UNIVERSITY OF KWAZULU-NATAL

Student Perceptions of Security Services at UKZN

By

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Declaration

I, Purmanund Hardeo declare that:

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ii. This dissertation has not been submitted for any degree or examination at any other university

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Acknowledgements

Abstract

Security is a condition which is created by the conscious provision and application of physical security measures for the protection of persons, property and information. The security of students at universities and technikons for administrators constitutes a challenge and an obligation in creating and maintaining an environment that is conducive to teaching, learning and research. Literature on security and security management abounds from a business perspective, however, very little exists regarding security management at universities. In order to address and add to the literature, this study was conducted at the University of KwaZulu-Natal (UKZN) amongst students on all five of its campuses. The aim of this study was to investigate the perceptions that students have of security at the UKZN by way of their experience, interactions and observations.

The questions that the study sought to answer was "do students feel safe at UKZN and what corrective measures can be taken to make them feel safer?" The objectives set out in the study were designed specifically to identify the factors that could improve service delivery and change the way that security, in its entirety, is managed at the UKZN. A qualitative study was conducted based on a random sample of students from the five campuses. An electronic questionnaire was emailed to all registered students of the university. The sample comprised of 407 valid respondents. The study showed that whilst a marginal majority of students felt safe, a large proportion of students felt unsafe. The study shows that students were dissatisfied with the service and found the security officers to be incompetent and un-trained.

One crucial aspect that emerged from the study is that resources were not utilized to their fullest and the perception of the majority of students was that security personnel were not functioning in the way that they should. It is recommended that resources are used optimally, rather than adding more resources, security staff require more training, contract security need to undergo ongoing induction and orientation to comply with UKZN security policies and procedures. Better security services inevitably adds value to the institution in that it lowers the university's insurance risk profile, it attracts investment, and if security is managed effectively UKZN becomes the institution of choice for parents and prospective students.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

Security can be broadly defined as protection from threat or danger. The function of security at tertiary institutions is to promote an environment in that is conducive to teaching and learning, to research as well as for working and living in. Students comprise the major grouping of the university community and it is therefore essential to understand their perspective of security services. Little research has been conducted on student's perceptions of security at universities, especially in South Africa. In addition, student perceptions are very important for purposes of planning and directing resources. Students are the beneficiaries of security services, but very little is known about their behaviour and attitudes towards security and their security needs. Therefore, this study aims to contribute to this gap in knowledge, by analysing the security perceptions of all students, both postgraduate and undergraduate from the five campuses of the University of KwaZulu-Natal (UKZN).

1.2   Overview of the study organization

In order to understand the organizational setting of the study, it is important to contextualize the development of Risk Management Services (RMS) before and after the merger of the two universities, namely the University of Natal and the University of Durban-Westville which produced the University of KwaZulu-Natal.

1.2.1   History of the University of KwaZulu-Natal

The formation of the University of KwaZulu-Natal (UKZN) took place in 2004 when the then Minister of Higher Education, Professor Kader Ismail announced the merger of the universities of Natal (UN) and Durban-Westville (UDW) in terms of the Higher Education Act 101 of 1997 (as amended). This merger sought to create a regional university that would be managed by a single unitary council (UKZN Website). There were implications for most departments and RMS was no exception.

1.2.2   Development of Risk Management Services

The erstwhile University of Natal had a security division known as Security Services and at the former UDW it was known as Campus Protection Services. At both universities, its purpose was elementary and rudimentary and performed the responsibility of basic static and mobile security patrols on the university premises. The static duties included duties at the access check points whilst the mobile duties included foot and later patrols with bicycles. The functions were not viewed as essential or core to the functioning of the institution and were treated in the same manner when resources were allocated. At the inception of the two institutions the universities employed in-house security guards and officers but later outsourced these functions to private security firms. Key personnel were retained in strategic areas mainly for purposes of continuity and control of the service providers. Post-merger, the divisions became known as Risk Management Services on all five of its campuses and although the situation hasn't changed much with respect to funding and resources, RMS has taken on a more meaningful role in the delivery of services relating to law enforcement.

1.2.3   Current role of Risk Management Services

The current role of RMS is the reduction of risk, investigation of incidents, legal compliance and maintenance of physical and electronic access controls. In order to achieve these objectives, RMS comprises of the following components that complement each of the functions:

Traffic section: This unit ensures that the movement of vehicles to and from the campus is smooth and that it does not impede the safety of pedestrians. The unit is also authorised to issue traffic fines and clamp the wheels of offensive parkers.

Guarding section: This section operates 24 hours a day for seven days in the week and its key performance area is crime prevention and deterrence. The unit is also responsible for provision of security for events and university functions

Investigations Unit: The investigations unit is a specialized unit that investigates criminal misconduct. Although the jurisdiction of the unit ends on campus, it has a mandate to ensure

a close partnership with the South African Police Services. It also has a mandate to initiate crime awareness programmes and 'sting' operations.

Occupational Health and Safety unit: This unit ensures that the university is compliant with safety, health and environmental regulations by monitoring the institutions safety indicators and conducting specific training programmes for staff and contractors.

Identity Card and Vehicle permit unit: The ID card and vehicle permit office ensures that every staff member, student or contractor is issued with an ID card. In addition, the unit also issues vehicle permits for entrance to the campus. These are necessary for purposes of access control of both vehicles and persons when security checks are conducted.

1.2.4   Organizational Structure

For purposes of law enforcement, the five campuses are divided into three main campuses and two main sub-campuses. Pietermaritzburg is a stand-alone campus that is situated about 75 kilometres from Durban. Howard College and Medical School are managed as a single campus and the Westville and Edgewood campuses are grouped together. These three groupings have a Traffic and Security manager who is responsible for the operations on each campus and manages both the in-house as well as the private security companies. There is a campus wide investigations manager who is responsible for the in-house officers and field investigators tasked to investigate all types of crime. The Health and Safety section has two managers. One manager is based in Pietermaritzburg and the other is responsible for activities on the four Durban based campuses. All these managers report to the Divisional Director who has the ultimate responsibility for safety and security at UKZN.

1.2.5   General criticisms of RMS

RMS as a service provider to the general corpus of staff and students are in principle an organized entity. However the two main criticisms of RMS are that:

- There is a general feeling that staff and students do not feel safe whilst they are on campus.

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- The service levels are not of an acceptable standard.

Whilst these are very important criticisms it remains very general and does not present a specific overview of the problem. It therefore provides an opportunity to conduct a study with defined perimeters.

1.3 Rationale and motivation for the study

At universities, students and security have always been ideologically juxtaposed. This has much to do with the level where security services sits on the corporate ladder. Security services further lack the confidence and ability to extend its hand to the student body for fear of ridicule or rejection (Bickel 1999). This has impeded a collaborative relationship between students and security. In light of this, as student safety on campus deteriorates, so too does the relationship between students and their universities (Bickel 1999). It is therefore necessary to understand the attitudes of students towards security in order to ensure that resources are managed efficiently and effectively, as well as to provide a security service which adds value to the university.

Apart from having business and management benefits, this dissertation is also beneficial to security professionals and law enforcement practitioners at national and international institutions of higher education. The findings can be used as a guideline for the development of suitable processes and strategies to ensure appropriate interactions between security personnel and students. The change in mind-set of both students and security staff can have positive spin-offs in the fight against crime. Students may have a better understanding of security and increase confidence in reporting incidents to security. Information gathered by way of statistics can help campus security focus their attention on hotspots for criminal activities. As a consequence positive change means a safer environment, more investment opportunities and lowering of the university's risk profile.

1.4 Problem statement

In its approach to provide a safe environment for students, UKZN employs physical and electronic means to counter crime and criminal activities. It also employs both in-house as well as private security to manage the functions of safety, traffic, parking, monitoring systems and investigation of misconduct and safety breaches. Students at UKZN are the main consumers of these services, yet little is known about how they view these security measures and services. The main aim of this study is to observe UKZN students' perceptions and attitudes towards campus security and ascertain whether they feel safe, and whether corrective measures should be taken to make them feel safe. From these aims the objectives of the research are mapped to give focus and direction to the study.

1.5 Objectives of the study

More specifically the study aims to determine:

1. Whether students feel safe whilst on UKZN premises.
2. Whether students have attended crime awareness programmes.
3. Whether students are aware of the security services available at UKZN.
4. What interactions have students had with RMS.
5. How students (from various perspectives, namely, victims, perpetrators or information seekers) perceive security services at UKZN.
6. What improvements need to be made to make students feel safer on campuses of UKZN?

These objectives serve the basis for the construction of the research instrument used in this dissertation.

1.6 Research methodology

In order to achieve these objectives, the research methodology in this dissertation makes use of quantitative data analysis. To satisfy the objectives of this study and to answer the research question, data was acquired through a survey questionnaire conducted online from which students from all five campuses were invited to participate. The total student population size

was 42096 from which 407 responses were received. The sample size was sufficient to draw statistically valid conclusions (Askew 2005). The average time that it took to complete the questionnaire was 8 minutes. The data collected is presented in the form of graphs, tabulations and cross-tabulations.

Limitations are inherent in all studies and this study was no exception. There were various limitations that surfaced. Firstly, the topic of this study itself was uninteresting and unappealing to the respondents which affected the initial response to the study. In subsequent e-mails the subject line was changed each time which finally attracted 407 respondents which is an acceptable sample size for the study in terms of sample size tables. In addition, access to the questionnaires was restricted as many students had limited personal access to internet and email and were forced to use the public local area networks (LAN's), which were very slow in processing data. Students were often de-motivated to continue with the survey due to long waiting times.

There were also limitations in the sample composition. The researcher had no control over the respondents' campus of origin. The study shows that whilst there were almost perfect representations for race and nationality, there were wide differences regarding the campus of origin of the respondent. In addition, academic literature was scarce. Security is a growing discipline and many authors are opting to sell rather than offer their intellectual property in books and on websites. Journal articles were few and far between and many of the articles were very general and did not deal with specific issues, such as campus security, campus crime and student perceptions of security. This makes it difficult when trying to compare and contrast contemporary issues with previous research and to establish a theoretical framework.

1.7 Ethical clearance

Ethical approval (Appendix-1) was obtained from the university to carry out this study prior to distribution of the questionnaires. The survey instrument consisted of a covering letter with the questionnaire (Appendix-2). The covering letter explained the purpose and objectives of the study, and included confirmation that permission had been granted to conduct the research study at UKZN. The covering letter also assured the participants of confidentiality and anonymity. A gatekeeper's letter was obtained from the Registrar (Appendix-3). The

survey was published on the UKZN on-line notice system for students to access via a hyper-link and all registered students of UKZN were given the opportunity to participate.

1.8 Chapter outline

An overview of the research problem and its background were presented in this chapter as well as the context in which the research was conducted. The main aim of the study and the research methodology were discussed. In Chapter Two, the current and past literature on security is presented. The strengths and limitations of past research were employed in the context of security and the review explained the necessity of the research. The theoretical foundation upon which the study relies was discussed and in what manner the proposed theory was related to the problem statement of this dissertation.

In Chapter Three the research methodology employed is explained in detail. In particular, it discusses the study design, study population, sampling method, variables studied, data collection techniques and instruments. The type of statistical analysis employed was outlined, with reasons why these tests were conducted. In addition, this chapter discusses the methodological limitations of this research study. The results from this research are then presented in Chapter Four, in which the analysis is depicted by cross tabulations and graphs. In addition it provides a comprehensive synthesis of the results; it identifies gaps in the study and suggests areas that could be considered in future research. Finally Chapter Five concludes by reviewing key findings, implications for such findings and also outlines the recommendations that are made in this dissertation. This final chapter also addresses the business or management benefits of the study and provides recommendations for future research.

1.9 Summary

This chapter focused on the motivation for the study, emphasised the objectives and the crucial questions guiding this study. In particular, it aims to have researched the safety of students at tertiary institutions and its effect on academic performance. Literature on security services at tertiary institutions attempts to understand how perceptions can influence changes

rather than crime statistics. The next chapter will provide a literature review on security and its influence and acceptance into campus life

CHAPTER 2

LITERATURE REVIEW

2.1   Introduction

The aim of this study is to ascertain how students perceive the state of security on their campus. Whilst perceptions may not be an accurate representation of reality, it influences the direction of how money is spent and where resources are concentrated (Bickel 1999). The need to create a safe environment for students is a challenge for security practitioners. In advancing this ideal they must constantly review their functions as this becomes important for maintaining the integrity of the institution as a safe place for working, living, teaching, and research. This is particularly important because the university outsources this responsibility to private security companies. However, before examining the empirical evidence on student perceptions, it is first necessary to examine the existing literature on security at universities.

There are various ways in which the term 'security' can be defined, and the definition used in a study is imperative to the understanding of its conclusions. As such, the chapter begins by examining how security is defined. There are various activities involved in security practices, the most common of which is policing which are discussed in section 2.2.1. Policing does not just refer to the public police force; it also incorporates private security activities in both the formal and informal sectors, which are discussed in section 2.2.2.

However, the research in this dissertation focuses on a University situated in South Africa. Therefore it is necessary to contextualize security in South Africa (section 2.3). Before examining security at tertiary institutions in South Africa (section 2.6) the chapter discusses security in tertiary institutions abroad as well as international studies on the perceptions of student security. Finally section 2.7 provides a summary of the discussion.

2.2.   What is security?

Security is a broad term and no single accepted definition of security exists. Various authors have attempted to define what security is but cannot agree on a clear, uniform meaning. *Table 2.1* below records a list of definitions by contemporary authors on the subject.

Table 2.1 *Definitions of Security*

Author/s	Definition of Security
Post and Kingsbury (1991: 10)	"Security provides those means, active and passive, which serve to protect and preserve an environment that allows for the conduct of activities within the organization or society without disruption"
Angus and Robertson (1992: 1092)	"Security may be considered assured freedom from poverty or want, precautions taken to ensure against theft, espionage, or a person or thing that secures or guarantees."
Craighead (2003: 21)	"Security is the provision of private services in the protection of people, information and assets for individual safety or community wellness."
Fischer and Green (2004: 21)	"Security is the provision of a stable, relatively predictable environment without disruption or harm and without fear of disturbance or injury."
The Institute for Security and Open Methodologies (2012: 2)	"Security is a form of protection where a separation is created between the assets and the threat."

Table 2.1 above clearly illustrates that there are various attitudes to the definition of what security is. Security is derived from the Latin idiom '*Securus*', which means "free from danger" (Craighead 2003). It has also been defined more positively as "anything that gives or assures safety" (Morris 1973). Collectively, these definitions all incorporate two main

aspects, namely the safety and protection of people and things. In light of this, one could argue that it is the practises of security which defines it the best (Tate 1997). There are various forms of these practices which appear to be integrated across a multitude of disciplines (Manunta 1999). For purposes of this study, the most appropriate definition is contained in the Minimum Information Security Standards (MISS) document (2001). The document is from the National Intelligence Agency (NIA) and applies to all government departments in South Africa. It asserts that "security is a condition which is created by the conscious provision and application of physical security measures for the protection of persons, property and information".

This similarity, which focuses on crime prevention, can also be found in the physical aspect of security and is referred to as levels of security. These levels can be regarded as concentric circles of security which resembles the layers of an onion. The core of the onion is the target that requires protection, as layers of security in the form of security systems and personnel are deployed around it (Gobeyondsecurity 2012). This key to this method starts at the outer perimeter of the site and regresses inward depending on the security needs and the nature of the institution. It allows for the incorporation of additional layers of security to counter-act the threat (Gobeyondsecurity 2012). Therefore, security involves various activities, but the most commonly acknowledged activity is that of policing. The world is constantly in a state of change and practitioners must therefore respond to these changing environments (Tate 1997). Whilst there has been substantive research in the discipline of policing, studies in the field of physical security has been, to a greater extent, neglected. Security cannot be considered any different from law enforcement even though its functions may be wide and non-specific. It can be therefore be inferred that security occupies an important and non-separable role in policing.

2.2.1   The role of security in policing

The general status of policing in the past two decades changed not by thinking of it as a simple loss from public policing to the private realm, but of an expansion and an extension of private security into new, previously un-enforced frontiers (Baker 2002). The police are an institution that is generally mandated by governments to maintain law and order. The public

has in general recognised that the police are in principle responsible for maintaining law and order but has not excluded the possibility that there are other formations that complement or supplement the police (Shearing *et al.* 1980). However, it has been argued that policing is broader than just the functions undertaken by the police, and is a set of activities that involves both public and private sector initiatives (Baker 2002; Borodzicz & Gibson 2006). Policing can therefore incorporate activities such as patrolling, guarding, maintaining order and the general maintenance of law and order. However, many of these functions are performed by private security as opposed to the state police force (Baker 2002).

When thought of as a criminological function, the debate of public versus private security arises. The danger of this line of thought focuses on the employment of officers rather than whose interests they serve (Crawford 2006). Private security can be distinguished from policing since it operates on private premises, which public police cannot lawfully access without permission (Philip-Sorensen 1972).

