthermore, the girls interviewed by the Human Rights Watch (2001) reported that some sexual assaults occurred in classrooms during the teaching and learning process, in full view of their teachers. The girls reported that their male classmates would try to kiss them, try to touch them under their skirts and touch their breasts in front of the teacher in the classroom. Such sexual behaviours are in support of the notion that schools are the breeding places of sexual violence and these uncondemned behaviours are transplanted from the schools to the universities. The issue of the alcohol use cannot be left out as one of the factors that contributes on men's use of sexual violence over women.

According to Carr (2004), research has indicated that there is a close relationship between alcohol and sexual violence. Similarly, Abbey, Clinton-Sherrod, McAuslan, Zawacki, and Buck (2003) assert that sexual violence may be perpetrated by alcohol sometimes because it makes perpetrators to focus on their immediate feeling of sexual desire rather than considering the victim's suffering. Furthermore, Abbey *et al.*, (2003) point out that alcohol use on the side of the victim may negatively affect cognition and warning signs of sexual violence from the perpetrators and it can affect the victim's capacity to escape sexual violence. This is one of the reasons why many females are victims of sexual violence and where men use alcohol as an excuse for sexually aggressive behaviour (Carr, 2004). This is not only happening in the South African societies but also in the South African universities and in many universities around the globe.

Scholars like Abbey et al., (2003); Adams-Curtis and Forbes, (2004); Cashell-Smith, Connor, and Kypri, (2007); Krebs, Lindquist, Warner, Fisher, and Marti, (2009); Connor., Gray, and Kypri, (2010); Smith, Magee and Jones, (2012) point out that there is high alcohol consumption among students at universities around the world, and that alcohol use is related to sexual violence. Fisher, Cullen and Turner (2000) also point out that a research was conducted with students in United States and the findings revealed that 50 percent of sexual violence incidents that occur within student population are influenced and associated with alcohol consumption. Likewise, Towl (2004) states that New Zealand universities are also part of the universities that experience alcohol consumption at a high rate and that heavy drinking is seen as part of the culture of students arriving at tertiary education institutions, and that such incidences are common at university residences.

According to Kypri, Paschall, Maclellan and Langley (2007) heavy drinking is mostly experienced by students who reside in the university residences. This is because students who live in residence have more chances of drinking alcohol during the week than those students who are not living at university residences (Kypri, Paschall, Langley, Baxter Cashell-Smith and Bourdeau, 2009). Furthermore, Kypri *et.al.* (2009) point out that that there are drinking locations that promote heavy alcohol consumption to the students, which end up resulting in sexual violence. The literature on the relationship between alcohol and sexual violence indicate that alcohol is a contributing factor to sexual violence at university residences.

2.1.6 Men, masculinity and sexual violence

According to Frosh, Phoenix and Pattman (2003), masculinities do not automatically or naturally occur, but they are constructed in social interactions, and manifested with the cultural resources available to particular boys and men. One of the major frameworks for understanding masculinity is through the understanding of hegemonic masculinity that guarantees the domination of men and subordination of women (Connell, 1995). In the same way, Lindegger and Maxwell (2007) state that hegemonic masculinity presents the accepted masculinity through which boys and men are socialised in, and in which they are expected to conform to so that they can be accepted as real men and boys. Moreover, Imms (2000) points out that for those boys who are dismissive in conforming to hegemonic standards experience oppression and are even restricted to participate in their peer groups. The literature clearly reveals that it is of these hegemonic standards that boys conform to, which end up developing and contributing to risky behaviours like sexual violence (Lindegger and Maxwell, 2007).

According to Bower (2014), the patriarchal nature of the South African society is the one that results in masculinity and sexual violence. Similarly, Ricardo *et al.*, (2011) states that one of the main causes of sexual violence is the unequal gender norms and power dynamics, which are found in societies. Furthermore, Jewkes *et al.*, (2005) argue that the deep-rooted system of patriarchy in the South African societies causes females to be vulnerable to sexual violence. Ricardo *et al.*, (2011) state that the unequal gender norms and power dynamics are the ones that are causing girls and women to be the victims of sexual violence and boys and men to be the perpetrators of sexual violence throughout the world. Moreover, Ricardo *et al.*, (2011) point out that men's use of sexual violence on women is generally a learned behaviour that is normalised and rooted in the ways that boys and men are socialised. This is further

supported by Leach and Mitchell (2006) when stating that societies play a huge role in the promotion of sexual violence because young men are exposed to social norms at a younger age, which in turn determines their sexual behaviours. Corey (2005) points out that boys are socialised in a different way as compared to girls because they are socialised in a way of being aggressive and power seeking nature of males. Many researchers on sexual violence have indicated that sexual violence incidents are more common in places where social norms ignore male`s sexual aggressive behaviours or masculinities (Katz 2006, Schwartz and DeKeseredy 2008).

According to Shefer (2007) masculinities are inherently historical and their making and remaking is a political process affecting the balance of interest in the society and the direction of social change. Renold and Debbie (2010) point out that masculinity plays an important role in enslaving people to do things according to the social norms. Similarly, Pascoe (2007) states that each society has a fixed or true masculinity that has been constructed according to the culture of the people within the society. According to Higate (2007), all men share one thing, which is privilege. Furthermore, Higate (2007) points out that men are granted power and position over women, by virtue of being born male. Renold and Debbie (2010) state that masculine practices are planted in children when they are still young. For example, young boys are generally allowed more freedom and they have few restrictions placed on them as compared to young girls; thus, girls end up being victims of sexual violence as they turn to conform to the masculine norms that are constructed by their society.

According to Hong (2000), masculinity is the main cause of sexual violence around the world. Messerschmidt (2000) points out that the estimations of the World Health Organisation reveal that 150 million girls under the age of 18 have suffered sexual violence,

which resulted because of boys, exercising their masculinity over girls. Furthermore, Messerschmidt (2000) points out that every day, girls are threatened by sexual assaults by boys who are exercising their male dominance over them. Likewise, Harber (2001) points out that studies have revealed in some context, especially in some parts of the Sub-Saharan Africa that sexual violence against girls in societies and schools is often downplayed and normalised because it conforms to local gender norms and it is an everyday occurrence. In South Africa, a study conducted by Leach (2006) in rural KwaZulu-Natal, has indicated that girls are subjected to sexual violence because of environmental influences, including masculinity. Leach (2006) mentions that one of her studies about sexual violence in South Africa argues that in many societies, physical assault, rape and coercive sex have become the norm, making it so hard for young women to protect themselves from unwanted sexual intercourse and HIV infection and other sexually transmitted diseases. She also points out that in his study about sexual violence, boys clearly saw sex as their right and girls find it difficult to escape sexual violence incidents because of the fear of reprisals and the status attached on being in a relationship.

According to Fitzgerald and Ormerod (1991) one of the reasons why female university students experience high rates of sexual violence is because male students act within a larger patriarchal culture that supports sexual exploitation of women (male dominance). Ottens (2001) states that, as universities are the social microcosms; they are used as a tool for transplanting social stereotypes that perpetuate sexual violence, thus sexual violence behaviour is justified as normal. Correspondingly, Argiero, Dyrdaahl, Fernandez, Whitney and Woodring (2010) point out that researchers have revealed some rape-supportive and culture beliefs in some of the university campuses in New Zealand universities and researchers highlight that this results in the perpetuation of sexual violence in the universities.

Furthermore, Ricardo *et al.*, (2011) aver that in most of the times gender norms maintain that men must be sexually aggressive and women must be passive, which exposes women to sexual violence situations.

According to Berkowitz (1992), studies show that from 25% to 60% of male university students have involved themselves in some forms of sexual violence. Furthermore, he points out that scholars like Jewkes (2008) and Jewkes, Penn-Kekana and Rose-Junius (2005) suggest that there are many possible reasons that cause male students to involve themselves in sexual violence in universities or institutions. According to Jewkes (2008), in most cases, sexual violence is encouraged by the rigid gender norms and power imbalances that are experienced by women and men in their respective communities (Jewkes, 2008). Jewkes, Penn-Kekana and Rose-Junius (2005) are in support of the above mentioned statement when revealing that such rigid gender norms include those which promotes men`s power and dominance over women and women`s submissiveness, as well as those which associates the identity of a man in relation to his heterosexual experiences. In the same way Jewkes, (2008), points out that, research in South Africa has found that young men may construct and access successful masculinity through using force, where conquest is regarded as a sign of superiority or status. Therefore, this suggests that young women in universities of South Africa experience sexual violence because men are responding to sexual violence experiences that are socially practiced and approved, which in turn keeps women within certain boundaries (Gordon and Collins, 2013). The above scholars have indicated that female university students who live in university residences are exposed to sexual violence and that is caused by conforming to social norms.

2.1.7 The role universities can play in addressing sexual violence

Sexual violence is one of the serious public health problems that affects the health and well-being of millions of people around the world, with high rates being noticed among university students (Black, Basile, Breiding, Smith, Walters, Merrick, Stevens, 2011; Fisher, Cullen and Turner, 2000). Thus, the Division of Violence Prevention in the Centres for Disease Control and Prevention (CDC) has introduced sexual violence prevention initiatives that focus on preventing violence before it occurs (DeGue, Holt, Massetti, Matjasko, Tharp, and Valle, 2012).

According to Tharp, DeGue, Valle, Brookmeyer, Massetti and Matjasko (2013) research has indicated that there is a relationship between alcohol and sexual violence perpetration in high school students, college students and adults. Tharp, DeGue, Valle, Brookmeyer, Massetti and Matjasko (2013) point out that an alcohol policy has the potential of playing an important role reducing sexual violence perpetration. Furthermore, Tharp, DeGue, Valle, Brookmeyer, Massetti and Matjasko (2013) state that policies affecting alcohol outlet density and bans of alcohol on college campuses and substance-free dorms may also play a vital role in reducing the risk of sexual violence perpetration. In the same way, Banyard (2014) suggests that in order for campus policies to be implemented effectively, firstly, they must be available and accessible to community members like students, staff and administrators. Furthermore, Banyard (2014) points out that there is also a great need for the training of faculty and administrators on alcohol policies, for effective implementation of the policy. It is possible that the above-mentioned strategies can play an important role in reducing sexual violence in universities because they include the whole of the university community.

2.2 The theories that underpin this study: Social Constructivism and Connell's theory of gender and masculinity

This section presents the theoretical framework of the study. According to Philip (2000) theories are intellectual frameworks that organize a vast amount of knowledge about a phenomenon and assist in understanding and explaining better the nature of the phenomenon. Henning, van Rensburg, and Smith (2004) point out that a theoretical framework plays a major role in guiding the researcher, as it is the tool that directs communication between the literature and the study.

For the purpose of this study, I aimed to explore the male university of KwaZulu-Natal students' understandings about sexual violence in the residences. I therefore chose the social constructivism theory in conjunction with Connells's theory of gender and masculinity to frame this study. Social constructivism theory may be defined as a perspective that believe that social and proximal interaction with other people have a great influence on human life (Fosnot, 1989). Philips (2000) supports Fosnot's definition of social constructivism theory when asserting that this approach allows people to understand themselves and the world they are living in, in relation to the power and social factors that control them in their societies. Therefore, this suggests that social constructivism is a theory that effectively explains the influence that social factors have in shaping the attitudes and behaviours of people.

According to Vogelman (1990), social constructivism plays an important role in explaining the perpetuation of behaviours that encourage sexual violence and control over women. In South African societies, people are socialised to conform to social beliefs that certain modes

of behaviours are natural and this has an effect on the social control of women and sexual violation of women, which prevail unquestioningly (Volgeman, 1990). This offers reasons why women are vulnerable to sexual violence, because sexual violent behaviour is treated as normal in most of the South African societies. Therefore, the theory of social constructivism helped me to understand the influence that societies have in making people conform to societal beliefs and norms that make them vulnerable to sexual violence.

Connell's theory of gender and masculinity

According to Connell (2000), masculinity is all about behaviours and roles, which are generally associated with boys and men. Connell (1989) states that masculinity is constructed by a society. He points out that many people get to understand themselves to be a man or woman because of their personal experiences. Connell (2000) reveals that as a child grows, the society models the behaviour in relation to the child's sex. So this shows that masculinity is constructed by a society and a child's behaviour is shaped by the societal expectations (Shefer, 2007). This also reflects that masculinities are not naturally occurring but they are constructed and perpetuated through social interactions and achieved through the use and reinforcement of cultural resources available to boys and men (Frosh, Phoenix and Pattman, 2003).

According to (Walker, 2005) South Africa is a male dominated patriarchal society; therefore, men are given more power whereas women are subordinated and exploited. Connell (2000) states that African girls are forced to conform to sexual behaviours that supports male power and limit their own sexual agency. Male domination and subordination of females in societies causes the females to be vulnerable to sexual violence from boys (Connell, 2000). This

implies that masculinity is used to signify practices, which subordinate women and maintain the privileged position of men, which results to sexual violence (Connell, 1995). Connell (1995) states that there are different kinds of masculinities for boys and men and the main one that influences their understanding of how to behave and maintain their male domination as males is hegemonic masculinity.

According to Connell (2005), hegemonic masculinity is one of the key conceptual tools, which can be described as the things done by males, and societal institutions that result in the subordination of females to males. Connell's (1995) theory is constructed on the hierarchical understanding of gender, where male dominance and the subordination of women is reflected. The hierarchal understanding of gender exposes women to sexual violent incidences from men because men use the advantage of male dominance that is encouraged by societies to expose women to sexual violence (Jewkes, Dunkle, Koss, Lenin, Nduma, Jama and Sikweyiya, 2006). Similarly, Lindegger and Maxwell (2007) point out that the hegemonic standards that boys and men conform to are the ones that contributes to the development of sexual violence. Therefore, this shows that sexual violence and hegemonic masculinity are linked and that in countries like South Africa, it is at a high rate, thus the rate of sexual violence is very high (Jewkes, Dunkle, Koss, Lenin, Nduma, Jama and Sikweyiya, 2006).

I chose to use Connell's theory together with social constructivism in the study because he focuses on gender and masculinity in a South African context. Therefore, using Connell's theory in my study played a very important role as it has examined the masculine acts of the male university students that are socially constructed, which contributes to sexual violence. Some South African studies have employed hegemonic masculinities including the research

conducted by Fouten (2006) in exploring how adolescent boys negotiate regulatory conceptions of masculinity. Based on Connell's theory of gender and masculinity, the data that has been produced in the study has been analysed from a gendered perspective in an attempt in exploring and understanding how gender norms (social prescriptions) results in masculinities and force many young women and girls into subordination and expose them to sexual violence.

2.3 Conclusion

In this chapter, I have reviewed existing literature that is relevant to my study of male students' understandings about sexual violence at the university residences. The theoretical framework that has been discussed in this chapter will be used as a tool for analysing the produced data, which will be discussed in chapter 4. The chapter that will be discussed next is chapter 3, the methodology chapter that provides information on how data was produced in the study.

Chapter 3

Research Design and Methodology

3.1 Introduction

This chapter explains the research design and methodology that has been used in this study. According to Henning, Van Rensburg and Smith (2004) the main purpose of the research design and methodology is to deliver data findings that reflect the research questions and suit the research purpose. To explore the male students' understandings about sexual violence at the university of KwaZulu-Natal residences, a qualitative research method was employed in this study. The chapter also explains the research paradigm; research site; sampling strategy and the data collection tools, where I used the individual interviews and focus group discussions. This chapter also explain the inductive analysis of data and the patterns of themes that emerged from both the individual interviews and the focused group. Finally, the chapter explains, in detail, the ethical considerations, validity, trustworthiness and the limitations of the study.

3.2 Research design and methodology

This research is positioned in a qualitative field of research. According to Hancock (2002) qualitative research is concerned with developing explanations of social phenomena that inform understanding about the world which people inhabit and why things exist the way they are. Creswell (2008) points out that qualitative research does not compare groups or variables instead, the researcher gets a deep understanding of the views of an individual or

group of individuals. Therefore, employing a qualitative approach played a vital role in exploring the male university of KwaZulu-Natal students' understandings about sexual violence in the university residences. The qualitative approach allowed the participants to give their understandings, explanations and experiences of sexual violence in relation to their social phenomena. Similarly, Mason (2005) in Anderson (2009) argued that qualitative research allows researchers to explore a wide array of dimensions of the social world, which includes the understandings, experiences and imaginings of their participants. Robson (2002) claims that a qualitative approach often assumes that realities are socially constructed through individual definitions. Therefore, it is for these reasons that a qualitative research approach was used in this study as this approach gave me an opportunity to gain insight into the participants' understanding of sexual violence in the university residences. The research approach also played an important role in exploring how the participants make meaning of the world that they live in.

