



**UNIVERSITY OF TM
KWAZULU-NATAL**

**INYUVESI
YAKWAZULU-NATALI**

**AN INVESTIGATIVE STUDY ON THE PERCEPTIONS OF UNIVERSITY
OF KWAZULU-NATAL RISK MANAGEMENT SERVICES (RMS) ON
CAMPUS SAFETY.**

by

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2018.

DECLARATION

I hereby declare that the thesis, “An investigative study on the perceptions of University of KwaZulu-Natal Risk Management Services (RMS) on campus safety”, represents my own work both in conception and execution. It has never been submitted nor published for the award of any degree. All the sources that were consulted or quoted have been cited and acknowledged by means of complete references.

Candidate’s Signature

Date

DEDICATION

The thesis is dedicated to my late grandmother, **Grace Rebecca Ngcece**, the Campus Protective Services and all those who have been victims of crime on campus.

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Firstly, I would like to thank God, the Almighty and the Creator for giving me the strength and courage to face any obstacles and being able to carry out this research study.

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ABSTRACT

University institutions are already overwhelmed by academic challenges without having to worry about crimes that plague the university campuses. The provision of and daily efforts of campus protective services are therefore important in maintaining a peaceful, safe and conducive learning environment. However, constant reports and the increasing levels of crime on campus have led to the call for researchers to investigate the determining factors of these crimes. One critical aspect is that research efforts so far have been focused on the perspective of students on campus crimes and safety; and have not adequately considered to capture the perspective of the campus protective services or security officers. Security officers are often looked upon or expected to provide safety on campus and are, therefore, challenged to meet the expected standard to prevent crimes on campus. The focus of this study is, therefore, grounded in investigating the perceptions of security officers on campus safety at UKZN Howard College Campus. In order to comprehensively capture their perceptions, the following objectives were examined: the types of crime that occur on campus, the challenges encountered in dealing with these crimes, intervention remedies or response to these crimes and their effectiveness. The study adopted one-on-one in-depth interviews methodological approach to generate its data. Empirical findings from the study revealed that there are a number of crimes that disrupt the proper functioning of and daily lives of the university community. These crimes include but are not limited to property theft, assaults and alcohol use. Findings also unfolded that security officers' that attempts to prevent these crimes have often been encountered by challenges which have, in turn, adversely affected the intervention remedies ever put in place to arrest the horrible situation of crimes on campuses. Based on the research study's findings, recommendations were made with an intention to assist on-campus protective services in improving their measures in crime prevention.

Key words: Campus safety, Crime, Protective officer, Risk Management Services, Security, University of KwaZulu-Natal.

LIST OF ABBREVIATIONS

UKZN	University of KwaZulu-Natal
RMS	Risk management services
HC	Howard college
SAPS	South African Police Service
RAT	Routine Activities Theory
RES	Residence
PSI	Private Security Industry
CCTV	Closed Circuit Television
UPE	University of Port Elizabeth
PU for CHE	Potchefstroom University for Christian Higher Education
Unibo	University of Bophuthatswana
Mendusa	University of Limpopo

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

Universities have, for decades, been a reflection of its society. However, universities today are different from that of the past (Kromydas, 2017). Historically, university campuses in those days were more institutionalized, narrow-defined and easily protected (Fong, Catagnus, Broadhead, Quigley & Field, 2016). Whereas university campuses today are highly populated and have been challenged to expand their programmes, research inquiries and physical make-ups to accommodate for its contemporary society (Allender, Cowburn & Foster 2006). Each year, thousands of students enter the university environment with varying cultural backgrounds, ethnic groups and beliefs with which universities must strive to sustain, adapt to and respect (Fong *et al.*, 2016). According to the Ani, He and Tiwari (2017), this has led to the need to enhance security controls without hindering or compromising access to its services. Rubagiza, Umutoni and Kaleeba (2016) stressed further that when parents send their children to universities, they expect no less than a safe and conducive environment for proper and effective learning. However, an enormous research has found criminal activities on campuses to hinder the ways in which learning, interaction and teaching progresses (Badiora, 2017, Carrico, 2016, Hardeo, 2013, Makhaye, 2016, Sulkowski & Lazarus, 2011). Crimes on campus have often been shown through media and some of the students already enrolled at universities have either heard, read or have been victims of these crimes. In one of the studies conducted by Makhaye (2016), it was reported that crimes on campus range from verbal assault, sexual/physical assault, vandalism to theft, rape and murder; and are frequently compounded by high rise of alcohol and drug abuse.

Due to the consistent increase in crimes, students, staff and the public have raised concerns about their safety at university colleges. And to respond to crime, universities have sorted to implement school-based disciplinary policies and practices of responding to and preventing crime across campuses. These practices include the provision of integral proactive security officers to react and respond to all risks and

hazards at college campuses (Rosenberg, 2014). According to Rosenberg (2014), the Security officers do not only provide safety on campuses but are also expected to provide informative and professional assistance, hospitality; and must also understand the youth behaviour.

In South Africa, universities encounter many challenges such as financial and accommodation issues. Despite these challenges, law enforcement agencies have been encouraged to ensure that university campuses are protected, secure and free from any events that impede its core activities. Universities are expected to account for and evolve their security apparatus to accommodate the changes of its environment. They have an obligation to meet the parents' and students' expected standard in the provision of safety on campuses. Security providers are to collect data, re-examine their roles and/or duties and make necessary changes. Therefore, the perceptions of all the parties or stakeholders of university community are important in the proper planning and guiding of resources to strategic areas (Hardeo, 2013). However, what is more important, and which is the focus of this study, is the perception of UKZN security officers on campus safety at Howard College Campus.

1.2 Statement of the Problem

University campuses are consumed by vast numbers of criminal activities, which affect both the student and the staff. Various researchers have often focused on issues pertaining to students' safety, fear of crime and ways in which this phenomenon has affected their ability to learn (Barberet & Fisher, 2009, Tomsich, Gover & Jennings, 2011, Owusu, Alcoto & Abnory, 2016, Badiora, 2017). However, very limited research has been done to investigate the perceptions of campus protective services or Risk Management Services (RMS) on the issues pertaining to crime and safety on university campuses. Security officers are saddled with the duty of preventing crimes and providing for safety on campuses, but their views of the duties are limited and almost non-existent. In a study conducted by Du Toit (2015), it was revealed that the increase of crime rates on campuses creates tremendous challenges for campus protective services. They are often under pressure to provide for effective security, keep on track and upgrade their protective systems for a safe environment. This is because when higher institutions fail to provide for safety, students may be

discouraged to attend such institutions and parents may become reluctant in sending their children to an unsafe environment to acquire learning (Du Toit, 2015). Therefore, Crime on campuses affect the image of institutions, as well as the security officers' job; and thereby undermining the quality of learning and students' activities on campuses (Sewpersad & Van Jaarsveld, 2012).

Other challenges come with high numbers of population that enter universities each year with very few security officers to monitor and provide safety on campus. University campuses then tend to become a public space, accessible to any individuals and may consequently be difficult to securely monitor activities on campuses. Moreover, another challenge has been on lack of effective communication among students, faculty members and protective services. This has caused campuses to become more susceptible to crime of various types (Owusu *et al.*, 2016). For instance, Students are often unaware or struggle to adhere to the rules of the university and thereby compromising safety on campus. This has further hindered a collaborative relationship between students and security officers. With the ever-changing university communities, security officers also had to shift from responding to risk and hazards at emergencies to proactive officers and collaborative promoters of the university's principles and/or values. Security officer's jobs often require multiple and conflicting roles of crime prevention (such as assaults, theft and drug abuse), traffic regulations and access control to maintain order and stability on campuses. This has resulted in the diffusion of tasks and limited focus on specific crime prevention activities (Rodriguez, Kramer & Sherriff 2013). Hardeo (2013) further highlights that for many decades university campuses have excluded and failed to recognize security services as part of the university system. There are law enforcement agencies that are not registered under the university and are a part of an independent or private security industry. According to Hardeo (2013), there are also perceptions that campus law enforcers are not genuine police officers because of their operational setting. Therefore, Opinions on the security measures provided by the universities differ in what is perceived as effective and safe security control. Moreover, issues arise when person's attitudes towards security measures conflict with his/her ideology of campus setting and academic proceeding (Hardeo, 2013).

Hardeo (2013), also states that there is fear of crime on campus and the perceptions of safety and/or crime may be affected by several factors. An individual may view a

campus environment as unsafe due to the fact that the campus is composed of a number of people from different cultural backgrounds, strange outsiders roaming the campus without being called to order or subject to interrogation, as well as negative past events that occurred on the campus (such as cases of victims of robbery/theft or rape on campus). The perception of violence or threat of crime by students, faculty staff and members of the university community may often cause these members of the university community to leave the institution for other institutions where they can be guaranteed of a better level of safety. Therefore, crime on campus is a major challenge which can determine the level of quality of services of the university campus protective services (Hardeo, 2013). Moreover, Security officers are aware of criminal activities that occur on college campuses but one significant challenge in line with this assertion is that many serious crimes are not reported to the campus protective services or security officers. This has led to the distorted view that crime on campuses is lower than it really is; and this has also aroused lack of balance on the provision of adequate security to mitigate the level of crime on campuses. Based on previous studies in related discipline, university campuses are advised to avoid depending solely on crime statistics but should count on the views and experiences of the university community (Hardeo, 2013).

1.3 Aim of the Study

The aim of this study was to investigate the perceptions of RMS (guarding section) on campus safety. It was intended to get the views of security guards that work on the academic campus and campus residences on their experiences of working at the University of Kwazulu-Natal (UKZN), Howard College.

1.4 Objectives of the Study

The study was designed to meet the following objectives:

- i. To explore the perceptions of University of KwaZulu-Natal Risk Management Services on campus safety. This objective looked at Howard College securities officers' personal views on campus safety and this was achieved by the analysis or report of data collected from individual participants.

- ii. To identify the types of crimes that occur on campus. There is no university campus that is immune to crime. The majority of crimes recorded in the study uncovered the severity of the crimes and their occurrence on the Howard College Campus.
- iii. To investigate the challenges faced by RMS (security guards) in dealing with crime on campuses. This objective was determined by the kinds of crime that take place on campus and how they impact on the work of security guards. Furthermore, this objective looked at how the university security guards are challenged socially, psychologically and physically at their work.
- iv. To determine RMS responses to criminal activities on campus. This objective evaluated the kinds of measures and programmes that have been put in place to reduce crime and provide for safety on campus. By viewing the available programmes, the study was able to determine whether these programmes are working effectively towards deterring some of the crimes if not all.
- v. To explore the effectiveness of RMS in dealing with crimes on campus. This objective aimed at finding out whether the security measures or services offered at the university campus work accordingly or the procedures put in place are followed to account for good services of the campus guards. Achieving this will pave ways for policy recommendations that will enhance effective implementation of security programmes needed in crime reduction and prevention across the university campuses.

1.5 Key Research Questions

Based on the objectives of the study, this research work aimed at finding answers to the following research questions:

- i. What are the perceptions of UKZN RMS on campus safety?
- ii. What types of crime occur on campus?
- iii. What challenges does RMS have in dealing with crime on campus?
- iv. How does RMS respond to criminal activities on campus?
- v. How effective is RMS in dealing with crime on campus?

1.6 Significance of the Study

As highlighted above, there are a number of challenges on safety that university campuses face. The University of KwaZulu-Natal (UKZN) has provided several structures or security measures to assist prevent and reduce crime on campus. Namely, the investigative unit, examination and traffic unit, guarding section, identity card and vehicle permit unit, occupational health and safety unit. However, although these measures are provided, there have been several incidents of crime that have not only undermined the effort of university security services but also reflect a negative picture on the university campus. For example, in 2007 an exchanged student was sexually assaulted at UKZN Mabel palmer student residence (Sewpersad & Van Jaarsveld, 2012).

Situations like these do not only instil fear among the members of the university community but also affect the image of the university campus and South Africa at large. This study examined how security services come across the challenges of reducing crime and providing safety on campus. Therefore, raising awareness on the types of crime, safety and security issues is of crucial importance to the university campuses. When the university is aware of the challenges, the study can be used for proper development of and awareness strategies about crime. This will help the university develop specific crime strategies to reduce those identified crimes on campus. Hardeo (2013) argues that many campus individuals are unaware of the procedures and/or security services provided at the university. This study will be able to assist the university community, especially students as majority, on the knowledge of the university's rules and regulations as well as security programmes being put in place to ensure appropriate and cooperative interaction with the security guards. The study will be able to alert the university management so that they can have a better understanding of what the security officers are often challenged with and how these can be addressed. Therefore, allowing for better engagement between the security officers and the university management. This is also reflected through the recommendations of the current study. Furthermore, it will assist the security officers to reflect on their own moral rectitude and how this plays a role on effective controls and provision of safety.

If both security staff and students could have a better understanding of and positive mind-set towards ensuring the safety of everyone, there would, undoubtedly, be lesser opportunities for criminal activities, hence safer environment will be provided for all. This study will also create awareness for a good working relationship between the security guards and members of the university community. With this being put in place, many individuals will feel comfortable to thrive on the campus and have confidence to report all situations of crime to the appropriate authority.

1.7 Conceptualization of Terms

Conceptualization of terms is necessary for a research study. This is to allow the researcher to operationalize, organize and differentiate the variables of the study (Tshabalala, 2001). Below are the terms that the researcher considered necessary to define as related to the study.

1.7.1 Security

Hardeo (2013) defines security as protection from threat or danger while Kole (2015) describes security as the protection of property, information and people by security officers. The role of security officers at tertiary institutions is to promote an atmosphere that is safe, conducive to teaching and learning, research and livelihood. For the purpose of this study, security means protection of university students, staff and property from threat and danger by security officers.

1.7.2 Security Measures

Security measures are strategies put in place to guide for 'smooth' operation of campuses prevention (Kole, 2015). They entail people, policies, procedures and physical security, technological strategies put in place to respond to security breaches and promote loss prevention (Kole, 2015). In this study security measures are physical security, technological systems and policies or code of conduct put in place to prevent crime and provide for safety on campuses.

1.7.3 Crime

The term 'crime' does not have a no single definition. Ani *et al.* (2017) defines crime as any illegal act, committed intentionally and punishable by law. While Kole (2015) defines crime as an unlawful act of commission or omission which results from a

number of risk factors that include but not limited to socio-economic, environmental and political factors that are punishable by law. Furthermore, crime consists of illegal acts such as violent personal crime, property, political and organized crime. Tshabalala (2001), defines crime as any act forbidden by the law and if detected will be punishable by authority. In judicial terms, 'crime is a contravention of the law to which punishment is attached and imposed by the state'. In this study crime is defined as any unlawful act motivated by political, environmental and socio-economic factors and is punishable by law.

1.7.4 Perceptions

Owusu *et al.* (2016) defines perception as a 'belief' or 'opinion', often held by many people and is usually based on appearances. It is how people think, understand and interpret things or situations around them and in the natural world. This study will be looking at the perceptions of security guards on campus safety. Therefore, in this study perceptions are defined as subjective views or opinion, meanings and understanding of crime, safety and security on campus.

1.7.5 Safety

Safety is defined as when an individual or a place is not in danger or potential threat or harm. It is a condition where an individual is out of risk and has an assurance of freedom from loss of property, injury or harm, whether caused intentionally or accidentally (Owusu *et al.*, 2016). For this study, safety can be defined as protection from harm or danger.

1.7.6 Protective Services/Risk Management Services

This is a department that ensures safety and protection of the university community and its property. College campuses provide for their own protective units within their premises for protection (Tshabalala, 2001). The protective services are to identify and minimize risks and its potential consequences or results in order to protect people, property information and reputation of the institution (Kole, 2015). The protective services at UKZN consist of the investigative unit, guarding section, identity card and vehicle permit unit and the occupational health and safety unit. This research study focuses on security guards or officers of the Risk Management Services (RMS) department of the University of KwaZulu-Natal.

1.7.7 On-campus

This can be defined as “any building or property owned used or controlled by an institution within the same reasonably contiguous geographic area (Kren, 2017:17). It is used by the institution in direct support of or in a manner related to the institution’s educational purposes, including residence halls or any building or property that is within or reasonably contiguous to the area identified as owned by the institution but controlled by another person. ‘On-campus’ is frequently used by students and supports institutional purposes and needs (such as a food cafeterias, lectures and conferences or other retail vendors) (Kren, 2017:18). The University of KwaZulu-Natal consists of five campuses namely: Westville, Nelson Mandela School of Medicine, Edgewood, Howard and the Pietermaritzburg campus. Considering the five campuses of the institution, the choice of the study location as selected by the researcher was Howard College campus. Therefore, ‘on-campus’ is defined as all the buildings and property that are within and are owned by the university.

1.8 Dissertation Overview

The thesis comprises six chapters.

Chapter One: offers an introduction of the study. It highlights the aim of the study, objectives of the study and the relevant research questions that the study explored. The study’s important concepts are outlined, and the research problems are stated in this chapter. This chapter also presents significance of the study.

Chapter Two: focuses on introducing the rationale for the study that was anchored in a review of relevant literatures and other scholarly investigations. The chapter critically reviews previous studies and thus identifies the gaps in the literature with specific reference to crime and campus safety

Chapter Three: provides a theoretical framework for the study by illuminating relevant theoretical models which served as a blueprint according to which campus safety could be better investigated, explained and understood. This chapter encompasses and analyzes in details two criminological theories that are viewed by the researcher as appropriate to guide, describe and interpret the study.

Chapter Four: reflects on the research methodology section of the study. In this chapter, the methods employed for the study are explored focusing on research design, study setting, study population and sample size, sampling techniques, data collection, data analysis, ethical considerations and limitations of the study.

Chapter Five: focuses on the analysis, interpretation, and presentation of the data that were collected during the fieldwork phase of the project. The chapter also addresses the findings that emerged from the identified themes for comparative and reflective purposes.

Chapter Six: concludes this thesis. It presents a summary of the main findings, draws relevant conclusions, and offers policy recommendations.

1.9 Conclusion

This chapter has introduced the topic. It has indicated the aims and objectives of the study and thus revealed the purpose of the study and its relevance. The chapter has indicated and explained the important concepts that are explored interchangeably throughout the research study. On the whole, the chapter has provided a breakdown of the thesis and a brief indication of what the subsequent chapters encompass. These chapters will be discussed in more details throughout the thesis.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Crime in contemporary society has become more complex and to account for all crimes, public police could no longer singly provide for safety (Kole, 2015). According to Kole (2015), private industries or organizations have been established and have grown to assist the public police to fill the gap of inadequate security and provide for safety and security for all. University campuses are affected by a number of crimes that of different nature. Moreover, universities have become one of many institutions that have adopted or needed the services of private security industry. To proactively prevent crime and provide for safety, campuses today have their own security structures in place (Kole, 2015). Therefore, this study seeks to review literature that focuses on the important and specific aspects of study that are related to campus safety. Nghonyama (2005:11) defines 'literature review' as "a map or maps of the terrain". It allows the researcher to gain a better and clear understanding of the nature and meaning of the problem identified. The researcher reviewed the literature to obtain and validate important aspects of the problem of the study.

This chapter has also illustrated the development of the university protective services. It has identified a number of crimes that occur on campus as well as provision of effective security controls. It looked at the views of protective services and the challenges they encounter in their working environment. Furthermore, previous inquiries on crime and campus safety, structures put in place to decrease crime and the circumstances that may lead to ineffective security are presented in this section in order to know the various studies that have been conducted on the topic.

2.1.1 The Development of Protective Systems at Tertiary Institutions

Campus protective systems were prompted by a number of serious safety and security challenges on the university campuses (Paoline & Sloan, 2003). Prominent among these challenges include the city revolts in United States of America (USA), second world-war veterans in the late 1940s and the return of 'baby boomers' in the 1960s, as well as numbers of challenges relating to safety and security on university campuses.

The authors argued further that these challenges have then prodded the advancement and development of the contemporary on-campus police departments. Paoline and Sloan (2003) stated in addition that the development or formation of campus protective systems can be compared to that of the development of public policing in the USA. This was when policing was mostly executed by community members' effort. However, as the country started to become globalized (through the expansion of cities, immigration, and industrialization etc.), there was a need for a more constructive and fully trained local police and policing.

This was the same for campus colleges where the university community was responsible for their own safety. However, due to development and social changes, campuses started to experience challenges from internal and external forces. Therefore, a formal law enforcement became a paramount public need (Paoline & Sloan, 2003).

According to Rademeyer (1995), the first visible campus protective system dates back to 1894 in the United States of America at Yale University in the city of New Haven. This was when two retired police officers, William Weiser Alias and James alias were assigned to policing position at Yale University. The university was occupied by a large number of students Therefore, the local police department was to create relations between its department, students and the new haven city community. This was to the reason that the students' activities or the communities seemed to affect everyone around. These two police officers were to conduct patrols on campus and as they were part of the local police department, they were also given the power of arrest. Other employed watchmen were retired police officers and those that had resigned from other professions, those who had no training in law enforcement (Rademeyer, 1995 & Sloan, 1992). During the early 1900s to 1930s, most higher institutions handled students matters internally and called upon police officers at emergencies (such as when there are criminal violations or violent attacks). Watchmen (security officers) were also employed to do patrolling at night and to lock and unlock doors, windows and protect the university property (Rademeyer, 1995).

In 1930s and 1940s these watchmen further took on the role of enforcing students' conduct of law and regulations. Laws included prohibiting alcohol on campuses and banning of visit of opposite sex in students' rooms. However, very few of these

violations were reported by campus watchmen to the dean (Rademeyer, 1995). The 1950s witnessed a shift on the role of campus protective systems. Higher institutions security was to become self-governing unit within the college hierarchal structure. The campus security was now partitioned under various authoritative duties and security officers had to deal with (not only patrolling but with) an enormous number of obligations. For example, maintenance issues, putting out fires, domestic disputes and general security were put in place. However, security officers had no power of arrest of an offender but could only keep the criminal suspects and call for police to come for the arrest (Paoline & Sloan, 2003).