2.2.2 Formal and informal security sectors

In addition to being separated into public and private security forces, the security industry is made up of a formal and an informal component. In a formal setting the source of services are either contracted out to private security companies or employment of in-house security officers. The use of private security is relatively widespread and is often contracted to, amongst others, private homes, commerce, industry and the government. A mall, theme park, casino or a university would ideally choose to employ their own staff to undertake the security function. This type of configuration is referred to as an in-house arrangement. The above relationships are understood to exist as formal security operations. In this model, employees would be trained, equipped and paid a salary (Shearing *et al.* 1987). In this regard, it appears that the field of security is developing into two streams, namely trades and professionals (Shearing *et al.* 1987). These are shown in *Table 2.2 below*:

Table 2.2: The evolution of the two streams of security

Trades	Professionals
• Locksmiths • Security screen door specialists • Intruder detector manufacturers and installers • Security officers • Alarm monitoring	• Academic writers • Security analysts • Security managers • Fraud investigators

Source: Shearing & Stenning 1987. *Private policing*, Sage Publications.

Shearing and Stenning (1987) noted that the above two classifications are not mutually exclusive and often find the need to rely on each other in the conventional or formal sense of security. In the informal sector, the situation is quite different.

The difference between formal sector and informal sector security is that informal workers in the security industry are not protected in terms of a contract and that the party providing the service has no expectation that it will be recognized or even rewarded for its services (McEwen *et al.* 2008). A common make-up of the informal security industry includes formations such as vigilante groups and voluntary community organisations, such as neighbourhood watches (Berg 2001). It has been noted that whilst working in the informal sector is seen as a panacea to joblessness in South Africa, there is no connection to finding formal employment. It is merely a means to overcome poverty (Blaauw & Bothma 2003). These formations arose from a need that stemmed from the community. Their participation is either entirely unpaid or alternatively it is voluntary with some expectation of remuneration or reward. Informal security groups have a silent understanding within a community. Whether it is a formal or an informal agreement, the emphasis is on criminals and criminal

activity (Clarke 1997). It is in the context of crime that creates an opportunity to draw on the international experience of crime prevention. What seems to emerge internationally is that the crime prevention is common to both the formal and informal aspect of security. This trend is not much different in the context of law enforcement in South Africa.

2.3   The security industry in South Africa

In South Africa private security is formidable industry when compared to global standards and is one of the largest compared to other countries (Lubbe 2010). The need for security services began growing in the late 1970's, and was stimulated by the need for personal safety, as well as active encouragement from the apartheid government that required security companies to complement the South African Police Services in its effort to stabilize the country (Phillip 1989).

Over time the South African security industry transformed into a unique offering of diverse services for personal safety and security. In more recent years, the industry provides services such as guarding and patrolling, alarm monitoring, reaction units, armed escort, investigations and related services to both companies and private individuals (Lubbe 2010). The main contributory factors here are South Africa's elevated levels of crime, deteriorated family structures and family values, the country's political landscape, migration of people to the cities and the creation of informal housing clusters, an enervated criminal justice system and easy access to unlicensed firearms (Lubbe 2010). Another important factor for the rise of the industry was more importantly a shortage of financial support from a government that looked at trends in other countries that preferred outsourcing many of its law enforcement functions. These factors coupled with the high unemployment rates in South Africa created opportunities for entrepreneurs to capitalize in this industry and consequently led to a functional private security sector that was capable of adapting and capitalizing on the demand for protection (Lubbe 2010).

Failure of the government to provide a safe environment for its citizens grew support for private security firms (Lubbe 2010). This means that those who are able to afford additional security are less victimised by crime and criminal activities. Further, private security in its part undertakes roles that would otherwise be undertaken grudgingly by the SAPS (South

1988). The principle objective of private security companies is to maximise profits and in this regard differs materially from the government's objectives for the public police force (Baker, 2002). Private security does not aim to serve the public good as its main goal is to prioritise the requirements of its customers and to increase its profit margin (Boija 1998). Despite this, it does lead to positive externalities that are in favour of the public good. For example, crime prevention, by augmenting services of the police services, reduces crime that not only affects private clients, but also crime within the general public (South, 1988).

2.3.1. Legislation

Although security of the person is a fundamental right, the Constitution of South Africa does not take it further on how this is to be achieved. One could argue that the state could never sufficiently satisfy the directives outlined in the Constitution. It is with this in mind that people within the country attempt to purchase additional security for their properties and businesses by contracting private security. Schönteich (1999) noted that the shift by people who are able to afford private firms for security is therefore most likely to have been induced by the state's ineptitude to provide the service.

A private security officer in South Africa by law is vested with no more authority than a private person. However, companies differ far and wide and offer services that are in many ways similar to those of public police (Becker 1974). Becker further observed that security firms that advertise their services notably often try to associate either their functions or the presentation with public authorities and agencies of law enforcement. Routinely they make use of stately symbols and icons such as uniforms and officially decorated vehicles that arguably distort the extent of private security powers (Becker 1974). It can be argued that the reason for the official-looking paraphernalia is twofold. First it may create a sense that it has the effect of scaring criminals and second it creates a sense of confidence in security for ordinary citizens (Becker 1974).

2.3.2. Regulation of the industry

Security officers have a low level of confidence, relative to their peers in the police force or fire fighting services (Bartol 1979). Therefore legislation and regulatory bodies are necessary

vehicles to control and regulate the security industry (Bartol 1979). Section 22 of Chapter 2 of the Constitution of South Africa provides that *"every person has the right to choose their trade, occupation or profession"* (Constitution of South Africa 1996). The Constitution also provides that the profession or trade which may be regulated by the general application of the law. Several pieces of legislation applicable either general or specific terms to the security industry have been passed, however the foremost piece of legislation is the Private Security Industry Act, Act 56 of 2001. The main objectives of the Act are twofold. Firstly, it provides for the creation of the Private Security Regulatory Authority [PSIRA], together with a council and the various oversight bodies, and secondly, it lays down the manner by which private security companies should conduct their operations.

Companies in today's tough economic times, tend to select the most cost effective option to secure their assets. Regrettably, as this culture grows it gives rise to an invasion of untested and questionable security businesses that flaunt even the basic of PSIRA's requirement (South 1988). They employ untrained personnel, pay minimal salaries and exchange this for low service tariffs South 1988). There has been concern that private security can be overly insidious by ignoring guidelines and, on occasions, the law, thus becoming a threat to civil liberties (South 1988). Conversely, problems undoubtedly arise from the inefficiency of some companies that contract these companies. The existence of aggressive competition within the industry is a barrier for absolute compliance. South (1988) argued that a possible solution to this predicament lies with good governance of the private security sector. A good example promoting regulation in the security sector is the incident that occurred at Marikana during the recent strikes, where security guards chased a striking miner through an informal settlement. The guards then hauled the striking worker out of the camp and shot him in front of his son. He died on the scene (De Waal 2012). This and other incidents cast the security industry in bad light and heighten the need for regulation in the industry.

The security sector in South Africa is under the control of the Private Security Industry Regulatory Authority (PSIRA 2012). Administration of the industry began in 1987 when the Security Officer's Act was signed into law resulting in the creation of the Security Officer's Board (SOB). The Private Security Industry Act, Act 56 of 2001 succeeded the Security Officer's Act and Private Security Industry Regulatory Authority (PSIRA) replaced the SOB. Apart from the statutory body, the Act has provided for the establishment of a number of

industry specific substructures to regulate specialized operations within the industry. PSIRA derives its mandate from the Private Security Industry Act (PSIRA 2012). The primary objects in the mission statement of PSIRA are "to regulate the private security industry and to exercise effective control over the practice of the occupation of security service providers in the public and national interest of the private security industry itself. PSIRA therefore not only protects the integrity of the guards but its scope of authority extends to all persons and companies associated with the security industry" (PSIRA Annual Report 2011).

The Private Security Industry Regulatory Authority (PSIRA) has made substantive gains in ensuring that high standards are promoted in the industry especially where special skills and competencies are a pre-requisite for the job (PSIRA 2012). An example of such an accomplishment can be seen in the armed activity of transporting valuable assets. The principle reason for successful outcomes is the enhanced training for security personnel involved in this kind of work. Security officers employed for the function of transporting assets also have to attend specialist modules in a curriculum approved by the PSIRA. These include courses such as "Cash in Transit, Armed Response, National Key Points and Fire Arm Competency Courses" (PSIRA Annual Report 2011). Companies which are involved in the installation of alarms in houses, businesses and in cars, alarm monitoring and armed response companies, technology services related equipment and companies providing security consulting firms must also submit to the authority of PSIRA (Berg 2007).

PSIRA estimates that the number of registered participants in the sector is about 1.9 million, however only 421,534 members are actively serving in the industry (PSIRA 2012). In determining the type of work that a security officer can undertake depends primarily on the level of his or her registration with PSIRA. This is also a determination of the officer's rate of pay (Berg 2007). The services offered by companies are fixed or static guarding services and are employed for unarmed duties. These include functions of recording ingress/ egress movement and general patrol. For clients of a security company, the main criteria, more often than not, is the cost of service (Berg 2007). This cost saving rationale is amplified at tertiary institutions such as universities and colleges due to budget constraints.

2.4. Security services at tertiary institutions abroad

The ethos that an organization places on the protection of its assets is known as the culture of security (Bitzer 2005). The climate for such a culture is however created by what the community perceives it to be in terms of its security customs, processes, schedules and benefits (Bitzer 2005). This is predominantly true in the context of students beginning a new chapter in higher education. Often students are preoccupied with their new independence, the new experience and getting an education that they fail to recognize potential dangers that might exist (Muller 2004; Dimoff 2011)

In countries such as the United States of America and Canada, authority at campuses has advanced from a conventional security position to a public policing undertaking (Ward 2011). It is not uncommon that these police officers are employed by the institution. They undertake not only protect the campus but they often undertake to protect the surrounding vicinity of the campus and the people within the campus environment (Ward 2011). Many institutions employ a hybrid of police officers, security guards and members of the student body to supplement their strength. The aim of encouraging police departments on campus are to provide a faster reaction time to incidents on campus and to service the special needs of the university community. These services may not be offered at local police departments situated off campus. Some writers in the discipline argue that police officers stationed at campuses are typically not perceived to be typical and ordinary police officers (Heinsler *et al.* 1990). Hinkle and Jones (1991) supported this view but cautioned that the classification of campus police as real police officers seems to be an innate idea rather than one grounded in empirical certainties. University-based police also have the unfair advantage of having an intimate knowledge of the campus. This results in them providing a better service to the campus community. Some university police have wide enforcement authority whilst others may have a localised area of jurisdiction (Ward 2011).

In addition, in the United States, legislation has been passed to improve security at universities and colleges. One such example is the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and was ushered into US law in 1990 (Ward 2011). The Act requires that universities and colleges should disclose crime figures in and in the vicinity of its campuses. They do not have discretion in reporting crime data. In

order to keep crime statistics low it forces institutions to step up student safety (Hardeo 2005). According to the Clery Act, there are various ways that a campus police or security department may be constituted (Ward 2011). Some campuses have outsourced the entire function to private security companies instead of appointing in-house staff. Others have agreements with municipal, county or state law enforcement agencies for security services (Bickel *et al.* 1999). The university must weigh the constitutional and civil liberties of students against the responsibility of the institution (Lake *et al*. 1999). Lake suggested that a correct configuration for security is one that is a shared responsibility for both students and the institution.

Historically, institutions of higher learning have had a range of legal arrangements with students. One of the most common is found in the dictum *in loco parentis*. The Latin term is translated literally to mean *"in the place of a parent"* (Edwards & Sweeton 2000). The doctrine empowers a person or an organization to assume certain functions and responsibilities of a parent. This doctrine can in certain cases confer to a juristic person, such as a college or university the legal rights and responsibilities of a natural parent if they have assumed the role of the parent. When considered through the eyes of a student, the doctrine is seen as though the university represents the position of a parent (Nuss 1996). However, the meaning of *in loco parentis* has evolved in meaning to incorporate themes such as creating a safe environment for students (Bratten 2006); or to a communal residential atmosphere (Altschuler & Kramnick 1999); or, viewed in the context of a legal obligation, gives rise to a contract binding the student to the institution (Goodman & Silbey 2004). The practice of *in loco parentis* has, however, been traditionally a feature of the student affairs division.

2.5   General perceptions of security services on campuses internationally

The perception of security may be a poor representation of measureable objective security to the general audience that they serve. Similarly, the effectiveness of such security measures provided may differ to what is perceived (Schneier 2003). Therefore campus security practitioners must work constantly with a variety of stakeholders. These would include both internal as well as external partners to achieve this objective (Scalora *et al*. 2010). The campus security official must set out to achieve these while maintaining the core values free

expression, debate and creativity which are the pillars of the academic environment. The effort may encounter some barriers by some people whose attitudes of security and safety measures may conflict with their academic ideology (Scalora *et al*. 2010).

These distinct differences in opinions have positioned campus security in an uneasy situation. The first hurdle is that universities fail to acknowledge the security department as part of the university system since they are a law enforcement agency and independent of the academic environment (Smith 1988). The second, almost divergent view of the latter is the perception that security departments are not genuine police officers because of their operational location (Bordner 1983). These suggestions notably marginalize the functions of the security department (Smith 1988). The view that campus security being seen as real police officers in the communities they serve have never been empirically tested. However there have been some studies limited to student perceptions of security and security services at the universities of Namibia and Mary, Washington.

One such study at the University of Namibia measured *"student perceptions of on-campus living and study environments at the University of Namibia campus residence relative to student performance"* (Neema 2003). *Table 2.3* below describes the results that emerged out of the study:

Table 2.3: Safety Perceptions of residence students at the University of Namibia

50.6%	•Reported that they felt safe studying at night on campus
78.3%	•Reported that the security personnel are moderately to highly effective
78.9%	•Reported that the felt safe in their rooms at residence

Source: Neema, I. 2003.*Resident Student Perceptions of On-Campus Living and Study Environments at the University of Namibia and their Relation to Academic Performance.*

A majority of students believed that they felt safe on campus. Students who did not argued that it was because of insufficient lighting and an inadequate presence of security. Student

perceptions of safety vary widely between men and women. Whilst a greater proportion of the student population at the University of Namibia indicated that they felt safe, the converse, being those who felt unsafe is of equal or more important.

It was found that a substantively higher number of females reported that they felt threatened whilst on campus when compared to men (Currie 1994). It is perceived that women are more fearful than men on campuses and as a result would take more safety precautions than male students (Currie 1994). The majority of students believed that they are less susceptible to negative events than the average person (Brown & Morely 2007). This is an important implication for safety, where students have a distorted viewpoint of security and may believe that their risk is lower than it really is. The most familiar problem expressed is the fact that many serious incidents are not reported to authorities on campuses (Currie 1994). In this regard, perceptions therefore can tilt the balance for law enforcement practitioners. Currie supports the approach that when strategizing, administrators should consider what students believe and experience, rather than solely relying on crime statistics.

2.6   Security at tertiary institutions in South Africa

Law enforcement practitioners at South African Universities are urged in many respects to ensure that the campus environment is free from any event that may threaten its core activities. Despite its customary financial problems and housing issues, it has to fulfil its obligation in ensuring an environment that is reasonably secure for the university community. Universities have to admit that it has become necessary for security to evolve (Bickel 1999). The doctrine of *in loco parentis* mentioned above, has to a large extent disappeared at tertiary institutions, however, it continues to apply at primary and secondary schools. In present times university learners and their parents have unreserved expectations of the responsibilities of the university. Although the doctrine, for students and parents, are practiced at a personal level, university authorities augment this arrangement by providing security services. They also collect data, re-examine their roles and make necessary adjustments. In this regard the perceptions of learners as well as staff members are important indicators when planning and channelling resources to strategic areas (Scalora 2010).

For a variety of reasons security departments are disconnected from the views of students. Their experiences can offer a valuable insight of their security needs. Campuses have for a very long time been seen as reflecting microcosms of society (Bickel 1999). This may still be true, though the colleges of the past were very different from the institutions of today. They were standardized, narrowly defined, and more easily protected. There has been increasing support from the public to broaden the campus in terms of its programmes, research and physical make-up. This has given rise to improve security controls in an effort to create a more impermeable campus without compromising or hindering access for *bona fide* staff and students. Without such controls, the campus becomes vulnerable. This is particularly vital when the role that the institution plays in society grows and the security obligation becomes more essential. *Table 2.6* illustrates the names of security departments as it is known to exist at major universities around the country:

Table 2.4 Law enforcement agencies at selected universities in South Africa

University of Cape Town
- Risk Services

University of Limpopo
- Campus Protection Services

University of KwaZulu-Natal
- Risk Management Services

University of the Free State
- Protection Services

University of Pretoria
- Department of Security Services

Rhodes University
- Campus Protection

University of Stellenbosch
- Risk and Protection Services

University of Witwatersrand
- Department of Security Services

University of Johannessburg
- Protection Services

Nelson Mandela Metropolitan University
- Protection Services

University of Venda
- Campus Security Services

Walter Sisulu University
- Campus Security Services

University of Zululand
- Protective Services

Generally universities are mainly funded by the state however remain privately run institutions under the control of the University Council. Shearing *et al.* (1993) noted that private property owners can be more demanding and accountability in a private setting far

outweighs the responsibility in a public domain. Security contracted to private premises has to be more alert as owners have a very low tolerance for incompetence (Shearing and Stenning 1983). However, security directors at universities in South Africa, have no real obligations when compared to universities in the US or Canada. There is no standard practice pertinent to the security industry for universities to conform with. Campus authorities are not obliged (legally or otherwise) to do anything more than is required. As management they are not bound to provide nor publish crime statistics of their campuses as their US counterparts. To a certain extent they comply with the bare essentials of general forms of legislation such as the Firearms Control Act and legislation relating to PSIRA (Hardeo 2005).

