



Looking through the lens: South African University students' interpretations of gender-based violence.

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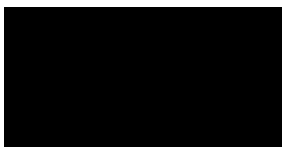
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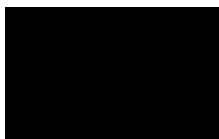
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Abstract:

The study reported in this dissertation explores students' representations and experiences of gender-based violence (GBV) as reflected in photographs of spaces on and around the University of KwaZulu-Natal, Pietermaritzburg Campus (UKZN, PMB). Gender conflict theory grounds the study within the social constructivist model framework as it provides possible explanations for the occurrence of GBV. The aim of the study was to explore undergraduate students' experiences of unsafety and safety, in relation to GBV. The participants in the study were university students who were recruited from an undergraduate psychology research methods module. One of the requirements of the module was for students to complete an assignment on photovoice and thematic data analysis which centred around the topic of GBV. Based on the photo-narratives that students produced as part of their assignment, individual photo-elicitation interviews were conducted with ten students.

The findings focus on four main themes, namely; fear, safety, violence, and patriarchy. These themes are linked to the students' perceptions of (un)safety, how these perceptions impact their interactions with one another, and their experiences on and around the UKZN, PMB, campus. Furthermore, possible reasons why GBV exists on the university campus are explored and these reasons are linked to the themes of patriarchy and violence. The four themes are also located within gender conflict theory to explain the students' perceptions of why GBV exists in society and specifically in universities.

Key words:

Gender-based Violence, Gender Conflict Theory, Social Constructivism, Interpretative Thematic Analysis, Photo-voice, Interviews, University Students, South Africa.

Chapter 1: Introduction

1.1. Introduction:

Gender based violence (GBV) impacts individuals psychologically, socially, behaviourally and developmentally (Russo & Pirlott, 2006). The prevalence and impact of GBV continue to disrupt, shape and change the lives of many individuals world-wide. GBV refers to the physical, sexual and psychological acts of violence that are committed by an individual to another, on the basis of their gender roles, norms and their identity (Frerks et al., 2005; Peters & Norton, 2018).

1.2. Gender and Gender-Based Violence:

According to Baligar (2018), gender refers to the “psychological, social and cultural differences between males and females” (p. 617). The term gender is used to assign individuals to a particular gender, either male, female or intersex (gender-fluid), from the basis of their biological sex. Gender identity is generated throughout a person’s lifetime, therefore, it is dynamic. Gender identity may be formed through childhood, psychological beliefs, education, culture and socialisation whereby gender roles and norms are created (Kite, 2001; Muehlenhard & Peterson, 2011). Gender identity can be developed from the stereotypical gender roles and norms associated with the person’s biological gender, or the gender identity may develop in contrast to the gender norm. Therefore, the term gender is utilised as a classification tool whereas a gender identity is created through social interaction and is unique to every individual. A gender identity may be comprised of both masculine and feminine traits whereby an individual may possess different amounts of feminine and masculine traits (Kite, 2001; Muehlenhard & Peterson, 2011).

A person’s gender identity may intersect with other aspects of their identity such as their racial identity, sexual identity, religious identity and cultural identity (Demos & Segal, 2014). This intersection of an individual’s identity further leads to gender differences in terms of how individuals are stereotyped to experience “emotions, values, expectations, norms, roles” and how individuals

socialise and experience different “environments, and institutions” (Russo & Pirlott, 2006, p. 180). It can be understood that when individuals do not conform to traditional, societal and cultural gender norms, roles and identities, they are at times, scrutinised. For example, it is a common misconception that is widely believed that male individuals are viewed as weak if they cry. As a result, this could lead to the alienation, subjugation as well as violence toward these individuals. Therefore, this provides a possible reason as to why individuals are targeted and attacked on the basis of the ways in which they express or behave according to their stereotyped gender norms. This is further explored through the gender conflict theory lens in the chapters to follow.

It has been discovered that there is a high prevalence of GBV in South Africa (Statistics South Africa, 2018). South Africa is rich in diversity in terms of cultures, classes, languages and races. These domains of human variety and diversity intersect and create a unique South African experience and South African identities. Through this lens, it is important to understand that these intersecting domains impact how GBV manifests, exists and continues to affect South African lives. It has been highlighted that “GBV exists on a continuum and is a product of social structures, cultures, and their histories” (Demos & Segal, 2014, pp. 13-14). Additionally, Finchilescu and Dugard (2018) note some factors that may increase the risk of GBV cases. Such factors include: “extreme social and economic inequality, high unemployment, pervasive patriarchal and gender norms, as well as *apartheid’s* enduring legacy of violent oppression, socioeconomic dislocation, and exclusion” (Finchilescu & Dugard, 2018, p. 2).

GBV is committed to any individual based on their gender, however, the most common form of GBV is violence committed against female victims and is otherwise known as violence against women (VAW) (Heise et al., 2002). Heise et al. (2002) note that female victims are more likely to experience sexual violence or harassment during their youth. In addition, women and girls continue to experience GBV in various sectors of their lives and at various locations such as in the victims’ homes, education facilities as well as places of work (Russo & Pirlott, 2006). Under-reporting of GBV

also impacts the incidence of GBV as perpetrators might not receive consequences for their wrongful action. Male victims are less likely to report incidences of GBV which may lead to disproportionate cases of GBV being reported. Therefore, cases involving female victims are more widely accepted, thus more frequently reported. Furthermore, it was discovered that male individuals were “more likely to be the perpetrators of violence, regardless of the sex of the victim” (Heise, 2002, p. 10).

Russo and Pirlott (2006) highlight that in order to reduce or to eradicate GBV, perpetrators’ behaviour, thoughts and norms about violence need to be changed. The motivations for committing acts of GBV differ across cultures, societies and contexts which adds to the complexities of GBV. However, since the global movement to limit and eradicate GBV, there has been a focus on educating individuals about GBV and about basic human rights in the hopes of making a difference in victims’ and potential victims’ lives. Beliefs and individual perceptions of violence play a fundamental role in the attitudes and acceptance of GBV by victims of GBV (Statistics South Africa, 2018). Specifically, it was discovered that 3.3% of South African men and 2.3% of South African women believe that it is acceptable for men to hit women (Statistics South Africa, 2018). This belief, together with societal norms, justifies the high prevalence of GBV in South Africa. This further highlights that GBV occurs in a multitude of locations and impacts individuals across various genders.

As mentioned above, GBV is experienced in various sectors of victims’ lives, including (higher) education institutions. Specifically, several cases have been committed at universities and other higher education institutions in South Africa and around the world (Hames, 2009; Magudulela, 2017). Through the media, protests and other sources, individuals have been made aware of the prevalence and impact of GBV on communities and at universities (Magudulela, 2017). Ironically, higher education institutions are meant to be safe spaces where professional and personal development and learning occurs. It should be a space that encourages freedom of thinking and movement, and equality while doing so. However, there is a high prevalence of GBV at higher

education facilities (Magudulela, 2017). Therefore, it is pertinent to investigate the impact of GBV on students and staff who occupy university spaces in South Africa as there is concern for the growing number of GBV committed on and around university campuses (Ngabaza et al., 2015). For this reason, this study aims to highlight the prevalence of GBV on and around university campuses.

1.3. The Purpose of the Research Study:

Moolman (2013) notes that South Africa is in the midst of a social transition whereby race, ethnicity, sexuality and gender intersect in day-to-day interactions and in “micro-practices in a range of social spaces” (p. 2). This social transition provides a possible explanation for the occurrence of GBV cases in South Africa. Developing from this, it is important to consider how GBV impacts the lives of South African students and those who occupy spaces on and around educational institutions in South Africa. Historically, South Africa was politically, racially and culturally oppressive towards individuals of colour due to the influence of the Apartheid regime (Singh et al., 2015). Therefore, during Apartheid, social identities were created as a result of how individuals were treated according to their race. It can be understood that social identities, in South Africa, are shaped by past and present socio-political influences. It was also found that acts of GBV such as rape, sexual harassment and various other forms of GBV exist in many sectors of South Africa. Often school girls are targeted by male adult teachers, male students and male relatives (Ngidi & Moletsane, 2015). This exposes the prevalence of GBV in educational facilities and within individuals’ communities. Therefore, acts of GBV are normalised and are carried out at educational institutions (including universities).

The purpose of the research study was to explore students’ perceptions of spaces on and around the UKZN PMB campus (which is an educational institution) in relation to GBV. The study also explored the students’ explanations of why they chose certain photographs to represent safe and unsafe spaces, in relation to GBV. Therefore, this study aimed to highlight students’ feelings of safety and unsafety while exploring underlying themes such as the fear, gender roles and norms and

how GBV manifests at the university. The research objectives and questions aimed to guide the research process in order to answer the over-arching research question of what the students' perceptions of GBV are on and around the university campus.

The research study's purpose is governed by the overarching research question of how GBV impacts students, psychologically and behaviourally. Additionally, the study has three main objectives that guided the research process.

1.3.1. Research Objectives:

1. To explore students' perceptions of GBV on and around the University of KwaZulu-Natal, Pietermaritzburg campus.
2. To explore why the students feel safe or unsafe in certain spaces, in relation to GBV, on and around the University of Kwa-Zulu Natal, Pietermaritzburg campus.
3. To explore how the students' perceptions of safe and unsafe spaces influence their understanding of gender roles.

1.4. Structure of Dissertation:

Chapter 1 of this dissertation offers insight into the study's context, of GBV to consider and motivation for the study. Chapter 2 locates the gender conflict theory within the literature review and frames the study within the context of GBV. This allows for the analysis of various similarities and comparisons of previous studies conducted. Additionally, the location of gender conflict theory will aid in discovering possible solutions to the overarching research question and the research objectives. The third chapter explains the methodology used in this dissertation. The specific methods used (for example, sampling procedures, the sample description, the recruitment of the participants and other various data collection strategies) will also be showcased. The data analysis process will also be addressed in Chapter 3 and this contributes to the discussion of the study's

validity, reliability and transferability of the data. Finally, the study's ethical concerns will also be addressed in Chapter 3.

Chapter 4 will showcase the study's main findings in order be analysed and discussed in the following chapter (Chapter 5). The findings explore various extracts taken from some of the interviews conducted with the ten participants (students) as well as some of the key findings from their photo-narratives and the photographs that they selected. The participants' explanations of the typical victims, the typical perpetrator, safe and unsafe spaces aid in highlighting underlying contradictions within their perceptions of safety. I highlight the key themes and sub-themes discovered and provides a deviant case analysis. Developing from this, Chapter 5 will highlight various connections between the findings, literature and the study's theoretical foundation. Chapter 6 will showcase the study's limitations and strengths and provide a short summary of the main arguments, central objectives, methodologies used, the key findings and future considerations within the research focus area.

1.5. Conclusion:

This chapter provided basic insight into the key issues underlying GBV as well as explored the background of how and why GBV could exist at South African universities. The research objectives, which guide the research study will be explored in greater detail in the chapters to follow. This will provide contextually relevant information surrounding how the fear of safety impacts students' experiences while on and around the university campus. The following chapter will highlight relevant information gathered from previous literature and will make use of the gender conflict theory to ground this research study.

Chapter 2: Literature Review and Theoretical Framework

2.1. Introduction:

Chapter 2 provides an overview and analysis of previous literature and research concerning GBV. Through the analysis of previous investigations, this chapter will highlight the prevalence of GBV in South Africa as well as how GBV impacts South African university students. Therefore, it is pertinent to also consider the university students' lived experiences with safe and unsafe spaces on and around campus, in relation to GBV. However, to start with, gender-conflict theory will be presented as the theoretical framework for the study and will be used to ground and conceptualise the prevalence of GBV at South African universities.

2.2. Theoretical Foundation: The Gender Conflict Theory

A theoretical framework aims to provide a foundation from which the reader may explore possible reasons why GBV may exist at universities. Gender conflict theory will be used in this study as a lens through which the occurrence of GBV may be explained. Gender conflict theory prioritises the significance of societal gender roles and typically challenges society's patriarchal beliefs where individuals should conform to a specific gender category based on their gender (Felix, 2020).

Gender perpetuates culture and through gender specific expectations and behaviour (O'Neil et al., 2016). Additionally, culture influences social aspects of human existence such as communication, interaction, beliefs, motives and behaviour. Culture develops from childhood and throughout the individuals' lives (O'Neil et al., 2016).

Gender conflict theory posits that power is created through conforming to gender roles and that individuals who do not conform to societal gender roles, may experience various negative consequences, such as experiencing forms of GBV for rebelling against the norm. These negative consequences also negatively impact the psychological state of individuals as they are forced, physically or psychologically to adjust their *negative* behaviour. Therefore, this theory provides a

possible explanation as to why individuals engage in violent behaviour toward others. For example, a male individual making use of violence to perpetuate dominance over a female in order to challenge gender boundaries (Felix, 2020).

Gender conflict theory provides possible theoretical explanations as to why individuals behave in abnormal manners. It also proposes that individuals who behave in abnormal manners often do so out of frustration due to the restrictive nature of societal gender roles (O'Neil & Denke, 2016). This is explained by the motivation to rebel in the form of violence and devaluation towards others and themselves (O'Neil & Denke, 2016). Through locating Freud's psychoanalytic theory within the gender conflict theory, it can be used to explain how perpetrators may dissociate from reality and further act out in violent manners towards individuals who do not conform to societal gender norms. Furthermore, Freud's theory may be utilised to understand how victims may dissociate from reality in order to rationalise the perceived threat of violence as a result of their non-conformist behaviours and norms (Howell & Itzkowitz, 2016). Often, conflict arises as a result of the frustration with categorising individuals according to their biological sex (Felix, 2020). Gender conflict theory positions individuals according to their gender.

Society, which is built on tradition and laws, is often laden with misconceptions and traditions which result in masculine dominance and lead to undesirable behaviours such as violence against women (Dworkin et al., 2012). The gender conflict theory provides insight into some of the negative impacts of historical traditions where male gender roles were dominant and female gender roles were more subservient (Donaldson, 1993). When men misuse power in the form of gender inequality, for example, subjugating women through silencing them with violence, if they challenged societal gender norms (Felson, 2002). Therefore, this may lead to negative behaviour to challenge to gender roles could explain why GBV exists. Women's right to vote began a long standing protest to years of subjugation of women who experienced the injustice due to their assigned gender and their gender roles within society (Hassim, 2006). This encouraged women to challenge societal norms and

laws in order to promote gender equality (Hassim, 2006). Dworkin et al. (2012) note that men often act out in violent manners due to the resistance of the liberation of women, decolonising masculine society and gender relations.

When the concept of gender is embedded within a society, gender roles and norms are created, whereby men and women are given traditional or stereotypical roles based on those societal beliefs (Felix, 2020). Male and female identities are characterised by “hegemonic masculinity and emphasised femininity” whereby, commonly accepted masculine traits are “aggressiveness and domination” (Flecha et al., 2013, p. 92). Hegemonic masculinity refers to Connell’s “social theory of gender” (Demetriou, 2001, p. 337). Connell developed this theory through critiquing the sex role theory whereby it was noted that there was a difference between individuals’ “expected and actual role enactment” (Demetriou, 2001, p. 339). Connell noted that the sex role theory did not consider possible *abnormalities* in gender role enactment and “that sex role theory is not interested in, or aware of, change” (Demetriou, 2001, p. 339). Therefore, according to Flecha et al. (2013), this inability to recognise and accept various adaptations or changes enacted gender roles, leads to inequality between males and females. However, this inequality in accepted gender roles does not necessarily lead to acts of violence but rather, this further provides insight as to why violence may occur as a result of extremist beliefs in this regard. Hegemonic masculinity may lead to the subjugation of less dominant sexes which often leads to marginalisation of these individuals (Donaldson, 1993). Power, which is the driving force of violence has been defined as “the ability to dominate or influence others through reward or punishment” (Donaldson, 1993, p. 52). Therefore, the complexities of power, power relations and power dynamics within a social interaction may lead to the development of GBV as well as the influence of societal beliefs embedded within the concept of hegemonic masculinity. O’Neil et al. (2016) note that men and boys may at times experience distress from refraining from enforcing negative behaviour toward women, girls and transgendered individuals.

Hegemonic masculinity explains that men should not possess feminine traits such as showing distress or emotions for example, sadness, as this will result in them being “rejected by real men” (Flecha et al., 2013, p. 93). Flecha et al. (2013) further explain that men should possess more power than women and that men should endeavour to be aggressive, abrupt, rude, and to refrain from showing their feelings. Russo and Pirlott (2006) state that other factors that influence gender identities include “age, ethnicity, race, sexual orientation, class, physical ability, and size” and these identities “may elicit prejudice and discrimination, confer differential access to power and privilege, and converge with gender to magnify or diminish risk for experiencing violence” (p. 180).

2.3. Review of Literature Concerning GBV in South Africa and at South African Universities:

Through the adoption of gender conflict theory, within this literature review, possible explanations as to how and why GBV may exist in South Africa and at (South African) universities will be addressed. GBV impacts victims’ lives and the lives of their families, therefore, it is imperative to explore how GBV exists, manifest and continues to psychologically (and physically and socially) impact individuals. According to StatsSA (2020), South Africans experience high crime rates and this has impacted their perceptions of safety and violence. It was also reported that more South Africans felt safer during the day in areas near their homes (StatsSA, 2020). Additionally, this has led to many South Africans experiencing high levels of fear, stress and anxiety (Moshugi, 2019). Therefore, fear and anxiety play essential roles in the perception of (un)safe spaces in relation to GBV. These perceptions along with the experiences of GBV, will be highlighted throughout this chapter in the hopes of addressing the overarching question which aims to gain insight into the prevalence of GBV in South Africa and specifically at South African universities.

Gender conflict theory typically challenges society’s patriarchal beliefs that govern how individuals conform to specific gender categories based on their gender. According to Gqola (2007), South Africa has created a “cult of femininity” whereby women are subjugated through any form of

resistance to male dominance. This resistance is often met with violence in the form of GBV.

Therefore, the gender conflict theory motivates why some individuals commit GBV crimes.

Violence which is gendered, manipulates the creation of gender identity and gender norms, thereby reinforcing negative beliefs which may lead to GBV (Tripp et al., 2013). The gender conflict theory highlights how power which perpetuates violence, could create gendered violence, hence GBV (Haynes & DeShong, 2017). Therefore, this review of literature will highlight how gender norms, societal influence and pressures of gender norms perpetuate GBV. This section of Chapter 2, will discuss the prevalence of GBV in South Africa and how the high incidence of GBV impacts common misconceptions concerning gender norms. The psychological impact on victims, potential victims and their families will be explored within the context of the fear associated with the high incidence of GBV in South Africa. Various factors such as fear, when it presents as the fear of violence and fear of the unknown, generate feelings of unsafety in certain spaces or environments (Singh et al., 2015). For this reason, this research study highlights students' representations of their experiences and emotions felt in certain spaces on and around the university campus (see Chapter 4). The analysis of various representations and explanations of safe and unsafe spaces on a university campus, provided deeper insights into the effects of gender roles on GBV. Therefore, the prevalence of GBV cases as well as the fear associated with GBV will be explored as well as how this fear impacts South Africans and South African students at higher education institutions such as universities.

2.3.1. The Prevalence of GBV.

GBV is a complex phenomenon where it impacts the lives of many people across the globe. Through recent investigation, the number of GBV cases in South Africa, have increased since the beginning of the COVID-19 "lock-down" (Mbunge, 2020). Bettinger-Lopez and Bro (2020) note that there is a double pandemic affecting the global population, whereby domestic violence and COVID-19 restrictions intersect. Although it is important to acknowledge that this dissertation is

predominately focussed on the impact of GBV on university students, some of the different types of GBV need to also be addressed. For example, domestic violence, family violence, VAW and intimate partner violence (IPV) (Heise et al., 2002; Walby et al., 2014). It is necessary to highlight that minority groups of people, such as individuals from the LGBTQI+ community (for example, homosexual or transgender individuals) are at a higher risk of becoming victims of violence than any other group (Mkhize, 2020).

Due to the spread of the COVID-19 pandemic, the South African government issued a phased lockdown regime whereby, individuals were forced to remain in their homes, with limiting physical socialisation, during the most severe stages of the lockdown (Mittal & Singh, 2020). During stage five of the lockdown, 80 000 distress calls relating to GBV were made in South Africa (Hofman & Madhi, 2020). Individuals continue to experience high stress levels with regard to growing economic insecurities faced by many South Africans during the COVID-19 pandemic, as well as the social and psychological implications of poor living conditions (Mittal & Singh, 2020). This lockdown has given rise to an outburst of GBV cases in South Africa due to various factors. Such factors include: alcohol and substance intoxication, South Africans living in close proximity to one-another and the development of vast mental health issues (Mittal & Singh, 2020). Alcohol is known to subdue the consumer, whereby the individual becomes intoxicated. This intoxication of alcohol can exasperate sexual risk behaviours and the rate of sexual violence as well as other forms of GBV in South Africa, posing further physical health risks to the victims, such as HIV and AIDS infection and physical injury (Bonner et al., 2019). Hofman and Madhi (2020) note that “during the original lockdown, when alcohol sales were banned, trauma admissions and motor vehicle injuries were reduced. Following the opening of alcohol sales, there was a surge of both intentional and unintentional harm” (p. 699). Although the number of GBV cases have risen since the introduction of the lockdown, Bettinger-Lopez and Bro (2020) draw attention to the fact that domestic violence

existed before the COVID-19 pandemic and continues to impact the lives of many individuals during the pandemic.

It must be recognised that, victims who report GBV are predominantly women, however, GBV can affect individuals of all genders (Peters & Norton, 2018). Gender-based discrimination often leads to inequalities for vulnerable individuals, for example, female individuals (Tripp et al., 2013). Victims often experience inequalities and discrimination in the form of lack of access to safe locations such as a home, education institutions as well as receive inequalities in the form of various human rights violations (Tripp et al., 2013). Women, who are often stereotyped as being physically inferior to men, are subsequently oppressed due to these stereotypes based off specific biological gender differences. Nevertheless, Gqola (2007) states that “gender based violence is very ordinary: it is everywhere, commonplace, made to seem normal” (p. 118).

Often victims and bystanders of GBV do not report acts of GBV because of the “socialised acceptance of the ‘rape myths’ and self-blaming” (Finchilescu & Dugard, 2018, p. 4). It was also found that victims often elect to remain silent about incidences of GBV, in fear that they might be targeted or face adverse consequences as a result of reporting perpetrators of GBV (Finchilescu & Dugard, 2018). The under-reporting cases of GBV has negative implications for male victims, for example, the feminisation of male victims which often leads to labelling the victims as weak and vulnerable which further causes psychological harm (Ferrales et al., 2016). Additional reasons for male victims’ under-reporting cases of GBV could be due the lack of specialised assistance dedicated to helping them after the GBV act. Furthermore, it was discovered that if male victims report cases of GBV that this would allow the perpetrators to reaffirm hegemonic masculinity and to assert power by subduing their male victims (Ferrales et al., 2016). It was also found that most GBV support groups mostly cater for female victims. In addition, individuals offering psychological assistance to GBV victims are not trained to provide psychological help to male victims of GBV (Frerks et al., 2005). This lack of specialised psychological assistance highlights the growing need to establish

procedures in order to help all victims of GBV regardless of their gender, in order to reduce the number of GBV crimes (Ferrales et al., 2016). Additionally, some male victims reported that they felt emasculated because they were dominated by their (often, female) perpetrators.

The under-reporting GBV cases also led to an increase of misconceptions concerning GBV and misconceptions about the victims of GBV. Firstly, the invisibility of some acts of GBV, for example, GBV acts being committed at the victims' homes or in private locations. This misconception is inaccurate as it is evident that South Africans experience high rates of violence and particular, rape (Buiten & Naidoo, 2016). A third misconception of the GBV is that cases of GBV are largely unrecognised whereby, victimisation occurs. This is a result of maladaptive societal beliefs where it is believed that women are able to avoid GBV acts or that the GBV act was a result of their undesired behaviour (Gordon & Collins, 2013). This adds to a common misconception whereby women should remain unseen, unheard and submissive which could be a reason for the under-reporting of cases of GBV (Gqola, 2007). Therefore, this could be a possible contributing factor of why there is a high incidence of GBV in South Africa.