The 1960s followed and was guided by the *in loco parentis*. However, this brought about a two-fold standard of policing where the campus security officers apprehended outsiders for arrest while students were being sent to campus management for disciplinary action. The campus security also had no authority to deal with criminal charges while all criminal charges were handled over to the public police (Rademeyer, 1995). Furthermore, many other campuses adopted campus policing and were comparable to that of the public policing. Although many campus security agencies were being developed and established, but were not yet fully formed, nor specific nor independent enough. The 1960s was the major contributor to the development of the modern form of campus policing. The late 1960s and early 1970s called for a permanent campus police structures and were officially legitimized. This was because college campuses were growing and so were their problems of criminal activities, overcrowding, and social unrest and so on. To accommodate for the increasing number of students' population on campus, college campuses expanded their buildings, classrooms, employed more staff, and implemented new programs. In response to the students protest and social unrest, university colleges relied upon the public police to bring order. Because of more confrontations between students and university administrators, the university now saw the need to create their own structures to deal with their issues. Therefore, the universities established their own policy agencies to control and maintain order on campus (Sloan, 1992).

By late 1970s campus protective systems were now separate entities from public police. In the 1980s campus protective systems kept making progress towards authenticity and became more self-sufficient (Rademeyer, 1995). Campus protective

services now required that campus security officers be formally trained and must have the same level of expertise as that of the public police departments or agency. New policies and programmes were being developed to upgrade proficiency and effectiveness. Work guidelines and standards were improved, such as the selection and training processes while campus security officer concentrated on their fight against crime (Paoline & Sloan, 2003). The table below shows a simplified demonstration of how the evolution of campus protective systems could be better understood.

Table 2.1.1: The Classification of the Evolution of University Campus Protective System.

Year	1894-1940	→	1940-1960	→	1960-1980
System	“Watchman”		“Pseudo-Police”		Modern Campus Police
Major Functions	<ul style="list-style-type: none"> -Property protection -Detecting Fire & Hazards -Check Boilers -Preventive Maintenance 		<ul style="list-style-type: none"> -Preventive Maintenance -Collect and protect Evidence -Detain Suspects -Report Crimes to Local Police -Regulate Student Conduct 		<ul style="list-style-type: none"> -Formal Police Powers -Authority symbols -Enforce Law on Campus -Control and Maintain Order on Campus -Service to Campus Community

Source: (Sloan, 1992)

2.1.2 South African Context 3

Studies on the history of university campus protective Systems in South Africa are almost tantamount to non-existence. It appears that historically South African

Universities were very different from that of the western countries. This is because South Africa has long history of apartheid regime which had an impact on the structure and/or organization of tertiary institutions (Naidoo, 2012). During the apartheid regime, there was a rise in protest actions and social unrest in South Africa and university campuses were no less of a target. Tertiary institutions were composed of young people, who were educated, who believed in the freedom of speech, had views and were able to challenge ideas including challenging the laws of the apartheid government. The first evident protest actions at universities was in 1957 where students from the University of Cape Town (UCT) protested outside the parliament against the plans of the government to segregate tertiary institutions (Naidoo, 2012).

In the 1960s, Philip Kgosana, a student from UCT led another protest action for black African residents' segregated neighbourhoods. During that time a medical student from University of KwaZulu Natal (UKZN), Stephen Biko joined the revolution and led the black conscious movement which empowered political and psychological freedom from prejudice (Naidoo, 2012). Even after his arrest Stephen Biko's influence continued and stirred a protest of black learners in Soweto in June 16, 1976, which led to thousands of deaths from the police shootings (Naidoo, 2012). In the 1980s, protest actions continued in rage and apartheid government police could no longer control the situation as other universities, high schools and even union labours joined the movement. The apartheid government called for emergency to tighten security and monitor campuses (Tambe Endoh, 2015).

Came 1990 Nelson Mandela was released from jail and new constitution was in place in 1997 and allowed for academic development and freedom of expression. Tertiary universities had to be transformed to accommodate and reflect the countries new democracy and democratic laws. In the new democracy, universities had to allow for equal access and rights to higher education. However, 25 (twenty-five) years into democracy protest actions are still evident on university campuses and are presently stirred by financial instability and crime. To control the situation, campus universities today have their own private security structures (such as security officers) and the police are no longer part of university policing but called upon at emergencies or during violent protest actions on campus (Tambe Endoh, 2015). Furthermore, the formation of campus protective systems was due to increased number of students,

buildings that needed to be guarded, vehicles and the rise of campus crime (Naidoo, 2012).

As stated before, there were very limited studies on the history of campus policing in South Africa and there were places where the development could not be traced. The table below shows some of universities where the history of the campus protective systems was investigated.

Table 2.1.2: The Development of Campus Protective Systems in South Africa

INSTITUTION	YEAR OF ESTABLISHMENT
UCT	1957
Rhodes	1966
UP	1968
PU-CHE	1976
Medunsa	1977
Unibo	1988
UPE	1973
US	Unknown
Venda	Unknown
Natal (Pietermaritzburg)	1970

Source: (Rademeyer, 1995).

The above table also reveals that the visible campus protective systems were established at the University of Cape Town (UCT) as far back as 1957. The most recent visible campus protective system was found in 1988 at the University of Bophuthatswana (Unibo), where the apartheid government called for an emergency to monitor university campuses. The establishment at the University of Stellenbosch (US) and University of Venda could not be traced.

2.1.3 Types of Crime on Campus

There are a number of crimes that negatively affect the proper academic functioning at universities. These crimes are not only committed by strangers but also committed

by a number of enrolled students or other members of the university community. Campus crimes may be that of ‘inside job’ and opportunistic crime. ‘Inside jobs’ are usually perpetrated by dishonest people at work and would involve a third party to commit the crime (Rademeyer, 1995). Opportunistic crimes occur when an opportunity or chance presents itself and maybe contributed by negligence on part of the victim. University campuses have many factors that render them more vulnerable to crime. These include diversity, geographic positioning, occupancy and lack of proper supervision. Moreover, the increase in population on campus residences may render the university more susceptible to crime (Sewpersad & Van Jaarsveld, 2012). However, based on the previous research inquiries, the following types of crime shall be discussed in this study.

2.1.3.1 Sexual Victimization

One of the major crimes that take place on college campuses is that of sexual victimization. Sexual victimization began to intrude university campuses in the late 1980s and since then, there had been a challenge for college campuses. Evidence can be traced back in the case of a female student who was brutally raped and murdered at Lehigh University in Pennsylvania in the year 1986. This resulted in courts imposing a legal practice known as ‘Clery Act’ or “Student-Right-to-Know’ and ‘Campus Security Act of 1990’. The act was to serve two purposes: (1) universities were to alert students about known risks and (2) provide students with adequate security protection (Chekwa, Thomas & Jones, 2013). Sexual victimization may include sexual assault, rape, attempted rape and sexual coercion. Phungula (2007:3) defines sexual assaults as “unlawful and intentional application of force to another person, or making the person believe that such force will immediately be applied, with the intent to commit the sexual act”. In South Africa, rape is defined under the Sexual Offences Bill of 2006 (as cited in Phungula ,2007:4) as “any person (A), who unlawfully and intentionally commits an act of sexual penetration with a compliant (B), and without the consent of B. Such person is guilty of the offence of rape”.

Kalra and Bhugra (2013) refers to three kinds of rape and sexual assault offences that take place on college campuses. These include (a) Indecent exposure which involves

acts of exhibitionism that often happen in confined areas such the library or classrooms. (b) Offence of unsolicited attacks which include the indecent touching or grabbing of a woman's "buttock". (c) Lastly is the "peeping toms" where an individual observes a naked or undressed person unknowingly. Phungula (2007) reported that in the United States about 53% of people become victims of some form of sexual abuse as early as the age of 14 and 27% have been victims of rape. On college campuses, about 54% of women have experienced several sexual abuses (such as sexual assault, rape and attempted rape, sexual coercion) while 25% of men have been subjected to some form of sexual aggressive behaviour. In South African context, rape has been an interest of study for many researchers and it is established that sexual harassment has become a prevalent and serious challenge at higher educational institutions. Furthermore, these studies showed a substantial gender-related difference on what is viewed as sexual harassment. Phungula (2007) states that in one of the studies of sexual harassment conducted at the University of Stellenbosch revealed that there is lack of understanding and differing views of what sexual harassment means or encompasses.

Females regarded many incidents as sexual harassment than males (Phungula, 2007). Furthermore, female students in Technikon Pretoria experienced higher number of unsolicited sexual behaviours than males (Phungula, 2007). In a study that was conducted at the University of Cape Town on sexual harassment, Phungula (2007) revealed that within a month, about 45% of female students have been victims of some type of sexual harassment and more than 70% of these cases were not reported to the university protective services but either to a friend or family member. At the University of Transkei, sexual harassment cases were also prevalent but very limited numbers of sexual harassment incidents were formally reported. In 1996, only four cases of attempted rape were reported to university authorities. Moreover, students' on-campus residences tend to be tolerant of sexual behaviour that may be considered as sexual harassment (Phungula, 2007). There was also evidence of lecturer-student sexual harassment which usually emanates from abuse of power in the lecturer-student relationship.

Sexual offences occurring in colleges often affect young females who live at college residences and with those who are engaged in alcohol consumption or abuse. In most

cases, sexual assault and rape in colleges often go unreported. This is often caused by the lack of belief that the campus protective services will be able to capture or arrest the offender. Rape is very sensitive and must be handled with caution. Rape is often associated with fear of being judged as well as feelings of embarrassment (Carrico, 2016). This is because victims of rape suffer from the trauma of violence and degradation. However, Rodriguez, Kramer and Sherriff (2013) argued that conditions surrounding rape are that of inadequate security measures and easy access control. Students and staff members often put themselves at risk by allowing non-residents into the campus as well as breaking of security barriers.

2.1.3.2 Drugs and Alcohol Abuse

Drugs and alcohol abuse are among other major and problematic crimes that take place across universities. In a study conducted by Carrico (2016), entitled “the effects of students’ perceptions of campus safety and security on student enrolment”, revealed that more than 1,800 students die each year from alcohol-related causes and 95% of violent acts in universities are that of alcohol abuse. Furthermore, In the United States, most crimes at the university colleges involve drug-intoxicated persons (Carrico, 2016). In the year 2012, more than 30 000 arrests made were related to alcohol-related offenses and more than 66% of college students were reported engaging in alcohol consumption within a month of their stay at the university.

Moreover, 60% of under-aged students have been reported to engage in alcohol consumption and millions of them drink and drive under the influence (Carrico, 2016). Allen (2016) mentioned two categories of alcohol-involved crimes: (1) These are those crimes that are undistinguishably tied to alcohol. These include “drunk and driving”, public drinking or drunkenness, using a fake Identity Document (ID) to buy alcohol and under-age drinking. (2) Alcohol-related crimes involve those in which alcohol influences the behaviour of the role actor. For example, Alcohol or drug abuse arouses a situation whereby a student may get drunk and verbally or physically assault another student or may vandalize property. However, when an offense involves an encounter with drunk persons, college campus security officers tend to be lenient unless or otherwise the offense involves assaults, vandalism, fake identification and driving under the influence (Allen, 2016).

Sewpersad and Van Jaarsveld (2012) and Makhaye (2016) state that when college students engage in drugs and alcohol abuse, their mental reasoning often becomes altered. They may resort to destructive behaviour, vandalization of property and theft on campuses. Substance use further increases the danger of students to become victims of violent crimes such as sexual assaults. Moreover, Carrico (2016) noted that even though one may not engage in drug and alcohol use, they may in one or two instances become victims of drug and alcohol-related crimes. Phungula (2007) asserts that alcohol does not only contribute to criminal offences but may negatively affect the health and well-being of students/or university community. Alcohol often causes adolescent and young adults to engage in high risk sexual behaviour. These include but are not limited to the engagement of unprotected sex or the phenomenon of having more than one sexual partner.

Furthermore, university campuses are viewed comprising highly levels of these behaviours as many of students' lifestyle may directly or indirectly promote sexual liberalism.

2.1.3.3 Violent Attacks

Violent attacks are described as another form of challenge that universities come across. Sulkowski and Lazarus (2011) stated that universities are vulnerable to violent attacks because of their nature and design. They have multiple entry and exit points and are frequented plied by visitors who are not registered students or university staff. Furthermore, vulnerability maybe be attributed to students who carry weapons on campuses. There are violent attacks evidenced by international studies of the United States of America (USA). These include the on-campus shootings in the USA, the massacres at Virginia polytechnic in 2007 and at the Illinois University in 2008.

Due to highly populated environment, inadequate security measures, universities in the USA have become target of multiple-victim attacks comprising sexual assaults, shootings, racial and gender-based violence, stalking and homicide. Rodriguez *et al.* (2013) unfold further that, violent attacks are also traced at Colombia and Ohio State University (OSU). These also include the attack by Abdul Razak Ali Artan in the year 2016, where he drove over and hit people with a car near Watts Hall. Abdul then continued by getting off the car and chased people on campus with a knife leaving about eleven people injured. Another incident at Ohio State University was that of a-

21-year-old student, Reagan Tokes. Reagan Tokes was last seen leaving work at Bodega Columbus, on the 8th of February 2017, which is twenty minutes away from Ohio campus. She was then found on the following day murdered near Grove City, Ohio (Kren, 2017).

Nigerian universities have also been among other countries that have been experiencing violent crimes since 1970 and have since then been increasing (Badiora, 2017). This is evident in the multiple attacks in the year 2003 where 47 students were murdered in universities around the Nigerian state during fights and clashes between rival cult members. At Ambrose Ali University, Ekpoma in Edo state, five students were murdered leaving number of others injured as a result of cult members' activities. At River State University of Technology in Port Harcourt, several girls were injured during an attack at their Halls of residence, while others were sexually and physically assaulted and their property became forcefully removed (Badiora, 2017). In the year 2015, a 20-year-old student at the University of Calabar was sexually assaulted and an 18-year-old student was reportedly raped at the University of Lagos. Badiora (2017) suggests that college campuses are characterized by many factors that may attract offenders or potential risks. For example, the diversity of the population, lack of security and/or guardianship, possession of attractive belongings and freedom of movement may bring forth criminal opportunities.

In South African context, several violent attacks have been due to strikes or illegal protest actions at universities. These protests usually relate to lack of funding for students who come from disadvantaged backgrounds, as well as students with lack of provision for accommodation (Rosenberg, 2014). Furthermore, protest actions on campuses may be due to the fact university population is diverse and may hold politically diverse views, thereby leading to serious consequences and challenges for the university's safety. For example, in 2016, universities across South Africa were forced to close because of student protest actions for free education, which led to a significant number of students being injured and arrested. The protest further led to the vandalization of school property, which posed lots of anxiety and fear to university communities in South Africa.

In the year 2012, protest actions were due to sexual assaults of a student and an armed robbery incident that occurred at Howard College and this caused for disruption of academic proceedings (Sewpersad & Van Jaarsveld, 2012). Few incidents of violent crime have been traced to universities and/or colleges. These include the case of the University of KwaZulu-Natal exchanged student that was sexually assaulted at the Mabel Palmer student residence and a student from the Durban University of Technology (DUT) that was sexually assaulted at Four-Season Hotel student residence in the year 2007. A death incident also occurred in 2010 at the Walter IsiZulu University campus, where a 25-year-old boy was stabbed by another student over an argument (Sewpersad & Van Jaarsveld, 2012). Death incidents are traced back to the year 2001 at the Natal Technikons Berea College where two security officers were wounded during a robbery attack and a student was also murdered. Oluwajana (2017) argues that vandalism is another violent attack that ravages the university campuses. During protest actions, vandalism usually becomes a problem for colleges as it costs a huge loss to the college property. Oluwajana (2017:16) describes vandalism as “the wilful damage or destruction of school property, including bombing, arson, graffiti and other acts that cause property damage”.

2.1.3.4 Theft and/or Property Victimization

Although the media tend to pay much attention to violent crimes such as property victimization, which may be one of the most common crimes on the university campuses. Barberet and Fisher (2009) report that 28% of crimes in the university in East midlands were that of property crime and 10% of students experienced repeat victimization of 56% of theft and burglary. And approximately 49% of students knew who victims of theft and burglary have been. This is because the university population is often in possession of very expensive and light weight equipment that may attract criminals or offenders (Barberet & Fisher, 2009).

The equipment includes the most recent models of mobile phones, laptops, clothing, radio speakers and camera equipment. However, Barberet and Fisher (2009) argue that the reason for offenses and crimes on campuses is of the fact that students are often careless in guarding their personal property and very few students engage in crime prevention measures. South African universities also face the same challenges of theft

on campuses. Oluwajana (2017:16) defines theft as “completed or attempted theft of property or cash without personal contact”. The most highly recorded theft is that of personal property such as computer and/or laptops. Additionally, there are recorded thefts of office furniture, library materials, cars or motor vehicle theft.

Potgieter (1993) expressed that students are often the targets of theft on college campuses. While offenders entail a relatively small number of students, employees and outsiders. Sewpersad and Van Jaarsveld (2012) were able to divide campus crime into two categories: (a) Low-probability multiple death incidents where the outcomes are long lasting (b) Crimes that affect the daily lives of university community, such as theft, burglary and/or robbery, sexual assault and fraud. The main crimes that are common at UKZN are that of property and vehicle theft, robbery, damage to property and physical assaults. These crimes may also be generalizable to other campuses in South Africa (Rodriguez *et al*, 2013). However, it is often difficult to trace statistics of campus crimes at South African universities. This is because universities in South Africa are not legally bound to report all on-campus crime incidents but rather often keep them within the internal university records.

2.1.3.5 Cyber Crime

Crime on campuses has also been linked to technology. With technological advances now and then, it is no surprise that we would find crimes such as Cyber Crime. Cybercrime (or hacking) is any criminal act that deals or involves networks or computer information system (Chekwa *et al.*, 2013). According to Chekwa *et al.* (2013), such networks include Facebook, YouTube, Instagram, Myspace; and many more have produced more than reputational harms (such as impersonation for fraud or entertainment and leaking of personal information). They have created spaces through which offenders gain access to student population. This is evident, in the case of a 17-year-old young girl from Rhode Island in New England area that was sexually assaulted by three men she met on my space (Chekwa *et al.*, 2013).

2.1.3.6 Hate Crime

Hate crime is another challenge that university campuses come across. This is no surprise as the university comprises many individuals with different beliefs and values that may or may not contradict with that of another (Ashcroft, Daniels & Nedelkoff, 2003). On university campuses, some individuals may be unable to accept or accommodate other people's differences of which could lead to hate crimes (Ashcroft *et al.*, 2003). These scholars stressed further that when hate crime incidents occur on campus, it disregards the university as a citadel of education and development. Hate crime does not only negatively impact on the educational system but can cause an environment that is full of fear and community terror. According to Ashcroft *et al.* (2003), there is no higher educational institution that does not encounter the challenges of hate crime. In the United States alone, several cases have been reported by the U.S Bureau of Justice and consequently, criminal civil right actions have been passed against students that engage in hate crimes (Ashcroft *et al.*, 2003).

These incidents are perpetrated by either current or former students, non-students and can include a number of criminal actions that vary across bomb threat, physical assault, and hate speech and property damage. Hate crimes are sometimes motivated by racism, religion, ethnicity, sexual orientation and disability. For example, at the University of Florida a non-student was found and charged for setting off bombs on a university campus that encompassed a majority of African-American students and these attacks were followed up by a number of racist calls from local television stations to defend the perpetrator. Other incidents were that of student swearing and bullying a gay student and had been seen in one or two instances violently attacking the student. (Ashcroft *et al.* 2001).

The Major challenge with hate crime is that only a small number of university colleges report these incidents (Ashcroft *et al.*, 2001). The available data on this crime come from the Federal Bureau of Investigations (FBI), the U.S Department of Education Campus Security Statistics and the International Association of College Law. A survey conducted by the International Association of College Law enforcement Administrative (IACLEA) in 411 university campuses in 1998 reported that about 80% and more reported hate crimes were due to bias, based on either race or sexual orientation. Furthermore, Ashcroft *et al.*, (2001) argue that the reason for unreported

incidence of hate crime may be due to the fact that students and staff are often unsure of what, when and to whom should they report the crime. Other issues may be that hate crime often includes bias that may not involve violent acts or damage to property. For example, insults or degrading language may violate the university's disciplinary acts (such as the Clery Act of 1990) but may not really infringe civil, legal or criminal acts on hate crime.

2.1.4 Challenges Faced by RMS in Dealing with Crime on Campus

Because of the wide variety of crimes that take place on the university campuses, university management has been challenged to provide for protection and crime-free environment. This has required universities to advance campus protection, physical security and to keep on track with the changing digital technology (Makhaye, 2016). Universities are challenged with providing accessibility to its resources for education while maintaining effective security (Makhaye, 2016). The most visible security that universities provide is that of security officers. When security officers work at university environment with highly educated individuals, one would normally expect less challenges and more understanding. Apart from their physical nature of their jobs, security officers have encountered many challenges. These include but not limited to verbal abuse, physical assaults scenarios, prejudice, drugs and alcohol abuse (Rosenberg, 2014).

2.1.4.1 Verbal Abuse

Security officers have experienced several demeaning utterances from the public because of their occupation. There is often a stereotype that security officers are "uneducated failures, useless, poor, irritating and cannot reason (Du Toit, 2015). Security officers are often trained to display an organizational preferred emotion in their interaction with students, faculty members and visitors. They are to be friendly, punctual, neat-looking and be informative (Du Toit, 2015). The main challenge that comes with emotional labour is that of verbal abuse. Verbal abuse is one of major issues that security officers experience on campuses. The use of vulgar language, demeaning statement from mostly drunken students are what they mostly encounter. However, their concern with verbal abuse is that they cannot report it as they may not

be able to provide tangible evidence for the abuse. Security officers are supposedly not encouraged to take anything personal against students. Because of lack of support from the managers, security officers usually deal with verbal abuse themselves of which may lead to job dissatisfaction and feelings of powerlessness. One might also argue that if security officers could not tolerate verbal assault, it may escalate to physical assaults and adversely promotes hooliganism on the campus (Du Toit, 2015).