Many organizations have tried to unite campus security departments but it has proved to be a challenge. The Campus Protection Society of Southern Africa (CAMPROSA) has taken up this quest (CAMPROSA 2012). The Society, according to its Constitution, has two main objectives. First, it is the "promotion of and co-operation with local and international institutions/ bodies/ societies/ interest groups with similar objectives regarding the studying and prevention of crime, campus protection, occupational safety, access control and other risk services. Second, it seeks the promotion and activation of the professional, scientific and practical interests of members of the Society" (CAMPROSA 2012). Although security directors and management on campuses are not obliged to belong to such organizations, doing so provides an opportune forum to discuss the security strategies for South African universities.

2.7 Summary

This chapter outlined the theoretical underpinnings of the concept of security and its role at institutions of higher education. The literature suggested that security has developed to become an integral part of the systems in both commerce and industry as well as at universities. Whilst there may be limited literature regarding security services at universities, there is an even larger gap in knowledge of how security is managed within South African universities. Furthermore students' perceptions of campus security in South Africa are relatively unknown. Therefore this study attempts to fill this lacuna in knowledge by investigating the perceptions that students have of security at the University of KwaZulu-

Natal. Chapter Three will outline the methodology that will be used in the empirical section of this dissertation.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The literature review in chapter two provided the foundation for the empirical study to ascertain student perceptions of security services at the University of KwaZulu-Natal. The aims of the study were also briefly addressed. This chapter will explain the procedures that were followed in order to carry out the empirical section of this research. The research study is explained in more detail than it was in Chapter One, and additionally, the research approach and instrumentation is presented substantiating the reasons for choosing the instruments and methods. The research design needs to be conducted in a manner in which all required data can be gathered, collated and analyzed in order to solve an identified problem (Sekaran & Bougie 2010). This chapter first presents the research problem, and then discusses the objectives, various aspects of sampling, research tools, and instruments used to gather information on the security perceptions of students.

3.2 Problem statement and hypothesis

The University of KwaZulu-Natal has a student population of 42096 across its five campuses, namely, Howard College, Nelson R Mandela Medical School, Westville, Edgewood and Pietermaritzburg campuses. The university's core function is servicing the academic needs of students who are demographically, economically, politically and philosophically diverse. The University is a provincial campus with its own rules, facilities and utilities, and its own unique set of problems. Security and safety are at the center of all services and its function is to secure an environment which enhances teaching, learning and research. It is not unlike any other institution, but the way problems manifest and the manner in which it is managed can differ substantially. It can even vary on the various campuses of UKZN. Security is the protection of people, property, information, and to a certain degree the integrity of the institution. The university employs physical and electronic means to counter crime and criminal activities. It also employs both in-house as well as private security to take care of the functions of security, traffic, parking, systems and investigations. The students are the major

consumers of these services, yet students' perceptions of security measures and security services are not known. Therefore this study will attempt to ascertain the perceptions and attitudes of UKZN students towards campus security.

The study will focus on the perceptions of registered students from the five campuses of the University. Students refer to undergraduate, postgraduate, fulltime, part-time and staff who are studying at the university. Based on the objectives outlined in chapter one, the following hypothesis will be tested:

Hypothesis 1: There is a relationship between age and feelings of safety on campus

Hypothesis 2: There is a relationship between race and feelings of safety on campus

Hypothesis 3: There is a relationship between place of residence and feelings of safety on campus

Hypothesis 4: There is a relationship between nationality and feelings of safety on campus

3.3 Sample selection

3.3.1 Sampling

Surveys are a valuable and beneficial method of data collection which encourages researchers to find solutions to unanswered questions through various approaches and analyses. However, in order for these surveys to be productive and useful to the researcher, they need to be targeted at the appropriate audience. Sampling can be defined as how individuals are chosen from an overall population (Sekaran & Bougie 2010). The sample chosen must be sizeable enough to allow for robust results within a reasonable time frame, whilst still being representative of the entire population. The sample will not always necessarily be an exact representation of the population but the results will be acceptable for generalization if the sample was correctly chosen. It is for this reason that the choice of the sample group is essential (Lind, Marchal & Walthen 2010).

Probability sampling and non-probability sampling are two sampling methodologies that are commonly used (Sekaran & Bougie 2010). Probability sampling is defined as a sample of items or individuals from a population, chosen in such a way that each member has a chance of being included in the sample (Lind *et al.* 2010). Conversely, non-probability sampling is when it is impossible for particular members of the population to be included in the sample (Sekaran & Bougie 2010).

In this study, the objectives were aimed towards information surrounding student perceptions, that is, their perspectives and attitudes. In order to make sure that every student is equally as likely to be included in the study; the questionnaire was sent to all students by using the notice system which specifically sends e-mails only to students. However, on the basis of convenience sampling all responses that were received would have comprised the sample.

3.3.2 Sample size

In all research, sample size is a crucial element. A very large sample is not financially feasible, whereas a small sample will not yield accurate results (Lind *et al.* 2010). Therefore the choice of sample size is subject to the amount of error that the researcher is willing to accept. One needs to reach a good balance between the cost of collecting the data and the precision of the data, as well as choosing a sample in relation to the size of the population from which the sample is drawn.

Prior to 1970, complicated formulae were used to determine sample size, however, Krejcie and Morgan (1970) simplified this process by creating a table that researchers can use to determine the necessary sample size (Sekaran & Bougie 2010). When applied to this dissertation, sample size can be ascertained by determining the number of registered students, and adhering to the recommendations of table. At the time of this study, UKZN had about 42096 registered students (the population) which, according to the table, require a minimum of 384 potential respondents (the sample) must be reached. Although response rates may be typically low, a response rate of 30% is acceptable. This means that 116 responses will be sufficient for analysis (Sekaran & Bougie 2010). However the study attracted a response of 407 responses from the total population.

3.4   Data collection approach

In order to be relevant, it is essential to apply the correct data collection technique to the study, of which one has numerous choices (Sekaran & Bougie 2010). The collection of secondary data, conducting interviews, utilizing questionnaires, as well as unobtrusive measures, observation or focus groups are ways in which qualitative data can be collected (Gray 2004). Answers that are broad in nature are typical traits of qualitative research (Sekaran & Bougie 2010). However, many of these methods of collection are time consuming despite the depth of data that can be collected. Conversely, quantitative data is commonly in the form of statistics or numerical values in response to questions that are formulaic and well structured (Sekaran & Bougie 2010).

The difference between qualitative and quantitative data is that the former deals with values that fall into categories, whilst the latter has numerical values (Goddard & Melville 2005). Quantitative data analysis is seen as the most appropriate for a study seeking to determine profiles and predict behavior using statistical analysis of the survey data (Gray 2004).It is argued that quantitative data is more appropriate than qualitative studies when the research aims to determine profiles or predict patterns (Gray 2004).

Both quantitative and qualitative approaches are suitable methods for this study, however, a qualitative approach will be used, by employing a questionnaire that will be distributed electronically using *Questionpro* to gather the data relevant to the objectives and research questions. This selection allows for ease of distribution, cost effectiveness, and reduces the occurrence of errors through the use of this statistical package.

The use of surveys to collect information is very popular amongst researchers (Gray 2004). As previously stated this data can be gathered in various ways including, but not limited to, observation, interviews, questionnaires and unobtrusive measures. Problems that are not researched using the appropriate method will result in questionable reliability and accuracy, and therefore it is important to choose the appropriate medium (Sekaran & Bougie 2010).

3.4.1 Interviews

Interviews are commonly used for research conducted in the field of business and management, and can be defined as asking someone questions directly (Maylor & Blackmon, 2005). It is fundamentally a conversation between two or more people in which one person has the role of being the interviewer or researcher. The interviewer will often have a predetermined set of questions on hand as in the case of a structured interview (Gray 2004). Interviews are preferred to questionnaires when the respondents are illiterate, and because the researcher can ask for clarity from the respondent when the answers appear vague or ambiguous (Goddard & Melville 2005). However, because the interviewer could potentially direct the answers of the respondent, this method is not without flaws (Goddard & Melville 2005).

3.4.2 Questionnaires

Another popular approach is the use of questionnaires, a research instrument made up of a list of pre-formulated questions, which multiple respondents are asked to complete the same set of questions in the exact order (Gray 2004; Sekaran & Bougie 1992; Goddard & Melville 2005).

The aim of a questionnaire is to find out what a selected group of participants do, think and feel about a particular subject or topic. They are ideal in situations where the sample is relatively large, where standardized questions are necessary, and when a predictable outcome is anticipated, to allow the research to explore how variables are related (Gray 2004). Moreover, questionnaires have the distinct advantage of being a flexible method of research, in that respondents can complete it at a time which is suitable to them and in an environment where they are not inhibited when responding to sensitive questions (Goddard & Melville 2005). However, questionnaires are susceptible to the same vulnerability in instances where the researcher has not constructed the questionnaire appropriately.

Whilst interviews and questionnaires elicit responses from the subjects, it is possible to gather data without asking questions of respondents in the form of unobtrusive measures, focus groups or through observation (Sekaran 1999; Collis & Hussey 2003).

3.5   The questionnaire and questionnaire design

Although interviewing has the advantage of flexibility in terms of adapting, adopting, and changing the questions as the researcher proceeds with the interviews, questionnaires have the advantage of obtaining data more efficiently in terms of researcher time, energy, and costs (Sekaran 1999). The research approach for this study can be characterized as a quantitative survey since it will provide answers to questions about the relationships among the variables being measured. This will provide the baseline structure for analyzing and predicting the behavior of the respondents. Because a relatively large sample is required utilizing an online questionnaire is suitable for this research. Respondents were able to access the questionnaire by viewing their emails and responding to it. The particular research tool that was selected is a questionnaire format, the construction of which will be discussed further in the next section.

A quantitative research methodology is used to answer questions about relationships amount measured variables with the purpose of explaining, predicting, and controlling phenomena (Leedy & Ormrod 2005). The electronic questionnaire method fits this study where the researcher must gather data from a large sample, must be easy to administer and the respondent must be computer literate and have access to an online computer. The questionnaire method has been chosen as a research tool and will be described in the next section.

3.6 Process of data collection

3.6.1 Questionnaire pre-testing

After finalizing a questionnaire one needs to ensure that it will serve the purpose for which it was intended. Therefore pre-testing is an essential part of the research process. The results from pre-testing will allow the researcher to establish the validity of the test and augment as necessary.

Pre-testing is the process by which a limited number of respondents are given the questionnaire to test how appropriate and comprehensive the questions are (Sekaran &

Bougie 2010). This allows for problems to be timeously identified and corrected before the questionnaire is distributed to the entire sample and ensures that the as well as ensuring those respondents understand how the questions should be interpreted. Furthermore, it allows the researcher to verify the adequacy of the length of the questionnaires (Maylor & Blackmon 2005). In addition, one can use the pre-test to assess how well the instructions were followed, determine the practicality of the distribution and collection of the questionnaires as well as identify how easily the data can be imputed in the form necessary for analysis.

The pre-test for this study was conducted by initially distributing a draft questionnaire to a group of potential respondents who provided feedback before the necessary changes were made. Subsequently, the questionnaire was distributed to a small pilot group of alumni to establish the appropriateness and suitability for the target population. The pre-test was distributed by means of email to a group of 20 students to ensure that understanding and interpretation of the questionnaire was achieved in line with the goals of the study. The pre-test process was done online as would be the case when the final questionnaire was to be distributed. Following the recommendations from the focus group the necessary amendments were made to the questionnaire as well as to the distribution process.

3.6.2 Validation of the questionnaire

In order to establish the reliability and validity of the research instrument it is first necessary to clarify these concepts and, secondly, to relate it to this study. The validity of data and reliability of a measuring instrument are two aspects that are concerned with the findings of a research (Collis & Hussey 2003). The reliability of an instrument according is the determination of the extent at which the instrument actually measures what it is supposed to measure (Hair *et al.* 2007). The reliability of a measuring instrument indicates the extent (of the data collected) to which the measure is without bias and hence offers a more robust measurement both across time and various variables in the instrument (Sekaran 1999).

There are a numerous methods whereby the legitimacy of research can be evaluated. The three most common being content or face validity, construct validity, and hypothetical validity (Collis & Hussey 2003). Only face and construct validity will be explained in this dissertation. Face validity suggests that the items that are supposed to measure a particular

concept appear to do so on the face of it. The pretesting phase confirmed that face validity was met because it satisfied the overall aims of investigating of the impact of telework.

An instrument has construct validity if it supports the foundational theories upon which the test was designed (Sekaran 1999). Motivation, creativity or racial bias amongst others, are constructs which cannot directly be observed or measured (Leedy & Ormrod 2005).The construct validity of a test should be demonstrated by assembling supporting evidence. Construct validity can be demonstrated using, for example, content analysis, correlation coefficients, or factor analysis (Brown 2000).

3.6.3 Administration of the questionnaire

In order for a questionnaire to be effective it is necessary for it to be appropriately designed and carefully administered so as to maximize the response rate (Gray 2004). As mentioned previously the questionnaires were administered electronically over the UKZN email system. In addition, reminders were sent periodically via the same channel as the questionnaire in an attempt to improve the response rates.

3.6.4 Analysis and presentation of data

The questionnaire was hosted on an online survey hosting site called *QuestionPro*, The choice to use an electronic questionnaire was principally based on the use of branching responses and electronic pre-testing. No capturing was necessary as respondents captured their own responses. The greatest advantage of using *Questionpro* is that it automatically provides a basic descriptive analysis.

It was first necessary to check for obvious errors before analyzing the data (Gray2004). *Questionpro*, if set up properly, disregards incomplete responses, and does not allow a respondent to ignore questions. Following this standard editing and coding, procedures were used to allow the data to be reduced to a practicable amount using summaries, observing patterns and applying statistical techniques. Independent variables are variable not dependent on the value of another. It is however dependent in other variables (Gray 2004). This study deals with quantitative data and for convenience *QuestionPro* will be used in data analysis.

Frequency counts are a compact way in which to present information from a questionnaire. There are various formats that are commonly used to display these results, such as the use of tables, diagrams, or graphs which will allow for ease of interpretation. Other exploratory techniques, central tendencies, a measurement of dispersion, as well as visual displays numerical summaries of location, spread and shape will be incorporated (Maylor & Blackman 2005). These will serve to challenge the theories and concepts presented in the literature review; and observe the existence of relationships that might exist between variables (Maylor & Blackman, 2005). In this regard, the paper aims to explain the attitudes of students towards security.

After collection, the data was organized into meaningful categories, focusing on simple tabulation, cross tabulation and summaries highlighting the relevant responses. Using both descriptive and inferential statistics, SPSS will then be utilized to analyze the data, which is presented in the following chapter. All analyses will be done in accordance with the six objectives identified at the beginning of this chapter.

3.7 Summary

In this chapter the research methodology was discussed. This detailed the research design used, sampling methods and the data collection instrument. The research problem was discussed and then stated, following this the aims, objectives and focus of the study were detailed. The population was identified as registered students at the University of KwaZulu-Natal. Questionnaires were distributed to the sample group through the medium of email with a link to *QuestionPro.* The research tool instrument and data collection method was subsequently conducted via an online questionnaire and the reasons for this choice were outlined in the chapter. Subsequently, the procedures and techniques used for the analysis were also specified. The next chapter (Chapter four) will present the data obtained from the respondents.

CHAPTER 4

PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter is a presentation and discussion of the data gathered, consistent with the methodology described in the previous chapter. Four hundred and seven (407) respondents completed the survey, which took an average time of eight minutes to complete. The results will be presented in two parts. First, it will discuss the demographic profile of the respondents in relation to their perceptions of security services at University of KwaZulu-Natal. Second, it will present an analysis of the data in terms of the study's objectives.

4.2 Demographic profile of the respondents

The questionnaire was designed in such a way that the respondents' demographic profile would also form part of the information that would be integrated into the survey. It was of importance to the researcher that an understanding of the respondents' perceptions of security relative to their age, gender, race, the campus that they studied on, whether they were under graduate or post graduate students, the place that they lived for purposes of study, their nationality and the years of study at UKZN, were achieved. In this regard, the demographic profiles of the respondents were extracted from the research and were compared with the profiles of students enrolled for the current academic year.

This comparative analysis is presented in *Table 4.1* below and is expressed as a percentage.

TITLE	DESCRIPTION	UKZN PERCENTAGE	RESPONDENT PERCENTAGE
		-	
AGE	<18	-	1
	18-22	-	53
	23-27	-	28
	28-32	-	5
	>32	-	13
GENDER	Male	42	54
	Female	58	46
RACE	African	64	61
	Coloured	2	2
	Indian	26	27
	White	7	9
	Other	1	1
CAMPUS	Howard College	29	28
	Edgewood	13	9
	Medical School	6	7
	Pietermaritzburg	25	13
	Westville	27	43
LEVEL OF STUDY	Undergraduate	77	61
	Postgraduate	23	39
YEARS AT UKZN	<1 Year	0.1	14
	1-3 Years	94	47
	4-6 Years	5.5	32
	>6 Years	0.4	7
NATIONALITY	South African	93	92
	Foreigner	7	8

Table 4.1   Demographic profile of respondents

Source: Institutional Intelligence Reports, 2012 [Online] Available:
http://ii.ukzn.ac.za/Report/StudentHeadCounts

Table 4.1 is a comparison of the UKZN enrolment as at November 2012 and the students who participated in the survey. The table illustrates that the majority of the respondents were African males of South African nationality belonging to the category of persons aged 18-22 years. Furthermore, the majority of these respondents were undergraduate students with a considerable proportion living at a university residence. There is also an almost perfect representation in the categories of the race and the nationality of the respondents. However, the age of the student could not be compared as the Institutional Intelligence Report does not contain this information.