2.3.2. The Impact of Gender Norms and Gender Conformism on the Emergence of GBV.

It can be understood that gender norms and gender conformism perpetuate GBV. Heteronormativity, which is a belief that sexual attraction should only occur with individuals of the opposite sex, is a societal norm which leads to gender normative beliefs (Haynes & Deshong, 2017). This often leads to socially unacceptable negative behaviours such as othering toward minority gender groups, for example, transgender and intersex individuals as well as othering toward individuals who are not heterosexual (Haynes & Deshong, 2017). It is important to acknowledge the experiences of sexual minorities when considering GBV, as othering of these minority groups often results in GBV (Haynes & Deshong, 2017). Furthermore, it is sometimes believed that that men are entitled to sexual agency while women are not. Sexual agency refers to one's ability and right to

control and choose one's sexuality (Cense, 2019). This results in men using their sexual urges as excuses for maladaptive behaviours such as GBV (DHET, 2019).

Gender positioning often creates a gender hierarchy as it classifies males as the dominant sex while females and other sexed individuals are viewed as subservient (Dunne et al., 2006). McIlwaine (2013), who concurs with Dunne et al. (2006), note the fundamental role that gender identity plays in creating and accepting GBV for individuals. GBV against women occurs due to biological differences in males and females and the conflicts that arise from the socially constructed definition of gender within modern society (O'Toole & Schiffman, 1997).

Social identities often influence personal beliefs, attitudes and behaviours based on how these identities accept and resist change (Moolman, 2013). For this reason, it could be understood that the process of how social identity is created, could be a contributing factor to the development of misconceptions associated with negative behaviour such as the subjugation of women on the basis of their gender. These negative beliefs often lead to individuals committing acts of GBV which influence victims to accept these acts of violence (Moolman, 2013). Therefore, there is a link between social identity and social power.

GBV can also be a result of gender stereotyping through the acceptance of GBV in patriarchal societies (DHET, 2019). Singh et al. (2015) acknowledge the impact of negative stereotypes such as women being viewed as "helpless victims" and "damsels in distress" (p. 4). These metaphors portray women in a negative light as they are viewed as more passive and submissive than males (Singh et al., 2015). This creates false beliefs that women are easily dominated by men (Singh et al., 2015). Drawing on these negative stereotypes, Gqola (2007) emphasises the impact of male dominance on South Africans. Therefore, patriarchal beliefs which "deepen gender inequality", and which further highlight the importance of male dominance and masculinity, lead to acts of GBV (Vetten, 2016, p. 2). It is also understood that masculinity, which perpetuates power, is created through past representations of how men were viewed as dominant.

This may also be explained through the application of the gender conflict theory. Moolman (2013) notes the influence of the patriarchy, therefore hegemonic masculinity, as a driving force in the mobilisation of power specifically through sexual violence as a means to showcase power. It is noted that there is no universal cause for GBV but rather that some factors such as limited education, childhood exposure to violent acts, childhood abuse and accepting maladaptive or negative beliefs, contribute to the acceptance and willingness to commit acts of GBV (de Villiers, 2018).

2.3.3. The Occurrence of GBV in Relation to the South African History and Context.

South Africa, which has elements of a patriarchal society, reinforces gender power inequalities through the suppression of women, in daily on-goings (Singh et al., 2015). Through the influence of the Apartheid regime, South Africans have been exposed to and are, at times, desensitised to violence and crime (Singh et al., 2015). Therefore, the inequalities and beliefs that are influenced by the past, continue to impact modern beliefs and behaviour that leads to the acceptance of and continuation of violence as a means to control behaviour. Therefore, the social and gendered inequalities of the past are embedded in South African history and continues to affect South Africans today (Singh et al., 2015).

Dunne et al. (2006) who concur with Alexander (2018) note the effects of the past on the development of GBV, such as colonisation and society's masculine history which perpetuates paternalistic beliefs. It also emphasised how this long standing history of the colonisation of women, led to the oppression and subjugation of women (Alexander, 2018; Dunne et al., 2006). As a result, this has affected the ways in which modern society operates and continues to oppress women through unjust social practices leading to GBV (Dunne et al., 2006). Thus, it is imperative to integrate and analyse past traditions and beliefs and to explore ways to reconstruct and correct these misrepresentations (Dunne et al., 2006).

Jewkes (2002) notes that GBV exists in both rural and urban locations in South Africa. Universities, which are usually located in urban areas, also offer spaces where acts of GBV may

occur. South African universities offer education to diverse individuals of various ages, genders, sexual-orientations, racial groups, cultural groups, religious orientations, languages, socio-economic sectors, socio-geographical sectors and so on. These factors influence the students' identities as well as their experience with universities in South Africa (Jewkes, 2002).

2.3.4. *The Psychological Impact of GBV.*

According to Gordon and Collins (2013), GBV exists because of perpetrators' socially unacceptable thoughts, beliefs and attitudes. Victims' fear of violence generates feelings of unsafety which are often generated due to the distress felt by victims of GBV (Sweet & Ortiz Escalante, 2015). Other ways in which psychological distress affects victims of GBV is through evoking shame, guilt and fear as a result of experiencing GBV (Sweet & Ortiz Escalante, 2015). Day (1999) notes how an individual's fear of sexual violence for example, rape, is widespread and often limits the individual's movement as a result. This fear that is generated is likely developed from the distress and anxieties associated with potential assault as well as myths and common misconceptions concerning GBV (Day, 1999). This could also provide possible explanations as to why victims under-report their crimes. Day (1999) also refers to a few types of fear regarding sexual assault, namely, the fear of a stranger, fear of enclosed spaces or unsafe spaces, and the fear of lack of control.

It was discovered that fear of GBV was reduced by victims expressing their experiences of GBV on various social media platforms (Mitchell et al., 2017). Through sharing their experiences and reporting GBV crimes, it has led to an increase in recognition of cases of GBV at university campuses (Finchilescu & Dugard, 2018). Through the publication of victims' experiences and opinions of GBV, victims may be encouraged to promote change through exploring and expressing their experiences of GBV (Mitchell et al., 2017).

The way in which GBV is reported and under-reported impacts the prevalence and incidence of GBV and creates stigma and judgement surrounding reporting such crimes. Frerks et al. (2005) note that there is a growing number of cases of male victims of GBV. Generally, male victims do not

report acts of GBV due to various reasons. One reason could be that some male victims fear being stigmatised as weak. Therefore, there is a need for male victims of GBV to establish their own male identity outside of societal pressures, in the hopes that they are able to overcome their anxieties and fears relating to GBV (Finchilescu & Dugard, 2018). Moreover, some female perpetrators of GBV, aim to dominate their male victims in order to showcase that they are able to overcome societal stereotypes of women being perceived as subordinate and to rather reverse power-bearing stereotypes. It is interesting to note that male university students who had experienced acts of GBV often experienced a form of sexual harassment and physical assault by either a staff member or by another male student while on campus (Ngabaza et al., 2015). This further highlights that males are victimised by both females and males perpetrators and that GBV is committed to individuals of the same or different gender.

2.3.5. The Prevalence of GBV at Educational Institutions in South Africa.

Hames (2009) highlights that higher educational institutions in South Africa, have a legal and ethical duty to ensure student safety on and around campus (for example, in university residences). Additionally, Hames (2009) notes that universities should provide a safe environment which act as an extension of their homes. However, in South Africa homes (and then where university students study and stay) have become spaces for domestic violence (Hames, 2009). Richards et al. (2017) found that institutions where the GBV case occurs could receive negative publicity, thus negatively impacting the students' experiences with the campus. Richards et al. (2017) note that the impact of negative campus reputations (due to negative publicity) could negatively affect student enrolment, therefore, the longevity of the institution. The institution's reputation may be negatively impacted through the perceived threat of sexual violence which hinders students' experiences while at university (Richards et al., 2017).

Victims of sexual assault often experience psychological trauma relating to their experiences and this could impact their learning experience as well as their personal growth (Richards et al., 2017). For example, students may not attend certain lectures due to the increased fear of being harmed in certain spaces on the campus. Recently, there has been a drive to educate more female learners at a schooling and tertiary levels about GBV. However, due to the high number of female victims of GBV, females could experience higher stress and associated fears about the possible incidences of GBV committed against female learners (Wilson, 2006).

Some South African schools and other educational institutions, teach material that is heavily embedded within paternalistic beliefs that emphasise and reinforce male dominance through the curriculum and through the classroom environment (Dunne et al., 2006). It is important to recognise that Life Orientation, a compulsory subject in South African schools. It has been found that Life Orientation perpetuates heteronormativity throughout the curriculum and in the teaching materials (Bhana, 2012; Potgieter & Reygan, 2012). Furthermore, Potgieter and Reygan (2012) note that “these youth are not prepared for a society that does not always accord sexual minorities full citizenship” (p. 41). This further highlights the importance of school and education as a tool to educate the future population about how to behave toward others (Bhana, 2012). Dunne et al. (2006) note that in some schools, male learners are favoured over female students where they are given additional learning assistance and some benefits such as sitting in a preferred seat in the classroom. This further highlights how patriarchal beliefs are embedded within society and at a schooling level. This shows how gender inequality within learning environments could impact the social interaction between individuals as the content that they are being taught reinforces paternalistic beliefs and therefore, it could be used to enforce GBV (Dunne et al., 2006). It could therefore lead to alienation of subordinate individuals such as females or individuals who do not identify or express themselves as stereotypically male or female, therefore, resulting in GBV (Dunne et al., 2006). This impacts the level of education received by male and female students.

Racial stigmatisation and othering have caused students to feel safe and unsafe. Ngabaza et al. (2015) found that students who socialised in groups of individuals who shared the same racial categorisation, felt safe in spaces that were deemed unsafe in relation to GBV. Additionally, Ngabaza et al. (2015) note that othering in the form of students socialising in homogeneous racial groups contributes to the potential threat of GBV. This was found as individuals could stigmatise individuals from other racial groups thereby resulting in othering toward racial groups that perpetrators did not identify with. It was also discovered that students felt discomfort in spaces that were occupied by other racial groups (Ngabaza et al., 2015).

In a study conducted by Kaufman et al. (2019), which explored female students' experiences in relation to GBV at Ethiopian universities, it was discovered that the female students felt uncomfortable in common university spaces. The participants further reported that they felt threatened in terms of being intimidated by males as well as coerced to enter into relationships with males in fear that they would be harmed (Kaufman et al., 2019). There are two main types of sexual harassment that occurred at tertiary institutions, academic sexual harassment and contra-power sexual harassment (Finchilescu & Dugard, 2018). Academic sexual harassment refers to faculty members misusing their authority to exploit students by wrongfully exchanging educational benefits for sexual favours. Finchilescu and Dugard (2018) identified that students would sexually harass faculty members, which is termed contra-power sexual harassment. Contra-power sexual harassment is when perpetrators, who are subordinates (such as students), target victims of a higher status, such as male and female lecturers (Finchilescu & Dugard, 2018). Victims reported that they would be negatively labelled and stigmatised for reporting GBV acts (Kaufman et al., 2019). Other participants also reported that female students who received academic or financial support from male peers were expected or felt obliged to exchange this financial assistance with sexual favours (Kaufman et al., 2019). In addition to these experiences reported by victims of GBV, it was found that some female students were being targeted by male peers to join them at social gatherings

where male peers would provide them with substances whereby the victims became intoxicated (Kaufman et al., 2019). It was reported that when the victims were intoxicated, the perpetrators used various forms of GBV to dominate their victims (Kaufman et al., 2019). When the perpetrators were addressed about the incidences of GBV, they argued that they were not to blame for the GBV acts but rather that female victims were at fault for being intoxicated and that the victims dressed in a certain way or behaved in a certain manner that encouraged the perpetrators to harm their victims (Kaufman et al., 2019). The perpetrators also reported that the victims did not resist their assailants during the incidences of GBV, therefore, the perpetrators continued to harm their victims (Kaufman et al., 2019). The perpetrators justified their behaviour by stating that the victims should have protected themselves in order to avoid situations that could result in GBV (victim-blaming) (Kaufman et al., 2019).

Over the years, higher education institutions have focussed on creating spaces that encourage and advocate equal learning opportunities for individuals of all genders (Kelly & Torres, 2006). Kelly and Torres (2006) state that GBV often leads to a “chilly campus climate” whereby the following factors increase negative thoughts about university campuses. Factor such as spaces and environments on campus (for example, classrooms and lecture halls), the relationships between the students and their educators, the curriculum, activities and other behaviours that are deemed unacceptable (Kelly & Torres, 2006). Ngabaza et al. (2015) state that “campus safety is an important part of student’s overall university experience” (p. 31). It was found that campus safety played an essential role in the overall campus experience of university students as well as contributed to feelings surrounding the “campus climate” (Kelly & Torres, 2006). Moreover, the fear of potential GBV crimes as a result of fear of GBV on the campus, limited the students’ movements and therefore, their freedom on and around university campuses. Therefore, fear surrounding potential GBV acts often restricts individual freedoms as well as interferes negatively with the overall university experience (Ngabaza et al., 2015).

Female students noted that physical spaces, the time of day and the number of individuals they were with, determined whether they felt safe or unsafe while walking on a university campus (Ngabaza et al., 2015). It is important to acknowledge the high incidences of GBV and in particular, sexual violence committed at university residences and in locations such as restrooms as well as bushes and areas that were over-grown (Collins et al., 2009; Mitchell, 2011). Some students reported that there were high incidences of GBV that occurred in the residences as a result of the lack of trust in the university's security and safety measures such as CCTV cameras, security identification systems (Collins et al., 2009). Additional factors that led to participants feeling unsafe included the lack of police presence, taverns, the presence of drug dealers and intoxicated men who attacked women (Treffry-Goatley et al., 2016). Furthermore, the imposing risk of social media and the negative publicity associated with GBV acts, also made university staff complacent with regards to ensuring the students well-being (Collins et al., 2009). Day (1999) notes how photographs of spaces that depict entrapment such as tunnels, outdoor spaces as well as closed off spaces made the viewer feel unsafe with regards to sexual violence. These factors further showcase how spaces may be deemed unsafe as a result of the fear of potential GBV acts. Fear of violence and in particular sexual violence (not only in homes, but in public places) limits students' movements and activities on and around places where they study (Singh et al., 2015). In addition to this fear, the fear of rape acts as a control mechanism whereby women fear being raped and as a result this limits their activities (Singh et al., 2015).

Although, education has been known to empower individuals, it was discovered that women's self-esteem reduced while they studied at university as a result of the fear of being harmed (Kelly & Torres, 2006). Consequently, women's fear of violence stems from fears relating to having weaker physical strength than males which makes them more vulnerable as potential victims of GBV (Singh et al., 2015). Therefore, the fear associated with physical strengths and the associated

fears of becoming victims of GBV, could contribute to females experiencing such high rates of GBV and why GBV continues to exist at South African universities (Kelly & Torres, 2006).

In conclusion, Graaf and Heinecken (2017) note possibilities as to why there is a high prevalence of GBV. Namely, that certain cultures and societies favour certain genders and certain gender identities and that when an individual behaves in such a way that extends beyond their gender role or norm, they may be targeted, often in the form of GBV (Graaf & Heinecken, 2017). As a result, these gender identities, developed through societal influence, may have varying degrees of power based on whether the society favours that particular gender identity, for example, “hegemonic masculinity is that which is most desired or favoured in a specific context” (Graaf & Heinecken, 2017, p. 623). This possible justification for the emergence of GBV will be further explored through the location of the gender conflict theory.

2.4. Conclusion:

This chapter offered deeper insight into the prevalence of GBV in South Africa and at South African Universities as well as highlighted various factors, through the use of the gender conflict theory and Freud’s psychoanalytic theory to provide possible explanations as to why there is a high incidence of GBV as well as how fear of GBV is understood and impacts victims’ and potential victims’ behaviour.

GBV which mostly affects women, has been stereotyped as a man’s crime, whereby the typical perpetrators of GBV are male individuals (Naidoo & Nadvi, 2013). The high prevalence of violence in South Africa has generated a sense of fear, specifically, fear of violence and sexual violence such as rape. While there are no definitive answers as to why GBV exists, extensive research into various preventative measures have been explored in the hopes of reducing the number of cases of GBV in South Africa (Naidoo & Nadvi, 2013). One such strategy concerns gender-transformative interventions which addresses dysfunctional masculinities and maladaptive thinking

within male participants (Graaf & Heinecken, 2017). These interventions highlight various reasons as to why violence occurs. During the gender-normative interventions negative masculine traits are also targeted during the intervention in order to prevent the progression of negative behaviour, in the form of GBV. Through the location of gender conflict theory within this preventative strategy, gender-transformative interventions may be effective in reducing GBV as highlights and explores various forms of violence, in order for the individual to adapt their behaviour toward non-violent tendencies.

In conclusion, universities which act as microcosms for broader society, are locations where GBV exists and therefore, the gender conflict theory may be applied to this setting as GBV acts may occur as a result of rebelling against societal gender norms. Therefore, the gender conflict theory will provide possible explanations why GBV continues to impact students' experiences with safe and unsafe spaces. The following chapter will explore the various methodologies utilised to gather, analyse and to later, interpret the data for this research study.

Chapter 3: Research Methodology

3.1. Introduction:

The preceding chapter highlighted key findings from previous literature, located within the gender conflict theory in order to guide the reader through the study's area of focus. This will aid in understanding the choices and motivations behind the various key techniques, approaches and methodologies employed to gather and analyse the data. This chapter will also explore how and why the research methods and research paradigm shaped data collection and analysis process.

The first section of this chapter examines the research questions to be addressed, followed by the research paradigm, then the research design and how this grounded the research process. The data collection process, which was made up of sampling strategies, data collection strategies and data analysis strategies will be discussed. The ethical guidelines will showcase this research study's ethical considerations and to explore the researcher's role in gathering, analysing and interpreting the study's data and results.

3.2. Research Methodology:

According to Kothari (2004), research methodology refers to the reasons for utilising various approaches or methods used to gather the research data. The research methods are essential to a research study as it guides the researcher to solve the research problem as well as provides various ways in which the research process takes shape (Kothari, 2004). The research questions which are fundamental to ensuring that the research study's aims and purposes have been met, also guide the ways in which the data is collected and the lens through which it is analysed. The research questions aided in providing the study with a research purpose which enabled me to gather and analyse the data. The following research questions directed the research process:

1. What are the students' perceptions of GBV on and around the University of KwaZulu- Natal, Pietermaritzburg campus?
2. Why do the students feel safe or unsafe in certain spaces, in relation to GBV, on and around the University of Kwa-Zulu Natal, Pietermaritzburg campus?
3. How do the students' perceptions of safe and unsafe spaces influence their understanding of gender roles?

3.2.1. Research Paradigm:

The purpose of the research paradigm is to provide the research study with a clear focus on "its purpose, structure and findings" (Lopez & Willis, 2004, p. 726). According to Gray (2013), the interpretivist theoretical perspective, which is this research study's paradigm, adopts an "anti-positivist stance" that assumes that there are multiple realities and that the information is gathered from human experience and context (p. 23). The philosophical beliefs influence the ways in which reality is known ("ontological"), how reality or knowledge is understood ("epistemological"), the ways in which the researcher and other various biases may influence the collection of information ("axiological"), and the research approach ("methodological") (Creswell & Poth, 2018, pp. 20-35). The interpretivist framework's philosophical beliefs ground the research because they are embedded in the research aims and research problem that need to be addressed, the research objectives and questions that arise from the research problem as well as the ways in which the researcher gathers data (Creswell & Poth, 2018).

It is important to make an explicit connection between the philosophical belief and the interpretative framework, as this allows for the investigation into the nature of study (Creswell & Poth, 2018). The interpretive framework is further made up of various models that determine the nature of study. Namely, "post positivism", "social constructivism", "postmodern", "pragmatism" and "critical, race, feminist, queer, disability" (Creswell & Poth, 2018, pp. 35-36). This study is

located within the social constructivist model as it allowed me to explore how the participants' realities were created and how they continued to exist (Silverman, 2013).

The social constructivist model further posits that information is created as a result of social interaction and through the individual's sense of reality (Zhao, 2020). The epistemological belief of social constructivism, governs how "reality is co-constructed" through language and on the premise that subjective information is created, therefore, meaning is co-created by the research participants and the researcher (Creswell & Poth, 2018, p. 35). The ontological belief assumes that meaning is derived from social interaction (Zhao, 2020). The methodological belief influences the ways in which the research study is written. For example, this study makes use of an inductive method to collect the data. This requires the researcher to gather information about participants' experiences whereby, theories are developed in an inductive manner (Gray, 2013). The inductive approach was used to gather, analyse and generate key findings derived from data gathered from students' reflections of safety and unsafety through their interview transcripts and writing in order to identify various themes and sub-themes from the students' subjective accounts (Creswell & Poth, 2018). Additionally, it made use of data concerning how students understand, experience and engage with spaces on and around a university campus in order generate various subjective theories relating to the occurrence of GBV and the threat of GBV.

The purpose of a research paradigm is to guide the ways in which information is gathered, understood and analysed (Kivunja & Kuyini, 2017). The research paradigm, therefore, acts as the foundation from which the research methodology make take shape. The philosophical underpinnings and assumptions of the interpretive paradigm are further explored through the study's research design.

3.2.2. Research Design:

Using a qualitative approach, this study aimed to enhance the understanding of human behaviour concerning the students' representations of safe and unsafe spaces on and around a university campus. I developed themes from the students' representations of (un)safety in their interview transcripts and writing in order to explore the students' feelings of safety and unsafety in relation to GBV on and around university spaces. This will aid in understanding how GBV impacts the students' interaction with the spaces as well as how the prevalence of GBV negatively impacts the students, psychologically. Therefore, through inquiring into how the students understand and experience various spaces on and around the campus, I was able to explore their understandings and explanations of various phenomena pertaining to safety and unsafety (see Chapters 4 and 5) (Silverman, 2013).

There are two main types of research designs, namely quantitative and qualitative research. Qualitative research designs allow for the subjective analysis of phenomena and offers insight into knowledge generated by the participants (Rovai et al., 2013). Qualitative research which is used across various academic subjects has four main assumptions (Rovai et al., 2013, p. 3). The first assumption states that "reality is socially constructed" whereby meaning is created through social interaction between the participant and the researcher (Rovai et al., 2013, p. 3). Secondly, qualitative research assumes the "primacy of subject matter" whereby it is believed that data may not be replicated but rather exists based in the context that it has been analysed from (Rovai et al., 2013 p. 3). Thirdly, Rovai et al. (2013, p. 3) states that "variables are complex, interwoven, and difficult to measure" as it is assumed that multiple realities and contexts will shape the meaning that has been extrapolated from the participants. Knowledge is created by the individual through social interaction. This knowledge and insight are therefore, shared by the students through their reflections on their experiences and feelings of GBV through their interview transcripts and writing, later this data was gathered and analysed by the researcher. Lastly, it is assumed that qualitative

data is produced in through an emic approach whereby data is gathered from the participants' subjective point of view (Scarduzio, 2017). These assumptions put forward various standards that a qualitative researcher should adhere to when conducting a research study.

This qualitative research design allowed for the investigation into human experience and more specifically, narrowed the study's focus onto the experiences of UKZN, PMB, second year students with (un)spaces in relation to GBV. Through this qualitative lens, I was able to provide context and in-depth insight into phenomena, such as GBV and various factors that led to feelings of safety or unsafety (du-Plooy-Cilliers et al., 2014). According to Silverman (2013), qualitative research allows researchers to explore "different territories such as 'inner experiences', 'language', 'narratives', 'sign systems' or 'forms of social interaction'" (Silverman, 2013, p. 248).

Applied research is a research methodology which allows researchers to investigate and find working solutions to issues. When incorporating applied research within this study's methodology, it was used to highlight the issue of GBV on and around a university campus, in hopes of providing possible solutions to reduce the number of GBV committed (du Plooy-Cilliers et al., 2014).

