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Knowledge, attitudes and perceptions towards date rape among Midlands State University students

by

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A Dissertation Submitted to the Faculty of Social Sciences in Partial Fulfilment of the Requirements for the BSc Degree in Psychology

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Approval Form

MIDLANDS STATE UNIVERSITY



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Dedication

This dissertation is dedicated to the author's late father Tapuwanashe Chiwara and mother Letwin Chiwara.

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The researcher would like to express the deepest appreciation to those who contributed in any way to the fulfilment of the research study.

To begin with, the author expresses her sincere gratitude to God the Almighty who gave her wisdom and courage which she used in writing this research. In particular, the researcher's first thanks go naturally to her supervisor Mr L. Maunganidze for providing the best academic and technical conditions to bring this journey to a successful conclusion. The researcher is infinitely grateful to Mr J.J Chiwara, her mother Letwin Chiwara for her unwavering support and family whose best wish was to see this work accomplished through their encouragement and support financially and spiritually. The author express her profound gratitude to her siblings, Cynthia Chiwara, Nyaradzo Chiwara, Tadiwanashe Chiwara and Tawanda Chiwara for the love they showed to her from the beginning to the end. Heartfelt thanks goes to the author's fiancé Aldridge Mungofa for his support and valuable help throughout the research. The researcher extends her further gratitude to her loving friends Wendy Masukume and Lizzy Mutasa for their moral and spiritual support.

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Abstract

The research study examined the level of knowledge, attitudes and perceptions towards date rape among university students. Hundred and fifty (150) university students participated and the sample population was drawn from the Midlands State University using convenience sampling. The research study adopted a quantitative approach. A questionnaire used to assess the knowledge, attitudes and perceptions towards date rape was developed from the College Date Rape Attitude and Behaviour Survey (CDRABS), created by Larnier & Elliot (1997). The results from the findings indicate that most university students have knowledge of date rape, however because of cultural beliefs and rape myths that determine the way individuals view and perceive date rape, it is underrecognised and is not regarded as something unacceptable. Midlands State University students portrayed neutral attitudes and perceptions towards date rape. When compared to Western countries the kind of attitudes and perceptions are significantly different. This may be related with the fact that there are differences in cultural beliefs between the Western and African cultures. Date rape is under recognized in Zimbabwe. Most factors influenced the level of knowledge, kind of attitudes and perceptions that college students have towards date rape. However the researcher observed that the significance for perceptions and level is 0.700 and significance for knowledge and marital status was 0.684, indicating that there was no significant differences between and within groups of students in perceptual experiences and understanding of date rape. The research study recommends further research to assess the prevalence of date rape among university students.

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Chapter 1

Overview of the Study

1.1 Introduction

The research study examines the knowledge, attitudes and perceptions towards date rape among students at Midlands State University. This chapter focuses on the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, assumptions, delimitations of the study, limitations of the study, definition of terms and a summary of the chapter.

1.2 Background to the Study

When it comes to sexual intercourse between males and females it is usually the male who is believed to have the right to initiate sexual intercourse. Females are a highly vulnerable group especially young adults and teenagers. Being the weaker sex, women are victimised and pressurised into sexual intercourse without their informed consent making them victims of date rape.

Abbey et al. (2001) defines rape as forced sexual intercourse which can be oral, vaginal or anal and may be through the use of a drug which is used to drug the victim. Ellis (1989) defines date rape as a physical and forceful attempt at sexual intercourse when the other party do not want to engage in the sexual activity. Rape is classified into two major categories basing on the characteristics and identity of the victim and criminal. There is predatory rape which is rape that occurs with the perpetrator as a stranger. Predatory rape is forceful rape which involves violence and the victim may be injured in the process. Date rape is another type of rape and is sometimes referred to as acquaintance rape. Date rape refers to rape in which the committer of the crime and the victim know each other, physical injury is less and usually happens to a dating couple. This type of rape occurs between partners who have a romantic or potentially sexual relationship.

Though date rape and acquaintance rape are mostly used interchangeably, a thin line exists between the two. Acquaintance rape happens between people who know each other for instance a couple, people who have a story of consensual sex in the past, individuals who are just friends, acquaintances and people who are dating (Bechhofer et al., 1991). Humphreys et al. (1993) defines acquaintance rape as rape committed by someone whom the victim knows. The perpetrator may be a classmate, boyfriend, ex-boyfriend or a friend. The acquaintance

relationship between the victim and the perpetrator can be professional, academic, platonic, marital or familial. Date rape however is different from the nature of acquaintance rape.

Date rape is a type of acquaintance rape. Date rape occurs between family, schoolmates, co-workers, friends and several other acquaintances as long as there is a dating relationship. Date rape can be linked to gender based violence, however to a certain type of aggression that is not regarded as sexually abusive (Lee et al., 2007).

Most rape incidents occur between individuals who know each other (Gray, 2006) and date rape appears to be a crime happening especially in universities and colleges (McDonald et al., 2004). Past studies show the existence of date rape on university and college campuses. Rape among partners is prevalent on university campuses, with female students constituting a higher percentage of victims of date rape (Pereira, 2014). Research on issues of date rape has been conducted in different parts of world including the United State of America, Asian countries and European countries (Portugal). Despite the frequency of date rape across the globe there are also societies where date rape is under recognised, underreported and under studied, for instance Portugal (Pereira, 2007) and Zimbabwe.

1.2.1 Date rape as an international problem.

United States of America. The concept of date rape emanated from the United States and that is where most of the research and surveys concerning date rape is obtained from. Rape is the most common crime found on American college campuses (Finn, 1995). In western society, date rape it is also known as “hidden rape ” and is viewed as a growing problem according to an article “Perspectives on Acquaintance rape” retrieved online (2011).

Koss (1988) conducted a research study in the United States of America using 6100 college students and the results revealed shocking aspects about rape on college campuses. Results obtained indicated that rape was more prevalent on college campuses and that at least one out of four college females testified rape or attempted rape. Most of the reported rape cases occurred between two individuals who were acquaintances or dating.

A research in North America on sexual violence against college women revealed that 27% of the college students reported of being in some type of forced sexual intercourse (Gross et al., 2006). The United States’ National Victim Center conducted a college survey which reviewed that one in four college women were victims of rape or experienced attempted rape

(Office of Justice Programs, 1996). Results from this report showed that while in college young women are at a great risk of becoming victims of date rape.

Boskey et al. (2010) states a study on American college campuses that showed that 13% of acquaintance rapes and 35% of attempted acquaintance rapes occurred during a date and another research reviewed that 22% of female rape victims were raped by a boyfriend, current or former date and another 20% by a spouse or former spouse.

Portugal. Over the past years date rape remained under recognised, underreported and understudied in Portugal (Pereira, 2007). Pereira (2014) reviewed a study based on assessing the prevalence of date rape on Portuguese university students, attitudes towards date rape and exploring differences between genders. 1030 students consisting of 697 females and 316 males from different Portuguese universities were asked to answer the College Date Rape Attitudes Survey. The College Date Rape Attitudes Survey is a 17-item questionnaire used to assess attitudes towards date rape. Another questionnaire was also used to measure the prevalence of date rape, whether college students have been victims of date rape or if they were the aggressors. Results from the study indicated that attitudes towards date rape among university students are negative and the levels of disagreement regarding this type of rape are high. 4.3% was the prevalence of this type of rape from the sample used and 87% were women. Differences between genders obtained was ($p < 0,001$) which showed that females have higher levels of disagreement when compared with men. When compared to other countries, the prevalence of date rape is relatively lower in Portugal (Pereira, 2014).

China. Unlike the United States of America, there is less prevalence of date rape in Asian countries. Looking at Hong Kong, in China there are few research surveys and data available for the study of date rape. However the Hong Kong Family Planning Association has got records of acquaintance rape. According to the Annual reports of Family Planning Association of Hong Kong, (1993, 1994, 1995), documented statistics revealed an increase in reported incidents of acquaintance rape. This indicates date rape as a problem affecting the Chinese society since acquaintance rape had the high proportion compared to other forms of rape. However there seems to be underreporting of date rape, caused by the nature of date rape and people's perceptions.

Zimbabwean Situation. In Zimbabwe no research based on knowledge, attitudes and perceptions towards date rape among college students has been conducted. Few strategies

have been used to assist in disseminating the truth about date rape and to improve the knowledge, attitudes and perceptions that university students have on date rape.

According to Kuersten et al. (2003), Mary Koss, indicated that date rape usually occurs to victims who are in their late teens to early twenties. Individuals in colleges or universities mostly range from late teens to early twenties and this shows that the affected population is in college or university. Also college campuses provide a conducive peer environment that encourage and promote sexual assault including date rape. Features of university environment that promote the occurrence of date rape and victimisation of women include; availability of private rooms where students live alone and access to alcohol (Sampson, 2011). From the literature available a higher percentage of women are victims of rape as compared to men. Hence this study will focus on both male and female college students.

1.3 Statement of the Problem

Date Rape has become a common crime in college and university campuses as evidenced in a study of sexual assault on college campuses conducted by the National Institute of Justice, (Fisher et al., 2000). Statistics obtained of rapes that happened during a date are as follows: 12,8% of completed rapes, 22,9% threatened rape and 35% attempted rapes, 90% of female rape victims knew the perpetrators, less than 5% rape cases were reported to law enforcement.

Acquaintance rape takes place on college campuses mainly because students hold attitudes that support acquaintance rape. Issues concerning sexuality in our culture is considered a taboo hence this influence the way young adults view date rape as well as knowing who to blame. In our culture due to the hidden nature of date rape and complicated issue of sexual consent, there is reluctance for date rape to be regarded as an unacceptable behaviour or a crime. Male and female students hold different attitudes and perceptions towards date rape for instance some view date rape as unacceptable and some as acceptable according to a 1988 study cited in an article retrieved on line (Date Rape, 2015) which reviewed that more than half of the young women surveyed reported that it is sometimes acceptable for a male to force sex. Date rape incidents might go under recognised and unreported on university and college campuses across Zimbabwe because of ignorance. Few people in Zimbabwe have got knowledge on what date rape is for instance that it is a crime.

1.4 Purpose of the Study

The purpose of this research is to examine knowledge, attitudes and perceptions towards date rape among Midlands State University students. Students from the Midlands State University are compared based on their responses to the knowledge, attitudes and perceptions towards date rape. Results from this study will add already existing knowledge on date rape among college students. The researcher aims to examine the unique knowledge, attitudes and perceptions of the students to get understanding of their views towards date rape. Results obtained will be documented which includes different attitudes and perceptions toward date rape held by several young men and women and how these attitudes impact on their understanding of rape. The research will also assess if the students have enough knowledge on date rape and if they know that date rape is a crime. The research is of paramount importance because many people do not understand date rape due to beliefs and attitudes that hinder men and women to accurately label sexual assault (Davis & Liddell, 2002).

Several studies on date or acquaintance rape have been conducted, however there are limited recent studies about knowledge, attitudes and perceptions of young adults today. Not much research on date rape has been done on university or college campuses in Zimbabwe. Zimbabwean young women in university are also exposed to acquaintance rape. When a woman is raped on a university campus it is more likely that the perpetrator will be an acquaintance or a boyfriend than a stranger. Hence the need for conducting a study to examine the knowledge, attitudes and perceptions of college students towards date rape.

1.5 Objectives of the Study

1. To examine the knowledge of college students towards date rape.
2. To assess the attitudes towards date rape among students.
3. To assess perceptions of college students towards date rape.

1.6 Research Questions

1. What is the level of knowledge towards date rape among college students?
2. What kind of attitudes are portrayed by college students towards date rape?
3. What kind of perceptions are portrayed by college students towards date rape?

1.7 Significance of the Study

The research study will benefit and provide information to institutions that provide rape prevention and victim intervention programs. For instance, results obtained from the study will assist the Midlands State University counselling department to gain insight of what date rape is, how to prevent date rape and how to help and understand victims of date rape. Future researchers on date rape will make use of results obtained from the research study for further research. The researcher benefited from the study by obtaining knowledge on how university students perceive date rape, their knowledge and attitudes towards date rape.

1.8 Assumptions

1. Participants will be able and willing to outline and explain their knowledge, attitudes and perceptions towards date rape.
2. College students hold different attitudes and perceptions towards date rape both positive and negative.
3. Results obtained will benefit the Midlands State University counselling department.
4. Research participants will be honest about their knowledge, attitudes and perceptions towards date rape.

1.9 Delimitations

The research focused on the knowledge, attitudes and perceptions of college students towards date rape and the study was carried out at Midlands State University located in Gweru using a sample population of male and female students. Preferably a sample population which consisted of second year to fourth year male and female students was used because they have been through a lot and were more exposed to university life than first year students.

1.10 Limitations

The research study used a self-report questionnaire which affected results of the study. There was a very high level of subjectivity because participants responded based on their own understanding of the questions. Most participants were not familiar with the subject of date

rape. The use of only university students in the research study limited the generalization of results. Therefore future researchers may make use of both college students and young adults in the community.

1.11 Definition of Key Terms

Rape- It is defined as forced sexual intercourse that occurs contrary to the will of the victim.

Acquaintance rape – refers to non-consensual sex between adults who know each other”. Acquaintance may be used to refer to a person whom the individual knows but may not be a close friend.

Date rape- Refers to forced sexual activity which takes place between partners who have a romantic or potentially sexual relationship and without the informed consent of one partner.

Knowledge- Refers to information or skills about a certain aspect that one possesses that can be obtained through experience or education.

Attitudes- Refers to a settled way of thinking or feeling or a position of the body indicating a particular mental state.

Perceptions- The way an individual understands, regards or interprets something.

1.12 Chapter Summary

College students hold different attitudes and perceptions towards date rape. This chapter discussed the background of the study, statement of the problem, purpose of the study, research questions, assumptions, delimitations of the study as well as the limitations of the study and key terms to be used in the study.

Chapter 2

Literature Review

2.1 Introduction

This chapter focuses on the conceptual framework of the research study. Literature on previous studies based on or associated with date rape was discussed. The chapter includes limitations from past research studies on date rape that can be used for further research and the theoretical framework.

2.2 Previous Studies

2.2.1 Date rape and acquaintance rape

Rape has become prevalent in our society today. Abbey et al. (2006) defines rape as forced sexual intercourse which can be oral, vaginal or anal and may be through the use of a drug. The legal definition of date rape according to the Hong Kong criminal laws, chapter 200 and in article 118, rape is defined as a sexual offence which occurs when sexual intercourse happens without the consent of the victim (Roebuck, 1995). Acquaintance rape and date rape are sometimes used interchangeably, a difference however exists between these two. Date rape is a form of acquaintance rape. Acquaintance rape is defined as rape committed by someone whom the victim knows according to (Humphreys et al., 1993). Date rape refers to forced sexual activity which takes place between partners who have a romantic or potentially sexual relationship and without the informed consent of one partner (Humphreys et al., 1996). The term 'date rape' was first coined by Karen Barret, based on Mary Koss' findings which revealed sexual assault between couples who were dating (Koss, 1988).

Over the years, it has been noted that date rape victims in most reported cases were females. In a college survey on rape, 38 % college females reported attempted rape or rape (Koss, 1985). The rape incidents prevalent in college and university campuses are mostly date rapes. Koss et al. 1987 conducted a nationwide college research study, investigating date rape on college campuses. From the study 28% college females confessed rape or attempted rape since the age of 14 and 8% of college males testified of raping a woman at least once. Similar research indicated that 15% of college woman had experienced date rape at least once and 7% of the males were the perpetrators (Muehlenhard et al., 1987). In this light, female college students are more vulnerable to date rape when compared with men.