4.3   Analysis of objectives

This section sets out to analyse the collected data against the objectives identified in Chapter Three. The questions analysed in this section varied in that some questions allowed more than one option while others limited respondents to a single response.

4.4   Objective 1: To determine whether students felt safe whilst on UKZN premises.

Questions 9, 10 and 11 as set out in Appendix 2 were constructed meet this objective as illustrated in figure 4.1.
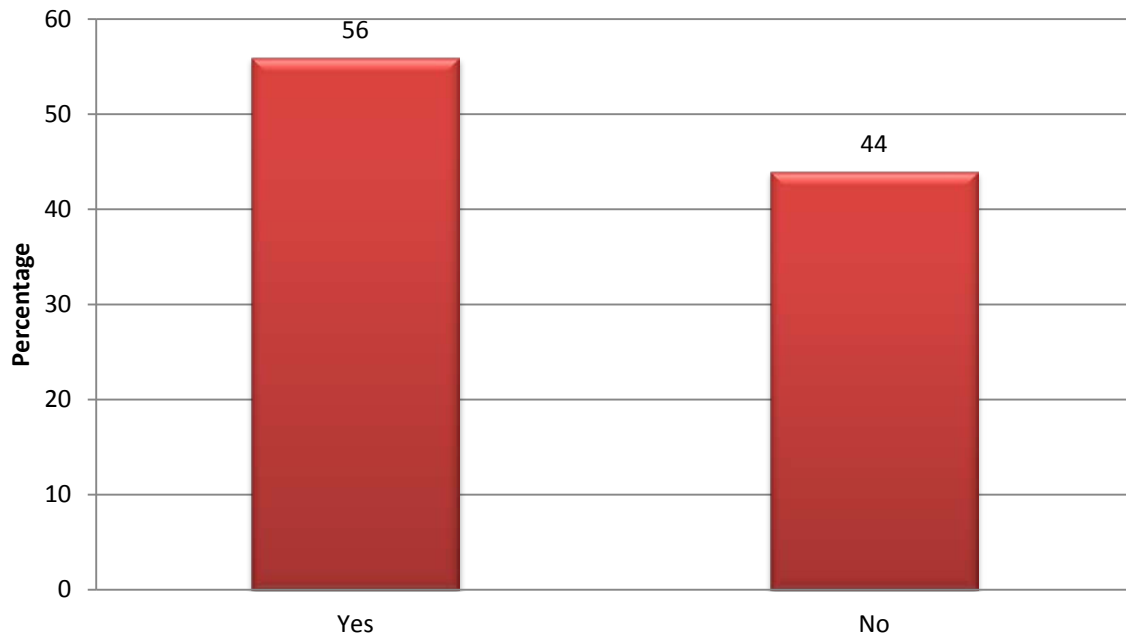
Figure 4.1   Respondents' feelings of safety at UKZN

Figure 4.1 indicates that whilst 56% of students in this survey answered positively to whether they felt safe, it is important to note that 44% felt unsafe on campus. In the United States, publishing of crime statistics is a mandatory exercise for colleges. According to Kassa (2011) parents and students feel that they don't have much control in keeping themselves safe or protecting themselves from crime. Kassa (2011) also stated that students overwhelmingly expressed how unsafe they felt. The importance of this finding will be expanded in greater detail in Chapter Five. Whilst feeling safe may be regarded as an opinion, levels of safety as an indicator can be measured, tested and compared. In this study students were asked for their

opinion on safety based on their experiences, observations and beliefs regarding security services including the factors that added to them feeling safe.

4.4.1   What made you feel safe on campus?
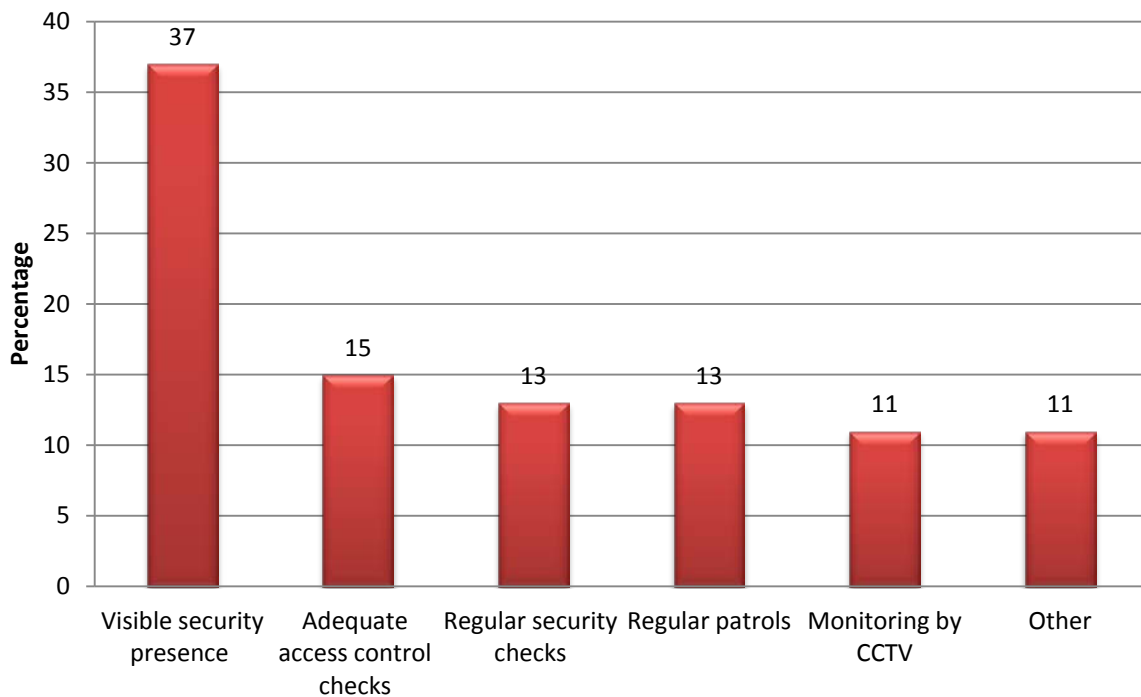
Figure 4.2   Reasons why students felt safe at UKZN

As shown in Figure 4.2, the main reason that 37% of the respondents felt safe is that there is a visible security presence across all the campuses. The respondents reported that there was adequate access control measures in place (15%) and that libraries, Local Area Networks (LANS), lecture theatres (13%) and campus grounds (13%) were regularly patrolled and checked. A small percentage of students (11%) reported that the use of CCTV as well as (11%) other measures added to their feelings of safety.

4.4.2   Reasons why students felt unsafe at UKZN
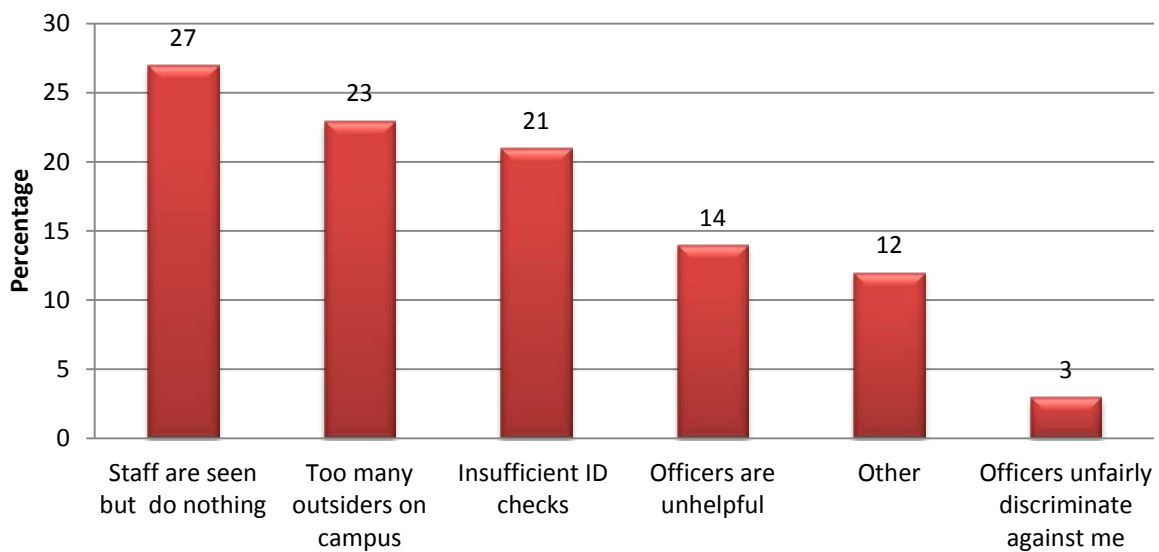
Figure 4.3   Reasons why respondents felt unsafe whilst at UKZN

Figure 4.3 shows that 27% of the respondents felt unsafe whilst on campus because security staff are seen but do nothing. After a recent stabbing of an international student on the Howard College campus, one student was reported as having said "We see security walking around, but what are they doing?" (Bowmann & Mchunu 2012). Bitzer (2005) notes that security officers, unlike their counterparts such as police officers and fire-fighters, tend to have a low level of professionalism. Furthermore, he identified boredom and the lack of performance appraisal of security staff as characteristics which may contribute to low professionalism. Research has shown that boredom is a problem for security officers because there are only a limited number of incidents to which guards can respond (Charlton & Hertz 1989).

This study also shows that 23% of the respondents felt that there were too many outsiders on campus whilst 21% reported that there were insufficient ID checks carried out by security. Responding to the incident, the Executive Director of Corporate Relations announced that

"*the University has viewed both these issues in a serious light and has undertaken to put stricter access control measures in place*" (Mbadi 2012). Some respondents (4%) also felt that security officers unfairly discriminate against them and 10% of the respondents attributed other reasons for feeling unsafe.

4.4.1 Hypothesis 1: There is a relationship between age and feelings of safety on campus

Using the Pearson's Chi Square test where: $p = 0.01$, the hypothesis that there is a relationship between age and feelings of safety is accepted. (Table 4.2)

		Do you feel safe on campus?		
		Yes	**No**	**Row Total**
Age	<18	0.7 %	0.2 %	**0.9 %**
	18-22	29.0 %	24.0 %	**53.0 %**
	23-27	13.0 %	15.0 %	**28.0 %**
	28-32	4.0 %	1.2 %	**5.2 %**
	>32	9.0 %	3.6 %	**12.6 %**
	TOTAL	**55.7 %**	**44.3 %**	**100.0 %**
	n = **407**	p = 0.01		Chi Squared = 13.579

Table 4.2   Relationship between age and feelings of safety on campus

The majority (53%) who responded to the question "Do you feel safe?" were from the age group 18-22. In comparing age and feelings of safety on campus, respondents in the age group 18-22 (29%) felt most safe than respondents in the other age groups. There was a 28% response to this question in the age group 23-27, where 13% responded positively to feeling safe. However the overall response to this question from older respondents above 28 years of age was only 17.8%, where 13% answered in the affirmative. This study confirms the hypothesis that there is a relationship between age and feelings of safety on campus as there

was a greater response from younger respondents, under 28 years of age (81.9%) compared to only 17.8% from respondents above 28 years.

4.4.2 Hypothesis 2: There is a relationship between student safety and race.

Based on Pearson's Chi Square test where: $p = 0.00$, the hypothesis accepted, that there is a relationship between race and feelings of safety as indicated by Table 4.3 below.

		Do you feel safe on campus?		
		Yes	No	Total
Race	African	29.0 %	31.5 %	**60.5 %**
	Coloured	1.0 %	1.3 %	**2.3 %**
	Indian	18.1 %	8.8 %	**26.9 %**
	White	7.1 %	2.2 %	**9.3 %**
	Other	0.5 %	0.5 %	**1.0 %**
	TOTAL	**55.7 %**	**44.3 %**	**100.0 %**
	n = 407	**p=0.00**		Chi Squared = 18.997

Table 4.3   Cross-tabulation between student safety and race

The majority (60.5%) who responded to the question "Do you feel safe?" were African. In comparing race of respondents and their feelings of safety on campus, African respondents (29%) felt most safe than respondents in the other race groups. There was a 26.9% response to this question from Indian respondents, where 18.1% responded positively to feeling safe. However, the response to this question from White, Coloured and 'other' respondents was 9.3%, 2.3% and 1% respectively. Of these 8.6% answered in the affirmative. This study confirms the hypothesis that there is a relationship between race of respondents and their feelings of safety on campus where African respondents (29%) felt safer than respondents from other race groups.

4.4.3 Hypothesis 3: There is a relationship between student safety and place of residence

Based on Pearson's Chi Square test where: *p* = 0.00, the hypothesis is accepted, that there is a relationship between where the student resides and feelings of safety (Figure 4.4).

		Do you feel safe on campus?		
		Yes	No	Total
I live...	With my parents	18.7	10.3	**29.0%**
	In my own home	10.9	3.4	**14.3%**
	In rented premises	8.9	4.9	**13.8%**
	At a university residence	17.4	25.5	**42.9%**
	TOTAL	**55.9%**	**44.1%**	100.0%
	n=407	p=0.00		Chi Square= 31.095

Table 4.4   Cross-tabulation between student safety and place of residence

Table 4.4 shows that the majority (42.9%) who responded to the question "Do you feel safe?" resided at a university residence, where 17.4% answered positively. In comparing place of residence and the respondents' feelings of safety on campus, those who resided with their parents (29%), reported that they felt most safe (18.7%) than respondents residing elsewhere. The study also showed that 14.3% of the respondents lived in their own homes while 13.8% resided in rented premises, where 10.9% and 8.9% respectively indicated that they felt safe. This study confirms the hypothesis that there is a relationship between respondents' safety and place of residence where those living with their parents (18.7%) felt safer than respondents living in other accommodation. A major concern raised by this study was that the highest number of students (25.5%) who felt unsafe lived at University residences.

4.4.5 Hypothesis 4: There is a relationship between student safety and students' nationality

Based on Pearson's Chi Square test where: $p = 0.01$, the hypothesis is accepted, that there is a relationship between nationality and feelings of safety.

		Do you feel safe on campus?		
		Yes	No	Total
I am …	A South African	53.1	38.8	91.9%
	A foreigner	2.7	5.4	8.1%
	TOTAL	**55.8%**	**44.2%**	**100.0%**
	n= **407**	P = 0.01		Chi Squared = 7332

Table 4.5   Cross-tabulation between student safety and nationality

The study showed that 91.9% of the respondents were South African. Although there were only 8.1% international respondents, the ratio of those who felt safe (in this category) compared to those who felt unsafe was 1: 2. In their study of international students, Forbes-Mewitt *et al* (2008) noted that "due to their very nature, international students experience a reduced level of security in their host nation". International students lose many of the rights they would have enjoyed as citizens in their home country and are instead relegated to the reduced legal status of a migrant (Paltridge *et al*. 2010).It has been argued by some that assaults on international students are racially motivated (Bhattacharya 2009).The recent stabbing and robbing of an international student on the Howard College campus has been said to be a racially motivated attack (Mbadi, 2012). However, further evidence suggests that the attacks are "*mainly opportunistic*" (Paltridge *et al*. 2010). This study confirms the hypothesis that there is a relationship between nationality and feelings of safety where South African respondents felt safer (53.1%) than international respondents.

4.4.6   **Hypothesis 5:** There is a relationship between nationality and preferred place of residence

Based on Pearson's Chi Square test where: $p = 0.00$, the hypothesis is accepted, that there is a relationship between place of residence and nationality.

		I live...				
		With my parents	**In my own home**	**In rented premises**	**University residence**	**Total**
I am ...	A South African	28.8	13.8	11.6	37.8	**92.0%**
	A foreigner	0.2	0.4	2.2	5.2	**8.0%**
	TOTAL	**29.0%**	**14.2%**	**13.8%**	**43.0%**	**100.0%**
	n = 407		p = 0.00		X^2= 18.363	

Table 4.6   Cross-tabulation between nationality and preferred place of residence

Table 4.6 shows that the majority of the respondents (43%) reside in University residences. University accommodation/residence in this study refers to accommodation that is located on or near campus and is administered by the university or an affiliated body. In this study, international student respondents comprised 8% and 5.2% live at a University residence.

In a study at Monash University, Caulfield, Australia of international students living in university accommodation, it was shown that international students were able to easily establish new social networks, had many opportunities to interact with   non- co-culturals and were assisted in learning about Australian culture (Paltridge *et al*. 2012). The same study also found that University accommodation also improved international students' access to informal social support networks, and therefore benefited their social security. In this study, international student respondents also resided in university residences and it is assumed for the same reasons as described by (Paltridge *et al*. 2012).This study also confirms the hypothesis that there is a relationship between nationality and preferred place of residence where the international student respondents in general preferred to reside in university accommodation, than any other form of accommodation.