This study is located within an interpretivist paradigm. The main reason for locating the study in an interpretivist paradigm is that a researcher employing an interpretivist paradigm is concerned with understanding the meaning behind students' experiences, which is part of the social and cultural context in which they occur (Kim, 2003). Likewise, Henning, van Rensberg and Smit (2004) state that knowledge in an interpretivist paradigm is constructed by observable phenomena and descriptions of people's intentions, beliefs, values, reasons and making meaning as well as self-understanding. In the case of this study, an interpretivist paradigm helped me to explore the male University of KwaZulu-Natal students' understandings about sexual violence in the university residences. The study considered the male students' understandings about sexual violence.

According to Robson (2002), a researcher using an interpretivist paradigm must always understand that there are many ways of seeing the world; perceptions may not stay rigid and will change. Christiansen (2010) mentions that a researcher who employs an interpretivist paradigm aims to understand the nature of social reality, whereby knowledge is obtained through dialogue, for example interviews. Using both focus group discussions and individual interviews, the study provides in-depth discussion on male university students' perceptions, understandings and experiences of sexual violence perpetrated against women. Therefore, an interpretivist paradigm is relevant to the study because it explored the male students of the University of KwaZulu-Natal's understandings about sexual violence in the university residences through the point of views of those male students who participated in the study.

3.3 Research site

The research was conducted in the University of KwaZulu-Natal, Edgewood campus. There are a few reasons that made me choose the University of KwaZulu-Natal, Edgewood campus, to be my research site. One of those reasons was that it was easily accessible to me as I live near Pinetown. Therefore, it was easier to access my participants at any time. As a university of KwaZulu-Natal, Edgewood campus graduate, I was more interested in getting the views on how male university students who are staying at the university residences understand sexual violence. I considered that as future teachers, it is very important for the participants to discuss issues of sexual violence so that they can share knowledge about sexual violence. I believe that the participants' awareness about sexual violence will be raised through their participation in this study. They will apply this in their respective schools as issues of sexual violence are happening at a high rate, especially in South African schools (Daigle, 2012).

Edgewood campus is one of the University of KwaZulu-Natal campuses, which specialises with training students who take teaching as their profession. This campus is located in Pinetown, next to an industrial area (Westmead). The campus (Edgewood) does not only specialises with training future teachers but it also specialises in postgraduate research students.

Students in this campus come from all different parts of South Africa and elsewhere. Therefore, this campus is multi-racial and students come from different backgrounds. Even though the campus is multi-racial, the dominant race group is African (Black), especially Zulu speaking students, and most of them are staying at the university residences. It is for this reason why all the participants in the study are Black students.

3.4 Sampling

According to Christiansen, Bertram and Land (2010) sampling is all about making decisions about people, settings, events and behaviours to observe in a study. Therefore, purposive sampling was used in this study. Teddlie (2007) reveals that purposive sampling involves selecting individuals or institutions to answer the research question of the study based on a specific purpose. For the purpose of this study, I chose 15 male students who are staying in the university residences to participate in my study. I considered 15 participants because I was concerned with in-depth detailed description and analysis, which is essential for qualitative research. Another reason for choosing 15 participants was that the same participants used in the individual interviews were also used in the focus group discussion.

According to Cohen, Manion and Morrison (2000) in purposive sampling, the researcher considers the convenience of the participants and is even allowed to make some choices about the participants. Therefore, choosing male university students staying in residence was convenient to me, as I would access the participants at any time. I chose male African students because most of the students who live in the residences are from countries in Africa and South Africa. In choosing the participants, I visited the male residences for two days, explaining and asking for students who are willing to participate in my study. I did this with the help of some students whom I know at the university, who contacted some of the male students on my behalf. The main data generating methods that was used in the study was individual semi -structured interviews and focus group discussions.

3.5 Ethical considerations

I understand that before attempting any study, one has to comply with some ethical principles. In doing so, I asked for permission to conduct the study from the University of KwaZulu-Natal. I then informed the participants about the purpose of the research. After that, I issued consent forms to the participants. It was made clear to the participants in terms of explaining that the study is voluntary, so they can withdraw at any time if they felt like doing so. The participants were told that their names would not be linked with the data and all the information will be treated confidentially. They were told that pseudonyms would be used in the study. Henning, Van Rensburg and Smit (2004) are in full support of the above mentioned statements when stating that after planning interviews, the participants need to be given consent forms to take part and to know that their privacy and anonymity will be protected and the recordings and the transcripts will be kept safely. I returned the transcripts to the participants for verification.

3.6 Data collection

According to Nieuwenhuis (2007), there are different methods of collecting data in qualitative research; observations and interviews, textual or visual analysis from videos or books. For the purpose of this study the data, collection methods used were semi-structured interviews and focus group discussions.

Semi-structured interviews

An interview is a two-way conversation in which the interviewer asks the participants questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviors of the participants (Nieuwenhuis, 2007). Therefore, in an attempt to gather relevant research information, focus group discussions and individual interviewing techniques were used in this study. The main reason for using semi-structured interviews was that semi –structured interviews allow for more flexibility and freedom to the participants because the sequence of questions is not strictly followed (Cohen, Manion and Morrison, 2000). In the case of this study, the participants were comfortable in giving their understandings and ideas on sexual violence in the university residences.

The schedule that was designed for the individual interviews included open-ended semi structured and in depth questions. The reason for open and close-ended questions was to allow the participants to elaborate on their responses so that rich data could be obtained. The interview schedule contained 20 questions. I believed that having 20 questions in the study allowed me to get enough information from the participants. All interviews were conducted in the research commons. This was done for convenience for all the male students and for a conducive space to conduct the interviews.

All the conducted interviews were audio recorded with permission from the participants. I used a Dictaphone in order to increase the validity of the study and to transcribe the data verbatim later. Thereafter, each interview was transcribed from the recordings of the interviews. The reason I decided to record all my interviews was that I wanted to observe and engage with the participants while they were giving their responses to the interview questions. It was going to be a big challenge for me to write every word spoken by the participant during the interviews, thus I decided to record each interview.

I transcribed the data obtained from the interviews. Transcribing the data was time consuming. The reason was that the participants were elaborating on in every research question asked; they were giving their experiences, observations and beliefs, which all worked for the effectiveness of the data obtained from the participants. After the data was transcribed, it was returned to the participants to verify that the transcripts were a true representation of their responses during the data collection process. They were required to check and edit by adding, removing, or correcting information in their individual transcripts. Thereafter, data was analysed by themes that were generated from the transcripts. The theoretical framework underpinning this study was used for analysing the generated data.

3.7 The actual interview process

Once I obtained permission from the University of KwaZulu-Natal Ethics Committee, I conducted the interviews with the male students who are staying at the campus residences. Before conducting the interviews, I asked the participants to fill the consent letter and sign it. I also informed the participants that the interviews would be recorded. The participants were also informed that pseudonyms would be used in the study instead of their names so that their identities would be kept confidential. The participants were given pseudonyms: Mdu, Zane,

Msandi, Andile, Phiwa, Bongani, Vukani, Erick, Senzo, Nzuzo, Simphiwe, Musa, Thabiso, Menzi and Themba. A brief description of these participants is given below:

Participant 1: Mdu

Mdu is 25 years. He comes from a rural area called Ezingolweni which is located within the Ugu district, in the KwaZulu-Natal province. He is staying at Mdoniwood male students' residence and he is currently doing his final year of study.

Participant 2: Zane

Zane is 21 years old and he is doing his second year of study. He was born and raised in one of the rural areas of the KwaZulu-Natal province, called Ulundi. He is currently staying at one of the university's male students' residences called Oakwood.

Participant 3: Msandi

Msandi is 23 years old. He lives in Vryheid, which is also located in the KwaZulu-Natal province. He is currently staying at one of the university's mixed gender residences, Kinnoul. He is currently doing his third year of study.

Participant 4: Andile

Andile is a third year student of the University of KwaZulu-Natal, Edgewood campus. He is aged 22. He is currently staying in one of the university's male students' residence, Pinewood. He was born and raised at Phongola, in the KwaZulu-Natal province.

Participant 5: Phiwa

Phiwa is 21 years old. He lives in one of the rural areas of KwaZulu-Natal, Nkandla. He is currently doing his second year of study and is staying at Oakwood residence, which is one of the male students' residence of the University of KwaZulu-Natal, Edgewood campus.

Participant 6: Bongani

Bongani is a second year student of the University of KwaZulu-Natal, Edgewood campus. He is 22 years old. He is currently staying in Kinnoul residence, which is a mixed gender residence of Edgewood campus. He was born and raised at Umbumbulu, around KwaZulu-Natal.

Participant 7: Vukani

Vukani is a final year student of the University of KwaZulu-Natal, Edgewood campus. He is 23 years old. He is staying at Pinewood male students' residence of Edgewood campus. He comes from Msinga, which is one of the rural areas of the KwaZulu-Natal province.

Participant 8: Erick

Erick is 24 years old. He was born and raised at Stanger, in KwaZulu-Natal. He is currently doing his final year of study and he is staying at Mdoniwood, a male students' residence of the University of KwaZulu-Natal Edgewood campus.

Participant 9: Senzo

Senzo comes from Kwamakhutha, an area that is located in the KwaZulu-Natal province. He is a 21 years old second year student of the University of KwaZulu-Natal, Edgewood campus.

He is currently staying in one of the University of KwaZulu-Natal male students' residences, Fieldwood.

Participant 10: Nzuzo

Nzuzo is a third year student of the University of KwaZulu-Natal, Edgewood campus. He is 22 years old. He is staying in Kinnoul residence. He is coming from Hluhluwe, an area located in the KwaZulu-Natal province.

Participant 11: Simphiwe

Simphiwe is a 20 years old student of the University of KwaZulu-Natal. He is staying in Oakwood male students' residence. He is currently doing his second year of study. He comes from Mpophomeni, an area that is located in the Umgungundlovu district in KwaZulu-Natal.

Participant 12: Musa

Musa is a third year student of the University of KwaZulu-Natal. He is 23 years old and he is doing his third year of study. He is staying in Fieldswood male students' residence of the University of KwaZulu-Natal, Edgewood campus. He is coming from Mandeni, an area located in the Ilembe district in KwaZulu-Natal.

Participant 13: Thabiso

Thabiso is a final year student of the University of KwaZulu-Natal. He is 25 years old. He is currently staying in Pinewood male students' residence of the University of KwaZulu-Natal. He was born and raised at Eshowe in KwaZulu-Natal.

Participant 14: Menzi

Menzi is a fourth year student of the University of KwaZulu-Natal. He is 24 years old and is currently staying in Oakwood male residence of the University of KwaZulu-Natal. He comes from Richards bay, in KwaZulu-Natal.

Participant 15: Themba

Themba is a third year student of the University of KwaZulu-Natal. He is 23 years old. He is currently staying in Mdoniwood, a male residence of the University of KwaZulu-Natal. He comes from Jozini, in KwaZulu-Natal.

All of these participants come from KwaZulu-Natal and most of them are coming from the rural areas of the KwaZulu-Natal province. Most of them are blame the societal norms that encourage dominance of males over females in the South African societies, for the prevalence of sexual violence. They argued that these gender norms expose female university students to sexual violence at the university residences.

3.8 A Focus group discussions and an individual interview

For the purpose of this study, focus group discussions and individual interviews were conducted, as stated above. I started with focus group discussions and thereafter conducted the individual interviews. The reason being that I wanted the focus group discussions to give the participants the freedom to express themselves. Starting with the focus group discussions yielded positive results because even the participants, who were shy, felt comfortable to express themselves in the focus group discussions.

According to Robinson (1999), a focus group is an in depth, open-ended group discussion of one to two hours' duration that explores a specific set of issues on a predefined and limited topic. Focus groups are contrived settings that also bring together a specifically chosen sector of the population to discuss a particular given topic, where the interaction with the group results in data and outcomes (Cohen, Manion and Morrison, 2007). There are so many reasons that led me to choose a focus group discussion as a data collection method of this study. One of the main reasons was that a focus group discussion is a data collection method that is good in saving time; they produce a large amount of data in a short period of time (Cohen, et al, 2007).

This study consisted of three focus group discussions with five participants each. Grouping the 15 participants into three focus groups was done so that it can be easy to manage the participants during the interviews. I aimed at having a one-hour long focus group discussion with each focus group but that did not happen as all the focus groups had more than an hour discussion. This was caused by the elaborations and experiences the participants produced during the interviews. The focus group discussions were conducted by using a video that the participants watched before attempting the focus group questions. Most of the questions in the focused group discussion emanated from a video that the participants watched. The video was based on sexual violence in university residences. The purpose of the video was to stimulate discussion and help ease the participants. The link of the video is Missouri PHA sexual violence awareness video, <https://www.youtube.com/watch?v=mjcnDwealVU>.

After finishing the focus group discussions, I conducted the individual interviews. They took place a week after the focus group discussion. Starting with the focus group discussion then the individual interviews played a huge role in the study because the participants were not

that shy as we bonded in the focus group discussion. According to Strange, Forest and Oakley (2003) an individual interview is an interview that is conducted on face-to-face interaction between the respondent and the interviewer. The individual interviews were also conducted in the research common because I considered it to be a conducive and private place for conducting the individual interviews. I considered privacy as important when conducting individual interviews as Fowler (2009) points out that some sensitive questions that touch on issues of sexuality might create shyness in the participants so they need to be handled in private face-to-face between the interviewer and the respondent than a focus group discussion. The individual interviews were shorter than the focus group discussions. Each individual interview lasted for about 25 to 30 minutes. Probing was done when conducting the individual interviews because some of the participants gave very short answers. Morgan (1996) supports the above-mentioned statement when arguing that the dynamics of an individual interview puts more burdens on a participant. Thus, in trying to do away with such problems, probing was used and it helped to generate substantial data. Probing played an important role in the study because it helped me as a researcher to have respondents that provided clear answers (Teddlie, 2007).

There are so many things that I noted about the participants during the interviews. Some of the participants were confident in expressing themselves and some were very shy and were struggling to voice out their feelings. Another thing was that some of the participants were fluent in English and some were finding it very hard to express themselves in English and by so doing, they did not express themselves fully. Some ended up using their vernacular language (isiZulu) for expressing themselves. Above all, I was so happy that all the participants enjoyed being part of the research and they became more interested in knowing and sharing about issues of sexual violence in university residences.

3.9. Data Analysis

Data analysis is an on-going process that involves making sense of the text data (Creswell, 2007). Cohen *et al.*, (2007) assert that one of the main reasons to analyse data is to note patterns in individual data sources as well as to make connections across several data sources. Therefore, after the individual interviews and the focus group discussions were done, data was transcribed to produce interview transcriptions that consisted of textual descriptions of the understanding of sexual violence by the male residence students. The transcripts produced detailed data, containing the views, experiences, sexual beliefs and strategies for lowering sexual violence in the university residences. The interview transcriptions included all the moments of the participants, including the moments of laughter and nervousness. To ensure that I have fully captured the male students of the University of KwaZulu-Natal's understandings about sexual violence in their residences, each focus group discussion and individual interview session was recorded.

To analyse the generated data, the transcriptions were read and re-read many times. This helped me to get a thorough understanding of the data. The data was then grouped into categories. This played an important role in helping me to find major themes within and across the participants. The theoretical framework was used to guide the results of the study. The literature review also played a major part in the data analysis of the study because it synthesised what other scholars have found in their studies in relation to sexual violence in university residences.

3.10 Validity and Trustworthiness

Researchers have suggested some methods to be followed or to be used in order to assess the quality of a qualitative study. Some researchers call this quality trustworthiness or credibility (Creswell, 2007). According to Meterns (1998), one way that is used for testing the credibility of a study is to ask whether there is any collaboration between the way participants view social constructs and the way in which researcher represents their viewpoint.