3.2.2.1. The Research Approach:

This qualitative research study employed a phenomenological approach to gather the data within the interpretivist paradigm (du Plooy-Cilliers et al., 2014). Phenomenology was primarily developed by the ideas and thoughts of Husserl and his student, Heidegger (Lopez & Willis, 2004). Phenomenology which is one of five interpretivist approaches is used to explore subjective truths about a phenomena and will be achieved through analysing social and cultural experiences (Gray, 2013; Plunkett et al., 2012). Further, Lopez and Willis (2004) reaffirm the traditions of phenomenology through stating that humans are social beings, thereby asserting that subjective knowledge or experience may not exist without social, political and cultural contexts. The main

driving force of phenomenology is to be descriptive and interpretive. However, this study makes use of interpretive phenomenology.

One of the interpretive phenomenological assumptions states that the researcher adopts a specialist approach into an investigation, whereby the researcher is likened to that of an expert within a field of knowledge that they are investigating (Lopez & Willis, 2004). This assumption allows the researcher to analyse how contexts create meaning for the individual. This enabled me to analyse interpretations and representations of safe and unsafe spaces (Plunkett et al., 2012). This approach shed light onto the lived experiences of the individual in order to understand why individuals believe certain spaces to be safe and other unsafe. Therefore, the participants were challenged to think about how they viewed their reality, in order to understand why certain spaces on and around the university campus were deemed safe or unsafe, in relation to GBV (du Plooy-Cilliers et al., 2014). This research approach, embedded within a qualitative research design guided the data collection and analysis processes of this research study. The data collection methods will be identified and discussed within the core tenets and assumptions of above mentioned paradigms, models and approaches.

3.2.3. Data Collection Methods:

The data collection methods typically showcase how the information gathered from the participants (in the form of rough data). This process is influenced by the sampled population, the sampling procedures and the research methods (as discussed above, which govern how the data is identified, gathered and analysed). The next section of this chapter will explore the process of how the data collected as well as identify the sample population and explore the sampling techniques used in order to collect the data.

3.2.3.1. Sample Description.

The sample was made up of adult individuals (who were 18 years old or older) and who attended UKZN, PMB. This ensured that the necessary consent was provided by the participants and to avoid possible ethical challenges that may have arose from recruiting minors (Strode et al., 2010). The target population consisted of students from, an undergraduate psychology class, PSYC 201 from UKZN, PMB. The PSYC 201 class is made up of 270 individuals, however, only individuals who consented to partake were permitted to take-part in this study. The Psychology 201 module is an introductory module to various research methodologies. The class was selected as they are novice researchers who explore and learn about various ways of conducting research. Additionally, the module (PSYC 201) grapples with basic research strategies and educates the students about research fundamentals. As part of their course work, the class were tasked with completing an assignment concerning a research methodology, photo-voice and thematic analysis (see Appendix 2).

From the total target population (which was made up of 270 individuals), 236 individuals completed the assignment and a total of 105 individuals consented to allowing their assignment transcript to be utilised for this research study. Therefore, the first sub-sample was made up of 105 consenting individuals. From this, it was found that 76 individuals consented to being interviewed of which, a total of 70 students consented to being audio recorded. I then identified desirable photo-narratives from 30 possible candidates' assignment transcripts. These 30 individuals were then contacted, via email and WhatsApp, to be interviewed at a time and date that best suited them. Of the 30 individuals who were contacted to partake in the interview process, a total of ten individuals were interviewed. Therefore, the second sub-sample was comprised of ten individuals who were interviewed. It is important to note that this research study only utilised the data collected from the ten individuals (the second sub-sample) who were interviewed. Therefore, the ten individuals' assignment transcripts were identified and analysed, followed by the analysis of their interview transcripts.

3.2.3.2. Sampling Strategies.

A hybrid of non-probability, purposive sampling techniques was used. Convenience sampling was employed and this followed by theoretical sampling for the second part of the data collection process (interviews with selected participants who have specific desirable characteristics based on their photo-narratives) (du Plooy-Cilliers et al., 2014).

The research supervisor is the PSYC 201 module coordinator and lecturer. Therefore, he created the assignment as an educational task that students will be required to complete as part of their course work to complete the module. The research supervisor who has received ethical clearance (Appendix 3– the supervisor’s original ethical clearance form) as well as amended his study, due to the limitations concerning the effects of COVID-19 (Appendix 4 – the supervisor’s amended study protocols). I was granted ethical clearance to conduct this research study (Appendix 5). The research supervisor had granted this researcher permission to make use of data collected for his umbrella study, whereby I was permitted to use the assignment transcripts, to contact the students who consented to be interviewed, interview some of the students and to audio record the interview (Appendix 6 – supervisor’s permission to utilise the data). Participants were required to complete a consent form which was submitted with the assignment (see the last section of the assignment, found in Appendix 2). Individuals who did not consent to take part were excluded from this study. The participants were not coerced to part-take in the study and were be able to complete their assignment without participating in the study and with no bearing on their marks.

3.2.3.2.1. Sampling Strategy – Convenience Sampling.

This study made use of two data sampling strategies as well as use two data collection methods. The first sampling strategy (convenience sampling) recruited willing and consenting participants as the first sample for the study. Convenience sampling allowed me to recruit

participants (target population) who were easily accessible based on the location or other various factors that connects the participants with the researcher (Marshall, 1996). From this sampling strategy, the first data collection method made use of the first sample's assignment transcripts in order to assess some of the photo-narratives discussed in the participants' assignment transcripts.

Therefore, the first sample was made up of 270 individuals ($n_1 = < 270$).

3.2.3.2.2. Sampling Strategy – Theoretical Sampling.

Marshall (1996) states that “theoretical sampling necessitates building interpretative theories from the emerging data and selecting a new sample to examine and elaborate in this theory” (p. 523). Therefore, theoretical sampling allowed me to determine and select some of the participants based on desired characteristics from their photo-narratives in the photo-voice assignment. The participants were selected on the basis that the photo-narratives addressed certain issues concerning the students perceptions and understandings of safety and unsafety in relation to GBV as well as addressed certain issues surrounding why they believed that there was a high incidence of GBV at the university and in South Africa. These photo-narratives would be useful as it would highlight key themes that students believe contribute to the prevalence of GBV as well as influences their experiences at the university. Following this, ten students were recruited via theoretical sampling were considered to be the new sample population and their assignment transcripts were analysed and they were also interviewed via a photo-elicitation interview whereby their interview transcripts were analysed. Therefore, the second sample was made up of 10 individuals ($n_2 = 10$).

3.2.3.3. Sample Recruitment:

This research study is part of the research supervisor's umbrella study (see Appendix 6). The umbrella study which is titled “A Photovoice project exploring (un)safe spaces related to gender

based violence on and around a university campus". The supervisor's umbrella study also explores the students' perceptions of safety and unsafety with relation to GBV. Additionally, the supervisor also requested the relevant permissions to conduct the research and that the data may be utilised for the purpose of this study (Appendix 6). As a result, this study made use of these permissions in order to conduct the data collection process. Therefore, through the supervisor's ethical approval, the data collection was conducted. The UKZN registrar granted permission to the research supervisor to conduct his data collection (and for the data to be utilised by his students in their research studies) at the university as well as to recruit students from the university for the interview process (Appendix 7- the gatekeeper's permission letter).

There was no requirement in the assignment instructions that required students to complete the consent form, therefore, students who consented to partake in the study did so at their free will. In addition, students who did not complete the assignment, who did not complete the consent form or who completed the consent form incorrectly, were not considered to partake in this research study and were subsequently excluded from the research study.

Participants were required to complete a consent form which was made up of two sections (Appendix 2 – see consent forms). The first section of the consent form pertained to necessary permissions to use the assignment transcripts from consenting participants. The second part of the consent form (specific consent) granted me permission to contact participants, via email or through the use of WhatsApp Messenger in order to arrange a suitable date and time as well as interview platform (Zoom Call or WhatsApp call). The consent form indicated the interview duration (between 60-90 minutes) and consent pertaining to the interview being audio recorded.

3.2.4. Data Collection Strategies:

This study made use of two data collection strategies as well as two sampling procedures. The first phase of the data collection strategy made use of the methodology, photo-voice, through

the use of the assignment transcripts (Appendix 2 – PSYC 201 assignment instructions). Following from this, the second data collection strategy made use of photo-elicitation interviews. Although this study utilised two data collection methods (see sub-section labelled data collection below, 3.2.4.1. and 3.2.4.2.), it is a cross-sectional study as it gathered, analysed and explored the phenomena and data at a single point of time, followed by in-depth questioning in photo-elicitation interviews (Appendix 8 – the interview schedule). Additionally, the data was collected in English because the Psychology 201 module that is conducted in English, therefore, participants were expected to have a high English proficiency. Therefore, the PSYC 201 assignment and the photo-elicitation interviews were conducted in English.

3.2.4.1. Data Collection – Phase 1:

According to Wang and Burris (1997), photo-voice was conceptualised to achieve three goals. Firstly, photo-voice encourages individuals to interact with their environments and to reflect on their experiences or concerns. Secondly, the method promotes open discussions and knowledge about society's challenges or concerns. Thirdly, photo-voice aims to educate individuals in power, such as men and community leaders, in order to promote change for society (Plunkett et al., 2012). This research study aims to follow the goals set out by Wang and Burris (1997), in order to understand the context of GBV on and around the university as well as to encourage change.

Photo-voice is a visual data collection methodology that encourages participants to analyse a photograph of certain phenomena, in order for the researcher to gain insight into the participants' subjective lens, their experience and context with that phenomena in order to encourage action (Plunkett et al., 2012). Photo-voice places value on encouraging participants to challenge their ideas about their reality as well as to encourage freedom through education and the dissemination of knowledge (Goodhart et al., 2006).

The research supervisor, who created the PSYC 201 assignment, developed the assignment in hopes of exposing the students to a research methodology and to develop their research skills. The students were required to select four photographs from the database of photographs, whereby they would select two photographs of spaces that they felt would elicit feelings of unsafety and two photographs of spaces that they felt would elicit feelings of safety. The students were instructed to analyse the photographs and to construct photo-narratives, which motivated why they selected the photographs and also allowed them to explore their experiences and perceptions with the spaces in the photographs. This would also allow them to reflect on feelings of (un)safety while on and around the university campus. From this, the students were instructed to conduct a thematic analysis of their photo-narratives. The completed assignments were then submitted to Moodle and the research supervisor then uploaded the completed assignment transcripts to the Google Share Drive folder which the research had access to.

The students were given two optional sections of the assignment to complete, firstly, to share their selected photographs and motivations for selecting the chosen photographs with another student from the PSYC 201 class. This would allow the students to receive feedback from their peers in order to “enhance the communicative validity of their research” (Appendix 2). Secondly, the students were given the opportunity to consent to participating in this research study as well as the supervisor’s research project. The students were given the option of rejecting the consent page and not participating in this research study and the umbrella study as well as give four consent options to select. Firstly, to consent to allowing the research team to utilise the assignment transcripts, secondly to consent to being interviewed, thirdly to consent to being audio recorded and lastly to be contacted by the research time via email or via their contact number.

3.2.4.1.1. Phase 1: Data Collection Procedure

On Monday the 23rd of March 2020, the South African government issued a statement concerning restrictions and a country-wide lockdown (to commence on midnight on Thursday the 26th of March 2020) in order to combat the spread of this virus. Due to the new laws prohibiting physical contact; students, researchers and lecturers were not allowed to have face-to-face interaction as well as access to the university campus. As a result of this impending lockdown, an alternative data collection solution had to be sought out in order to allow the research study to continue and to ensure that the integrity of the study was retained as well as to ensure the well-being of the participants and all stakeholders involved in this project.

As a result of this pandemic, it was declared that it would be unlikely that lectures and face-to-face contact will continue in the second semester of 2020. This directly implicated the data collection methods of this research study as the initial procedure required the participants, students from the Psychology 201 class, to take two photographs of spaces that they felt were safe spaces as well as two photographs of spaces that they felt unsafe in relation to GBV, on and around the university campus as well as motivations (through their photo-narratives) for taking the selected photographs. However, in the days following the first announcement made by his Excellency, President Cyril Ramaphosa, it was decided that the spaces would be photographed before the commencement of the lockdown, by myself (the researcher) and the research supervisor (see Appendix 9 for the database of photographs) (South African Government, 2020). The research team decided that the photographs would be compiled together onto a word document for the students to access remotely. Although the research team were aware that their biases might have influenced the students as they may have photographed alternative spaces to those that were provided to them in the database of photographs, this data collection strategy was deemed acceptable under the restrictions of the COVID-19 pandemic.

On Friday the 20th of March 2020 at 12h00 (before the nation-wide lockdown), the research supervisor had taken some photographs, using his cellular networking device, of spaces which he believed would symbolise safe and unsafe spaces on and around campus. The photographs taken by the research supervisor included photographs of notice boards, lecture halls, male and female bathrooms as well as other spaces that the Psychology 201 student would usually occupy on and around campus. On Monday the 23rd of March at 09h00, using an iPhone 10XR, I photographed spaces on and around the university campus to supplement those taken by the research supervisor. For example, spaces around the university buildings, stairwells, open park spaces, some of the roads leading to the university campus as well as some corridors in buildings on the campus. Upon review of the database of photographs, it was discovered that the spaces were photographed were taken during the day. This could have posed a limitation to the data collection process as it would not accurately represent the students temporal experiences with the spaces. Following from this, the research supervisor photographed spaces on and around the university campus at night, on the 25th of March at 19h00. The photographs captured spaces at during the evening and it included spaces such as car parks, roads surrounding the university, pathways leading to the main campus as well as spaces occupied by groups of individuals. These photographs allowed a more accurate temporal reflection of time when considering the spaces on and around the university campus. The research supervisor noted that these photographs taken at night would potentially elicit feelings of fear or unsafety and noted that this could be a potential limitation of selecting a large number of these photographs for the final database of photographs. Day (1999) found that women feared spaces that have no exit, outdoor spaces or spaces that they felt were entrapping spaces as well as darkness and isolation.

The photographs were then compiled online (through a Google share folder) and edited to remove any identifying information and features such as individual's faces, number plates on motor vehicles and contact numbers of individuals. The photographs were edited through the use of

Photoshop CS6. I then enhanced the photographs though brightening the some darkened areas on the photographs, increasing the contrast and cropping some of the photographs. After this process, 84 photographs were selected to be utilised for the PSYC 201 assignment (see Appendix 9). The photographs were selected according to criteria stipulated by the research team and according to the relevance of the photographs in relation to the study's purpose and topic. The research supervisor inserted the 84 photographs onto a word document in order to ensure that the photographs remained unlabelled and in a randomised order. This allowed the students to select the photographs without perceived biases concerning the order of the photographs, thereby influencing their decision in selecting their four photographs. This word document containing the database of photographs would be distributed to the students along with the assignment instruction document which also contained the consent form (see Appendix 2).

Through the PSYC201 class' exposure to the methodology photo-voice, it will provide the students with experience into the ways in which to analyse and interpret photo-narratives as well as gain experience of grappling with innovative ways in which to gather research. Through the use of textual data explaining the participants' motivations for selecting certain photographs, the assignment created textual data to analyse.

3.2.4.2. Data Collection – Phase 2:

Following from phase 1 of the data collection process, ten selected students agreed to participate in photo-elicitation interviews, based on their photo-narratives. According to Bugos et al. (2014), "photo-elicitation focuses on the interview process itself, whereas photovoice is a more comprehensive term reflecting an action-oriented research strategy" (p. 1). This suggests how interconnected photo-voice and photo elicitation interviews.

The participants were encouraged to collaborate with me during the photo-elicitation interview in order to explain phenomena during the interview (second data collection method) (du

Plooy-Cilliers et al., 2014). The semi-structured, photo-elicitation interviews required the use of an interview schedule, alongside database of photographs in order to elicit responses from the participants (appendices 8 and 9 – interview schedule and database of photographs). The interview schedule allowed the researcher to discuss the students' photo-narratives, their motivations and photographs. This allowed the researcher to explore the students' motivations for selecting certain photographs and their understandings of GBV (Appendix 8 and 9). The photo-elicitation interview allowed the participants a platform to further elaborate on their perceptions, experiences and feelings of safety through referring to the photographs of spaces that they selected as well as the photographs that they did not select from the database of photographs (Appendix 9).

The interview schedule allowed me to ask general questions about the students and their experiences with the campus and the COVID-19 lockdown restrictions as well as if the lockdown impacted them. From the general questions, I then inquired about what the students understood about GBV, who the students believed typical victims and perpetrators of GBV were on and around the campus. Following from these questions, the researcher investigated the students' motivations for selecting their photographs as well as various reasons why they believed GBV exists at the institution.

Due to the COVID-19 pandemic restrictions, the interviews were conducted via audio WhatsApp calls, voice calls and one interview was conducted on Zoom which makes use of a video call. The students were free to select their preferred platform, either Zoom or WhatsApp, and they were further given the choice to conduct the interview via a voice call or video call. Only nine of the ten students elected to conduct the interview via a voice call. The interviews were recorded on my cellular networking device and on Zoom (where all of the voice recordings were saved onto my desktop). The audio recordings were then saved onto an external hard drive as well as uploaded into the Google Share Drive folder so that I also had access to the files. Once the recordings had been saved onto the hard drive, the original recordings were deleted from the cellular networking device.

The audio recordings, interview transcripts and assignment transcript copies were stored at a secure location for a minimum of five years and will later be deleted.

Considering South Africa's financial and technological landscape, I offered to voice call the students who experienced technical issues with conducting the interview via the online platforms. The students were given access to free onsite counselling from the office at UKZN, PMB, if they required additional psycho-social assistance (see Appendix 10).

The ten students' photo-narratives (the PSYC 201 assignment transcript), the selected four photographs and the students' photo-elicitation interview transcripts were analysed. I transcribed each of the interviews through an adapted version of the Jeffersonian transcription method (see Appendix 11). This transcription method allowed for deeper analysis into the use of pauses in the speech, overlapping speech and emphasis on certain phrases or words in the speech in order for me to highlight themes of safety and unsafety as well as sub-themes pertaining to the main overarching themes. Each participant was assigned a pseudonym in order to safeguard their identities.

3.2.5. Data Analysis Methodology:

Upon review of the assignment transcripts, some of the students were selected to partake in the second data collection process (phase 2 – as discussed above) whereby they were interviewed. Only the selected students' assignment transcripts were analysed and the remaining students' transcripts who were not selected for phase 2, were discarded.

The data analysis process began with gathering and analysing the photo-narratives from the PSYC 201 assignment, through the use of an inductive approach. The inductive approach allowed me to code the data and to then discover possible patterns and similarities in the data. From this, I was able to create theories about the data (du Plooy-Cilliers et al., 2014). This led to the organisation and interpretation of the data (du Plooy-Cilliers et al., 2014). Through detailed observation, this unbridled process allowed the data to guide the investigation, to generate meaning of phenomena,

ideas, generalisations and conclusions about the research (du Plooy-Cilliers et al., 2014). Therefore, interpretative thematic data analysis was used to generate and identify common themes from the data through the participants' subjective lenses. These themes were then formed according to the participants' topics, ideas or patterns that emerged from the interview (du Plooy-Cilliers et al., 2014).

Following from the analysis of the photo-narratives, I then analysed the photographs selected by the students. I discovered patterns such as which photographs were selected the most (mode) and which photographs were selected as a representation of safe or unsafe spaces. This highlighted the collective student experience with safety or unsafety on the campus and further highlighted underlying themes in the students' perceptions of safety on and around the university campus, in relation to GBV.

Using inductive reasoning as a guide, I used open coding as the primary coding technique, because this allowed me to organise and understand the data (du Plooy-Cilliers et al., 2014). This was followed by selective coding whereby I organised the data into categories to create stories from the data (du Plooy-Cilliers et al., 2014). Words, phrases and common ideas were coded and later compared during the second stage of coding. The second stage of coding highlighted and identified patterns, themes and relationships that appeared in the data set (du Plooy-Cilliers et al., 2014). The third and final stage involved summarising the data which allowed me to generate theories.

Interpretative thematic data analysis required me to be familiar with the data (the assignment and interview transcripts), in order to start the coding process. The codes that were developed then led to the generation of themes, whereby I identified commonalities in the students' assignment transcripts and in their interviews. Following from this, I then reviewed the themes and then defined the themes under a main overarching research objective, to discover the students' perceptions of safety on and around the university campus (du Plooy-Cilliers et al., 2014). I then

extracted significant phrases or excerpts that were relevant to the study, through the use of the research objectives and overarching research objective.

The interpretive thematic analysis allowed me to identify possible themes and tensions within the students' reflections of safety and unsafety. This allowed me to develop potential themes and sub-themes from the data. This study analysed the interview transcripts and writing of second year students from UKZN, PMB, in order to discover the importance of their perceptions and experiences of safety on and around the university campus. Therefore, this study made use of four overarching themes that I identified, namely: the theme of fear, safety, violence and patriarchy. An analysis of a negative case will also benefit the study as it aid in transparency, credibility and trustworthiness of the findings.

3.2.5.1. Data Reduction Strategies:

During the data cleaning process, participants who were not selected to participate in phase 2 of the data collection process (the interview) were be excluded. Additionally, the participants well-being is of the paramount importance, therefore, participants who felt distressed and a result of their participation, were given access to the University's free counselling office (see Appendix 10).

Possible criterions that I considered when I selected the participants for the photo-elicitation interviews were the participants' cellular data, airtime and signal availability. The participants were contacted via email to set up an interview and they were able to select which interview medium or platform they preferred. Most of the participants elected to be interviewed via WhatsApp voice call while one participant elected to be interviewed via a video call on Zoom. When I encountered such issues regarding signal, I called the participants using a voice call where the participants incurred no cost, thereby allowing the interview to continue.

3.3. Reliability and Validity in Qualitative Research:

Silverman (2013) refers to quality in research as the reliability and validity of the methods utilised in the research study. This aids in ensuring that the data that is collected, accurately and honestly represents the participants' experiences, perceptions and feelings about the phenomena being investigated in this study. Validity refers to the "extent to which an account accurately represents the social phenomena to which it refers" (Silverman, 2013, p. 533). Additionally, reliability is the "degree of consistency" of the methods employed and procedures carried out by the researcher throughout the research study (Silverman, 2013, p. 533).

Theoretical sampling allowed me to sample individuals based on their photo-narratives and chosen photographs from the database of photographs, therefore, gender was not considered to be a criteria in the sampling process.

Silverman (2013) offers two possible ethical problems to avoid when selecting extracts from interviews. Namely, the researcher should strive to be objective when selecting extracts from participants in order to not be too personally involved in the lives of the research participants. Secondly, Silverman (2013) offers advice on how to avoid using anecdotal data extracts that are utilised outside of the original context thereby, changing the original meaning of what the participant has said. I ensured that this did not occur by ensuring that the selected extracts remained true to the original meaning as well as ensured that the selected extracts were simple, short and allowed the reader context to the phenomena being discussed. According to Nikander (2008), "transcripts bring immediacy and transparency to the phenomenon under study, and the audience is given access to inspect the data on which the analysis is based, along with the researcher" (p. 423). This according to Silverman (2013), increases the study's credibility and reliability.

This study ensured that the findings accurately represented what had been discussed and transcribed in the interview and in the students' assignment transcripts. The deviant case analysis

enhanced the validity as it allowed me to explore a case that appeared to showcase information that was different to the norm or what had been discovered in the other cases. This allowed me to readjust the study's narrative to accommodate, support and strengthen the argument about the students' perceptions of GBV as it allowed insight into a case that appeared to be *the exception to the rule*.

3.4. Ethical Considerations:

The following ethical considerations will highlight how I adhered to ethical research norms as well as the ways in which I avoided the impeachment of individuals' rights (Jungers & Gregoire, 2013). The ethical guidelines and the principles proposed by Silverman (2013) and utilised by the APA (American Psychological Association), will be discussed in this section. Silverman (2013) promotes five ethical principles that researchers should employ. Namely to ensure the participants' "voluntary participation and the right to withdraw", the "protection of research participants", "assessment of potential benefits and risks to participants", "obtaining informed consent" from the research participants and other various stake holders as well as to ensure that they do no harm (p. 312).

Ethics promote knowledge in a safe and standardised manner which ensures that the study's integrity as well as to ensure that no harm has been done to all involved in the study (Cooper, 2012). I had the professional and scientific responsibility to ensure that the participants' rights, dignity and diversity were not purposefully impacted by the research study (Jungers & Gregoire, 2013). I had the social responsibility to share the findings with the participants in order to highlight the need for action against GBV in South Africa (Jungers & Gregoire, 2013).