4.5   **Objective 2:** To determine whether students are familiar with security awareness programmes at UKZN

Questions 12, 13, 14, 15, 16, 17 and 18 as set out in Appendix 2 were constructed and then analysed to meet this objective

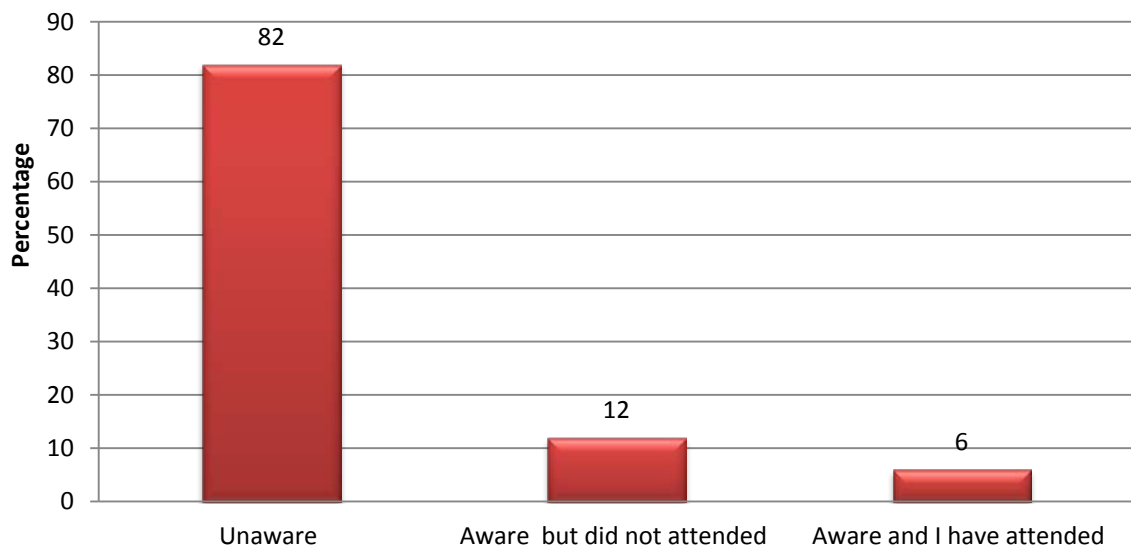4.5.1   Are students aware of security awareness programmes at UKZN?

Figure 4.4   Security awareness programmes at UKZN

Figure 4.4illustrates that 82% of respondents were unaware of any security awareness programmes at UKZN whilst 18% were aware that such programmes did exist. Of the 18% only 6% have attended security awareness programmes. According to Vogel (2010), an effective security awareness programme will help users understand the risks they face and the precautions they should take to keep themselves and others safe. Hence, the participation of students/respondents in awareness programmes at UKZN may result in improved crime prevention outcomes.

4.5.2 Reasons why students never took notice of security awareness programmes
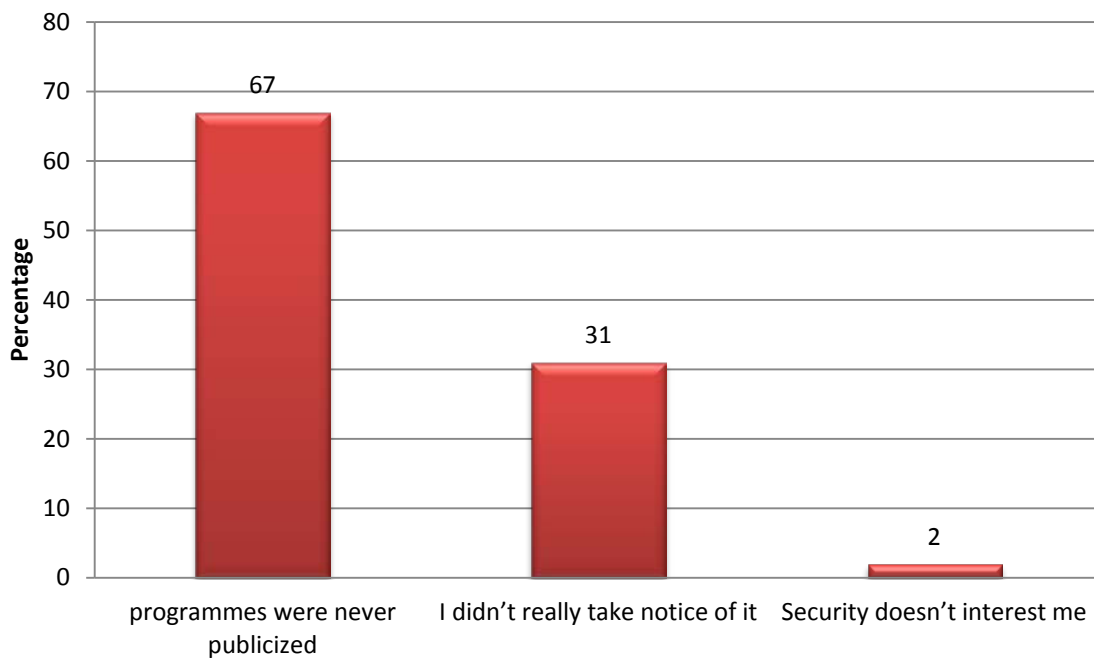
Figure 4.5   Reasons why students were not aware of security awareness programmes

Figure 4.5 shows that the vast majority of respondents (67%) cited the reason for their lack of knowledge of security awareness programmes was that such programmes were never publicized whilst 31% of the respondents reported that they did not really take notice of any marketing by the university in this regard. A small number (2%) admitted that security did not interest them.

4.5.3   Reasons why students did not attend any awareness programmes

Figure 4.6   Respondents who knew about an awareness programme but did not attend
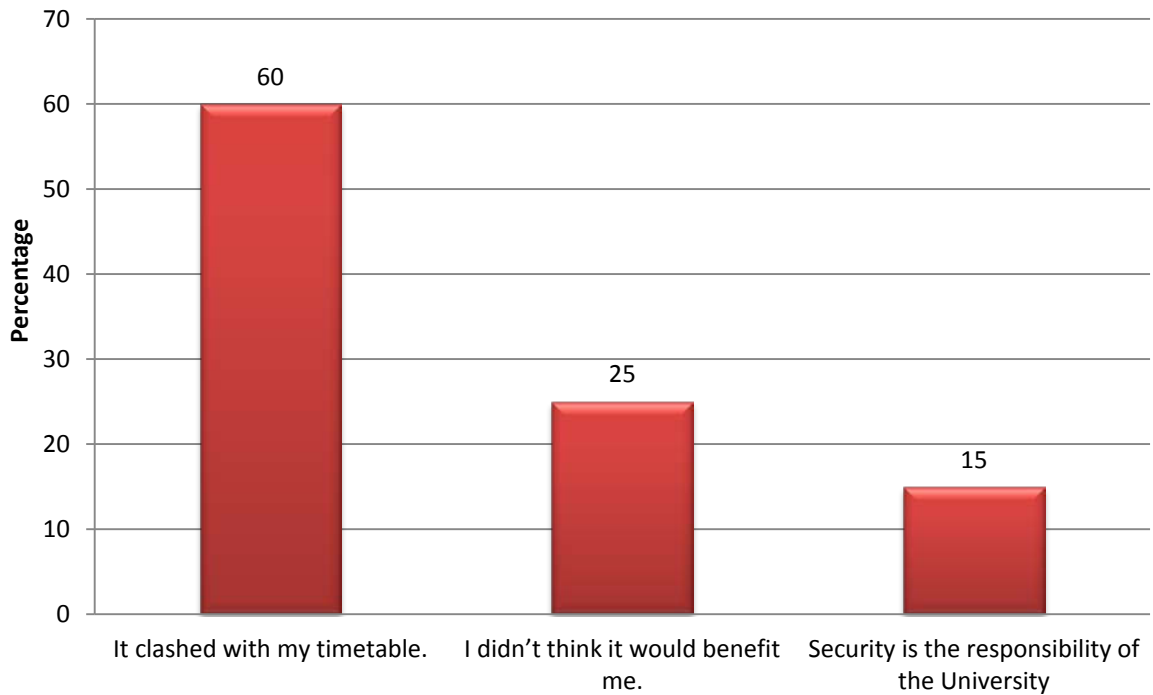
As shown in Figure 4.6 a large proportion of respondents (60%) reported that they could not attend any security awareness programmes because the programmes clashed with their lecture timetables whilst 25% of the respondents felt that the programme would not benefit them. In contrast, 15 % believed that security is the responsibility of the university.

4.5.4   Student evaluation of the security awareness programme.
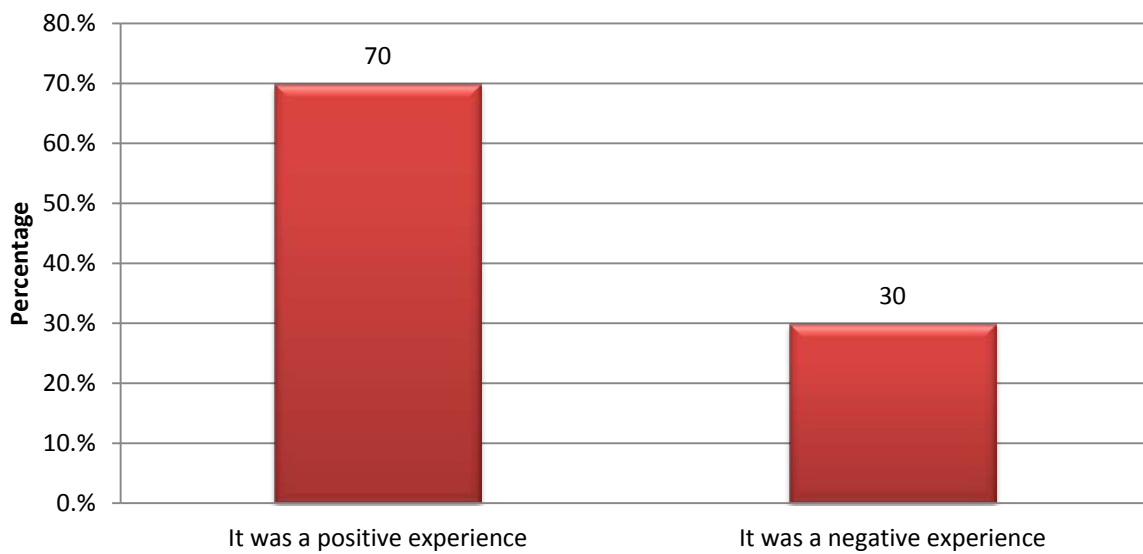
Figure 4.7   Evaluation of security awareness programme

Figure 4.7 illustrates that 70% of the respondents found the security awareness programme to be a positive experience whilst 30% perceived the programme to be a negative experience.

4.5.6   Reasons why students found the security awareness programme to be a positive
           experience.

Figure 4.8   Reasons why the programme was a positive experience

It is evident from Figure 4.8 that the minority (6%) of the respondents found that the programme was informative and helpful, while a further 13% found the programme well-presented and, 25% found the programme relevant. The majority of the respondents (56%) cited all the above mentioned as reasons why the programme was a positive experience.

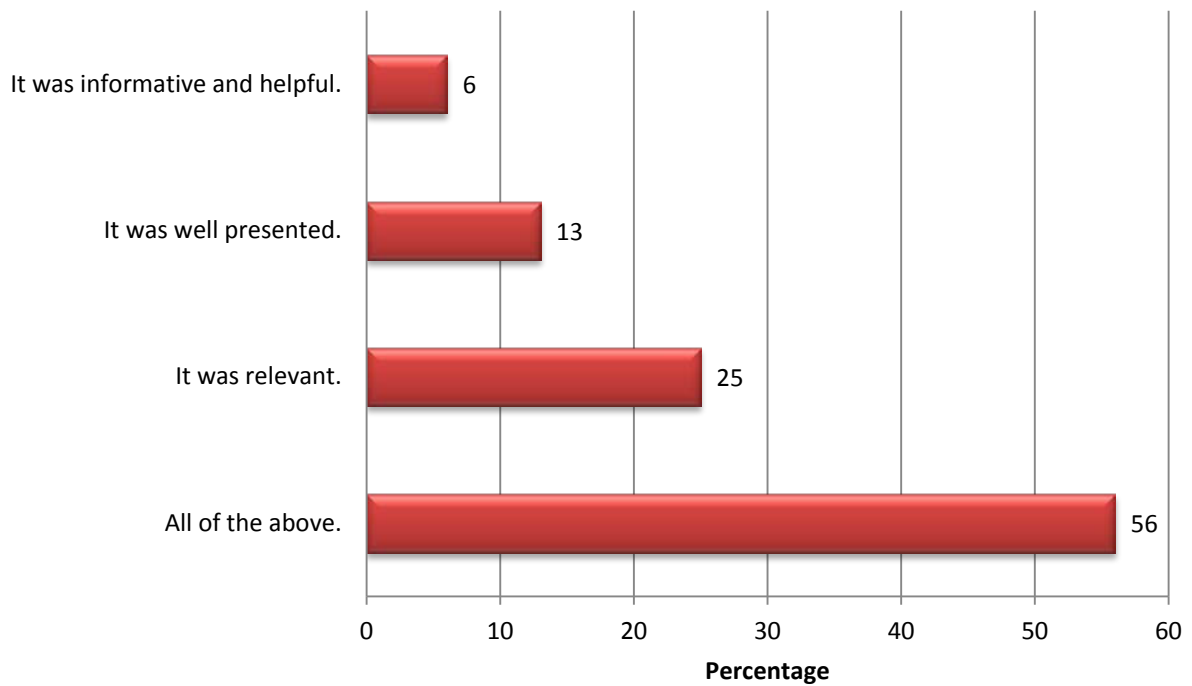4.5.7   Reasons why students found the security awareness programme to be a negative experience.
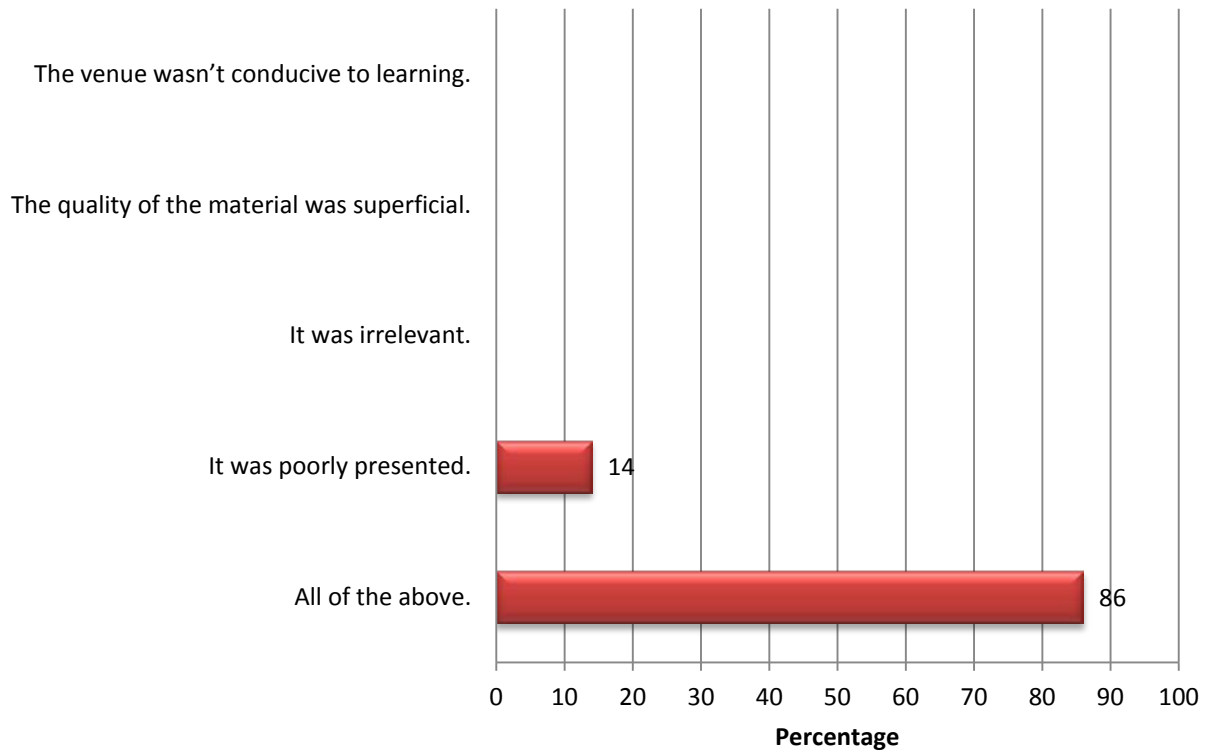
Figure 4.9   Reasons why the programme was a negative experience

The reasons why attendance of the security awareness programme by respondents of this study was regarded as a negative experience, is graphically represented in Figure 4.9. Respondents (14%) found that the programme was poorly presented. However, the majority of the respondents (86%) reported that the venue was not conducive to learning, the quality of the material was superficial and that the programme was irrelevant, and poorly presented as the reasons for their negative experience.