Available research on date rape among college students review that three-quarters of female victims who were raped knew their perpetrators (Tjaden et al., 2000). According to an article entitled Date Rape (1984) retrieved online, the National Centre for the Prevention and Control of Rape reviewed that 92% of adolescents who were raped in the United States of America knew their attackers. Certain factors increase the vulnerability of a woman to acquaintance rape and these include miscommunication about sex, being drunk to the extent of not being able to resist sexual advances, use of alcohol and drugs by the two parties, and males who do not have respect for women.

Unlike victims of stranger rape, date rape victims tend to blame themselves, especially in cases where the victim has consumed alcohol or drugs before the rape. Responsibility is however attributed to the victim, judges may conclude that the victim was less victimised and not press charges on the perpetrator (Wenger et al., 2006). Hence date rape victims do not report to the police because they think that it was their fault.

2.2.1 University students and date rape (Knowledge)

Students in tertiary education are at greater risk for rape and sexual assault when compared with the general population (Joseph et. al., 2013). The prevalence of date rape is greatly observed on university and college campuses. Date rape that occurs on university or college campuses constitute 80% of all rape cases (Carr, 2007). Chang (1998) conducted a research study which examined the knowledge of date rape among university students, the results indicated that 50% of the participants knew about date rape whilst the other 50% did not know much about date rape although they stated their views of date rape. Therefore college students are have knowledge of date rape.

Studies show the existence of date rape in college campuses. Several western research studies on the prevalence of date rape on college campuses have been conducted. Fisher et al. (2000) reported that 9 of 10 attempted or completed campus rapes were acquaintance rapes. According to the Bureau of Justice and Statistics (1995) most research studies on date rape portray women as victims and men as the perpetrators. Women in universities and colleges are at a greater risk and are vulnerable to date rape as compared to women of the same age who are not in college (Fisher et al., 2000). In the United States of America, it has been observed that one out of every four females has been a victim of date rape during their college years (Mohler- Kuo et al., 2004). 25% of college females were once victims of date rape since the age of 14 (Fisher et al., 2000). Rickert et al. (1998) states that women especially young adults and teenagers constitute the majority of date rape victims. Koss (1992) propounded that 5% of sexual assault victims are male. Hence most date rape victims are females when compared with males.

Koss et al. (1987) conducted a research study on the prevalence of sexual assault on college campuses. The study focused on 6159 students from 32 colleges selected to represent the enrolment of higher education in the United States. 54% of the females were victims of sexual assault. Results indicated that 28% of women reported rape or attempted rape from the age of 14, and 8% of college males admitted to having committed rape at least once. A similar study cited in Yegidis (1986) indicate that 22% of college females admitted to have been date raped and 11% of college males had admitted to have committed date rape. Hence date rape is prevalent in college campuses.

Date rape cases on university or college campuses usually go underreported according to an article retrieved online (K-State Perspectives, 2011). As propounded by Bachar and Koss (2001) it is problematic to count the number of rape incidents due to underreporting. Less than 5% of female college victims of date rape report to the police, (Fisher et al., 2000). According to the U.S Department of Education (2001), reported sexual offences for the year 1999 totaled 2,469 cases representing all U.S college campuses. This signifies underreporting of rape incidents. Victims of date rape who do not report usually do not consider their assault as rape. Fear of reprisal from the perpetrator and other people and fear of the trauma caused by the legal process of reporting are other contributing factors to underreporting of date rape. However victims often blame themselves since they did not imagine that an acquaintance may rape them. As a result of underreporting of date rape incidents among college victims little information on date rape is obtained.

Alcohol use is another factor that cannot be overlooked when discussing date rape. The use of alcohol by both the perpetrator and the victim are other causes of date rape in universities. Wilson et al. (1982) indicate that the use of alcohol and substances in most studies showed that rape victims and perpetrators ingested alcohol or drugs. According to a recent study Sinozich et al., 2015 stated that in the year 2013, victims of alcohol related sexual assault in the U.S constituted of more than 14,700 students between the ages of 18 and 24. (Koss, 1988), indicate that in her study at least 55% of rape victims had been drinking before the attack. Hence date rape on college campuses can be attributed to the consumption of alcohol by university students.

The main cause of college date rape is when rape occurs when the perpetrator or both the victim and the perpetrator are under the influence of alcohol. Abbey et al. (1998) posits that 47% of college sexual assaults reported by men involved the consumption of alcohol. Results obtained from the study showed that both the victim and the perpetrator had consumed alcohol in 81% of the alcohol related sexual assaults. Women intoxicated by too much alcohol are not able to decide what they want and what they do not want to do and are at risk of becoming victims of date rape. When a victim or perpetrator is under the influence of alcohol he or she does not have the ability to resist sexual advancements (Abbey, 2002). Alcohol is a risk factor for both perpetrators and victims of date rape Wenger et al., postulates that 40% of date rape victims and 55% of the perpetrators were under the influence of alcohol. The Fig 2.1 below adapted from Abbey et al. (1996) illustrates how and why alcohol, misperception and sexual assault are linked.

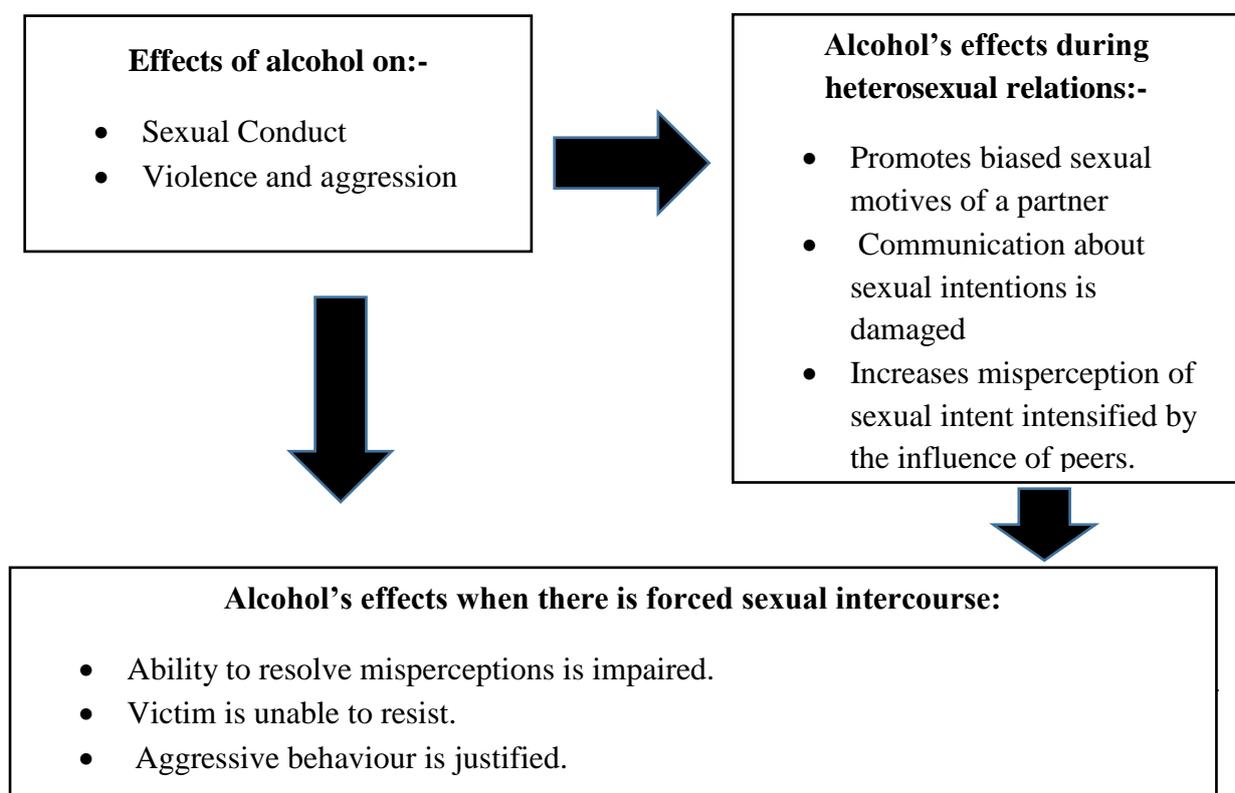


Figure2.1 Effects of alcohol on sexual-assault

2.2.3 Date rape attitudes (behaviour, emotions, cognitions), myths and beliefs

College research studies reveal that both males and females on campus have little knowledge and understanding of acquaintance/date rape because of the complexity of the crime. Date rape is treated as less serious and harmful as compared to stranger rape basing on the myth that date rape is not “real rape”. According to Fisher et al. (2000) rape myths allow individuals to believe that a “real rape” is when a victim is raped by a stranger and force is involved whereas in incidents of date rape no force or weapons are involved. . Muehlenhard et al. (1985) proposes that rape myth acceptance which is high reduces the likelihood that individuals will acknowledge a scenario as rape.

Knowledge, attitudes and perceptions towards date rape influence an individual’s understanding and view of date rape. Possessing the right knowledge, attitudes and perceptions concerning date rape and acquaintance rape will assist people to prevent occurrence and report date rape cases. According to an article retrieved online The Tragedy of date rape (2015) many people do not believe that date rape exists especially a lot of women do not regard date rape as rape and that is why there is so much underreporting. There are misconceptions concerning date rape embedded in people’s minds (Burt, 1980). Thus date rape is a hidden crime in today’s world because of the negative attitudes that people hold towards date rape victims.

Myths and beliefs concerning sexuality affect and influence the way individuals perceive date rape as well as who is to be blamed . There are rape myths that exists in literature that propel certain attitudes and perceptions towards rape in both males and females. Burt (1980) originally defined these myths as stereotyped beliefs and attitudes about rape, the rape victims, and perpetrators. Rape myths identified by (Koss, 1988) include: females who have regrets after consensual sex often lie about acquaintance rape, when women say “No” they mean “Yes”, it is a woman’s fault if she is raped after agreeing to go to a man’s house. In

some instances there may be miscommunication between partners the victim might have said “no” and the partner would have assumed a “yes” or “maybe”. Some men who commit date rape stereotype women as individuals who are weak and unable to decide for themselves. In some instances there may be miscommunication between partners the victim might have said “no” and the partner would have assumed a “yes” or “maybe”. These false myths held by many people support and justify male sexual aggression against women.

Clark et al. (1999) explains that there are traditional gender role beliefs about sexuality and dating that exists among different individuals. Women are often believed to have the power to set limits when it comes to sexual activities and are responsible when men overstep the boundaries. According to Werner et al. (1985), American gender role beliefs about dating and sexuality encourages men to be forceful and always interested in sexual intercourse and women on the other hand are expected to be less interested in sexual activities. Thus due to these beliefs, males and females hold different attitudes and perceptions towards date rape. The recognition of date rape as rape on college campuses becomes a controversial issue.

Tolerant individuals towards date rape usually have difficulties in telling whether date rape has occurred probably due to their lack of sexual knowledge, they have a tendency of blaming the society and the situation rather than the perpetrator (Fischer, 1986). Thus knowledge on date rape influence a person’s attitudes and perceptions on what date rape is all about. Males and females knowledge, attitudes and perceptions towards date rape vary. Previous studies prove that one in every four men think that women tend to lie about date rape incidents (Holcomb et al., 1993). Sawyer et al. (1993) acknowledges that 74% of males believe that 50% of acquaintance rape cases are invented by women. In fact rape perpetrators think that the victims enjoy and are interested in having the sexual intercourse (Proite, 1993). The charge of date rape on a perpetrator is also neglected by the prosecutors and the police (William, 1984). William (1984) describes these judgmental and negative attitudes directed towards victims as the secondary victimization which discourages date rape victims to report to the police.

Burt (1980) indicated that some people hold a belief that a certain type of women are the ones that are raped. These women are believed to be promiscuous and immoral. Thus women are blamed for the occurrence of date rape. Victims of date rape also avoid reporting rape incidents to the police because of the belief that females after being raped may be less desirable. The reputation of a woman is ruined the moment she becomes a rape victim. Rape

victims feel guilty, stigmatised, devalued and impure. This prevents rape victims to report to the police and they may not be able to recover well (Burt, 1980).

The general public are not the only ones who hold negative attitudes and beliefs towards rape or date rape. Ward (1988), conducted a survey on attitudes of helping professions and intervening groups of rape victims. Results indicated that even among the helping professions for rape victims there are misconceptions on the issue of date rape. In his study he discovered that among four different professions (social workers, psychologists, police officers and counsellors), police officers were the ones that held more negative attitudes towards victims of rape when compared with psychologists social workers and counsellors who held the slightest unfavourable views of the rape victims. Basing on gender differences among the professions men were likely to blame rape victims unlike women despite their professional affiliations (Ward, 1988).

Similar research by Lee et al. (1990), investigated if attitudes of different professions varies in the Chinese culture. In the study nurses, clinical psychologists, police officers and social workers were used to examine their attitude towards rape victims. Findings from the research indicated that clinical psychologists held more favourable attitudes followed by social workers and nurses respectively. For the second time police officers held the least attitudes towards rape victims. Taking into consideration the gender differences females held more positive and favourable attitudes towards rape victims when compared with males (Lee et al., 1990).

Finding from both studies indicate that the negative attitudes among helping professional groups lead to the secondary victimisation of rape victims. Secondary victimisation consists of both overt and latent forms. Latent secondary victimisation happens when a rape victim visits counselling centers and police stations and is not able to receive the counselling, needed services, advice and support. Overt secondary victimisation happens when a rape victim is discouraged by officials and authorities to report. Rape victims then becomes helpless and blame themselves for the occurrence of the rape incident (Lee et al., 1990).

2.2.4 Perceptions towards date rape

Over the years research revealed that there are certain variables that affect perceptions towards date rape and these include the perpetrator's motivation (Mitchell et al., 2009), the

victim and aggressor's race (George et al., 2002), the use of alcohol or drugs by both the victim and the perpetrator preceding to the rape incident (Grubb et al., 2012) and the relationship between the victim and the perpetrator (Grubb et al., 2009). Acceptance of rape myths by the victim or aggressor is another factor which affect perceptions (Hayes et al., 2013).It is essential for institutions who provide rape prevention and victim intervention programs to understand the perceptions of college or university students towards date rape in order to prevent the occurrence of date rape, treat and deal with date rape victims.

People's perceptions towards stranger rape are different from perceptions of date rape. In most cases stranger rape is believed to involve force and weapons, the perpetrator physically forces the victim into having sexual intercourse. Victim may be bruised and injured and the matters reported to the police. On the other date rape is perceived differently, there is no force or reporting to the police unless the victim decides to report. The perpetrator normally uses verbal and psychological coercion in order to persuade the victim into the sexual act (Bechhofer et al., 1991).

The victims of date rape do not have any bruises and they do not report the matter to the police, friends or family. Underreporting of a date rape incident occurs because the victims are afraid of being blamed for causing the date rape and that few people will believe that the victim have been raped. It is difficult for other to understand the incidence because of the relationship between the victim and the perpetrator as well as the absence of bruises to show that the victim has been forced. Burt (1980) propounded that 50%, half of the sample of a research study agreed that females who report date rape were angry at the victim or wanted to blame the man for an illegitimate pregnancy. These unfavourable perceptions held by people indicated that the majority of reported date rape cases were falsely reported. Therefore these perceptions and stereotypical rape do not allow individuals to get a better understanding of the nature of date rape making date rape to remain a hidden crime away from public attention and perception (Burt,1980).