Specific ethical considerations and guidelines were considered, due to the implications of the COVID-19 restrictions, and how they structured and shaped the research process. Due to the participants taking on a co-constructive role as researcher, it is imperative to ensure that the

researcher remained in control of the research process (Kessi et al., 2019). Due to the research team photographing the spaces for the data collection process, both the researcher and the research supervisor considered various consents, for example, consents from individuals and building owners to avoid trespassing on land that did not belong to the university (Kessi et al., 2019). The research team were also aware of their personal safety when they photographed the spaces (Kessi et al., 2019).

I had the professional and scientific responsibility to ensure that the participants' rights, dignity and diversity were not purposefully impacted by the research study (Jungers & Gregoire, 2013). I also had the social responsibility to share the findings with the participants in order to highlight the need for action against GBV in South Africa (Jungers & Gregoire, 2013).

The participant's autonomy was ensured through the participants having the freedom to choose to participate in the study and to have their information eliminated from the study at any point throughout the research process (Jungers & Gregoire, 2013). Potential participants were informed of the nature of the study were able to choose to part-take in the research study through completing the consent forms. The participants were required to consent to being interviewed for a duration of up to 90 minutes, being audio-recorded and to allow their photo-narratives to be used for research purposes, in order to participate in the research study.

Non-maleficence ensured that no purposeful harm came to the participants if they chose to participate in the research study (Jungers & Gregoire, 2013). I further ensured that during the data collection phase, non-discriminative methods of recruiting participants were employed. This research study ensured no harm through allowing the participants the option to withdraw from the study, and by providing those with information to contact additional psycho-social support from the on-campus support centre (see Appendix 10).

Confidentiality and anonymity was assured to participants as their identity was and will be protected throughout the research process. This was achieved through the participants' being

assigned pseudonyms (Jungers & Gregoire, 2013). The participants were not informed and aware of their assigned pseudonyms. This will further ensure that the participants will not be able to identify their contributions to the study, thereby their anonymity.

Beneficence was ensured through providing standardised instructions to all participants during the interview process as well as through the assignment instructions. This ensured that the findings were not skewed, thereby ensuring justice for all (Jungers & Gregoire, 2013).

Fidelity and responsibility ensured that I created a trustworthy relationship with the participants in order to gain accurate understandings of their experiences during the interviews. Through ensuring informed consent from the participants, I adhered to the ethical principles of beneficence and nonmaleficence as well as fidelity and responsibility as this ensured that no harm was done to the participants. This further ensured that the participants were made aware of their obligations to the project, rights and responsibilities as well as that they were able to withdraw from the project at any stage and without any consequences.

3.5. Conclusion:

This chapter highlighted key methodologies that were utilised in this research study, the procedures taken to collect and analyse the data as well as showcased the sample characteristics. This qualitative research study used a pedagogical approach to collecting the data as it introduced the participants to the research method of photo-voice as well as to thematic analysis. The main aim of this research is to collect data in a manner that prevents harm to the participants and stakeholders as well as accurately capturing the students' perceptions and experiences of safety and unsafety on and around the university campus. The students' experiences and perceptions of safety and unsafety, in relation to GBV, will be explored in the form of an interpretative thematic analysis, in the following chapter.

Chapter 4: Findings

4.1. Introduction:

This chapter will showcase key aspects identified in the data. It aims to highlight the students' main experiences and feelings of safety, through the extracts from the interview, between myself and the participants as well as parts of the students' writing (from their PSYC 201 assignment).

The first few sections of this chapter will introduce the students who were interviewed. This data along with some of the photographs that were used, will highlight key aspects of the students' understanding of the term, GBV, who they believe is a typical victim and typical perpetrator as well as to uncover spaces that they feel are safe or unsafe in relation to GBV. This exploration, through the use of interpretative thematic analysis embedded in a social constructivist approach, will allow for further investigation into the students' perceptions and experiences with GBV on and around the university campus. The next section of this chapter explores the students' collective perceptions of GBV and their experience with UKZN, PMB. Following from this, the main themes that will be addressed throughout this chapter include the students' perception of safety and the various safety precautions utilised at UKZN as well as their own safety measures in place to avoid GBV. Furthermore, an exploration into how the sub-themes juxtapose and intersect one another will be explored in greater detail in this chapter and those that follow it.

4.2. Participant Information:

Throughout this chapter, I aim to showcase the data in such a way so as to foreground the participant's position, context, stake and interest in the interviews. This research provided participants with a platform from which their stories could be heard in the hopes that the collective student experience could raise awareness of the prevalence of students' fear for their safety. This section will provide context and deeper understanding of the participants (students) in order to


locate their descriptions of safety and unsafety within their experiences and perceptions of GBV. As highlighted in the previous chapter, the students were registered for the module, PSYC 201, however, during the interviews, it became apparent that the participants were registered across varying degrees such as in law, arts, and social sciences. It is probable that these varying degrees gave each participant a different perspective from which to analyse the photographs, engage during the interview, and with the assignment. Ten students consented to be interviewed, of which eight were female and two were male. It is interesting to note that three female students, who participated in the interviews, stated that they were victims of GBV.




In order to ensure that the participants' identities remained confidential, they were given pseudonyms. This chapter will provide insight into the reflections and stories as told by Saskia, Hayley, Tamara, Kaya, Lindy, Leleti, Nandi, Mpilo, Callum and Tina.

4.3. The Photographs Used in the Assignment:

The database of photographs comprised of 84 photographs (see Appendix 9). Table 4.1, below showcases four photographs that the students commonly selected from the database of photographs.

Table 4.1. *Common photographs selected by the students.*

Photograph Number	Photograph:	Students' who perceived the photograph as an unsafe space.	Students' who perceived the photograph as a safe space.
9		Mpilo, Saskia, Hayley.	

Photograph Number	Photograph:	Students' who perceived the photograph as an unsafe space.	Students' who perceived the photograph as a safe space.
36		Hayley	Leleti
40			Saskia, Mpilo, Tina, Lindy, Kaya, Nandi.
51		Tina, Kaya, Tamara.	

It is evident from Table 4.1., that the most frequently selected photograph for a safe space was Photograph 40, with six of the ten students selecting this photograph as their representation of a safe space. Photograph 36 was identified as a safe and unsafe space by two different students. The most frequently selected photographs for an unsafe space were Photographs 51 and 9 with three students selecting these photographs. Both of these photographs were photographed in a dark situation (either at night or early hours of the morning). Photograph 51 was selected by Tina, Kaya and Tamara while Photograph 9 was selected by Mpilo, Saskia and Hayley.

4.4. The Students' Understanding of the term Gender-based Violence:

Common definitions of GBV, as identified by the students referred to GBV as the physical, psychological and/or emotional harm toward an individual. Some students stated that GBV only affected women while others stated that sexual orientation, specifically, homosexual individuals were most at risk for becoming victims of GBV. The students identified key factors that they felt deemed a space safe and unsafe. It is important to note that Lindy highlights that females are likely to become victim of GBV, while Leleti highlights key factors that could possibly lead to cases of GBV such as a victim's home environment. Additionally, it is imperative to note that nine of the students stated that females were victims of GBV, while six of the students stated that males were victims of GBV. Furthermore, eight of the students stated that physical violence is a form of GBV and that one student highlighted that psychological violence and harassment were forms of GBV.

4.4.1. Students' Representations of Typical Victims and Perpetrators of Gender-based Violence:

During the interviews, the students were asked who they believed was the primary victim and perpetrator of GBV. Majority of the students acknowledged that typical victims of GBV were female. The students highlighted key factors that predispose female victims to GBV, namely that females were stereotyped as physically weaker than male perpetrators. Secondly, female victims who are in abusive situations can remain in perpetual violent situations whereby, they are stereotyped and labelled. Thirdly, that an individual's race impacts the victims' vulnerability to being victimised. Hayley stated that she believed UKZN students and individuals who access the campus could be perpetrators of GBV. These themes were addressed in other interviews that followed, as some of the students stated that the most common victims of GBV are women and girls. This is highlighted by Lindy, who described women being typical victims, additionally that they are often harassed and subsequently labelled as weak. Lindy also describes additional factors that make women vulnerable to GBV acts.

From these descriptions of victims of GBV, some of the students highlighted various characteristics of typical perpetrators of GBV. Namely, that male individuals are common perpetrators of GBV. However, some students acknowledged that GBV can also be committed by females. Common themes that emerged from the students' perceptions and understandings of a typical perpetrator of GBV are discussed below. Firstly perpetrators' societal and cultural beliefs governed their negative behaviour. Secondly, perpetrators' behaviour is influenced by peers and strangers. Thirdly, perpetrators of GBV at the university can be individuals who are not students or university staff members but rather "outsiders" (interview 2, lines 810-812). This description of perpetrators of GBV is evident in the extract from Leleti's interview:

Extract 1:

Leleti: "even though I would say (.) if it's outside people, it's either (.) it's, it's, it's, it's those lonely people that, that come from bad situations (.) .hhh if it's students, their thinking is also: or:: ahh influenced by:: their relationship to those strangers"

(interview 6, lines 613-615)

In addition to the above mentioned explanation of typical perpetrators of GBV, Tamara, reported that some students and university staff members have been victims of GBV. Additionally, students reported that some members of the university staff who are responsible for responding to reports of GBV acts, remained complacent and disinterested in reacting to reports of GBV. As a result, many perpetrators of GBV remain unpunished and continue to occupy university spaces subsequently contributing to growing fears of potential risks associated with GBV. Therefore, the students acknowledged that this research study may provide insight into the collective student's perception of GBV on and around the campus in hopes that it may highlight the prevalence of GBV at UKZN, Pietermaritzburg campus.

These descriptions of the typical perpetrator and victim create tension within the students' perceptions of who is affected by and who causes GBV. These tensions lead to the identification of themes within the students' interview transcripts and writing. Furthermore, these themes and sub-themes will be identified and discussed in the following section of this chapter.

4.5. The Themes: Fear, Safety, Violence and Patriarchy

The students' perceptions of safe and unsafe spaces aid in the construction of various themes. The following themes showcase the students' understanding of safety and unsafety, in relation to GBV, through their extracts. Further how these explanations and beliefs of safety create contradiction to the students' perceptions of safety. The four main themes that will be presented in the next section of this chapter include: fear, safety, violence and patriarchy. These constructed themes also show how students engage socially with individuals occupying spaces on and around the university as well as how their perceptions of GBV impact their experiences with the campus.

4.5.1. Theme 1: Fear

The first theme presented is that of fear. Fear refers to the dominant notion of anxiety and distress experienced by students in certain spaces on and around the university campus, in relation to GBV. Furthermore, the theme of fear was identified in the participants' explanations about spaces that elicited feelings such as anxiety, in relation to the potential or associated fear of GBV. Two sub-themes make up the theme of fear, namely "campus is dangerous" and "we actually live in fear".

4.5.1.1 "campus is dangerous"

Hayley, made use of storytelling throughout her interview as she recalled an event where she felt unsafe and fearful while on the campus. Previous violent student protests lead to her feeling uneasy about the on-campus security company (MI7) as she claims that they failed to make her feel

safe while at the university. In her interview, Hayley states that although the university offers a multitude of activities aside from various curricular activities, she “can’t even think of attending” because she does not “feel comfortable with it” (Extract 2, lines 81-83). She also alludes to various preventative measures in order to ensure her safety, however, she states that “campus is dangerous” which further reiterates the contradiction of safety measures (for example, MI7) make her feel *unsafe* in spaces on and around the campus. Additionally, she states that due to her feelings of unsafety, she is unwilling to attend university functions and seminars outside of the compulsory lectures. Hayley’s sense of fear of GBV and the fear of not being adequately protected by the security company are highlighted in the extract below.

Extract 2:

- 75 Interviewer: ja, that makes total sense. It’s really interesting to hear:: (.) from your perspective how
 76 you engage with the campus (.) and basically from what I’m hearing from you is that,
 77 the risk or the potential risk of gender-based violence at campus actually limits your::
 78 (.) your way around campus and what you access in the day?
 79 Hayley: definitely, (.) because I don’t even- stuff that’s on campus like (.) the::: university’s err
 80 um:: (.) what do you call them? Like when they have functions and stuff? And those::
 81 seminars and all that (.) I, I can’t even, I can’t even think of attending coz I just don’t
 82 feel comfortable with it, I’d rather stick to going to university and do what I want to
 83 do, I’m going there to learn sort of thing? Like we all, we all got that like ((scare))
 84 thing, we going there to learn:: so we can have fun and everything, but like (.) not on
 85 campus haha mmm (.) campus is dangerous we’ve sort of like we’ve got our
 86 preventative measures, we make sure that they’re implemented and that we are safe
 87 (.) and then::: (.) only then can we like sort of like relax slightly coz even like when you

88 quote unquote relax, you still like (.) sort of like still on edge like you still need to be
89 prepared for whatever can come my way.

4.5.1.2. “*we actually live in fear*”

Developing from Extract 2, it is important to take note of the students’ perceptions of where and why they believe perpetrators to commit GBV acts. Furthermore, this allows us insight into the reasons as to why the students at UKZN, PMB campus *actually live in fear*. During the course of her interview, Tina expressed various reasons as to why she felt unsafe in certain spaces as well as what factors lead to her perceiving a space to be safe. These feelings of unsafety linked to her underlying fear surrounding women and the increased risk of becoming victims of GBV. Extract 4 highlights themes such as fear associated with violence toward women, the distress associated with potential violence in familiar spaces, anxiety associated with stereotypes concerning who a ‘typical’ perpetrator of GBV is and how this adds to the fear surrounding potential violence committed by familiar individuals as well as the fear of violence.

Extract 3:

541 Interviewer: ok:: well thank you so much (.) umm is there anything else you’d like to add before
542 we finish the interview?

543 Tina: .hhh well:: I (.) I just would like to say that:: well:: (.) in these days:: I don’t think
544 that there is any safe space for a person to be exposed to gender-based violence (.)
545 there’s people that get raped at home by their FATHERS .hhh and their BROTHERS
546 so:: there is actually no safe space for women

547 Interviewer: sjoe and that’s (.) I guess that’s really hard for women to live with (.) to actually go
548 on with their daily lives::

549 Tina: yes:: we actually live in fear::: we don’t know who might violate us::

It is interesting to note that toward the end of the interview, Tina, states that “there is actually no safe space for women” (Extract 3, line 546). While the interview was drawing to a close, Tina was asked if she would like to add anything to what had already been discussed in the interview. It can be concluded that this is Tina’s deliberate attempt to highlight the fear of violence as a result of the prevalence of GBV in spaces (such as the home) that are familiar to victims. The word “home” is emphasised in this section of the extract, further highlighting Tina’s sense of urgency and underlying fear of GBV in this section of the extract (Extract 3, line 545). Furthermore, she explains that GBV occurs in familiar spaces, which are stereotyped as safe spaces.

It is important to note that Tina described that she felt fear in spaces that are familiar and this may be applied to other students at the university as Nandi describes (in Extract 4) how acts of GBV are committed in spaces such as their homes.

Extract 4:

- 114 Nandi: (2.0) ahh:: um:: (.) ok:: (.) ja:: (.) ja:: ok culture can maybe make you ok:: race,
 115 race can make you to be:: .hhh a victim (.) .hhh like .hhh .hhh ((black)) peo::ple: (.)
 116 don’t have much more:: associated to protect themselves like (.) in their:: home
 117 or even where they are staying (.) .hhh they do not have like technologies
 118 improve technologies like CCTV ahh which they can record everything like that is
 119 happening in the environment
- 120 Interviewer: [hmm]
- 121 Nandi: [so::] the:: (.) the perp- the perpetrators can do everything (.) WHATever they do,
 122 they know that (.) they won’t be killed

It is interesting to note that Tina states that family members are capable of committing these acts of GBV (Extract 3, line 545). She draws attention to the intimacy of the familial relationships by emphasising the words “fathers” and “brothers”. This further defines the perpetrators as male and familiar to victims of GBV. Drawing from this, Nandi also provides a possible explanation as to why perpetrators of GBV commit acts of violence. It is pertinent to highlight that Nandi refers to “black people” as vulnerable to becoming victims of GBV at their homes. Lastly, Nandi states that the perpetrators “won’t be killed”. This could provide insight into Nandi’s justification as to why the perpetrators commit acts of GBV. Firstly, she could be referring to the lack of legal consequences for perpetrators. Secondly she could be referring to the fact that the perpetrators’ lives might not be in as much danger as their victims. Therefore, this provides insight into the students’ lived fear.

In Extract 4, the sub-theme “we actually live in fear” is evident as Nandi describes how individuals, specifically, black individuals are targeted in places that are stereotyped and believed to protect those who reside there. Therefore, this may be applied to familiar spaces that are also stereotyped to provide sanctuary, for example, a university. Nandi notes how a lack of technology, specifically a lack of surveillance contributes to feelings of unsafety thereby allowing “perpetrators can do everything” without consequences (Extract 4, lines 121-122).

4.5.2. Theme 2: Safety

Safety refers to the students explanations of why they feel safe and unsafe in certain spaces on campus. Factors such as the safety measures in place in certain spaces as well as lighting, degree of openness, exit and entrance routes into a room all contribute to the students' explanations of why they feel safe or unsafe in certain spaces. Four sub-themes make up the theme of safety. Firstly, "I don't feel unsafe walking there", which will be followed by the sub-theme "who would want to harm the person near a police station". Thirdly, "I felt really, really safe and valued", and lastly, "you can be able to be seen and heard by people".

4.5.2.1. "I don't feel unsafe walking there"

Callum compares his experience with safe and unsafe spaces on and around the campus with a female student's experience. Therefore, he calls to account why he, as a male student does not feel unsafe in certain areas whereas he states that if he were a female student, he would feel unsafe in the space that he is referring to in his utterance.

Extract 5:

- 540 Callum: it's that building (.) OLD MAIN BUILDING, old main building [(.)] there's these
- 541 Interviewer: [hmm mmh]
- 542 Callum: toilets (.) at the bottom floor (.) like at the bottom floor those (.) there's these
- 543 toilets (.) male toilets there::
- 544 Interviewer: ja
- 545 Callum: and then there is a corridor (.) and a few empty like (.) classroom (1.0) like old
- 546 abandoned classrooms (.) I feel:: those areas are:: are sceptical
- 547 Interviewer: ok:: (.) so when you occupy those spaces (.) do:: do you have a sense of
- 548 unsafety::?

- 549 Callum: I don't feel unsafe walking there but as a female (.) if I had to put myself into:: (.)
 550 a female's shoes, I would feel unsafe
- 551 Interviewer: ok:: and why do feel that:: women have to live in such fear (.) you know if, if you
 552 as a male:: student (.) you know who has the:: (.) if I am comparing to you a
 553 female student in your class:: (.) you know, you have the same level of
 554 education:: (.) what makes you more vulnerable in terms of having a different
 555 gender?
- 556 Callum: because you have something that guys want::

Callum justifies why he feels safe as a male student. This is evident throughout this section of the extract as he makes use of a three part list. Firstly, he states that certain areas “are sceptical” (Extract 5, line 546), secondly that he does not feel unsafe as he is male and lastly, by stating that if he were a female he would feel unsafe. He justifies this by stating that women “have something that guys want” thereby, yielding them vulnerable to becoming victims of GBV (Extract 5, line 556). He shows a sense of empathy for female students as he states that if he were to place himself in “a female's shoes” he would feel unsafe. Callum's explanation of his feelings of safety could be regarded as a counter-theme to the theme of safety and feeling safe in a space. Callum explains his feelings of safety as he positions himself as safe on the basis that he is a male student and further positions female students as more susceptible to becoming victims of GBV based on their biological gender. This highlights how Callum justifies his feelings of safety in the concluding section of this extract whereby he differentiates himself from female students by positioning a sense of safety to sexual violence against women. This is evident in the line where he explains that “you have something that guys want::” (Extract 5, line 556). He further justifies this by the use of a double negative sentence whereby he states that he does not “feel unsafe walking there” (Extract 5, line 549). This highlights how he alludes to perceptions of fear, this is heard as troubling to the listener as

it could be understood that he may feel uncomfortable while occupying these spaces but does not overtly state that he is fearful, rather that he does not feel “unsafe”.

4.5.2.2. *“who would want to harm the person near a police station”*

Tina, explains why she selected a photograph of a police station as a representation of a safe space. She adds that the police minister has responded to the increased number of cases of GBV with a statement saying that police officers are no longer permitted to turn victims of GBV away without offering them support and a platform from which to report their crimes. Extract 6 showcases how the safety measures employed at the university, continues to impact students’ sense of safety. Additionally, it highlights how the underlying tension of perceived safety exists in everyday speech whereby acts of violence are deemed insignificant by police officers, who are supposed to protect individuals.

Developing from this, Extract 7 will explore how lighting impacts the students’ sense of safety thereby aiding in understanding the students’ perceptions of why perpetrators may commit acts of GBV.

Extract 6:

Tina: I::: selected it because a police station is a place of law:: (.) but:: some people may think it’s very safe (.) and who would want to HARM the person near a police station cause they will be easily (.) arrested and (.) there are usually CAM:ERAS around police stations (. . . .) ahh now-a-days:: the police are usually:: (.) rude and corrupt (.) when you got your police station they usually tell the victim go back to boyfriend, sort out your issues and what not (.) but basically the minister has decided that (.) any police who does that there will be consequences for that, that’s why they must report (.) No police must be rude::: (.) to someone who want to report it these days:

Tina explains and justifies why the photograph of the police station on Alexandra Road, is a safe space. She states that perpetrators are unlikely to harm someone near a police station due to the presence of surveillance cameras. The surveillance cameras and police presence act as deterrents and a form of protection against perpetrators of GBV. These deterrents further highlight the theme of safety precautions and the impact of various safety measures on students' perceptions of safety on and around the campus. In addition, Tina explains that a perpetrator may assume that he/she will be "easily (.) arrested" (Extract 6, line 31) if they harm someone near a police station. The use of collective nouns in her section of the extract allows Tina to differentiate herself from the perpetrators.

Tina also seems to position victims of GBV as "helpless" and the police officers as *superior* to the victims. This shows a power dynamic between the victims and the police officers. The police officers' duties are to, by law, protect the people of South Africa, however, Tina frames the police officers as "rude and corrupt" whereby she alludes to police officers having a choice to report the crimes of GBV. This corruption is therefore viewed as problematic whereby she states that the police officers are "rude" when they refrain from doing their duty of protecting the victim, and rather instruct the victim to return to her abuser to sort out their issues with their partners (Extract 6, lines 46-50). Tina further positions the police officers as superior as they are offered a choice, whereas victims remain unaided through given advice or returning to their husband or boyfriend. This contrasting description of the police officers as superior and the victims as inferior, has been highlighted throughout Tina's extract.

Extract 7:

Callum: the lighting, is key:: at least (.) like the darker the better in this case (.) because you don't want people to see what you doing (.) coz you know it's wrong

(Interview 9, lines 496-498)

It is interesting to acknowledge and consider the students' perceptions of factors that lead to feeling a sense of fear while occupying spaces on and around the campus. In Extract 7, Callum notes the importance of lighting as a possible factor as to why the campus may be considered as *an unsafe space*. Additionally, he provides a possible explanation as to why perpetrators may commit acts of GBV on and around the university campus. He further states that the perpetrators are aware that the violence that they inflict onto their victims, in the form of GBV, is morally wrong. He further provides a possible reason as to why these GBV acts are committed in spaces that are visually darker.

4.5.2.3. "I felt really, really safe and valued"

In contrast to the above sub-theme, this sub-theme explores the students' perceptions of safety as well as highlights the university's strengths in ensuring the students' safety while occupying spaces on and around the university. Through her narration of an event, Leleti (in Extract 8), highlights why she believes that the security company made her feel safe. This extract highlights how the security presence, which is a safety measure implemented by campus security, allowed Leleti to feel a sense of safety at the university. In Extract 9, Mpilo highlights the importance of the university's existing structures and security measures that are in place to protect students from danger, specifically from GBV. Additionally, he refers to the assignment that he conducted for PSYC 201 and states how through working through the various questions in the assignment he was able to

understand the collective female students' perspective on safety measures that exist at the university.