4.5.8   Will students attend a security awareness programme if it is offered again?
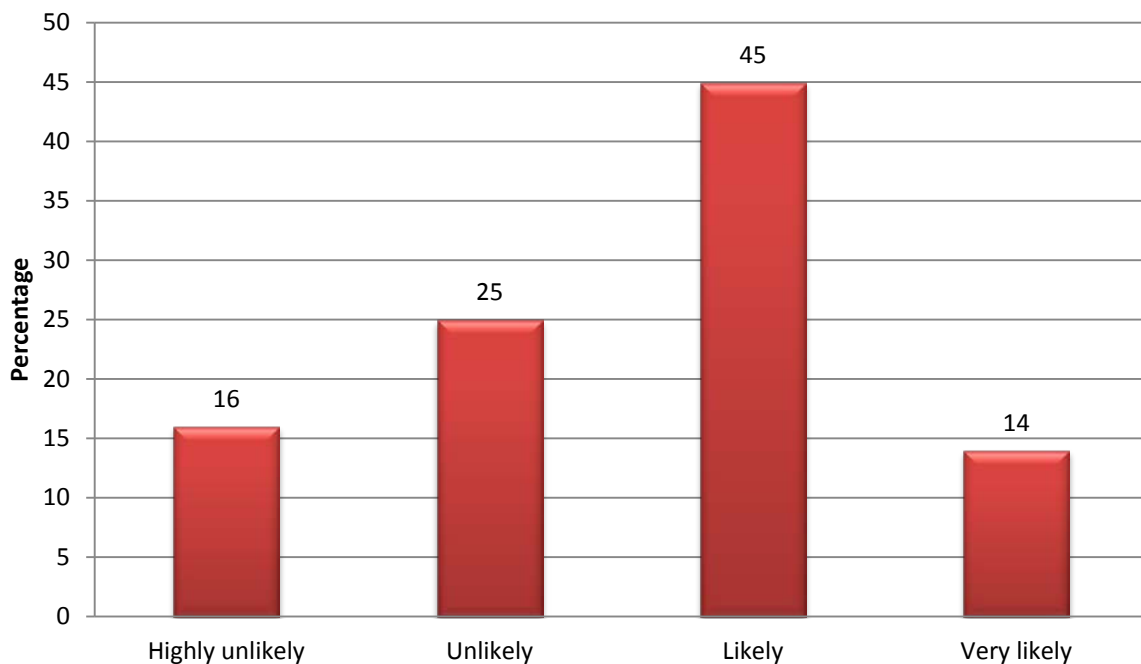
Figure 4.10 Attendance of a security awareness programme if it is offered again

Figure 4.10 shows that 59% of the respondents said that they were more inclined to attend such a programme whilst 41% said that they were unlikely to attend a security awareness programme. The objective of a security awareness programme is aimed at changing human behaviour and improving the security of an organization. It creates awareness of the common threats that face an organization based on identifying threats and potential threats. There is cause for concern if 41% of the respondents are not willing to participate in such a programme. At Miami University security staff have a dedicated community relations and crime prevention programme specifically designed to encourage students and employees to be responsible for their own security and the security of others. In this regard paper information, such as flyers and pamphlets, are distributed regularly to provide crime prevention tips and information (Miami University 2012).

4.6   Objective 3: To determine whether students are aware of what security services are offered at UKZN

Questions 19 as set out in Appendix 2 was constructed to meet this objective

4.6.1   Services offered by Risk Management Services
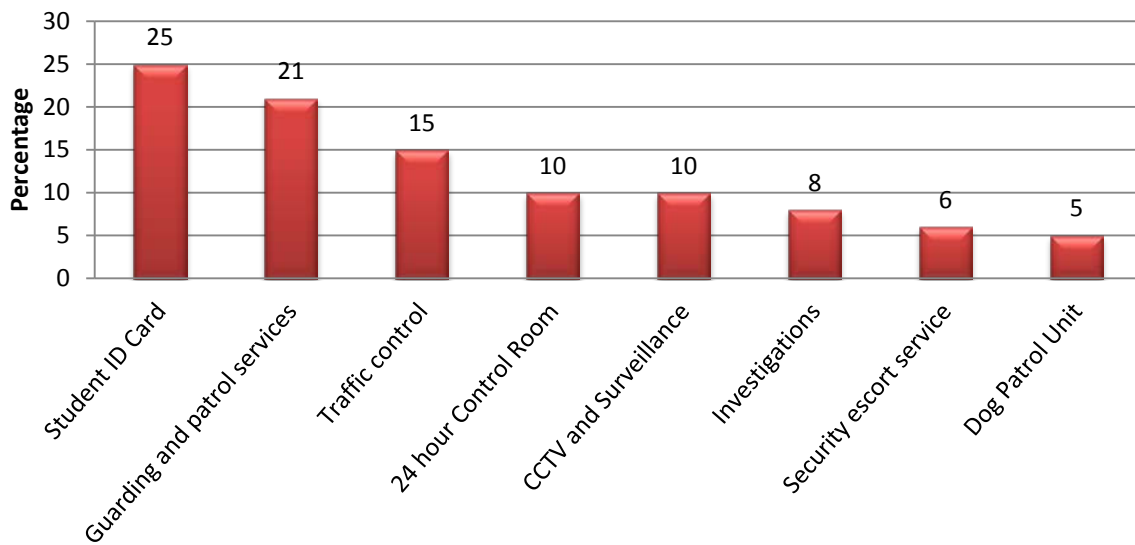
Figure 4.11   Awareness of services offered by Risk Management Services

Knowledge of services offered by RMS as selected by the respondents is shown in Figure 4.11. The majority of respondents (25%) indicated that they were aware of the ID card office, whilst 21% acknowledged guarding and patrol services and 15% indicated that they knew about the traffic control function undertaken by RMS. Almost 10% of the respondents indicated that they knew about the 24 hour control room, and a further 10% indicated awareness of the CCTV surveillance equipment. A small percentage (8%) indicated that they were aware of the investigation section. Respondents were least aware of a security escort service (6%) and dog patrol unit (5%) at RMS. The possible reason that student identified the student card office as one of the popular areas, is that all students are required to have ID Cards.

4.8   **Objective 4:** To determine the nature of interactions students have had with RMS

Question 20 as set out in Appendix 2 was constructed to meet this objective.

4.8.1   Student Interaction with RMS
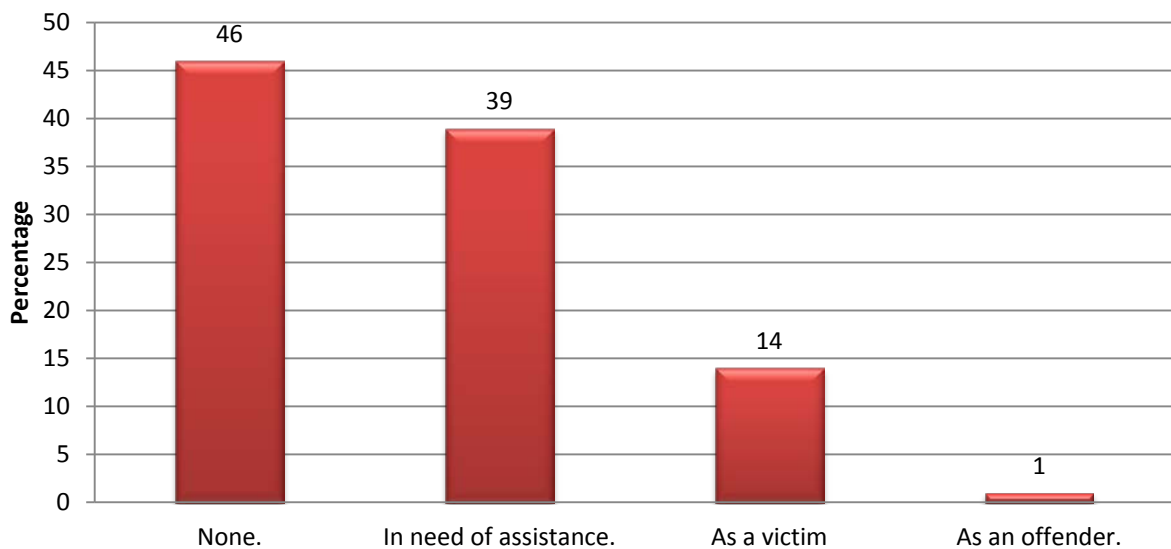
Figure 4.12   Respondents' interaction with Risk Management Services

The three common reasons that students would interact with RMS are illustrated in Figure 4.12. From the study it is evident that a large proportion (46%) of the respondents reported that they had no interaction with RMS whilst 39% had approached RMS for some form of assistance. 14% of the respondents had been victims of crime at UKZN. Less than 1% of the subjects in this study reported that they interacted with RMS as offenders.

4.9 **Objective 5:** To determine how victims, perpetrators or information seekers perceive security services at UKZN

Questions 21-30 as set out in Appendix 2 were constructed and analysed to meet this objective.

4.9.1 Respondents interaction with RMS as victims
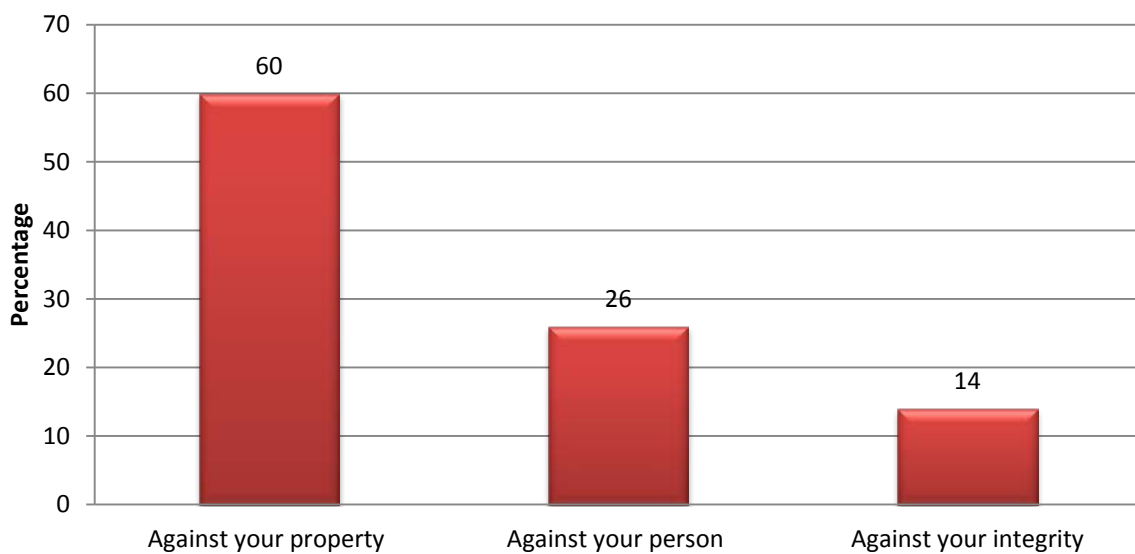
Figure 4.13 Respondents interaction with RMS as victims

In criminology and criminal law, a victim of a crime is an identifiable person who has been harmed individually and directly by the perpetrator, rather than by society as a whole (Croall 2001). It was important to understand the general context of the crime so that the results do not only show that the respondent suffered an act of criminality but the study is also privy to the category of crime that was reported. From Figure 4.13 it is clear that the majority of the respondents (60%) interacted with RMS to report crime committed in respect of their property, followed by those who interacted because of offenses against their person (26%) and 14 % who interacted with RMS due to some form of impairment to their dignity.

4.9.2   Perception of service received by victims
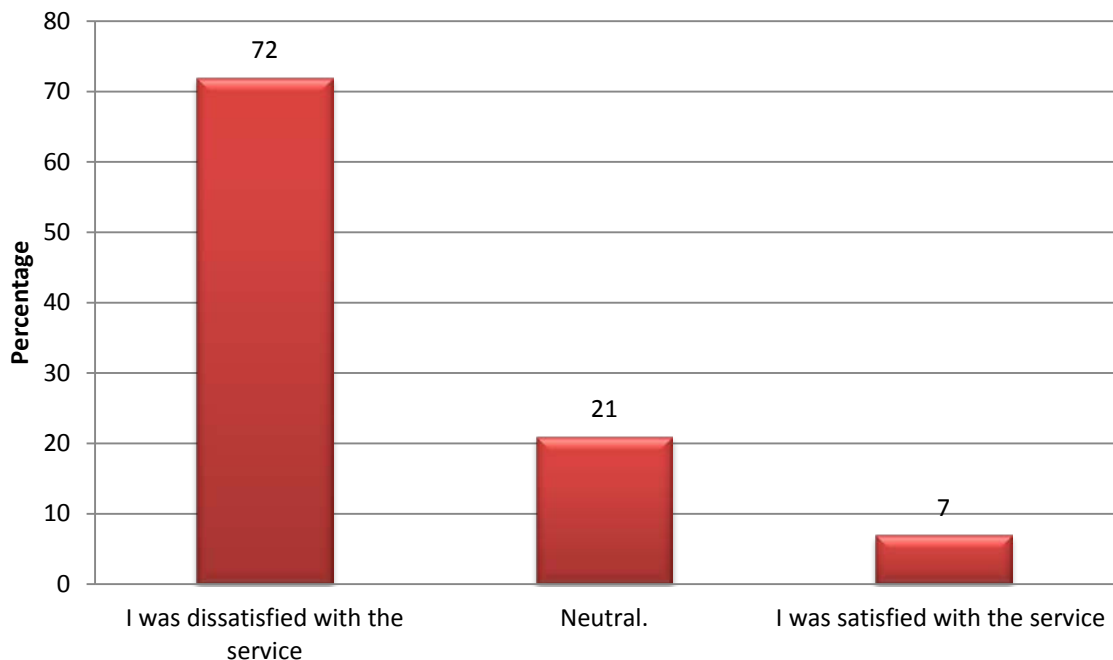
Figure 4.14   The victims' perception of the service received from RMS

Figure 4.14 shows that 72% of the victims of campus crime were dissatisfied with the service that they received from RMS. This is not unique to RMS as "poor service delivery remains an overwhelming challenge, either in the public or private sector" (IDASA 2010). A small proportion of students 7% indicated that they were satisfied whilst 21% remained neutral.

4.9.3   The most outstanding aspect of the service that the victims received
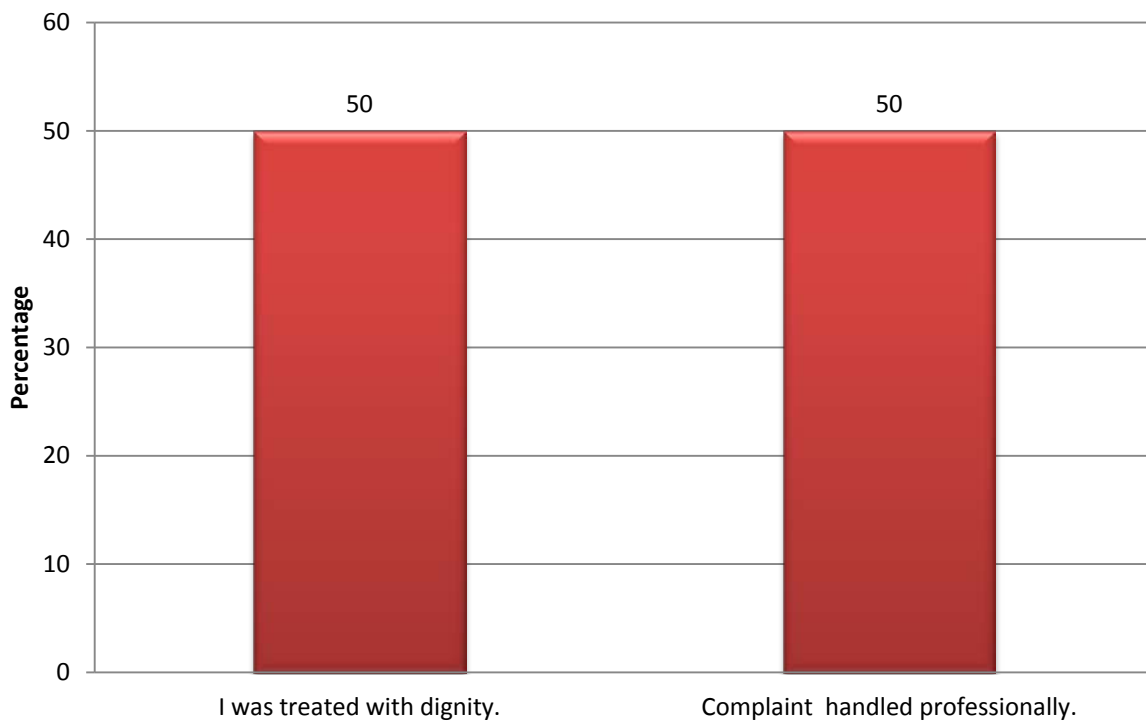
Figure 4.15   Reasons why victims were satisfied with the service

Figure 4.15 shows that the most outstanding aspect of the service that the respondents as victims received was shared equally between the two variables, i.e., they were treated with dignity and their complaints were handled professionally.