The aspect of gender plays an important role in influencing perceptions. Recent studies conducted to assess the effects of gender on perceptions have proven that a strong gender differences exists between males and females. In Bell et al. (1994), a research study assessing the responsibility of a woman in a date rape indicated the robust gender difference between male and female college students. The college student participants answered a questionnaire describing rape scenarios where the male is the perpetrator and the female is the victim. The

questionnaire involved questions assessing the responsibility of the woman and different scales. Results revealed that though in general there is a low blame on the female victim the males blamed the victims more than the perpetrators when compared with females.

Xenos et al. (2001) simulated the results with a research measuring the responsibility for rape, victim blame and credibility using a sample of Australian young adults and teenagers from the community. Results indicated that men held more negative views towards victims of rape than women. This explains that to some extent the perceptions of females and males are different. Participant gender determines a person's views towards the victim and the perpetrator of a date rape scenario. According to Jenkins & Dambrot (1987) the perceptions of males towards date rape basing on the social cultural viewpoint which proposes that sexually coercive behaviour and rape can be regarded as male behaviours that are supported by values, customs and attitudes. On the other hand situational aspects that determine perceptions towards date rape in females include age of first sexual intercourse, the number of sexual partners and situations of planned dates determines if they will label sexual assault as rape (Burt, 1980).

Furthermore, similar research proved that gender does not affect perceptions towards sexual assault. (Mitchel et al., 2009). The researchers used a sample of 171 college students, who responded to a questionnaire measuring perceptions of the victim and aggressor. The results showed no connection between gender and perceptions.

According to past research perceptions of different forms of sexual assault including date rape can be influenced by various factors. Grubb et al., (2012), literature review assessed gender role conformity, drug or alcohol use in blaming the victim and the acceptance of rape myths. Results obtained indicated that the effects of the use of alcohol on perceptions and attributions of blame differs. Males are usually blamed for taking advantage of the female victim who may be drunk. However the female victim is blamed more for getting drunk making herself vulnerable to sexual assault. When an aggressor commits the crime under the influence of alcohol, the blame lessens when compared with a sober aggressor (Grubb et al., 2012). From the study negative effects of alcohol on perceptions of victims were observed. On the other side for aggressors it was either, neutral or positive effects on perception.

Other research studies on alcohol consumption indicate different perceptions. Maurer et al., (2007) describes a research study examining effects of alcohol consumption on perceptions of

sexual intent. The study used a sample of 652 college students to examine effects of female alcohol consumption, alcohol consumption by males and by both males and females on the perceptions of sexual intent. Results obtained indicated that females are perceived to have less sexual intent when the male only was drinking alcohol and males showed greater sexual intent under the influence of alcohol. However the consumption of alcohol by both parties did not affect the belief of the occurrence of a rape and the perceptions of responsibility (Maurer et al., 2008).

Culture and race are other factors that influence perceptions of date rape (George et al., 2002). The race of the aggressors, victims and participants of a research study affects the perceptions and views towards sexual assault. A study in George et al. (2002) investigated sexual assault between different races: black perpetrator and white victim, white male against black female and also non interracial rape where the victim and perpetrator are of the same race. 332 Asian and White undergraduate students participated and the race of the participants affected their perceptions towards sexual assault.

Results from the research, indicated that racial stereotypes on sexuality influences perceptions of rape. This is due to the fact that blacks are often labelled as promiscuous, when rape occurs between a black woman and white man, the black woman is blamed since she is believed to have invited the perpetrator. However if the perpetrator is black in the same scenario the female will be blamed less. White women are blamed because of the belief that they fraternize with black males (George et al., 2002). Findings from the previous study also agrees with other findings which indicate that in date or acquaintance rape female victims are the ones that receive blame more than the perpetrators unlike in stranger rape where the aggressor is blamed more (Bell et al., 1994).

2.3 Rape in Zimbabwe

In Zimbabwe no research based on knowledge, attitudes and perceptions towards date rape among college students has been conducted. Few strategies have been used to assist in disseminating the truth about date rape and to improve the knowledge, attitudes and perceptions that university students have on date rape.

Individuals in colleges or universities mostly range from late teens to early twenties and this shows that the affected population in Zimbabwe are young adults in colleges or universities.

According to Kuersten et al. (2003), Mary Koss, indicated that date rape usually occurs to victims who are in their late teens to early twenties especially women. From the literature available a higher percentage of women are victims of rape as compared to men. Also college campuses provide a conducive peer environment that encourage and promote sexual assault including date rape. Features of university environment that promote the occurrence of date rape and victimisation of women include; availability of private rooms where students live alone and access to alcohol (Sampson, 2011). Hence the focus of this study was on university students on campus.

2.4 Theoretical Framework

There are various theories that try to explain rape and date rape in scientific ways. This research will be guided by theories which include the feminist theory and the social learning theory.

2.4.1 Feminist theory

Ellis (1989) propounded that rape is a result of established social beliefs that assumes that males dominate all social, economic and political aspects. This exclusion from important social, political and economic activities affect women in several ways. In this light females are viewed as inferior and does not take part in interpersonal interactions. Women have no power over sexual intent meaning their thoughts are not taken into consideration. The feminist theory do not regard rape as a crime, in fact rape does not exist but it is the sexual gratification of the males. Sexual gratification is not viewed as a reason for rape in feminist theory but is rather considered as a sexuality way of establishing and maintaining male dominance over females Burt (1980). Hence the feminist perspective view rape as a male reaction to the inequalities that exists between men and women.

Pornography can be best used to describe male domination and exploitation of females. In pornography females are portrayed in a degrading and subservient manner (Ellis, 1989). Women are viewed as properties of men, they do not exist on their own (Chang, 1998). Men regard women as properties owned by them. Males are in control of every activity that women engage in including sexual activity. It does not matter if a woman says “no” to sexual intercourse, it is regarded as proper for a man to continue with the sexual advances. Thus most feminists view rape as the highest degree to which women are economically and politically powerless than men and as men’s property (Chang, 1998).

The feminist view regard rape as a response to the inequalities that exists between males and females hence males use this as a tool to restrict the lifestyles of most females. Due to the fear of rape, women restrict themselves to safe activities in order to minimize contact with men (Ellis, 1989). However these psychological restrictions prevents females to succeed economically, politically and occupationally allowing men to maintain dominion over females.

Rape is described as a pseudo act, a pattern of sexual behaviour concerned more with control, dominance, aggression and status than with sexual satisfaction or sensual pleasure (Groth et al., 1977). Rape favor men's sexual needs, it is rather a sexual behaviour to satisfy males. In this light the feminist perspective explains rape as an act of sexual gratification for men. A better understanding of date rape is gained; it does not matter even if there is no consent from the woman. The feminist view do not regard date rape as a crime but rather as a way of portraying male dominance.

In order to understand rape through the feminist theory, there is need to understand sexuality. The theory of social construction is one of the approaches used to understand the concept of sexuality. Richardson (1993) states that sexuality is something that is socially constructed meaning that our sexual activities and feelings, our sexual identities and the ways in which we think about sexuality are not biologically determined but are the products of historical and social forces. An individual's sexuality is shaped by one's culture which encompasses psychological theories, laws, religious teachings and social policies. The sexuality of women was constructed as a way for men to control women. Sexuality is the heart of male domination for most radical feminists (Richardson, 1993).

2.4.2 Social Learning Theory

The social learning theory explains rape as an act that is influenced by imitation, especially from the society around us. Males who commit rape or date rape are just imitating behaviour portrayed by older men in the society. Women's behaviour is also a result of social learning theory. Rape involve aggressive behaviour by perpetrators, victimization and exploitation of female victims. Basing on the social learning theory, aggressive behaviour is learned through imitation and substantial behaviour is used to maintain the behaviour. Bandura (1978) postulates that models of aggression originates from three sources; association with peers and family, the culture of the individual and mass media. Mass media influences aggression in the sense that perpetrators learn methods of aggression and desensitize themselves to violence

that will be directed towards rape victims. In order to protect themselves from responsibility for aggression perpetrators learn the actual techniques of rationalization from the media (Chang, 1998).

The social learning theory of rape, indicates that people learn behavior and develop attitudes through rape myths, imitation of rape acts from the media and behavior from the society. Individuals learn rape through imitation of rape scenes portrayed by the media. Perpetrators who commit rape may be imitating rape they were once exposed to through mass media. Media also involves influence of pornography magazines. Rape committers usually associates violence and sexuality found in the pornographic magazines (Chang, 1998). Donnerstein et al. (1987) propounded that exposing and desensitizing viewers to pain, humiliation and fear of sexual aggression through media influence individuals to learn rape.

Burt (1980) explains how rape myths and beliefs through the social learning theory influence the occurrence of rape. Male perpetrators are mainly driven by rape myths, for instance “no means yes”. When a woman do not want to engage in a sexual act, according to these rape myths her “no” is regarded as a “yes” allowing rape to occur. Another rape myth states that “females desire to be raped”, thus rape takes place because aggressors believe that females are not able to express themselves sexually hence they desire to be raped. Through rape myths men actually learn that women enjoy being raped (Burt, 1980). These rape supporting views and beliefs play an important role in rationalizing rape crimes.

2.5 Knowledge Gap

Due to the nature of our society, people’s knowledge, attitudes and perceptions are established from patriarchal beliefs and date rape is not considered as an unacceptable act and may not be an aspect that exist. Despite the issue of education, the knowledge attitudes and perceptions of males and females who are not in college or university must also be taken into consideration. Thus the research study must also focus on young adults who are not in college to generalize results.

2.6Chapter Summary

The chapter focuses on previous studies containing literature on date rape on university campuses. Aspects including the knowledge, attitudes, and perceptions as well as the beliefs and myths that people hold towards date rape were also discussed. The chapter explained the theoretical framework used in the research study and the knowledge gap. The next chapter will discuss the research methodology.

Chapter 3

Research Methodology

3.1 Introduction

The chapter illustrates how data was obtained, collected and evaluated. Focus was on the research design, target population, sample and sampling techniques, research instruments, data collection, data collection procedure, ethical considerations respectively.

3.2 Research Paradigm

Research paradigm refers to a way based on a set of values, assumptions and conceptions that are used by researchers. A paradigm may be referred to as shared identifications of reality. The researcher adopted the philosophy of positivism, which explains that reality can be transformed into numeric numbers and measured. Collins (2010) postulates that positivism views the world in an ontological, and atomistic manner and that knowledge and information comes from the experiences of humans. Therefore the knowledge, attitudes and perceptions towards date rape among college students can be examined using statistical data. The researcher used the quantitative research methodology which assisted in making proper decisions concerning the research design. Quantitative research methodology ensures that results of a study are valid.

3.2.1 Quantitative Research

This type of methodology makes utilization of numeric examination in which information is diminished into numbers, therefore it suits the exploration study (Johnson et al., 2004). The researcher adopted this method because reality, experience, and circumstances can be evaluated. Thus the knowledge, attitudes and perceptions of college students can be evaluated.

Researchers in the social sciences mostly use the quantitative approach in research because its nature is more formalised when compared with the qualitative approach (Mouton et al., 1992). Results from a quantitative research study are obtained through a detailed plan whereby formal instruments are used to obtain the required information. Information obtained will then be converted to numerical information and statistical procedures are used to analyse it (Polit et al., 1995).

The researcher adopted the quantitative approach to get information regarding the knowledge, attitudes and perceptions of Midlands State University students.

3.3. Research Design

A research design is defined as a plan that describes when, where and how data is to be collected and analysed (Parahoo, 1997). Burns et al., (1997), states that a research study's design is the final outcome of the researcher's decisions and plans of how the research study will be conducted. Thus a research design directs planning for implementing the study and is linked with the research study's framework. The research design can be used to answer research questions. The research study focuses on examining the knowledge, attitudes and perceptions towards date rape among Midlands State University students. The researcher used a descriptive survey to describe the knowledge, attitudes and perceptions of university students towards date rape.

The aim of the researcher in adopting a descriptive approach was to obtain the objectives of the research study and get more detailed information about date rape on college campuses. A descriptive study describes and interprets situations, events and conditions (Aggarwal, 2008). Descriptive surveys provide a correct account of beliefs, opinions, abilities and behaviour of an individual or group of people. A quantitative approach was used in the research study.

3.4. Target Population

It is essential for a researcher to state the target population to be used. The target population that was used in the research study comprised of male and female students from the Midlands State University. The study focused on a target population of male and female students who are in their second year to final year since they are more exposed to university life and experiences.

3.5. Sample and Sampling Techniques

3.5.1 Sample

A research sample refers to the actual number of participants that is used to collect information in a research study (Baron et al., 2002). A convenient sample of 150 male and female students from the Midlands State University, from four faculties found at the Gweru campus was used. The research study focused on males and females in their second year and fourth year.

3.5.2 Sampling techniques

There are different forms of sampling techniques used in research. These include cluster sampling, random sampling and convenience sampling, purposive and quota sampling to mention a few. The researcher adopted the convenience sampling which is a non-probability sampling technique.

3.5.2.1 Convenience sampling

The convenience sampling technique refers to a sample in which study participants will be selected from the target population basing on their availability and accessibility to the researcher. Students in their second and final year who were available and willing to take part participated in the research study. Therefore the study participants consisted of university students situated at the MSU Gweru campus where the researcher conducted the collection of data. Faculties of students used in the research study included Natural Resources Management, Social Sciences, Education, Law and Commerce.

3.6 Research Instruments

Data collection instruments used in research include interviews, study of available information, observation, , surveys ,questionnaires, diary methods,

questionnaires and focus group discussions. For this research a questionnaire will be developed and used to assess the knowledge, attitudes and perceptions that college female students have towards date rape.

3.6.1 Questionnaires

Questionnaires consists of lists of questions formulated and constructed to produce constructive information or data in an effective manner (Nachmias et al., 1997). Compared with other instruments questionnaires have less bias and allow participants to willingly respond on sensitive issues. The researcher used a structured questionnaire consisting of closed ended questions. The structured approach enables the researcher to produce data or information that can be quantified, compute and come up with exact percentages. The data obtained must be subjected to statistical analysis (Polit, 1999).

For the research study a questionnaire was developed using the College Date Rape Attitude and Behaviour Survey (CDRABS), created by Larnier & Elliot (1997). The researcher did not make use of the behavioral section of the CDRABS because the behavioral aspect was not part of the study.

The developed questionnaire consisted of sections A, B. Section A comprised of demographic questions, section B aimed at obtaining the knowledge, attitudes and perceptions of university students towards date rape. The questionnaire uses a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree).

3.7. Data Collection

Data collection involves the systematic and accurate way of collecting information significant to specific research questions and objectives of a study (Burns et al., 1999). The variables of the research study were measured using questionnaires.

The researcher obtained permission to conduct the research study from Midlands State University before administering the questionnaires to the student participants. Research participants used in research must be aware of the ethical issues and willing to participate. The researcher communicated and agreed with the student participants. Questionnaires were distributed to participants.

3.7.1 Data collection procedure

The researcher personally distributed the questionnaires to male and female students and collected them after two days.

