STUDENTS' ATTITUDES TOWARDS SAFETY AND SECURITY MEASURES EMPLOYED AT A UNIVERSITY IN THE EASTERN CAPE

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Abstract

South African institutions of higher learning are experiencing a spike in incidents of violence on campus. These incidents range from murder, sexual assaults and aggravated assaults by one student to another. The proliferation of criminal incidents has shone the spotlight on the effectiveness of safety and security measures employed in various institutions of higher learning. Thus, this paper assesses students' attitudes towards the safety and security measures employed on a campus at a selected university in Eastern Cape. A quantitative research approach was adopted. Data was collected from a random cluster sample of hundred (100) students living on campus. Questionnaires were administered, subsequently; a Statistical Package for Social Sciences (SPSS) was used to carry out quantitative data analysis. Major findings reveal that; 1) the majority of students from previously disadvantaged institutions are not aware of safety and security measures and policies within their institutions. 2) Students strongly agree that crime prevention agencies available on campus are not effective or visible. 3) More than half of the students have been victims of crime on campus. Drawing from these findings, institutions of higher learning face challenges when it comes to securing students and preventing criminal incidents on campus. The paper recommends that crime prevention agencies and crime reporting channels should be visible and operational. Campus safety and security should not be a top-down approach. Students should be directly involved in the formulation and implementation of safety and security policies on campus.

1. INTRODUCTION

Safety and security are noticeable issues and an area of increasing concern facing Institutions of Higher Learning in South Africa. University campuses are generally perceived to be a reasonably secure place; however, results from the Institute for Security Studies (ISS) research showed that they were not immune to crime (Mlamla, 2019). Globally, the South African crime rates are amongst the highest in the world, therefore, safety in Institutions of Higher Learning is a complex project, and campus safety culture is an importantand organic aspect of campus culture (Li, 2018). All over the world, security challenges confronted by traditional communities is similarly in the university and college campuses. For this reason, campus safety and security have become a topical issue of research (Mensah, Baafi, Arthur, Somuah & Mprah, 2019). According to Mlamla (2019) the spate of attacks on students on campuses has prompted calls for police to have a presence on university grounds. Moreover, Nofemele (2018) reports that crime in the Eastern Cape universities has students living in fear. To date, university campuses have been subject to different types of criminal activity such as, but not limited to, theft, robbery, physical and sexual assault, and the use of weapons such as firearms (White, 2019).

In recognizing the importance of safety and security at Institutions of Higher Learning in South Africa, The Deputy Police Minister Bongani Mkongi vowed to visit institutions in various provinces to consult with stakeholders and role-players. Additionally, the purpose of the consultations would be to fulfil the South African Police Service (SAPS) mandate of achieving community-centred policing to create a crime-free environment conducive for learning. The consultations form part of the Campus Safety program launched by Police Minister Bheki Cele in 2018 (Mlamla, 2019). Apart from the national measures to safety and security, most public and private universities control their safety and security services and are charged with the responsibilities of ensuring the safety of students and the university staff as well as protecting properties of the university (Mensah, Baafi, Arthur, Somuah & Mprah, 2019).

The effectiveness and efficiency of their duties of protecting properties and ensuring the safety of students and staff of the university are assessed using security personnel's effectiveness, procedural fairness, and security corruption. One area of assessment that seems to be left out is the assessment of students' attitudes on the safety and security measures employed in Institutions of Higher Learning. Therefore, this paper aims to assess students' attitudes towards safety and security measures employed at Institutions of Higher Learning in Historically

Disadvantaged Institutions in South Africa. The research on campus safety and security appears to have been concentrated in Urban Institutions of Learning. Limited studies focusing on campus security exist in Historically Disadvantaged Institutions.

2. LITERATURE STUDY

The concept of safety and security on various higher institutions' campuses around the world has been a great concern to many researchers (Mensah, Baafi, Arthur, Somuah & Mprah, 2019). Many researchers have investigated several aspects of crime, safety, and security at Institutions of Higher Learning.