Extract 8:

- 572 Leleti: ahh I, I got left by the bus when I got to the bus station there was an, a, a, SRC van
 573 there (.) guarding the members and I told them yoh .hhh I'm hungry (.) I haven't
 574 had anything to eat I've been on ehh:: at the library for:: for:: six hours
 575 Interviewer: [sjoe::]
 576 Leleti: [studying] straight and I haven't had anything to eat and the bus has left me and
 577 they said no:: its fine I will take you there. So I felt safe (.) they took my student
 578 number (.) they cause they um:: ahh my, my student card was far:: they took my
 579 student number, they called to the office and they verified that I'm a student .hhh
 580 and then they took me (.) to campus (.) so I felt really, really safe and valued

Leleti, draws the listener's attention to an event that she states made her feel safe. She makes use of a three part list to justify why she felt safe in that situation. She begins this justification, firstly, by stating that the security guards verified whether or not she was a student. Secondly, she states that they "took" her student number as she did not have her student card present. And lastly, the security guards confirmed that she was a student and then they took her to campus. In line 577, Leleti, takes a short pause following her statement where she states that she felt safe. This brief pause allows the listener to absorb this statement before she calls to account why she felt safe.

In the concluding lines of this extract, Leleti, makes use of repetition of the word "really" which further emphasises her stance of feeling safe as a result of the security presence on campus.

Her concluding word of “valued” further illustrates that she not only “felt really, really safe” but also that the security guards understood her need to travel to the campus in order to get food.

Extract 9:

- 252 Interviewer: ok:: and do you feel that you have learnt something from the assignment?
- 253 Mpilo: (3.0) .hhh .hhh ja:: I think, I think, I think I learned a lot:: like there are things that
- 254 I didn't realise but that I was able to:: (.) to realise while I was going through the
- 255 questions, if .hhh I put it in an example, for::, for::, for the, for the areas that are::
- 256 representing the safe spaces if on campus:: or in and around the campus (.) for::,
- 257 for RMS I was able to::, to think:: (.) and (.) I was able to appreciate:: the
- 258 importance and the value of having the:: RMS offices .hhh and .hhh I was able
- 259 to::, to get (.) WHAT it symbolise and what it resembles for us:: as students
- 260 Interviewer: j[a::
- 261 Mpilo: [of which of which something that I feel like I hadn't realised (.) prior to the
- 262 assignment (.) but when, when I was in the middle of the assignment .hhh I was
- 263 able to::, to::, to think:: and to think outside the box and to::, to:: put it in my
- 264 mind a little bit, because like, like I've said before (.) .hhh psychology is helping
- 265 me to::, to be able to use my mind and to broaden my thinking abilities so:: it
- 266 really helped me:: ehh .hhh in those regard to:: also be able to, to:: appreciate
- 267 and understand ehh (1.0) the:: (.) the impact some of the things have:: on, on
- 268 individuals because I will walk with maybe my, my cousin to campus and (.) when
- 269 she is walking maybe ehh, ehh around the certain place:: she, she will feel like
- 270 threatened and I wouldn't understand but if you can ask them (.) WHY, why, why
- 271 you seem so scared (.) she will say ahh its nothing but now:: I got to understand I

272 go through all those photos that I, it's obvious that I couldn't choose all of them
 273 [but] I feel:: those, those

It is interesting to that although Mpilo names the RMS building and states that it “resembles” something for the students, he does omit what it resembles . it is interesting to note the assignment that he completed for PSYC 201, not only allowed him to empathise with other students who may have felt a sense of unsafety but he also notes the importance of the assignment as a possible safety measure as it may be used an education tool to highlight possible safe and unsafe spaces for future students thereby contributing to the sub-theme of reinforcing students’ sense of safety and value.

4.5.2.4. “you can be able to be seen and heard by people”

During Tamara’s interview she was asked why she selected a photograph of a lecture hall as one of her chosen safe spaces, and her response as to why she selected this photograph is found below.

Extract 10:

Tamara: (1.0) well:: I selected this picture because I’ve been there when I just looked at it, I saw it as if like (.) this, this place (.) .hhh could be safe for everyone, you know? for, for students to use:: like (.) .hhh you can, you can be seen by everyone, you know, there are CCTV cameras you know, there are:: doors, you can be able to be seen and heard by people, you know? if ever there is somebody trying to, you know, to do, to do ahh abuse you anyhow

(Interview 3, lines 252-257)

It is evident from Extract 10 that common factors that led to Tamara feeling a sense of safety in the spaces on and around the campus, include surveillance, in the form of security and other preventative measures such as the presence of functional and operation CCTV cameras that are monitored by the security personnel on campus. Tamara further lists other factors such as visibility and entrances or exists to the room, as aspects that increased her sense of safety and security in this space.

Tamara emphasises the verbs “seen” and “heard” (Extract 10, lines 255-256) in order to highlight her justification for selecting this space as well as to provide motive as to why she feels this space is safe. Tamara makes use of the word “could” in line 573, this shows issues with knowledge as she alludes to the space possibly being a safe space for everyone. This line is concluded with a question for the listener whereby, Tamara makes use of repetition, throughout her utterance of the phrase “you know?”. This further showcases issues concerning her knowledge of other individuals’ perceptions of safety and unsafety, thus illustrating the underlying theme of violence within this extract.

4.5.3. Theme 3: Violence

Violence is the third theme that is presented. Violence refers to the students descriptions of potential violent acts. The theme of violence will also explore and showcase the students’ explanations of why violent attacks occur. Two sub-themes make up the theme of safety, the sub-theme “a really, really unsafe place” is presented first and is followed by “if ... a girl is a lesbian ... let us ehh attack”.

4.5.3.1. “a really, really unsafe place”

The following extract offers deeper insight into the early sections of Tamara’s interview whereby she explains why she chose a photograph as her representation of an unsafe space.

Extract 11:

- 77 Interviewer: ok:: the one, the one in the dark::?
- 78 Tamara: (3.0) yes, yes
- 79 Interviewer: ok::, um why did you choose this photo?
- 80 Tamara: (3.0) .hhh well I chose this photo because ahh to me (.) I saw it as a, as a really
- 81 unsafe place for:: (.) for especially (.) women at this time::, at this time of, of, of
- 82 the:: night.hhh (.) it's dark firstly, and it's so late at night .hhh (.) ahh there are,
- 83 there are trees surrounding them, we may never know:: (.) what may happen to
- 84 them it's so dark, nobody can see them even if there is somebody who tries to
- 85 attack them or .hhh somebody trying to, to do something to them, no one will be
- 86 able to see:: them, .hhh no to identify the people who would try to attack them
- 87 so:: I chose this, this photo and I saw it that it's not good for:: (2.0) for:: (.) ((girls))
- 88 to be a safe place

Tamara makes use of a three part list, whereby she justifies why this space is unsafe. Firstly she states that photograph is taken at night, where there is limited light available for passers-by to see the victims being harmed. Secondly, she addresses the fact that there are trees surrounding the area highlighting that perpetrators have an advantage in this space as it is unlikely for them to be identified and seen. Lastly, Tamara states that this space is not a safe space for females in her concluding line of this utterance.

In line 87, Tamara takes a two-second pause. This pause is longer in duration than the other pauses she made use of in her utterance. This pause allows the reader to absorb the full impact and aids in understanding why she draws attention to this space being unsafe for females. Tamara makes use of violent terms such as the word "attack" (Extract 11, line 85). The theme of violence is evident throughout her extract as she highlights various factors that she states leads to these spaces being

unsafe for students, especially females. She frames the reasons behind why she believes this space to be unsafe as problematic. This is emphasised by the underlying theme of fear of violence.

4.5.3.2. “if ... a girl is a lesbian ... let us ehh attack”

Mpilo, offers insight into male students’ collective experience with GBV as well as his beliefs on gender norms and roles. This next extract will allow the reader to understand how patriarchal beliefs continue to generate, shape and persist in South Africa today. Mpilo illustrates through the use of an example, how he would react to a situation with a lesbian individual. He locates this example within the context of sexuality and sexual norms. Sexual norms are heavily embedded within the context of gender norms and these sub-themes will be addressed throughout this extract.

Extract 12:

- 195 Mpilo: so it’s their right:: it shouldn’t be:: (.) discriminated based it, it’s wrong:: I think, it, it
 196 plays a part (.) because (.) in an example, if ehh (1.0) a girl is a lesbian (.) ehh (1.0)
 197 boys:: have a very bad tendency to say:: (.) let us ehh attack (.) to show her that she
 198 is not male:: she is not a boy, she can never be a boy .hhh and they get to, to may-,
 199 maybe sexually harass them and some of them they physically harass them because
 200 there is saying you, you saying that you are a male:: so:: we want to show you that
 201 you are not male enough::
- 202 Interviewer: hmm
- 203 Mpilo: .hhh you don’t belong in this space and I believe that in some point in time that
 204 someone is dating (.) is dating and the, the person that ehh for example, if, if I
 205 mention someone if, if a lesbian comes and take my girlfriend (.) then I will go:: (.)
 206 and (.) fight:: or:: physically hit the:: lady that has taken my girlfriend because I feel
 207 like .hhh maybe I, I am entitled to::, to this, to this girl or to this is my girl I [cannot]

- 208 Interviewer: [hmm]
- 209 Mpilo: I cannot afford to lose my, my:: girl to::, to:: another girl it's bad if I lose it to::, to::
- 210 another guy you know so:: [THOSE] kinds of things makes me:: makes it very ehh
- 211 Interviewer: [hmm]
- 212 Mpilo: (.) easy for them to be targeted to be exposed .hhh and in a context of, of ehh of a
- 213 male:: who::, whose, whose not ehh (.) what's the term (.) is homosexual yes::
- 214 Interviewer: hmm
- 215 Mpilo: so ehh:: FOR THEM I think again, they::, they:: get to be:: (2.0) targeted (.) like I've
- 216 said (.) hhh. (2.0) boys:: (.) boys:: if I could put it that way is, are, are, are, are, are
- 217 very, very (.) ehh some very, very wrong in, in how they do things and how they
- 218 think that they can fix things that (.) are beyond their control because I feel like .hhh
- 219 sometimes boys try to control things that ehh that are ((not in their control)) you
- 220 know?

Extract 12 starts with Mpilo referring to an example whereby he refers to “boys” having “a very bad tendency” to attack individuals who do not conform to societal norms of heterosexual romantic relationships. Mpilo frames this belief as problematic as he states that “it shouldn't be:: (.) discriminated” (Extract 12, line 195). Homosexuality goes against societal norms whereby, heteronormativity is widely believed and accepted. Throughout this extract, Mpilo refers to an instance of corrective rape whereby he states that he would he would get violent with a lesbian if she “comes and take my girlfriend” (Extract 12, line 205). Therefore, the theme of violence toward homosexual individuals is illustrated throughout this extract. He makes use of violent language by stating that a lesbian would be harassed or physically harmed. He justifies this violent behaviour by stating that this would show the lesbian that “you are not male enough::” (Extract 12, lines 199-201).

Patriarchal beliefs are heavily embedded in this extract, whereby Mpilo states “I feel like .hhh maybe I, I am entitled to::, to this, to this girl or to this is my girl” (Extract 12, lines 206-207). He states that he is entitled to his girlfriend, further showing male possession of a female. In this hypothetical scenario he further highlights that he “cannot afford to lose my, my::, girl to::, to:: another girl” (Extract 12, line 209-210). This is problematic as he further justifies this belief with the explanation that losing his girlfriend to another male would be a better situation than losing her to another female. In the concluding line, Mpilo seeks the interviewer’s approval for his justification of why GBV affects homosexual individuals. This is achieved through Mpilo’s question in line 220.

4.5.4. Theme 4: Patriarchy

The fourth theme, Patriarchy, is presented in the following section. Violence refers to the students’ explanations of why GBV may exist. The sub-themes will explore the students’ representations and explanations of how societal influence contributes to the high occurrence of GBV. Three sub-themes make up the theme of safety. Firstly, “the man of the family is the head of the household”. Secondly, “because she is not strong enough” and lastly, ““a bedroom is not, is not a courthouse”.

4.5.4.1. “the man of the family is the head of the household”

Leleti draws attention to the cultural norms in place in South Africa, whereby she is of the view that absent fathers are not able to educate their children on how to treat their elders and others around them. She further highlights how children suffer in the midst of absent fathers whereby they take psychological strain. Callum positions elders as the power bearer in the relationship between the youth and the elderly. He illustrates that in certain cultures, elders educate the youth on how to behave and this showcases cultural beliefs. Callum makes use of repetition of

the word “yes” in Extract 14, line 310, as he agrees with the interviewer’s response in the previous utterance.

Extract 13:

- 305 Leleti: in South Africa, when you, when you (.) .hhh yes:: when you get into::, when you
 306 get into:: a relationship, the male:: (.) the::, the male would expect (.) you:: to
 307 behave in a certain way (.) .hhh they usually vocalise that umm (.) umm:: that
 308 marriages are failing now:: because (.) with women um:: thinking ahh because they
 309 are conscious (.) until back in the days the man:: would leave ahh .hhh the
 310 homesteads .hhh and go to Johannesburg, to the mine work .hhh and only see
 311 their families maybe once a year or twice
- 312 Interviewer: hmm
- 313 Leleti: but (.) in that process (.) in that process they would have another family in the
 314 shacks of Johannesburg
- 315 Interviewer: hmm ja::
- 316 Leleti: (2.0) they would have another family there (.) and how does that affect (.) and
 317 there wouldn’t, there wouldn’t be (.) absent fathers and husbands .hhh ahh the,
 318 the, the they, they call:: the (.) man (.) of the family is the head of the household,
 319 right? .hhh But they are:: they don’t know:: they don’t realise that they need to be
 320 (.) ahh present for their kids (.) psychologically and, and, and ahh show:: them the
 321 way on how to live life (.) on how to treat their old people (.) how treat theM (.)

Leleti begins this extract by drawing attention to the stereotyped norms experienced by couples in South Africa. She illustrates how male individuals expect their female partners to behave in the relationship as well as how to treat them. She further calls to account the reason why she

believes that marriages are failing in modern times. She alludes to the collective re-education of women and their awareness of their rights, that they are “conscious now” whereby she highlights that women are aware of their partners *other* families outside of their homesteads. This troubling situation is further presented through her illustration of the absent fathers and their second families. She further highlights issues with the fathers’ knowledge that they are unaware of the implications of their absence such as the psychological impact it has on their children. She concludes her turn by stating that fathers, who are stereotyped as the head of the family, should educate their children on how to behave. This is emphasised in the words of the concluding line whereby she draws attention to the ways in which the fathers may educate their children on “how to live life” and how to treat others (Extract 13, line 247).

Extract 14:

- 306 Interviewer: Ok:: and do you feel that maybe gender:: norms um:: like women should behave
 307 a certain way and men should behave a certain way (.) .hhh ahh when people
 308 don’t conform to those (.) norms:: (.) to those societal norms do you feel that
 309 they are then targeted?
- 310 Callum: (3.0) yes:: more than (.) ja:: yes, yes (.) yes::
- 311 Interviewer: ok:: an[d]
- 312 Callum: [they] definitely become a target
- 313 Interviewer: and why do you feel that way?
- 314 Callum: because like ahh gen- generally like, with like culturally speaking (.) elders would
 315 teach ahh the youth how to behave and how:: (.) to:: conduct yourself like how to
 316 treat a female:: .hhh and if (.) a female:: has to stand up for herself like no I don’t
 317 want be treated this way then (.) she would (.) probably be a victim (.) of gender-

- 318 based violence just for (.) you know for herself (.) for:: disagreeing (.) with (.)
- 319 something that has (1.0) been:: right::: (.) like (.) in a:: air quotation mark right::
- 320 Interviewer: hmm or accepted I guess
- 321 Callum: yes::

Callum starts his section of talk by stating that individuals who do not conform to gender norms are targeted. He further justifies this belief by stating that typically, elders, educate younger individuals on how to behave and how to treat females. Therefore, through the link of absent paternal figures, GBV may occur as some male perpetrators may believe that they are entitled to discipline females who disagree with them.

It is interesting to note that Callum's rhetoric "air quotation mark" is used in the concluding lines of this utterance as he utilises this phrase to justify his previous statement. This shows internal conflict as Callum highlights the influence of elders within a community and how they instil beliefs and traditions into younger community members. This trouble within this section of talk is evident through the ways in which Callum draws on a hypothetical situation whereby he illustrates how elders in a community would help to educate the youth thereby altering their traditional patriarchal beliefs concerning gender norms and roles.

4.5.4.2. "because she is not strong enough"

Following from the previous extract, Leleti further highlights a stereotypical wife's role according to societal beliefs as well as norms to adhere to when in a romantic relationship.

Extract 15:

- 252 Leleti: they want us to be super patient with men and be more::, more forgiving
- 253 Interviewer: ja::

- 254 Leleti: because they, they, they say that makes you a wife:: (2.0) ahh I forgot ((words in a
 255 different language)) I forgot ((words in another language)) in English, you, you, you
 256 must be persevering, you must persevere
- 257 Interviewer: hmm
- 258 Leleti: (1.0) that makes you a wife:: so:: if that situation bad:: you must make sure that
 259 you persevere:: .hhh until:: the male:: realises that he is wrong:: then everything::
 260 is gonna be ok:: (.). .hhh so that's, so that's the mentality that's why you see a lot of
 261 people who:: don't, who:: don't, who, who don't, don't live peacefully enough
 262 cause the society has ehh has, has, has really labelled you as a woman who::: does,
 263 who doesn't pers- persevere who:: will never build a house, who never built a
 264 marriage [be]cause she is not strong enough

It is interesting to note Leleti, frequently highlights a 'typical' woman's role within a relationship by listing various norms that women should adhere to as well as a common stereotype that women are subservient to men. For example, she calls to account that if a woman rebels against societal norms and gender roles, she will be "labelled as a woman who::: does, who doesn't pers- persevere" and who will be unsuccessful in leading her own individual life, free of the constraints of male dominating relationships (Extract 15, lines 260-264).

4.5.4.3. "a bedroom is not, is not a courthouse"

Extract 16:

- 305 Leleti: .hhh ahh they would say:: ahh, ahh, ahh um:: (4.0) a woman who talks too much is,
 306 is, is a nag::
- 307 Interviewer: ja::
- 308 Leleti: haha I don't really know how to say it in English, you a nag

- 309 Interviewer: ja::
- 310 Leleti: if you, you, you, your, your, your, your .hhh you're raising a point, you're getting a
- 311 point out there:: and try to, to see to make it:: (.) but between the two of you:: are
- 312 a nag, .hhh you should wait for the- a specific time:: ahh a bedroom is not a (.) ahh,
- 313 ahh they said:: when you get married a bedroom is not, is not a courthouse::, it's
- 314 not a courtroom::
- 315 Interviewer: sjoe::
- 316 Leleti: it is where ehh (.) you, you, you (.) you and your partner (.) enjoy:: yourselves (1.0)
- 317 ri::ght
- 318 Interviewer: ja::
- 319 Leleti: it's not a courtroom (.) so you shouldn't bring up any::thing:: (.) that is bad in the
- 320 bedroom you shouldn't (.) .hhh you sh- you should just be an obedient:: person (.)
- 321 so:: that's what they expected out of (.) women (.) in the olden days:: (.) be
- 322 obedient::, never question never to, to, to speak for themselves (.) ja::

The repetition of the word “courthouse” highlights that Leleti is drawing attention to gender norms within the constraints of marriage. She states that “you should just be an obedient:: person” whereby women should not burden their husbands with their issues in the bedroom (Extract 16, line 320). Although Leleti is making use of an example, outside the sphere of the university, she could be applying this example to cases of GBV and possibly provide reasons as to why they occur. In line 312, Leleti states that “you should wait for the- a specific time::”. She could be giving a possible explanation that women should only approach their husbands with issues when it suits the husband. This further embeds Leleti's extract within the theme of patriarchy and its impact on GBV. She justifies the traditional gender norms by saying that women of the past, should “never question to, to, to speak for themselves” and that they should remain unseen, unheard and unchanged.

4.6. Deviant Case Analysis:

A deviant case analysis allows the researcher to explore phenomena that appears to deviate or go against the norm of what has already been discovered (Potter, 1996). The deviant case explores how a female student explains why she no longer fears the threat of GBV but rather aims to prove the stereotype wrong whereby, she is no longer fearful of certain spaces that elicit feelings of unsafety.

4.6.1. *"I just have to prove the stereotype wrong"*

Saskia is a female student who stated that she enjoyed the assignment as she stated that the assignment "shone a lot of light (.) on our:: campus specifically" (interview 1, lines 60-61). Saskia and her sister reside in an all girls' commune and during her interview she recalled various events pertaining to home invasions and other violent attacks. During her interview, she recounted an event whereby a male perpetrator had intruded her room. She stated that the intruder did not leave the room until a male companion of one of the other residents had entered the room. She further highlights that this was due to the intruder not being threatened by the two females in the room. Towards the end of the interview, she stated that at the beginning of the violent attacks that occurred in her commune, she felt "vulnerable as a female", however, due to the high frequency of the attacks, she felt secure and stated that she walks alone freely and without a sense of fear (interview 1, lines 441-450). This interview highlights a theme that South Africans endure high crime rates and for this reason, they become *immune* to violent acts, therefore, she is desensitised to the norm. This theme of desensitisation of violence, is evident in extract 16. Saskia addressed various tension throughout her interview, such as the theme of gender and how this impacts violence in South Africa. She further stated that "like that I just have to (.) prove the stereotype wrong" whereby, she acknowledged that females were stereotyped as inferior to men and that she had

hope to overcome this stereotype (interview 1, lines 450). Saskia's story highlights how women are subjugated in modern society on the basis of their gender.

Extract 17:

- 305 Interviewer: ok::, (.) and I just wanted to find out from you, from a student's perspective or:: even a
 306 female student's perspective how does:: (.) the risk, the potential risk of being a victim
 307 of gender based violence influence your experience with the campus and hhh. the
 308 campus life associated with being a student?
- 309 Saskia: you know last year was my first year so (.) having that experience or those encounters
 310 with male::: (.) umm:: (.) male like perpetrators trying to break-in, that made me feel
 311 very vulnerable as a female (.) but once I-I actually started to embrace:: (.) each
 312 encounter because it made feel like (.) no I used to see people wrong or stereotyping in
 313 the first place (.) so:: (.) what it did though, (.) first, initially, it made feel like if I'm
 314 walking to Checkers or through the mall or somewhere, I have to look over my shoulder
 315 or I have to be with someone. But now I do so freely, even if I have to go alone (.)
 316 because (.) I realised that (.) a guy will only:: (.) or any perpetrator because ah- a female
 317 can also attack another female, so I highlight that (.) I:: (.) like that I just have to (.)
 318 prove the stereotype wrong.

4.7. Conclusion:

This chapter showcased and explained the four themes through highlighting how the students' discussions of various concepts and sub-themes uncovered contradictions within their interview transcripts and writing about safety and unsafety. The theme of fear highlighted how students felt a sense of safety and unsafety on and around the university campus, and through the students' narratives the reader was able to explore their perceptions of safe and unsafe spaces in

relation to GBV. The theme of safety showcased various factors that the students believed created safe and unsafe spaces such as the safety precautions employed by the university as well as by the students themselves. The theme of violence illustrated the prevalence of GBV on and around the campus as well as highlighted how violence is used within language. The theme patriarchy further emphasised the influence of cultural and societal gender roles. The deviant case analysis offered insight into two extracts that illustrated the students' extracts, went against the norm. The participant's position, context, stake and interest in the interviews was addressed as well as how these factors influenced the participants' rhetoric and beliefs. The next chapter will analyse and discuss the aspects of these findings in order to draw, reliable, logical and accurate conclusions from the data.

Chapter 5: Discussion

5.1. Introduction:

This chapter will showcase, discuss and embed the study's main findings with existing literature on GBV, with a special focus on how GBV impacts the lives of the UKZN, PMB, students on and around university campus. The discussion will aid in exploring the students' experiences and perceptions of safety and unsafety in relation to GBV. According to Milani and Shaikjee (2013) "gender is not an attribute one has, but is something one *does* in everyday practices, often at a low level of awareness" (p. 131). This belief along with the gender conflict theory, from which this thesis is grounded, frames the data within the context of GBV which draws on the collective student experience and the students' perceptions of GBV.