Trustworthiness in this study was highly considered. I did so because I wanted the report to be an honest reflection of the male students of the university of KwaZulu-Natal's understandings sexual violence. I believed that the participants were so concerned about how I interpret and present the data they have provided me with, thus trustworthiness was of paramount importance in the study. To ensure trustworthiness, I used member checks.

Member checks played an important role in the trustworthiness of the study, especially to the participants. I am saying so because member checks allowed the participants to review the interpretation of the data and by so doing; it reduced researcher bias (Cohen et al, 2007). After the interviews have been conducted, recorded, transcribed and translated, a copy was given to the participants to check whether I have presented their views correctly. This was done so that I could make changes if they requested.

3.11 Limitations of the study

According to Wiersma (2000) limitations are factors that can pose as weaknesses in any study and which the researcher has little or no control over them. One of the limitations that was experienced in this study was time management. I experienced a big challenge to conduct interviews as a full time educator. I had to conduct the interviews after school hours. This was a big challenge to me because some of the participants were in class by the time I reach the university. Therefore, it was not an easy task to organise the three focus group discussion, because the participants in each focus group were attending their classes at different times. It was better with the individual interviews because I could arrange time that suits the participant.

Absenteeism of the participants, particularly in the individual interviews was a big challenge that I experienced. Some participants told me to come on a particular day but only to find that they will tell me some stories when I have arrived. I remember one of the participants who told me that he is at home but surprisingly, I met him studying in the library on the same day that we had arranged for the interviews. What I noticed was that such incidences resulted because of the fact that the study relied on voluntary cooperation of the participant. Absenteeism really affected the period of the study because the study ended up needing more days as the prescribed dates and time for conducting the study was changed.

Another limitation of the study was the strike that lasted for a few weeks at the University of KwaZulu-Natal, Edgewood campus. I came three times to the university, prepared to conduct the interviews with the participants, but I could not access them because I was not allowed by

the securities at the gate to get inside the university during the strike because it was not safe. The venue that was going to be used for conducting the interviews was also closed. The strike really gave me a big challenge because I had to reschedule the days and time that was set for conducting the interviews.

Another limitation was with the ethical clearance that took a long time to be granted to me. I waited for several months without conducting the interviews because I did not have the ethical clearance that allowed me to conduct the interviews on the campus. The time set for dealing with the interviews had to be rescheduled to accommodate the delay that I experienced concerning the ethical clearance.

Some of the participants found it hard to communicate or give their views in English. Their lack of confidence in communicating in English was a big challenge because it limited them in terms of arguing and elaborating on their points. Some participants were very wary of me, thinking that because I am a Masters' student I have a good command of English, so I am going to laugh at them. I dealt with this by encouraging them not to be concerned about their English, as long as they communicate their views and understandings. Many of them were freed from being nervous after encouraging them. They explained in isiZulu where they found it difficult to explain in English.

The venue for conducting the interviews (research commons) also brought some challenges in this study. The first challenge was that the students were not familiar with the venue since only Masters and PhD students use it. Therefore, from what the participants were saying

when entering the research common I could note that they were not comfortable to be interviewed in the research commons. Another challenge concerning the research commons was that sometimes the room that was conducive for conducting the interviews (conference room) was occupied. Some Masters and PhD students refused to give us space to conduct the interviews, telling us that they are busy doing their work. Therefore, at some times, we had to wait until we get a chance to conduct the interviews because only the conference room was conducive enough for conducting interviews in the research commons.

3.12 Conclusion

This chapter has outlined and discussed the research design and methodology that has been employed in this study. The chapter has discussed the qualitative methods, using the interpretive paradigm that have been used in this study. The research site has been discussed, stating the location of Edgewood campus. Sampling (purposive sampling) has been discussed in this chapter. The chapter has also discussed the data collection methods, including the semi-structured interviews for both individual and focus group discussion. Actual interview process has been discussed in this chapter, highlighting exactly how the interviews were conducted, also giving some information or descriptions about the participants. The chapter has also discussed how data was analysed in the study. Ethical considerations have been discussed in this chapter, where participants have been informed about the right to participate or withdraw at any time they feel like not being part of the study. Validity and trustworthiness has also been explained in this chapter, where participants were informed that transcripts would be returned to them so that they can view the captured data and see if all their responses were captured correctly. The chapter also highlights the limitations and challenges that were encountered while conducting the study and the strategies that were

employed to overcome some of the challenges and limitations. The chapter that follows is chapter four, which discusses the data analysis. The chapter will use the scholarly work (literature) and the social constructivism theory together with Connell`s theory of gender and masculinity in analysing and discussing the generated data.

Chapter 4

Data Analysis

4.1 Introduction

In this chapter, I provide an in-depth analysis of the male students' understandings about sexual violence at the University of KwaZulu-Natal, Edgewood campus residences. The detailed analysis of data was carried out after verification of transcripts. In the discussion and analyzing of data, scholarly work on sexual violence has been incorporated. The theoretical framework, the social constructivism theory and Connell's theory of gender and masculinity were used as a lens through which data was analysed.

The theory of social constructivism was used in conjunction with Connell's theory of gender and masculinity to explore how social and proximal interaction with other people have an influence on human life and also how the participants understand their masculinities in relation to social factors in their societies. Connell's theory was employed to demonstrate how acceptance of gender norms encourages and privilege young men's sexualities over young women's sexuality in the university residences. According to Connell (1989), masculinity is constructed by a society and people get to understand themselves to be a man or woman because of their personal experiences. These personal experiences result in sexual violence, as Jewkes *et al.*, (2006) points out that hegemonic masculinities and sexual violence are linked and in countries like South Africa, it is happening at a high rate.

Thematic analysis was employed in this study, which emerged from data collected. The following themes emerged from the individual interviews and focus group discussions:

- Campus life as a contributing factor of sexual violence
- The influence of culture on male dominance and sexual violence
- Normalisation and underreporting of sexual violence
- Preventing sexual violence at the university residences

4.2 Campus life as a contributing factor to sexual violence

Most of the participants in this study claimed that campus life has a big influence on the rate of sexual violence that is experienced in the university residences. The participants mentioned that experimentation and being away from the control of parents exposes students to alcohol use, which is one of the contributors of sexual violence in the university residence. The participants also view female students' wearing of miniskirts (choice of dress) to be a contributing factor of sexual violence. Furthermore, the participants mention poverty to be a contributing factor of sexual violence, as sugar daddies take advantage of the needy students by providing them with their needs and demand sex in return. Therefore, this section will focus on campus life as a contributing factor of sexual violence, mainly focusing on experimentation and the abuse of alcohol, female students' choice of dress and poverty.

4.2.1 Freedom and (ir) responsibility

Some participants in this study assert that the freedom in campus life, which results because of lack of supervision from parents, exposes female students to sexual violence. This corresponds to previous studies which indicates that unsupervised campus life because of lack of parental control and supervision of students, exposes students to alcohol and partying, which results in high rates of sexual violence (Shefer, Strebel and Jacobs, 2012; Masvawure, 2010; Masvawure, 2011). When asked about what causes a high percentage of women to experience sexual violence in the university residences the male students point out that:

Simphiwe: freedom is one of the factors that cause residence students to experience sexual violence at a higher rate. Students who are living in residences are in control of themselves because there are no parents and people who will look after them, so it is easy for them to do anything that they like at any time they like.

Phiwa: The University allows students to have more freedom. It is unlike at home where I am not allowed to go out with friends and get drunk in parties. In the university, it a different environment because I have my own space and I can take my own decisions.

Erick: Secondly, I think the fact that the female students are away from their families makes them to be vulnerable to sexual violence. The male students know that if they see a girl in the university residence, the relatives of the female students are not around, so they turn to take an advantage of that.

The above excerpts indicate that the absence of policing of young women by their families leaves them vulnerable to predatory men in the university residences. This data implies that the misuse of freedom of being away from parents makes female students to be vulnerable to sexual violence from male students in the residences. Simphiwe points out that students do things as they like in the university residences because they are not under the supervision of parents but in control of themselves. Similarly, Phiwa mentioned that being at a university is very different from being at home where parents will not allow a child to go and get drunk at parties. At the university, everyone has his or her space and can take whatsoever decision that he or she likes. Ergene, Figen, Tumer and Unal (2005) also mentioned that university students are at a high risk of sexual violence for a number of reasons. One of those reasons is the moving away of students from their respective families and enter a developmental stage where exploring, experimentation and risk taking is at a high rate. Correspondingly, Erick points out that the fact that the female students are away from their homes makes them to be vulnerable to the male students because the males can take advantage of the fact that the female students are away from their homes, therefore they can be easily targeted and forced to sexual acts. Jewkes (2008) is in line with the above-discussed statement when stating that research in South Africa and South African universities has found that young men may construct and access successful masculinity with force, where conquest is regarded as a sign of supremacy. This freedom of being away from parental supervision is further associated with alcohol consumption in the university residences, which in turn result in sexual violence.

4.2.2 Experimentation and the abuse of alcohol in the university residences

Alcohol consumption among students is very high and there is an existing body of literature that provides evidence about the rate and impact of alcohol use, especially in relation to

sexual violence in universities (Abbey et al., 2003; Adams-Curtis and Forbes, 2004; Cashell-Smith, Connor, and Kypri, 2007; Krebs, Lindquist, Warner, Fisher, and Marti, 2009; Connor., Gray, and Kypri, 2010; Smith, Magee and Jones, 2012). The participants suggest that the freedom of being away from parents expose students to the high alcohol use or consumption by the students, which is a contributing factor to sexual violence.

Senzo: women are vulnerable to sexual violence in the university residences because they drink a lot and when they are drunk, they tend to forget who they are.

Zane: The issue of drugs and alcohol abuse from man also influences the rate of sexual violence that is experienced by women.

Andile: College offenders use drugs and alcohol to obtain sexual intercourse. In most cases, we as guys are the ones who buy alcohol, for example, as it is Friday today, I have already bought my wine and it is in the fridge right now, I am being honest (laughs). I normally invite girls into my room for some drinks. What I have experienced is that these girls start to have some dance moves that are attractive when they become drunk. I do not know what I can call these dances but in short, these dances make someone to be aroused as they are shaking their booms and breasts “baya twerka” “twerking”. All these happen while we are under the influence of alcohol. Therefore, alcohol and drugs are playing a huge part in promoting sexual violence in the university residences.

In the statements above, Senzo and Zane assert that alcohol abuse in the university residences results in sexual violence risk. The data indicates that both male and female student's abuse alcohol in the university residences, and that such incidences results in sexual violence. Zane and Andile claim that drugs, alcohol abuse and sexual violence are interrelated. Research has revealed that there is a close relationship between alcohol and sexual violence in university residences as students staying in residences are more likely to experience frequent binge drinking (Kypri *et al.*, 2007 and Kypri *et al.*, 2009). On the other hand, Andile is of the notion that boys normally use alcohol to attract girls to come and visit them in their rooms by providing them with alcohol. Senzo and Andile blame victimisation of female students on alcohol, which inhibits their thinking. Senzo states that female students drink a lot and when they are drunk, they forget who they are. Likewise, Andile explains that once the girls become drunk, they start dancing some sexy dances arouses the men who then become interested in having sex with them. Krebs, Lindquist, Warner, Fisher and Martin (2009) are in line with the above-mentioned statement, when they state that sexual violence may be influenced by alcohol sometimes because it makes a perpetrator focus on their immediate feeling of sexual desire rather than considering the victims suffering. Moreover, Abbey *et.al.* (2003) point out that alcohol also makes women vulnerable since it may negatively affect their cognition and warning signs from the perpetrators, as well as making the victims to fail to resist sexual violence. This is emphasised by Andile who mentions that once the invited females get drunk they start doing sexy dances, and they are not aware that they are exposing themselves to risk of sexual violence by doing so. Furthermore, some of the participants say that the perpetrators of sexual violence often use alcohol as a driving force for sexual violence. Then they end up blaming alcohol as an excuse for sexual violence behaviours.

Alex: Sometimes it happens that some of the students (offenders) who do sexual violence to some female students were not willing to do sexual violence but because they were under the influence of drugs and alcohol, they find themselves under sexual violence incidences. Therefore, drugs and alcohol in this case end up being the driving forces of sexual violence.

Msizi: To add on that male students turn to go and drink alcohol so that they can approach even those girls that they are afraid of. So when they are under the influence of alcohol they are influenced in the sense that they can approach any girl. Therefore, such incidences are the ones that end up causing boys to do sexual violence. When such cases are reported to the police, they only find a way of escaping from the sexual violence incidences by saying I was drunk.

Senzo: To add on that when students are doing “izinto ezibhedayo” meaning “bad things” they support themselves by saying “bengiphuzile” meaning “I was drunk” and I do not know what I was doing. So students do these things of drinking alcohol and do sexual violence as if it is the alcohol that has influenced them to do these bad things. Therefore, I think the government must do something about these things because they are the ones that cause males to end up doing sexual violence.

The participants, in the group discussions also blame drugs and alcohol to be the motivating factor of sexual violence in the university residence. Alex points out that sometimes the offenders do sexual violence because of the influence of drugs and alcohol. He blames the drugs and alcohol; he removes the responsibility of abuse from the abuser. He views drugs and alcohol abuse to be the driving force of sexual violence. However, Msizi and Senzo tend

to differ from the point that was suggested by Alex. Msizi points out that some male students use drugs and alcohol for gaining confidence in approaching those female students that they are afraid of when they are sober. In this case, what the students view as a confidence, makes them to find themselves doing sexual violence to the females, and end up blaming alcohol to be the motivating factor of sexual violence. Msizi asserts that when cases of sexual violence are reported to the police, the male students find ways of defending the sexual violence incidences by saying he was drunk. In the similar way, Senzo states that students do sexual violence and cover themselves by using alcohol, stating that they were drunk and they do not understand even what they were doing. These findings are similar to those in Carr (2004) who points out that one of the reasons why many female students are victims of sexual violence is that in most of the times, men use alcohol as an excuse for sexually aggressive behaviour. Not only has freedom and lack of parental supervision; but experimentation and the abuse of alcohol has been viewed as a part of campus life resulting in sexual violence in the university residences. The participants also mention the choice of women's dress as a contributing factor to sexual violence. This is discussed in the next section.

4.2.3 The choice of dress as a contributing factor of sexual violence

A university life is a space of different freedom and there is much literature that supports this view (Masvawure, 2010; Masvawure, 2011; Shefer, Clowes and Vergnani, 2012). However, some participants view the university freedom as problematic because they say that it allows female university students to dress in an inappropriate manner (wearing miniskirts) which puts them at risk to sexual violence. When asked about what makes female university students to be vulnerable to sexual violence the participants indicated that:

Phiwa: Female students are vulnerable to sexual violence because they are so attractive, whenever we as males see them, we are easily attracted to them, especially nowadays, it is a usual thing for women not to cover their bodies and find that they are very exposed to us as males, thus making them vulnerable to sexual violence.

Menzi: The way in which female students are dressing makes them vulnerable to sexual violence. They wear miniskirts; they also wear things that show their cleavages. I understand that it is their freedom; however, this makes them to be vulnerable to sexual violence. Like for example, those girls who wear long skirts do not experience sexual violence because we as males find it difficult to attack them because we don't see their bodies and become attracted but those who wear miniskirts are the soft targets because they want us to see their bodies and we assume to have an understanding that they want us to have sex with them.

Mdu: Another thing is that female students are wearing their short skirts and their bikinis and leggings. All these stuff "ayaziyenga singamadoda" meaning, they influence us as males and turn to perpetrate sexual violence. Women are the ones who make man to perpetrate sexual violence because of their short stuff that they are wearing. If they can wear long dresses and skirts, we as men cannot be tempted by them. We even make some comments like "yaze yama kahle leya ngane", meaning she is well structured, because of the way they dress up themselves. If they can wear long dresses, we cannot see even their thighs.