3.7.2 Ethical considerations

It is the duty of the researcher to respect the rights and dignity of research participants (McLeod, 2015). Ethics govern research in psychology and refer to specific rules that are necessary when conducting a research. The researcher took into account the following issues:

3.7.2.1 Confidentiality

Information obtained from participants must be kept confidential and the research study must not contain any identifying information. No names of student participants were used in the research report. Not using the names of participants is very important because research participants are likely to deliver responses that are honest when they know that their identity is not exposed.

3.7.2.2 Informed consent/ voluntary participation

In all research or studies involving people, informed consent must always be taken into consideration. Research participants should be willing to participate and know what the research is about. The researcher outlined in the questionnaire, the purpose of the research study and use of the information gathered.

3.8 Data Presentation and Analysis

Statistical analysis was carried out using the Statistical Package for the Social Sciences (SPSS) version 21.0. The Statistical Package for Social Sciences is a computer program used to analyze close-ended questions. Descriptive statistics was used by the researcher to analyze data. Results were presented using tables, figures and pie charts in percentiles, and frequency.

3.9 Chapter Summary

Chapter 3 outlined the research methodology that was used in the research study. Aspects discussed include the research approach, research design, research instruments, target population, population sample, sampling technique, data collection procedure, data analysis and the ethical considerations. Reasons for using a quantitative approach were also outlined. Discussion and evaluation of results was done in chapters 4 and 5.

Chapter 4

Data Presentation and Interpretation

4.1 Introduction

The chapter illustrates the interpretation and analysis of information and data collected from the research participants. The researcher introduced the chapter with the demographic characteristics of the student participants. The chapter consists of the presentation and analysis of data obtained in relation to the research questions. Research questions include (1) What is the level of knowledge towards date rape among college students?; (2) What kind of attitudes are portrayed by college students towards date rape? ; and (3) What kind of perceptions are portrayed by students towards date rape?.

4.2 Participant Demographic Characteristics

4.2.1 Participants by Age

Table 4.1 shown below indicates that 29.3% (n=44) of the participants were between 18 and 20 years, 34.7% (n=52) were between 21 and 23 years, 25.3% (n=38) were between the age of 24 and 25 years and 10.7 % (n=16) were above 25 years old. The results indicate that most of the college students that participated in the study were on the 21 to 23 age range

Age Range	Frequency	Percentage
18- 20 years	44	29.3

21- 23years	52	34.7	Table 4.1: Age of participant
24-25 years	38	25.3	
Above 25 years	16	10.7	
Total	150	100	

s

4.2.2 Participants by Gender

Figure 4.1 below shows that 42.7 % (n=64) of the participants were males while 57.3 % (n=86) were females. The percentages and frequencies indicate that female students participated more than male students in the research study.

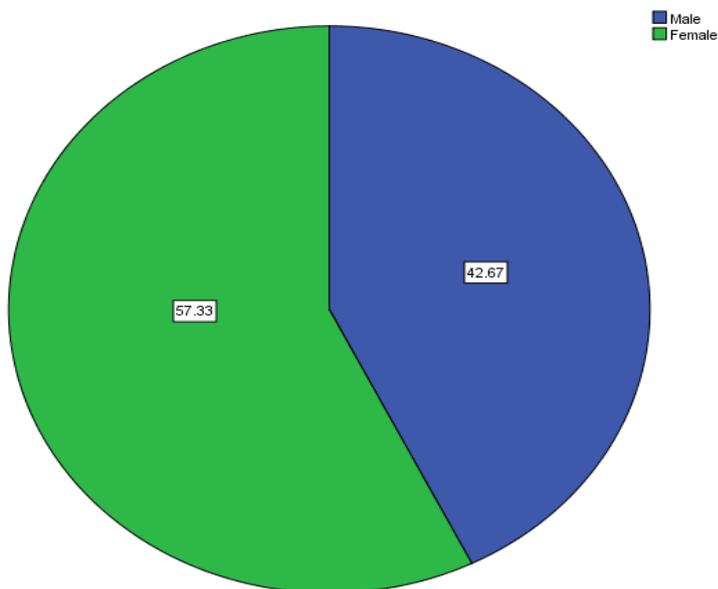


Figure 4.1: Gender of participants

4.2.3 Participants by Marital status

Figure 4.2 below shows that 92 % (n=138) of the participants were single and 8% (n=12) were married. This indicates that the highest percentage of the student participants were single. The researcher observed that most university students are single.

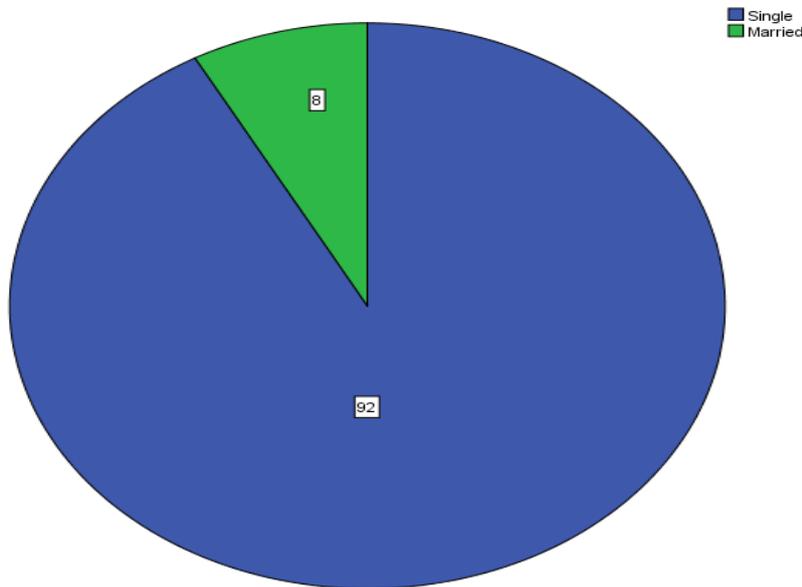


Figure 4.2: Marital Status of participants

4.2.4 Participants by Faculty

Figure 4.3 below shows that the highest percentage of the participants were from the Social Sciences department with 25.33% (n=38) followed by the department of Education with 22.67% (n=34), followed by commerce with 16% (n=24), the Science and Technology with 14.67% (n=22), Natural Resources Management with 14% (n=21) and lastly Law with 7.33% (n=11). Therefore most of the students who participated were from the Social Sciences or Education departments.

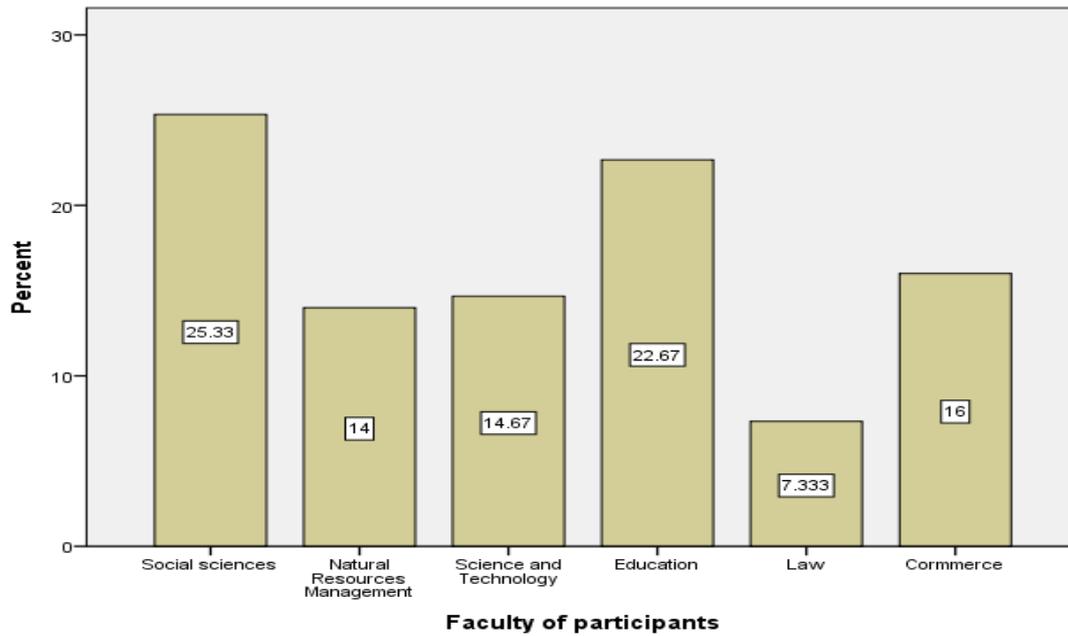


Figure 4.3: Faculty of Participants

4.2.5 Participants by Level

Table 4.2 below shows that the percentage of participants from level 4 was 62.7% (n=94) followed by level 2 with 36.7% (n=55) and lastly 1 student in level 3 participated and the percentage was 0.7 %. The results show that all the targeted levels were included. The research study had more participants in level 4 than level 2 and 3.

Table 4.2: Level of participants

Participant Level	Frequency	Percent
Level 2	55	36.7
Level 3	1	0.7
Level 4	94	62.7
Total	150	100

4.3 Results of the Study

4.3.1 Research question 1: What is the level of knowledge possessed by college students?

4.3.1.1 Knowledge of date rape among college students

Figure 4.4 below illustrates that the level of knowledge concerning date rape for 47.33% (n=71) of the participants was moderate and 52.67% (n=79) possessed high levels of knowledge on date rape. This shows that most students who participated knew about date rape.

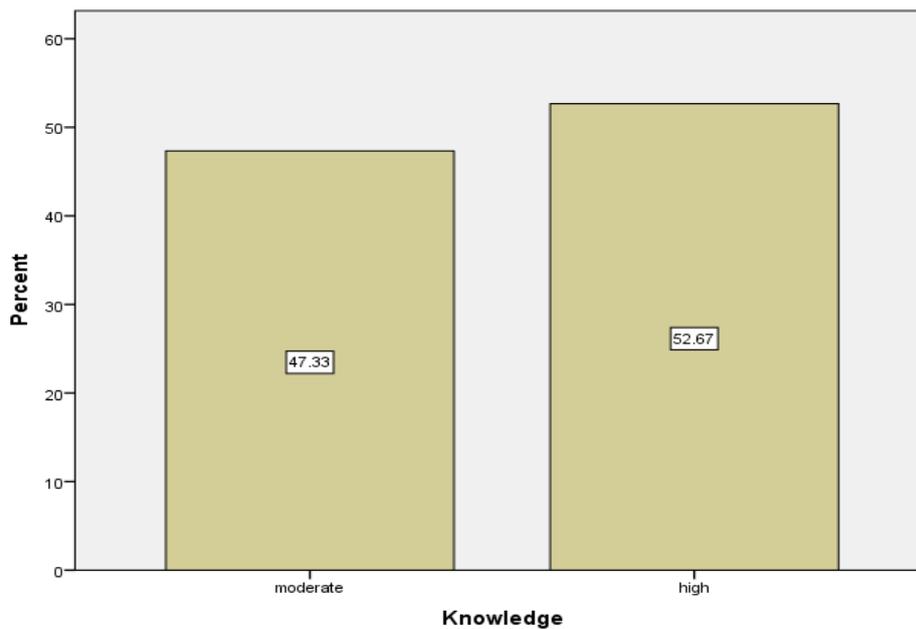


Figure 4.4 Level of knowledge towards date rape

4.3.1.2 Knowledge of date rape among college students based on age

Figure 4.5 below illustrates that the level of knowledge towards date rape in students between the ages of 18 and 20 was moderate for 32 participants and high for 12 students. For the 21 to 23 range the level of knowledge was moderate in 30 students and high in 22 students whilst for 24 to 25 years the level of knowledge was moderate in 9 participants and high in 29 participants and for students above the age of 25 the level of knowledge was high in 16 participants. Therefore participants between ages 24 to 25 possessed high levels of knowledge towards date rape probably because they were more exposed to university life.

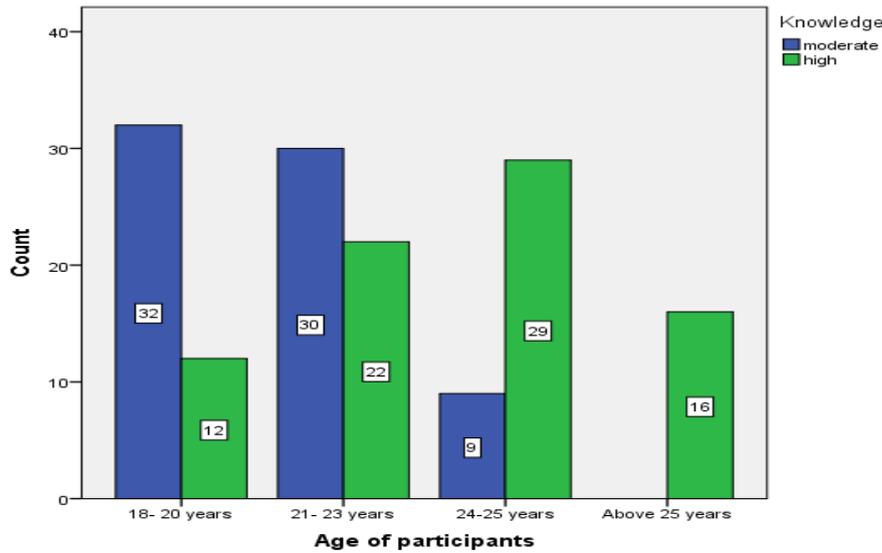


Figure 4.5: Knowledge of date rape among college students based on age

4.3.1.3 Knowledge of date rape among college students based on gender

Figure 4.6 below illustrates that the level of knowledge towards date rape for college students based on gender differences was moderate in 11 male student participants and high in 53 participants. The level of knowledge towards date rape in female participants was moderate in 60 and high in 26 participants. Therefore from the study female students were more aware of date rape than males.

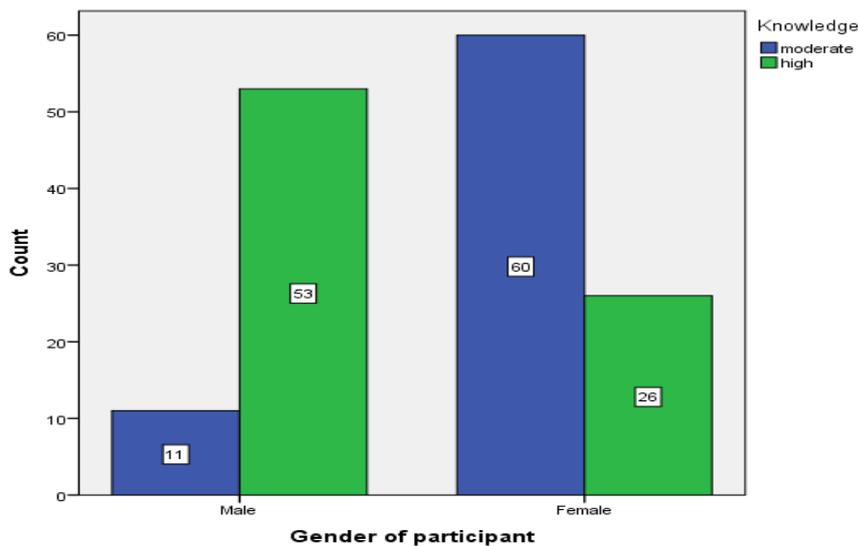


Figure 4.6: Level of knowledge of students based on gender

4.3.1.4 Knowledge of date rape among college students based on marital status

Figure 4.7 below indicates that the level of knowledge towards date rape in college students based on marital status for student participants who were single was moderate in 66 participants and high in 72 participants. The level of knowledge towards date rape in married participants was moderate for 5 participants and high for 7 participants. Hence single participant's possessed much knowledge on date rape.