2.1.4.2 Lack of Control and Flexibility

Security officers are also challenged by feeling of restriction and/or lack of control at their work environment (Du Toit, 2015). This is, of course, as a result of the fact that every decision must pass to authorities. They must frequently ask for permission from their supervisors in the event of criminal activities and how they should treat the suspect or the offender. The challenge that comes with lack of control in handling a suspect or offender is that criminal situations differ and sometimes may require an officer to do what is more than expected or do what they may feel is appropriate in that situation (Bazana, Campbell & Kabungaidze, 2016). As security officers' jobs often require that they must follow certain rules and orders, this becomes a dilemma in a case of grievous danger. Nevertheless, in a case of danger, they are often unable to protect students and must call for backup from supervisors as they are not in possession of protective tools like guns; and are unable to approach a criminal or suspicious person without permission (Du Toit, 2015). Furthermore, care must be taken when dealing with crime on campuses because security officers are supposed to protect the university and themselves as well as their well-beings (Bazana *et al.*, 2016).

2.1.4.3 Access Controls

Access controls are among other challenges that security officer's encounter. They are faced with providing security in a large environment with multiple buildings. The different buildings may require differing levels of security systems or protection. For example, a sports centre venue may not require as much security as lecture venue which is occupied by large numbers of students on daily basis (Du Toit, 2015). Security must maintain and provide access to university facilities while protecting students, staff and school facilities. As university campuses allow for an open environment, this has allowed offenders or perpetrators to enter and leave campuses

undetected (Sewpersad & Van Jaarsveld, 2012). Sewpersad and Van Jaarsveld (2012:49) further expressed that “campus keys are easily replicated; therefore, it becomes difficult to determine who is unauthorized to enter the university premises”. One might also argue that students often give unauthorized persons their access or identification cards which may lead to more crimes or chances of offending on campuses.

Security officers’ jobs require the responsibility to protect members of the university community. Security officers must deal with high level of responsibility to protect students and staff and/or the institution as a whole from crime. Bazana *et al.* (2016), state that the mere thought and accountability or responsibility for an individual’s safety and well-being on campuses often bring strain and stress on security officers. For example, when students are assaulted or robbed on campus, this often brings questions and doubt on the level of the security officers’ effectiveness on campus. Although it may be impossible to avoid or prevent all crimes, security officers become disappointed when university members become victim of crime.

2.1.4.4 Night Shifts

Health and wellbeing of an employee is very important irrespective of the kind of job or position one holds. Bazana *et al.* (2016:71), state as cited by World Health Organization, “health refers to the state of complete mental, physical and social wellbeing”. “Wellbeing refers to having the ability to love, emotional stability, clear thinking, being able to embrace change, exercising intuition and continuing sense of spirituality”. There are many factors that could disrupt the health and wellbeing of an employee. The challenge that security officers face is that of long working hours which may cause problems with sleep and fatigue. Night shifts have been found to have more negative effects on the well-being and health of security officers as they would drink tons of coffee to stay vigilant and awake.

Furthermore, Night shifts are specially challenging for female security officers who must balance work and household responsibilities (such as taking care of children, cooking and cleaning etc.). Other factors may include nature of the work environment, level of communication between employer and employee and leadership styles (Du Toit, 2015). Du Toit (2015) argues that if fatigue is not properly addressed, security officers may be less vigilant to crime, thereby making campuses less safe and more

susceptible to crime. Therefore, health and wellbeing is important in determining job performance and effectiveness of an institution (Bazana *et al.*, 2016).

2.1.4.5 Boredom

Security officers suffer from boredom. Boredom maybe caused by repetitive work, constant surveillance by managers, restricted movement and communication with colleagues and restricted breaks. Security officers are expected to be at the gate always. Boredom may lead to low motivation, coupled with lack of promotion opportunities, job wages, working hours and lack of feedback and appraisal on job performance and transport issues (Du Toit, 2015). Furthermore, there is evidence of conflict between interests in the work of security officers. This is when they must balance the common good (treating every individual with respect) while prioritizing the responsibility or role of position as security officers.

For example, during protests actions in universities security officers are caught between keeping students safe while protecting the university facilities or property. They are expected to enforce all law and regulations of the university and maintain order while being sensitive and considerate towards the community they serve (Potgieter & Sanderson, 1993).

2.1.4.6 Long Working Hours

Another dilemma that security officers face is that of long working hours and lack of time for social and personal life. Security officers are often unable to participate in religious or cultural activities (Du Toit, 2015). Bazana *et al.* (2016:77) refer to South Africa as a “country that is shaped by one’s culture, which is a collective mind-set that constructs one’s knowledge”. Therefore, being unable to attend church, visit friends, attend traditional ceremonies and being unable to spend time with children due to lack of time become one of the major issues that security officers experience. Shift work hinders the sense of spirituality and that of social being. Bazana *et al.* (2016) found that the 12-hour shift has huge impact on security officer’s family lives as it resorts to very little or no time for any social life. Parents are unable to spend time with their children as they would often feel tired and they may be required to sleep after a long working hour; and as soon as they are awake, they must get ready for work (Sandiso,

Kerry & Trust, 2016). On this note, security officers may be enforced to rely on their family members to take up the responsibility of taking care of the children.

2.1.4.7 Mental Illness

Security officers often encounter many different forms of behaviour on campus, which may be difficult to differentiate, particularly between normal and abnormal behaviour. They must be able to identify inappropriate behaviours based on the threat behavioural assessment. Security officers are often the first people who meet behavioural incidents that involve individuals with mental illness (Du Toit, 2015). Mental illness encompasses those forms of behaviour or incidents that may affect the well-being and security of the university campus community. Mental illness has been among challenges that have increased on the university campuses and therefore, have caused an increased need on the early identification and provision of mental health support systems. Margolis and Shtull (2012) reveal that about 7% to 10% incidents involve an encounter with the police while mental illness created an increased danger or injury both for the police officer and the individual with mental illness. Mental illness has increased from 9% in 1994, with clients being referred for psychiatric assessment, to approximately 24% in year the 2000, announcing clients with extreme mental issues. Mental issues include but not limited to depression, alcohol abuse, post-traumatic stress, anxiety and self-harm. Studies have demonstrated that 29% of people with mental illness engage in heavy drinking of alcohol and use drugs, while half of the people diagnosed for severe mental illness are influenced by substance abuse (Sandiso *et al.*, 2016). Therefore, this becomes difficult for security officers to differentiate mental issues from substance abuse disorders (Bazana *et al.*, 2016). This is due to those behavioural issues such as violence, alcohol and drug use and suicide. University campuses must decide on whether an individual who has committed an offence has to be taken through support systems, disciplinary procedures or the criminal justice system. Margolis and Shtull (2012) state that if mental illness is not treated it can cause numerous risks and challenges for security officers. This is because assistance for mental illness often takes more time, requires campus security officers to have proper training and special skills based on complete and successful mental health resources.

2.1.5 RMS Responses to Criminal Activities on Campus

South African policing has drastically changed over the past years. Policing today does not only comprise the general public policing such as the South African Police Services (SAPS) but has become one of the countries with the largest Private Security Industry (PSI). In South Africa, more than 9000 private security companies are registered and have provided an increase in employment for the citizens. The Private Security Industry (PSI) consists among others, security guards and neighbourhood watch companies that assist police officers to prevent and combat crime. Although private security has been present for long time and has played an important role in crime prevention. It was until 2001 that the PSI was formalized and regulated. The security industry is now controlled and protected under the Private Security Industry Regulatory Authority (PSIRA) Act 56 of 2001. Its focus was on the regulation of salaries, working hours, leave provisions and termination of contract of security guards (Du Toit, 2015 & Bazana *et al*, 2016).

College campuses have been one of many organizations that have required the services of the PSI. Therefore, campus protective services have had the responsibility to provide security services that meet both law enforcement and private security standards. Campus policing and national policing represent the same role of: (1) protecting lives, (2) preventing crime, (3) protecting property, and (4) law enforcement. However, Rademeyer (1995) argues that the role of campus policing is somewhat unclear. This is because campus protective officers deal with issues such as parking and traffic regulations some of which are not the priorities of the police officers. Furthermore, campus policing does not warrant arrest procedures but put emphasis on the prevention and rendering of services. Campus officers are to enforce laws and regulations, protect life and property of university, maintain peace and order, provide service, detect and apprehend offenders (Rademeyer, 1995).

Potgieter (1993:80) posits that campus law enforcements possess two unique qualities: (1) Campus law enforcement serves a community that differs demographically from the general public, which is served by other law enforcement institutions. It works in an artificial and highly structured environment that brings together group of people to work or study for specific period in a geographically limited area. Its population is characterized by educated individuals and professionals.

(2) Campus law enforcement is unique in that its emphasis relies on the prevention of crime and rendering of services on repressive policing methods. It differs in providing effective service, which is often enormous and challenging. The challenge for today's campus police administrator is to assist in providing professional, technically competent security officers who cannot only provide emergency responses to incidents –whether they be criminal or non-criminal in nature - but can also participate in community-based problem-solving processes in a strategic alliance. To provide for service that is less harmful and more effective for the differing groups on campus, security officers are to provide policing that is gentle, reasonable or rational, compassionate and more understanding.

However, these disparities among campus population come with its unique challenges for campus police officers and their performance in day-to-day work activities. Although higher institutions possess these unique features, they seem to share many challenges and features that are of the same nature with that of the public policing (such as SAPS) and those, in turn, determine criminal opportunities. These features include the size of the institution, geographic location and economic importance (Potgieter, 1993).

2.1.6 The Role of Security Officers in Combating Crime on Campus.

Due to higher number of students entering universities every year, expansion of buildings that need to be monitored, more vehicles and rise in criminal activities has been encouraged. Universities have been forced to provide for more security measures that are focal and have a range of functional actions (Rademeyer, 1995). Various countries have conducted laws that provide universities with their own campus protective structures needed to preserve law, order and to support the university's mission in delivering education in a safe environment (Carrico, 2016). These practices include the provision of integral proactive security officers to react and respond to all risks and hazards as well as regulation of the student conduct in colleges (Hardeo, 2013). When universities apply law, they are required to account for an unbiased and non-repressive approach to provide for safety on campuses. They are to keep in mind that their environment is composed of unique and different populations that may view law or morals differently. The challenge however is that these approaches do not authorize the arrest of misbehaviour by security officers. The security officers' duties

are to protect the physical facilities, persons on campus and to prevent crime by implementing rules and regulations of university (Hardeo, 2013).

One of the ways that university campuses have used to combat crime was to limit alcohol consumption on campuses. The security officers enforce students' regulation by prohibiting alcohol drinking on campuses. They are to detect and confiscate any drugs and alcohol found inside the premises of the university (Rademeyer, 1995). Security officers further must detect vandalism and handling of maintenance problems. Carrico (2016) revealed that the control of alcohol consumption within college campuses was greatly influenced by the legal drinking age requirements – a move that was prompted by the Drug-Free Schools and Communities Act of 1986. Universities were to provide for laws that will prohibit the unlawful use, possession, sale and distribution of alcohol and drugs on campuses. Furthermore, they were to inform students of their code and conduct in order to prohibit the unlawful use of drugs and alcohol on campuses as well as their legal penalties and disciplinary actions involved.

On campus residence security officers also do door- to- door checking to decrease overcrowding and check for unpermitted visitors. To deal with interpersonal crimes, many universities help students by providing self-defence classes to protect students from personal attacks (Rademeyer, 1995). Some of the institutions have provided rape aggression Défense courses to assist train women on how to defend themselves from an offender. This course is specifically designed to teach women awareness, prevention and risk avoidance measures and 'hands-on' training, by providing realistic tactics to assistance in their ability to defend themselves from an offender (Carrico, 2016). Campus security officers also provide for escort services to or from across campuses and on-campus residences. However, Makhaye (2016) notes that many students are unaware of these services. There is need for better communication between students and protective services. Effective communication between students and protective services are to encourage students to participate on campus safety measures and to be more informed and be aware of potential risks on campuses.

Furthermore, Muscat (2011) advises for the improvement of person-to-person contact which includes the provision of counselling and other mental health services. This is with the reason that some of the students who commit crime on campuses or who stand

against other students show history of mental illness. Staff and security personnel must be trained to identify signs of emotional distress to assist students who may be at risk of committing violent crime such as shootings or other violent acts. Communications between mental-health professionals and campus security officials have been created to identify troubled students (Muscat, 2011). Security officials must monitor closely student behavior to intervene for any possible threat to campus safety and security. Universities have opted for the restriction of weapons on campuses. However, there have been concerns of whether weapons restrictions on campuses may put securities in danger of being unable to protect themselves during violent attacks. Sulkowski and Lazarus (2011) argue that the increase of weapons on campus and level of safety are not supported by any data. They further state that students who carry weapons are at greater risk of being harmed during an attack than students who do not carry weapons on campus. Emergency response plans have been another way through which universities have sorted to deal with campus crises. These emergency responses often involve notification systems, lockdown of campus buildings, law enforcement agencies (such as police officers) and other members of the university community (such as mental health professionals) (Sulkowski & Lazarus, 2011).

2.1.7 Technology, Safety and Security

Universities have further put in place technological measures to provide for safety and security on campuses. These include placing of surveillance camera, duress alarms, automatic door locks, emergency phones and many more. However, the challenges that come with technological measures have been that they respond after an incident has occurred or checking for clues after the crime has occurred (Sulkowski & Lazarus, 2011). An emergency mass notification and communication has been one of the ways that universities, such as the Rowan University in Glassboro, New Jersey, have emphasized the importance of safety purpose on campuses. These methods are not only effective at emergencies but can be used for any other purposes where the campus community may need to be alerted.

With technological advancement, some institutions have introduced text message alert schemes, mailing list and digital message boards, the use of sirens that alert the campus community of any potential danger (Muscat, 2011). However, students often do not

wish to disclose their personal numbers for the text-message alert system which may lead to poor communication and therefore, being unable to get important messages. Montclair State University in New Jersey has started a program that allows students to be provided with special phones that alert the campus police for any threat or danger. Some university institutions use methods such as screening faculty to scrutinize students when they enter campus premises. This is necessary to check criminal background of students and of which may lead to students' inability to enrol at that university. However, screening methods do not prevent the individuals from committing crime once they have become part of the campus community (Muscat, 2011).

2.1.8 Federal Legislation

In the United States, universities are bound by federal legislation for the provision and improvement of security on campuses, some of which include 'the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act' or 'Student-Right-to-Know' and 'Campus Security Act of 1990'. The Jeanne Clery act was established following the Virginia Tech massacre, where a 19-year-old student was sexually victimized and murdered at Lehigh University (Sulkowski & Lazarus, 2011, Chekwa *et al.*, 2013). The act was then named after the student – 'Jeanne Clery' and this required institution of higher education that participate in federal funding programs to gather and disclose crime statistics on regular basis since that time.

They are required to publish or report yearly the statistics of criminal activities occurring on campus to students, staff and to the public or neighbouring communities. More particularly, the act entails that all colleges and universities must record and maintain day-to-day crime incidents and publish yearly security reports that contain three years of crime statistics (Sulkowski & Lazarus, 2011). Additionally, the institution must alert or warn the campus community regarding any potential threat or danger to students and staff. This will allow for prospective students and parents to determine which campus or university to attend. It will further allow university community to take caution and assist in saving lives in case of an emergency (Chekwa *et al.*, 2013).

However, reports demonstrate that many students show little or no interest to check for crime reports published by universities (Chekwa *et al*, 2013). While on the other hand, the Clery Act has allowed for improved deliberations of safety, taking into consideration greater security spending plans and more education programs on campuses. The act allows the institutions to evaluate methods used as well as to check whether there is any progress on safety and security (Muscat, 2011). To ascertain whether these universities complied with the federal requirements, they were often supervised by the United States Department of Education, which had the ability and authority to enforce civil penalties up to \$35,000 per violation and which might also suspend or revoke institutions from partaking in federal student funding programs (Chekwa *et al*, 2013). Moreover, the act stipulates that universities are to provide for emergency responses and evacuation procedures and must publish them in their annual reports. College campus with residences must report any fire-related events encompassed with prevention details. Universities are to enact policies and procedures to handle the reporting of missing students. This requirement is primarily to reduce delays and confusion at the early stages of missing student investigations (Carrico, 2016).

The figure below statistically represents some of the major crimes that were reported on college campuses internationally in the year 2013-2014. University colleges are required to keep records and report crime annually, especially VAWA (Violence against Women's Act) crimes. The crime trends collected by Clery Act did not include all crimes on campus but include data on 76,380 crimes obtained from approximately 650 campuses, enrolling an estimated 8.2 million students.

Table 2.1.8a: The National Survey for Victims of Campus Crime (2013 -2014)

Types of crime	Categories	%
Property crimes	• Larceny theft	88.8%
	• Burglaries	8.9%
	• Motor-vehicle theft	2.3%
Violent crimes	• Rape	22.0%
	• Aggravated assault	42.7%
	• Robbery	20.3%
	• Murder or non-negligent manslaughter	0.1%
	• Other or unknown	14.9%
Arson		0.3%
Hate crime		96.0%

Source: (Sulkowski and Lazarus, 2011).

Table above shows that property crime makes up half of the campus crime, with theft being the highest at 88.8%. Violent crimes known to the police have remained constant for the past ten years. Rape incidents reported however increased since 2005. This may not necessarily mean that rape incidents have increased but may mean that more victims are reporting rape incidents to authorities. 96.0% of hate crime on campus resulted from racism or ethnicity, anti-religion or anti-sexual orientation. South African universities are also not immune to crime however they are not bound by any act to report on-campus crimes to the appropriate authorities. Campus crime statistics usually remains campus private records. The South African Police Services (SAPS) releases their crime statistics annually and university campuses often experience the

same nature of crimes with the country's annual increasing crime rate. These crimes include theft, sexual harassment, violence and rape, use and possession of drugs and weapons and many other criminal acts that persist in the country's universities. The table below shows major crimes that have been reported or recorded by the SAPS in 2016-2017.

Table 2.1.8b: South African Crime Statistics 2016/17

Types of crimes	Categories	%
Murder	<ul style="list-style-type: none"> • Murder • Attempted murder 	95%
Sexual offenses	<ul style="list-style-type: none"> • Rape • Sexual assault 	71.3%
Assault	<ul style="list-style-type: none"> • Common assault • Assault with the intent to inflict grievous bodily harm 	64%
Robbery	<ul style="list-style-type: none"> • Common robbery • Robbery with aggravating circumstances • House robbery • House burglary 	54%
Theft	<ul style="list-style-type: none"> • Theft of car or motorcycle • Theft from car • Hijacking of cars 	78%
Drug-related offences	<ul style="list-style-type: none"> • Possession of drugs • Dealing in drugs 	34%

Source: SAPS Annual Crime Statistics (2016/2017)

2.1.9 University of KwaZulu Natal (UKZN) Protective Services.

To maintain order, peace and public safety on campuses, UKZN provides for its own structure of protective services to respond to and combat crimes. The Risk Management Services (RMS) provides for the protection of property, staff and students, and their equipment. They have security rooms that operate 24-hour and seven days a week. They are to conduct investigation in case of a crime, reduce risk, handle parking and traffic issues on the campus premises and assist with the physical and electronic access controls (Naidoo, 2012).

The main objective of Risk Management Services (RMS) is to serve the university by providing enabling environment for campus activities such as enhancement of quality education, sport and research advancement. This ought to be accomplished by providing a system of safeguards intended to protect the physical property of the university and to endeavour to accomplish security and safety for all persons interacting within the university and its environment.

Hardeo (2013) refers to four components of RMS that compliment for the above functions:

- i. Investigative unit- This unit is a specialized unit that investigates criminal misconduct or behaviour. The unit has a mandate to keep and ensure a close partnership with the South African Police Services (SAPS). It also has a mandate to initiate crime awareness programmes and 'sting' operations.
- ii. Examinations unit- This is a specific unit that explores criminal unfortunate behaviour regarding staff and student misconduct. Although the locale of the unit is closed at present on the UKZN Howard College Campus. It has a command to guarantee a nearby organization with the SAPS. It, likewise, has an order to initiate wrongdoing mindfulness projects and 'sting' activities.

- iii. Traffic unit- This unit ensures that the movement of vehicles to and fro within the campus premises is smooth and that it does not impede the safety of pedestrians. The unit is also authorized to issue traffic fines and clamp the wheels of any offensive vehicle operator.
- iv. 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 campus events and university functions.
- v. 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 to facilitate access to an individual record. In addition, the unit also issues vehicle permits for entrance into the campus. These are necessary for purposes of access control of both vehicles and persons when security checks are conducted.
- vi. Occupational health and safety unit- This unit ensures that the university is compliant with safety, health and environmental regulations by monitoring the institution's safety indicators and conducting specific training programs for staff and contractors.

However, although such safety measures or structures are provided, it must not be forgotten that crime on campus still exists. This is because just as the university protective services constantly develops its protective structures so do the criminals and their modus operandi adjust to the advancement (Muscat, 2017). As part of the preventive measures, RMS publishes their information, alert notices, and security measures on the school's website. However, many people are unaware of these services. This is true of the fact that many students are aware of the identity card offices as they would need them to access the university premises but unaware of other services. It is, therefore, important that students are made known of the services provided, as regards when and where they can be accessed from as early as possible during the orientation week (Hardeo, 2013). One of the widely and mostly used methods to combat crime is communication. These include mass notification and

communication system. This system assists the university at emergencies or any other situations that may require the campus community to alert.