According to Arguiro, Dyrdaahl, Fernandez, Whitney and Woodring (2010) clear evidence from their research has revealed that there are rape supportive cultures and beliefs on university campuses that fuel the rate of sexual violence. Phiwa and Menzi blame the female

university students who they say provoke or attract the male university students to sexually violate them. They blame their choice of dress, especially the ones who wear miniskirts, to be the ones who tempt the male university students to sexually violate them. To support this argument, Menzi and Mdu state that those female students who wear long skirts or dresses are not targets by males because the males do not see their bodies. Mdu suggests that the clothes that the female students wear fuel the sexual comments that are passed by male students to female students. These excerpts illustrate the suppression and subordination that female university students experience at universities, in favour of male domination (Daigle, 2012). Jewkes *et al.*, (2005) point out that sexual violence is sometimes used by males as a mean of displaying control over females and following the social norms. The fact that Menzi suggests that women must not wear miniskirts but long ones, shows a form of subordination, that keeps the female students within certain boundaries (Gordon and Collins, 2013). This indicates that girls and women are forced to conform to sexual behaviours that allow male domination and limit their own sexual agency (Connell, 2000).

These views indicate that there is still huge progress that needs to be done in bringing up equality in the South African societies, because rights of females are still violated regardless of the effort and commitment made in the legislation (Ricardo *et al.*, 2011). Even though most of the participants were against the wearing of transparent and short skirts, some of the participants challenged the the notion that female students make themselves vulnerable to sexual violence because of the way they dress themselves.

Simphiwe: A university is a place where you must be free. It is a place where you must share ideas and do everything freely. Unfortunately, there is this part that males do not understand

because in terms of being free it means you must wear what you like, you must be able to express yourself in whatsoever way as long as it does not affect the next person, so but now when the females for example are wearing those miniskirts, males turn to feel that maybe these young ladies want something.

Msizi: “Nanokuthi umuntu mawumbona ehalf naked akusho ukuthi sekufanele ulale naye”, we need to understand that, meaning, “We have to understand that to see a female student half naked does not mean that you must have sex with her”. They have to do things as they like and be free.

The above participants tend to differ from the points that were made by many of the participants concerning the choice of dress (miniskirts) as the perpetrator of sexual violence. Simphiwe points out that a university is a free place, so female university students must wear clothes that they feel are comfortable. According to Simphiwe, males must understand that everyone in the university is free as long as he does not affect the next person. For Simphiwe, freedom at a university means living without fear, and being able to do things in whatsoever way that makes a student comfortable. Furthermore, in a group discussion, Msizi states that female students should dress in whatsoever way they like, and their dressing style has nothing to do with sexual violence. He is against the notion that female university students' choice of dress exposes them to sexual violence. The discussion above indicates that some students understand that female students should not be subordinated. They are against blaming the victims for their rape, imply or that only certain type of female students' experience sexual violence (Bohner, Friederike, Pina, Siebler and Tendayi Viki, 2009).

4.2.4 Poverty and materiality as contributing factors of sexual violence

Poverty is one of the factors that exposes young women to sexual violence. Evidence from literature is that young female university students experience sexual violence from males because they need money to meet their needs (Luke and Kartz, 2002; Twinamasiko, 2008 and Leach and Mitchell, 2006). In explaining why, the female students experience sexual violence from males in the university residence, the participants state that:

Thabiso: Sexual violence usually happens because most of the females are coming from poor backgrounds, they have lack of funding. This makes them to be exposed to sexual violence to males because they are forced to do sexual favours to the male university students.

Msandi: Sexual violence problems emanate from funding problems, others students are coming from poor backgrounds, they are desperate in a way that when she comes to you, you can see that she is coming with no hope, some even explain that they are getting nothing to support them from their families, so these problems are the ones that are making female students to be vulnerable to sexual violence. Poverty plays a big role for female students to experience sexual violence in the university.

Jackson: We all know that we are coming from different social backgrounds; some people can use the advantage of knowing that first year students do not have like anything. For example, some of the first year students are suffering financially. So the senior students can take advantage of trying to help that child, ending up violating the first year female students sexually.

These participants have viewed poverty as a contributing factor to sexual violence. They have highlighted that some of the female students' experience sexual violence because they lack finances, and that the university lifestyle demands a lot of money. The male university students take advantage of providing the female students with things they need and demand sex in return. Thabiso and Senzo point out that some female students come from poor backgrounds, therefore, they are exposed to sexual violence because some male students take advantage of their situation. Furthermore, Jackson stated that female university students are therefore forced to do some sexual favours for the male university students. This was also found by Bhana and Pattman (2011) who state that there are many factors that lead to sexual violence against females in South Africa and one of those factors is poverty. Similarly, Twinamasiko (2008) points out that sexual violence incidences are highly experienced in universities of countries like Uganda, Lesotho, Tanzania and South Africa. This is because these countries consist of female students who need money to buy food and pay school fees, and may be exploited in exchange for these. The participants contributed to the discussion on poverty as a factor that perpetuates sexual violence. The participants mentioned that it is not only poverty that exposes female students to sexual violence, but that materiality also exposes the female students to sugar daddies, who also perpetuate the rate of sexual violence in the university residences:

Senzo: One of the things that expose female students to sexual violence is that they love fancy life, so this makes them to be easily influenced by people who have money, for example, sugar daddies. Female university students love money, so by just giving them R100, you stand a chance of having sex with them. They are very cheap people.

Simphiwe: There are these people we call blessers and sugar daddies, who take advantage of female students by giving them money in exchange for sex. These young ladies find themselves being violated because they want to dress nice and go to fancy places and they need money. Therefore, these blessers provide them with everything they need but demand sex in return.

Senzo and Simphiwe regard the university lifestyle as expensive; therefore, female students who are needy are easy targets to male students. Older rich men who are regarded as “sugar daddies” and “blessers” provide female students with material benefits and demand sex in return. Senzo has accused some of the female students of making themselves vulnerable by loving fancy things. According to Senzo this is the reason why males take advantage of the female students, since after providing them with all what they need, they are forced to pay with sex. According to Twinamasiko (2008) also emphasized that a group of people that contribute to sexual violence of female university students are the sugar daddies.

This section highlights male students’ views on how campus life contributes to sexual violence. The participants suggest that freedom and irresponsibility control in university residences contribute to the high rate of sexual violence. Participants mention that alcohol and drug abuse fuels the rate of sexual violence in the university residences. It has been indicated that alcohol abuse is used by the male university students as a cause and excuse of sexual violence over the female university students. The participants also blame the female students’ dress code to have an influence on the occurrence of sexual violence in the university residences. They state that the wearing of miniskirts by the female university students tempts the male students and force them into sex. Participants also claim that

poverty is another contributor to sexual violence. They point out that some male university students and sugar daddies take advantage of the needy female university students by providing them with material needs and force them to sex in return.

4.3 The influence of culture on male dominance and sexual violence

Much literature has revealed that culture has great influence on sexual violence (Jewkes, Dunkle, Nduna, Jama and Puren, 2010; Seedat, Van Niekerk, Jewkes, Suffla and Ratele, 2009; Peltzer and Pengpid, 2008). In this section, I analyse what the male students say about the influence of culture in relation to sexual violence. I have analysed this under two sub topics: re *Men, masculinity and sexual violence* and *Gender nature of sexual violence*.

4.3.1 Men, masculinity and sexual violence

According to Frosh, Phonix and Pattman (2003) masculinities do not automatically or naturally occur but they are constructed in social interactions and manifested with the cultural resources available to particular boys and men. The data obtained from the discussion with the participants, adds to the literature that suggest that culture has an influence on masculinity and sexual violence. When asked about their culture in relation to masculinity, the participants revealed that:

Phiwa: According to our cultural teachings in relation to masculinity, we are taught that as boys, firstly, we need to protect women and at the same time, we need to be always in control and always be in charge of everything. We must not accept any word from women.

Musa: In my culture boys normally take girls by power and force them for sex without approval and even our parents do not talk or speak much about such behaviours, so I take this behaviour as masculinity that is being perpetuated by culture.

Nzuzo: In my culture, a man must always show his manliness. By that, I mean he must always be the head of the family. A man must not debate with a woman, if a woman is against whatsoever that has been decided by her man she has to be punished. The only thing that a woman should do to a man is just to give respect.

The male students in this study talk about African culture and masculinities. Connell (1987) argues that sexuality is influenced by indisputable dominant cultural constructions of what constitutes appropriate feminine and masculine behaviour. Phiwa is in line with this statement. He indicates that culture has a big influence in shaping a boy (masculinity). He asserts that males must always act as protectors to females and they must always be in control of everything. Moreover, he indicates that women must always be submissive and males must always be in charge, when pointing out that culture teaches them not to accept any word from a woman. Phiwa's excerpt indicates that females are subordinated and males who use their power for sexual violence over females. Ricardo *et al.*, (2011) made similar claims when pointing out that one of the main causes of sexual violence is the unequal gender norms and power dynamics, which are found in societies. Nzuzo states that when you are a male, you conform to the societal norms and have to prove that you are a male. He also indicates that a man must always be in power. This implies that gender norms are obtained from gender and power relations where the society is gendered, encouraging societal pressure on women (Connell, 1987).

Female subordination has been indicated in Nzuzo's excerpt when pointing out that culturally, a woman is not allowed to debate with a man but only to respect a man. This subordination and suppression of woman exposes female university students to sexual

violence. Male university students' use of sexual violence is generally a learned behaviour that is normalised and rooted in the way that the male students are socialised (Ricardo *et al.*, 2011). Furthermore, Msandi explains how male dominance is learned and encouraged in societies:

Msandi: A man is supposed to be fighting for the family yet a woman is supposed to be like quiet when a male is speaking. Even my mom listens to my dad. When my dad says something my mom is supposed to be listening and she must not dominate over my dad because only my dad is supposed to be dominant in my family as a head of the family.

Zane: Masculinity relates to the community. So boys learn how to treat females because of the influences that they get from the people they are living with in their respective communities. Therefore, other boys in your community will teach you that what things you are supposed to do with your girlfriend and that is how sexual violence occurs.

Msandi's discussion emphasises masculine responsibilities of men and the subordination of women. Similarly, Zane's excerpt indicates that masculinity is related to societies. Msandi states that his mom must always listen to his dad. These are clear indications of male dominance and from what Msandi has indicated, masculinity and male domination is a learned behaviour and it emanates from the patriarchies of societies (Renn, 2014). Msandi is making an example, using his parents, which shows that he is learning how to treat a female from how his dad treats his mom. Likewise, Zane indicates that boys learn how to treat a female from the influence of other boys in the society. Therefore, societies play a big role in promoting issues of sexual violence and masculinity because young men are exposed to societal norms that determine their behaviours at a young age (Leach and Mitchell, 2006).

This is the same case with the male university students who learn their sexual violence and masculine behaviours from their societies and transplant them in their residences (Twinamasiko, 2008). Moreover, Menzi alludes to the complexity of cultural explanations when he includes religion as part of culture. He indicates how culture and masculinity are interrelated, when asked to talk about his culture in relation to masculinity, he mentioned that:

Our culture, which is mostly in line with the bible, which acknowledges the authority of a man, therefore masculinity, and my culture are totally indivorceable because we rely on our culture in controlling our families as we as men must be in control in our families. A typical example is how our culture acknowledges a male child, as he is given power from birth.

In the above explanation, culture is proposed as fixed and determined and therefore cannot be questioned. According to Butler (1990), manhood and masculinity are performed by embracing and demonstrating those characteristics, attitudes and behaviours defined as masculine within a particular culture. Menzi indicates that culture and masculinity are interrelated. In supporting this statement, Menzi states that culture and masculinity are “indivorceable”. This is an indication that indeed masculinity does not occur naturally but it is determined and promoted by societies by laying the societal norms that boys are supposed to conform to (Lindegger and Maxwell, 2007). Menzi`s excerpt reveals that culture plays an important role in indicating how people are supposed to live in a society. Menzi indicates that culturally, a man must always be in authority and he is given power from birth. Therefore, Menzi`s excerpt indicates that male dominance and the unequal power dynamics (cultural

norms) produced in societies are the ones that expose female students to the issues of sexual violence (Ricardo et al, 2011).

4.3.2. The gendered nature of sexual violence

Much literature has pointed to the gendered nature of sexual violence in the South African societies. Constructions of gender has a huge influence on the occurrences of sexual violence in the South African communities and universities (Ricardo, Eads and Barker, 2011; Pearson, 2003; Jewkes, Penn-Kekana and Rose-Junius, 2005). The participants in this study have also added to the above understanding. This theme discusses male students' views on the gender nature of sexual violence in South Africa and how it results in sexual violence in the university residences. The participants talked about how the learned gender norms promotes sexual violence in the university residences. When asked about how males and females are expected to behave in their communities, the participants highlighted that:

Musa: It is very simple, like in our community as Zulus; females are expected to respect their husband. Same as a husband needs to respect a woman but it is mainly the women who have to give more respect to their husband or males so that we can have a respecting community.

Senzo: Man must control everything and they are the ones who have to take decisions in everything. Females must always support the males in all decisions that they take.

Nzuzo: A man must always give some instructions and control everything at home. For example, if you are a male and it happen that your father die, yet you have an older sister, you as a male will be responsible for guiding everyone in your home regardless of whether you are young on not in your family. Females are supposed to respect whatsoever their brother assigns them to do.

Andile: What I can say is that in my community, the females are inferior most of the times, they are not given the powers that males are given. The males are the ones who are more important in our community. Even in the meeting, the males are the ones who come up with some ideas to develop our community and the females are only supposed to listen to the males.

From the participants' excerpts above, I can deduce that communities promote patriarchal societies where males are viewed as more important than females (Seedat, van Niekerk, Jewkes, Suffla and Ratele, 2009). Musa states that even though females and males are supposed to respect each other, more respect is supposed to be given by the females to the males. This shows an imbalance of power between the males and females as males are given more power over the females, and these gender imbalances may expose females to sexual violence (Jewkes *et al.*, 2005). Senzo and Nzuzo`s excerpts reveal that males are given more control over females and that their decisions must be final, whereas the females are there to support their decisions. Nzuzo`s excerpt shows how a male is highly valued in some South African societies by pointing out that a male is responsible for taking care of his family when his father dies even if he has some older sisters. These gender roles indicate that masculinities

are constructed by societies because societies have a huge influence on modelling a child's behaviour in relation to the child sex (Connell, 2000).

Andile mentions how males are treated special in societies than women when he states that male's ideas are the ones that are considered in societal meetings and females are only supposed to listen and support whatsoever the males will suggest. This is a clear indication of male dominance over females and this patriarchal construction of gender in South African societies promotes male control over females, which permits sexual violence (Seedat, Van Nierkerk, Jewkes, Suffla and Ratele, 2009). The participants indicated how patriarchy and gender imbalances that are generated in the South African societies, results in sexual violence in the university residences. When asked about who is dominant in their relationship, the participants state that:

Simphiwe: Definitely, I am the one who is dominant in the relationship. The reason for that is just because I am a man and that is how I was raised up in my community and family. As a man, I was taught that I need to be dominant in a relationship because I am the one who has to always lead in a relationship and the women or female must always follow.

Bongani: I am dominant in our relationship because I believe that a man is the head of the family so I grew up with that tendency, which is the reason why I dominate our relationship.

Phiwa: Obvious, it is me as a male. Firstly, it doesn't mean that it has to be like that but automatically whenever you are in a relationship, you will find that a male is the one who is

having dominant power over the female since we know that women are weak when compared to man, so that is the reason why I was dominant in our relationship.

Andile: Of course, I am a Zulu guy so I have to dominate in our relationship. The reason for me to be dominant in our relationship is that women cannot handle us as man. Therefore, as men we need to be dominant in a relationship.

According to Haffejee (2006) societies, schools and universities are microcosms of the wider society; therefore, sexual violence behaviours are learned from societies and transferred to schools and later to the universities. From the excerpts above, it appears that sexual violence behaviours that take place in the university residences happen because males are exercising their power, which they learn from their societies, which subordinates and suppresses the female students.

