

33 participants stated that they experienced bullying and harassment at least once within this academic year from university colleagues, 25 students claimed they suffered abuse from university staff and 22 students experienced harassment from other persons. Figure 3.110 shows that more than half of the students suffering abuse, said that harassment very often occurs in the form of emotional abuse by university staff and colleagues. Physical and sexual harassment is less likely to be perpetrated by staff.

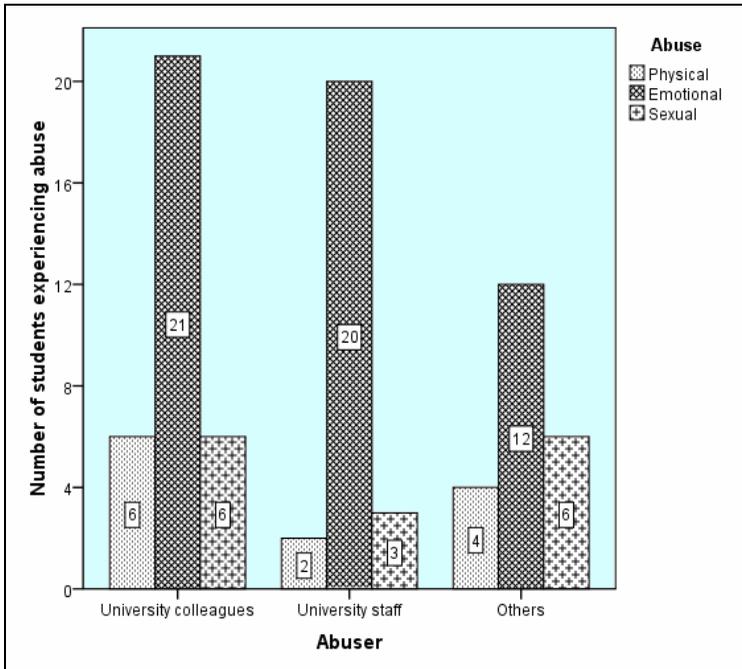


Figure 3.110: Physical, emotional and sexual abuser perpetrators

Discrimination is more likely to occur occasionally than on a frequent basis. Almost 11% of the respondents said that they were discriminated occasionally because of language, followed by social class (7.2%), physical appearance (6.2%), gender (5.9%) and age (5.1%). Age discrimination is most likely to occur frequently. Discrimination on the basis of disability, religion, race and sexual orientation are less likely to occur (Table 3.5). The chi square test

reveals that discrimination on the basis of language, socio economic status, appearance, gender and age occurs more often than others.

Table 3.5: Perceived discrimination experienced by students

Perceived Discrimination	Frequently	Occasionally	Never
Age	1.5%	3.6%	94.9%
Social class	0.4%	6.8%	92.8%
Physical appearance	0.4%	5.7%	93.8%
Disability	0.0%	1.1%	98.9%
Religion	0.0%	2.3%	97.7%
Ethnicity	.2%	1.5%	98.3%
Gender	.4%	5.5%	94.1%
Sexual orientation	0.0%	1.7%	98.3%
Language	.6%	10.6%	88.8%

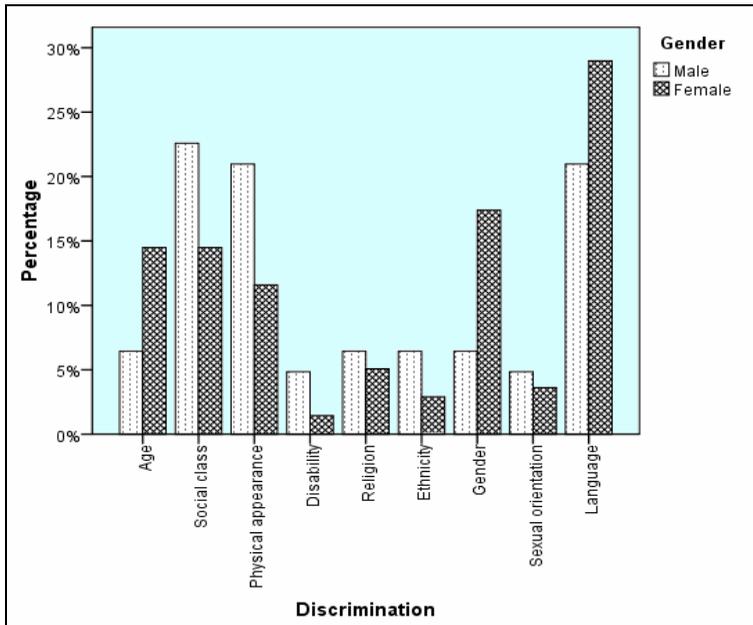


Figure 3.111: Perceived discrimination by gender

Healthy Students Healthy Lives

Males are more likely to be discriminated on the basis of their social class and physical appearance; whereas, females are more likely to be discriminated because of age, gender and language (Figure 3.111)

3.4 Student recommendations

Students were asked to make a number of recommendations which might improve their physical and socio-emotional health through changes made in the university's physical, social and academic environment.

3.4.1 Healthier environment

Most of the students' recommendations were focused on more attractive, greener, cleaner and pollution free premises.

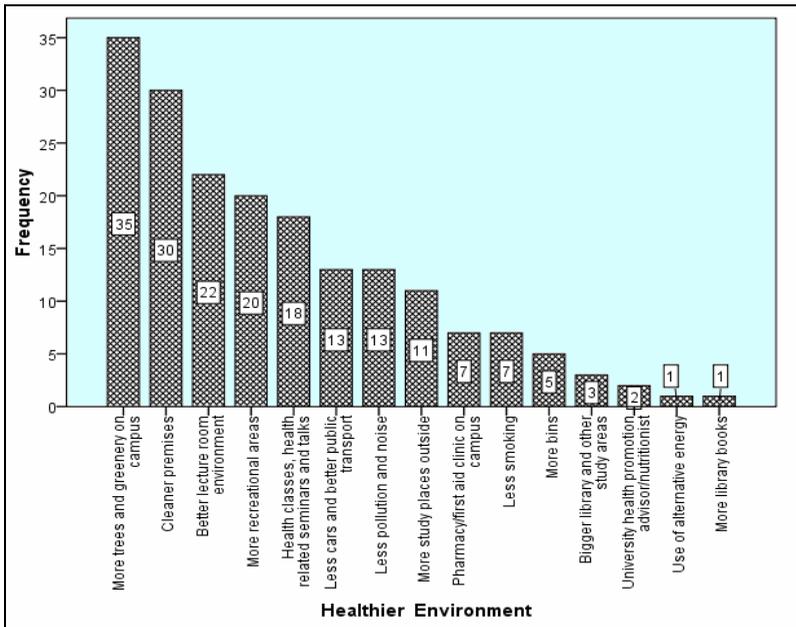


Figure 3.112: Students' recommendations for a healthier environment