Furthermore, RMS makes notes on the importance of the following to alert its community of any impending crime (UKZN, 2018):

1. Emergency Responses and Timely Warnings – RMS advises its community, the staff, students and visitors to always be aware of their surroundings and particularly the people around their environment. Staff, students and visitors to the University are encouraged to always be alert for suspicious persons in and around campus buildings and in parking areas. Criminals rely on the community being ‘apathetic’ and ‘mindful of their own business. If staff, students or visitors see any suspicious persons or movement, they must immediately either notify the nearest visible uniformed security guard or contact the RMS Control Room on the respective campus immediately. UKZN students and staff can report an emergency through the following details:

Figure 2.1.9a: Emergency Contact Details



Source: <http://rms.ukzn.ac.za/Security/Security-on-campus.aspx>

If an individual does not want to disclose his/her identity when reporting crime, the University of KwaZulu-Natal, has established the whistle-blowing facility, known as ‘Tip-offs Anonymous’, and is independently operated by Deloitte. ‘Tip-offs Anonymous’ serves as a conduit for university stakeholders to be able report anonymously any fraudulent or criminal activities that are taking place at the University. Tip-offs Anonymous guarantees for confidentiality and never reveals your

identity nor your gender. When reporting any kind of crime, it is advised that the individuals do not send emails from work/staff email address as this can be traced. These channels work 24/7 and can be reported anonymously through the following details:

Figure 2.1.9b: Anonymous tips-offs Details



Toll-free: 0800 203 285
Email: ukzn@tip-offs.com
Website: <https://www.tip-offs.com>
Free Post: Tip-offs Anonymous, FreePost
KZN 138, Umhlanga Rocks, 4320
Free Fax: 0800 00 77 88

Source: <http://rms.ukzn.ac.za/Security/Security-on-campus.aspx>

2. Contact Crime – To avoid being a victim of crime when confronted with a dangerous situation, it is important for a victim to:
 - Attempt to remain calm.
 - Use your judgement of the situation and then take appropriate action.
 - No material possession is worth endangering one's life for.
 - If confronted by a criminal who is armed, or claims to be armed, give up your property immediately.
 - Try to remember what the offender or criminal looks like (e.g. age, height, hair colour, clothes, voice etc.)
 - At the first instance, contact the RMS Control Room immediately on the respective campus.

2.1.10 The Effectiveness of Risk Management Services (RMS)

When campuses are continuously targets of crime, campus police officers are often under a lot of scrutinise. Most Crimes that take place require thorough investigations. However, (Hopkins & Neff, 2014) argue that although the campus officers are to

provide for safety, it must not be forgotten that campus police officers can only do so much and are often restricted on their jobs (or police power limit) and how they deal with crime. (Rademeyer, 1995) mentions two criteria that can determine the effectiveness of an institution's security and crime prevention:

1. Selection process

The selection of the best candidates to take on a specific responsibility is not an easy task for any organization or company. Selecting high quality standard of security officers on university campus is of outmost important. The selected candidates do not only interact with staff, visitors and students but become public force in the eyes of the public.

Therefore, when security officers show a positive behaviour, he or she will gain support from the community and if negative, he or she would experience criticisms and lack of support. Moreover, the personality becomes an important role in the proper functioning of law enforcement. The selection process for good male or female security officer can include physical, intellectual, moral emotional and moral characteristics.

- a. Physical characteristics require that security officer is physically fit for successful apprehension of offenders, especially when an offender needs to be pursued. The officer must be vigilant at all times and must have good hearing and vision so that the officer will be able to work out important information of the suspects such as the colour of the clothes and complexion, voice frequency, as well as detecting unusual movement or sounds around them. This is necessary to prevent any form of danger.
- b. Intellectual skills require that the candidates possess writing and reading skills, must be well outspoken and be able to make effective decisions. Reading and writing has much use in writing report and keeping of registers etc. An officer with good verbal communication is able and mostly likely to diffuse a crime situation without much stress. Furthermore, security officers must be able to quickly criticize a situation and react objectively. The officer must have these qualities to avoid unnecessary arrest, law suites and other legal implications.

- c. Emotional characteristics ensure that the officer must be able to control his or her emotions. An officer may face both verbal and physical assaults and may understandably lose temper. However, it is very important that the officer maintains a high degree of discipline and must be able to deal with situations or circumstances in a professional manner.
- d. Moral characteristics require that a security employee must be loyal, trustworthy and honest. Moral characteristic is important for security officers because they usually have master keys with which they have access to many properties and encounter many temptations and situations. When dealing with crime, they must not only quickly make informed decisions but must always be honest. Loyalty is often a difficult factor in crime prevention as it may put the life of the officer at risk. For example, can security officer arrest an individual who steals the university's property while he or she does the same? (Rademeyer, 1995).

2. Training

- a. Training is very important for new candidates. Officers must be trained on how to deal with crime before, during and after it has occurred. When individuals enter an organization, they usually have certain expectations and perceptions about a specific organization or company. Therefore, occupational socialization is required. Occupational socialization is the "process where an individual becomes part of any occupation". An organization or institution must conduct a formal occupational socialization process, which is essential to correct any distorted views or image that may have been picked up during informal socialization. Proper training is required to dissociate dysfunctions such as role conflict, pessimism and alienation. Failure to do so may disturb or damage the proper functioning of the university campus as well as its staff and students (Rademeyer, 1995). Most campuses often adopt the on-going in-service training where a new officer will co-work with an experienced officer.

2.1.11. Challenges and Service Delivery on Campus

Security officers play a very crucial role in bringing about safety on campus. However, there are a number of questions that are raised on their legal obligation: Are they supposed to concentrate on campus crime only? What happens when they witness crime nearby? Do they have to chase after fleeing offender? Are they allowed to confiscate and arrest a criminal found on campus? What happens when certain individuals practice a religion that may conflict with campus laws? All these questions raise uncertainties on whether the university community will be able to depend on its security officers (Hopkins & Neff, 2014). It is essential to know that campus safety and security is one major contributor in determining the choice of tertiary institution that a student would love to enrol (Rodriguez *et al.* 2013). Therefore, it is very crucial that universities provide for the best protection service and service delivery.

Campus police officers enforce laws on campuses that may be difficult or hard to understand for some groups or individuals. The fact that the universities comprise young adults, who are still trying to find their feet to fit into the new environment, who are subjected to peer pressure and may think they are above the campus law; all of which create conflict between them and the campus security services. Same as public police officers, campus security officers are either viewed as evil or “annoying” or may be seen as establishing negative and uncooperative relationships with its community in their duty of crime prevention and control. Providing security to an environment with high number of buildings and students spread all over campus is extremely difficult. This often leads to the doubt and questions about the effectiveness of security officers and their role in academic settings (Wilson & Wilson, 2011). The most common debates have been on question of the necessity to provide security officers with firearms on campuses. Security officers are the first respondents to all criminal activities that may in some cases be dangerous and have unpredictable outcomes. These include responses to the incidence of domestic assaults and

arguments, vehicle or motor theft, weapons offenses, homicide, and suspicious persons (Wilson & Wilson, 2011).

Campus security officers have also been criticized for having low level of professionalism. Hardeo (2013) identifies boredom and lack of performance appraisal as characteristics that may contribute to low professionalism. Boredom caused by the fact that there is only limited number of times that security officers will respond to crime incidents. Furthermore, college campuses are sometimes unable to deter unlawful access on campus. There are often too many outsiders and inadequate Identity cards checks by the security officers. Unpermitted persons can use an ID card that does not belong to him or her as security officers usually do not check for the correspondence of the ID card or students or individuals entering the premises. In a study conducted by Hardeo (2013:68), entitled “Student Perceptions of Security Services at UKZN”, it was revealed that students often feel unfairly discriminated against by security officers and many are unaware of the security awareness programmes. This is with the reason that universities are often unable to effectively advertise for such programmes. While they do, very few students attend or show interest in awareness programmes. Security awareness programmes are important on the basis that they assist the university community with improved crime deterrence outcomes.

These programs are designed with the aim to change individual’s behaviour towards engaging in crime prevention measures, create awareness on the potential threats and/or hazards and to improve the security of the institution. However, there is cause for concerns as students do not attend nor have time or interest to check the school’s websites for such programmes and ‘tips’ on crime prevention measures (Hardeo, 2013). Institutions have been criticized for being unable to provide protection in cases that affect the daily lives of students and staff, such as theft and sexual victimization or during an incidence of protest and public discrepancy. They are criticized for the lack of security presence even at a known crime hotspot on campus. This has often led to the perception that universities place more importance on the protection of the university’s facilities and less concerns on students’ safety (Adams, Van der Heever & Damons, 2017).

2.1.12 RMS and Service Delivery at UKZN

In a study conducted by Hardeo (2013), it was posited that students form the majority on college campus (that is, the main recipients of security services). Service delivery remains a major concern both in private and public organization. Tshabalala (2001) refers to the following as factors that hinder effective crime prevention at colleges:

- Lack of co-operation from members of the university community is likely to hinder the role of the Protective Services Department in crime control.
- There is a relationship between the lack of proper military training among the Protective Services Officers and their inability to control crime effectively.
- The structured characteristics of the Protective Services in relation to the organizational structure of the university is likely to hinder their effectiveness.
- Lack of legal knowledge among staff of the Department of the Protective Service is likely to hinder their performance.

Hardeo (2013) stressed that victims of crime are often dissatisfied with service they receive from RMS. This is caused by delays in dealing with criminal case, unprofessionalism and incompetency as well as disregard for victim's dignity. Furthermore, this has caused for numbers of crime to remain unreported and/or unrecorded. There is need for proper training of security officers to effectively and specifically deal with student-crime related issues. Technological advancement is viewed as another factor that can improve security and service demands. This is with the observation that increased use of technology such as the installation of Closed-Circuit Television (CCTV) cameras around the country and university campuses have somewhat reduced the prevalence and extent of crime. CCTV cameras have allowed the police campus to be able to identify offenders and helped students to recover their stolen property (Hardeo, 2013).

There are also concerns that students' knowledge of the services provided by RMS is limited. Majority of students are aware of the ID card offices but have little or no knowledge of the other functions or components of the RMS. Students' knowledge of the ID card services is with the implication that they need the card to be able to have access to the university. It is utmost important that students have knowledge of the services or components provided, location and contact numbers of RMS to assist in

case of emergencies. Important notices and services are provided on UKZN RMS website. However, very few students would spend their time browsing through the website page just to be informed on the services unless urgently in need of the service. Hardeo (2013) advise that a more direct and effective approach is needed. A direct approach would be to distribute pamphlets and posters placed on notice boards and hotspot areas on campus, and as well as sending of notices on student email.

Students often communicate with RMS only when they are either victimized or seeking assistance of some sort. Interaction and communication should be encouraged not only with purpose of normal operational level but also at professional level to provide for strong and cooperative relationships. RMS can provide for closer relationship with students by conducting self-defence classes. Furthermore, the proper training of staff to deliver corporate customer services is needed. The overall perception is that there is lack of service delivery; and the best way the university community can help report dissatisfaction is through the social network platform such as the 'complaints@ukzn'. The platform can, therefore, be used to review complaints and to improve service delivery on the indicated issues (Hardeo, 2013).

2.1.13. Conclusion

An extensive review of relevant literature has suggested that the contemporary society grows with changes in crime rates across communities and university campuses. Therefore, challenges of crime faced by university campuses today are likely to continue and may also bring in more and new challenges against the growth and peace of the university campuses. The security officers or law enforcement officers on campus will need to implement the best crime prevention measures to accommodate for its modern society. Security officers are obliged to play more crucial roles and remain fully committed to the needs of the campus community.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 Introduction

This chapter seeks to explore criminological theories that support and give better understanding of the study. Theories in this category attempt to explain why crime occurs and what causes an individual to offend or engage in delinquent behaviours. These theories will try to link assumptions with real-life applications and policy implications. They will assist in understanding the working principle of the university campus and its actors in the system (Akers & Sellers, 2013). To better understand crime situations and crime prevention on the UKZN Howard College Campus, two theories were adopted to guide the study:

1. Social Control Theory by Travis Hirschi (1969). This seeks to understand what restrains people from offending or committing crime.
2. The Routine Activities Theory by Lawrence E. Cohen and Marcus Felson (1979). This seeks to explain how our daily activities may contribute to crime victimization.

3.2 Social Control Theory

Social control theory was developed by Travis Hirschi in 1969. The theory asserts that an individual will engage in offending behaviours when and if their social bonds become weakened. This theory is the most recently quoted and differs from earlier theoretical studies by addressing “what” restrains individuals from offending rather than “why” certain individuals engage in criminal or delinquent behaviours (Booth, Farrell & Varano, 2008). Tshabalala (2001) identifies two forms of control, the ‘inner’

and outer' control. Inner control refers to social standards and beliefs or values that people maintain and consider as their own. When these standards become violated, they would experience feeling of guilt, regrets and shame. "Outer control refers to the presence or absence of social rewards and punishments in response to conformity or disobedience" (Tshabalala, 2001:17). Therefore, misconduct may be regarded as Individual inability or failure to uphold moral socialization. The social control theory consists of four elements of social bond: (1) attachment, (2) commitment, (3) involvement and (4) beliefs.

3.2.1 Attachment

Attachment refers to the symbiotic linkage between a person and society (Alston, Harley & Lenhoff, 1995). Individuals with strong and stable bond to others within society are presumed to be less likely to deviate from societal norms while those with weak bonds in the community (with family, school and friends) may be motivated to deviate from societal expectations. Individuals with close attachment will often avoid deviant behaviour when it disrupts or harms their valued attachment (Tshabalala, 2001). In relevance to this concept, universities seem to lack the bond or attachment required for its community. This is evident in the fact that there is little or no collaborative relationship between students and the security officers to provide for safety. Students often display negative attitudes towards the campus protective services and vice-versa. Therefore, it becomes difficult for security officers to provide a friendly environment due to the demeaning statements and attitudes from students. Furthermore, attachment lacks between managers and security officers. This is when security officers do not receive any support from the managers and hence, they find it difficult to report any verbal abuse from students as they are "supposedly instructed not take anything personal. Henceforth they deal with verbal abuse by themselves of which may lead to job dissatisfaction and feeling of powerlessness.

3.2.2 Commitment

Commitment refers to the time an individual spends in social activities. It requires that an individual believes that the norms and values put in place are valid and worthy (Alston *et al.*, 1995). An individual will calculate the cost of offending to the present benefits and cost for future goals. The higher the individual's commitment, the less

likely they would engage in deviant behaviours. An individual who has committed, spent time and energy to achieve societal expectation (such as striving to obtain a degree in recorded time) is more likely to conform to social norms than an individual who has little or no confidence for future accomplishments (such as lack of promotion opportunities, low wages, failure in school) (Tshabalala, 2001). Therefore, substance abuse may be less undesirable for people with strong commitment, as it may lead to the disruption of their long-term goals. For example, being expelled at school or getting arrested may truncate one's chance of fortunes in life. In universities, commitment may be represented by security officers who commit themselves to their jobs to provide safety. Moreover, the whole community must also work collaboratively with the protective services to reduce opportunities of crime.

Commitment to one's job by security officers may be discouraged by the fact that there is often little or no opportunity for promotions and lack of recognition in services. This may lead to lack of motivation or commitment to the job and this may also be accompanied by the notion that "I have nothing much to lose anyways". Security officers also work long hours which may cause problems with sleep and fatigue. Night shifts have been found problematic thereby creating stress and health problem, especially for female security officers who must balance work and household chores. All these factors may lead to security officers being unable to be vigilant to crime and get committed to their jobs properly on campus. Other discouraging factors are contributed by students who are unable to understand and follow rules of the university. This is true in the fact that some of the activities that students engage in on campus bring risk not only to them but also everyone around them. These activities include students who go out to drink alcohol or use drugs, which inversely lead to them being violent, such that they vandalize school property and insult security officers. Moreover, when students disobey the rules of the university, it usually leads to disciplinary actions of which could contribute to a bad record for a student. This is an indication of a lack of commitment on the part of the students.

3.2.3 Involvement

Involvement refers to the time spent in socially accepted and conservative activities. Alston *et al* (1995) opine that the more time spent in conservative activities, the lower

the likelihood of offending or misconduct. Involvement bonds individuals to institutions and is expected to reinforce pro-social norms and thus lower involvement in delinquent activities (Booth *et al.*, 2008). These activities include involvement in school activities, employment or engaging in hobbies. When an individual is not engaged to any of the valuable activities, this creates free time and energy for possible deviant behaviour, such as alcohol consumption or drugs use (Tshabalala, 2001). In relevance to the subject of discussion, involvement in university activities creates challenges for security officers. They are supposed to provide for safety on campuses while allowing access to university facilities. The challenge sometimes comes when students and staff break barriers by bringing non-residents on campus.

The majority of the population of university campus is that of young people or youth. Some of these students' involvement in activities include going out at night, drinking alcohol and drug use, of which may affect the work of the security officers. This is because the students do not only engage in these activities but often bring those substances to the campus premises.

Security officers are sometimes unable to control the access to alcohol, drugs and weapons because students are often not searched. Students are only searched if a security officer suspects some kind of misconduct. Therefore, security officers' commitment and involvement are often discouraged by students who bring alcohol or who verbally and physically assault securities. Furthermore, Security officers are unable to deter all crimes on campus because they are usually restrained to a specific location for a long period of time.

3.2.4 Belief

The element of belief refers to a person's level of confidence in the ethical legitimacy of shared social standards. It expresses the abstract ideas that people hold about rules and authority. An individual with strong belief in morality and respect will accept rules as fair and will consistently enforce them. While individuals with weak beliefs may deviate from shared social norms and values (Booth *et al.*, 2008 & Tshabalala, 2001). For instance, Wiatrowski, Griswold and Roberts (1981:527) state that "when a young person has a close parental attachment, he or she is rewarded for their conformity. This is when they get the approval and esteem of those they appreciate. This, in turn, will

generate respect for persons in positions of authority and to the belief that the rules of society are binding on one's conduct". In relevance to this study, the university population often struggles to adhere to authority. The belief system about alcohol use is often confusing for this population. It is established that they are at the age where they are allowed by the law to drink alcohol and drive under the influence, entering the premises of the university with deviant behaviour. There is also a case where, for example, students must protect themselves but cannot bring weapons on campus. University population may struggle to adhere to rules, especially when these instructions come from the security officers. This is because of the belief that the security officers are defined as "uneducated", "useless", "poor", and "irritating". Moreover, this is also true of a situation when the youth will respect the social rules but not the police or the security guards.

3.3 Routine Activities Theory (RAT)

Routine Activities Theory (RAT) was coined by Lawrence E. Cohen and Marcus Felson in 1979. The RAT is a sub-field of crime opportunity theory and one of the most cited theoretical constructs in literature.

It is postulated as theory of crime events and is relatively unaffected by social factors, such as unemployment, poverty or inequality. It seeks to explain criminal activities in relation to space and time, their patterns and changes in crime trends.

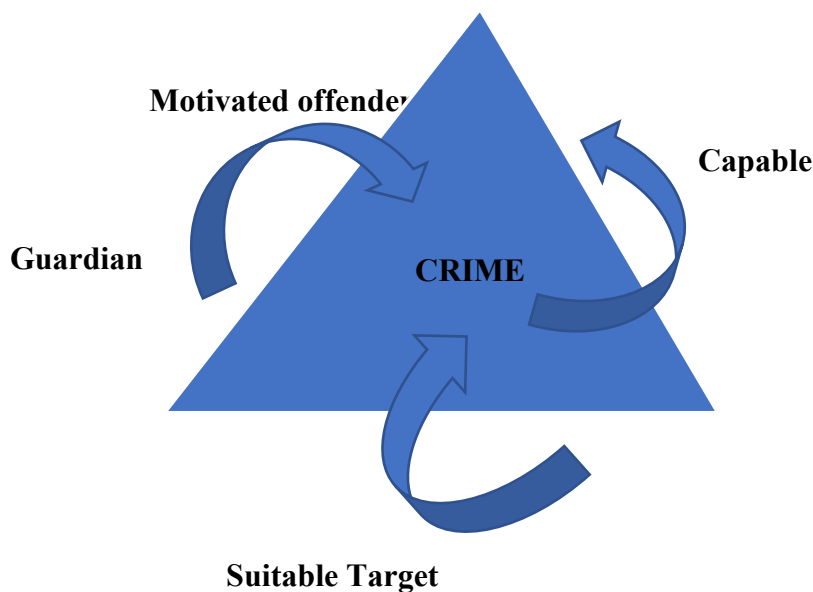
This theory tends to move away from the offender's motive and looks at how criminal events are produced. Crime is viewed as normal and it depends on various circumstances through which the crime is committed (Miro, 2014). According to Yar (2005:415), RAT is considered as an "ecological approach to crime causation". It relies on the localization of a target and attractiveness of an object. RAT asserts that the reason for increase in crime is the affluence of contemporary society which offers more opportunities for crime to occur. In other words, crime is created by the daily patterns or routine activities of persons (such as work, school) which adversely creates more opportunities for offending.

This is true of a university community where most of its activities are structured and are easily predictable. For example, students attend classes, go to gym, visit home at

certain times, which become constant routines that the offender may be aware of and may easily study as time unfolds. Furthermore, the theory argues that any individual can commit a crime if an opportunity arises and where the target is not protected enough. Possibly, even an individual that has never committed crime before can be driven to engage in criminality when an opportunity is created (Miro, 2014). However, for crime to occur three elements must be present and must converge in time and space: (a) Presence of a motivated offender, (b) Presence of a suitable target and (c) lack of capable guardian. The withdrawal of one element would mean no crime would occur (Miro, 2014). Furthermore, “spatio-temporal accessibility of targets for potential offenders is crucial in determining the possibility and likelihood of an offence being committed” (Yar, 2005:414). The routine activities must temporally be in an orderly situation where one of the elements is either present (but powerless) or absent at a certain place and time. The routines must be defined by a clear sequence or patterns that depict where and when events are coordinated (Yar, 2005).

The figure below shows how crime can be understood and visualized through the three elements.

Figure 3.3: The Crime Triangle 2012.



Source: <http://dvsology.org/page8.html>

3.3.2 Presence of Motivated offender

A motivated offender can be regarded as anyone who is willing, has the motive, an opportunity and the capacity to carry out a crime (Marcum, Ricketts & Higgins, 2010). For crime to occur, the offender must think that the target is suitable and there is an absence of effective controls. It is the offender's assessment of a situation that will determine whether crime occurs (Miro, 2014). The coordination of victim must compliment that of an offender. The sequential order of activities must allow the offender to anticipate, determine and analyse crime situations to commit or fulfil an offence (Yar, 2005). In other words, for crime to occur, the attractive target must come to the same place as the motivated offender. Universities campuses may be occupied by a number of various offenders. Campuses tend to be public open places, accessible to many people, and thereby becoming difficult to monitor. The contemporary society allows for the high increase in students, visitors, expansion of buildings and vehicles that need to be monitored. The way campuses are structured makes it difficult for security officers to detect who is and who is not supposed to be on the campus premises. This makes it easier or creates more opportunities for offenders to commit crime without being detected (Rademeyer, 1995).