The excerpts above indicate that all the participants are dominant in their relationships with women. The participants indicate that it is an obvious thing that males are supposed to be dominant in a relationship than females, which is a societal norm that they are conforming to (Bower, 2014). Simphiwe and Bongani`s excerpt shows the gendered nature of sexual violence as fuelled by the society. Simphiwe points out that as a male, he was taught to be dominant and to lead in a relationship, while the women follow. Similarly, Bongani states that the reason he dominates in his relationship is that he believes that a man is the head of the family. Therefore, this is an indication that sexual violence in universities is sometimes encouraged by the rigid norms together with the power imbalances between males and females, which are encouraged and reinforced by societies (Jewkes, 2008). Phiwa and

Andile`s excerpt indicates how gender imbalance and stereotypes are played and normalised in societies. Phiwa points out that the reason he is dominant in his relationship is that women are weaker than men are. Likewise, Andile states that women cannot handle men; therefore, males must be dominant in a relationship. Phiwa and Andile`s excerpt indicates that female students are exposed to sexual violence because they are regarded as weak, therefore male students are engaged in sexual violence because they are conforming to social stereotypes which are transferred from societies to universities as the universities are the microcosm of the wider society (Ottens, 2001).

In this section, I have discussed how the participants view the influence of culture on male dominance and sexual violence in the university residences. The participants assert that culture has a huge influence on shaping male`s masculinities. The participants indicate that deep-rooted cultural norms encourage unequal gender norms and power dynamics, which permits males to dominate and subordinate females. Furthermore, the participants indicate that the learned patriarchal gender norms from societies are transplanted to university residences since societies and universities are microcosms of the wider society, thus sexual violence is experienced in the university residences, as it is outside the university.

4.4 Normalising and under-reporting of sexual violence

According to Daigle (2012), societies experience sexual violence incidences at a high rate and there are some groups in that experience higher rates of sexual violence than others. One of those groups is the university students (Mayhew and Reilly, 2007). Therefore, in this section I discuss the views of the participants on the everyday occurrence of sexual violence,

thereby seeing it as being “normal” in the university residences. This then causes the female students to underreport sexual violence incidences especially if they know their offenders.

Research has found that incidents of sexual violence are more common in environments where social norms ignore men`s sexual aggressive behaviours (Katz 2006; Schwartz and DeKeseredy 2008). This is exactly what the participants indicated in the focus group discussion when asked whether they have ever noticed any sexual violence behaviours in the university residences:

Msandi: Yes, I have noticed some sexual violence instances in our residences. Like for example female students enter the male university residences every day, some female students are given some names and harassed by touching their private parts.

Andile: Yes, sexual violence is happening in our residences, for example in the past month it happened that a female student was going to a bathroom for a shower, she finds a drunk male student in the bathroom who forced her to get inside the shower so that he can have sex with the female student and this lady helped herself by screaming. In some instances, female students experience sexual violence when doing some task in male student`s rooms, where you find that sometimes we touch their body parts like breast by force with the intention of having sex with them.

Mdu: Yes, sexual violence is happening in our university residences and I find it as something that has been normalised to touch the female student`s private parts and passing

bad sexual remarks on them. This is done on daily basis and it is something that is not considered bad.

Research has indicated that female university students are at a high risk of experiencing sexual violence (Johnson, Ollus and Nevala, 2007; Flores, 2010; CueDavis, 2011). The excerpts above indicate that there is a high rate of sexual violence in universities and that female university students are the victims of sexual violence whereas the males are the perpetrators of it. Some of the participants' state that sexual violence is happening in the university residences on a daily basis. Msandi, Andile and Mdu state that males are the perpetrators of sexual violence in their excerpts. They point out that males touch female students' bodies, such as their breasts, by force, with the intention of having sex with them. Furthermore, Msandi and Mdu mention that the male students label the female students with bad sexual remarks and names. Therefore, this is a clear indication that male students expose female students to sexual violence at an elevated rate in the university residence (Walsh, Banyard, Moynihan, Ward and Cohn, 2010). Msandi mentions that the daily occurrence of sexual violence in the university residences is something that is not considered bad. Therefore, this is a clear indication of the normalisation of sexual violence in universities, where female university students do not report their offenders because of the normalisation of sexual violence (Wood, 2005). Some of the participants commented on the underreporting of sexual violence. When asked about what causes female students not to report their sexual violence offenders even if they know them, in the group discussions, the participants pointed out that:

Zane: Power makes female students not to report sexual violence incidents, for example, I am an SRC member, if it happens that I have sex with a female university student without her will, she will find it difficult to report to the risk management services because she will look at my position and think that people will act against her if she reports the matter. Another reason that makes the female students not to report their offenders is fear and taking things for granted and not even knowing that when they are experiencing sexual violence.

Mdu: Friends can influence a victim not to report a sexual violence incident. They can influence her in a sense of understanding that she will be embarrassed in the whole university because every student will know that she has been sexually violated.

Phiwa: Another reason is that the victims may have seen sexual violence incidences that have been reported and not seriously taken into consideration. For example, it might happen that someone close has reported her sexual violence incidence to the risk management services and find out that there was no follow up done, therefore another person will find it difficult to report sexual violence incidences as nothing is done to the offenders.

Sexual violence is prevalent at universities, but most of the sexual violence incidences never come to the attention of the university authorities because they are not reported (Miller, Iovanni and Kelly, 2011). The above excerpts are in line with this statement. They indicate that female students do not report sexual violence at universities, for several reasons.

Connell (1987) argues that in some settings, boys use their hegemonic masculinities to reinforce their male superiority in the subordination of females through inferiority. Zane`s excerpt shows how male students who are in positions of power, use their power to subordinate female students not to report sexual violence incidences. Zane indicates that fear and not understanding of sexual violence is one of the reasons why female students do not report sexual violence incidences. Likewise, Mdu mentions embarrassment at the university as another reason why female students find it difficult to report sexual violence incidences. This is an indication of subordination that is faced by female students in university residences. This subordination permits male dominance and sexual violence. It makes the female students fear negative consequences, embarrassment and even have a belief that the incidence was so light to be reported, which advantages males to continue with sexual violence behaviours in universities (Daigle, 2012). Phiwa mentions that university authorities also contribute to the underreporting of sexual violence by not treating sexual violence reported incidences seriously. Phiwa`s excerpt shows that even the university administrators perpetuate sexual violence by encouraging male dominance and female subordination. A cycle of silence can be perpetuated by such incidences because it makes female students to be reluctant to report sexual violence incidences because they may be worried that campus administration may side with the perpetrator in dealing with the incident (Kappler, 2011).

In this section, I have discussed the everyday occurrences of sexual violence and the factors causing the underreporting of sexual violence by victims even when they know their offenders. The participants indicate that female students experience sexual violence from males on a daily basis. They highlighted that males intimately touch female students` bodies by force, with the intention of having sex with them. The participants also mention that male students pass bad sexual remarks to the female students and sometime, some males even

force them to have sex. This section has revealed the gender power and imbalances that lead to the underreporting of sexual violence in the university residences. The discussion reveals that female students are subordinated and suppressed in university residence. The participants mention that female students are in fear of reporting their sexual violence offenders because the university administrators take no serious action against the offenders but usually side with them when they are reported for sexual violence incidences. Therefore, by so doing, the cycle of silence by female students is encouraged and the sexual violence is encouraged.

4.5 Preventing sexual violence at the university residences

Despite of all the factors that put university students at a high risk of sexual violence, there are positive ways that academics are bringing on to helping the victims and perpetrators deal with sexual violence incidences (Litchy, Campbell and Schuiteman, 2008). Therefore, in this section I analyse the possible ways that have been suggested by the participants on dealing with sexual violence at the university residences. Firstly, I discuss the suggestions on the role that the university as a whole (administrators) can play in reducing sexual violence in the university residences. Secondly, I discuss the participants' views on the role that students can play in reducing sexual violence in the university residences.

When asked about what the university needs to do in order to lower the rate of sexual violence in the university residences, the participants state that:

Alex: I think one of the most important things that a university should do here in the University of KwaZulu-Natal is that I think they should hold some conferences annually or quarterly. Sexual violence should be one of those things to be discussed at those conferences.

They must also inform students about such conferences and attract all of them to be present in the conferences so that they can gain knowledge about sexual violence.

Menzi: The University and the SRC must find some ways of educating the students about sexual violence. I believe that when people are educated, they behave in an educated manner. Students are coming from different backgrounds and are having different cultures, so to have one and common culture; students must be educated about issues of sexual violence and respecting other students. Such information must be given to the first year students from their first university orientation. This will help all students to be aware of what is sexual violence.

Simphiwe: By behaving appropriately. What I mean by behaving appropriately is that where there is knowledge, people turn to be creative and when they are creative, enough they turn to love the environment in which they are involved. Therefore, this means that education can help in preventing sexual violence at the university residences.

In the above excerpts, male students point to education and awareness about violence as key intervention for the prevention of sexual violence on campus. The above participants believe that one of the strategies at the University of KwaZulu-Natal can employ in lowering the rate of sexual violence, is by educating the students about issues of sexual violence. Some literature on sexual violence is recognizing the importance of raising awareness about sexual violence risk and encouraging principled sexual behaviour between students (McMahon and Banyard, 2012 and Moynihan, Banyard, Cares, Potter, Williams and Stapleton, 2014).

Alex points out that the University of KwaZulu-Natal can educate the students by hosting sexual violence conferences that will engage students on the understandings of sexual violence. Menzi and Simphiwe talk about the importance of educating students about sexual violence in shaping the students` behaviour. He states that when students are educated about sexual violence, they will behave in an educated manner. Likewise, Simphiwe points out that, educating students about issues of sexual violence can make students behave appropriately. Therefore, there is a great need for the University of KwaZulu-Natal to educate and raise awareness about issues of sexual violence because by educating them, ethical sexual behaviour can be developed in the students (Moynihan *et al.*, 2014). Menzi also indicates the importance of engaging students as early as possible on the issues of sexual violence in the university residences. He points out that students must be given sexual violence information on their first university orientation. This can play a vital role in dealing with sexual violence because the first year can have a thorough understanding of sexual violence, which can help them to escape from it because the risk of sexual violence is at a peak during the first year of study (Schwartz and DeKeseredy, 2008). Furthermore, in the focus group discussion one of the participants suggested that the University of KwaZulu-Natal needs to find some ways of dealing with alcohol use in the university residences as it is one of the factors that perpetuate sexual violence:

Msizi: “Njengoba nisholo ukuthi ialcohol” meaning “as you have mentioned that alcohol” is one of the causes of sexual violence here in the university, the university ends up looking like a tavern because bottles are found all over the university and students are drunk almost every day. Therefore, the security in the university needs to be tight to avoid alcohol to enter the university premises.

Heavy drinking is a big problem that is experienced in university residences and students who live in university residences are more than twice as likely as other students to have two or more excessive drinking incidents during the week (Kypri *et al.*, 2007). Msizi`s excerpt is in line with this notion as it reveals that heavy drinking is experienced in the university residences and it results in the occurrence of sexual violence. He compares the university residence to be like a tavern, since alcohol bottles are found all over the residences, and students are drunk every day. This is an indication that there are drinking spots in the university residences that promotes heavy alcohol consumption among students (Kypri *et al.*, 2009). Therefore, there is a need for the implementation of policies that will deal with alcohol outlet density and bans of alcohol on university residences, in reducing sexual violence risks and perpetration (Tharp, DeGue, Valle, Brookmeyer, Massetti and Matjasko (2013). This shows that there is a great need for the university to make the alcohol policies available and accessible to community members like students, staff and administrators and they need to be trained on the alcohol policies for effective implementation of the policy (Banyard, 2014). The participants indicate that not only the university administrators can play a vital role in reducing sexual violence in the university residences but students also need to engage themselves on the fight against sexual violence. When asked in what way can students prevent sexual violence at university residences, in the focus group discussions, the participants indicated that:

Alex: We also need to be active participants in sexual violence campaigns. We must not wait for the clinics and the organisations to take those initiatives but we, as students need to take an initiative about sexual violence in the university residences. We just need to come together and be aware that we are students and we need to organise our own initiatives or organisations to fight against sexual violence.

Mdu: Students need to have forums and select some students who will facilitate the understandings of sexual violence. They need to clarify to the students what is sexual violence so that students can understand what sexual violence is. This can help in reducing sexual violence in the university residence because students only can only be able to take a stand against sexual violence when they understand what sexual violence is.

Zane: One of the things we can do to reduce sexual violence at residences is to communicate and engage ourselves in the issues of sexual violence. As students, we need to talk to each other and give some advice to each other about sexual violence.

The above excerpts indicate that students' engagement on fighting against issues of sexual violence can play a vital role in preventing sexual violence at the university residences. Alex and Mdu indicate that students need to be active participants in sexual violence campaigns, where they will clarify the understandings about the issues of sexual violence. This can play a vital role in preventing sexual violence in the university because sometimes unclear and contradicting university policies and definition of sexual violence makes it difficult for university students to identify an incidence of sexual violence (Neidig, 2009). Mdu has similar views by asserting that students can only be able to take a stand on sexual violence when they understand what sexual violence is. Zane suggests that students need to talk to each other and give some advice about the issues of sexual violence. Therefore, this calls for the training of students about the understandings of sexual violence and engaging them in the fight against sexual violence in the university residences (Ricardo *et al.*, 2011). Furthermore,

the participants suggest that another way that students can prevent sexual violence in university residences is by reporting sexual violence incidents. They indicated that:

Senzo: I was working for student housing in the university, we received issues of sexual violence in the university. What I noticed was that silence perpetuates the rate of sexual violence. Most of the students are silent when it comes to issues of sexual violence, so the only solution to such issues is to voice out those issues of sexual violence that you experience in your residences. Sometimes I was noticing that students were reporting one and the same problem.

Phiwa: I think what students only need to do to reduce sexual violence at university residences, is just to report to the relevant people whenever they have experienced sexual violence.

Msandi: We need to stand as students and report the issues of sexual violence to the police not the university, because sometimes the students know the political grounds and even the security system gives them amnesty when it comes to sexual violence issues. So when you go to the police, you have a full control over the case, unlike in the university, where it just disappears easily. Therefore, we need a committee that will work hand-in-hand with the police.

The participants' excerpts reveal that an important role that can be played by university students in preventing sexual violence is by reporting sexual violence incidences. Senzo and

Phiwa indicate that students do not report sexual violence acts, which perpetuates sexual violence in the university residences. Therefore, it is important that all students get education about how to respond on issues of sexual violence because lack of reporting may give false impression to the university stakeholders about the prevalence of sexual violence (Argiero et al., 2010). Msandi suggests that students must report sexual violence issues to the police because the university administrators do not treat issues of sexual violence seriously. This shows that students do not trust the university Risk Management Service in protecting them from issues of sexual violence. Therefore, there is a great need for the university to treat issues of sexual violence seriously, keep accurate records of sexual violence, and make sure that complainants are ensured confidentiality (Dunham, 2011).

4.6 Conclusion

Chapter Four has discussed the fifteen male university students of the University of KwaZulu-Natal's understandings and suggestions about the issues of sexual violence in the university residences. The participants have indicated a high rate of sexual violence in the university residences. The analysis suggests campus life as a contributing factor to sexual violence. This has been discussed under the following subtopics; freedom and alcohol as a contributing factor to sexual violence, dress as a contributing factor to sexual violence and poverty as a contributing factor to sexual violence. The data indicate that culture plays a significant role in promoting male dominance, and hence, sexual violence. The analysis illustrated the everyday occurrences and under-reporting of sexual violence. The last theme suggests the strategies that were recommended by the participants on preventing sexual violence in the university residences.

Key issues that have been discussed in the last four chapters are discussed in the conclusion chapter that follows. Tentative recommendations on the male students' understandings of sexual violence in the university residence and interventions or strategies on preventing sexual violence in the university residences is also provided by this chapter.

Chapter 5

Conclusion

5.1 Introduction

This is the concluding chapter of the dissertation, which begins with a summary of the four previous chapters. Thereafter, a summary of the main findings of this study and possible recommendations in striving to create greater awareness on issues regarding sexual violence among students in the university residences, is presented.

This qualitative study sought to explore male university students' understandings about sexual violence in the University of KwaZulu-Natal residences.