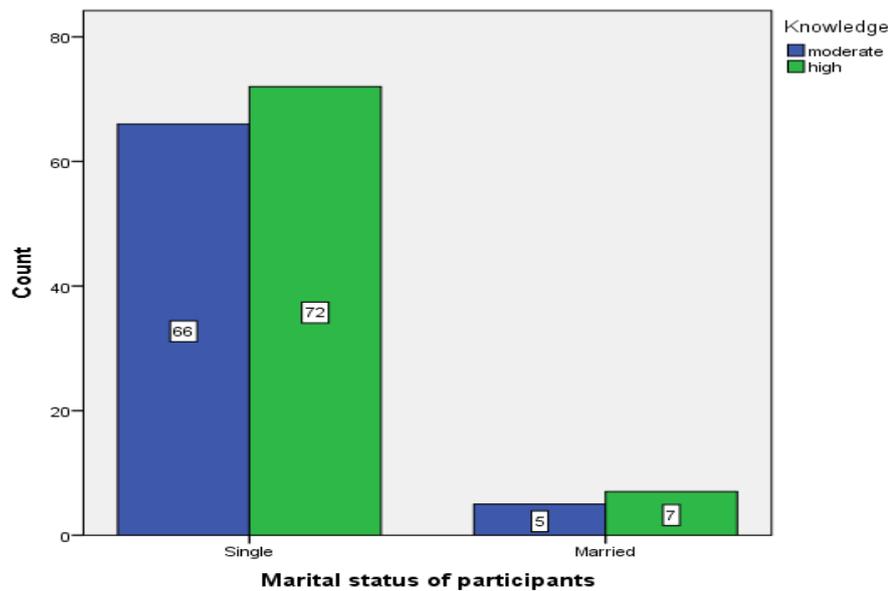


Figure 4.7: Level of knowledge of students based on marital status

4.3.1.5 Knowledge of date rape among college students based on faculty

Table 4.3 below shows that the level of knowledge towards date rape for students based on their faculties for student participants who were in the social sciences was moderate for 19 participants and high for 19 participants, moderate for 14 participants and high for 7 participants in the Natural Resources Management, moderate for 10 student participants and high for 12 in the faculty of Science and Technology, for Education the level of knowledge was moderate for 3 and high in 31 participants and for Commerce the level of knowledge was moderate for 11 participants.

Table 4.3: Knowledge of date rape among college students based on Faculty

Participant responses	Knowledge	
	moderate	High
Social sciences	19	19
Natural Resources Management	14	7
Science and Technology	10	12
Education	3	31

Law	11	0
Commerce	14	10
Total	71	79

4.3.1.6 Knowledge of date rape among college students based on level

Figure 4.8 below shows that the level of knowledge towards date rape in students based on their level for student participants who were doing level 2 was moderate for 40 participants and high for 15 participants, moderate for 1 participant in level 3 and moderate for 30 student participants and high for 64 participants doing level 4. Hence student participants in level 4 possessed much knowledge on the issue of date rape when compared to other levels.

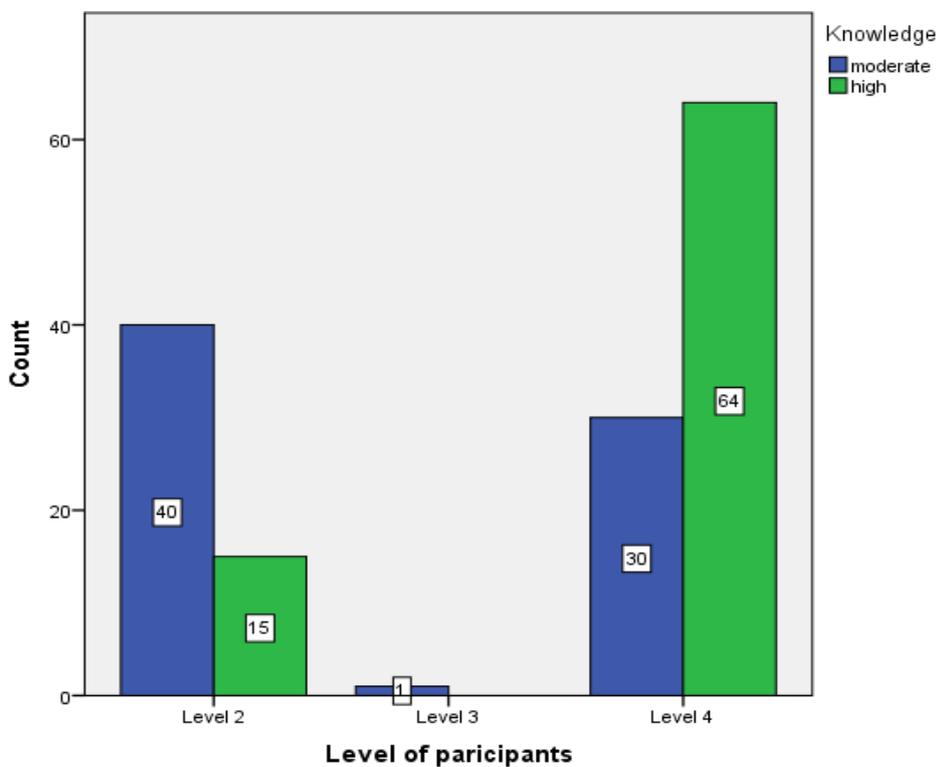


Figure 4.8: Knowledge of date rape among college students based on level

4.3.2 Research question 2: What kind of attitudes are portrayed by college students towards date rape?

4.3.2.1 Attitudes portrayed by college students towards date rape

Figure 4.10 below indicates the kind of attitudes portrayed by college students towards date rape. 11.33% (n=17) of the student participants held negative attitudes towards date rape,

77.33% (n=116) were in the moderate range and 11.33 % (n=17) held positive attitudes towards date rape. This shows that most students were neutral they neither held positive nor negative attitudes towards date rape.

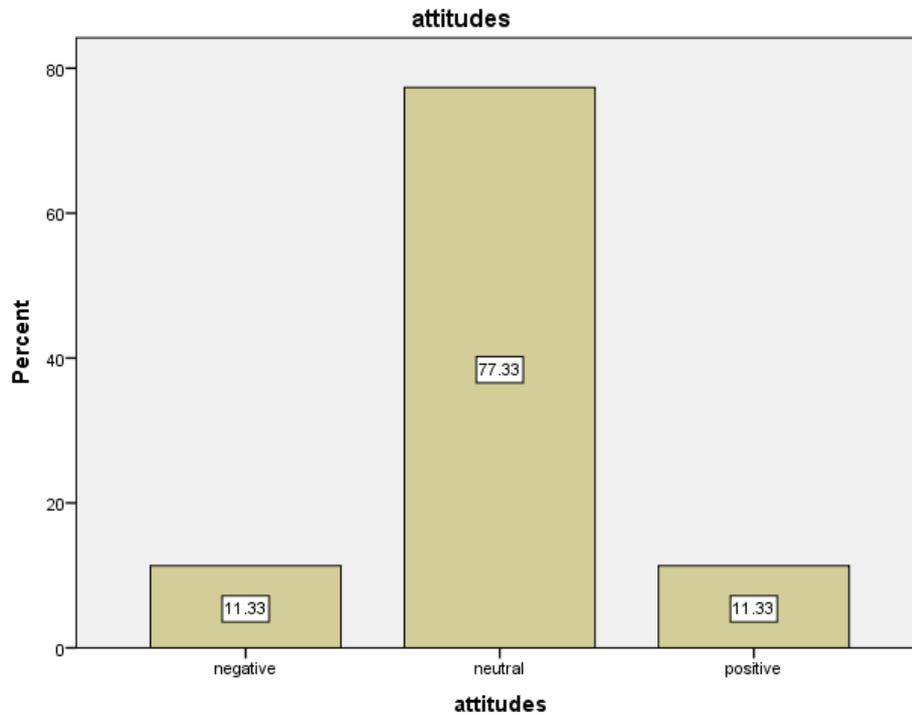


Figure 4.9: Attitudes portrayed by college students towards date rape

4.3.2.2 Attitudes portrayed by college students towards date rape based on age

Figure 4.11 shows that student participants between the ages of 18 and 20 who portrayed negative attitudes towards date rape were 12 and 32 were neutral, 5 held negative attitudes and 47 held neutral attitudes for the 21-23 range, between the ages 24 and 25, 30 participants were neutral and 8 held positive attitudes and for students above the age of 25, 7 were neutral and 9 held positive attitudes. This indicated that the attitudes towards date rape for most students in the 18-20 range were neutral.

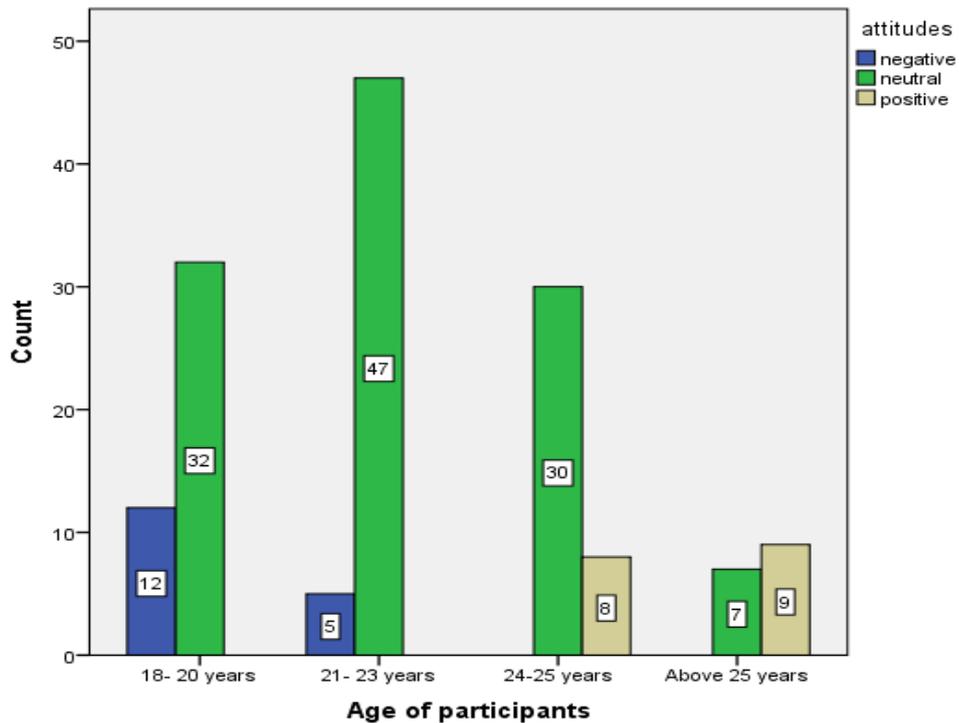


Figure 4.10: Attitudes portrayed by college students towards date rape based on age

4.3.2.3 Attitudes portrayed by college students towards date rape based on gender

Table 4.3 shows that male student participants who held negative attitudes were 5, moderate 42 and positive 17. Female participant who had negative attitudes towards date rape were 12 and 74 were neutral. The research indicated that for both genders participants were neutral.

Table 4.4: Kind of attitudes portrayed by college students towards date rape based on gender

Gender of participant	Attitudes			Total number of participants
	negative	neutral	Positive	
Male	5	42	17	64
Female	12	74	0	86
Total	17	116	17	150

4.3.2.4 Attitudes portrayed by college students towards date rape based on marital status

Figure 4.11 below shows that for single participants 12 held negative attitudes towards date rape, 109 were neutral and 17 positive. Married participants who portrayed negative attitudes were 5 and 7 were neutral. In both single and married most of the participants were neutral.

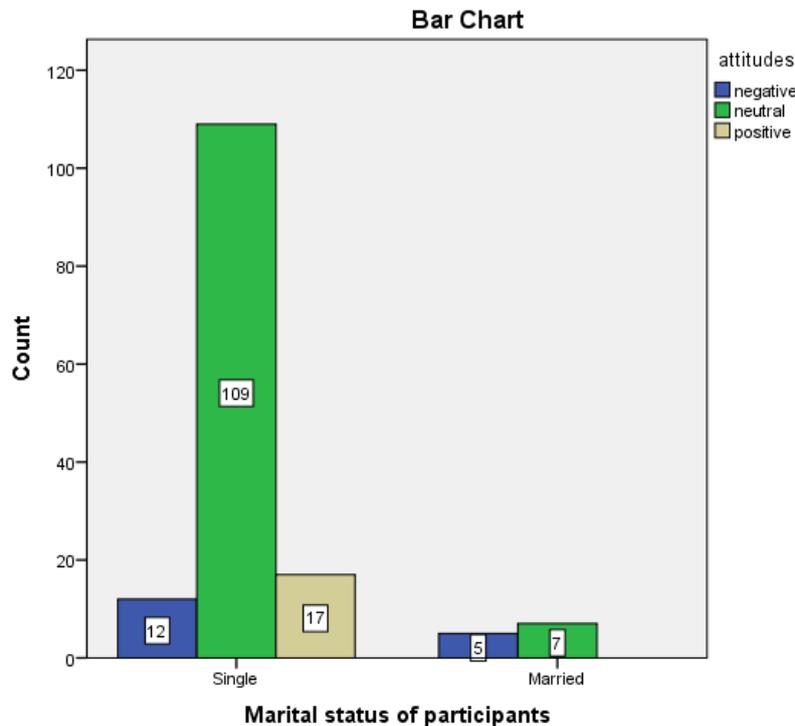


Figure 4.11: Attitudes portrayed by college students towards date rape based on marital status

4.3.2.5 Attitudes portrayed by college students towards date rape based on faculty

Table 4.4 is an illustration of the kind of attitudes portrayed by college students towards date rape based on their different faculties. For student participants who were in the social sciences 1 participant portrayed negative attitudes and 37 participants were neutral, attitudes were negative for 13 participants and moderate for 8 participants in the Natural Resources Management, 1 participant held negative attitudes, 13 were neutral and 8 held positive attitudes in the faculty of Science and Technology, for Education 1 participant held negative attitudes, 24 were neutral and 9 portrayed positive attitudes, one Law participant was neutral and for Commerce 1 participant held negative attitudes and 23 were neutral. Frequencies indicate that most participants were in the moderate range.

Table 4.5: Attitudes portrayed by college students towards date rape based on faculty

Participant responses		Attitudes			Total
		negative	Neutral	positive	
Faculty of participants	Social sciences	1	37	0	38
	Natural Resources Management	13	8	0	21
	Science and Technology	1	13	8	22
	Education	1	24	9	34
	Law	0	11	0	11
	Commerce	1	23	0	24
	Total	17	116	17	150

4.3.2.6 Attitudes portrayed by college students towards date rape based on level

Figure 4.13 shows the attitudes towards date rape portrayed by college students basing on their differences in level. For level 2, 12 participants portrayed negative attitudes and 43 were neutral, for level 3 one participant was neutral and for participants in level 4, 5 held negative attitudes, 72 were neutral, 17 portrayed positive attitudes. The researcher concluded that most participants from level 4 were neutral.