As campuses are highly populated and can be argued to be public environment, motivated offenders can be any individual that is motivated to commit the crime. This may span from enrolled students, visitors or staff who see an opportunity to carry out the crime. This statement is further supported by Allen (2016), who reported that offenders on campus are students who engage and bring alcohol; and 66% of them engage in alcohol consumption within a month of stay at college. While Potgieter (1993) reported that offenders on college campus are relatively a small number of students and outsiders. Potential offenders may also be attributed to surrounding areas where unemployed and motivated persons may come to campus in search of potential targets (Badiora, 2017).

3.3.3 Presence of Suitable Target

The second element is the suitable target, which is based on an individual exposure as a victim and its attractiveness to an offender. A suitable target can be an object, person

or place that is worthy, visible and easy to reach. For property crime, a suitable target is an object; and for personal crime, the target is a person. The condition for crime is that suitable target must be present. Moreover, being a target can occur by chance. An individual may become a target of opportunistic crime where the offender happens to have been in search of a victim and by chance, comes into contact with a potential target, where it is easy to carry out the crime. Yar (2005) and Miro (2014) refer to four properties that determine whether the target is less or more suitable: (i) value, (ii) inertia, (iii) visibility and (iv) accessibility.

The value of the target must be real or symbolic from the offender's perspective. The value can also be determined by the purpose of use of the target or what the offender can gain out of it. For example, is it for sale, personal use or for committing other criminal offences? Moreover, the value may differ according to evaluation of social and economic factors such as the scarcity and the rank of an object or target. For instance, campuses possess expensive cell phones, computers and laptops of which may be attractive to offenders who may be on the look-out for students who do have these materials.

Inertia refers to the assessment of shape and size, weight of an object, persons or property that can impede the occurrence of crime or offending. For example, in cases of theft, a large object may be difficult to remove and hard to take without being noticed. Therefore, the larger the inertia, the lower the suitability of the target and "vice-versa". An offender will be able to take cell phone or laptop and put in the bag without being noticed while taking speakers, televisions or radios may be difficult to carry and hide.

For persons, an individual is more suitable when alone and out of site and less suitable when is in a company of another individual. Visibility is determined by the exposure and accessibility of a target. A victim must be visible or exposed to an offender for crime to occur. The more exposed the property and person, the more likely they would be become the target of crime (Yar, 2005 & Miro, 2014).

Accessibility is determined by the position, design of the site, setting or place that may increase the risk of offending. Accessibility enables the offender to easily get to the target or victim and quickly make away from the scene after the crime. Yar (2005:421) states that the "number of physical routes through which a target is accessible is a

significant variable in the distribution of property crimes – For instance, a house situated in a cul-de-sac is less accessible than one situated on a street that intersects with a number of other thoroughfares”.

On university campuses, there are a number of factors that render one to be a potential suitable target. Universities are more inclined to crimes such as theft and burglary. Students and staff become susceptible to crime when they leave their belongings unintended and their rooms unlocked (Rademeyer, 1995). When university campuses are highly populated, this brings forth a group of suitable targets being exposed to motivated offenders. Furthermore, theft is most common because of the advances in technology. Equipment such as cell phone, laptops, and video recorders become suitable targets because of their value and weight. They are easy to carry and transport; and they are said to be very attractive and useful appliances (Badiora, 2017). The advancement in technology increased the visibility of attractive goods and changed the daily activities of people. There is an increase in the number of unguarded homes and available objects. Therefore, the higher the opportunity to direct contact between target and offenders, the lower the guardianship to prevent offending (Mira, 2014).

3.3.4 Lack of a capable guardian

The last element is the absence of a capable guardian. Capable guardian can be anyone who moves around the area or anything that can hinder and stop the crime. Crime can be prevented either by direct action or physical presence of an individual or object that acts intentionally or unintentionally as guardians; and whose absence may lead to the susceptibility of crime. Guardian can either be formal (such as security guards or police) or informal (such as the neighbours, family or friends) and others who happen to be at the same location with the attractive target.

The theory places the importance of informal guardian as the most crucial informal guardianship, which on most occasions, appears absent when crime is being committed (Mira, 2014). Therefore, it can be argued that formal guardians are indeed capable guardians but unable to deter all crimes like the informal guardians.

The theory further identifies physical security measures such as alarms, door locks, lighting on streets, gates etc. as effecting guardianship. Guardianship is provided at

universities (such as security officers). However, it can be argued that targets and offenders may always be omnipresent while capable guardians may not be present. This is because security officers are often situated or placed at certain locations where they may be unable to detect some of the crimes that take place on campus. Security officers also conduct patrolling at certain times and offenders may be aware of this (Badiora, 2017). When planning to commit crime, security guard's movement must be checked as they could hinder execution of criminal act. Therefore, as the offenders study the routine of the victims, they in turn study the routine of the security guards at that location as well.

3.4 Conclusion

The social control and routine activities theories were adopted in this study to throw more light on the RMS perceptions of campus crime situations, factors that push or retrain individuals, students, staff and visitors from criminal activities, as well as measures being put in place to address the horrible situations across the university campuses. These theories also successfully explained the circumstances that put at risk or render campuses unsafe. These theories further put into perspective and relate campus crime and safety to geographic setting, ethnic and socio-economic factors.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction

This chapter outlines the methods used by the researcher to address the objectives and aim of the research study. The researcher uncovered experiences and knowledge related to the research subject by following the framework adopted for the study. To illustrate how data were obtained, the research design and approach, sampling method, data collection and data analysis employed by the researcher are outlined in this chapter. Moreover, ethical considerations and limitations of the study were discussed.

4.2 Location of the Study

The study was conducted at the University of KwaZulu Natal (UKZN). UKZN is the largest university in the sub-Saharan Africa and research-led institution which comprises five campuses namely: Westville campus, Edgewood campus, Pietermaritzburg campus, Nelson Mandela School of medicine campus and Howard College campus (Owusu, Akoto & Abnory, 2016). This study focused on Howard College campus which was established in 1931 as a result of a generous donation by Mr. T. B Davis, whose son Howard Davis was killed during the Battle of Somme in World-War I. On 1st January 2004, the University of Natal was merged with the University of Durban-Westville in terms of the Higher Education Act 101 of 1997 to create a new legal entity called the University of KwaZulu-Natal. This merger sought to create a regional university that would be managed by a single unitary

council. Howard College campus is located at the Berea with the majestic view of the Durban harbour. It is 4, 13 km away from Durban central in an urban area at Glenwood, Mazisi Kunene road. It reflects a successful environmental conservancy and the lush gardens of indigenous flora and fauna (Owusu *et al.*, 2016).

Durban is very popular for its tourist attraction due to its beautiful beaches and coastal resorts. Therefore, it is no surprise that students from abroad, neighbouring countries and other provinces enrol at UKZN. The campus accommodates a vast number of populations with various ethnic and cultural backgrounds that enter the university each year. This brings with it challenges for university campuses as its environment tends to become a public space, accessible to any individuals; and may consequently become difficult to securely monitor (Owusu *et al.*, 2016).

Furthermore, the Howard campus offers a full range of degree options in the fields of Science (including Geography and Environmental disciplines), Engineering, Law, Management Studies, Humanities and Social Sciences. In addition, the campus offers Architecture and Nursing. The researcher then chose to investigate the perceptions of RMS (guarding section) on campus safety at Howard College. Although there are studies conducted on campus safety, many of them seek to find out about the experiences or perceptions of students on campus safety. However, none of them sought the views of the security officers as individuals who are supposed or expected to be providing safety on campus. Although the researcher realized that the students are the biggest consumers of the university's services, it is important that both the students' and college workers' views are to be taken into consideration in order to find a lasting solution to the challenges that campus universities face in South Africa. Additionally, the researcher chose Howard College Campus as the study location because of personal experiences, as the research is so familiar with the academic environment. However, researcher was meticulous enough as to not let her personal experience influence the outcome of the study.

4.3 Research Design

A Research design is a procedure, plan or structure that the researcher used in answering a research question (Nghonyama, 2005). It determines what is needed, what methods will be used to collect and analyse data and how these will answer the

research questions of the study. It guides decisions and sets basis for interpretation (Nghonyama, 2005).

This study used the interpretative phenomenological research design that is under the qualitative research approach. The design aims at exploring the complexity of social phenomena with a view to gaining an understanding of the subject being investigated. This design was appropriate because it allowed the researcher to gain a better and detailed understanding of security officers' views, experiences and challenges of crime as well as providing safety on campus. This was achieved by interviewing participants who work on campus or have practical experience of the identified research problem.

4.4 Research Approach

An approach can be defined as a technique or plan that a researcher adopts towards finding or identifying a solution to a research problem (Nghonyama, 2005). This study followed the qualitative research approach to obtain adequate information for the study (Nghonyama, 2005). According to Kahari (2010), a qualitative research strives to understand the meaning people's words and their behaviour in a given socio-cultural environment.

It allows a researcher to be able to comprehend a phenomenon within a specific context. Therefore, this approach was employed to capture the richness, texture, and feelings of the respondents' dynamic social life (Nghonyama, 2005). The researcher was able to immerse fully while being very attentive to new insights throughout the process of gathering data. Furthermore, Kahari (2010) identifies five approaches under qualitative method. These include: Grounded theory, ethnography, phenomenology, biography and case study. This study adopted the phenomenological approach which enabled the researcher to understand the security officers' subjective experiences of campus crime and safety.

4.5 Study Population

Population of a study can be defined as specific targeted group, units or population (such as people or an organization) that the researcher considers and identifies as

relevant to obtain data based on the objectives of the research study (Naidoo, 2012). The purpose of the study was to investigate the perceptions of UKZN RMS on campus safety. Therefore, the population of the study was taken from RMS which comprises six components namely: The Investigative unit, Examinations unit, Traffic unit, Guarding section, Identity card and vehicle permit unit, Occupational health and safety unit. This study focused on the guarding section of RMS as the most visible security and participants with adequate information on the subject of the study.

4.6 Sampling Techniques

Showkat and Parveen (2017:3) define sampling as “the method of selecting a representative subset of the population called sample”. While Naidoo (2012:108) defines “sampling as a technical accounting device to rationalize the collection of information, to choose the restricted set of objectives, persons, events and so forth from which the actual information will be drawn in an appropriate way”. Therefore, the researcher defines sampling, based on the available literature, as a strategy that a researcher uses to identify and select a sample that represents a particular population.

This study adopted the non-probability sampling approach to select its sample. Non-probability approach does not allow for all population to be part of study but select sample based on the researcher’s subjective judgement. The sample chosen can be that of general category or the one that is specific or precisely defined (Alvi, 2016). Within the non-probability sampling approach, the study used the purposive sampling method for the selection of its participants.

According to Kahari (2010:37), purposive sampling means “to deliberately select the sample based on certain criteria, such as judgement of the researcher and elements that contain the most characteristic, representative or typical attributes of the population”. Purposive sampling is appropriate to select cases that are especially informative and would provide for an in-depth investigation and deeper understanding of a case (Nghonyama, 2005). It allows the interviewee to convey or communicate in an expressive and reflexive manner (Neuman, 2014). However, Showkat and Parveen (2017) argue that when the sample is purposive, the researcher cannot not be completely certain that the sample selected does represent the population. This study was purposive because it selected participants from the Risk Management Services

(RMS), who have knowledge of the campus environment and may have experienced challenges with various crimes on campus. Purposive sampling was appropriate because the RMS has various units under it as enumerated above. This study focused only on the guarding unit of RMS. The researcher interviewed 20 (twenty) participants to represent the overall population of security officers on the college campus.

4.7 Sample Size

Qualitative research often focusses on an in-depth understanding of a phenomenon. Therefore, the sample size for a qualitative research study is quite often smaller than that of quantitative research (Dworkin, 2012). However, there are often debates about the question of “how many” when selecting sample size. Dworkin (2012) suggests that participants anywhere from 5 to 50 are adequate for qualitative study. Therefore, the total sample size for this study was 20 (twenty) participants. Dworkin (2012) further suggests that researchers must take caution to not paradoxically and rigidly quantify sample size when the study is qualitative in nature. Naidoo (2012) states that when a researcher selects a sample size, certain issues need to be addressed: (1) the researcher needs to have certain level of assurance that the selected case would represent the whole population. (2) The level of errors that can be withstood ought to be comprehended. This is because categories of analyses that a researcher uses may impact on the study in certain ways. (3) The sample size selected from the total population assumes a critical part in the study.

The researcher conducted 20 (twenty) face-to-face interviews with participants based on voluntary participation. Security officers were selected because they are from the most visible and accessible security unit on campus. They are more exposed to crime situations on campus; and they are also able to detect and stop crime as they do patrols on regular basis on campus.

Both male and female security officers were selected for the study. This was on the assumption that gender and geographic location may impact on the experiences or perceptions of on-campus safety. However, there was a limited number of females as security officers. The researcher was able to interview only 4 (four) female security

officers and 16 (sixteen) male security officers. The researcher also interviewed security officers that work on-campus and campus residences. The researcher was able to reach 10 (ten) security officers around the campus, from parking lodges, halls and gates and 10 (ten) security officers from residences. The sampling of these participants was based on their availability at the time of data collection. However, during the interviews, the researcher found out that the security officers often change their duty post from time to time, thereby allowing them to have differing experiences of both halls of residence and on-campus security situations. The security officers were able to give their subjective opinions and experiences of crime situations and safety on campuses.

4.8 Negotiating Access for the Recruitment of Participants

In order to recruit participants for the study, the researcher had to apply and obtain gatekeeper letter to conduct the study at Howard College. A letter of approval from the registrar was then obtained which enabled the researcher to begin the recruitment of participants for the study.

The participants were accessed through the Risk Management Services (RMS) at Howard College campus under the guarding section. The security officers were dispersed all over the campus premises. The researcher visited them one-by-one at their duty posts, explained the study to the security officers and requested if they would like to be part of the study. The researcher assured that they understood the purpose of the study. The participants were also made to understand that their personal details would be kept confidential throughout the course of the study; and even after the completion of the entire study. With the security officers' consent, the researcher then made appointments with the participants for the interviews. The security officers gave the researcher their available times, and the researcher worked around those times to ensure that the appointment was kept. A copy of consent form was also issued to the participants to append their signature. This is necessary to ascertain that all the participants' informed consent was sought during the course of the interviews (See Appendix II)

4.9 Method of Data Collection

Data collection refers to the prescribed specific manner in which the goals of a research are to be achieved. It is a course of action, line of action or plan of action (Nghonyama, 2005). The research study employed primary and secondary methods of data collection.

4.9.1 Method of Primary Data Collection

Primary data collection employed face- to-face, semi-structured interviews. Kahari (2010:40), describes semi-structured interviews as “interviews organized around a particular area of interest while still allowing considerable flexibility in scope and depth”. Semi-structured interviews were appropriate for this study because they provided a clear set of instructions for interviewees, which allowed flexibility in responses and provided reliable, and comparable qualitative data (Kahari, 2010). Face-to-face interviews enabled the researcher to be able to get behavioural cue and individual dispositions about the inquiry. (Bryman, 2009) asserts that the advantage with face-to-face interviews is that the participants can say what comes to mind first and cannot deliberate the questions asked for too long. It enables the participants to give more reliable and solid answers than having to plan or formulate a response. Additionally, face-to-face interviews reduce the possibility of unanswered questions and increased response rates (Bryman, 2004).

The researcher conducted 20 (twenty) individual interviews with security officers who work on both campuses and school residences. The researcher conducted these interviews based on the participant’s availability and willingness to be part of the study. They were asked prior to the interview to be part of the study and the researcher made appointments with them at their most convenient times. The researcher is fluent in both English and IsiZulu Languages. Therefore, participants were asked prior to the interview the language they would prefer for the interviews. This was done with an understanding that the majority of Howard college campus population are Zulu speakers; and to reduce any language barriers that could have limited the study. The interviews took approximately twenty minutes and were conducted at the security officers’ respective duty posts, namely: Gate two, Gate three, Gate four, Gate five, Gate six, Gate nine and Gate 10, Mabel Palmer residence, Albert Luthuli residence, Townley Williams residence and Ansel May residence respectively.

The researcher used an audio tape recorder to record the conversations in order to get a full understanding of their responses and their experiences. Prior to the interview, the participants were asked to sign a consent form (See Appendix II) to indicate their agreement to be part of the study and they were also asked if the conversations could be tape recorded.

Tape recorders were used by the researcher with the purpose that they would be able to accurately gather all information and document the participants' responses. The participants were assured that their names and identities would not be revealed at any stage of the interviews as pseudonyms will be used to ensure confidentiality. However, not all participants were comfortable with the interviews being recorded. Three security officers did not consent to have their interviews recorded on tape. Therefore, the researcher had to write extensive and persuasive notes to capture their responses. During the interviews, the researcher took the lead of the conversations using an interview schedule with follow-up questions (open-ended questions). The researcher also informed the participants that they were not obliged to answer all questions provided there is any question they might feel reluctant to answer. Nevertheless, all the participants were able to respond to all the questions posed by the researcher.

4.9.2 Method of Secondary Data Collection

The secondary data for this study were collected for the purpose of having a literature chapter as part of the study. This kind of data was collected through previous published studies on the issues of safety on campuses. Naidoo (2012) submits that a literature review offers an establishment on which to build up a conceptual framework with a specific end goal to examine an issue in a valuable and innovative way. Moreover, it creates testable research inquiries or theories that would substantiate or negate a theory. Online search engines from UKZN library (such as google scholar, science direct, Ebscohost) were used to obtain relevant information to answer the research questions. From these engines, relevant information on perceptions of campus safety was obtained through articles, journals, and papers. Books from the library shelves were also accessed. The type of data accessed were in congruence with the objectives of this study. To narrow down the topic and avoid unnecessary data, the researcher searched for the key terms such as, perceptions of safety on college campuses, types

of crime on campuses, challenges of crime on campuses, procedures used to deal with crime on university campuses and effectiveness of measures put in place to deal with crime on campuses.

4.10 Data Collection Instruments

An interview schedule (See Appendix I) was used for this study to guide the interviews. The interview schedule served as a guide to collect data from the security officers on their perceptions of on-campus safety at UKZN, Howard College. However, the researcher did not rigidly follow the interview schedule questions but was able to ask and probe for more information from the responses given by the participants. The researcher also made use of pen and diary to write down other important responses of those security officers who did not feel comfortable to have their voices recorded on tape. The use of pen and paper or diary was to not compel participants who wanted to be part of the study to be recorded. The interview schedule was to guide the study and allow important themes to be uncovered. The data was collected using voice-recorder that is suitable for one-one interviews. This was with a purpose to capture all responses, ‘cues’ and to make it easier for researcher to engage and concentrate on the conversation with the participant.

4.11 Method of Data Analysis

After data collection, the data information was analysed manually using the qualitative data analysis method. The qualitative data analysis method employed was the “thematic content analysis process”. This process was used because it allows for the description and interpretation of participants’ views. It is defined as an “interpretive process, whereby data information is systematically searched to identify patterns within the data to provide an informative description of the phenomenon” (Smith & Firth, 2011:3). The process results in the development of meaningful themes without explicitly generating theory, expanding on or testing existing theories (Smith & Firth, 2011). Thematic analysis emphasizes on making the procedure of information study straightforward and outlining the linkage between the phases of the investigation. It allows for summary of key elements of an extensive informational data (Nowell, Norris, White, & Moules, 2017).

Before using the thematic content analysis, the researcher went through the in-depth of words- for- words transcription of data by listening to the recordings, pausing and noting down every information. By going through the process, the researcher was able to familiarize with the data. The researcher then read and re-read through the data, searching for key words or ideas that appear interesting and meaningful and highlighted them. The researcher then collected relevant information and organized them according to the themes of the study. The researcher had to decide which information was to be used for the study and which was to be deleted. Themes that belong together were grouped based on the objectives of the study. The information inducted concisely captured the essence of each theme. The researcher assured that the information inducted was clear and understandable.

Lastly, the researcher put together all the information into an interpreted writing document. Actual quotes were used with pseudonyms. These quotes were used as related to the themes, purpose of the study, literature review and research questions. Thus, critical qualitative analysis was carried out.

4.12 Trustworthiness of the Research Findings

Researchers in qualitative or quantitative research methods must often demonstrate how their study may be considered reliable (Nowell *et al.*, 2017). In quantitative research, data verification is achieved through validity and reliability while in qualitative research, these concepts are equivalent to achieving ‘trustworthiness’ (Kahari, 2010). In qualitative research, the study is to convince both the researcher and readers that it is worthy of consideration and recognition (Kahari, 2010). (Gunawan, 2015) opines that a research study can be trustworthy only if the reader of the research considers it to be so. Therefore, researchers consider trustworthiness in qualitative research as a matter of persuasion (Kahari, 2010). Thus, trustworthiness of this research was achieved in the following ways: credibility, transferability, dependability, and confirmability.

4.13 Credibility

Anney (2014:276) defined credibility as “the confidence that can be placed in the truth of the research findings”. Credibility addresses whether the information collected from

participants is credible and that the data interpreted are of the original and correct views of the participants. To achieve credibility, the researcher engaged with and immersed self fully to get an understanding of participant's world and the subjective views of the participants are carefully reflected to the study findings. Their views were collected through developed and refined interview schedule with detailed face-to-face interviews and the responses were precisely recorded and written down. To determine the credibility of the study, the method was inclined to select research participants were determined by the geographic location of the study, experience and occupation. Furthermore, Credibility was maintained through peer debriefing (by seeking support from academic staff and students' feedback, suggestions on the enquiry of the study), member checks and triangulation (using multiple sources, theories, methods to support the study).

4.14 Transferability

Transferability can be stated as a "study's generalizability to other settings" (Kahari, 2010:42). The study's transferability is depicted through detailed and rich descriptions of the study and its purposive sampling. All information is depicted in true manner of the participants' experiences and not on the researcher's assumptions and ideas. The study was purposive, and its findings may be judiciously transferred to other subsequent studies in the related field of inquiries. Moreover, the study can enlighten further studies on campus safety and crime.