A research conducted by Sewpersad and Van Jaarsveld (2012) found that South African tertiary institutions are often affected by the country's consistently high crime rates, serious and violent crimes, theft, sexual harassment, rape, possession of drugs and weapons, along with many other major and minor crime incidents that plague university campuses nationwide. In addition, Larkin and Matson (2016) indicate that understanding safety begins by considering the surrounding neighbourhood. The disparity between the campus and its neighbourhood influences on-campus crime. Urban, suburban and rural campuses have unique social-environmental circumstances, and locations within these settings affect crime. Similarly, in a survey on student safety, Paterson (2020) demonstrates that students and parents are concerned about violence on-campus. The survey showed that nearly half of the university administrators reported that their responsibilities for communicating with parents about on campus violence had either increased or greatly increased over the past three years. Findings from Mensah, Baafi, Arthur, Somuah and Mprah (2019) concluded that students' fear of crime on-campus positively influences their trust in campus security, security personnel's procedural fairness and security effectiveness.

Generally, universities are expected to be safe and free from crime, but research indicates that those living and working on campuses report being fearful of crime taking place (White, 2019). In his study, Paterson (2020) indicates that concerns about campus safety and personal safety have increased over the past 10 to 15 years. In exploring the scope of the crimes on campuses, the Violent Victimization of Universities Students study found that the average annual rates of violent victimization of universities students by crime over a 7-year span were on the increase. Statistics indicated 60.7% of violent crimes, 38.4% of simple assaults, 22.3% of serious violent crimes, 13.5% of aggravated assaults, 5% of robberies, and 2.8% of rapes/sexual assaults (Merianos, King & Vidourek, 2017). Identifying the importance of security by both parents and students in Institutions of Higher

Learning has prompted the establishment of security units or departments which are operated by university security staff or private security (Mensah, Baafi, Arthur, Somuah & Mprah, 2019).

Institutions of Higher Learning should all be included and represented when investigating and implementing safety and security policies and measures. Institutions that are in rural areas or previously disadvantaged are often omitted. This study focuses on institutions where such research is rarely conducted. Moreover, this study focuses on university students instead of university management or security administrators, thus, giving views on safety and security a holistic view.

2.1 Theoretical Framework: Routine Activity Theory

The Routine Activity Theory provides an important framework for explaining and interpreting crime and student attitudes towards safety and security in Institutions of Higher Learning. Routine activity theory was originally devised by Cohen and Felson (1979) to explain upswing changes in aggregate predatory crime rates in the United States following World War II (Reyns, 2012). The theory posits that criminal victimization occurs when there are three essential elements. These elements include a suitable target, a motivated offender, and an incapable or absent guardian of property or persons (White, 2019).

Miller (2013) describes a suitable target as a person, an object, or a place, which can be attractive and profitable for criminals. An object may be extremely attractive when it is visible, and its value is high and easy to reach. In other words, a suitable target is something, which provides instant profit to offenders. This might be students who display expensive items and gadgets in rooms that have no working security measures; a suitable target could also be female students who stay in segregated residences. The second element that facilitates crime is the absence of a capable guardian. Guardianship is defined as the physical or symbolic presence of an individual or group either of individuals that act intentionally or unintentionally to put off a potential criminal event (Lynch, 1987). Some examples of other capable guardians are security official patrols on campus, security guards in entrance points on campus, door staff, vigilant and adequately trained staff. Some of the guardians are formal and deliberate, like security guards (Miller, 2013). The last element that is essential for a crime to occur is the presence of a motivated offender. Cohen and Felson (1979) maintained that crime can only be committed if a likely offender thinks that a target is suitable, and a capable guardian is absent. They both added that it is the offender's assessment of a situation that determines whether a crime will take place.
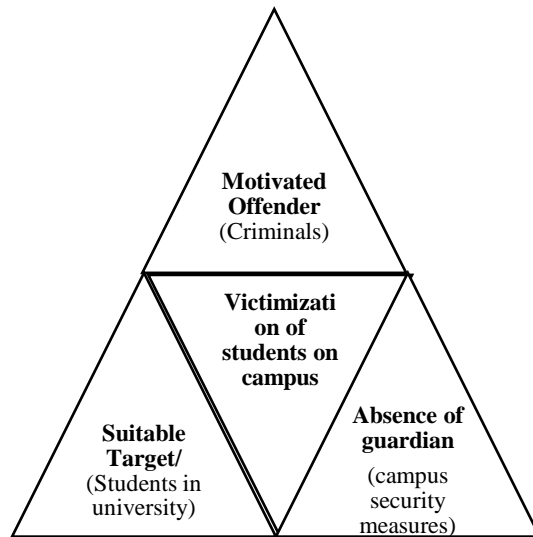
Figure 1: Routine Activity Theory (Researchers' Conception 2020)