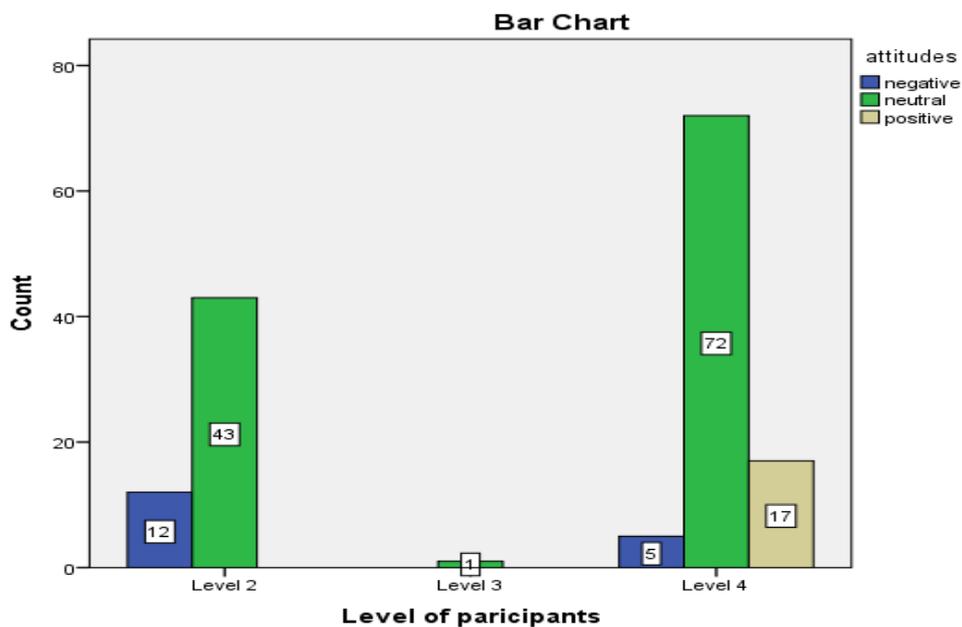


Figure 4.12: Attitudes portrayed by college students towards date rape based on level

4.3.3 Research question 3: What kind of perceptions are portrayed by college students towards date rape?

4.3.3.1 Perceptions portrayed by college students towards date rape

Figure 4.13 below is an illustration of perceptions portrayed by student participants towards date rape. 60.67% of the participants were neutral and 39.3% portrayed positive attitudes. Most of college students as indicated in the research study have neutral perceptions towards date rape. Date rape is not recognized at Midlands State University.

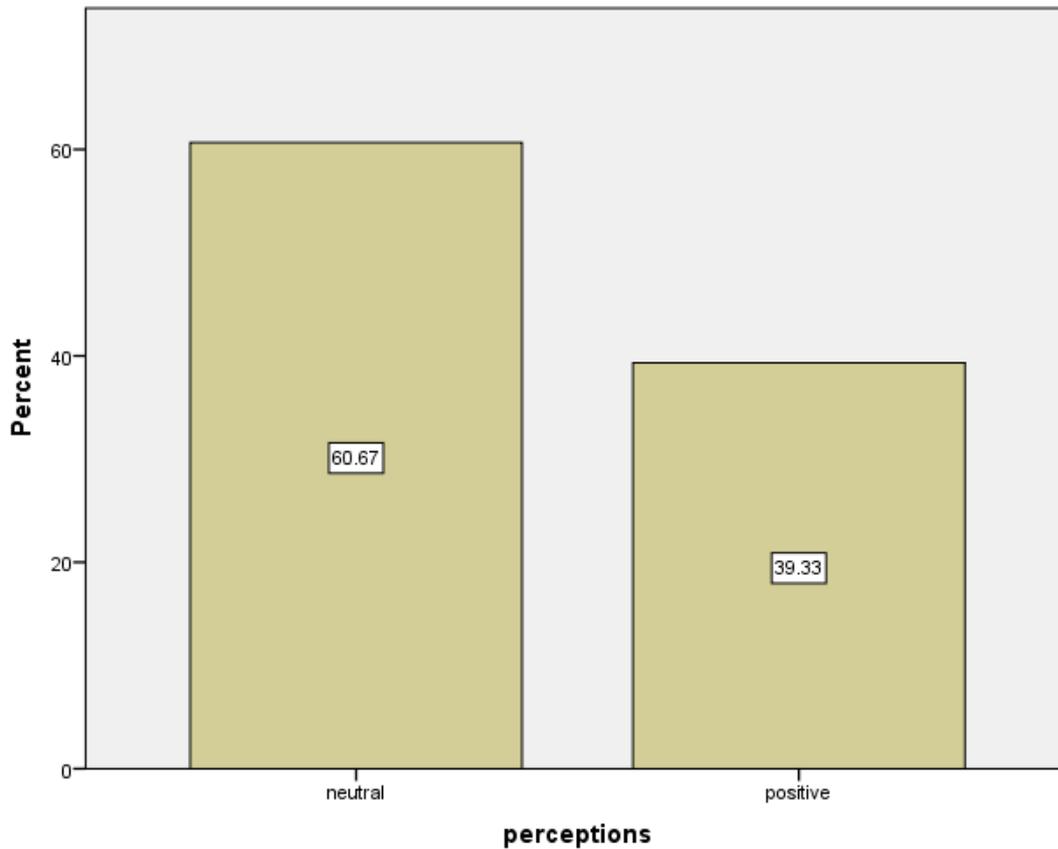


Figure 4.13: Perceptions portrayed by college students towards date rape

4.3.3.2 Perceptions portrayed by college students towards date rape based on age

Figure 4.14 below shows perceptions portrayed by college students towards date rape based on their differences in age. For participants in the 18 to 20 years range, 34 had neutral perceptions and 10 had positive perception, 41 had neutral perceptions and 11 positive for ages between 21 and 23, 9 participants had neutral perceptions and the perceptions of 29 participants were positive for the 24 to 25 range and for participant above 25 years, 7 portrayed neutral and 9 had positive perceptions. Students between 24 and 25 years portrayed more positive perceptions than other age groups.

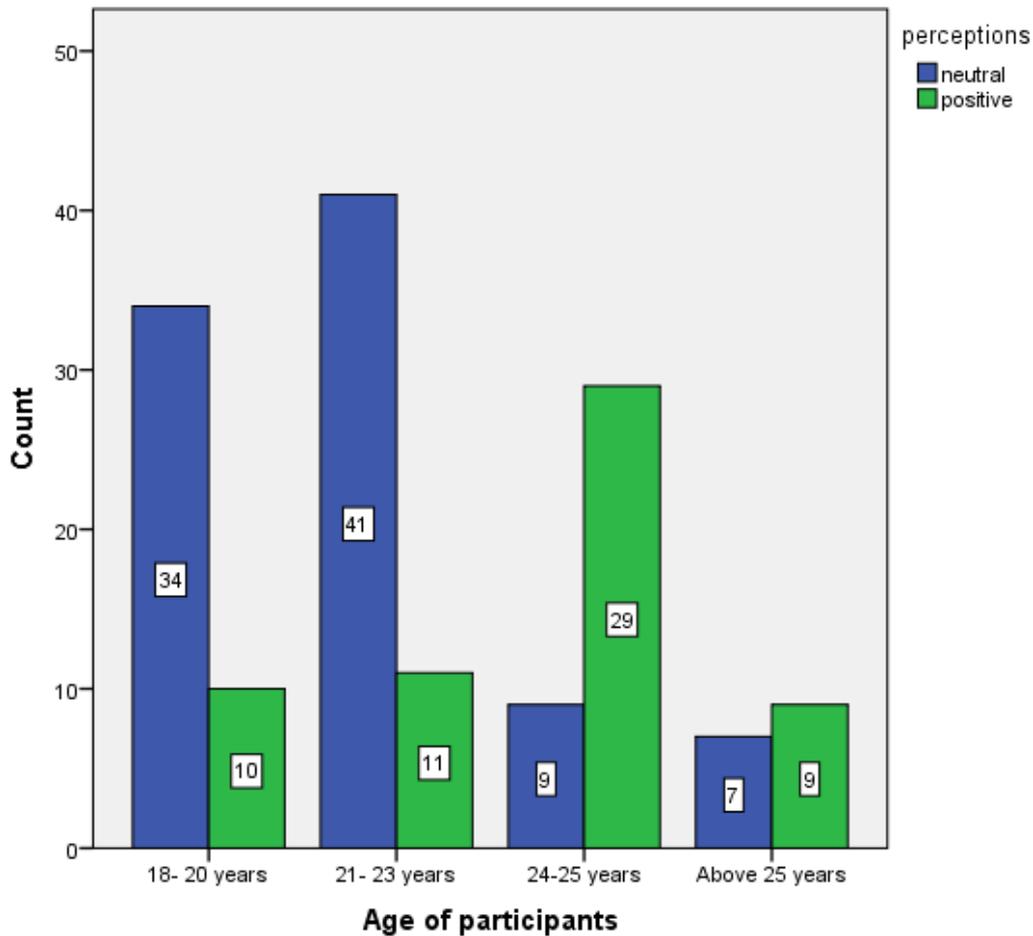


Figure 4.14: Perceptions portrayed by college students towards date rape based on age

4.3.3.3 Perceptions portrayed by college students towards date rape based on gender

Figure 4.15 below shows perceptions portrayed by college students towards date rape based on gender. 5 male participants were neutral and 59 had positive perceptions. As indicated below 86 female participants portrayed neutral perceptions towards date rape.

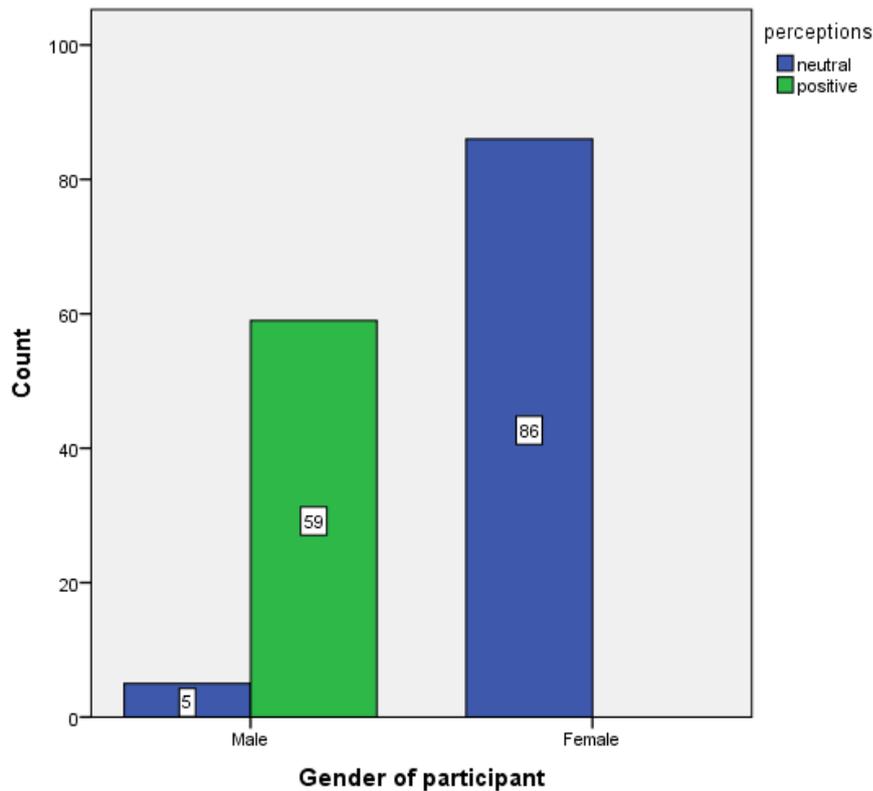


Figure 4.15: Perceptions portrayed by college students towards date rape based on gender

4.3.3.4 Perceptions portrayed by college students towards date rape based on marital status

Table 4.6 below shows perceptions towards date rape among college students based on differences in marital status. Single participants who had neutral participants were 79 and 59 portrayed positive perceptions. 12 married student participants portrayed positive perceptions towards date rape. Results indicate that all males portrayed positive perceptions towards date rape.

Table 4.6: Perceptions portrayed by college students towards date rape based on marital status

Student Responses		perceptions		Total
		neutral	positive	
Marital status of participants	Single	79	59	138
	Married	12	0	12
Total		91	59	150

4.3.3.5 Perceptions portrayed by college students towards date rape based on faculty

Table 4.7 below indicates the kind of perceptions towards date rape that student participants portrayed based on their faculties. For student participants who were in the social sciences 38 participants portrayed neutral perceptions, 21 participants in the Natural Resources Management were also neutral, 4 participants were neutral, 13 were neutral and 18 portrayed positive perceptions in the faculty of Science and Technology, for Education 3 participants portrayed neutral perception and 31 portrayed positive perceptions, 11 Law participants were neutral and for Commerce 14 participants were neutral and 10 portrayed positive perceptions. Frequencies indicate that most participants were neutral.

Table 4.7: Perceptions portrayed by college students towards date rape based on faculty

Student Responses		perceptions		Total
		Neutral	positive	
Faculty of participants	Social sciences	38	0	38
	Natural Resources Management	21	0	21
	Science and Technology	4	18	22
	Education	3	31	34
	Law	11	0	11
	Commerce	14	10	24
	Total	91	59	150

4.3.3.6 Perceptions portrayed by college students towards date rape based on level

Figure 4.16 below is an illustration of the kind of perceptions towards date rape portrayed by college students based on level differences. For participants in level 2, 34 participants were neutral and 21 had positive perceptions, level 3 participant was neutral and 56 participant were neutral whilst 38 portrayed positive perceptions for participants in level 4.

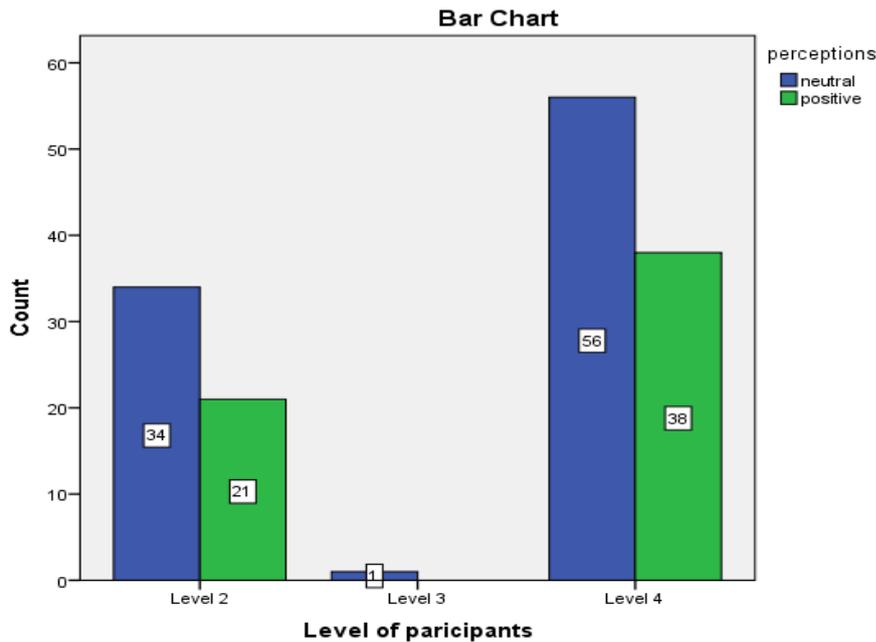


Figure 4.16: Perceptions portrayed by college students towards date rape based on level

4.4 Knowledge, Attitudes and Perceptions towards Date Rape and Demographics

4.4.1 Knowledge, attitudes and perceptions towards date rape and age

Table 4.8 below shows that the significance for perceptions and age recorded was 0.00 whilst attitudes and age was 0.00 and variance coefficients of 0.00 were recorded for knowledge and age. Results indicated that there are significant differences between and within groups of individuals based on their age in understanding and perceiving date rape. Hence age affected perception, knowledge and attitudes towards date rape among college students.