4.15 Dependability

Dependability "refers to the study of findings over time" (Anney, 2014:278). This comes into play when a study is conducted again in the same manner, it can contribute the same results as of the original study. However, the researcher may assure dependability of this study by allowing participants to provide feedback on the study so that the researcher can check whether it supports the data received from them. All information obtained throughout the course of the research study (such as recordings, writings and other documentations) will be kept as evidence or referral to show how the researcher came to conclusions.

4.16 Confirmability

Confirmability is when the researcher demonstrates how interpretations and findings of the study were reached (Anney, 2014). This was achieved by providing reasons and explanations for methodological approaches, theories and analytical steps followed throughout the study. Furthermore, the researcher-maintained neutrality throughout the study and ensured that the influence (self-reflection) of the researcher's own background, perceptions and interests does not affect the study. The researcher took great caution in making sure that all questions asked were related or were in line with the objectives of the study.

4.17 Ethical Considerations

When conducting a research study, the researcher must be aware of the obligation to comply with the professional ethical conduct or guidelines.

Ethics can be defined as a set of rules, principles or standards that the researcher must adhere to when conducting a study to protect participants from any harm or deception (Nghonyama, 2005). (Kahari, 2010:10) defines research ethics as "individual and communal codes of behaviour based on a set of principles for conducting research". Prior to conducting the study and approaching the participant, the researcher wrote a permission letter to conduct research and submitted to the registrar's office at UKZN. Permission to conduct the study was then granted by the registrar. The researcher also submitted the ethical clearance application to UKZN College of Humanities Ethics Committee. Ethical clearance as it regards the request to carry out the study was approved by the university. The researcher was then able to contact RMS and approached security officers to conduct the study and to find out their perceptions on campus safety. Furthermore, the researcher took into considerations the main ethics that the researcher might consider according to Kahari (2010): Voluntary participation, Assurance of no harm to the participants, Anonymity and confidentiality, Deceiving subjects, Analysis and reporting.

(a) Voluntary participation (or Informed Consent)

When conducting a study, it is important that the researcher does not force participants to participate because of their own will or agreement. Voluntary participation refers to an agreement between the researcher and participant, stating that the participant understands and is willing to participate in the study (Kahari, 2010). When deciding who will participate, the researcher must ensure that participants are fully informed about the study and must be psychologically proficient when deciding. In this study, all the selected participants were informed about the nature of the study, rationale for the study and its benefits. To reflect their voluntary participation, written consent forms were handed directly to research participants prior to the interview to read and indicate their consent. The details of the supervisor, researcher and Humanities and Social Sciences Research Ethics Administration were indicated in case of enquiry. The researcher also indicated that the participant has freedom to withdraw from the research at any given time without any negative consequences. Confidentiality was ensured for the participant throughout the research. It is equally essential to note that during the interviews no participant withdrew from the study. When the participant did not consent to be part of the study, another individual was approached. In this study, one security officer did not wish to partake in the study but after series of persistent persuasions from the researcher, he agreed to partake in the study.

(b) Assurance of No Harm to the Participants

Whenever a researcher must conduct a study, harm to the participants which could occur must be taken into consideration; be it physical, psychological or emotional. When a researcher can anticipate harm that could occur, they will be able to prepare and provide needed support for the participant (Nghonyama, 2005). This study did not expose participants to any harm and the researcher behaved in an ethical manner. However, the researcher was aware that participants who have been direct victims of crime may be emotional. The security officers could take breaks or withdraw from participation at any given time and without any negative consequences. An added advantage was that the researcher has a background in psychology and counselling and could further refer the participants to the Counselling and Support Wellness Centre

if need be. However, none of participants was harmed and felt the need to discontinue with the study.

(c) Anonymity and Confidentiality

Anonymity refers to a situation where a researcher cannot identify a given response with a given respondent (Kahari, 2010). While Confidentiality refers to the “boundaries surrounding shared secrets and to the process of guarding these boundaries” (Kahari, 2010:11). To ensure privacy in the study, the participants were informed that pseudonyms would be used to ensure that their identity is not revealed at any stage and that their dignity would be protected. And to avoid mentioning the respondents’ names, none of the questions (on the interview schedule) that was posed by the interviewer needed the participants’ personal details. The researcher used a designated name (pseudonym) to reflect the participants’ responses. A tape recorder was used for the study and was kept in secure and confidential place in case there could be any need of it for future reference.

(d) Deceiving Subjects

Deceiving participants’ means being untruthful about the purpose of the study and hiding identify as a researcher. (Kahari, 2010) notes that in some cases it may require the researcher to hide the purpose of the study to acquire accurate results. In this research study, none of participant was deceived. The researcher clearly explained and informed the participants about the purpose of the study and its benefits. The researcher also clearly stated that the study was for academic purposes only and there were no monetary benefits to avoid false expectations. The participants were also informed that they have no obligation to be part of the study. Therefore, all participants took part in the research study out of their own will and agreement.

(e) Analysis and Reporting

The findings of the study, both positive and negative were presented in this study. The study’s findings were truthfully reported. Other researchers’ ideas and sources were acknowledged by the researcher, with declaration form attached for plagiarism.

Participants' confidentiality was maintained throughout the study and outcomes of study were promised to be made available to the participants.

4.18 Limitations and Strengths of the Study

When a research study is being conducted, a researcher may come across unanticipated and anticipated challenges that can influence the interpretation of the study's findings. As the researcher is new to the research field, there is an understanding that no one's work is beyond limitations, but efforts must be put in place to overcome the challenges in order to strengthen the trustworthiness of the research. Therefore, below are challenges that the researcher was able to identify and acknowledge during the course of the research.

i Participation

The researcher had to approach the security officers and ask for their permission to be part of the research study. Not all security officers gave their permission to be part of the study due to the fact that some were new to the job and did not have enough knowledge about the campus environment. Therefore, the researcher had to search for other participants in this regard. Other challenge that the researcher encountered was a feeling of reluctance from some of the participants which was caused by the query of trust. Some of the security officers felt afraid that they might be at risk their jobs and that the researcher might be working for private investigative agency. However, the researcher was able to assure them that the study was primarily for academic purposes, in as much as the gate keeper letter reflected permission to conduct the study and assured the participants' confidentiality and anonymity. After explaining this, the participants were at ease to give their consent.

ii. Review of Literature.

Literature specific to this research study is limited in South African context. Although there have been studies done on safety on university campuses, many of them have put their focus on students' experiences and not workers' or security officers'. Very limited information could be traced in South African publications about the topic at hand and the researcher had to refer to international studies and legislations. This

further limited the scope of the literature review. However, this is an indication that relatively few research inquiries have been carried out on this subject. Therefore, scholars across social sciences and humanities should be encouraged to conduct new empirical research inquiries in this research area.

iii. Sampling

The study was purposive in nature, which means that not all participants had an equal chance at being selected and the sample was precisely defined. The researcher interviewed only twenty participants at Howard College which is relatively a small scope and cannot not be completely certain that the sample selected represents the whole population. Therefore, it is recognized that the data obtained cannot be generalizable across all South African University campuses and residences. However, the participants selected gave a rich information that can give a fair idea of the perceptions of security officers on campus safety and security at Howard College campus.

iv. Data Collection

The researcher aimed at recording the participants' voices during the interviews. However, three out of the twenty participants took an exception to have their voices recorded on tape. The researcher had to respect their wishes and wrote down notes. The security officers also seemed to influence each other's opinion to participate in tape conversation. Furthermore, an interview schedule was used for this study. However, the interview schedule would have presented some challenges if the researcher had rigidly followed the questions without being probed. This is because some of the participants would misinterpret some of the questions or would not give the exact response to the question asked of them; and sometimes, they would completely go out of the topic. To overcome this challenge, the researcher had to ask the questions in a different manner to get an expected response. Therefore, it is mandatory to assert that the interview schedule was not rigidly followed but was used as a guide to the research study.

v. Time

Security officers are in the nature of changing their shift and location at work. The researcher had to make an appointment and ask where the security would be working at the time of the appointment of the interview. The interviews were meant to take approximately 20 minutes of the officer's time. The challenge here was that the interviewer interviewed the security officer at their duty post; and at times, students would come to ask for assistance and the interviews would take longer than expected as a result of the disruption. However, the most interesting aspect of the study was that most of the interviews took place during the night shift, when there was no much disturbance from anyone. Since there were two security officers at the night duty post, the researcher systematically applied her research skills to manage her time by interviewing one of the officers while the other was busy on guard. With this expertise put in place, the challenge of time frame, which could have adversely affected the study, was perfectly overcome.

vi. Self-reflection

The researcher seemed to have underestimated the issues of trust and how the workers were protective of their jobs. The researcher had to work hard to put the workers at ease so that they could be part of the research study without expressing any feelings of threat. This required that the researcher had to have good communication and persuasion skills to accomplish this. However, the interviewer was successful in recruiting the security officers to be part of the study; and they were able to give an in-depth and objective response to all questions posed to them.

4.19 Conclusion

This chapter has outlined the methodological and research design for this study. The qualitative approach adopted for the study was considered the most suitable methodological framework for meeting the purpose and aim of the research. The choice of the purposive sampling technique was rigorous enough to obtain balanced information from the stakeholders that are knowledgeable about crime and campus safety. This chapter also emphasized the ethical considerations of the study in ensuring that the principles of confidentiality, anonymity and informed consent were upheld

throughout the study. The chapter highlighted the challenges encountered during the course of the study and how these challenges were overcome.

Furthermore, this chapter considered the issue of reflexivity for enhancing credibility, dependability and trustworthiness of the findings.

CHAPTER FIVE

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

5.1 Introduction

In this chapter, the findings of the study on the perceptions of RMS (guarding section) on campus safety are presented and discussed. The data that were collected in the form of one-on-one interviews were analysed using the thematic analysis process. A framework of analysis was presented reflecting themes that emerged from the study. This was done by presenting the data, discussing and analysing information gathered from each participant's interview. All the participants' views and experiences were transcribed, with common ideas grouped together and compared with previously reviewed studies. Furthermore, the participants' responses were represented by using pseudonyms to protect their confidentiality. Lastly, concluding remarks were given at the end of the chapter.

5.2 The Roles of Campus Security Officers

Formal campus security systems have been provided at higher institutions for safety and security on campuses. According to Rademeyer (1995), campus security officers provide security services that meet both law enforcement and private security standards. However, there are limitations as their roles do not warrant for arrest procedures but put emphasis on prevention and rendering of security services. Campus security officers' role is to enforce laws and regulations, protect life and property of university, maintain peace and order, provide service, detect and apprehend offenders (Rademeyer, 1995). Furthermore, one can argue that when there is visibility of formal security in an environment, one can instantly feel safe. This is because when there is security in place, there must usually be control and order within the environment. Based on the findings of the study, the role of campus security officers at Howard college ranged from access control, protecting and guarding of campus property, students and staff, and giving directions or information where needed. The understanding of the role of campus security officers was depicted as follows by the following participants:

Joseph said: *“It is to keep the students safe all the time, guard the situation on campus as a whole, protecting the student and school’s property”*

James: *“As employees our job is to ensure safety on campus. Is to stop crime and criminals, to guard university property so that we do not lose things and to direct people and give information”*

Eric: *“To provide safety to students, staff and the school property. When there is strike and the student vandalize property, we must try stop that even though sometimes they would hit us but we still have to save the property because it something the student will need at the end. We also escort student at night for safety not that we are bodyguards or something but we are just trying to scare off the criminals”.*

The analytical interpretation of the above statements suggests that the role of campus security officers centred mostly on the protection of university property and students. 16 of the 20 participants viewed the protection of university and protection of students as the most crucial and important. This may be because students are the largest consumers of university services and that the property or facility of university is important for proper functioning and progress of university (Hardeo, 2013). This assertion was further supported in the following responses:

Julie said: *“Students’ safety depends on me. So that is my job”*

Zack: *“it is my duty to keep the university safe, its property and everyone inside safe”*

From the responses gathered during the interviews, the roles of security officers also appeared to depend on where the security officers are placed to work. The university campus is large and there are many geographic locations that need to be guarded (such as gates, halls, parking spaces etc.). Moreover, understanding their roles on campus was based on where they are working or placed at present. This was represented in the following responses:

Lewis said: *“There are a lot of things I do but based on this place I am currently working in. for instance I have to check people who come into this res if they are supposed to be here. And I would have to tell the visitors that they have to sign to come inside”.*

Dean also commented based on the place he was working in:

“My duty is to make sure I look after the cars parked here. To make sure that no one leaves their cars with windows opened and lights on. So that it does not get stolen easily. And also, people who just sit on people’s cars, I would go and ask them what they really came here to do on campus”.

Sharon said: *“I am to check that there are no people who do wrong around here, like people who steal cables and who play soccer on the field without permission, we have to let them know that they must book the place”.*

Findings also revealed that security officers have interchanging roles. Just as they change shift, they also interchange sites or locations of work. When working at a certain location they must adapt to that situation at present. Their role depends on whether they work at location where there are cars, student residences or campus soccer grounds. From the responses gathered, the security officers appeared to have a clear-cut understanding of their roles and what is expected of them by the university and/or campus community.

5.3 Perceptions On-campus Safety

The perceptions of campus safety in this study depend on individual opinions or experiences. In this study, 18 participants viewed campus environment as safe. However, they reported that there are challenges or situations that they encounter at their jobs which may hinder safety on campus. The perceptions of safety on campus were reflected in the following responses:

Sipho said: *“In terms of safety, I can say that it is safe but there are other situations where that safety is compromised by drunk people. They do things when they are drunk and some of them do come back to apologize when they are sober. Some people will take guns out at us. But as for criminals, it is the students who become some of them and the ones who misbehave”.*

Jerry: *“Because there are securities, I can say the campus is safe but in terms of working together with the staff and students makes the campus less safe because when a person comes inside the campus, they have access cards but only to find that a person does not have the card with them. They would have to sign down their details like everyone else and they would go inside only to find that they would cause trouble. If students always have their students card with them that would not happen but then*

they want to do whatever they want. No one becomes safe then. Security guards and students do not work together in the gates”.

Zakhele also said: *“The University is safe because there are things put in place to ensure safety. Although students make it difficult for us to work. Like when a student is drunk and uncontrollable so those are things that compromise safety”.*

From the participants’ experiences, it is evident that university campus is viewed as safe. However, students’ misbehaviour, lack of collaboration, access cards, control and alcohol seem to affect safety on campus. Other issues include lack of ineffectiveness of facilities. Therefore, although the campus may be viewed as safe, it was established that it not completely safe. However, to substantiate this finding on campus safety, **Joseph** expressed that campus may not be completely safe:

“We do have problems, we cannot say it is hundred percent safe. For example, at gate 4 and 3, I believe there should be a gate because if there is no gate it will be easier for criminal to get to us or into the university. Because there are just boom gates here.”

Furthermore, although there are security guards on campus, there are not enough to deter all crimes or challenges. 8 (eight) of the interviewed security officers reported that Shortage of staff was their biggest concern, and of which may comprise the university’s safety. This was reflected in the following response:

Eric said: *“...We are short-staffed. At the gates for car parking there is a lot work, but you find that there will be one person working there”.*

Sipho: *“In this post that I am placed in it is not safe at all for I work alone here, and this place is big because they are grounds and there are lots of places you cannot see. And person can just come and kill you here because it would be very rare that another person would see them. It a big field and no one could hear you and especially if you are at gun point. And we had asked before that there should be another two or more people placed here especially at night”.*

Harley: *“As we are working here on the gate, you find that you get attacked by people who are outsiders and when you call for back-up it will take the whole 2 hours for you to get back-up. There is no back-up and they will arrive after those people are long gone. So, it not safe at all”.*

From the given responses it clear that the shortage of security officers does not only guarantee the student safety. The security officers are given a piece of work that requires more than one individual. They are expected to be on guard at many sites to protect students, property and staff of which may be basically impossible to see, hear because they are in different places at one time (Hardeo, 2013). Furthermore, the shortage of staff has led to late responses in deterring crime or protecting the university community.

5.4 The Types of Crime that Occur on Campus.

Security officers have highlighted several crimes that occur on campus. According to Sewpersad and Jaarsveld (2012), crime on campus does not only reflect badly on security officers' jobs but affect the image of the university as a whole. Security officers often get concerned when crime on campus appears to escalate because all that happens tends to point at them. For instance, questions such as: "What is their job, if we still get robbed under their watch" may arise. In this study, the security officers interviewed have either personally experienced or witnessed crime on campus. 5 (five) interviewed security officers have personally been victims of crime on campus while 15 (fifteen) have either caught or witnessed a person doing crime. Other crimes included those that are reported by students to the security officers as they are usually the first encounters with these victims. The truth of these submissions was reflected in the following responses:

Lindiwe said: *"Sometimes, we get held at gun point and we end-up hiding and running as well. Some of my colleagues were once held at gun point, I had not started working here at tower res at that time. And those people wanted to enter the campus by force".*

Zane: *"What we usually tell student is that they must not use their cell phones outside campus because they may get robbed, although it does happen inside campus. Other incidents are theft and rape..."*

Joseph: *"Most times there are people who want to forcefully get inside the campus and they will use the fact that they are known on the school campus or by the student, but the fact is that we do not know them. So, we cannot let them in".*

Based on the interviews held with some of the participants, the types of crime that have been encountered by security officers on campus include those of forced entry, robbery, theft and rape. However, of the 20 security officers interviewed, all their responses on campus crime include either, both or all these crimes such as: property theft, vehicle theft, alcohol and drug use, which is recorded as the most prevalent on campus. The responses further indicate that the campus is not immune to crime and that both students and staff (including security officers) become victims of these crimes. Based on the available data, these crimes have been confirmed to affect the daily lifestyles of the students. This report complies with the routine activities theory (RAT), which states that for crime to occur three elements must be present: the motivated offender, lack of capable guardian and an attractive target.

According to Yar (2005) and Miro (2014), these elements converge in space and time due to our daily patterns or routines of persons such as work or school, which adversely creates more opportunities for offending. This was also supported by the responses given by the following security officers:

Zipho said: *“... if I remember correctly, there was a student who was robbed. It was around 10pm when I was coming to work. Around the road I saw a student crying and I went to her and then the student said she was armed robbed (held at gun point) and her laptop was taken...”*

Lewis also said: *“What causes crime are people who are chancers. People who want gadgets like laptops and computers. The equipment of the university attracts these criminals. Students and girls who bring their boyfriends on campus. These boyfriends would come in here and would see things they could steal”.*

These statements show that one's activities can cause someone to be victimized. For example, students attend classes and usually walk alone to come study at the libraries and labs. This is a typical routine that students often take, and of which can easily be studied by the perpetrators. The above comments also indicate that although formal guardianship by security officers may be provided on campus, it is opined that they cannot deter all crimes on the university campus. This may be because the offenders study the routines of the victims as well of the security officers assigned to protect the university community.

5.4.1 Alcohol and Drug use

Drugs and alcohol use were reported to be a major concern for security officers. In a study conducted by Carrico (2016) on campus safety, it was reported that about 95% of violent crimes in colleges are caused by the influence of alcohol consumption. About 66% of college students drink alcohol within a month of their stay at university and more than 1,800 deaths of students resulted from alcohol-related causes. The security officers had the following contributions regarding alcohol use on campus:

Sipho said: *“Students drink a lot of alcohol thereby causing the campus to be unsafe. They bring alcohol inside and hurt each other”.*

James also said: *“Ehh. No ehh what I can say on my view in terms of crime and how things are happening ever since I started working here. I can say that smoking and drugs are a challenge. And how we can deal with them can be a bit challenging because there are people who use them, they always try to hide it from us”.*

“---So, it is a bit of a problem... and sometimes we catch them red-handed. Even when we go inside the rooms at residences, we would find alcohol”.

From the responses given by the participants, the challenge with alcohol use among students is that not only do they bring it on campus, but it is regarded as a viable cause of crime perpetuations and students’ misbehaviour. These findings concur with that of Allen (2016), who reported that alcohol-related crimes may include those in which alcohol influence plays a part but does not assume a definitional role of the crime committed. This is, when for instance, students will get drunk and physically or verbally assault another student or vandalize property. Students engage in destructive behaviour because when they are under the influence of drugs and alcohol, their mental reasoning becomes altered (Makhaye, 2016). Moreover, when students engage in alcohol there is an increased tendency that they would become victims of violent crimes such as sexual assaults (Sewpersad and Van Jaarsveld, 2012).

5.4.2 Property Crime

Property crime was another crime that security officers reported to be a major concern on campus as it is mostly reported by students. Data obtained by Barberet and Fisher (2009) on burglary among university students in East Midlands indicated that about 28% of crimes were that of property with 10% of students experiencing 56% repeat victimization of theft and burglary. They further stressed that the reason university

campuses become victims of theft was because they possess expensive and attractive equipment such as computer, recent models of mobile phones and clothing. The findings of this study in this section corroborate that of the above authors as the same scenario was reflected in the following participants' responses to the questions asked of them:

Zack said: *"Usually computers get stolen not all the time though. And here at res clothes get stolen at the laundry rooms. So those are the problems we face..."*

Harley: *"... Even though there is no much crime, there are a lot of reports about stolen property. Such as laptops and house breaking".*

Thembelihle: *"...And students steal things like USBs, phones and laptops in the lecture rooms from each other".*

It is evident that 9 (nine) participants interviewed attested to property crime as being the most common crime on the college campus. Items that are frequently stolen, according to the participants, include, laptops, especially when they had broken into students' rooms, clothes and cell phones. Security officers also reported car or vehicle theft as one of the most problematic experiences. This was of great concern because they considered car theft as a ghastly loss because these cars cannot be easily replaced or recovered. They further elaborated that they usually feel much responsible for this and get blamed for it. About 12 participants reported car theft as a major concern that they usually encounter at work.