According to Regehr, Glancy, Cater and Ramshaw (2017), threats on campus take two primary forms, those involving the offender and the intended victims. The identities of the target (students) and the offender (criminals) impact how the university can respond and address safety and security concerns. Moreover, when the intended victim is a student, staff or faculty member, the duty of care and protection is clear (Regehr, et al, 2017). Also, university campuses encapsulate hazardous settings for potential victimization given that university life exposes students to many factors that increase the risk of violence, such as intensified peer pressure, partying activities, heavy drug and alcohol consumption and subsequent physical impairment, increased opportunities for social interactions with strangers or recent acquaintances, highly concentrated housing structures inhabited primarily by young adults, and perhaps norms accepting of and even encouraging risk-taking (Garland, Calfano, Wodahl, 2018).

To ensure campus safety, Li (2018) postulates that prevention should be put in the key position. The work of public safety in Institutions of Higher Learning also needs to keep pace with the times; open ideas, innovative practice, and carry out prevention and guidance in a better way. It is necessary to adopt colourful forms to popularize the common sense of safety prevention (Li, 2018). In terms of crime prevention methods on campuses, the Routine Activity Theory offers a simple

solution that states that, to reduce crimes; opportunities for committing crimes must be reduced. Additionally, crime can be prevented by keeping motivated offenders away from suitable targets (students, staff and property) at specific points in time and space or by increasing the presence of capable guardians (Paternoster & Bachman, 2001).

3. METHODOLOGY

This study adopted a quantitative research approach. Quantitative data can be reordered, into numbers, in a formal, objective, systematic process to obtain information and describe variables and their relationships (Brink & Wood 1998; Burns & Grove 1997). The reason for using the quantitative method was that it allows a greater number of participants. Consequently, the findings of the study were generalized to a large population. The population of this study consisted of all the registered students of the University of Fort Hare (UFH) Alice campus residing at the residences. This study used the probability sampling technique to select the sample because of its advantages. The method enabled the researcher to select the sample without any element of bias. Additionally, with probability sampling, one can easily ascertain the population to which the sample may be generalized, as well as the limits of generalizability. A random cluster sample was used to draw 100 students with student identity cards from 10 residences situated inside the premises of the University of Fort Hare Alice campus (ten students per residence).

Data was collected from the sample using closed-ended questionnaires. Babbie (2010) describes a questionnaire as a document containing questionnaires and other types of items designed to solicit information appropriate for analysis. The questionnaires were self-administered to all respondents in their respective residences. The questionnaire sought to assess the attitudes of students towards the safety and security measures employed by the institution. To achieve this, the questionnaire contained the following section: 1) Biographical Information, 2) Awareness of safety and security measures, 3) Effectiveness of safety and security measures, 4) the effectiveness of crime prevention agencies on campus, 5) the level of victimization on campus, 6) the times common for crime to occur on campus, and 5) the recommended improvements in crime prevention measures.

The researchers used the Statistical Package for the Social Science (SPSS) software package version 24 to carry out the quantitative analysis. This study adhered to the ethical considerations as stipulated by the Faculty of Social Sciences including informed consent, avoidance of harm, voluntary participation and withdrawal from the study. Lastly, the researcher applied and obtained an ethical clearance certificate at the University of Fort Hare Research Ethics Committee (UREC).