5.2 Summary of the research

Chapter One, the introductory chapter, set the scene of the study. I discussed the background, focus and rationale of the study in this chapter. I also provided the aims and objectives of the study in this chapter. Key research questions, research site and a brief outline of the chapters was also provided.

Chapter Two reviewed literature that is relevant to the issues of sexual violence. Scholarly works, both national and international were used in discussing the issues of sexual violence at universities. The themes covered in this chapter include: Sexual violence in South Africa;

Sexual violence on University Campuses; Gendered nature of sexual violence; Gender and sexual violence; Men masculinity and sexual violence and the role men can play in addressing sexual violence in the university. This chapter also discussed the theoretical frameworks that I used for analysing and interpreting the data that was generated in this study. The theoretical framework that framed the study was social constructivism which was used in conjunction with Connell's theory of gender and masculinity.

Chapter Three discusses and describes the research design and methodology that was used in the study. A qualitative research method and an interpretivist paradigm was discussed in this chapter. The research site, samplings, ethical considerations, data collection methods and the actual interview process was also described in this chapter. Data analysis, validity and trustworthiness and the limitations of the study were also discussed in this chapter.

Chapter Four presented and analysed the data collected. This chapter provided an analysis of the male students' understandings about sexual violence in the university residences. The themes generated from this study were Campus life as a contributing factor of sexual violence, which included freedom and (ir) responsibility control; experimentation and the abuse of alcohol in the university residences; the choice of dress as a contributing factor to sexual violence in the university residences and poverty as a contributing factor to sexual violence, as sub themes. Another theme was the influence of culture on male dominance and sexual violence, which included men masculinity and sexual violence and the gendered nature of sexual violence, as sub themes. Other themes were the normalisation and under-reporting of sexual violence and preventing sexual violence at the university residences.

5.3 Main findings

The study found that sexual violence is prevalent in university residences. Similar to most previous research, the victims are mainly women and the perpetrators are mainly men. All of the participants discuss how campus life contributes to sexual violence in the residences. The participants stated that freedom and being away from parental supervision makes female students to be vulnerable to sexual violence from male students. The participants explained how residence life differs from home life. They mentioned that students are responsible for their own lives in the residences; they make their own decisions, whereas at home, they are guided by their parents. It is clear that students are not adequately prepared for the independent life at university and are unable to manage their freedom effectively.

Many students suggested that parental control was a protective measure for both men and women. The participants indicated that the lack of parental supervision of students exposes them to alcohol abuse and partying, which in turn fuel the rate of sexual violence in the university residences. The participants stated that male students normally use alcohol to attract female students into their rooms and they take advantage by sexually violating them when they are drunk. Thereafter, the perpetrators end up using alcohol as an excuse for sexually violent behaviour.

Conforming to common notions about appropriate female attire, the participants blamed the female students' choice of dress to be something that exposes them to sexual violence. Some participants stated that female students attract male students by wearing miniskirts, which makes them targets of the male students' abuse. This removes the responsibility to prevent sexual violence from men by placing the responsibility to prevent this directly on woman.

For some participants, poverty is a major factor that exposes female university students to sexual violence from males. The participants indicated that those female students who come from poor backgrounds, with lack of funding and financial support from their families are vulnerable to sexual violence in the residences. Some participants stated that some male students take advantage of providing them with whatsoever financial support that they need, and demand some sexual favours in return. The participants also point out that some female students like fancy lifestyle yet they cannot afford it. Therefore, this makes them easy targets for the old rich man who are regarded as “sugar daddies”, who provide them with material things and demand sex in return.

The data also pointed to the influence of culture on male dominance and sexual violence. The participants indicated that culture has a huge influence on shaping a person, by providing unquestionable dominant cultural constructions of what comprises appropriate feminine and masculine behaviour. Some participants stated that male power over females and female submissiveness is promoted by culture, and it allows for sexual violence because males end up using their power to force females for sex. The participants also indicated that patriarchal construction of gender in South African societies, where male dominance and female subordination is encouraged, is transplanted to universities because universities are the microcosm of the wider societies. Sexual violence is experienced in the university residences because male students use the learned dominance behaviours to expose female students to sexual violence, as indicated by the participants.

Some of the participants stated that sexual violence in the residences is something that occurs every day and it is taken as normal. The participants indicated that male students touch female students` body parts by force with the intention of having sex with them. They also mentioned that male students label the female students with bad sexual remarks on a daily basis. The participants indicated that this normalisation of sexual violence in the university residences results in the under-reporting of sexual violence even if the victims know their offenders. Some participants stated that one of the reasons for not reporting sexual violence incidences is fear of the consequences of reporting. Embarrassment in the university is another reason that causes the under-reporting of sexual violence, as mentioned by the participants.

Some participants blame the university authorities for the underreporting of sexual violence, incidents by not treating sexual violence incidents seriously. They mentioned that in some sexually violent incidents, the university administrators side with the perpetrators in dealing with the incidence, therefore female students end up being reluctant to report sexual violence incidences.

The data from this study also contributes to suggestions about the prevention of sexual violence at the university residences. The participants recognised the importance of raising awareness and educating male and female students about sexual violence, toward solutions for preventing sexual violence in the residences. The participants mentioned that students must be educated; students, especially the first year need to be educated about issues of sexual violence during their first university orientation. This can help the students to have an understanding of sexual violence, and be able to identify incidences of sexual violence. The

participants stated that students need to be active participants on educating one another about the issues of sexual violence. They also suggested that the university must make alcohol policies available and accessible to students and staff of the university because the failure to do so contributes to the high level of sexual violence in the university residence. They also mentioned that the university administrators must make it a point that the alcohol policies are effectively implemented.

5.4 Recommendations

I believe that the findings of this study brought a better understanding of the latent issues regarding sexual violence in the university residences. By engaging in a literature review dealing with the prevention of sexual violence among university students, as well as the data from the participants of this study, I have recognized a need for some recommendations, which I think will play a vital role in ensuring that the high rate of sexual violence is prevented in the university residences. These recommendations are not the only alternatives; however, they are of high significance because they are framed by the views of the fifteen male residence students who participated in the study.

One of the recommendations is that students need to be educated about sexual violence. The findings in this study indicate that many students do not understand what sexual violence is. Therefore, there is a great need to educate university students about sexual violence, risk factors of sexual violence, how to respond to sexual violence and respectful sexual behaviour in the university residences. Sexual violence workshops for every student in the university are of great importance. It is recommended that first year students must be engaged in the issues of sexual violence as early as possible. For the first-year students, sexual violence awareness

campaigns should be part of the orientation week events. The reason being that it can benefit the first-year students in terms of having a clearer understanding of sexual violence and be able to identify sexually violent behaviours in the residences. The sexual violence workshops should be conducted by trained facilitators so that they could keep the student actively engaged on the discussions about sexual violence.

In conducting the sexual violence awareness campaigns, the students need to be grouped according to their gender (single sex) so that they can feel comfortable in discussing and viewing their ideas on issues regarding sexual violence. Karjane, Fisher and Cullen (2005) support this recommendation when they state that single sex education guarantees that responsibility is laid on men to become actively involved in helping in the prevention of any violence that is immensely perpetrated by men. Therefore, this shows that in order for the students to gain knowledge on sexual violence, male and female students need to be trained separately. This can increase attention and engagement of the male students, which can permit a better understanding about sexual violence.

The findings of the study indicate that female students are at high risk of experiencing sexual violence. Therefore, there is a great need for female students to be trained on how they can defend themselves (self-defence) when they encounter sexual violence incidents. Training the female students on self-defence can play a vital role on the lives of female students because they can get some strategies of resisting incidents of sexual violence when they occur (Gidycz and Dardis, 2014). Apart from self-defence, female students, as a vulnerable group to sexual violence, need to be trained about how they can play a vital role in protecting their friends from sexual violence. I believe this can be of great importance to the female students

because by helping each other, their vulnerability to sexual violence decreases. Male students also need to be trained about respectful sexual behaviours and must be alerted about the consequences of sexual violence.

There is a great need for the training of the management and the residential assistants in order to help prevent sexual violence in the university residences. The management together with the resident assistants have a role of protecting and making it a point that all students are staying in sexual violence free environments. Therefore, the training of the management and the resident assistants can be of vital importance because it can equip the management and resident assistants with correct knowledge about sexual violence. This can enable the management and the resident assistants to act correctly when incidents of sexual violence occur.

The university residences should be safe spaces, where students live without any fear of sexual violence. There is a great need for strict access control in the university residences. Strict access control can prohibit non-students like sugar daddies from entering the residences, as the participants have indicated that they are mainly the perpetrators that sexually violate female students. All areas within the residences should be monitored with security camera monitoring system since the female students fear to go to the university toilets and bathrooms at night because some sexual violence incidents happened at those places at night. Secured hotlines must be provided in the residences so that the students or friends can report whenever any sexual violence incident happens.

This improvement in security in the university residences can play a huge role in preventing students from bringing alcohol into the university residences. Students who have entered with

alcohol can be easily identified on the security camera monitoring systems and other students can use the hotlines to report students who have brought alcohol into the residences. Alcohol policies must be made available to every student in the residences. The university authorities must make it a point that the implementation of policy is monitored. Residence assistants must be tasked to monitor alcohol in the university residences because they are the ones who have a proximal interaction with the students on a daily basis.

The participants indicated that some victims do not report sexual violence incidences because sexual violence incidences are not treated seriously and some victims fear to be embarrassed in the whole university. Therefore, as much as the participants highlighted that there are counselling centres in the university campus, I recommend a counselling centre that will strictly deal with issues of sexual violence. I believe that students can feel more comfortable to use such centres because they can have an assurance that they will definitely be helped once they report their sexual violence encounters and their issues will be dealt with accordingly and confidentially.

The above discussed recommendations on the prevention of sexual violence in the university residences requests for on-going research for the development and implementation programmes on preventing sexual violence in South African universities. Generated prevention programmes on sexual violence should be dispensed to all South African universities so that they can all benefit from the prevention programmes.

5.5 Conclusion

Even though this is a small-scale study, it provides important insights into male university students' understandings about sexual violence at the selected university residence in South

Africa. It is evident that they are aware of a high prevalence of sexual violence in which the victims are mainly female students. In this final chapter, I have summarised the findings of the study and offered some recommendations about how to address sexual violence at the university residences and make the university a safer place for all students.

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Appendices

Appendix 1: Ethical clearance certificate

Appendix 2: Gate keeper`s certificate

Appendix 3: Consent letter for students

Appendix 4: Informed consent declaration

Appendix 5: Focus group interview schedule

Appendix 6: Individual interview schedule

Appendix 7: Interview transcripts sample

Appendix 8: Turnitin report

Appendix 9: Language clearance certificate



02 August 2016

Mr Nkosingiphile H Mathunjwa 209502986
School of Education
Edgewood Campus

Dear Mr Mathunjwa

Protocol reference number: HSS/1005/016M linked to HSS/1524/013CA
Project title: Male student-'s' understandings about sexual violence at a South African University Residence.

Expedited Approval – Class Application

In response to your application dated 06 July 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Dr Shamila Naidoo (Deputy Chair)

/px

cc Supervisor: Dr Shakila Singh
cc Academic Leader Research: Dr SB Khoza
cc School Administrator: Mrs B Bhengu-Mnguni, Ms T Khumalo, Ms M Ngcobo & Ms P Ncayiyana

Humanities & Social Sciences Research Ethics Committee

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1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville



9 March 2016

Mr Nkosingiphile Heizo Mathunjwa (SN 209502986)
School of Education
College of Humanities
Edgewood Campus
UKZN
Email: hathunjwa@gmail.com

Dear Mr Mathunjwa

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN) towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"Male student's understandings about sexual violence at a South African university residences".

It is noted that you will be constituting your sample by performing interviews and/or focus group discussions with male students staying at the University residences on the Edgewood Campus.

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book.

Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

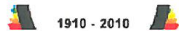
**MR SS MOKOENA
REGISTRAR**

Office of the Registrar

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Website: www.ukzn.ac.za



1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

University of Kwazulu-Natal
Faculty of Education
Private Bag X03
Ashwood, 3605

Dear Participant

Re: Consent for student to participate in research study

My name is Nkosingiphile Heizo Mathunjwa. I am currently studying for a Masters degree at the University of Kwazulu-Natal. My student number 209502986. In my study, I am trying to understand male students' understandings about sexual violence at the University of KwaZulu-Natal, Edgewood Campus.

This letter invites you to participate in my research. Taking part in the study is voluntary. This means that if you decide to withdraw in the study, no penalties will be incurred by you. The interviews in the study will be audio-taped, so your name and the information that will be obtained in the study will be kept safe and confidential. Respect and honesty will be highly considered in directing my research.

The particulars of my supervisor are as follows:

Dr Shakila Singh- University of KwaZulu-Natal- Faculty of Education.

Tel: 0312607326

Email: Singhs7@ukzn.ac.za

My study's success depends on your participation, so I'm looking forward to your participation and cooperation.

Yours sincerely

N.H. Mathunjwa

Informed Consent Declaration

I _____ (full name of the student/participant) agree/ do not agree to participate in the research that is being conducted by Mr N.H. Mathunjwa. I understand that participation in the study is voluntary and I can withdraw at any time from the study. I also understand that my name will not be used in any report and all information will be kept safely.

Student`s signature _____

Date ___/___/2015

Focus group interview schedule

1. What is your name?
2. Where do you live? Who do you live with?
3. Which residence are you staying in?
4. How long have you been staying in the University residence?
5. What are your majors and why you chose them?
6. Which name do you prefer to be used when referring to you in the study?
7. Do you have a girlfriend? What sort of relationship do you have with your girlfriend?
8. How many girlfriends have you ever had? Have you ever had more than one girlfriend at a time? Explain why.
9. Who is dominant in your relationship and why do you think it has to be like that?
10. The video that you have watched is about sexual violence. What do you understand about sexual violence?
11. With the help of the video, what do you consider to be sexual violence?
12. Many scholars argue that boys or males are the perpetrators of sexual violence, what is your view on that? Explain why you are saying so.
13. The video reveals that 17.7 million women in America have been sexually violated. What is it that you think makes boys to be perpetrators of sexual violence?
14. The video is stating that 84 % of women in America experience sexual violence in their first two years of college. Do you think the same applies to South African universities? What might be the cause of it?
15. One of the things that are highlighted in the video is that 24 % of college students are raped by an intimate partner. What do you think causes that?

16. The video highlighted that students living in residences are more likely to experience sexual violence than students living off campus. What do you think causes that?
17. The video also reveals that 23% of college offenders use drugs and alcohol to obtain sexual intercourse. What is your view on that?
18. Based on the information that you have acquired from the video, what are the implications of sexual violence?
19. Is there anything that is done by the university to lower the rate of sexual violence in the university residences?
20. As the video highlights that university residences are the places where sexual violence is happening at a high rate, what do you think needs to be done to lower the rate of sexual violence in university residences?

Individual interview schedule.

1. Can you give me a bit of information about your place of birth?
2. If you could be asked to explain sexual violence in two lines, how can you explain it?
3. How is the rate of sexual violence in your place of birth? Explain.
4. Have you ever been engaged to sexual violence or noticed any sexual violence behaviours in the university residences? How was it?
5. From your own observations and understanding of sexual violence, who are the perpetrators of it? Why is it so?
6. What is the feeling or view of sexual violence in relation to the progressiveness of the university students who are experiencing it (victims)?
7. What is it that causes a high percentage of women to experience sexual violence in their first two years of college as stated by the video?
8. What do you understand about masculinity?
9. Tell me about your culture in relation to masculinity?
10. How are the males and females expected to behave in your community?
11. The video highlighted that 80% of college students know their offenders but only 20% of victims reported their assaults. What do you think causes this?
12. What advice can you give to women who does not report their sexual violence experiences?
13. Do you think socialisation and sexual violence are interrelated? Explain how.
14. The video highlights that university residences are the hot spots of sexual violence, what is your feeling about that? Explain why you say so.
15. In relation to the information from the video, what do you think are the main causes of sexual violence in the university residences?

16. How do you think drugs and alcohol contributes to sexual violence as stated by the video?
17. How do women expose themselves to sexual violence?
18. How do you think sexual violence affects students (victims) academically?
19. Do you think the university contributes to the occurrences of sexual violence in the university residences? Explain why you are saying so.
20. What do you think is needed to be done by the University in order for lowering the rate of sexual violence in the university residences?