Table 4. 8: Knowledge, attitudes and perceptions towards date rape and age

Student Responses		Sum of Squares	df	Mean Square	F	Significance
Perceptions	Between Groups	8.587	3	2.862	15.361	.000
	Within Groups	27.206	146	.186		
	Total	35.793	149			
Attitudes	Between Groups	10.500	3	3.500	21.745	.000
	Within Groups	23.500	146	.161		
	Total	34.000	149			
knowledge	Between Groups	9.105	3	3.035	15.665	.000
	Within Groups	28.288	146	.194		
	Total	37.393	149			

4.4.2 Knowledge, attitudes and perceptions towards date rape and gender

Table 4.9 below shows that the significance for perceptions and gender recorded was 0.00 whilst attitudes and gender was 0.00 and variance coefficients of 0.00 were recorded for knowledge and gender. Results indicated that there are significant differences between and within groups of individuals based on their gender in understanding and perceiving date rape. Therefore gender affected perception, knowledge and attitudes towards date rape among college students.

Table 4.9: Knowledge, attitudes and perceptions towards date rape and gender

Student Responses		Sum of Squares	df	Mean Square	F	Significance
Perceptions	Between Groups	31.184	1	31.184	1001.269	.000
	Within Groups	4.609	148	.031		
	Total	35.793	149			
Attitudes	Between Groups	3.924	1	3.924	19.312	.000
	Within Groups	30.076	148	.203		
	Total	34.000	149			
Knowledge	Between Groups	10.144	1	10.144	55.099	.000
	Within Groups	27.249	148	.184		
	Total	37.393	149			

4.4.3 Knowledge, attitudes and perceptions towards date rape and marital status

Table 4.10 below shows that the significance for attitudes and marital status is 0.001 indicating that there are significant differences between and within groups of university students based on their marital status in understanding date rape. Significance for perceptions and marital status was 0.003 between groups and within groups indicating there are significant differences between groups and within groups in perceptual experiences of university. The significance for knowledge and marital status was 0.684, indicating that there was no significant differences between and within groups of university students in the level of knowledge of date rape. Therefore marital status did not affect knowledge as compared to perceptions and attitudes.

Table 4.10: Knowledge, attitudes and perceptions towards date rape and marital status

Student Responses		Sum of Squares	df	Mean Square	F	Sig.
Perceptions	Between Groups	2.018	1	2.018	8.843	.003
	Within Groups	33.775	148	.228		
	Total	35.793	149			
Attitudes	Between Groups	2.264	1	2.264	10.561	.001
	Within Groups	31.736	148	.214		
	Total	34.000	149			
Knowledge	Between Groups	.042	1	.042	.166	.684
	Within Groups	37.351	148	.252		
	Total	37.393	149			

4.4.4 Knowledge, attitudes and perceptions towards date rape and faculty

Table 4.11 below shows that the variance coefficients of 0.00 were recorded for knowledge, attitudes and perceptions indicating that there are significant differences between and within groups of individuals based on their faculties in understanding and perceiving date rape. Therefore differences in faculties affected knowledge, attitudes and perceptions of college students towards date rape.

Table 4.11: The relationship between the knowledge, attitudes and perceptions towards date rape and faculty

Student Responses		Sum of Squares	df	Mean Square	F	Sig.
Perceptions	Between Groups	23.952	5	4.790	58.255	.000
	Within Groups	11.841	144	.082		
	Total	35.793	149			
Attitudes	Between Groups	12.225	5	2.445	16.169	.000
	Within Groups	21.775	144	.151		
	Total	34.000	149			
Knowledge	Between Groups	9.203	5	1.841	9.403	.000
	Within Groups	28.190	144	.196		
	Total	37.393	149			

4.4.5 Knowledge, attitudes and perceptions towards date rape and level

Table 4.12 below shows that the significance for perceptions and level is 0.700, indicating that there was no significant differences between and within groups of students in perceptual experiences of students based on date rape. On the other hand, variance coefficients of 0.00 were recorded for both attitudes and knowledge indicating that there are significant differences between and within groups of individuals based on their level of education in understanding date rape. Therefore level of education did not affect perception as compared to knowledge and attitudes.

Table 4.12: Knowledge, attitudes and perceptions towards date rape and level

Student Responses		Sum of Squares	Df	Mean Square	F	Sig.
Perceptions	Between Groups	.173	2	.087	.357	.700
	Within Groups	35.620	147	.242		
	Total	35.793	149			
Attitudes	Between Groups	4.150	2	2.075	10.219	.000
	Within Groups	29.850	147	.203		
	Total	34.000	149			
Knowledge	Between Groups	6.059	2	3.029	14.212	.000
	Within Groups	31.335	147	.213		
	Total	37.393	149			

4.5 Chapter Summary

The chapter provided an outline of the findings from the study. The results from the findings indicate that college students possess high levels of knowledge of date rape since the majority of students knew what date rape is. In general college students portrayed neutral attitudes and perceptions towards date rape. Most factors influenced the level of knowledge, kind of attitudes and perceptions that college students have towards date rape. However the researcher observed that there significance for perceptions and level is 0.700 and significance for knowledge and marital status was 0.684, indicating that there was no significant differences between and within groups of students in perceptual experiences and understanding of date rape.

Chapter 5

Discussions, Conclusions and Recommendations

5.1 Introduction

The focus of this chapter is to provide a discussion of the results on the knowledge, attitudes and perceptions towards date rape among Midlands State University students. The researcher discusses, concludes, makes recommendations, and summarizes findings of the study in this chapter.

5.2. Discussion of Results

5.2.1 Knowledge of date rape among college students

The researcher concluded that most student participants knew about date as evidenced by their responses. Overall results show that the level of knowledge concerning date rape for 47.33% (n=71) of the participants was moderate and 52.67% (n=79) possessed high levels of knowledge on date rape. This shows that the majority of students who participated knew about date rape and its existence. College students are familiar with the term date rape. Studies show the existence of date rape in college campuses. Chang (1998) conducted a research study which examined the knowledge of date rape among university students, the results indicated that 50% of the participants knew about date rape whilst the other 50% did not know much about date rape although they stated their views of date rape.

As the majority of students from the research showed that they have knowledge of date rape it is an indication that date rape also exists in the African context, though there is not much literature found on the phenomenon of date rape in Zimbabwe probably due to underreporting of rape cases. The acknowledgement of date rape is higher in western cultures than in African countries.

The research indicated that 52.67% of the sample population had high levels of knowledge of date rape. Despite the fact that college students are aware of the existence of date there is so much that needs to be taken into consideration especially their different views and perceptions regarding date rape. Though college students revealed that they have knowledge on date rape there is so much under reporting. Underreporting is also in line with other studies in which date rape is underreported. In the United States, the reported sexual offences for the year 1999 totaled 2,469 cases representing all U.S college campuses (U.S Department

of Education, 2001), signifying underreporting of rape incidents. As a result of underreporting of date rape incidents among college victims little information on date rape is obtained. Lack of knowledge on the issue of date rape among college students especially in Zimbabwe where it is under recognized can be attributed to cultural beliefs and rape myth acceptance.

Results of the study revealed that the level of knowledge of date rape varied among college students. Participants between ages 24 to 25 possessed high levels of knowledge towards date rape compared to other age groups. The differences can be attributed to our culture. The African culture does not view date rape as a crime but rather individuals are made to believe that it is normal and acceptable in dating relationships. Victims of date rape who do not report usually do not consider their assault as rape. Fear of reprisal from the perpetrator and other people from the community and fear of the trauma caused by the legal process of reporting are other contributing factors to underreporting of date rape. There are rape myths that govern our African culture. There are misconceptions concerning date rape embedded in people's minds (Burt, 1980). Young adults as a result of the rape myths believe that a "real rape" is when a victim is raped by a stranger and force is involved whereas in incidents of date rape no force or weapons are involved (Fisher et al., 2000). Muehlenhard et al. (1985) proposes that rape myth acceptance which is high reduces the likelihood that individuals will acknowledge a scenario as rape. Therefore findings on the knowledge of date rape are contradictory, diverse and inconclusive because of the complexity of date rape.

The minority of participants who did not possess much knowledge on date rape can be compared with previous college research studies which reveal that college students have little knowledge of date rape. Dale et al. (1992), illustrated in a similar study that both males and females on campus have little knowledge and understanding of acquaintance/date rape because of the complexity of the crime. Mahoney (1983), postulates that the majority of college student participants in his research did not believe that date rape exist and that under certain conditions it is an unacceptable behaviour

Responses to the knowledge of date rape based on age of participants revealed that participants of age ranges 21 to 23 and 24 and 25 possessed high levels of knowledge of date rape. Probably this was because the participants were more exposed to university life and experiences. Date rape is more prevalent on university campuses and date rape victims are usually between the ages of 18 to 24 (Koss, 1988). Students in tertiary education are at

greater risk for rape and sexual assault when compared with the general population (Joseph et. al., 2013). Young adults between the ages of 18 and 25 are at a great risk and are vulnerable to date rape especially women. Hence the research focused on college students starting from the age of 18.

Findings from the research show that the level of knowledge towards date rape for college students based on gender differences was moderate in 11 male student participants and high in 53 participants. The level of knowledge towards date rape in female participants was moderate in 60 and high in 20 participants. Therefore from the study more female students were more aware of date rape than males. The study revealed that both male and female students acknowledge date rape in contrast with other research studies which proposes that females do not acknowledge date rape and female victims underreport date rape incidents and that males justify date rape (Dale et al., 1992). In the United States of America, it has been observed that one out of every four females has been a victim of date rape during their college years (Mohler- Kuo et al., 2004). Hence females possess high levels of knowledge of date because females are vulnerable to date rape.

Findings show that single participant's possessed much knowledge on date rape compared to married participants. The researcher concluded that date rape is more common in dating relationships that is the reason why more single participants possessed much knowledge of date rape.

There was not much difference when the knowledge of date rape for college students was compared based on their differences in faculties and level. Student participants in level 4 possessed much knowledge than participants in other faculties and this can be attributed to the issue of more exposure to university life.

The researcher therefore can conclude from the findings of the research study that both male and female students from the Midlands State University possess knowledge of date rape. The majority of students have high levels of knowledge of date rape. However although university students exhibit high levels of knowledge of date rape, there are cultural beliefs and rape myths that determine how different individuals view date rape..

5.2.2 Attitudes towards date rape among college students?

Findings revealed that in general, 17 participants portrayed negative attitudes towards date rape, whilst 116 were neutral and 17 held positive attitude. Most students who were neutral were between the ages of 18 and 20, signifying lack of knowledge on the issue of date rape among college students. This shows that most students were neutral they neither held positive nor negative attitudes towards date rape. The majority of participants were not sure or did not know about date rape since their attitudes were neutral. The results contrasted with other research studies in which attitudes towards date rape among college students (Pereira, 2014). High levels of disagreement concerning date rape were observed indicating negative attitudes towards date rape in a study conducted on a Portuguese university campus (Pereira, 2014). Negative attitudes portray college students knew about date rape but they held attitudes that did not allow them to accept or acknowledge date rape. In general attitudes towards date rape are neutral indicating that date rape is not recognized by most college students. Thus date rape is a hidden crime in today's world because of the negative attitudes that people hold towards date rape victims.

Attitudes towards date rape among college students were also assessed based on gender differences Female participants from the research presented lower levels of disagreement towards date rape than males. Results are in line with the findings in a study conducted in Portugal (Pereira, 2014) examining the prevalence of date rape and attitudes among Portuguese university students. Basing on gender differences among university students, results indicated that males displayed high levels of disagreement towards date rape indicating the negative attitudes. Hence males in both studies portray negative attitudes towards date rape. These negative attitudes held by males support and justify male sexual aggression against women. However in general, the research indicated that both gender participants presented neutral attitudes towards date rape.

In general most students were neutral they neither held positive nor negative attitudes towards date rape. 11.33% of the sample population held negative attitudes towards date rape, 77.33% had neutral attitudes and 11.33 % held positive attitudes towards date rape. Neutral attitudes are a result of rape myths that exists in our society that propel certain attitudes and perceptions towards rape in both males and females. Burt (1980) originally defined these myths as stereotyped beliefs and attitudes about rape, the rape victims, and perpetrators. Rape myths identified by (Koss, 1988) include: females who have regrets after consensual sex often lie about acquaintance rape, when women say no they mean yes, it is a woman's fault

if she is raped after agreeing to go to a man's house. Some men who commit date rape stereotype women as individuals who are weak and unable to decide for themselves. As a result of these myths and beliefs Africans see no harm in date rape. In this light people tend to hold neutral attitudes because they do not have enough information to justify date rape as a crime or something unacceptable. Tolerant individuals towards date rape usually have difficulties in telling whether date rape has occurred probably due to their lack of sexual knowledge, they have a tendency of blaming the society and the situation rather than the perpetrator (Fischer, 1986).

Research findings indicated that when the responses of students were compared based on their faculties they portrayed negative attitudes towards date rape. Frequencies for participants who presented negative attitudes show that 1 participant was in the social sciences whilst 13 from Natural Resources Management, 1 from Science and Technology, 1 from Education, 1 from Law and 1 from Commerce. Negative attitudes towards date rape are usually directed to rape victims. Burt (1980) indicated that some people hold a belief that a certain type of women are the ones that are raped. These women are believed to be promiscuous and immoral. Thus women are blamed for the occurrence of date rape. Victims of date rape also avoid reporting rape incidents to the police because of the belief that females after being raped may be less desirable. The reputation of a woman is ruined the moment she becomes a rape victim. Rape victims feel guilty, stigmatised, devalued and impure. This prevents rape victims to report to the police and they may not be able to recover well (Burt, 1980). Previous studies prove that one in every four men think that women tend to lie about date rape incidents (Holcomb et al., 1993). Sawyer et al. (1993) acknowledges that 74% of males believe that 50% of acquaintance rape cases are invented by women. In fact rape perpetrators think that the victims enjoy and are interested in having the sexual intercourse (Proite, 1993).

The researcher concluded that in general, most college students presented neutral attitudes towards date rape. Neutral attitudes are a result of the lack of knowledge of regarding date rape as a crime. Our society does not view date rape as unacceptable. Myths and beliefs concerning sexuality affect and influence the way individuals perceive date rape as well as who is to be blamed.

5.2.3 Perceptions towards date rape among college students?

Most of the participants when they responded to the questionnaire portrayed neutral perceptions towards date rape. 60.67% of the participants were neutral and 39.3% portrayed positive attitudes. Students between 24 and 25 years portrayed more positive perceptions than other age groups. Married college students held positive perceptions than single participants. Frequencies on perceptions towards date rape among college students based on their faculties and levels indicate that most participants had neutral perceptions. Most of the college students as indicated in the research study have neutral perceptions towards date rape. Date rape is not recognized at Midlands State University.