Chapter 5 will explore the four main themes that were discovered and showcased in Chapter 4. This will allow me to make comparisons and to find similarities within themes that have emerged from the findings as well as in previous literature. The four themes that emerged from the students' interview transcripts and writing are: fear, safety, violence and patriarchy. This chapter concludes by presenting a deviant case analysis which will be explored in order to aid in providing insight into one student's perception of safety, through the over-exposure of GBV, she states that she is no longer fearful of being harmed.

5.2. Discussion of Key Findings:

The participants shared similarities in the definitions and meanings of what GBV means to them, who typical victims and perpetrators of GBV are as well as various commonalities and differences within their descriptions of safety in spaces on and around the university campus, in relation to GBV. Most of the students constructed female students and female members of staff as the stereotypical victim of GBV. According to Russo and Pirlott (2006), women and girls, in particular, continue to be the most commonly affected victims of GBV in familiar and unfamiliar spaces.

Additionally, some of the students recognised that males were also victims of GBV. The literature which explored how GBV manifests in South Africa, in particular at South African universities and how GBV continues to impact South African lives. The findings which also showcased similarities to the existing literature, added context and understanding of the UKZN, PMB, students' perceptions of safety and unsafety on and around the campus.

In order to discuss the themes, it is imperative to highlight the students' experiences of safety and unsafety and their understanding of GBV. Firstly, fear explores the students' understanding of GBV as well as their perceptions and experiences with feelings of safety and unsafety on and around the campus. Secondly, the theme, safety showcases existing safety precautions employed by the university and its security company as well as explores the students' own safety precautions, in relation to GBV. Violence is the third theme that will be discussed in this chapter as it highlights how the language of violence as well as violent acts impact students' perceptions of GBV. Lastly, the theme, patriarchy, explores how gender formation, labelling, stereotyping and categorisation are affected by societal and cultural beliefs that persist today. A deviant case analysis will explore how a student's over-exposure to acts of GBV, led to the lack of fear surrounding her personal safety, in relation to GBV.

5.2.1. Theme 1: Fear

According to Bourke (2003), fear refers a feeling concerning a threat or imminent danger whereas anxiety refers an unpredictable threat. The theme of fear is strongly linked to the students' feelings of unsafety. There were three main types of fear, therefore, sub-themes, that emerged from the data, namely the fear of GBV through personal experience, whereby the student was victimised. Secondly, fear as a result of stories or knowledge of cases of GBV in certain spaces on and around the campus. Lastly, the fear of the unknown (which is strongly linked to feelings of anxiety) whereby students felt a sense of fear as a result of inadequate security and safety measures.

“The fear of GBV is a global phenomenon that knows no geographical, cultural, social, economic, ethnic, or other boundaries” (de Lange & Mitchell, 2014, p. 584). As noted in the literature (see Chapter 2), South Africans, in general experience high stress levels as result of the living situations and the high crime incidences experienced by many individuals. This high anxiety and distress also adds to feelings of fear and this contributes to the underlying tension of the discourse of fear within the students’ interview transcripts and writing. The fear of crime and high stress levels endured by many South Africans exacerbates the overarching fear of the unknown with regards to crime, for example, GBV. The theme of fear speaks to students’ fears and distress concerning GBV whereby they have experienced, witnessed or have become aware of incidents of GBV. Furthermore, it also explored students’ perceptions of vulnerability and their fear of becoming potential victims of GBV. As highlighted by Singh et al. (2015) when analysing students’ fear, it is imperative to explore the sources of this fear. Firstly, to explore what is creating the fear, stereotypically, who do students fear most. Secondly, to explore where or which spaces generate the most fear. Lastly, to explore the students’ reasoning behind why they are fearful. This will aid in understanding the students’ descriptions of fear and furthermore, highlights the tension within the students’ interview transcripts and writing.

Some of the students constructed UKZN, PMB campus as an unsafe space and further positioned female students and members of staff as potential victims. For this reason, these explanations of the *typical* victim, further embeds the theme of fear into the students’ perceptions of safety and also allows for the exploration into the question, *who is safe?* This underlying question highlighted some of the students’ negative experiences whereby they reported that they felt fear and anxiety surrounding the possibility of encountering a negative experience. These tensions highlight how fear restricts the students’ movement and engagement with the campus. This was highlighted through the literature explored in Chapter 2.

It is interesting to note that the fear of GBV has impacted the lives of students as this fear directs and shapes behaviour. This is evident in the sub-theme “campus is dangerous”, whereby the student states that the fear of GBV, limits her movement and exposure to education events on the campus. Through the students’ descriptions of unsafe spaces, it was discovered that certain factors predisposed students to feeling a sense of fear. Some of the students stated that the fear of GBV limited their freedom of movement on and around the campus, as they reported that they would occupy spaces on the campus in groups or would utilise alternative pathways due to certain spaces being darker than others. This was also discovered in the study conducted by Feltes et al. (2009) where students identified spaces and factors that lead to the development of feelings safety and fear which limited their movement.

Some of the students illustrated how fear was utilised as a preventative measure against GBV, as they identified how fear governed their movement and freedoms on and around the campus whereby the fear would direct them to use alternative routes that were considered safe and where they remained unharmed. This normalised the occurrence of GBV where the students constructed themselves as potential victims. This is evident in the concluding lines of Hayley’s extract, whereby she states “you still need to be prepared for whatever can come my way” (extract 1, lines 88-89). It is interesting to draw attention to the student’s use of language in the above mentioned quote, whereby she initially offers insight into a collective experience of fear, making use of the pronoun “you” in the beginning of this utterance, however, she concludes this utterance with the use of the pronoun “my”. This positions the student as someone who expects to be victimised which further normalises the occurrence of GBV. Additionally, the student explains how this fear leads to constant awareness and vigilance of potential risks as well as feelings of distrust toward the existing safety precautions implemented by the university and distrust toward potential perpetrators of GBV. She further explains how GBV as an act that is inevitable whereby she positions herself as a potential victim and normalises the occurrence of GBV. Tina positions herself as a potential victims whereby

she states that “yes:: we actually live in fear::: we don’t know who might violate us::” (extract 2, lines 549). Therefore, through the description of the inevitability of being harmed, as a result of the high occurrence of GBV, students develop a sense of fear.

5.2.2. Theme 2: Safety

The theme safety pertains to various contradictions that underlie the students’ understandings of what it fundamentally means to be safe. Freud’s lens of psychoanalysis facilitates an understanding that safety is an ideology that is constructed by the conscious mind while fear is constructed by the unconscious and subconscious mind (Howell & Itzkowitz, 2016). The dissociation between reality and what is not real allows the individual to live a functional life in a manner that is perceived as safe from threat (Howell & Itzkowitz, 2016). This sense of safety from threat drives the individuals’ motivation to rationalise the sense of fear and the belief that one is safe (Howell & Itzkowitz, 2016). This contradiction creates sub-themes within the students’ interview transcripts and writing as fearful thoughts subtly dominate everyday behaviours (Howell & Itzkowitz, 2016). Therefore, through this location of Freud’s theory and the gender conflict theory, within the theme of safety, it is understood that individuals construct their own perceptions of safety and what construes a safe environment for that particular individual based on their gender norms or beliefs. The students’ collective ideologies of fear, as presented by the participants, therefore, their collective perceptions and experienced of safety are also identified. This also adds to the complexities of theme safety. Furthermore, it is imperative to note that women predominately report acts of GBV and that GBV affects individuals of all genders (Peters & Norton, 2018). This was addressed in Chapter 2 of this research study whereby perceptions of safety were influenced by the gender of the individual who reported feeling degrees of unsafety.

Sub-themes that have emerged from this theme of safety, include the false sense of security which was discovered through the counter-discourse as illustrated by Callum, as well as the

students' perceptions of safety, and what factors and situations increased their sense of safety. Callum offers insight into a male student's experience of feeling a sense of safety while on and around the campus whereby he states that as a male student he does not feel unsafe. Callum contextualises the concept of safety whereby he states that as a male he is not afraid of that particular spaces, however, as a female he would feel unsafe. Therefore, he positions himself as a male student who is safe in spaces that are stereotyped or believed to be unsafe. This is achieved this through Callum, justifying his belief of safety in sub-theme "I don't feel unsafe walking there" (extract 5, line 49) whereby he shows empathy for female students further illustrating that if he were a female student, he would feel scared in that space. Callum's rhetoric of "I don't feel unsafe walking there" offers vague insight into his true feelings of safety, as he could be referring to a feeling of uncomfortably rather than a feeling of unsafety. He justifies this belief by positioning female students as weak whereby he calls to account that female's gender or sexuality make them more vulnerable to becoming victims of GBV. Therefore, through the location of the gender conflict theory, Callum positions fear as a gendered phenomenon whereby an individual's gender impacts the degree to which you are fearful of potential cases of GBV. This could offer insight into gender norms and the beliefs associated with feelings of stress, fear and anxiety, whereby, men are stereotyped to be superior showing less emotional distress than women. Further, this gender norm could possibly explain why cases of GBV are reported by female victims more so than male victims of GBV (Finchilescu & Dugard, 2018). Additionally, this gendered fear was highlighted in a study conducted by Clowes et al. (2009), where it was discovered that not only were universities stereotyped as *sexualised spaces* but also that females were at higher risks of becoming victimised. This found to be a result of labelling, stigmas and stereotypes surrounding a woman's sexuality as well as various cultural and societal norms such as heteronormativity which positions male individuals as superior to female individuals.

Fear is experienced in spaces that are stereotyped as safe on the premise that they offer safety, such as a police station, the RMS building and lecture halls. However, Tina positions a police station as a safe space as a result of the speech given by the police minister whereby, Tina states that police officers were now expected to help victims of GBV rather than to blatantly disregard the psychological, emotional and physical violations of the victims. Throughout Tina's extract she explains how police officers have been known in the past, to ignore issues pertaining to GBV, therefore, she further positions police officers in a negative light. This was evident in line 47, whereby Tina explains that victims were told to "go back to boyfriend, sort out your issues and what not". According to O'Connor (1995, p. 313) omitting certain words "the difficulties of looking at the language of violence". It is evident that Tina has purposefully elected to omit naming the other violent acts and the issues surrounding them. This may be interpreted as trouble talk, which further showcases Tina's difficulties of communicating about violent acts. This trouble talk, further highlights how the police station could have been positioned as an unsafe space for victims of GBV even though it has been stereotyped as a safe space due to police officers offering a sense of safety to individuals who occupy that space. This contradiction of perceived safety further highlights the impact of norms and stereotypes on perceptions of safety. The societal norms of reporting cases GBV, is heavily impacted by hegemonic masculinity whereby, male partners are viewed as the power bearers and are socialised to believe that they have control over their female partners, to the extent that they should control their emotions and behaviour. Tina addresses this common belief within her contradiction of the term, safety. Whereby it is assumed that male perpetrators of GBV should address their interpersonal conflict such as incidences of GBV with their partners and that individuals outside of the interpersonal relationship should play a very small, albeit, insignificant role in the assistance of GBV victims because it is viewed to be an interpersonal issue rather than a human rights violation (Ferrales et al., 2016).

In contrast to the above mentioned sub-themes surrounding safety and a false sense of safety, it is also important to locate this discourse within a positive stance whereby some of the students noted that they felt safe on and around the campus. This sense of safety was shown through the themes of the implemented safety precautions utilised by the university, such as the security presence, surveillance and monitoring of individuals who occupy campus spaces. Some of the students positioned the security guards as individuals who maintained peace thereby enforcing a sense of safety. Leleti concludes her turn by stating that she felt “valued”. This positive illustration of her interaction with the campus security guards, further positions Leleti in a position of power. Although it is unclear as how this sense of power is created, either through her position as a student or as a female student. This sense of agency was also illustrated through the security guards’ actions whereby they verified that Leleti was a student before they were able to offer her transport. This sense of agency is highlighted through Leleti’s choice to be transported by the security company as she is offered an act of kindness whereby the security guards took her to get some food.

Tamara who justifies her sense of safety states that retrospective sense of security allows her to feel safe. This is achieved through her illustration of perpetrators will be able to be identified and will further be held accountable for their actions through the use of surveillance and visibility. However, this sense of safety is offered to victims following possible encounters of GBV, whereby Tamara states that the victim will be able to be heard and seen by passers-by. This further justifies her sense safety through a retrospective solution to GBV rather than a preventative solution to combating acts of GBV. Therefore, this solution may not reduce the incidence of GBV but rather that the victims may receive closure and help from by-standers if they are violated by perpetrators of GBV. Furthermore, this does not exclude the possibility that perpetrators may not reduce the number of GBV incidences that occur on campus as the visibility and surveillance may act as deterrents from committing acts of GBV as it offers possible consequences and justice for their wrongful action. In a study conducted by Belur et al. (2017), it was discovered that improving a sense

of security through more frequent patrols of security guards and police officers, it would reduce the occurrence of GBV in intimate spaces such as bathrooms and restroom.

5.2.3. Theme 3: Violence

There are many driving forces that lead to acts of violence in today's society. Through the location of the gender conflict theory, it may be understood that violence may occur as a result of the perpetrators are socialised. For example, if violence is normalised by the individual's familial belief, it normalises and accepts acts of violence. Therefore, this could possibly explain why the individual commits acts of violence, specifically GBV.

Throughout this next section, the theme of violence will be explored through the students' accounts of feeling a sense of safety or unsafety with regards to violence, while on or around the university campus. Violence, in this context, will be explored through the students' understanding of the force, motive, desire and drive to commit acts of violence (Blum, 2013). It has been noted that the omission of naming or referring to violent acts, also adds to the tensions which underlie violence. Tamara intentionally omits naming the violent acts throughout Extract 11, as she makes reference to the violent acts, for example, in lines 83-84 she states that when individuals occupy the space in the photograph, an unsafe space, that "we may never know:: (.) what may happen to them". This further highlights the trouble and tension in her talk concerning acts of violence. She further highlights how violence impacts female individuals and therefore, this creates an increased sense of unsafety and fear for females.

According to Reid and Walker (2005, p. 7) as cited in Milani and Shaikjee (2013), violence was used as a tool by which men were able to dominate "all aspects of that life" and used to "assert their control" (p. 144). Furthermore Milani and Shaikjee (2013), highlight that South Africa's democracy continues to be impacted by Apartheid South Africa's colonised belief system which perpetuated male dominance and which widely accepted violence as a means of control over

subordinates. This discourse as well as the themes that underpin it, will be highlighted and addressed below.

Tamara who highlights various factors that she perceives leads to feelings of unsafety positions females as those who are more vulnerable to becoming victims of GBV. This is evident in the concluding lines of this extract as she refers to the photograph as an unsafe space for “girls”. Developing from this, Mpilo offers insights into the experience of homosexual students. This insight showcases how the spaces on and around the university may not offer a sense of safety to individuals such as lesbians as Mpilo presents events that could occur if a lesbian engages in a romantic relationship with *his girlfriends*. Mpilo alludes to the act of violence in the form of corrective rape whereby he states that he would prove to the lesbian that she is not male, therefore, she should not be engaging in romantic relationships with an individual of the same gender. This heteronormative belief is evident throughout Mpilo’s extract as he justifies this potential violence with the use of a three part list. Firstly, he states that he would inflict violence onto the lesbian individual, according to Koraan and Geduld (2015) to “cure” the individual. Secondly, Mpilo notes that the lesbian would not belong on and around the university whereby he states that “you don’t belong in this space”. Lastly, Mpilo states that if he does not take violent action against the lesbian, that his peers and friends would take action against the lesbian and further to take action against him. This illustration of how violence creates and maintains power, and this sense of power dominate beliefs thereby normalising violence in everyday practice.

Violence which has been deemed masculine, exists in all spheres of human life, from speech to language and it can be situationally dependent to psychologically dependent. Additionally, violence may manifest in various contexts and through various motivations underpinning it, however, it is important to that violence is gendered (Demos & Segal, 2014). Demos and Segal (2014) note that “violence is gendered because social structures are gendered, not necessarily because the victim or the perpetrator of a particular violent act presents as female or male” (p. 14).

This further highlights how violence may be committed not only to different gendered individuals but also to individuals who do not conform to the hegemonic heteronormative belief system. This is highlighted through Mpilo's extract whereby he justifies his violent language and beliefs through highlighting that he may lose group membership with his peers and friends through not taking action against the lesbian. This further showcases the deep-rooted entrenchment of heteronormative beliefs and how these beliefs continue to harm and defeat any individual who is not in a stereotyped position of power.

5.2.4. Theme 4: Patriarchy

Patriarchy which is developed from societal norms and rules which govern human behaviour dictate norms that each gender should adhere to. According to the gender conflict theory, when individuals deviate from these patriarchal norms, violent behaviour occurs and occasionally this takes the form of GBV (Dworkin et al., 2012). Puechguirbal (2010), who defines patriarchy as male figures being the power bearers in social settings. Patriarchy continues to affect belief systems utilised by families, societies and political contexts (Puechguirbal, 2010). Puechguirbal (2010) highlights that this patriarchal sense of power is achieved by societal and cultural tradition, etiquette, norms and standards whereby it is believed that females should remain under the control of their male counter-parts.

The theme, patriarchy explores how students' beliefs about how GBV is understood, accepted and continues to persist across various South African cultures. Developing from this, it is essential to frame GBV within a cultural backdrop as this aids in understanding how societal gender norms are maintained and accepted by South Africans. The preceding themes have highlighted the students' accounts and experiences of feelings of (un)safety while occupying spaces on and around the campus as well as provided possible reasons as to why violence occurs. However, the themes

will highlight the underlying tensions in the students' beliefs and understandings of why GBV exists on and around the campus.

Through Leleti's extracts, it is evident how gender norms are embedded in our society, through the ways in which South Africans believe in hierarchy within a family dynamic, the ways in which we are socialised by our family and paternal figures as well as how these gender norms that are normalised continue to subjugate women further leading to the development of misconceptions. For example, Leleti notes that women are conscious now, further highlighting women's previous issues with knowledge and gender roles. Furthermore, Leleti highlights how typical South African wives should behave toward their husbands, within the patriarchal beliefs. She notes that women should not address their personal issues with their husbands as this is a sign of weakness and further creates grounds for husbands to take action against their wives. The subjugation of women, further leading to GBV against women. According to Russo and Pirlott (2006), marriage which perpetuates male entitlement, allows for certain injustices to occur. Injustices such as the rape of their partners, which is a form of GBV. This further highlights how maladaptive patriarchal beliefs continue to allow women to be harmed by their partners, which further highlights possible reasons for the high incidence of GBV in South Africa. Additionally, Wolf (2018) found that females who are often blamed for being targeted by perpetrators of GBV as well as blamed for being victims of GBV, often experience hardships whereby they are unable or unwilling to communicate about their issues. Leleti draws on this by stating that women should remain obedient to their husbands and know when to communicate about their issues. She further draws attention to this knowledge about marital norms by stating that women should not communicate about their issues in the bedroom but should acknowledge an appropriate time and place to address their personal issues with their husbands. Wolf (2018) further notes that through society's patriarchal norms, men are often stereotyped as individuals who are "monsters" whereby their behaviour is justified as being "pathological obsessions" where "men, who couldn't help themselves" (p. 5).

As cited in Russo and Pirlott (2006), Cross and Madsen (1997) state that “gender defines the appropriateness of behavioral, psychological, and social characteristics of males and females over the life cycle, and shapes the way we construe ourselves” (p. 180). Bearing Leleti’s illustrations of male dominance and the position of power, she further highlights a female partner’s appropriate role within the relationship with their significant other. Although this study’s primary investigation was to explore the students’ perceptions of safety and unsafety in relation to GBV on and around the university campus, it is important to highlight key beliefs and norms with regards to positions of power, through patriarchal normative beliefs which perpetuates

The disruption of the hegemonic belief is highlighted by Leleti’s speech where she highlights the issues concerning absent fathers. According to Nduna and Sikweyiya (2015), South Africa has various types of family formations, for example, where children are the head of some households as well as single parent, extended family members and friends take on the responsibility of caretaker or head of the household. Through locating these variations of family formations it is evident to note that men are in positions of power within these differing formations as Leleti states that there are psychological implications that may occur as a result of absent fathers, further positioning the father as the head of the household whose role (through a patriarchal lens) is to ensure that the younger members of the family are educated about the hierarchy concerning gender as well as the hierarchy concerning age and the respect of their elders. Leleti embeds this belief within her interview transcripts further justifying that the lack of a patriarchal head of the family could result in occurrence of GBV.

5.2.5. Deviant Case Analysis:

Potter (1996) notes that “deviant cases are not necessarily disconfirmations of the pattern (although they could be); instead their special features may help confirm the genuineness of the pattern” (p. 20). The participants explored how fear led to feelings of unsafety, as well as how and

why the participants experienced a sense of safety while on and around the university campus.

Saskia offered insight into how her experience as a student who resided in a university residence was over-exposed to cases/incidences of GBV and how this over-exposure led to the removal of fear.

In a study conducted by Silove et al. (2017), it was discovered that women were more likely than male victims to experience symptoms of PTSD (post-traumatic stress disorder). Although it is unlikely that Saskia is living with PTSD, it is likely that she is experiencing some of the symptoms associated with the disease as she highlighted that she felt fearful of potential GBV acts however, over time she became *immune* to acts of violence committed to her, whereby she stated that she did not feel sense of fear or anxiety associated with GBV but rather, she explained how she showed aspects of avoidance and numbing (Silove et al., 2017). Therefore, through Saskia's illustration of how she experienced a sense of numbing toward her sense of fear shows how she has employed avoidance in how she is grappling with the stress, fear and anxiety surrounding the acts of violence. Through a psychoanalytic interpretation it is evident that these strategies could be an example of how Saskia is making use of unconscious coping mechanisms in order to defend against her anxiety and stress.

5.3. Conclusion:

This research study discovered four central themes that the participants' referred to in their writing and information gathered from the interview transcripts about GBV. Furthermore, these themes allowed insight into the tensions created through the students' perceptions and explanations of safety and unsafety. A deviant case analysis, allowed insight into how over-exposure to GBV could lead to PTSD tendencies whereby, avoidance and numbing were illustrated through Saskia's recollection of her feelings and emotions while occupying spaces that she perceived as unsafe. While participants drew tensions of safety, through the justification of for example, surveillance and security presence; other participants drew on tensions of unsafety. These sub-

themes were central to the development of the themes of fear, safety, violence and patriarchy which explored how social influence, norms and standards influenced the incidence and beliefs surrounding the acceptance of GBV. A common sub-theme to address is that most of the students discussed GBV as events that were likely to occur and that through avoiding fear-evoking situations and unsafe spaces, they would therefore, avoid being harmed. This heightened sense of fear and anxiety concerning violence and specifically, GBV is a common reality for many South Africans as a result of the high crime rates and associated fears of being harmed. Through the location of the Freud's theory of psycho-analysis within the gender conflict theory, it may be understood how societal norms influence behaviour as well as how victims perceive and live with the fear of GBV.

The following chapter will highlight the key findings as well as provide insights into the study's strengths, limitations and future considerations.

Chapter 6: Conclusion

6.1. Introduction:

This chapter will showcase how the main themes highlighted the students' underlying contradictions of their perceptions of safety and unsafety on and around the university campus. Furthermore, this chapter will highlight the study's strengths with regards to various ways in which the data was collected and analysed as well as key areas of improvement for future investigations. This chapter will conclude by highlighting the study's key findings and theoretical underpinnings.

6.2. Strengths:

This study allowed for the exploration into students' perceptions and interpretations of safety and unsafety in relation to GBV, on and around spaces at UKZN, PMB. This research study was conducted during the COVID-19 pandemic whereby the proposed data collection strategies had to be adapted in accordance with the restrictions and regulations of the nation-wide lockdown. Therefore, the adaptability of the research design was found to be a strength as it allowed the research study to change the proposed ways in which the data would be collected, in order for the data collection process and study to continue.

The data analysis procedures, employed by this research study, made use of the adapted version of the Jeffersonian transcription method, which allowed me to note non-verbal cues such as pause duration and emphasis on certain words. The adapted Jeffersonians transcription conventions allowed me to utilise essential conventions into the transcript. This aided in gathering, understanding and analysing accurate accounts of the students' stories. The conventions used, did not distract the reader from the content in the text but rather provided non-verbal cue to aid the reader in understanding and meaning of what was discussed during the interviews.