An interview with a number of security officers reported the following regarding vehicle theft:

Julie said: *"The biggest problem is stealing of cars and students stealing from each other... Because just three days ago a fortune car was stolen and there was a taxi that usually comes to campus to steal at night ..."*

Sharon also said: *"The biggest problem we have right now is stealing of cars, especially at the campus gates...."*

With the above responses, one can argue that security officers considered vehicle theft as the most challenging because of its high value or benefits to criminals, especially when compared to other properties on campus such as a cell phone. Furthermore, the

responses reflect the fact that not everyone who comes on campus has the same purpose of accessing facilities for academic purposes but might have other means or purposes for coming to campus (such as stealing). Therefore, security officers must always be vigilant. This situation has been made possible because university campuses provide an open environment to all individuals and this has allowed offender or evil perpetrators to enter and leave campus undetected (Sewpersad and Van Jaarsveld, 2012).

5.5 Perpetrators of Crime.

During the interviews the participants were not asked directly who the perpetrators of crime are. An interview with these two security officers uncovered the following opinions:

Jack said: “... *We think that students are the ones who rob each other. There is a way that they break into the rooms where you find that there is no sign of forced entry, but a student says someone broke into the room...*”

Jerry also said: “*There are situations here where students will come with people from outside and say they are visitors... I will have to let them in. because I should treat visitors nicely and not allow the university to have a bad name. Only to find that those same people are just here to check the cars and how they are going to come back and steal them. So, the problem comes there*”.

“--- **Jerry stressed further that:** *If a student loses his/her laptop and think that she has found a good boyfriend only to find out that person is just here to steal her belongings. And that will come back to us as security that we are careless at work and we do not work*”.

Sewpersad and Van Jaarsveld (2012) argue that crime on campus is either that of “inside job” committed by dishonest people at work and involve a third party or may be that of opportunistic crime when an opportunity presents itself or is contributed by negligence on the part of the victim. From the responses gathered, it is evident that both on-campus students and non-students (such as visitors) are the perpetrators of crime. Furthermore, Sewpersad and Van Jaarsveld (2012) submit that the increase in population on campus residences may be the cause and may render the university more

susceptible to crime. This is because universities typically remain an open environment. Security officers are supposed to monitor all over the campus while allowing access to university services. This makes it impossible for security to monitor every individual who work, study, or visit on campus. Therefore, perpetrators may sometimes go undetected.

5.6 Causes of Crime on Campus

The causes of crime on campus appeared to be as the result of students' behaviour or activities that are in contrast with the university's laws. Security guards are often disregarded or disrespected by students who have no respect for the university's rules. Furthermore, security officers felt that their opinions on safety are neglected by the university management and that their views are considered unimportant. Therefore, the cause of crime on campus ranges from lack of cooperation (from both staff and students), students' routines and lack of disciplinary action (mainly against students). Evidence in support of these assertions is captured in the statements of the following participants:

Eric said: *“Students do not respect us and do not follow the rules and they are stubborn. That may cause conflict between us. Because they sometimes verbally assault us”.*

Thembelihle: *“Students do not want to listen to security agent and when you suggest something to supervisors, they will just dismiss you because to them you just a security anyway. So, this is hard because we know what is happening around and must warn and have views on some of the things that will help decrease crime. So, it is conflict and miscommunication that end up causing problems”.*

This assertion is further supported by a study conducted by Du Toit (2015) at Potchefstroom Campus on security guards. It was found that security officers have experienced several demeaning utterances mostly from drunken students. There is often no respect or honour for their job. Furthermore, there is often a stereotype that security officers are ‘uneducated failures’, ‘useless’, ‘poor,’ ‘irritating’ and ‘cannot reason’. When the campus community holds this stereotype, this might cause conflict between them and the security officers. This may as well be the cause why the

securities are not taken serious by either student, staff or their managers. This lack of support or collaboration may cause more crimes. Moreover, the security officers also reported that students and the university staff are usually regarded as the main cause of many crimes on campus.

Dean said the following regarding the university staff:

“... Most dangerous situations or challenges are caused by students. The university staff should not be left out because they know that there are rules that they must follow as a staff where they are not allowed with their cars if they do not have disc. There is disc for parking at gate 1, 4 and 5. And here only the staff can park. The staff is supposed to call us and tell us that they would be a visitor coming in and must describe the car and we would write everything down, but the staff would not do that. And then a visitor will come in here and say they have meeting with someone when no one from the staff informed us that. So, that causes problems between us, visitors and staff member because they come here and fight with us as to why we did not let their visitors in.”

6 (six) participants of the 20 (twenty) interviewed stated that students and staff who could have assisted them to effectively prevent crime do not respect their opinions in crime prevention. The above response can be further supported by the social control theory which entails but no limited to the following elements: (1) belief, which refers to a person's level of confidence in the ethical legitimacy of shared social standards. It expresses the abstract ideas that people hold about rules and authority. This study revealed that students have no respect for authority or security officers and the rules of the university. The university community often feels as if security officers would work against them and not with them. This makes it difficult for them to work collaboratively. (2) Attachment, which refers to the symbiotic linkage between a person and society. Security officers lack that level of attachment with the university community (such as supervisors, students and staff) as they do not work together. Students, staff and security officers sometimes display negative behaviour towards one another.

5.6.1 Lack of Punishment or Disciplinary Action

One of the other concerns that the security officers reported was that the policies and rules of the university campus appear to favour students. 4 (four) security officers

stated that the issue came with the fact that whenever they report a student that misbehaves, they do not get a feedback from the investigation team regarding a punishment or disciplinary actions expected to be taken against such a student in question. They do not know whether the student eventually got punished or not. All that we experienced was to see the student again roaming the campus without a change in behaviour.

Zakhele said: *“I think it is because the rules and laws here are not strict. When a student does something, there are no consequences for their actions. So, they do things because they know they will not get any punishment. So, if those kinds of things could be fixed it would be better. When a student does something, there should be some disciplinary measures like suspension, and this may be a better way out”.*

Lindiwe: *“I am of the opinion that there are no straight policies that punish those who break the law”.*

Dean also said: *“If it happens that you as a security officer hit a student all the blame goes to you and what the student did is not considered...”*

Security officers argued that the reason for crime or misconduct on campus was because students are often not punished for their misbehaviour. Tshabalala (2001) identifies two social controls: “the inner control’ which looks at social standards and belief that people consider as their own, while “outer control” which looks at presence and absence of rewards and punishment. Therefore, when there is no punishment for individuals who break the rules, they will continuously engage in criminal or delinquent behaviour because there is nothing that restrains them from offending and there are no consequences for their actions.

5.6.2 Students’ Activities.

An in-depth interview with eleven security officers expressed that the cause of crime was associated with students’ activities on campus. The following constitute to what the security officers commented regarding the cause of crime victimization on campuses.

Sharon said: *“Students are careless in guarding their belongings and we as security guard we try. And even when students come in here, we search them and make sure that they do not bring alcohol. But they bring it through the windows. Students also bring outsiders into campus and that also causes crime”.*

Sipho opined that: *“What causes crime is that students bring people from outside and tell them the way things work inside the campus. For example, so many situations of crime are created by students because I can try stop a student now and tell her that you cannot get inside here because it past 10pm to come and see your boyfriend and you will beg me to let you in. whereas the rules clearly say no one is allowed by 10pm and when something happens I will be the one to get blamed... where you find that you will have fight with your boyfriend and at the end when they check what time you arrived here and I would get into trouble. Because the student will say the security let me in and then I will lose my job because of that. While a security has children and family to feed. So how do I survive when I lose my job?”*

These responses are supported by routine activities theory which seeks to explain criminal activities in relation to space and time, their patterns and changes in crime trends. This was also evident in the response of **Joseph who said:**

“Students are always on the move and doing something and are unable to recognize that criminals attack in certain times and situations. Especially around 11 and 12 pm students are robbed. And go out with things they should not leave with. Also staying off campus can cause one to be more in danger”.

Based on the conceptual and theoretical explanations of routine activities theory, the activities of students contribute heavily to the cause of crime and victimization experienced on campuses.

5.7 Challenges Encountered in Dealing with Crime on Campus

Security officers reported to have experienced a lot of challenges at their work place. Although others reported these challenges as something they are now used to and can deal with in some cases. They wish it could be dealt with or resolved to make their work much easier. These challenges were also based on individual experiences and differences. The most common reported challenges are the following:

5.7.1 Lack of Equipment

8 (eight) security officers reported lack of equipment to be a challenge. These challenges came with the fact that no one can carry weapons on campus; and even security guards who are supposed to provide protection and prevent crime are prohibited from carrying weapons on campus. This created a major concern because they usually encounter situations (such as armed robbery) where they are unable to protect themselves or anyone around them. Evidence in support of these assertions is captured in the statements of the following participants:

According to Harley:

“... There is shortage of work equipment. And the places we work, some do not have water, electricity, microwave and stores... Even if you have problem during the day and there is no water or electricity, that makes our job difficult. We do not have weapons that we can use to protect ourselves. If criminal comes with a gun I would have to run and be unable to protect students”.

Zack also said: *“Some of the challenges that I have encountered are that the people that we work for do not understand some of the needs or things that we need to work with effectively in our jobs. They do not consider them.”.*

The participants expressed that they have raised these issues regarding working equipment but as of now nothing has been done. However, some of them expressed hope that things might change in the following year (2019).

5.7.2 Physical and Verbal Assaults

8 (eight) security officers reported that they are concerned about being assaulted by members of the university community. They voiced that the worst part of the episode is the phenomenon of being assaulted by students who are of the same age as their children.

What was more upsetting was that they could not do anything about these assaults. They cannot fight back because they could lose their jobs. Others reported that when students assault them, they do not report because it is something that they are used to.

While other said they do not report students because when you report all the time, students usually go to management and “lie” that you abuse them so that you can be removed from that place, especially at halls of residence.

Zipho said stressed further on the physical and verbal assaults:

“We come across situations where a person will come in here and say they are here to visit a brother and I would tell them that call your brother to come and sign you in. and we end-up having conflicts because of that and they will tell you that his brother is a student here and he pays here. Why they are not allowed inside? And sometimes they would even take their guns out. Like one of our colleagues ended up being physically assaulted and was not able to do anything. Because we cannot fight back and if we do, we can get fired. Even now, recently another colleague of mine was assaulted by a student and he had to let it go not because he could not fight back but because he had to think about his family and children and the situation at home...”

It is evident that, although, security officers are supposed to provide protection, they also become victims of crime on campus. They are sometimes even put in danger by the same university community that they are supposed to protect. This argument is further supported by Sewpersad and Van Jaarsveld (2012), who reported an incident that happened in 2001 at the Natal Technikons Berea College, where two security officers were wounded during a robbery and a student was brutally murdered.

The participants further reported that they are also verbally assaulted on campus. They emphasized that they do not know how to deal with it. Therefore, they usually ignore it.

Lindiwe said: *“If you would look at this visitors’ register for students. If I would say read what is here, there is nothing they will read. They fill in wrong details and some do not fill in everything and others do not fill anything at all. And some would write insults on the register. No matter how much we want to do our work we cannot because of this. Some will leave their students card and then make that problem yours.... At least they should say I forgot it or lost it. There is lack of respect from students. Because if they have respect, they would not hit an adult”.*

The findings of this study revealed that both visitors and students assault security officers. Du Toit (2015) reported that the security officers must deal with verbal

assaults and demeaning languages, especially from drunk students. What is of utmost concern is that the verbal assault is not easy to report as there is no tangible evidence for it. Security officers are expected to provide for a service that is less harmful, their policing must be reasonable, rational, compassionate and more understandable (Potgieter, 1993). Furthermore, Du Toit (2015) submits that if managers do not deal with the issues of verbal abuse against security personnel, it may lead to job dissatisfaction and feeling of powerlessness.

5.7.3 Lack of Feedback on Cases Reported.

16 (sixteen) Security officers reported that sometimes it disturbs them that in most cases when they report crime, they never know how the cases ended. Whether or not students who were victims (e.g of theft) were able to get any justice or whether those who offended got any disciplinary actions.

To substantiate this argument, **Jerry said:**

“Ehh, In my view the biggest challenges we encounter maybe when we report an incident, we do not get feedback on how that situation or incident was handled or concluded. Like when I catch a student doing something illegal and report it to investigation team, expecting a feedback from the case. Later, the same person you went to report you can still see them on campus and there is no report that can encourage you so that you can continue your work without a doubt to prevent crime on campus”.

Not having knowledge of the case conclusion suggests that they do not know whether their effort is recognised or not. Also, the challenge came with the fact that some of the criminal cases are reported by students with the aim to get assistance; but unfortunately, the case was not satisfactorily handled. These findings correlate with that of Hardeo (2013), who argued that victims of crime are often dissatisfied with service they receive from RMS. This is caused by delays in dealing with criminal case, unprofessionalism, incompetency and disregard for victim’s dignity. Furthermore, this has caused for numbers of crime to remain unreported and unrecorded.

5.7.4 Forced Entry

Security officers reported that they have problem with access control on campus. Most of their challenges start at the gates when they must allow people to enter campus. Security officers reported that only persons with an access card and car parking disc can enter campus. In case of visitors, someone must sign those visitors in and out when they leave. However, they encounter many challenges where students and visitors will want to forcefully enter the campus premises without any identification. The following responses depict challenges regarding forced entry:

James said: *“I once had problem here between 2014 and 2015. There was a gentleman who wanted to enter the campus and I said no and he wanted to enter forcefully. He then insulted me and said he would shoot me. But at the end I did not let him inside the campus but the person he was going to see I knew him just that I cannot let him in without the permission of that person he came to visit. And the fact that he said he would shoot me, made me not to open for him because what if he wanted to shoot the person, he said he was going to”.*

Lewis also said:

“Even here at gate four students want to come inside the campus very late and they know that after 10pm, the gates are closed but they want to come inside at 12 pm. And they are not even students from this campus but from Westville campus and did not have any identification or cards and there was no one to sign them in. so we had to stop them because there was no proof that they are students. They fought with my colleagues and physically assaulted him...”

Looking critically into the above statements, security officers need to be very careful as to whom they allow inside the campus so as not to put the lives of the students, staff and university property at risk. This sometimes put them at risk of being assaulted but must still do their job to protect everyone on campus. Bazana *et al* (2016:82) reported that “accountability for an individual’s safety and well-being on campuses often brings strain and stress on security officers”. This is because security officers become disappointed, when for instance, a student becomes a victim of crime on campus.

5.7.5 Working Shift

Security officers interviewed during the course of the research inquiry expressed that they are not happy with the work hours. The issue was that they work more hours than they should and are not paid for it.

Others expressed that they do not understand why they work more hours than others whereas they do the same work. According to the security officers, four hours more is added on their shift on a voluntary basis because they is no compensation for it.

Zane said: *“There are a lot of challenges we face as security guards. Firstly, it the time that I must come to work. I have to wake up at 3:30 am and have to use public transport and by 5:30 am I have to be on campus. I have to wake up this early to avoid being late and being shouted upon by my manager like a child. Line managers work less hours than us. They work at hours and they would come at 6:00 am and leave at 2:00 pm. Another will arrive at 2:00 pm fresh and would expect you to be alert when you are already exhausted...”*

Sipho also said:

“... We supposed to be working 8 hours a day, but we are working 12 hours and as workers we have been trying to fight against that without success. So, we end up working over time without getting paid”.

The above expressions are supported by Du Toit (2015), who submits that the challenge that security officers face is that of long working hours which may cause problems with sleep and fatigue. If fatigue is not properly addressed, security officers may be less vigilant to crime, making campuses less safe and more susceptible to crime. Other factors may include nature of the working environment, level of communication between employer and employee as well as leadership styles.

5. 8 Procedures Followed when Dealing with Crime on Campus

University campuses have provided their own campus protective services to prevent crime by implementing rules, preserving order and providing support in their mission to deliver education in a protected environment (Carrico, 2016 & Hardeo, 2013). One of the ways that Howard College campus has implemented to provide for safety on campus was to employ visible security officers who are to protect physical property,

campus persons and enforce laws or regulations for the students' conduct. Of the interviewed participants, most of their responses regarding preventing and dealing with crime centred on detecting and reporting of any suspicion or criminal activities to supervisors or any RMS staff. Empirical evidence in support of how security officers handle or prevent crime on campus is captured in the assertions below:

Sipho said: *“My job here as someone who is looking after this place is that when I find someone dealing with drugs or has alcohol, I have to report to the supervisors... our job is to report that person and then others can continue with the case and the paper work”.*

Dean also said:

“We report cases to the supervisors and the supervisor will then take the matter to RMS and then you as security would have to write a statement of everything that happened. So, if conflict is between student and security, they both write a statement. Then both statements will go to RMS and then investigation unit, where they will investigate the matter and give punishment where it is due”.

An in-depth interview with all the 20 security officers selected for the study reported that the procedures employed in dealing with crime on campus is that they must always be vigilant when they come across any challenges (such as break-ins) and report the incident to the supervisors immediately. Security officers also reported that they do not get involved in the criminal cases, stating that their job ends after catching and reporting an offender. According to Sandiso *et al.* (2016), security officers have no control or freedom of their job . In a case of danger, they are often unable to protect students and must call for backup or call their supervisors as they are not in possession of guns and are unable to approach a criminal or suspicious person without permission. Security officers must pass every decision to their supervisors. These decisions include asking permission for going to a restroom, lunch break, how they should respond to criminal activities and how they should treat suspect or an offender. Therefore, security officers are restricted and have no control of their work environment. This finding relates with the findings of the current study, as explained by the following participants:

Lewis said:

“When there is an incident, I am not the one to take the decision of what I am supposed to do or what is supposed to happen. I take everything and report to the seniors, my supervisor”.

Harley also said:

“When you are guarding a place, we have radios as securities and cell phones. So, if I want to go to the toilet, I will have to let my supervisor know that I must do something, and they must call someone to come to the place. So, I must report so that if something happens, I will be able to say that I reported. If there is crime maybe there are people coming to rob us, my job as security will be to assess the situation and try to see everything and what is happening, and report and I do not fight even if I am at gun point. I will just have to report everything that happened”.

“---Also, what I say must correspond with what is on the video camera because everything that happens, they would ask the security what happened. So, I would report to RMS and write a statement.”

From the participants' responses, it is also evident that the university has also used technological measures in dealing with crime. When security officers were asked about the procedures of dealing with crime on campus, they mentioned the use of cameras, phone radios, cell phones, etc., especially in cases of emergencies and alarms. Hardeo (2013) asserts that technological advancement is another factor that can improve security and service demands. This is in line with increased use of technology such as the installation of Closed-Circuit Television (CCTV) cameras around the country and on campuses. This has greatly helped reduce the prevalence and extent of crime. CCTV cameras have allowed the police campus to be able to identify offenders and helped students recover their stolen property. However, Sulkowski and Lazarus (2011) argued that the challenge with technological measures is that they respond after an incident has occurred or checking for “clues” after the crime has already taken place rather than prevent crime from occurring. Therefore, universities should focus on the preventive measures against any incidents of crime rather than develop intervention strategies. To abide by these preventive measures, universities have also put up warnings, notices or rules on boards around the campus and on UKZN websites. These rules include the restriction of weapons to members of

the campus community, as well as enacting strict legal actions against the use of drugs and alcohol on campus. To substantiate this statement

Thembelihle said:

“...So, we have laws that we use like the ones that are posted on the boards on campus with rules and warnings. Although as a security man, I will have to remind you that the rules or laws do not allow you to do something. For example, in this place no animals like dogs are allowed, so if you arrive with a dog, you may not be allowed into the campus. Or if you arrive with a gun, will tell you, you are not supposed to bring the guns”.

Although universities have provided that weapons on campus should not be allowed for the protection of staff and students, Sulkowski and Lazarus (2011) argued that weapons restrictions on campuses may put securities in danger of being unable to protect themselves during violent attacks. Other measures that security officers used to control crime include residence and campus patrol and maintenance issues.

Sharon said: *“When we protect students, we have to patrol hidden places with no adequate security measures so that we can make sure students are safe inside”.*

Lindiwe also commented and said: *“If I see places that would cause danger I report. Like in some other places where students walk in the absence of light, it may be so hard to ask the management to put light”.*

These responses are further supported by Rademeyer (1995), who disclosed that one of the ways that university campuses have used to combat crime was to limit alcohol consumption on campuses. The security officers enforce students’ regulations and rules by prohibiting alcohol consumption on campuses. Security officers further must detect vandalism and handling of maintenance problems. On campus residences, the security officers must also do door- to- door checking to decrease overcrowding and unpermitted visitors.

5.9 The effectiveness of Procedures Used to Combat Crime.

The effectiveness of crime measures on campus is mostly contested on the experiences of students Vis-a-Vis their undue criticisms against campus security officers or security measures. This is evident on one of the studies conducted by Hardeo (2013),

entitled “students’ perceptions of security services at UKZN”. This study revealed that security officers were criticized mainly on discrimination against students, lack of professionalism, inability to provide protection and assistance in the cases of theft and sexual victimization, as well as undue absence from known hotspots of crime on campus. However, this study provides the opportunity for self-reflection on the part of security officers and the risk management services; thereby helping them to identify some of the challenges that render campus crime measures ineffective. The following responses depict what the security officers reported as reasons for security ineffectiveness to crime prevention on campuses:

Zane said:

“Procedures here do not work in our favour, we do not have any rights and there is nowhere I can say we are happy about an outcome of something we have a problem with. Even, now if there were to be snakes here and I would get back up quickly I would probably live. But that back-up would only come maybe after 20 minutes. Even last year at gate 5, there was a student who was drowning at the swimming pool and security guard who was working there called for assistance; and at that time the student was not yet dead but he ended up dying without getting any form of assistance. Because if a person is in the water there is nothing, he or/she can hold on to because he’s dying and also the security could not help because he himself would have died ---the student died because the assistance got there very late.so when you call for assistance it takes long time for them to get there”.

Interviews with 4 (Four) Security officers unfolded that there are procedures put in place to protect the university community. However, they are sometimes incapable of assisting students when they are under attack due to late emergency responses. The security officers also reported that they have concerns with late response or feedback from the investigation team on the cases reported by the students. Because students would always enquire about the case from the security unit and not from the investigation unit, while they are also not informed.