Research findings show that perceptions portrayed by college students towards date rape based on gender indicated differences between male and female participants. Males presented more positive perceptions than female participants indicating differences in perception towards date rape among university students. Findings contradicted with other another research study which proved that gender does not affect perceptions towards sexual assault (Mitchel et al., 2009). The researchers used a sample of 171 college students, who responded to a questionnaire measuring perceptions of the victim and aggressor. The results showed no connection between gender and perceptions.

The researcher observed that males and females perceptions towards date rape varied. 5 male participants were neutral and 59 had positive perceptions whilst 86 female participants portrayed neutral perceptions towards date rape. Similar research on perceptions of date rape among college students indicate that there are gender differences in perceiving date rape, rape myths and risk factors were found among both genders (Chang, 1998). Myths and beliefs concerning sexuality affect and influence the way individuals perceive date rape as well as who is to be blamed.

Perceptions towards date rape are influenced by certain variables which include the motivation of the perpetrator, the victim and aggressor's race, use of alcohol or drugs by both the victim and the perpetrator preceding to the rape incident and the relationship between the victim and the perpetrator (Mitchel et al., 2009). Results obtained indicated that the effects of the use of alcohol on perceptions and attributions of blame differs. In most cases males are usually blamed for taking advantage of the female victim who may be drunk following a rape incident. However the female victim is blamed more for getting drunk making herself

vulnerable to sexual assault. When an aggressor commits the crime under the influence of alcohol, the blame lessens when compared with a sober aggressor (Grubb et al., 2012).

Culture and race affects perceptions as evidenced by a study in George et al., (2002) investigated sexual assault between different races: black perpetrator and white victim, white male against black female and also non interracial rape where the victim and perpetrator are of the same race. Results from the research, indicated that racial stereotypes on sexuality influences perceptions of rape. This is due to the fact that blacks are often labelled as promiscuous, when rape occurs between a black woman and white man, the black woman is blamed since she is believed to have invited the perpetrator. However if the perpetrator is black in the same scenario the female will be blamed less. White women are blamed because of the belief that they fraternize with black males (George et al., 2002)

Other research studies on alcohol consumption indicate different perceptions. Maurer et al., (2007) describes a research study examining effects of alcohol consumption on perceptions of sexual intent. The study used a sample of 652 college students to examine effects of female alcohol consumption, alcohol consumption by males and by both males and females on the perceptions of sexual intent. Results obtained indicated that females are perceived to have less sexual intent when the male only was drinking alcohol and males showed greater sexual intent under the influence of alcohol. However the consumption of alcohol by both parties did not affect the belief of the occurrence of a rape and the perceptions of responsibility (Maurer et al., 2008).

Findings indicate that male student participants presented more positive perceptions towards date rape whilst female students had neutral perceptions. An individual's sexuality is shaped by one's culture which encompasses psychological theories, laws, religious teachings and social policies.

5.2.4 Knowledge, attitudes and perceptions towards date rape among college students

Findings indicated that most factors influenced the level of knowledge, kind of attitudes and perceptions that college students have towards date rape. However the researcher observed that the significance for perceptions and level is 0.700 and significance for knowledge and marital status recorded is 0.684, indicating that there was no significant differences between groups and within groups of college students in perceptual experiences and understanding of date rape.

5.3. Conclusions

5.3.1 Knowledge of date rape

Knowledge, attitudes and perceptions towards date rape influence an individual's understanding and view of date rape. Possessing the right knowledge, attitudes and perceptions concerning date rape and acquaintance rape will assist people to prevent occurrence and report date rape cases. Despite the frequency of date rape across the globe, in the African society date rape is under recognised, underreported and under studied.

5.3.2 Attitudes towards date rape

The researcher concluded that in general, most college students presented neutral attitudes towards date rape. Neutral attitudes are a result of the lack of knowledge of regarding date rape as a crime. Our society does not view date rape as unacceptable. Myths and beliefs concerning sexuality affect and influence the way individuals perceive date rape as well as who is to be blamed.

5.3.3 Perceptions towards date rape

Findings indicate that male student participants presented more positive perceptions towards date rape whilst female students had neutral perceptions. Most of the college students as indicated in the research study have neutral perceptions towards date rape. Date rape is not recognized at Midlands State University

5.4. Recommendations

The researcher provided recommendations to the Midlands State University, institutions that provide prevention programs for rape, the ministry of higher and tertiary education and future researchers.

Midlands State University:

- The university's counselling department must be aware of the perceptions and attitudes that university students hold towards date.
- The university counselors must be educated and given enough information concerning date rape so that they may be able to assist date rape victims.
- The student board and the Peer Educators should also be educated about date rape so they can help disseminate the information to others.
- Programs and awareness campaigns can be organized by the university in order to disseminate information about date rape to students and staff members. This is very

helpful because the majority of students portrayed neutral attitudes towards date rape indicating that they either did not know or were not sure if they accepted date rape. Hence neutral attitudes can be shaped.

Ministry of higher and tertiary education:

- The ministry of higher and tertiary education should develop a policy that recognizes date rape as a crime which is part of sexual violence on college and university campuses.

Institutions that provide prevention programs for rape

- These institutions must work in conjunction with colleges and universities and organize programs that educate young adults in universities on dating relationships and prevention of rape
- They must establish evaluation strategies that enables them to determine the effectiveness of the programs they utilize.

Future researchers:

- Future researchers can focus on other aspects such as prevalence of date rape on college campuses especially in Zimbabwe where date rape is not recognized and underreported.

5.5. Chapter Summary

The chapter examined the knowledge, attitudes and perceptions towards date rape among Midlands State University students. The results from the findings indicate that most university students have knowledge of date rape and in general college students portray neutral attitudes towards date rape. Perceptions towards date rape varied among university students as a result of rape myths and beliefs that determine the way individuals view and perceive date rape. Most factors influence the level of knowledge, kind of attitudes and perceptions that college students have towards date rape. However the researcher observed that the significance for perceptions and level is 0.700 and significance for knowledge and marital status was 0.684, indicating that there was no significant differences between and within groups of students in perceptual experiences and understanding of date rape. The causes of sexual violence in dating relationships include absence of information pertaining

health, gender and sexuality. In this chapter the researcher, discussed and concluded the data obtained from the research and provided recommendations to the university and future researchers

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Appendix A: Questionnaire



Midlands State University

Established 2000

Our Hands, Our Minds, Our Destiny

Knowledge, attitudes and perceptions towards date rape among Midlands State University students

The researcher, Tafadzwa Chiwara a fourth year student currently studying a Bachelor's Degree in Psychology seeks to get a better understanding of the knowledge, attitudes and perceptions towards date rape of Midlands State University students, in an effort to use the obtained information for academic purposes.

All information gathered will be treated as private and confidential and will be used only for academic purposes.

Section A: Demographics

(Please put a tick in the box next to the answer of your choice)

1. Age

18-20 years 21- 23 years

24-25 years Above 25 years

2. Gender

Male Female

3. Marital status

Single Married

4. Faculty

Social Sciences Natural Resources Management

Sciences and Technology Education

Law Commerce Medicine

5. Level

Level 1 Level 2 Level 3 Level 4

Instructions

1 = Strongly Disagree 2= Disagree 3=Not sure 4= Agree 5 = Strongly Agree.

(Please put a tick in the box next to the answer of your choice)

Knowledge of university students towards date rape

6. I believe I do know the meaning of date rape?

1 2 3 4 5

7. If a woman dresses in a sexy dress she is asking for sex

1 2 3 4 5

8. Women know they can provoke sex by their behaviour

1 2 3 4 5

9. The manner in which a woman resists should be a major factor in determining if a date rape has occurred

1 2 3 4 5

10. I believe that alcohol and other drugs affect my sexual decision making

1 2 3 4 5

11. I believe that talking about sex destroys the romance of that particular moment

1 2 3 4 5

12. When a woman fondles a man's genitals it means she has consented to sexual intercourse

1 2 3 4 5

13. Certain women are more likely to be raped due to their flirting, teasing and promiscuous behavior

1 2 3 4 5

14. Rape can occur between two college students, even if they seem to be a normal couple who are often seen together at parties.

1 2 3 4 5

15. What people call date rape is often just sex that got a little rough?

1 2 3 4 5

Attitudes of university students towards date rape

16. In most cases when a woman was raped she was asking for it?

 2 3 4 5

17. When a woman says no to sex what she really means is maybe

 2 3 4 5

18. Many women pretend they do not want to have sex because they do not want to appear easy

1 2 3 4 5

19. If a woman lets a man buy her dinner or pay for a movie or drinks she owes him sex

1 2 3 4 5

20. A man can control his behaviour no matter how sexually aroused he feels

1 2 3 4 5

21. It is okay to pressure a date to drink alcohol in order to improve one's chances of getting one's date to have sex

1 2 3 4 5

22. A woman can dress as she wants to, drink if she wants to and not hold any of the blame if she is raped.

1 2 3 4 5

23. For college men, there is a constant pressure or expectation to have sex.

1 2 3 4 5

24. A lot of people, especially women, are too likely to label a sexual encounter as rape.

1 2 3 4 5

25. If a woman willingly gets drunk, then she is raped, she is more responsible for what happened to her than if she had decided not to drink.

1 2 3 4 5

26. A man is entitled to sexual intercourse if his partner has agreed to it but at the last moment change her mind

1 2 3 4 5

Perceptions of university students towards date rape

27. If a woman asks a man on a date she is interested in having sexual intercourse?

1 2 3 4 5

28. In the majority of date rapes the victim is promiscuous or has a bad reputation?

1 2 3 4 5

29. Date rapists are usually motivated by overwhelming and unfulfilled sexual desire

1 2 3 4 5

30. Women often lie about date rape only to get back at their dates?

1 2 3 4 5

31. Males and females must share the expenses of a date

1 2 3 4 5

32. Most women enjoy being submissive in sexual relations

1 2 3 4 5

33. When a woman asks her date back to her place, I expect that something sexual will take place

1 2 3 4 5

34. Most women enjoy being dominant in sexual relations

1 2 3 4 5

35. It is okay for a man to have sex with a female acquaintance who is drunk

1 2 3 4 5

36. If a woman is unsure about whether she wants sex, it is okay for a man to persist until she flatly says no.

1 2 3 4 5

37. The judicial system is too harsh on men in cases of alleged sexual assault, and they do not look enough at women's behavior or responsibility.

1 2 3 4 5

Appendix B: Audit Sheet

Audit Sheet

Date	Topic	Supervisor Comments	Supervisors Signature	Student Signature
23/11/15	Proposal	Rework	L. Manganyi	T. Tshela
29/11/15	Proposal	Proceed	L. Manganyi	T. Tshela
31/12/15	Chapter 1	Rework	L. Manganyi	T. Tshela
02/01/16	Chapter 1	Proceed	L. Manganyi	T. Tshela
31/03/16	Chapter 2	Rework	L. Manganyi	T. Tshela
16/02/16	Chapter 2	Proceed	L. Manganyi	T. Tshela
24/02/16	Chapter 3	Rework	L. Manganyi	T. Tshela
04/03/16	Chapter 3	Proceed	L. Manganyi	T. Tshela
12/03/16	Instrument	Rework	L. Manganyi	T. Tshela
18/03/16	Instrument	Proceed	L. Manganyi	T. Tshela
20/03/16	Chapter 4	Rework	L. Manganyi	T. Tshela
31/03/16	Chapter 4	Proceed	L. Manganyi	T. Tshela
07/04/16	Chapter 5	Rework	L. Manganyi	T. Tshela
10/04/16	Chapter 5	Proceed	L. Manganyi	T. Tshela
17/04/16	1 st Draft	Rework	L. Manganyi	T. Tshela
21/04/16	1 st Draft	Submit	L. Manganyi	T. Tshela

Appendix C: Approval Letter

House No. 6305
Rusununguko
Chinhoyi

Midlands State University
P Bag 9055
Gweru

1 April 2016

Dear Sir/Madam

REF: Application for permission to carry out an academic research study at Midlands State University

My name is Tafadzwa Chiwara, currently in my final year studying a Bachelor's Degree in Psychology at Midlands State University. My registration number is R123833N.

I am kindly asking for your permission to carry out an academic research study at your institution. The research topic is **Knowledge, attitudes and perceptions towards date rape among Midlands State University students.**

Looking forward to a favourable reply.

Yours Faithfully
Tafadzwa Chiwara



Approved

Reg
04/04/26

Appendix D: Letter of Request

Midlands State University



Established 2000

P BAG 9055
GWERU

Telephone: (263) 54 260404 ext 261
Fax: (263) 54 260233/260311

FACULTY OF SOCIAL SCIENCES DEPARTMENT OF PSYCHOLOGY

Date.....

To whom it may concern

Dear Sir/Madam

RE: REQUEST FOR ASSISTANCE WITH DISSERTATION INFORMATION
FOR TAFABZWA CHIKIARA

BACHELOR OF PSYCHOLOGY HONOURS DEGREE

This letter serves to introduce to you the above named student who is studying for a Psychology Honours Degree and is in his/her 4th year. All Midlands State University students are required to do research in their 4th year of study. We therefore kindly request your organisation to assist the above-named student with any information that they require to do their dissertation.

Topic: Knowledge, Attitudes and Perceptions towards date rape among Midlands State University Students.

For more information regarding the above, feel free to contact the Department.

Yours faithfully


.....
F. Ngwenya
Chairperson



Appendix E: Turnitin

TAFADZWA CHIWARA
First submission

ORIGINALITY REPORT

1 %	0 %	0 %	1 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Midlands State University Student Paper	1 %
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EXCLUDE QUOTES ON EXCLUDE MATCHES < 1%

EXCLUDE BIBLIOGRAPHY ON

Tafadzwa Chiwara 25/04/16

Appendix F: Making Guide

MIDLANDS STATE UNIVERSITY

FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

A GUIDE FOR WEIGHTING A DISSERTATION

Name of Student: Chiwara Tafadzwa

REG NO: R123833N

	ITEM	Possible Score	Actual Score	Comment
A	RESEARCH TOPIC AND ABSTRACT clear and concise	5		
B	PRELIMINARY PAGES: Title page, approval form, release form, dedication, acknowledgements, appendices, table of contents.	5		
C	AUDIT SHEET PROGRESSION Clearly shown on the audit sheet	5		
D	CHAPTER 1 Background, statement of problem, significance of the study, research questions, objectives, hypothesis, assumptions, purpose of the study, delimitations, limitations, definition of terms	10		
E	CHAPTER 2 Addresses major issues and concepts of the study. Findings from previous work, relevancy of the literature to the study, identifies	15		

	knowledge gap, subtopics			
F	CHAPTER 3 Appropriateness of design, target population, population sample, research tools, data collection, procedure, presentation and analysis	15		
G	CHAPTER 4 Findings presented in a logical manner, tabular data properly summarized and not repeated in the text	15		
H	CHAPTER 5 Discussion (10) Must be a presentation of generalizations shown by results: how results and interpretations agree with existing and published literature, relates theory to practical, implications, conclusions (5) Ability to use findings to draw conclusions Recommendations (5)	20		
I	Overall presentation of dissertation	5		
J	References	5		
	TOTAL	100		