The use of photo-voice as a data collection also aided the students in identifying patterns and features of unsafety and safety in their photo-narratives, through the PSYC 201 assignment. This

allowed them to draw on their experiences and perceptions of GBV as well as factors that impacted their sense of safety and security as well as lead to feelings such as fear, distress and anxiety. This would showcase their feelings toward certain spaces further allowing the students to reflect on their personal experiences on and around the university campus. Some of the students felt that the assignment was a successful tool in highlighting the university's flaws with regards to their approach to limiting the number of GBV attacks on and around the campus as well as the university's existing safety precautions. Therefore, this assignment was successful in allowing students insight into their feelings about GBV and safety on and around the campus.

The participants were asked, during the interviews, if they felt that the database of photographs itself or the structure (the order or the ways in which the photographs were presented to the students) influenced their decision in selecting their chosen four photographs. Each of them stated that the structure did not influence their decision. Additionally, the database of photographs provided a sufficient number of photographs for the students to choose from and the chosen photographs captured a variety of different locations on and around the university campus. This was viewed as a strength as the COVID-19 pandemic restrictions could have negatively impacted the data collection methods. However, the research team were able to overcome the obstacle of collecting photographs of spaces, by photographing the spaces before the commencement of the nation-wide lockdown. For this reason, the data collection methods were viewed as a strength due to the number of photographs available in the database of photographs, as well as the variety of spaces photographed and lastly, due to the adaption of the original data collection methods.

6.3. Critical Reflections and Future Considerations:

The following sub-sections will address key issues to consider in future research as well as key concerns and recommendations to improve students' experiences with GBV in areas that are on and around the university campus. The first sub-section will critically engage with research areas for

improvement as well as provide possible solution to issues addressed. The following sub-section will highlight the students' concerns about the prevalence of GBV on and around the university campus. Additionally, this section will also shed light into the various possible solutions to reducing the occurrence of and eventually, eradicating GBV.

6.3.1. Limitations.

Through the acknowledgement of this study's limitations in the data collection and analysis processes, I am able to provide critical reflections of possible areas for improvement for future investigation. The recommendations provided in this section, were considered by the researcher and are not limited to the ones presented below.

Qualitative studies often use smaller sample sizes to gather data. Due to this, qualitative studies are often stereotyped as biased as the findings are drawn from a limited number of people who might not be representative of the entire sample (Anderson, 2010; Babbie, 2016). This study, however, aimed to interview a small number of participants (ten students) in order to gain understanding of their particular experiences and perceptions of various spaces on and around the university campus. Additionally, I would not be able to generalise the sampled population's experiences to an entire target population but to rather highlight similarities with the collective UKZN, PMB students' perspective of safety and unsafety in relation to GBV. This qualitative study is not statistically representative due to the interpretation and subjectivity of this project's nature (Anderson, 2010).

A possible limitation of cross-sectional research is that I would not be able to gather the data at multiple data collection points, therefore, not able to gain deeper insights into long term effects of this project (Babbie, 2016). However, due to the multiple data collection stages, this research study gained deep insight into concept of GBV and how it affects UKZN, PMB students. Therefore, this increased this study's reliability.

Due to the subjective nature of this study, I might have misunderstood some aspects that participants were trying to portray, therefore the interpretation may have been compromised and the meaning could have been lost (Anderson, 2010). Therefore, I aimed to be aware of their influence throughout the data collection process in the hopes of minimising this. Furthermore, I was reflexive throughout the research project in order to ensure limited data capturing errors or limit possible misunderstandings about certain responses from the participants.

A common limitation to consider is this research study's time constraints. However, with the COVID-19 pandemic restrictions imposed during this year (2020), this research study had shorter time frames available to conduct and complete the study. For example, the PSYC201 assignment instructions were supposed to be sent to the students during the beginning weeks of the second term (latter half of the first semester). This provisional term date was set to be at the end of April and beginning of May 2020. However, due to the disruptive academic year, as a result of COVID-19, the assignment instructions were made available during the course of the semester and were completed by the students and submitted on the 1st of July 2020. This delayed the data collection process by two months which constrained the provisional data collection timeframes. Additionally, if the data collection process started at an earlier date, I would have had more time to conduct the data analysis process. Therefore, a future consideration could be to ensure that there is more time available to conduct a similar research study.

The sampling strategies employed were successful in recruiting the participants (eight female and two male participants), however, a possible consideration for future investigations would be to recruit a sample comprised of a 50/50 gender split. This would aid in investigating the accounts of equal male to female participants further highlighting gender differences in the students' perceptions, beliefs and experiences of GBV. Although this study aimed to mirror the demographics of a South African population, it was not achievable because the sample population was taken from one class at the university (PSYC 201). This limited the sample's diversity in terms of

gender, race, age and socio-economic demographics as the students from the PSYC 201 class were second year students it is likely that majority of the students were in their early twenties. Therefore, this impacts the reliability of the study as the findings might not be transferable to the South African population.

In addition to this, the findings might not be valid due to the social desirability bias (Babbie, 2016). For example, the participants could have provided inaccurate or skewed data whereby the students may have adjusted their answers in a way which they believed would create favourable results for the research (Babbie, 2016). This may have also impacted their motivation to consent to partake in this research study whereby the students' motivations for participating in this research study could have been influenced by their false beliefs that their participation would positively impact their assignment marks. Although, participation was not compulsory, a large number of individuals consented to be interviewed and to allow their assignment transcripts to be utilised for research purposes. Although the assignment instructions specifically highlighted that their participation would not have any bearing on their marks, a future consideration would be to further highlight the consents involved in their participation in the assignment instructions and throughout the assignment.

According to Elliott et al. (2019) voice-call interviewing has many advantages not only for the researcher but also for the interviewee (participant). Namely, that it is cost-effective and time-efficient, therefore, I may have been able reach more participants than in physical contact interviews. WhatsApp and Zoom make use of cellular data or WIFI to conduct the call. One participant was contacted through the use of a cellular data call due to signal issues that arose during the interview. Some barriers to internet usage, when applied for the purpose of conducting an online interview include: affordability of data and WIFI connection, costs concerning devices that may operate on internet applications, privacy issues and security concerns and lastly, limitations with regards to the consistency of electricity (Gillwald, 2017).

Due to the COVID-19 pandemic, I had to adjust the initial data collection process whereby, the interviews were supposed to be conducted in a face-to-face manner. However, in order to accommodate for the COVID-19 restrictions, the interviews were conducted via various online platforms (Zoom and WhatsApp) in order to ensure the safety and well-being of the researcher and the research participants. There are many perceived benefits to conducting interviews using online platforms. For example, participants could conduct interviews from the comfort of their home and at convenient times (Jowett et al., 2011). I encountered various connectivity issues during the interviews, where one interview ended shortly after it began, some of the interviews had to have various breaks or pauses due to signal issues and lastly, some of the participants had to utilise other devices (which belonged to family members or friends) for the interview. This negatively impacted the participants' confidentiality and privacy. Confidentiality could have posed a risk to the participants' privacy as some of the participants' occupied spaces that had other individuals as well as distracting background noise. This could have impacted the quality of the interview voice recording and therefore, impacted the validity and reliability of the findings. Although this issue was not raised by the participants, it was considered as a possible limitation to the integrity of the study. Therefore, a possible consideration for future research could be that the participants are sampled on the basis that they would be able to be interviewed in a space that is secluded, away from background noise and distractions that could affect their confidentiality.

Lapses in cellular and internet signal could have impacted the fluidity of the conversation as the participants had to repeat their responses. At times the interviewer had to repeat questions and there were long pauses between turns so this could have impacted the quality of the data from the online interviews. This posed an issue to the integrity of the interview as some questions and content was revisited during the interview, therefore, the participants may have offered other or additional insights than what they had originally communicated during the interview. Additionally, some of the students noted that they experienced some difficulties with regards to the online

teaching medium and felt that this created many unforeseen limitations to completing the assignment to the best of their abilities.

Therefore, future investigations should consider the limitations concerning online interviews as well as the limitations with regards to the students' accessibility to online learning materials. Future studies should aim to conduct the interviews via face-to-face contact as this will eliminate connectivity issues with online platforms. Additionally, if face-to-face contact is not viable, the researchers could provide the students with data or monetary remuneration or the researchers should consider conducting the interviews via a voice-call whereby the telephonic interview is conducted via cellular airtime and the researcher could incur the cost of the airtime.

Due to the semi-structured interview, there is no direct manner in which to standardise the interviews as the interview data differed in each interview. This was due to different questions being asked in each interview (as a result of the semi-structured interviewing technique). This allowed for individuality in each conversation (see Appendix 8) (Anderson, 2010). For example, I asked questions surrounding why the participants deemed certain spaces safe, following their response, I then asked questions surrounding how those particular "safe spaces" could possibly be unsafe. This focus on unsafety could have influenced the interview, therefore, the data that was collected. This could impact the integrity of the findings and ultimately affect the reliability of the data. Additionally, the interview procedure could have influenced the findings as each interview could not be replicated as each encounter differed with each participant (Anderson, 2010).

The data was collected in English and this could pose a possible limitation for the study as some of the participants might have not been proficient in English. Although, the module, PSYC 201, is taught in English, it was possible that some of the participants struggled to express themselves and to understand some of the questions as a result to the interview and assignment being conducted in English. Therefore, future investigations should consider conducting the interviews in alternative languages.

Due to most of the interviews being conducted via online voice-call (through WhatsApp), I was unable to assess and identify possible visual behavioural or non-verbal cues that depicted the students' possible distress. Therefore, this could have negatively impacted the students. For example, one student stated that she was "tearing up" during the interview and that the assignment had "hit home" as she reported that it was an "emotional process" and that she did not enjoy talking about GBV (interview 6). Some of the students also reported that the assignment was a difficult task as they felt some distress recounting acts of GBV that they had experienced or heard of. This highlighted how the topic of GBV where the students recounted negative experiences and thoughts that could have affected them psychologically. Additionally, one of the students stated that the assignment "was a very emotional process it takes you back to::, to::, to:: certain feelings [that] you're trying to bury (.) and, and, and move:: away from" (interview 6, lines 389-391). According to Sikweyiya and Jewkes (2011), "research on traumatic experiences often invokes tearfulness". This was experienced by at least one of the participants as she overtly stated that she was experiencing tearfulness. Additionally, Sikweyiya and Jewkes (2011) note that the tearfulness about difficult topics differs to that of research which investigates topics that may cause psychological distress, which may also lead to treatment and psycho-social assistance. However, the students were provided access to free psycho-social assistance (see Appendix 10).

Furthermore, future investigations could provide two assignment topics for the students to choose from. This would allow the students the freedom to choose if they wanted to engage with the topic of GBV and would allow distressed students to elect to complete the alternative assignment.

6.3.2. Future Considerations, Strategies and Suggestions to Promote Change and to Reduce the Occurrence of GBV on the Campus.

Collins et al. (2009) note the importance of improving physical security in spaces occupied by the students and staff at universities in order to ensure the physical and psychological well-being of individuals who occupy spaces at universities. Some of the students who took part in this study added that education about GBV would aid in reducing the number of cases of GBV on and around the university. In the study conducted by Collins et al. (2009), some of the students reported that they “desperately wanted to end the human tragedy of GBV” while other students reported that they wanted “to reduce any future public relations fiasco” (p. 40). Developing from this, it may be understood that universities’ attempts to preserve their honour may outweigh their drive and motivation to promote positive change, thereby reducing incidences of GBV.

It was discovered that “institutional culture and consciousness” surrounding the topic of GBV was an issue that needed to be addressed (Collins et al., 2009, p. 40). This “institutional culture” highlighted by Collins et al. (2009), in this instance, refers to the university’s collective norms and accepted practices with regards to acts of GBV. In order to address key issues surrounding institutional culture, the institution itself should provide succinct and sound education to those who occupy spaces on and around the university. Therefore, there is a need to provide mass education to students, staff and to individuals who occupy the spaces on and around the university campus. These educational policies, practices and strategies should consider various platforms and mediums in order to effectively reach a mass population. Such educational policies should also consider the target audience when developing such strategies. Namely, the organisers should acknowledge that the target audience might be comprised of potential perpetrators of GBV and existing perpetrators of GBV. Therefore, the education strategies should be tailored to include information concerning various consequences of potential acts of violence as well as address various other risk factors that predispose individuals to committing such acts. Furthermore, the education policies should address

information that is relevant to both of these potential populations. In addition, the education policies should include information that is sensitive to possible victims of GBV as well as develop the educational policies that offer support and guidance for these individuals. GBV is a sensitive topic and may cause psychological distress to individuals who may have been exposed both directly and indirectly to GBV acts.

6.4. Conclusion:

6.4.1. Summary of Key Aspects of the Study.

This research study explored students' perceptions of safety and unsafety, through the analysis of their interview transcripts and writing. This was achieved through a pedagogical approach whereby the students were to engage in an assignment (to be submitted as part of the requirement to complete the PSYC201 module). The assignment exposed the students to the data collection method, photo-voice and to the data analysis method, thematic analysis. Ten of the PSYC201 students were interviewed (through photo-elicitation interviews) and their photo-narratives were considered and further analysed along with the photographs that they selected in their assignments. The sampling techniques that were employed were convenience sampling, which was followed by theoretical sampling. I then interviewed the participants via nine online voice-calls and one video-call. These interviews were audio recorded and were later transcribed using an adaption of the Jeffersonian transcription method. Following the transcription process, I coded and created themes that emerged from the data. Namely, the themes of fear, safety, violence and patriarchy. Lastly, a deviant cases analysis provided the research study with a negative case in order to ensure that the findings were reliable, valid and to add rigour to the findings. Further, the themes were analysed and from this, I discovered underlying tensions and contradictions within the participants' interview transcripts and their writing.

It was discovered that majority of victims impacted by GBV on and around the university campus were female students. Furthermore, it was discovered that GBV exists not only in familiar spaces but also in unfamiliar spaces on and around the university campus. Additionally, some of the students stated that they had been victimised at the university while some students reported that they were aware of previous cases of GBV that occurred on and around the university campus. Additionally, some students drew on factors that they felt predisposed victims to acts of GBV as well as various risk factors associated with GBV.

The prevalence of GBV continues to impact many sectors of individual's lives, from the ways in which they access certain spaces, to the ways in which people commute to and from spaces that they perceive to be safe or unsafe. Ultimately, it was discovered that fear was the fundamental driving force that inhibited some students' movement and behaviour on campus. Many factors contributed to feelings of unsafety which further leads to feelings that elicited fear and anxiety. Such factors included low lighting, limited access points to enclosed spaces as well as the number of potential eyewitnesses to acts of GBV.

6.4.2. Concluding Remarks:

GBV which has been considered a global pandemic, in its own right, had impacted the lives of not only the victims of GBV but also the lives of South African students'. It was discovered that the associated fear of GBV and anxiety toward becoming victimised by perpetrators and potential perpetrators of GBV, drives the students' behaviour as well as negatively impacts their thoughts, and affects their motivation to engage with the campus.

The overarching research question, which aimed to explore the students' perceptions of GBV, aided me in identifying sub-themes and later main themes from the students' interview and assignment transcripts. The themes highlighted the students' sense of fear and safety pertaining to GBV as well as various ways in which patriarchal beliefs continue to influence norms concerning

violence and the acceptance of violence towards others. Through the process of examining and exploring of the students' perceptions and understandings of GBV, the main findings that were discovered pertained to issues concerning overall student safety and how the university's safety precautions, or lack thereof, influenced the students' feelings of safety and fear about certain spaces. Additionally, not all of the students feared spaces on and around the campus, however, from the students who reported a sense of unsafety, they reported that they felt distress, anxiety and fear. Additionally, in certain spaces that some students deemed unsafe, other students reported that they felt a degree of safety. This highlights the subjectivity in the students' perceptions of safety and unsafety.

The students reported that the following factors impacted their perception of safety. Namely, the time of the day, lighting in the photograph, foot-traffic in certain areas, degree of openness in certain spaces, exits and entrances to rooms (such as lecture halls), visibility, surveillance in the form of CCTV cameras as well as the presence of security guards and police officers. These factors as well as other various factors influenced the students' interaction, behaviour and thoughts about the university.

It is evident to conclude that the presence of GBV impacts the students' perceptions of safety and that students who were not experiencing fear or anxiety, in relation to GBV, were able to empathise with potential victims of GBV. Furthermore, students who felt a sense of security on and around the university campus, noted that the existing safety precautions carried out by the university as well as their personal safety measures, were sufficient in offering those students a sense of comfort and degree of safety.

Although this study did not aim to analyse the perpetrators' various motivations for committing acts of GBV, it did explore how societal beliefs, norms and standards continue to influence individuals' negative behaviour and thoughts in the form of GBV. This was explored through the location of the gender conflict theory which highlighted how negative patriarchal beliefs

continue to promote the subjugation of women and in some instances sexual minorities.

Furthermore, South Africa's past societal injustices (imposed on South Africans through the Apartheid regime) when coupled with heteronormative influences and negative patriarchal beliefs, leads to increased cases of violence and in particular, GBV.

Furthermore, solutions to this *pandemic* need to be discovered in order to eradicate GBV thereby, decreasing the students' negative emotions in relation to GBV. For example, anxiety and fear associated with being harmed by potential perpetrators at the students' place of learning.

Additionally, it can be concluded that GBV exists at UKZN, PMB campus, and that the prevalence of GBV negatively impacts the students' lives.

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Appendices:

Appendix 1: Turn-it-in Plagiarism Report

Saige Meekers final dissertation

ORIGINALITY REPORT

7 %	5 %	1 %	4 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of KwaZulu-Natal Student Paper	2 %
2	Submitted to Bethune Cookman University Student Paper	1 %
3	researchspace.ukzn.ac.za Internet Source	1 %
4	notices.ukzn.ac.za Internet Source	1 %
5	hdl.handle.net Internet Source	<1 %
6	ukzn-dspace.ukzn.ac.za Internet Source	<1 %
7	aessupport.ukzn.ac.za Internet Source	<1 %
8	uir.unisa.ac.za Internet Source	<1 %
9	www.ajol.info Internet Source	<1 %

10	mafiadoc.com Internet Source	<1 %
11	repository.nwu.ac.za Internet Source	<1 %
12	worldwidescience.org Internet Source	<1 %
13	Submitted to University of Cape Town Student Paper	<1 %
14	Submitted to Varsity College Student Paper	<1 %
15	repository.up.ac.za Internet Source	<1 %
16	wiredspace.wits.ac.za Internet Source	<1 %
17	www.saibw.co.za Internet Source	<1 %
18	Submitted to University of Essex Student Paper	<1 %
19	www.readkong.com Internet Source	<1 %
20	ulspace.ul.ac.za Internet Source	<1 %
21	www.tandfonline.com Internet Source	<1 %

Appendix 2: Assignment and Consent Form



SCHOOL OF APPLIED HUMAN SCIENCES

ASSIGNMENT COVERSHEET

Student Name	(Make sure you read and complete all sections highlighted in yellow)
Student Number	
Module Name	Psychology 201: Introduction to Research
Module Code	PSYC201P1
Module Coordinator	Dr Nicholas Munro
Campus	Pietermaritzburg
Assignment	Practical assignment on qualitative research
Deadline	To be confirmed – see Moodle for an announcement
Assignment submission instructions	<p>This assignment can only be submitted on Moodle once you have personally logged onto your Moodle account. You may not permit another student to log onto your Moodle account with your log in details to submit an assignment for you.</p> <p>No hard copies of the assignment are permitted.</p> <p>Once you have personally uploaded this completed assignment onto Moodle, make sure you click on "Submit assignment", and then tick the declaration that <i>"this assignment is my own work, except where I have acknowledged the use of the works of other people."</i></p>
Anti-Plagiarism Declaration	<p>By uploading this completed assignment onto Moodle, I confirm that I understand what plagiarism is and I am aware of the University of Kwa-Zulu Natal's Plagiarism Policy and Procedures (Ref: CO/05/0412/09).</p> <p>I declare that this submission is my own original work. Where another person's work has been used (either from a printed source, Internet or any other source), this has been specifically acknowledged and referenced.</p> <p>This work does not contain text, pictures, graphics, tables or other information copied and pasted from other sources, unless specifically acknowledged and referenced.</p> <p>This work does not contain other persons' writing, unless specifically acknowledged as being from other sources. Where other written sources have been quoted, then:</p> <ol style="list-style-type: none"> 1. Their words have been re-written, but the general information attributed to them has been referenced, 2. Where their exact words have been used, then their writing has been placed inside quotation marks, and referenced. <p>I have checked this work to ensure that there are no instances of plagiarism contained within.</p>

Practical assignment on qualitative research: Psychology 201 2020

Assignment aims and instructions

This assignment aims to develop your qualitative research skills by providing you with experience in Photovoice and thematic analysis.

There are two parts to the assignment that will count towards your Psychology 201 class mark:

- **Part 1 (Selecting four photographs from a database of photographs and writing about these four photographs):** Each student selects four photographs from the “database of photographs” (see below) and writes a 250-word photonarrative about each photograph (7 marks).
- **Part 2 (Analysing photonarratives):** Each student conducts a thematic analysis of his/her photonarratives and then presents two of his/her findings/themes (8 marks).

The assignment also has two optional parts:

- **Part 3 (Experimenting with communicative validity):** Re-cap on what was covered during Lesson 4 (see slides/video of Lesson 4 on Moodle) on communicative validity in qualitative research (Kelly, 2014). Each student is encouraged to share (via Zoom, email, WhatsApp, Skype) his/her photographs, photonarratives, and findings (i.e., the thematic analysis) with at least one other student in the Psychology 201 class. Each student could take a turn to explain and justify his/her choice of photographs, photonarratives, and findings to the other student, and to receive feedback on these. This discussion could help students develop and refine their findings (see Part 2 of assignment) to enhance the communicative validity of their research.
- **Part 4 (Consenting to your photonarratives being used for research and awareness purposes and consenting to participate in a research interview):** See the “participant information and consent sheet” at the end of this assignment.

What is Photovoice?

Photovoice is a research technique where researchers and/or research participants:

- Take photographs in response to a **prompt** that reflects the concerns of a community (see “The prompt/Database of photographs” below),
- May write **photonarratives** about each photograph and reflect on these photographs and photonarratives in small groups, and
- Possibly use the findings (i.e., the photographs, photonarratives, analyses, and reflections) to motivate for some change in their community (Jarldorn, 2019).

What is a photonarrative?

For the purposes of this assignment, a photonarrative is a 250-word story, written by a research participant, about a photograph he/she selected from a database. The photonarrative is likely to explain why the photograph was selected and what the photograph symbolises.

The prompt/Database of photographs

Select four photographs from the database of photographs (see MS Word document titled “Database of photographs”) of spaces/places on and around the University of KwaZulu-Natal

(UKZN) Pietermaritzburg Campus that you identify as (un)safe in relation to gender-based violence (GBV).

Why this prompt?

In its strategic plan, UKZN (2017) aims to “create a welcoming, *safe* [emphasis added], and stimulating environment which is conducive to study and scholarship for all students and staff” (p. 25). However, the fear and experience of gender-based violence in society (and on and around university campuses) is a major impediment to UKZN students feeling comfortable and safe in the learning and living spaces they occupy. In South Africa, GBV is related to “a range of underlying factors including extreme social and economic inequality, high unemployment, pervasive patriarchal and gendered norms, as well as apartheid’s enduring legacy of violent oppression, socioeconomic dislocation, and exclusion” (Finchilescu & Dugard, 2018, p. 2). The UKZN policy on GBV defines GBV as,

any act of violence, whether persistent or isolated, directed against any person on the basis of their gender, sex, marital status, or sexual orientation that results or is likely to result in physical, sexual or psychological harm or suffering and includes but is not limited to: intimate partner violence, sexual harassment, sexual assault, rape, coercive sexual practices and harmful customary or traditional practices such as female genital mutilation and honour crimes (UKZN, 2017, p. 3).