Interview transcripts

Individual interview schedule

Participant: Sanele Mkhize

1. What is your name?

❖ Sanele Mkhize

2. Where do you live? Who do you live with?

❖ Richards bay, with my family, unfortunately my dad passed on in 2003, now I am staying with my mother and brothers.

3. Which residence are you staying in?

❖ I am staying in Oakwood residence.

4. How long have you been staying in the University residence?

❖ It's for four years as this is my fourth year.

5. Which name do you prefer to be used when referring to you in the study?

❖ Menzi is ok.

6. Do you have a girlfriend? What sort of relationship do you have with your girlfriend?

- ❖ Yes, I do have a girlfriend. I can describe it as open relationship, not kind of a stable relationship.

7. Who is dominant in your relationship and why do you think it has to be like that?

- ❖ To be honest, it is myself because here in the university I have a chick “girlfriend” yet at home I am having the mother of my children whom I am stable with. Let me take you to the reason why I am having an open relationship right now, I told this chick I am having here at the university that I do have a person I am in love with at home, then we agreed, that is the reason why I am having an open relationship right now. Therefore, I can say I dominate in this relationship and I even explained to her that my situation is not normal; I have somebody in my life.

8. If you could be asked to explain sexual violence in two lines, how can you explain it?

- ❖ Sexual violence is an act of wanting sex and acting sexually to a female in particular because females are mostly vulnerable, without the authority of that person. It is most likely or it is aligned to rape.

9. How is the rate of sexual violence in your place of birth? Explain.

- ❖ My community is a very traditional one, so we respect one another; we also respect females, so I can say it is very low as compared to the university residences.

10. Have you ever noticed any sexual violence behaviours in the university residences? Tell me about it.

- ❖ Yes, I have noticed some sexual behaviours in the university residences. What I picked up when I came to the university is that most of the boys violate girls, not necessarily by going to them demanding sex, but they do small things like calling females with sexual violating names and touching the girl's private parts. So those kinds of things are part of sexual violence and many people do not understand that they are part of sexual violence.

11. From your own observations and understanding of sexual violence, who are the most perpetrators of it? Why is it so?

- ❖ First and foremost are the males because their feelings are very active. So this makes or brings the females to a vulnerable situation to us as we are staying in the residences. So we turn to violate that space in a way that we end up wanting to have sex with the females without their authority.
- ❖ The setting of the university at the residences also promotes the perpetration of sexual violence. The fact that we are leaving our homes and parent's protections and come to the university to experience a totally different life makes us to end up being the perpetrators of sexual violence.

12. What is it that causes a high percentage of women to experience sexual violence at university?

- ❖ Number one, it is fact that we are mixed in the university residences. Like for example in Kinnoul and yellowwood residences the males and females are mixed. Therefore, it does not suit well to sleep next to a room of a female. At some stage it makes us to want to exercise what we think manhood is all about, because manhood is all about having sex. So the residences give us such spaces which we turn to utilise them.

13. What do you understand about masculinity?

- ❖ Masculinity goes with tradition and culture. It is about giving authority to man that they must dominate the females and dominate in their space and culture.

14. Tell me about your culture in relation to masculinity?

- ❖ That is a very good question in a way that males are given authority in most of the times. For example, in church, the first verse in the bible from genesis gives credit to man, it talks about the man being the first person to give command to every species. Moving further to our culture which is mostly in line with the bible, which acknowledges the authority of a man, therefore masculinity and my culture are totally in-divorceable because we rely on our culture in controlling our families as we as man must be in control in our families. A typical example is how our culture acknowledges a male child. A male child is always having his house out of the main house in our culture.

This is done so that he can take some ladies to his rooms and this is the only way that a man is seen to be a real man. The parents by so doing become happy and they come to understand that their child is a real man not a gay. But a girl child is always raised in a way that she must always be at home.

15. How are the males and females expected to behave in your community?

- ❖ Males and females behave differently in my community. We cannot take something that has to be done by males and give it to females. Even though the constitution of South Africa and the human right commission has tried to make it a point that everyone is equal, but in my community males are still dominant and females are still oppressed. For example, female abduction is still done in my community and it is acknowledged as something that has to be done and by so doing females are oppressed with the male domination that is naturally given to the males in my community.

16. What advice can you give to women who do not report their sexual violence experiences?

- ❖ First and foremost, they need to understand what sexual violence is. Most of people just understand sexual violence as the penetration of a penis to a vagina, they don't know that touching someone's private parts is a sexual violence and even sexual language also forms sexual violence. So I think a clear understanding of sexual violence is needed to those who are experiencing sexual violence because that can make them to even make sober decisions about themselves that it must be reported because a person cannot

report something that she does not know. I think education about sexual violence can really play an important part in our communities and our residences.

17. Do you think socialisation and sexual violence are interrelated? Explain how.

- ❖ Yes, they are interrelated because the way people are raised is the way people live. For example, if I was raised in a very strict environment I will be strict even in my behaviour. However here at the university people want to explore things, so you will find that people change from the way they were raised. For example, you may find that a person wants or start to experience sex at a university level, for example, most of the girls lose their virginity in the university.

18. Why are women vulnerable to sexual violence?

- ❖ The way in which they are dressing makes them vulnerable to sexual violence. They wear miniskirts; they also wear things that expose their cleavages. I understand that it is their freedom; however, this makes them to be vulnerable to sexual violence. Like for example, those girls who wear long skirts do not experience sexual violence because we as males find it difficult to attack them because we don't see their bodies and become attracted but to those who wear miniskirts are the soft targets because they want us to see their bodies and we turn to have an understanding that they want us to have sex with them.

- ❖ They are also vulnerable because of the setting in the residence as we are mixed, so this makes to want to exercise their masculinity over the females as they are the soft targets.

19. Do you think the university contributes to the occurrences of sexual violence in the university residences? Explain why you are saying so.

- ❖ The university does contribute to the occurrences of sexual violence in the university residences. I think the only solution to this could be that the on camp residences could be only for females and the off camp could be only for males. As I have mentioned before, it is quite difficult to go to a shower knowing very well that there is a female bathing next to you. That situation harasses my feelings then it will make me to want sex from that particular female.

20. In what way can students prevent sexual violence at university residences?

- ❖ The university and the SRC must find some ways of educating the students about sexual violence. I believe that when people are educated, they behave in an educated manner. Students are coming from different backgrounds and are having different cultures, so to have one and common culture; students must be educated about issues of sexual violence and respecting other students. Students must even teach one another about the issues of sexual violence. Students' leadership must take a responsibility, as they are the eye of the students in the university management, so they need to act against sexual violence so that we can have a better South Africa.

Focus group interview Schedule

Group2

1. What name do you want me to call your group with?

- ❖ Anti-sexual violence campaign group

2. The video that you have watched is about sexual violence. What do you understand about sexual violence?

- ❖ Alex: Firstly, according to my own understanding of sexual violence, part of it is when someone is forced to participate in sexual intercourses with his or her permission or desire.
- ❖ Simphiwe: According to the video that we have watched, what I have understood is that sexual violence is when someone is being abused and the most vulnerable group are the women.
- ❖ Jackson: When we talk of sexual violence we are specifically focusing on the act where by people are being violated without their consent.

3. Have you ever noticed sexual violence behaviours in your residences like the ones that have been highlighted by the video? Explain them.

- ❖ Alex: I myself have experienced some of the sexual assaults where I could hear a female being beaten by a guy and this guy was using his male dominance over the female to do that.
- ❖ Simphiwe: In my residence where I live I have experience sexual violence whereby I saw some of the boys touching private parts of the girls.

4. With the help of the video, what do you consider as sexual violence?

- ❖ Alex : According to what I have seen in the video and according to my own knowledge I think sexual violence, like usually is when man use their power as man over women, forcing them into sex or assault.
- ❖ Jackson : The video has also highlighted the point of drugs and alcohol abuse, so I think the use of drugs and alcohol in so many spheres of the institution can be considered to be sexual violence because some people may use drugs and alcohol to violate others sexually.

5. In relation to the information from the video, what do you think are the main causes of sexual violence in the university residences?

- ❖ Msizi: I think alcohol and drug abuse is part of sexual violence in the university residences.

❖ Jackson: Even the way our sisters dress. They do not dress properly so they can be the cause of sexual violence in the university residences.

❖ Alex: I think one of the causes of sexual violence in the university residences is the lack of money, especially on the side of females. Like for example, when they do not get financial support from their respective homes, they end up giving themselves to man.

6. In what way do you think sexual violence affect the educational progress of female students in Universities?

❖ Jackson: Sexual violence affects female students negatively. So some can be violated in the point that they are unable to come out/ up with sexual violence experiences publicly. Like for example there are some cases whereby female student's experiences sexual violence yet they are going to write a test on the following day. So that person will feel guilty to come outside of her room being violated on the day before the test and that will lead to a negative influence in the educational progress of the victim.

❖ Sam: According to my understanding, sexual violence can result to pregnancy. So if the female gets pregnant, she will be affected in her educational progress.

❖ Simphiwe: to expand on the pregnancy point, I think it can affect the educational progress of a female student because of the fact that she has not

planned to have a baby, now she has to deal about this situation of taking care of the baby and forget about her studies.

- ❖ Alex: The main results of what my brothers have highlighted is that it will lower the female student`s academic performance, because now she will have to take care of her pregnancy and she will be traumatised, so she will not be able to focus on her studies. Maybe she can even experience blackout and fail to participate on her studies.

7. The video shows sexual violence in an American college, do you think the same applies to South African colleges and Universities? Why are you saying so?

- ❖ Alex: I myself, I think the video applies to the South African colleges and universities. First of all, we have to understand that as young people we have a similar behaviour, so what happens in the American colleges and universities, you find out that sometimes, it is the exact thing that is happening in South Africa.
- ❖ We as black males, we demand so many things from the females. Like for example, for me to see that I am a real man I have to make sure that I sleep with a female. Usually, this happens in a situation whereby a female has not agreed to the man for sex, therefore I can say what happen in American universities is just the same as what is happening in the South African universities.

- ❖ Simphiwe: In addition, on what Alex has said in South African universities, sexual violence happens because of the boys who attract the female students and tell them to come to their rooms and write some assignments.

8. Many people say that boys or males are the perpetrators of sexual violence, what is your view on that? Explain why you are saying so relating to the video.

- ❖ Simphiwe: What I can say is that it is true that boys are the perpetrators of sexual violence because it is not easy for a girl to approach a boy, yet it is easy for males and sometimes they approach some girls, being driven by lust.
- ❖ Jackson: In addition to that, boys are seen to be the dominant group; they are classified as people who have power over anybody. Therefore, boys or males can even use that advantage to be the perpetrators of sexual violence.
- ❖ Alex: normally we know that males are regarded as providers. In most of the times women are financially dependent on males, so we as males we end up using that chance to do sexual violence or perpetrate it.

9. The video highlights that university residences are the hot spots of sexual violence, what is your feeling about that? Explain why you say so.

- ❖ Alex: my feeling about this question is that it is very sad because I know exactly that universities are the hot spots of sexual violence. Universities are

the hot spots of sexual violence because we use drugs, we go to parties and we want to experience things in the university. Like for example I have seen a young lady in one of the soppiest expressing herself that she has been looking for the good life where she can wear nice clothes, good weaves and going to some fancy restaurants. So now I have seen that most of our sisters in the residences want to have these good things, thus this makes the universities to turn into hotspots of sexual violence because our young sisters are seeking for good things and pleasure especially from males.

- ❖ Simphiwe: What I say is that it is very sad to see someone violating another person`s right. Universities are the hot spots of sexual violence. One of the reasons is that in universities, you find different people who are coming from different backgrounds and they have different behaviours, so in that way I can say I feel very sad to see such things happening in our residences.

10. The video reveals that 17.7 million women in America have been sexually violated. What is it that you think makes boys to be perpetrators of sexual violence?

- ❖ Simphiwe: According to the video that we have been watching, we found that boys as sexual violence perpetrators, they mostly use drugs, of which I think it is the other catalyst that speed them to be sexual violence perpetrators.
- ❖ Alex: One of the things that have been pointed out in the video is that most of us as males we lack in self-control as compared to women, so self-control can

be one of the things that makes boys to be seen as the perpetrators of sexual violence, which is an innate characteristic of a society. This lack of self-control is the reason why sexual violence is experienced at a high rate in the universities.

- ❖ Senzo: The other thing that causes males to be the perpetrators of sexual violence is the competition amongst males. They are competing with one another that “bengishaya ingane ewukuthi” ...meaning I was having sex with a particular girl. So this makes man to be violent “bangasasheli bavesane bayibammbe intombaza maseyidakiwe” meaning they don’t propose the females but target them when they are drunk and have sex with them.

11. The video is stating that 84 % of women in America experience sexual violence in their first two years of college. Do you think the same applies to South African universities? What might be the cause of it?

- ❖ Alex: I think it applies in the South African universities because when first year students come to the university, firstly, they are not used to the university life. Secondly, they need us who are ahead of them to help or assist them, so we take that advantage as males. For example, I have seen it in our university residences, even though I will not mention any residence. Therefore, I can say the estimation of 84% is happening even here in South Africa.
- ❖ Simphiwe: My response based on the question I can say, yes it does happen in a way that there are people who are called mentors in the university. Therefore, these people take advantage of the first year students. Another

thing is that when you come to the university, there are names that students are labelled with, as first years are called freshers, which gives power to the senior male university students to take advantage of the first year students who feel subordinated and not used to the university environment.

- ❖ Jackson: In addition to that, as we, all know that we are coming from different social backgrounds; some people can use the advantage of knowing that first year students do not have like anything. For example, some of the first year students are suffering financially. Therefore, the senior students can take an advantage of trying to help that child, ending up violating the first year female students sexually.

- ❖ Senzo: To add on that, the senior students provide the first year students with empty promises to get their attention and violate them sexually. For example, like I will take care of you, I will provide you with financial support and find out that a young woman will end up surrendering herself into a male student and only to find that maybe she was not aware that the male student only wanted to use her sexually. For example, some of the male students take an advantage that they have provided the female first year students, so when they say thank you, they don't allow anything other than sex. When the female student refuses, they force her to have sex with them. So what is happening in America is also happening in South Africa.

12. What is it that you think makes female students to be vulnerable to sexual violence as the video highlights that high rate of females experiences it.

- ❖ Msizi: Sometimes females submit themselves to males, which are the reason why they become victims of sexual violence.
- ❖ Alex: Another thing is that it is not a problem for a male student who has grown without having a father figure, to look after himself but for a female, it becomes so difficult. In a movie that I have watched in a television, one lady grew up with her father, after her father died, she met a guy who promised her the world, so this lady submitted herself to the guy because this guy promised her everything and they had some dreams, guess what the guy only wanted to have sex with the girl, he used the big dreams for attracting the lady. So females are very weak by nature and if they grew up without their parents or a father figure, they end up being exposed to the issues of sexual violence.

13. One of the things that are highlighted in the video is that 24 % of college students are raped by an intimate partner. What do you think causes that?

- ❖ Simphiwe: what I can say is that this thing of intimate partners is very difficult in a way that you find that the female partner does not want to have sex while the male partner is willing to have sexual intercourse so he will force her to do sexual intercourse. Males use their male power to force the females to sexual violence and in most cases, their friends are influencing them.
- ❖ Alex: In most of the times, females protect their partners even if they are wrong. Like for example a woman can be forced to have sex by her partner,

instead of showing that she does not like being forced to sexual intercourse, you will see her holding hands with the very same person who has forced her to sex in front of people so that they can see that they are in real love. Therefore, women are over protective even if they are being violated.

14. The video highlighted that students living in residences are more likely to experience sexual violence than students living off campus. What do you think causes that?

- ❖ Simphiwe: freedom is one of the factors that cause residence students to experience sexual violence at a higher rate as compared to off campus residence students. Students who are living in residences are in control of themselves because there are no parents and people who will look after them, so it is easy for them to do anything that they like at any time they like.