An excerpt from **Eric** revealed the following:

“As a parent it is hurtful when a student loses his stuff. Then we would have to ask them to write a statement to give to RMS and the student would always come to you to ask about the case as if now you are the one who is investigating. Sometimes you would even feel like moving to that place and work in another place especially when you see that student. Sometimes you would even think about all the money the student lost to buy those things and maybe it was a pension money from grandmother. So, it is disturbing”.

The security officers reported that it is disturbing the manner in which students always blame them for being unable to assist. Moreover, from the response above, it also evident that security officers lack some of the skills to be able to assist students. For example, security officers who cannot swim are assigned to work at a place that has a swimming pool. Therefore, it would appear difficult for the security officer to save the life of the student drowning. To support this statement, (Hardeo (2013)) contends that there is need for proper training of security officers to effectively and specifically deal with student-related issues. Therefore, crime and other campus challenges can be dealt with effectively if they are given appropriate attention and the correct security measures.

Another issue that the security officers raised was that they are often contradicted in their jobs as security officers, who are supposed to uphold and enforce the university’s rules and also as parent figures with companionship and understanding. Evidence in support of these assertions is captured in the statements of the participants below:

Sipho said:

“...If you come with a visitor the visitor must be out by ten. But they never leave early, and we would have to follow such things. But sometimes in other situations we would see that we cannot chase them at that time because where will they go because it was already late. Because we are also parents and we have children or relatives who study here. Students also tend to tell us about their rights. So sometimes those rights go against the university policy and that frustrates us as workers. Sometimes we must be polite or friendly even when we do not want to because we must maintain certain level of communication with people. So, we must always be calm. Even when you hit me, I do not have to hit you back”.

Lindiwe said:

“... Here at work we become both parents and workers. Where students will abuse you and not think at all that you are parent and when she is abused you take it as that this is my child and would think about how certain things would affect them. So, there are situations where I have to protect them and do not say things that make the student to be chased away from school...”

The above expression as suggested by six of the interviewed participants unfolds that the security officers often see students as their own children. On this note, it has become mandatory to protect them even if they are having a hard time with them. They expressed further that they sometimes think about their well-being and their future; and they always try to advise them as parents, especially students whom they have built a good relationship with.

An analytical interpretation of the above statements shows that security officers sometimes go against the universities rules with the aim to protect students. They reported that they, sometimes, must make decisions that may put their jobs at risk. Furthermore, it can be argued that although the security officer may try to help and protect a student, their actions (such as allowing unpermitted students to sleep over) may also put other students in danger.

Taking a critical look into the participants' point of view, it was expressed that what makes the security officers' work ineffective is the lack of communication among the university workers (such as students 'housing, management as a whole and investigative team). They expressed that sometimes they are not informed of the changes or temporary challenges that the school management is facing and that could also adversely affect their work and their cooperation with students and other members of the university community. This finding was corroborated during an interview with

Jack:

“If you work the way you suppose to work the job and procedures you must follow become easy. However, there are situations where you do not understand whether the mistake comes from housing or RMS or both RMS and housing. Where you find that you work at a gate and you are not told that there are students who have moved to that res. And their cards are not activated and when this person get robbed you will be blamed as security. In other words, we are not allowed to swipe students in, when

housing does not activate students' cards. And if I let them in, I will be in trouble. Some students will lie they did go to housing but they were still not assisted".

Furthermore, 6 (six) Security officers reported that what makes their jobs less effective was the phenomenon of undue favouritism shown to students over us. The credibility of this statement is affirmed by the statements of the following individuals

James said: *"Rules here sometimes work and sometimes they do not. This is because everything that happens here favours students and we do not have the same rights. Students are put first even when they are wrong".*

James also commented regarding why they think university rules favour students.

"Rules and procedures here do not work for us because if they do the guy who insulted the security would have been dismissed from the res or maybe put outside the campus".

Security officers stated that the reason campus security measures do not work sometimes was because no matter what they do, they see no results especially when it comes to students' misbehaviour. They expressed that the school management always put the interest of students at heart even when they are the ones at fault.

However, not all participants that were interviewed had concerns with how or the way they work. On the contrariwise, 4 (four) security officers reported that they do not see any difficulty with this situation and are very much happy with the way things are. The in-depth interviews with the following participants uncovered these expressions.

On the effectiveness of procedures used to combat crime, **Zipho** had this to say:

"If I report to RMS, they respond quickly we have 2:0 for control room and 2:2 for supervisors. Supervisors usually come check the situations".

Harley also said: *"Ehh, we have procedures that we follow and there is no much of challenge with them. We always try to make them work".*

Based on the above responses, it is evident that the participants had contradictory views on the effectiveness of procedures used to combat crime on college campuses. The findings show their experiences were not the same. Some felt that they work effectively and also get assistance when needed while others had concerns and felt challenged in some of the situations they encountered. However, it was possible that

the security officers were not entirely honest about their opinions. This could be attributed to the fact that they wanted to appear responsible and did not want to negatively report the situation surrounding their jobs.

5.10 Overall Job Satisfaction

The in-depth interviews held with 4 (four) of the security officers at the study location reported that they have been satisfied with their jobs; and when they come across any challenges, they have been able to deal with them. They generally reported their job as positive because none of them has ever been a victim of physical or verbal assaults. Others reported that although they like their job, they are not satisfied with the conditions of the job. This was mainly due to their working hours and lack of team work in the profession. The truth of this finding is reflected in the following responses:

Joseph commented that:

“We do not work as a team and there is no place where we are allowed to come up with ideas that can assist us in our work and also where I can raise my concerns as a worker”.

Dean also said:

“We like our jobs even though there are challenges we still must work, and we try to work to the best of our ability. People who make our job hard comprise the university management. They do not meet us half way...”

An understanding of the above expressions suggests that the security officers do not have a ‘say’ or any tangible contributions in anything that concerns their work. Security officers stated that they have many ideas that could assist the university and help combat crime, but they are never given the platform to do so and they are quite often ignored. They reported that they have major challenges with the university management as they are not ready to meet their needs as workers. Corroborating this statement, **Thembehle** had this to say:

“The problem is with time, we wake up very early in the morning and leave late. So, the hours are bit too much, and we can’t even spend time with our families. We leave when children are asleep and come back when they are asleep. And our off days is

only three days and they are just not enough because we work six days before our off day. Also, what I do not like is working a night shift whereas we are women and we have children and they do not understand some of these situations. Sometimes it may be difficult to explain that your child is sick because of work”.

Sipho also said:

“... There is also shortage of uniforms. We were given 2(two) shirts and one jacket since 2016 and they keep on saying they would give us a new uniform but never do. There is no kitchen equipment to the guard rooms and we must go to students’ residences to warm our food. And even at these gates there is no water or tab. We buy everything ourselves, kettles and everything”.

Security officers reported that they have major issue with their appearance. They expressed that when they are at work, they do not dress the same because there is lack of uniform among them. They sometimes wear their own jacket and pants which cannot be recognized as a formal security wear. Their main concern was that they would take from their own money or “pocket” to buy the uniform so as to look formal and to avoid being fired because of inappropriate clothing. Furthermore, they reported that they work for unduly longer hours than expected. Their concern was that they spend too much time on campus and do not get adequate time for their families.

During the interviews, the researcher recognized that the concerns on the working hours were also related to gender. Female security officers expressed that their concern with working hours was that they do not spend much time with their children while the males mostly reported that they do not get enough rest because of work and cannot do other things to add to their means of livelihood.

5.11 Personal Challenges

There is no point denying that security officers’ opinions on what affects them personally at work varies. However, in their responses, many of them included the issues of wages or payment. The truth of this assertion is supported by the responses of the following participants.

Sharon had this to say:

“There was a situation where we had agreed with the management that we would get certain amount of pay but they did not do that. And we were paid what we did not agreed on...”

Lewis: *“...Things here are done very late and we get demotivated. Sometimes you get paid late and that disturbs our budget”.*

Harley also said: *“The problem is money where you find that you are unable to provide some things or make your family happy. So, if we work the same way we must get paid the same way. And if our pay decreases everyone else’s must decrease and if it increased must be increased for everyone”.*

Findings of this study, based on the above statements, revealed that the security officers are not well paid for the services they render to the university campus. These issues came with the fact that what they are paid at present was not the initial agreement and is not enough to meet their needs. Other concerns were that they are not paid the same amount as some of their colleagues while they do the same work and also work more hours than others. Other 3 (three) security officers interviewed declared that their payment issues seem to have been related to their sick leaves.

Lindiwe commented in support of this finding:

“... The problem here is that when you are sick, and you report that you had a problem and you have doctors’ letter you do not get paid for that day. Even if your baby is sick or someone passed away at home and you must go to funeral. Even if you come with death certificate or letter that your baby was sick, yet you do not get paid for that day. So, to them we do not have families and we do not get sick. We have leaves as it is within our rights, but we do not understand why we do not get paid for them. But if you are on leave you do not get paid you just get basic and we always ask why that happens and we have not gotten any answer. Not to mention going to a doctor, you just as good as the person who was just absent. Whereas if I have a doctor’s letter, I should get paid because I was sick not that I just decided not to come to work”.

Zack said: *“...if you were absent because of some reasons they would deduct some of the money. Even when you are sick you must force yourself to come to work because you will not get paid”*

Based on the empirical findings from this study, other challenges that affect security officers personally include that of crime or assaults. They expressed that being assaulted by a student is something that you cannot really get over, especially if they assaulted you physically. They reported that being assaulted by students usually causes them to be in conflicts with the students. Although they sometimes feel the need to assist the students when they are in need, they become reduced and less important when students disrespect them.

James said: *“Student verbally assault us both inside and outside the campus..... Sometimes you even become sad the whole week because of what happened and it is not treating you well inside and you are angry”.*

Security officers also reported that the level of responsibility and expectation from people to protect often concerns them. In addition, having to hear that something bad has happened to one of the colleagues on campus disturbs them a lot.

Joseph said: *“Ehh when incidences of crime happen, especially the serious ones, even though I was not directly involved I always have that anxiety of whether what if the same thing happens to me and I always feel concerned about such situation.”*

From the responses above, Security officers recognize that although they may have not been affected by crime directly, they are not entirely immune to it and may be victims of crime as well in the future.

5.12 Conclusion

The findings of the study have been discussed based on the emerging themes, as well as in relation to previously published studies on campus safety. From the findings obtained, it was established that there are a lot of job challenges encountered by security officers in the course of preventing crimes and securing safety for all members of the university community. Findings also unfold that there is a huge gap of proper communication and cooperation systems among the various members of the university community. A critical situation that results in the emergence of different types of crime and criminal situations that ravage and abound the university community. Furthermore, this study has created a platform for the rest of the university community

to be more informed about the university security services and daily dangers that characterize its environment.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary

This study was conducted to investigate the perceptions of University of KwaZulu Natal (UKZN) Risk Management Services (RMS) on campus crime and safety. Thus, this chapter presents the overall conclusions and recommendations made based on the analysis and discussions of findings of the study. In summarizing the salient findings of this study, the following general conclusions were made considering the following objectives of the study:

- i. To explore the perceptions of (UKZN) RMS on campus safety.
- ii. To identify the types of crimes that occur on campus
- iii. To investigate the challenges faced by RMS (security guards) in dealing with crime on campuses.
- iv. To determine RMS responses to criminal activities on campus.
- v. To explore the effectiveness of RMS in dealing with crime on campus

6.1.1 Exploring the perceptions of (UKZN) RMS on campus safety.

The study found that the campus is considered to be safe due to the fact that there are many measures put in place to provide for safety. However, the security officers recognized that there are risks or challenges that they have encountered which have compromised safety on campus. Their argument is that safety is compromised by the shortage of staff and ineffective facilities. The shortage of staff seems to have influenced how and when the security officers respond to crime issues on campus. The findings also revealed that students are the main cause of crimes and insecurity on campus. This is practically owing to their misbehaviour and their indecent attitude of undermining the security officers with respect to out rightly violating the rules of the university in order to satisfy their inordinate wishes.

6.1.2 Identifying the types of crimes that occur on campus.

The study discovered that there are several crimes that have overcrowded the campus. Security officers felt that these crimes reflect badly on their work as they supposed to prevent crime and provide safety for all; but they have been unable to do that in various situations. However, the study established that students are not only the victims of crime but also the security officers, who have been reportedly robbed and assaulted in the past. The types of crime that occur on campus according to the findings of the study include, sexual and verbal assaults, house breaking with an intention to steal, laptops, cell-phones, clothes and other accessories. Vehicle theft was also reported and considered as a major concern. Forced entry, alcohol and drug abuse were also identified. However, the issue with alcohol and drugs use was that it is hard to detect as students are usually not searched when they enter the campus premises with such substances.

6.1.3 Investigating the challenges faced by RMS in dealing with crime on campuses.

The study found that there are numerous challenges faced by security officers when dealing with crime and safety on campus. The first challenge is the lack of equipment that the security guards need to protect themselves. For example, having a gun to protect themselves during robbery and other violent attacks could be essential to aid the campus security jobs. Other challenges include that of physical and verbal assaults. The study established that the security officers experienced assaults from mostly rebellious and drunken students. Furthermore, findings revealed that, at times, some persons would try their luck and want to forcefully enter campus without identification or student card. However, the security officers are aware that allowing someone without any identification inside campus would not only cost them their jobs but could also create risk for the campus community. The 12-hour working shift was also raised as a challenge by security officers as they stated that they are not paid enough for it and are often tired. Alcohol consumption by students was also seen as a major concern for the participants. Alcohol is not allowed on campus premises. However, students bring, drink and sell alcohol on campus. The issue with alcohol consumption, based on the findings, is that it leads to perpetuations of more crimes such as vandalism.

6.1.4 Determining RMS responses to criminal activities on campus.

The security officers evidently designated that their job is to protect physical property of university and students, campus persons and enforce laws and regulation of the students' conduct. To fulfil this, their procedures in dealing with crime entail being vigilant in detecting and reporting any suspicious persons and crime to the appropriate authority. In responding to criminal activities, the security officers' patrol around campus, control access of unpermitted visitors at the gates and residences, prohibit weapons, drugs and alcohol use. However, the study revealed that the security officers are often limited in their work and how they respond to crime on campus. For instance, when they catch an offender or see suspicious persons, they are not the ones to make decisions. They must report the offender to the supervisor, write a statement of the incident and allow the investigation team from RMS to continue with the case. It was also established that in cases of emergency or danger, the security officers used the cell phones and phone radios to call for backup. Furthermore, their job entails that they must inform those individuals who are unaware of campus crimes and remind the university community the rules of the campus.

6.1.5 Exploring the effectiveness of RMS in dealing with crime on campus

The study revealed that the university campus has provided its community with various procedures and measures to protect and prevent crime. However, it was established that these measures are often not effective. The security officers stated a number of issues and situations that have compromised the functioning and effectiveness of the campus security measures. These include but not limited to the late emergency responses and lack of feedback on reported cases. When these situations are created, the security officers are often at the forefront and are usually blamed for being unable to assist the university community. Furthermore, it is evident that security officers were also intertwined in their role as security officers and as parental figures on campus. This is when they bend the rules of the university campus in order to assist students in need, which could adversely put both students and security officers in danger. Lack of communication among the security officers, students, staff and the management were also pinpointed as another challenge that compromises the

proper functioning of the university measures. However, the study also revealed that not all security officers felt that the measures put in place in dealing with crime were ineffective. However, they are quite often challenged in their roles to provide for a safe environment.

6.2 Conclusion

Based on the researcher's opinion, security officers' perception on campus safety at Howard College were determined. All the research questions and objectives were met and answered in this study. The types of crime that occur, challenges and procedures to deal with crime were adequately discussed. The analysis and findings of the study in chapter five (5) demonstrate how these questions were answered. Suggestions and recommendations to prevent crime and provide for better safety on campus were presented in this study. Furthermore, the researcher was able to have a better understanding and insights on how the security officers on campus perceive the issues of safety on the university community.

This study also becomes valuable and important as a reference point in developing proactive prevention strategies to detect and curb crime on campuses. Moreover, the study revealed that crime is indeed a major concern for the university campuses; and this does not only affect the academic activities of students but also the smooth running of the university system. Lastly and more importantly, further research inquiries on campus safety could be conducted across the five UKZN campuses to allow for future comparative research findings.

6.3 Recommendations

Based on the study's findings and conclusions, the following recommendations were made:

- i. To improve communication, new phone radios must be bought, and security guards must be provided with panic buttons. Panic buttons will assist in cases of emergency especially when the security guards or students are under attack, threat or danger and cannot use the phone. The university must also create an email or SMS communication system where the security guards will be able to get any information about any changes

made by the staff. This would positively affect their work and also get them a quick feedback on reported cases.

ii. For access systems, fingerprint must be used instead of student cards. Everyone must be searched before entering campus with a scanner, visitors must be provided by either temporary fingerprint access or be given a card that states how much time he/she is allowed to stay on campus.

iii. More staff should be hired by the university to decrease work overload, criminal activities and to guard outside the gates near campus where students are mostly robbed.

iv. More cameras must be added. They must be placed on passages, corridors and around all university residences. This is because there are places or sites reported in this study to have crime, but which have no cameras.

v. Few, if not all security guards must be trained to use and carry guns to assist in cases of emergency or attacks. Carrying some kind of protection will enable security guards not only to protect themselves but also students and staff. Carrying weapons could also be another way to scare the criminals off.

vi. Educational programs must be created for securities. This will assist in creating a platform where security guards will be able to come up with new ideas or effective strategies to combat crime.

vii. The university management should develop campaigns on safety that are creative and appealing to students and can motivate them to engage in safety measures.

viii. There must be security measures that will aim at promoting safety proactively rather than react to crimes already committed.

ix. The Student Representative Council (SRC) needs to work in collaboration with RMS to raise awareness of safety and security issues. This could be a great platform to start from.

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APPENDICES

APPENDIX I: INTERVIEW SCHEDULE

Identifying Data:

- Researcher to note location of interview (on-campus and on campus residence)
- And gender of interviewee
- Period of service thus far on campus
- Give Alias name for anonymity of interviewee

Security Officers Perceptions On Safety:

1. What is your role in this university?
2. What is your thought about safety on campus?
3. What are your thoughts about crime in this university?
4. What do you think causes crime on campus?
5. What are some of the major challenges do you encounter (if any) when dealing with crime on campus?
6. What procedures do you follow in dealing with crime on campus?
7. How effective do you still these procedures are?
8. How has crime or working in this university affected your overall job satisfaction?
9. Has crime on campus ever affected you personally? Explain.

10. What are some of the changes do you think should be done to ensure safety or combat crime on campus?

Do you have any other comments you would like to add to this discussion?

APPENDIX II: INFORMED CONSENT

Information Sheet and Consent to Participate in Research

Title of the Study:

An investigative study on the perceptions of University of Kwazulu Natal, Risk Management Services (RMS) on campus safety.

Introduction

Dear sir/madam

You are here by being invited to participate in a research study. The study is conducted by Slindile Ngcece a master's student from the Criminology and Forensic department at Howard College. Participation is voluntarily. Please take as much time as you need to read the consent form. You can feel free to raise any concerns or questions about the research study before you give consent and they will be addressed.

Purpose of the Study

You are invited to consider participating in a study that involves research to answer a few questions about crime in the university campus. The aim and purpose of this research is to investigate your perceptions about safety on campus. We would like to know about your experiences and/or challenges with crime, level and kinds of crime that take place and ways in which crime can be combated on campus. Moreover, would to find out about the procedures you use in dealing with crime and their effectiveness.

Procedures

The study is expected to enroll an overall of 20 (twenty) participants, 10 (ten) being security officers from on-campus and 10 (ten) security officers working on-campus residences. The security officer will be interviewed individually to his/her respective

post (or preferred location) and your willingness to be part of the study. The security officer will be asked few questions regarding safety on campus. The interviews will be recorded and these tapes will be kept safe and under lock. It is only the researcher and supervisor that will have access to the tapes and for academic purposes only. The duration of your participation if you choose to enroll and remain in the study is expected to take approximately 20 (twenty) minutes.

Risks and/or Discomfort

There is no anticipated risk for participation in this study. However, when you feel any discomfort to answer some of the questions, you may ask to skip the question, take a break or withdraw from participation.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number: HSS/0430/018).

In the event of any problems or concerns/questions you may contact the researcher at 0718287564 or email at 214519385@stu.ukzn.ac.za. Or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS

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Participation and Withdrawal

Participation in this study is volunteer. If you volunteer to be part of the study, you may choose to withdraw anytime. You may also choose not to answer a question when you feel uncomfortable and remain in the study. The researcher may pull you out of the study when circumstances arise which requires doing so. Other alternatives are to not participate.

Penalty and/or Rights of Participants

You may withdraw your consent for participation at any time. There are no penalties for withdrawing from the study. You may choose to continue or discontinue without any legal claims for participation in the study. No cost will be incurred for participation. And there are no financial or reimbursement for participation in the study.

Confidentiality

Confidentiality will be ensured for participants. Any information obtained from the study and that can relate to you would be kept confidential and may only be disclosed with your permission or when required by law. Pseudonyms will be used to ensure that your identity is not revealed at any stage. The real names of participants, their place of residence and all responses will be kept separately from the rest of the data. The researcher will be using an audio tape to record all the information with prior consent from the participants. The recordings will be kept in a secure and confidential place in case there is a need for future reference. Upon completion of the research write-up, all of tapes will be destroyed. The researcher will transcribe the tapes and may provide you with the transcript if requested. Responses that you may ask to leave out will not be used and will be removed from the data. Upon publications or discussions or conferences no information will be included that will reveal your identity. All the information obtained will be used for academic purposes only.

CONSENT

I Have been informed about the study entitled “An investigative study on the perceptions of University of KwaZulu Natal, Risk Management Services (RMS) on campus safety” by Slindile Ngcece

I understand the purpose and procedures of the study.

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

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed that there are no available compensation or reward to participate in the study and no risk or injury will occur because of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at (0718287564 or email at 214519385@stu.ukzn.ac.za).

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

**HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS
ADMINISTRATION**

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4000
KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557 - Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record my interview YES / NO

Signature of Participant

Date

Signature of Researcher

Date