Reflect on the ways in which social, gender, sexuality, language, ability, and race inequalities may intersect to inform a student’s experience of safety (and subsequent belonging) on and around the UKZN PMB campus. To help you reflect on the aforementioned intersections of identity and how these may relate to GBV, click on the following links:

- <https://www.ukzn.ac.za/news/tackling-gender-based-violence-at-ukzn/>
- <https://www.ukzn.ac.za/news/ukzn-will-not-tolerate-gbv/>
- <https://www.youtube.com/watch?v=cftGdf-a4FM>
- <https://coh.ukzn.ac.za/news/2019/10/ukzn-hosts-dialogue-on-gender-based-violence/>

Then, select four photographs of spaces/places on and around the UKZN PMB Campus (see “database of photographs” on Moodle) that you identify as (un)safe in relation to gender-based violence (GBV). Two of the photographs you select should reflect spaces you identify as *safe* on and/or around campus, and two of the photographs you select should reflect spaces you identify as *unsafe* on and/or around campus.

What if the topic of this assignment causes me psychological distress?

The topic of this assignment (as with most photovoice assignments) may be perceived as sensitive and **psychologically distressing** for some students. If you anticipate that participating in this assignment will cause you psychological distress, or if participating in the assignment does indeed cause you psychological distress, you should:

1. email the module coordinator about assigning you a different assignment topic, and/or
2. seek assistance from one of the psychologists employed at the College of Humanities Student Support Services (033 260 5233, or see <https://coh.ukzn.ac.za/college-office/student-support-services/> for information on accessing services online) – the module coordinator can facilitate an urgent referral should this be necessary.

What is thematic analysis?

Re-cap on what was covered during Lesson 3 (available on Moodle) on interpretive analysis (Terre Blanche, Durrheim, & Kelly, 2014) and thematic analysis (Braun & Clarke,

2006). Then follow the steps explained during Lesson 3 (and in the relevant readings) to identify themes in your data (i.e., the photographs and photonarratives).

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Part 1: Selecting and writing about photographs (7 marks)

Select and write about four photographs of (un)safe spaces on/around campus that pertain to GBV.

Insert (or copy and paste) from the database your selected “**safe**” **photograph 1** here [copy the photo you selected from the “database”, and then click your cursor anywhere in this box, and then select paste to paste the photo here]:

Type 250-word **photonarrative** about **photograph 1** here:

(In your narrative, think about responding to the following questions: “What is reflected in the photograph? What is not reflected in the photograph? What does the photograph symbolise? How does the photograph reflect a safe space in relation to GBV? Why did you select the photograph?”)

Insert (or copy and paste) from the database your selected “**safe**” **photograph 2** here [copy the photo you selected from the “database”, and then click your cursor anywhere in this box, and then select paste to paste the photo here]:

Type 250-word **photonarrative** about **photograph 2** here:

(In your narrative, think about responding to the following questions: “What is reflected in the photograph? What is not reflected in the photograph? What does the photograph symbolise? How does the photograph reflect a safe space in relation to GBV? Why did you select the photograph?)

Insert (or copy and paste) from the database your selected “**unsafe**” **photograph 3** here
[copy the photo you selected from the “database”, and then click your cursor anywhere in this box, and then select paste to paste the photo here]:

Type 250-word **photonarrative** about **photograph 3** here:

(In your narrative, think about responding to the following questions: “What is reflected in the photograph? What is not reflected in the photograph? What does the photograph symbolise? How does the photograph reflect an unsafe space in relation to GBV? Why did you select the photograph?)

Insert (or copy and paste) from the database your selected “**unsafe**” **photograph 4** here
[copy the photo you selected from the “database”, and then click your cursor anywhere in this box, and then select paste to paste the photo here]:

Type 250-word **photonarrative** about **photograph 4** here:

(In your narrative, think about responding to the following questions: “What is reflected in the photograph? What is not reflected in the photograph? What does the photograph symbolise? How does the photograph reflect an unsafe space in relation to GBV? Why did you select the photograph?)

Part 2: Analysing photonarratives (8 marks)

Conduct a thematic analysis of your photonarratives and present two themes from this analysis here. The themes could either be about safe or unsafe spaces, or could integrate safe and unsafe spaces in one theme.

Theme 1: (Name your first theme here)
Codes (copy and paste at least three codes from your photonarratives that support theme 1 here): <ul style="list-style-type: none"> • (Code 1) • (Code 2) • (Code 3)
Explain theme 1 here (2/3 sentences: remember to link to your codes and link to GBV on/around campus):

Theme 2: (Name your second theme here)
Codes (copy and paste at least three codes from your photonarratives that support theme 2 here): <ul style="list-style-type: none"> • (Code 1) • (Code 2) • (Code 3)
Explain theme 2 here (2/3 sentences: remember to link to your codes and link to GBV on/around campus):

Part 3: Experimenting with communicative validity (optional)

If you experimented with the communicative validity of your research (i.e., discussed your photographs, photonarratives, and themes with a peer), include any reflections on this here:
<ul style="list-style-type: none"> • Reflection? • Reflection? • Reflection?

Part 4: Consenting to your photonarratives being used for research and awareness purposes, and consenting to participate in a research interview (optional)

INFORMATION SHEET AND CONSENT TO PARTICIPATE IN RESEARCH

Date:

Dear potential participant

Re: Invitation to consider participating in a research study on safe and unsafe spaces related to gender-based violence on and around the University of KwaZulu-Natal (Pietermaritzburg campus)

My name is Nicholas Munro, and I am currently employed as a lecturer and researcher in the Discipline of Psychology, School of Applied Human Sciences at the University of KwaZulu-Natal (Pietermaritzburg campus) (UKZN, PMB).

You are being invited to consider participating in a study that involves research into safe and unsafe spaces on and around UKZN PMB. The title of the study is “A Photovoice project exploring (un)safe spaces related to gender-based violence on and around a university campus.”

The aim of the research is to explore UKZN PMB students’ perceptions of the physical spaces on and around their university campus that they regard as safe and/or unsafe in relation to gender-based violence (GBV). The purpose of doing this research is to document students’ perspectives on a topical socio-political issue (i.e., GBV), and then to use these perspectives to help create awareness on this issue with relevant UKZN stakeholders (e.g., Student Representative Council, Risk Management Services, University and campus management, staff, other students). The way in which awareness could be created with relevant stakeholders is through:

Presentations on the findings from the study

Hosting a Photovoice display in a space on campus (e.g., Cecil Renaud Library, Students’ Union Building)

The study is expected to enroll Psychology 201 students on the UKZN PMB campus who completed the assignment on qualitative research as part of the Psychology 201 module. The duration of your participation if you choose to enroll and remain in the study is expected to be at most 6 months. The study could involve your participation in one or more of the following ways:

Providing consent to the researcher to use the photonarratives that you produced for the Psychology 201 assignment on qualitative research for research and awareness purposes (no time commitment as you have already completed the assignment),

Providing consent to participate in an interview (about the photographs you selected and the photonarratives you wrote) with the researcher (60-90 minutes). Depending on the circumstances and your preference, the interviews can be conducted face-to-face, via telephone, via Skype, via Zoom, or via any other electronic communication platform.

The study is funded by the researcher. If you consent to participate in the research project, you will so voluntarily. You can also opt to participate, and then discontinue your participation at any point without facing any negative consequences.

The study is unlikely to involve any physical risks for you. However, thinking about and discussing topical socio-political issues (such as GBV) may involve some psychological distress. Should you require counselling as a consequence of your participation in the study, you should speak to the

researcher who will refer you to a psychologist employed at the College of Humanities Student Support Services. Or, you can refer yourself directly to this service as follows:

Phone 033 260 5233 to make an appointment, or

Report directly to the Student Support Service offices (House 6, Milner Road (next to the Campus Clinic) to make an appointment (if possible), or

Log onto <https://coh.ukzn.ac.za/college-office/student-support-services/>

for more information on how to access online counselling services.

Being part of this study is likely to result in some benefits for you because the study findings could help create awareness among UKZN PMB roleplayers around safety and GBV on and around the UKZN PMB campus.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number_____).

In the event of any problems or concerns/questions you may contact the researcher at 033 260 5371/munron@ukzn.ac.za or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Participation in this research is voluntary and you may withdraw from the research process without discrimination at any time. In the event of withdrawal of participation, you will not incur any penalty or loss. You simply need to notify the researcher that you no longer wish to participate in the study.

I may terminate your participation in the study if we decide that your participation is adversely affecting you, the study, or other study participants. I will discuss this with you first though.

There are no costs that you will incur because of your participation in the study, and there are no incentives or reimbursements for participation in the study.

Any personal information you share as part of the research process will be kept confidential by me as the researcher. Your name will not be recorded in any of the data collection activities (audio or written), and pseudonyms will be used when the findings of the study are presented. Selected postgraduate students in psychology may analyse the data from this study, and/or invite you to participate in an interview with them. These students may use this data towards their degree studies (e.g., written up in the form of a dissertation).

Transcripts of audio recordings and electronic data collected during the research will be kept in a securely locked storage facility (i.e., a filing cabinet in the researcher's university office) for five years following the study. Electronic data will be password protected and saved on the researcher's external hard drive which will be stored in the same facility as the written data. Five years after the

study has been completed, electronic data on the researcher's external hard drive will be deleted, and all hard copies of data will be incinerated.

CONSENT

I have been informed about the study entitled "A Photovoice project exploring (un)safe spaces related to gender-based violence on and around a university campus" by Nicholas Munro.

I understand the purpose and procedures of the study.

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare my participation in this study is entirely voluntary and that I may withdraw at any time.

I have been informed about any available compensation or psychological treatment should the need arise because of my participation in the study.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at 033 260 5371/munron@ukzn.ac.za

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Name: _____

Date: _____

Specific consent

I hereby provide specific consent to:

the researcher using the photonarratives that I produced for the Psychology 201 assignment on qualitative research for research and awareness purposes,	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
participate in an interview with the researcher (60-90 minutes),	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
the researcher to contact me on my email address (insert email address here) and/or cellphone (insert cell number here) to set up a time for an interview,	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
have the interview I participate in audio-recorded.	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

Appendix 3: Supervisor's Ethical Approval



09 April 2020

Dr Nicholas Munro (316183)
School Of Applied Human Sc
Pietermaritzburg Campus

Dear Dr Munro,

Protocol reference number: HSSREC/00001062/2020

Project title: A Photovoice project exploring (un)safe spaces related to gender based violence on and around a university campus

Non-Degree

Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 25 March 2020 has now been approved as follows:

- Change in research method
- Change in sampling procedure
- Change in interviews method

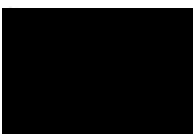
Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

Best wishes for the successful completion of your research protocol.

Yours faithfully



.....
Professor Dipane Hlalele (Chair)

/dd

Humanities & Social Sciences Research Ethics Committee
 UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
 Postal Address: Private Bag X54001, Durban 4000
 Tel: +27 31 260 8350 / 4557 / 3587
 Website: <http://research.ukzn.ac.za/Research-Ethics/>

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

INSPIRING GREATNESS

Appendix 4: Supervisor's Amendment to Research Study Protocols

25 March 2020
Humanities & Social Sciences Research Ethics Committee
University of KwaZulu-Natal

Dear Humanities & Social Sciences Research Ethics Committee

Re: Amendment to research protocol (HSSREC/00001062/2020) in response to COVID-19 public health measures

Ethical approval was granted for the abovementioned research project on 27 February 2020 (see Appendix 1). Public health measures to prevent the spread of COVID-19 have necessitated three amendments to the protocol. These proposed amendments are detailed below:

- 1) Change in research method: Participants will no longer be tasked to take their own photographs

In the initial ethics application, participants were tasked to take four photographs while they were on/around the UKZN PMB campus. Given the current restrictions on movement and university shutdown in response to the COVID-19 pandemic, participants will now be tasked to *select* photographs that have already been taken by the researcher and uploaded onto an electronic database (the photographs are available at https://drive.google.com/open?id=1-5jsptoXP4NYO_b1q9RN7Y3Zgh-yBwZo). This proposed protocol amendment has necessitated amended instructions to potential participants (see Appendix 2: Amended instructions to practical assignment on qualitative research, and see Appendix 3: Amended information and informed consent sheet). Amendments are noted in track changes in Appendices 2 and 3.

- 2) Change in sampling procedure

In the initial ethics application, potential participants (i.e., second-year university students) were to be invited to participate in the study both in writing and verbally. Given that lectures are unlikely to resume via contact mode in the second term of 2020, potential study participants will now *only* be invited to participate in the study in writing. The written invitation to participate in the study is included in Appendix 2 (i.e., the amended instructions to the practical assignment on qualitative research) and in Appendix 3 (an amended information and informed consent sheet).

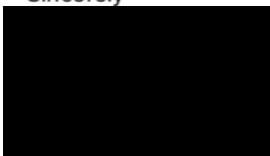
- 3) Change in method (interviews): Specifying that interviews may not take place via face-to-face mode

In the initial ethics application, potential participants could consent to participate in an interview, however, it was not specified in what format these interviews would take place. The intention was to conduct these interviews via face-to-face mode. However, given the possibility that face-to-face interactions may not be advisable for some time in 2020, the amended research protocol now specifies that interviews may take place via a suitable online communication platform (see Appendices 2 and 3). The amendments now specify that interviews may take place via telephone, Skype, Zoom, or another suitable electronic communication platform. To mitigate against potential breaches of

confidentiality arising from online interactions (e.g., hacking), the researcher will set up a specific password protected online account for the purposes of the study. As per standard ethical procedures, the online account (and all data associated with the account) will be deleted after data collection and analysis have been completed.

It would be appreciated if ethical approval could be granted for the abovementioned modifications to the original research protocol.

Sincerely



Nicholas Munro, PhD
Senior Lecturer: Discipline of Psychology, School of Applied Human Sciences
University of KwaZulu-Natal, Pietermaritzburg Campus
Tel: 0716073937
Email: munron@ukzn.ac.za

Appendix 5: Ethical Approval Letter.



08 September 2020

Ms Saige Leigh Meekers (220074676)
School Of Applied Human Sc
Pietermaritzburg Campus

Dear Ms Meekers,

Protocol reference number: HSSREC/00001684/2020

Project title: Looking through the lens: South African University students' interpretations of gender-based violence.

Degree: Masters

Approval Notification – Full Committee Reviewed Protocol

This letter serves to notify you that your application received on 18 May 2020 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has 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.

This approval is valid for one year until 08 September 2021

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours faithfully

.....
Professor Dipane Hlalele (Chair)

/dd

Humanities & Social Sciences Research Ethics Committee
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Tel: +27 31 260 8350 / 4557 / 3587
Website: <http://research.ukzn.ac.za/Research-Ethics/>

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

INSPIRING GREATNESS

Appendix 6: Permission to Use the Supervisor's Data.

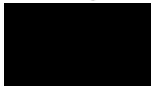
14 April 2020

Dear Saige Meekers (220074676)

Re: Permission to use assignment from Psychology 201 for research purposes should the students consent to this.

You have my permission to use an assignment (i.e., the practical assignment on qualitative research) that the Psychology 201 students will complete in 2020 as data for your master's research study should the students provide consent to this.

Sincerely



Nicholas Munro (PhD)
Senior Lecturer, Discipline of Psychology
School of Applied Human Sciences
University of KwaZulu-Natal
033 260 5371
munron@ukzn.ac.za

School of Applied Human Sciences**Postal Address:** Private Bag X01, Scottsville, Pietermaritzburg 3209, South Africa**Telephone:** +27 (0)33 260 5166 **Facsimile:** +27 (0)33 260 5363 **Email:** benecke@ukzn.ac.za **Website:** psychology.ukzn.ac.za

Appendix 7: Gate Keeper Permission Letter



10 December 2019

Dr Nicholas Munro
School of Applied Human Sciences
College of Humanities
Pietermaritzburg Campus
UKZN
Email: munron@ukzn.ac.za

Dear Dr Munro

RE: PERMISSION TO CONDUCT RESEARCH

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

"A Photovoice Project Exploring (Un)Safe Spaces Related to Gender Based Violence on and Around a University Campus."

It is noted that you will be constituting your sample as follows:

- by conducting Photovoice and/or photonarrative research techniques with students registered for the Psychology 201: Introduction to Research (PSYC201P1) module in 2020 on the Pietermaritzburg campus
- By conducting interviews and/or focus group discussions with students registered for the Psychology 201: Introduction to Research (PSYC201P1) module in 2020 on the Pietermaritzburg 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. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to Section 14 of the South African Constitution, as well as the Protection of Public Information Act. For the release of such information over to yourself for research purposes, the University of KwaZulu-Natal will need express consent from the relevant data subjects. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

DR KE CLELAND
REGISTRAR (ACTING)

Office of the Registrar

Postal Address: Private Bag X54001, Durban, South Africa

Telephone: +27 (0) 31 260 8005/2206 Facsimile: +27 (0) 31 260 7824/2204 Email: registrar@ukzn.ac.za

Website: www.ukzn.ac.za



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

Appendix 8: Photo-Elicitation Interview Schedule

Interview Schedule – questions to be asked during photo-elicitation interviews:

1. Introductions and ongoing consent sought

- a) Hi my name is Saige and I am research psychology masters student.
- b) Thank participant for their time and for participating.
 - i. I would really like to thank you for allowing me to interview you, I am very grateful that you are willing to help me with my thesis data collection.
 - ii. The questions I will ask you will be based off your assignment that you have complete for your module PSYC 201.
- c) Seek ongoing consent
 - i. I would just like to remind you that you are able to stop the interview at any point, should you not wish to continue.
 - ii. If you find any questions difficult to answer, you are more than welcome to ask me to move onto the next question.
 - iii. I would just like to remind you that this interview's audio will be recorded. However, it will not be shared with anyone outside of this research study. Your interview recording will then be typed up into a transcript and will use excerpts of various interviews to construct my argument for my thesis.
- d) Tell me a bit about yourself
 - i. Do you live near the campus?
 - ii. How did you find the lockdown?
 - Has it affected your studies?
 - iii. Are you enjoying your course?
 - iv. Do you have transport to the university campus?
- e) Explain the nature of the interview:
 - i. GBV
 - ii. to talk about the photos they selected
 - iii. narratives they constructed around the photos

2. Exploring GBV

- a) What is your understanding of the term GBV?
- b) Why do you think you were given an assignment on GBV?
- c) What was it like to do the assignment?
- d) What did you learn from the assignment?

3. The photographs

- a) Of the four photographs you chose, which one would you like to talk about first?
 - i. Why did you choose this photograph for your assignment?
 - ii. What is in this photograph? What is not in this photograph?
- b) What does this photograph symbolise to you? Continue with all four photographs if time permits

Typically, photovoice allows the participants to photograph spaces or scenes, however with the COVID-19 pandemic and lockdown, the researcher and research supervisor were tasked with photographing spaces on and around the campus.

- c) If you were able to photograph your own images for the assignment, what images would you have taken and why?
- d) Do you feel that the image data base structure or order of the photos influenced your photo-narrative?
 - i. Can you tell more about your decision making process in selecting your chosen image?
- e) Do you have any experiences that you can draw from that relates to your selected images?
- f) From your selected images, can you please select one image that you feel best represents a safe space and an unsafe space on and around the university campus in relation to GBV?
- g) How did you create your narrative?
 - i. What led you to describe and analyse the image in this way

4. Specific questions on GBV at UKZN and in higher education should responses to these not arise in the above discussion

- a) Do you think GBV exists at this institution and why?
- b) How does GBV or the potential risk of GBV influence your experience at the university as a student?
- c) Who do you feel is most affected by GBV in South Africa, why?
- d) What does the university need to do in order to make you, a student feel more safe on and around the campus?
 - i. How would you feel if these measures were employed successfully at the campus?
- e) What do you feel are the university's strengths and weaknesses concerning GBV?







To end of I would just like to ask you one last question:

- What do you feel would be most successful in preventing GBV in South Africa?

Thank you so much for your time and your participation. I really appreciate your input as this will really help me gain some insight into the student's experiences of safe and unsafe spaces on and around the university campus.

Would it be possible to contact you again with questions I might have from this interview?

Appendix 9: Database of Photograph

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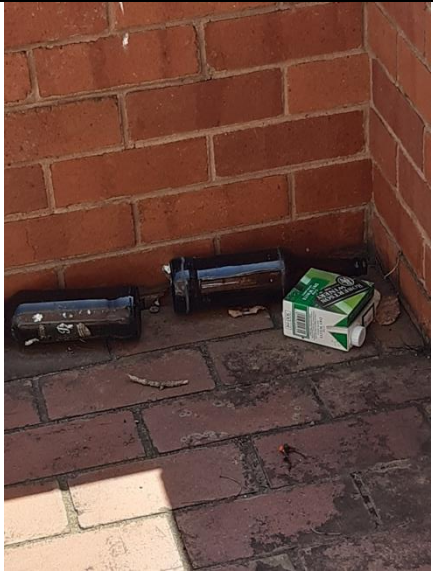




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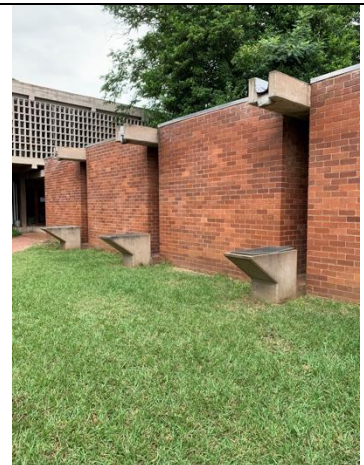
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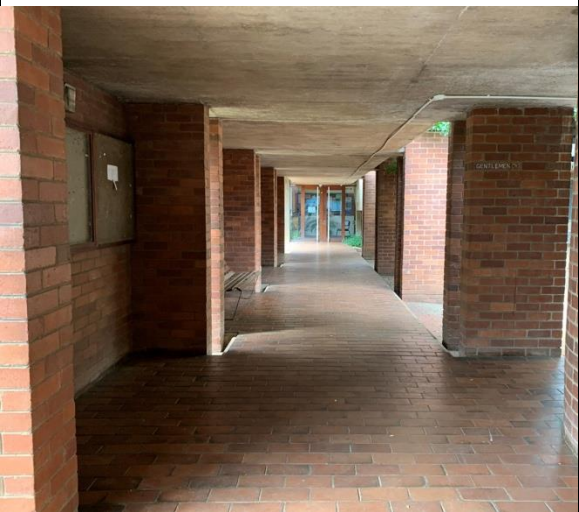


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Appendix 10: Psycho-Social Support Permission Letter

RE: Provision of psychosocial/psychological support to Psychology 201 students participating in a study on safe and unsafe spaces on the University of KwaZulu-Natal (PMB Campus) in 2020

Angeline Stephens

Tue 2019/12/10 06:02

To: Nicholas Munro <MunroN@ukzn.ac.za>

Dear Nick,

Hope that all is well with you.

Thanks for your email. Yes, students who participate in this study may access free and confidential psychological support at our offices should they have need to.

Regards,
Angeline

From: Nicholas Munro

Sent: Monday, 09 December 2019 18:09

To: Angeline Stephens <Stephensa@ukzn.ac.za>

Subject: Provision of psychosocial/psychological support to Psychology 201 students participating in a study on safe and unsafe spaces on the University of KwaZulu-Natal (PMB Campus) in 2020

Dear Angeline

I hope you are well.

Aligned to the current institutional and national focus on GBV, I am proposing a study on GBV with students from the Psych 201 class in 2020. Please could you review the attached letter and kindly advise if you can confirm that the CoH SSS on the PMB campus can provide psychosocial/psychological support to students participating in this study?

Let me know if you have any questions or need further information.

Thanks

Nick

Nicholas Munro, PhD
Lecturer: Discipline of Psychology
School of Applied Human Sciences
University of KwaZulu-Natal
Phone: +27 260 5371
Email: munron@ukzn.ac.za

Appendix 11: The Transcript Conventions

Conventions: Adapted from Silverman (2005, p. 376)

- [Left brackets indicate the point at which a current speaker's talk is overlapped by another's talk.
- = Equal signs, one at the end of a line and one at the beginning, indicate no gap between the two lines.
- (.) A dot in parentheses within a line indicates a tiny gap, probably no more than one-tenth of a second. A dot in parentheses on its own line indicates a relatively pregnant pause.
- ____ Underscoring indicates some form of stress, via pitch and/or amplitude.
- :: Colons indicate prolongation of the immediately prior sound.
- (()) Words within the double parentheses show the author/interpreter's descriptions or interpretations of non-linguistic aspects of what was made or said by the speaker
- WORD Words that are emphasised or spoken louder than other words in the speech