4.9.4 The reasons why the victims were dissatisfied with the service received
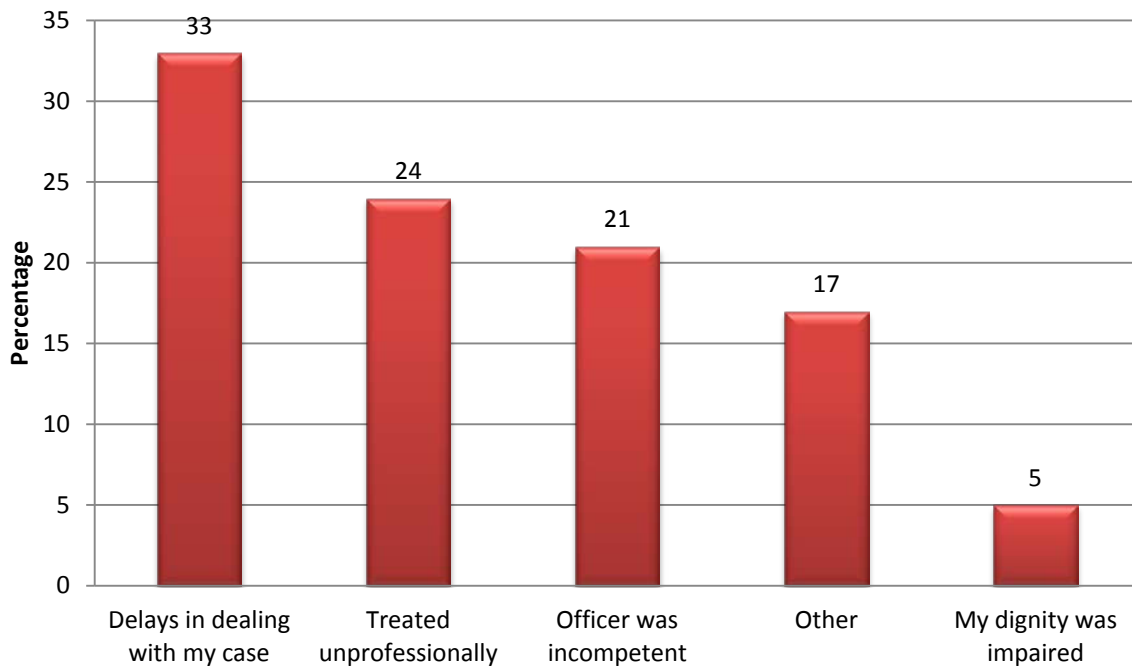
Figure 4.16   The main reasons why the victim was dissatisfied

Figure 4.16 shows that the main reason why victim were dissatisfied with the services offered by RMS was the delays in dealing with the case (33%). Other reasons that contributed to dissatisfaction were that respondents were treated unprofessionally (24%), the officer was incompetent (21%), and that respondents' dignity was impaired (5%). The respondents also chose 'other' as an option when they were asked this question, however they were not asked to specify what 'other' represented.

4.9.5   The offender's perspective of service received by offenders from RMS

LEVEL OF SERVICE TO OFFENDERS		Percentage
SATISFIED WITH SERVICE	Reason	
	Rights were explained	33.3%
DISSATISFIED WITH SERVICE	Reasons	
	Unprofessional behaviour	33.3%
	Incompetence	33.3%
TOTAL		**100%**

Table 4.7   The offenders' perspective of the service received from RMS

According the respondents who were offenders (Figure 4.12), 33% reported that they were satisfied with the services offered by RMS at UKZN, because their rights were well explained. However 67% of the respondents categorised as offenders were not satisfied with the services of RMS and attributed this equally to unprofessional behaviour and incompetence.

4.9.8 The service received from RMS from the perception of students seeking assistance.
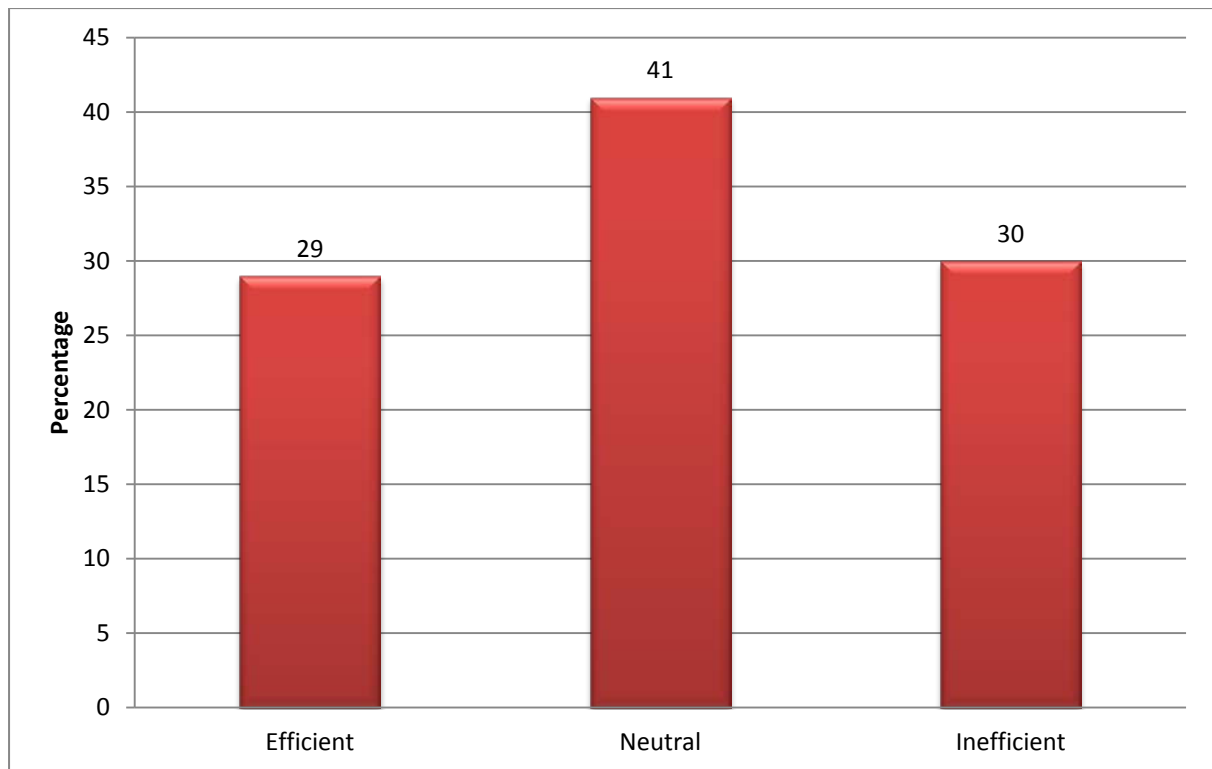
Figure 4.17 Students perception of assistance from RMS

Figure 4.17 shows that many of the respondents remained neutral (41%) about the level of assistance that they received from RMS. The remaining respondents reported that the services were inefficient (30%) and efficient (29%) respectively. For purposes of this study, the neutral responses were considered important for forecasting and planning.

4.9.10   The main reasons for efficient service from RMS

Bar chart titled "Percentage" (x-axis) with the following values:
- Security was helpful: 49
- All of the options: 28
- I did not experience delays: 15
- Security knowledgeable: 6
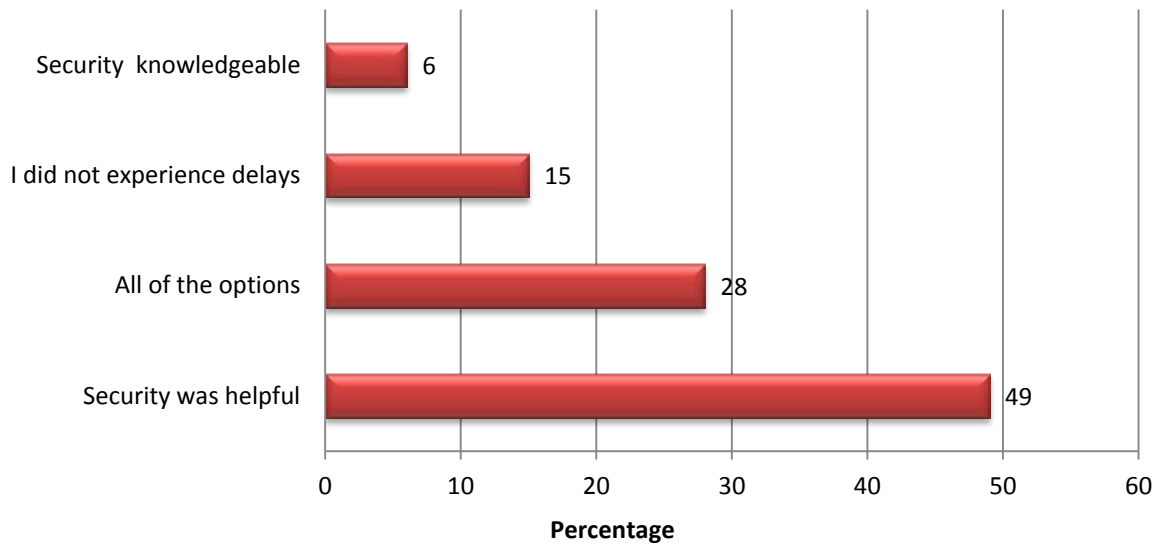
Figure 4.18   Main reasons why the service was perceived as efficient

Figure 4.18 showed that 49% of the respondents who answered this question said that the security staff were helpful. In contrast, only 2% of the respondents believe that the security staff were competent. Furthermore, 15% reported that they did not experience delays in receiving assistance, and found the staff knowledgeable (6%). More than a quarter (28%) of the respondents cited all the reasons shown as reason for good service by RMS.

4.9.11   The main reasons for inefficient service from RMS

Figure 4.19   Main reasons why the service was inefficient

Figure 4.19 show that the main reason why respondents were dissatisfied with RMS was that the staff were incompetent (44%). Supporting this finding and as shown in Figure 4.18, only 2% regarded the security staff as competent. A recent stabbing incident at the Howard college campus brought a number of issues into focus. "When, Risk Management Services, came on the scene, they provided no source of safety or efficiency, asking only for Fastings's student card and making no attempt to get a description of the suspect or to search for him" and that "Students who spoke to the Daily News said that RMS was 'a joke' on campus"(Peters & Medley 2012). The competency levels of staff in RMS therefore remain an undisputed need for improvement. Respondents also reported that they had experienced delays in dealing with their requests (36%), and that staff were not capable (6%). By contrast a survey at the University of Texas, found that students (64%) were content with the courtesy and professionalism that campus security authorities had provided (Customer Satisfaction Survey 2012).

4.10 **Objective 6:** To determine what improvements need to be made for students to feel safer on campuses of UKZN

Question 31 as set out in Appendix 2 was constructed and analysed to meet this objective

4.10.1 Student perceptions of what is needed
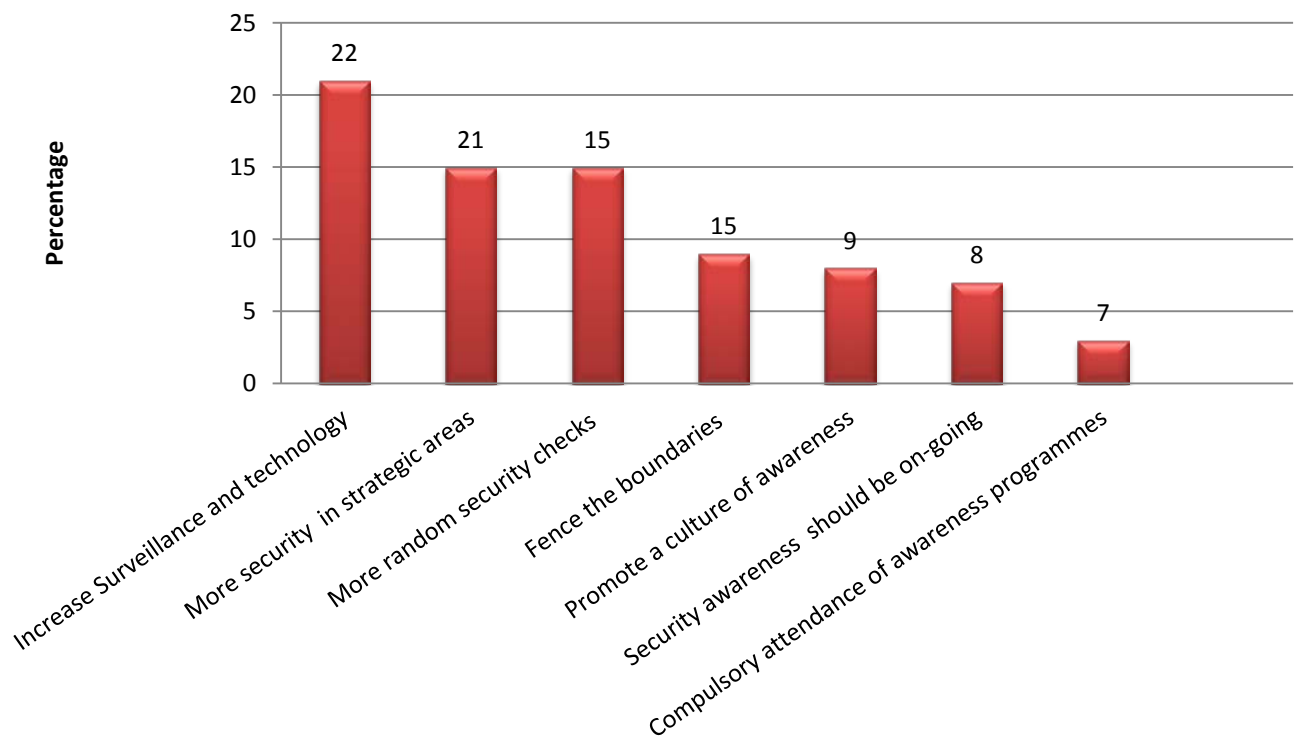
Figure 4.20 Student perceptions how security services can be improved

Figure 4.24 shows what students perceived to be important in improving security at UKZN. The majority of students (22%) felt that security staff needed to be trained to deal specifically with student issues. Students are the majority stakeholders at UKZN and are the main beneficiaries of security services. Another important observation is that students believed that that use of technology would improve the service. In a study conducted at University of

North Carolina the results show that crime is positively linked to the allocation of resources particularly an investment in technology (Henderson 2010).Increases in the amount of CCTV cameras in the various cities of South Africa have somewhat reduced the prevalence and extent of crime. Publicizing its existence is just as significant as the actual presence of the cameras, hence the perceived visible policing (Sevafrica 2012). In contrast, the respondents viewed the investment in security awareness programmes (7%) and the promotion of a culture of awareness (8%) as less significant measures to improve security. Only 3% of the respondents supported the view of compulsory attendance of security awareness programmes

4.10.2 Responsibility for security
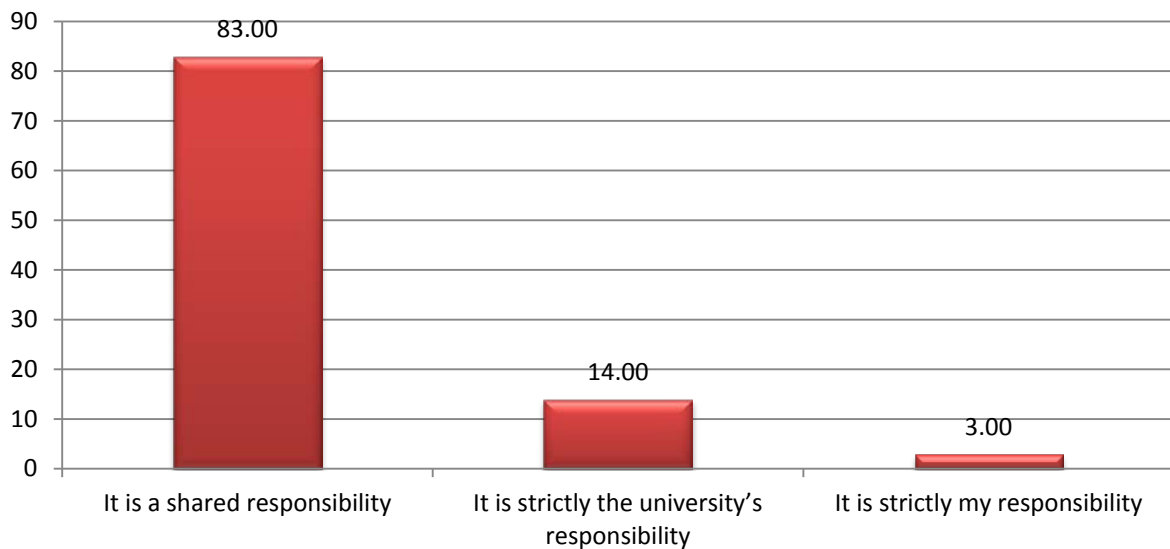
Figure 4.21   The responsibility for security at UKZN

According to the findings of this study as shown in Figure 4.21,only 3% of the respondents believed that security is the responsibility of the individual, whilst 14% felt security was strictly the responsibility of the university. An overwhelming majority of respondents (83%) believed that security is a shared responsibility. The University of Stanford which has a

branch in Cape Town employs a number of security measures to protect the members of its community but believes that the most important is collaboration with its community. The local police force, students and employees all share in the responsibility of making the campus a safe place to work and study (University of Stanford 2012). Western University Campus Community Police Service supports the safety and security of all individuals and enriches the quality of campus life; however safety is a shared responsibility (Western University Campus 2012). This is an entrenched law enforcement ideal that is shared by many law enforcement agencies. Bickel & Lake (1999) believes that the modern college is not a baby-sitter or custodian of students, but it is also not a mere bystander to student safety. The university balances the rights and responsibilities of students and institutions and envisions campuses which feature shared responsibility for student safety.

4.11   Summary

This chapter provided the data to determine the perceptions that students had of security services at the UKZN. It also provided a discussion of the findings from the research, reiterated the findings through statistical evidence gathered and used available literature. The study showed that in certain areas, respondents were affected more by the evident lack of security, the nature of the service and areas that needed more attention than others. The next chapter will make recommendations to improve security services at UKZN.