- ❖ Alex: One of the reasons why sexual violence happens so much in residences as compared to off campus students is that as one of the students who is living on campus, if I know a female's room I will go and visit that particular female student at any time because I will know that there are no parents, so I will use that opportunity to assault her as she will be living alone. I will come like a wolf under a sheep clothing, acting as a righteous man, once she gives me that opportunity to come to her room and have communication with her, I will take it from there. So that is one of the things that causes those who are living in on campus residences to experience sexual violence more than those who are living with their parents.

15. The video also reveals that 23% of college offenders use drugs and alcohol to obtain sexual intercourse. What is your view on that?

- ❖ Alex: I agree with this point. The reason being that some boys are afraid to approach a female when they are sober. So in order to catch females you find that they organise wine and invite the females to come for a drink. So once the girls come, it is easy to force them to sex but power can be used to force her to sex and this thing cannot happen if a person is sober.

- ❖ Senzo: To add on that when people are doing “izinto ezibhedayo” meaning bad things they support themselves by saying “bengiphuzile” meaning I was drunk and I do not know what I was doing. So students do these things of drinking alcohol and do sexual violence as if it is the alcohol that has influenced them to do these bad things. Therefore, I think the government must do something about these things because they are the ones that cause males to end up doing sexual violence.

- ❖ Msizi: To add on that male students turn to go and drink alcohol so that they can approach even those girls that they are afraid of. So when they are under the influence of alcohol they are influenced in the sense that they can approach any girl. Therefore, such incidences are the ones that end up causing boys to do sexual violence. When such cases are reported to the police, they only find a way of escaping from the sexual violence incidences by saying I was drunk.

- ❖ Alex: To add on that, sometimes it happens that some of the students (offenders) who do sexual violence to some female students were not willing to do sexual violence but due to the fact that they were under the influence of drugs, they find themselves under sexual violence incidences. Therefore, drugs in this case end up being the driving force of sexual violence.

- ❖ Simphiwe: I think we have to bear in mind that drugs are so influential in the sense that they speed up the rate at which blood circulates in the body. So if the blood is circulating at a high rate then the feelings will also be in a high rate in a sense that a person may end up finding himself out of control and fail to be in his normal feelings, thus he may end up committing sexual violence.

16. The video highlighted that 80% of college students know their offenders but only 20% of victims reported their assaults. What do you think causes this?

- ❖ Simphiwe: It is very difficult for the victims to report their offenders in a way that some of them are scared of being exposed that they have experienced sexual violence. Some of the victims are also scared because they are afraid of being threatened by their offenders, thus they decide to just shut down and not tell anyone about what they have experienced.

- ❖ Alex: In some other sexual violence cases, you find that the female loves very same guy who has assault her. Therefore, they end up tolerating the sexual violence that they are experiencing because they love that particular guy.

Some of the females may not like the sexual violence that they are experiencing but continue to bottle their abuse in the name of love. Some of the victims do not even care about what people say about the sexual violence that they are experiencing from their victims because they do not want to lose the financial support that they get from their victims. Like for example if the victim has a car and always take his girlfriend out, it is going to be hard for the girl to expose the victim because by doing so, she will loose all the good things that she is getting from the victim.

- ❖ Msizi: Let us look this issue in the side of intimate partners. It is not easy for a female to report her partner that he has sexually violated her. For example, in a situation where by the female student depends or get financial support from the boy, it becomes very hard for the girl to report her partner.

- ❖ Alex: In addition, in such cases it is even difficult for the girl to narrate or tell anyone about the sexual violence that she is experiencing. She will be in a position where by she will not even know how and where to start narrating the story to someone who can give some advised to her. So it is very difficult to come up and deal with such cases.

17. Based on the information that you have acquired from the video, what are the implications of sexual violence?

- ❖ Simphiwe: I think students need to be educated about the issues of sexual violence because it really affects the results or the academic record of the female students because they you will find that they will not be able to cope with the situation that they will be facing at that particular time.

- ❖ Alex: Sexual violence does not have positive consequences or effects but have negative consequences. One of those consequences is the transfer of diseases. If a female student is forced to have sex, there are many chances of that student to catch diseases like STIs and HIV/AIDS. If a woman is forced or hit to have sex, she will also have some scars and bruises, so this may affect even her outlook and this may cause the female student to lower her self-esteem.

- ❖ Senzo: to add on that, sexual violence can even result to suicidal behaviour. Many females may take the sexual violence incidences as a disgrace and feel humiliated in other people. They can find it very hard to go and discuss sexual violence incidences with other people, thus they may end up committing suicide.

- ❖ Alex: Experiencing sexual violence can cause or introduce a female to drugs. Sometimes you can find that a female was not taking any drug but because she has experienced sexual violence, she will then start taking some drugs like starting to smoke cigarette and drinking alcohol. Therefore, you find that we as

males use drugs so that we can assault females or females start using them after they have experienced sexual violence.

- ❖ Senzo: The mental disturbance is another negative effect or implication that is faced by a female that has experienced sexual violence. People who have experienced sexual violence have a problem of thinking out straight. So sexual violence has many negative effects to the victims.

- ❖ Alex: Another thing is that sexual violence has continuous negative effects. You will find that a female who has experienced sexual violence end up not trusting a male at all. Sometimes others may develop an understanding that all males are the same. For example, you find that a young girl who was raped, when she sees a male she will be afraid, even if that person is a good guy, she will not trust him because she will develop an understanding that every male is a perpetrator of sexual violence to her.

18. Is there anything that is done by the university to lower the rate of sexual violence in the university residences in the video? Why do you say so? (use the UKZN, Edgewood campus for answering the question)

- ❖ Jackson: There are so many organisations that have been established to teach students here at Edgewood campus about sexual violence, for example, Chasu is one of the main organisation that deals with these issues, so I can say there are strategies and forms that are being used to help students to lower the rate of sexual violence in the institution.

Are these organisations effective enough in terms of helping students to understand the issues of sexual violence?

- ❖ Alex: I think they are effective enough even though they still need to take a step forward, like for example they still need to establish a big organisation that will be known by everyone who is in the university and that is going to be introduced to all students. By saying so I do not mean the organisations are not doing anything, I have seen some organisations entering and educating students about the matters of sexual violence and encouraging them about coming out with the matters that pertains sexual violence. There is also a counselling office in the clinic, which I think also helps in teaching students about the issues of sexual violence. A female is free to go and share her story of sexual violence to the counsellors, so there are organisations that help with the issues of sexual violence in the university and the organisations can help in telling or advising the victims about the relevant places to visit in order to be helped about the sexual violence incidences.

- ❖ Senzo; There is a question that I am asking myself about the organisations that are present in the university. I want to know that are these organisations helpful or doing so much in lowering the rate of sexual violence in the university because I can see that even though they are present, the rate of sexual violence is not decreasing.

- ❖ Alex: What I think is that these organisations must have certain attracting way of how to make women talk or attract them to come out because you find out

that they hold some sessions about sexual violence but only to find out that women do not come out about the issues of sexual violence. That is why I am saying they need to take a step further because they do not do so much in helping the females to come out with the issues of sexual violence. Therefore, these organisations need to generate some strategies that will make the females to understand that they need to talk about the issues of sexual violence. They also need to have some strategies that will make the females to see the importance and the need of coming out even if they love their partners.

- ❖ Another thing is that we need to have a male organisation. We know as my brother has stated that we have some organisations like CHASO in our campus but it may happen that maybe about 65 % of UKZN students do not even know about CHASO. Therefore, there is a need for an organisation that will deal with sexual violence that will be known by all students.

19. As the video highlights that university residences are the places where sexual violence is happening at a high rate, what do you think universities need to do in order to lower the rate of sexual violence in university residences?

- ❖ Jackson: In the case of mentors as my brother has just suggested, fortunately I am one of the mentors of Edgewood Campus. During our workshops, we do not have a particular session where we are taught about the issues of sexual violence and I see a need for that. I understand that we as mentors, we are one of “abantu” meaning “people” who can be the perpetrators of sexual violence, why? Just because we are the head of the students, so we can use the

advantage of being the head of the students. I think there is a need for some rules and regulations that need to be stipulated in the star programme, which need to be followed to lower the rate of sexual violence. For an example “Thina sitshelwe ukouthi” meaning “we are told that” in order to help a first year student we need to go to even her room. That is a very difficult point that we need to deal with as guys because sometimes we are tasked to help a female in her room and “uthole ukuthi loyo muntu usufisa kulala naye” meaning “you may end up being interested in having sex with that particular girl”. So “loku kungenza indlela ye sexual violence in the institution igcine isi high” meaning this can end up resulting to the high rate of sexual violence in the institution. So my point is that there must be some rules that needs to be followed by all organisations or departments here in Edgewood, because some or the organisations end up being the ones that perpetuates sexual violence.

- ❖ Alex: I think one of the most important things that a university should do here in UKZN is that I think they should hold some conferences annually or quarterly. Sexual violence should be one of those things to be discussed in those conferences. They must also inform students about such conference and attract all of them to be present in the conferences so that they can gain knowledge about sexual violence. The conference must include both males and female but sometimes males must have their own conferences and the females must have their too where they will be taught how to face these kind of situation, how to come out and what are the implications of sexual violence. Such information must be given to the first year students from their first university orientation. This will help all students to be aware of what is sexual

violence. Some will realise that this sexual violence is something that they have experienced, so they will gain knowledge of knowing the importance of coming out and discuss such issues.

- ❖ Senzo: There is a big need for some life skills in other educational programmes, because it is not only the girls or females who are the victims of sexual violence, even us as “amajitha” meaning “boys” we also experience sexual violence incidences, so there is a real need for some life skill programmes.
- ❖ Universities must not be denial when it comes to issues of sexual violence as we have seen a sexual violence incident in Pietermaritzburg campus. The social networks have revealed that there was a student who was raped by a police during the strike but we did not get any action that has been done by the university. Therefore, the university need to act in such matters and punish the perpetrators by taking them to jail. I think this is one of the strategies that can lower the rate of sexual violence in the university residences.
- ❖ Another strategy of lowering the rate of sexual violence in the university residences could be the individual approaches. In most of the time “yithina amajitha” meaning, “it’s us as boys” who are the perpetrators of sexual violence. Therefore, the University must deligate some people who will go and educate the boys about how to treat a women and “uphila kanjani nomuntu wesifazana” meaning “how do you live with a woman”. In some of our residences, we have mixed gender students so students really need to be

educated in terms of how they need to treat each other. Even ladies need to be educated about how they have to dress themselves because sometimes you find that a female student is walking half naked to the bathroom, so all these are the things which results to sexual violence and which causes it to be in a high rate in the university residences. If possible, the university must try and separate the residences according to the different genders, by so doing the rate of sexual violence can be lowered.

- ❖ Alex: freedom in the university is a very problematic matter but I'm also with the view of individual approach system where by two or more people will come in your room and teach every person about the issues of sexual violence and even make them aware about the importance of gaining knowledge about sexual violence. This can help the women to come to an understanding that one of the things that expose them to sexual violence is their dress code. That is a truth that we cannot deny as we as males when we see a woman we become weak, like the way a woman is dressed makes a male to picture himself having that particular women in his bed. I have seen so many girls here in the university wearing some tights only, so there is a big need for educating female students about how they are supposed to dress themselves. This is really important because “uzothola ukuthi makaphuma aya koPinetown uzothola abantu abangazomncenga abazovesane basebenzise ummese ukuze balale naye so abafundiswe ngokugqoka” meaning “they really need to be educated about how to dress up because you will find that she will experience sexual violence not only in the university residences but in places like

Pinetown, where males can even use some weapons like knives to sexually violate the female students”.

- ❖ Msizi: “Njengoba nisholo ukuthi ialcohol” meaning “as you have mentioned that alcohol” is one of the causes of sexual violence, here in the university it ends up looking like a tavern because bottles are found all over the university. So the security in the university need to be tight to avoid alcohol to enter the university premises.

- ❖ Senzo: Healthy care must also be involved in the strategies or ways of reducing sexual violence in the university residences. For example, those people who are working in the university clinic must not always sit in their offices and expect us to go to them; they must come out of their offices and teach the students about the issues of sexual violence and even how they are supposed to take care of themselves. It is not fair for those who are working in the health department to just relax while we are dying outside.

20. What can students do to reduce sexual violence on campus?

- ❖ I think the social background also has the effects on sexual violence, so the most important thing that students should do is to understand the diversity of people in our residences. I am saying so because you find that there are boys who are not used to women of females, so when they reach the university level, they are now exposed to women. So now, what they need to do is to understand that they are staying or engaged with different people of different genders, so they should respect them regardless of their gender.

- ❖ Alex: I think that one of the things that we need to do as students is to respect each other. We must know that even if you desire to have sex with a woman, you must control yourself because they really need to be respected. They need to be given their space, they really need to be respect, and that is what God want us to do. Even though they are powerless in the flesh but they are powerful in the spirit, so they really deserve to be respected.

- ❖ Senzo: We need to understand our rights and be responsible. I am saying so because we need to understand that we must not do bad things to others. We need to make it a point that our rights do not harm or affect the people we are living with.

- ❖ Alex: We also need to be active participants in sexual violence campaigns. We must not wait for the clinics and the organisations to take those initiatives but we, as students need to take an initiative about sexual violence in the university residences. We just need to come together and be aware that we are students and we need to organise our own initiatives or organisations to fight against sexual violence. As I said it goes, back to the point that I made that we need to hold some sessions that will be taking about sexual violence. This can benefit even those students who are new in the university level to understand the issues of sexual violence because you will find out that in most of the times, most of those who are being affected are the ones who are new in the university environment.

- ❖ Senzo: Another thing is that as I was working for student housing in the university, we received issues of sexual violence in the university. What I noticed was that silence perpetuates the rate of sexual violence. Most of the students are silent when it comes to issues of sexual violence, so the only solution to such issues is to voice out those issues of sexual violence that you experience in your residences. Sometimes I was noticing that students were reporting the same problem, so this shows that there is a big need of sharing sexual violence incidences and that can benefit many students as they can get some ideas of how to deal with the issues.

- ❖ Simphiwe: Another thing is that every residence has its own house committee. House committees are elected to help students in their residences. Therefore, I think house committees need to act positively in trying to lower the rate of sexual violence in the university residence. Therefore, the house committee need to help students by being open and talk about the issues of sexual violence. The house committees must be open in a way that they are approachable. People must not be scared to go and report sexual violence incidences to the house committees because their task is to take care of and protect all students in the residences from sexual violence.

- ❖ Jackson: To add on what has been said by my brother, I think house committees, as the leaders of students in residences, must lead some sessions in relation to RA`s whereby we as students will be taught about the issues of sexual violence.

- ❖ Msizi: “Nanokuthi umuntu mawumbona ehalf naked akusho ukuthi sekufanele ulale naye”, we need to understand that meaning “we have to understand that to see a female student half naked does not mean that you must have sex with her”.

- ❖ Alex; another thing is that we as students need to be taught about relationships. I don't mean that students must be encouraged for having relationships but they need to be taught about what is a relationship and what is the purpose of getting into a relationship and how do to handle each other in a relationship because you find that people are in a relationship yet they know nothing about what is it that is expected from them. Some other relationships end up being controlled by lust because of the fact that people do not understand the purpose of their relationships, yet relationships are there for helping each other to reach the goals that are set for their future.

- ❖ Simphiwe; To round off the bunch of answers that we have provided, what I can say is that respect is the most important thing because it goes beyond even relationships as we know that if you really respect someone, you will not do any bad thing to that particular somebody. Even if you can see a naked female student, if you respect her, you will not touch her because you respect her. You will not even call her with some names if you respect her because even calling her with some sexual violating names is part of sexual violence. So respect goes a long way in lowering the rate of sexual violence.

Male student-`s` understandings about sexual violence at the university of KwaZulu-Natal residences

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31 JANUARY 2017

TO WHOM IT MAY CONCERN

LANGUAGE CLEARANCE CERTIFICATE

This serves to inform that I have read the final version of the dissertation titled:

Male student-'s' understandings about sexual violence at the university of KwaZulu-Natal residences by N.H. Mathunjwa, student no. 209502986.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully



DR S. GOVENDER
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