CHAPTER FIVE

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter will highlight the salient findings of the research. It will also highlight the limitations identified during the study. Recommendations will also be made for future studies related to security services on South African campuses. The core of the study was the literature review which served as the basis for the empirical study. It was established that there was a gap in the literature prompting the need to study student perceptions of security services at the University of KwaZulu-Natal. The study aimed to explore the way that students viewed security services, their interaction with security staff and the service levels that they experienced. The objectives set out in the study were designed specifically to identify factors that could improve service delivery and change the way that security, in its entirety, is managed.

5.2   The business or management benefits of the study

The study has business and management benefits for security managers and the university's executive management. The central theme of the study is how students perceived security services. The knowledge of what these perceptions are is an important stimulus for change and this information can then serve as a catalyst for adjustment. One crucial aspect that emerged from the study is that resources were not utilized to their fullest and the perceptions of the majority of students were that security personnel were not functioning in the way that they should. The study shows that students were dissatisfied with the service and found the security officers to be incompetent and un-trained. The use of resources optimally, rather than adding more resources, is a benefit to the university. In correcting this perception it inevitably adds value to the institution in that it lowers the university's insurance risk profile, it attracts

investment, if security is managed effectively it becomes the institution of choice for parents and prospective students.

5.3   Key findings, implications and recommendations

The research through its findings, suggests a trend in perceptions exists among the sample surveyed which are potentially of interest to the students and management of UKZN and will be discussed accordingly.

5.3.1   Students feeling of safety whilst on UKZN premises

Whilst a slight majority (55%) of students answered in the affirmative that they felt safe, it is important to note that 45% of students felt unsafe whilst on campus. The implication of this finding is that the large percentage of students who felt unsafe is of concern. To use the analogy, in Matthew 18:12, Jesus stated: "What do you think? If a man owns a hundred sheep, and one of them wanders away, will he not leave the ninety-nine on the hills and go to look for the one that wandered off? And if he finds it, truly I tell you, he is happier about that one sheep than about the ninety-nine that did not wander off." (Holy Bible NIV 2012). This analogy describes the seriousness with which security practitioners must view the 45% of students who felt unsafe. For universities, as reflections of society, the challenge is to reduce the perceptions of danger on its campuses and to consistently review its role in law enforcement.

The main reasons that students felt unsafe were perceptions that there were too many outsiders on campus and that there are insufficient ID checks carried. In order to address this concern more regular identity checks need to be carried out at access points, in public places such as cafeterias and libraries and at entrances to lecture theatres.

The study also showed that there were definite relationships between safety and the demographic profile of the respondents. A notable observation was that a majority of students

at university residences did not feel safe. This included residences that were off-campus or those that were on-campus.

The implication of this finding is that the residences is a place that students view as their home away from home and outsiders who enter the residences are seen as violating the home and their privacy. This problem must be dealt with by way of a review of security measures at the residences in terms of its access and egress policy. Tighter controls including spot checks and bio-metric controls need to be implemented to limit visitors to student rooms.

5.3.2 Students' knowledge of security awareness programmes at UKZN.

Majority of the respondents (82%) were oblivious to the existence of a security awareness programme at the UKZN. According to Vogel (2010), an effective security awareness programme will help users understand the risks they face and the precautions they should take to keep themselves and others safe. Hence, the participation of students/respondents in awareness programmes at UKZN may result in improved crime prevention outcomes for the institution. The programme should therefore be one of quality and excellence and attendance for students should be made compulsory. Students who were aware of the existence of a programme but did not attend stated that they had lecture commitments.The main implication of this finding is that students are prejudiced by their lecture times. The arrangement of starting lectures in schools may vary but the programme must be held in the registration week, in order to accommodate students that have lecture commitments during semester time.

Security awareness programmes offered by the university are at most fragmented, and presented at a faculty level or in the form of an exhibit during the university's Open Day. The fragmented nature of awareness programmes in its present form will not attract the general student population, and would not result in the successful outcomes. Security should receive the same importance that other programmes such as library and residence orientation programmes receive. The university should firstly formalize a security awareness initiative and thereafter undertake marketing it in collaboration with the other programmes mentioned above.

5.3.3 Students knowledge of what security services are offered at UKZN

Students' knowledge of the services offered by RMS is limited. The majority of students (25%) knew of the ID card office but very little of other functions.

The implication for students to be aware of services offered by RMS at UKZN is important so that it can be accessed. It is also important for the respondent to know the location of RMS and the campus telephone number in the case of emergencies.

Services that are offered by RMS are on the RMS website however it is not in the interests of students to spend lengthy hours browsing through the web pages to view the services on offer. A more direct approach is the distribution of pamphlets, notices on the general student email system, electronic notice boards, and posters placed in strategic and vulnerable areas of the campus. This hands-on approach is a positive, proactive marketing strategy for RMS.

5.3.4 Student interactions with RMS

Students reported that they had interactions with RMS, however this interaction was only confined to their interaction as a victim, a perpetrator or a student seeking assistance. Interactions with students, not only from a normal operational level but should also be encouraged at a professional level so that it strengthens the relationship. The current state of affairs is further hindered by negative media reports that paint RMS as incompetent and 'good for nothing'. Skillful marketing can have benefits for both sides as it strengthens the relations between RMS and students and further creates opportunities for dialogue and other interventions. RMS could facilitate self-defense courses for students and thereby develop a closer link with students. Staff need to be trained to provide corporate customer services rather than emulating the incompetence of the police services.

5.3.5 Students' perception of security services

The general perception is that the respondents were dissatisfied with the service that they received from RMS. The implication for poor service delivery is dissatisfaction for the end consumer. Social network forums are a useful manner to report complaints of poor service but often students are intimidated to write their true perceptions. The university should aggressively market the recently launched '*complaints@ukzn*' with more enthusiasm. Information can therefore be a crucial component in the fight against dissatisfaction

5.3.6 Improvements to make students feel safer

Students have reported that security staff are not trained to deal specifically with student issues. An essential element of any study, especially one that involves service delivery, is the view to improve the core output. Students of universities form the corpus of tomorrow's leaders and intellectuals and need to be "*treated with kids' gloves*" when compared to employees in industries. They have inquiring minds and the tool is intellect rather that force. The reason for the current perception is twofold. The first reason is that UKZN management is not responsible for the recruiting and placement of contracting security companies. The standard that is used by the recruitment process is industry determined. The second reason is that UKZN does not specify the type of security required- there is only a mention of the grade in the contract. This has become a problem that must be technically corrected.

The respondents also felt that the use of technology would improve the service. The implication for the use of technology is that whilst it may require a large initial investment, the savings generated can be substantial in the long run. Technology has long been seen to be a threat to criminal activity and at University of North Carolina the results show that crime is positively linked to the allocation of resources particularly an investment in technology (Henderson 2010).The University should research the use of security tools to supplement its functions such as biometric readers and scanners for access control.

It is evident from the foregoing that all the objectives have been met discussed and recommendations provided.

5.4 Limitations of the study

Although the study attracted a representative and statistically significant sample of respondents, the questionnaire had to be sent out no fewer that eighteen times on the general email to the students of UKZN before a suitable sample could be obtained. A general observation is that very few students concerned themselves over matters that are not exciting enough to get their attention. At the same time, many students had limited personal access to internet and email and were forced to use the public LANs. In this respect the university should invest in a faster network for the benefit of students and to facilitate effective research.

With a research study that spans over five campuses the researcher is not sure if all campuses would be represented or not. In this regard the researcher had no control over the respondents' campus of origin. The study shows that whilst there was an almost perfect representation for race and nationality, it appeared as though there were root differences when the study disclosed the campus of origin of the respondent.

Security is a growing discipline and many authors are opting to sell rather than offer their intellectual property in books and on websites. Journal articles were few and far between and many of the articles were very general and did not deal with specific issues, such as campus security and student perceptions, amongst others. This makes it difficult when trying to compare and contrast contemporary issues with previous research.

5.5 Recommendations for further research

There are two specific recommendations for further research.

- Security may be viewed as concentric circles of protection or onion rings. These are layers of protection that can be used on a global scale or at an institutional level. This research would involve the study of the institutions' weaknesses and the steps that must be taken to secure the institution. In order to be an effective part of security, these protective rings, manual, electronic or advanced technology must work together for the benefit of protecting the safe area.

- The relationship between crime and academic performance at UKZN is also a subject for research. More importantly it is a good indicator for management to take a more serious role in the fight against crime to the extent that it could have academic benefits.

5.5 Summary

Without a safe environment a successful academic programme cannot be guaranteed. Students and staff alike must be assured of an environment that is free from harm and favourable to teaching, learning and working. Statistics are important for research as are perceptions in drawing inferences and reaching conclusions. Through these perceptions a structured knowledge of information was collected and translated into recommendations. The management and business advantage are efficiency, and cost saving but the greatest advantage is to students who are the most vulnerable part of this equation. Children learn under the watchful eye of their parents. In loco parentis transfers this responsibility to the university to provide a safe nurturing learning environment.

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APPENDIX-1

UNIVERSITY OF ™
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

6 September 2012

Adv. Purmanund Hardeo 9509627
Graduate School of Business & Leadership
Westville Campus

Dear Adv. Hardeo

Protocol reference number: HSS/0826/012
Project title: Student Perceptions of Security Services at UKZN

                                                                    EXPEDITED APPROVAL
I wish to inform you that your application has been granted Full Approval through an expedited review process.

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

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

Yours faithfully

Professor Steven Collings (Chair)

/px

cc Supervisor Professor Anesh Singh
cc Academic leader Dr S Bodhanya
cc School Admin. Ms Wendy Clarke

Professor S Collings (Chair)
Humanities & Social Sc Research Ethics Committee
Westville Campus, Govan Mbeki Building
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Founding Campuses: ■ Edgewood   ■ Howard College   ⋅ Medical School   ■ Pietermaritzburg   ■ Westville

INSPIRING GREATNESS

UNIVERSITY OF KWAZULU-NATAL

GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Dear Respondent,

MBA Research Project

Researcher: Purmanund Hardeo [0846888260]

Supervisor: Professor Anesh Singh [031-2607061]

Research Office: Ms P Ximba 031-2603587

I, Purmanund Hardeo, am an MBA student at the Graduate School of Business and Leadership of the University of KwaZulu-Natal. You are invited to participate in a research project entitled: Student Perceptions of Security Services at UKZN. The aim of this study is to determine whether students feel safe whilst on UKZN premises. Through your participation I hope to understand your perceptions and challenges facing students, in the context of security. The results of the focus group are intended to contribute to redressing the gaps in security faced by students. This study is aimed at strengthening the relationship between students and the Risk Management Services on the campuses of UKZN. In order to get a clear understanding of your experience, your sincere responses to the questions are appreciated

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey/focus group. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The interview should take you about 15 minutes to complete. I hope you will share your experience as a student.

Sincerely

Investigator's signature: Hardeo P

Date: 10 August 2012

QUESTIONNAIRE

1.   Age

- o   <18
- o   18-22
- o   23-27
- o   28-32
- o   >32

2.   Gender

- o   Male
- o   Female

3.   Race

- o   African
- o   Coloured
- o   Indian
- o   White
- o   Other

4.   I am a student at:-

- o   Howard College
- o   Edgewood
- o   Medical School
- o   Pietermaritzburg
- o   Westville

5.   Level of study:-

- o   Undergraduate
- o   Postgraduate

6.   I have been a student at UKZN for:-

- o   <1year
- o   1-3 years
- o   4-6 years
- o   >6 years

.

7.   I am a Residence Student.

- o   Yes
- o   No

8.   I am an International Student.

o   Yes

o   No

9.   Do you feel safe on campus?

      o   Yes

      o   No

10.   Since you have answered YES to the previous question, what makes you feel safe?

      [You may choose more than one option]
- o   There are adequate access control checks in place.
- o   There are regular security checks on campus grounds.
- o   Libraries, LANS and lecture theatres are regularly patrolled.
- o   Libraries, LANS and lecture theatres are monitored by CCTV.
- o   There is a visible security presence across the campus.
- o   Other

11.   Since you have answered NO to the previous question, why do you feel unsafe? [You may choose more than one option]
- o   Security staff are seen but they do nothing.
- o   There are too many outsiders on campus.
- o   There are insufficient ID checks carried out by security
- o   The security officers are unhelpful.
- o   The security officers unfairly discriminate against me.
- o   Other

12.   I am:-

- o   Unaware of security awareness programmes at UKZN
- o   Aware of security awareness programmes at UKZN but I have not attended any of them
- o   Aware and I have attended a UKZN Security awareness programme.

13.   You have answered that you are unaware of any Security awareness programmes at UKZN. Is this because:-

- o   Such programmes were never publicized
- o   I didn't really take notice of it.
- o   Security doesn't interest me.

14. You have answered that you were aware of but didn't attend any of the Security awareness programmes. Is this because:-

- o   I didn't think it would benefit me.
- o   It clashed with my timetable.
- o   Security is the responsibility of the University.

15. You have answered that you are aware of security awareness programmes at UKZN and that you attended them. How would you rate the Security awareness programme at UKZN?

- o   It was a positive experience.
- o   It was a negative experience.

16. You answered that it was a positive experience attending a UKZN Security Awareness programme because:-

- o   It was informative and helpful.
- o   It was relevant.
- o   It was well presented.
- o   All of the above.

17. You answered that it was a negative experience attending a UKZN Security Awareness programme because:-

- o   It was irrelevant.
- o   It was poorly presented.
- o   The quality of the material was superficial.
- o   The venue wasn't conducive.
- o   All of the above.

18. I will attend a Security awareness programme if it is offered again.

- o   Yes
- o   No

19. I am aware of the following services available through RMS [Tick the ones that you are aware of:-

- o   Guarding and patrol services
- o   Traffic control
- o   Investigations
- o   Student ID Card
- o   24 hour Control Room
- o   Security escort service

- o   CCTV and Surveillance
- o   Dog Patrol Unit

20.   Which of the following interactions have you had with UKZN security officials?

- o   I was a victim.
- o   I was an offender.
- o   I needed assistance.
- o   None.

21.   In the previous question you answered that you were a victim. Was the crime:-

- o   Against your person [eg. An assault, robbery etc.]
- o   Against your property[eg. Theft, fraud etc.]
- o   Against your integrity[eg. Verbal abuse etc.]

22.   In the previous question you answered that you were a victim. How would you rate the service you received from security officials?

- o   I was satisfied with the service I received from RMS.
- o   Neutral.
- o   I was dissatisfied with the service I received from RMS.

23.   You answered that you were satisfied with the service that you received? Is it because:-

- o   I was treated with dignity.
- o   My complaint was handled professionally.
- o   My complaint was handled timeously.
- **o**   The process was smooth and efficient

24.   You answered that you were dissatisfied with the service that you received? Is this because:-

- **o**   I was treated unprofessionally.
- **o**   There were delays in dealing with my case.
- **o**   The person taking the report was incompetent.
- **o**   I felt that my dignity was impaired.
- **o**   Other

25.   In the previous question you answered that you were an offender. How would you rate the manner in which you were treated?

- o   I was satisfied with the treatment.
- o   Neutral.

o   I was dissatisfied with the treatment.

26.   You answered that you were satisfied with the treatment that you received? Was this because:-

     o   I was treated with dignity.
     o   The matter was handled timeously.
     o   My rights were explained to me.
     o   The officer listened to my version.
     o   No force was used.

27.   You answered that you were dissatisfied with the treatment that you received? Was this because:-

     o   I was treated unprofessionally.
     o   There were delays in dealing with my case.
     o   The person taking the report was incompetent.
     o   None of my rights were explained to me.
     o   I was forced into making a statement.
     o   I was assaulted.
     o   I was abused.

28.   In the previous question when you requested assistance from RMS was the service that you received:-

     o   Efficient
     o   Neutral
     o   Inefficient

29.   You answered that the service you received from RMS was efficient? Was this because:-

     o   The security staff were helpful.
     o   The security staff were knowledgeable.
     o   The security staff were competent.
     o   I did not experience delays.
     o   All of the above.

30.   You answered that the service you received from RMS was inefficient? Was this because:-

     o   The security staff were incompetent.
     o   The security staff were not capable of assisting me.

o   Security staff were not trained to assist me.

o   There were delays in dealing with my request.

o   Other

31.   In my opinion the following needs to be done to improve security on campus:-
[You may choose more than one answer]

o   Security staff need to be trained to deal specifically with student issues.

o   More security personnel are needed in strategic areas.

o   Fence the boundaries of the campus.

o   More random security checks are necessary.

o   Security awareness programmes should be on-going.

o   Increase the use of Surveillance and technology.

o   Promote a culture of awareness.

o   Make attendance of security awareness programmes compulsory.

32.   Security is my right and I believe that:-

o   It is strictly my responsibility.

o   It is strictly the university's responsibility.

o   It is a shared responsibility.

END

UNIVERSITY OF KWAZULU-NATAL ™

INYUVESI YAKWAZULU-NATALI

27 July 2012

Advocate Purmanund Hardeo
Graduate School of Business
Westville Campus
UKZN
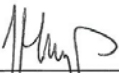Email: hardeop@ukzn.ac.za

Dear Advocate Hardeo

RE: PERMISSION TO CONDUCT RESEARCH

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

"Student Perceptions of Security Services at UKZN".

Please note that the data collected must be treated with due confidentiality and anonymity.

Yours sincerely

Professor JV Meyerowitz
REGISTRAR

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