3.1 The Reliability Statistics Test

The Cronbach's alpha coefficient for all the items including the Likert scale items is 0.931 (Table 1), suggesting that the items have relatively high internal consistency among the scale items. Essentially this means that respondents who tend to select high scores for one scale item also tend to select high scores for the other scale items; similarly, respondents who selected a low score for one item tended to select low scores for the other scale items. Thus, knowing the score for one scale item would enable one to predict with some accuracy the possible scores for the other two scale items. Had alpha been low, this ability to predict scores from one item would not be possible.

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
.931	98

4. RESULTS AND DISCUSSION

This study seeks to assess the attitudes of students towards safety and security at the University of Fort Hare. Data was collected using questionnaires from 100 students. The first section of these results will present biographical information of respondents. The second section will assess the attitudes of students towards safety and security measures employed at UFH Alice campus.
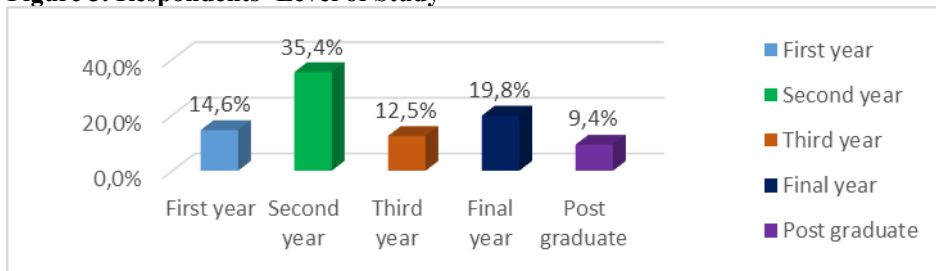
4.1. Biographical information
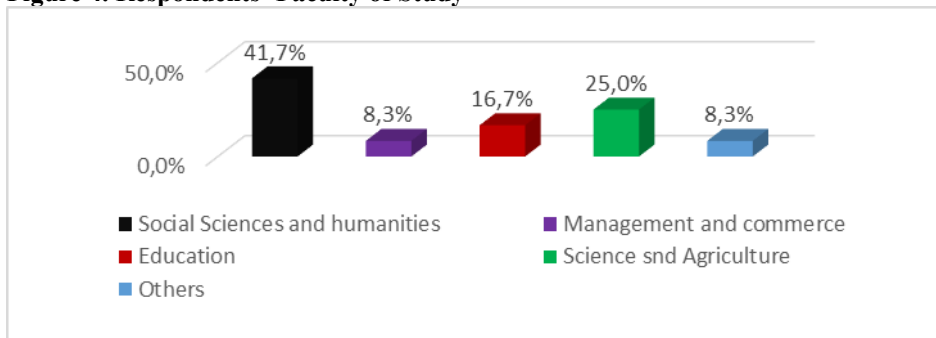
Figure 2: Respondents' Age
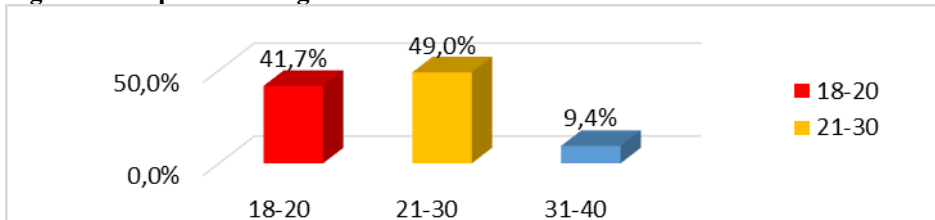
From figure 2, it is indicated that respondents within the age of 18-20 years were 41.7%, those respondents within the age of 21-30 years were 49.0%, which is the highest age group in this research, and 9.4% of the respondents were within the age of 31-40 years.

Figure 3. Respondents' Level of Study

As shown in figure 3, 14.6% of the respondents were first-year students, 35.4% of them were second-year students, 12.5% of the respondents were third-year students, 19.8% of them were final year students and 9.4% of the respondents were postgraduate students of University of Fort Hare, Alice campus. The study was conducted in the second semester, last term of the academic year. Therefore, the participants, including first years were well adjusted and provided reliable responses.

Figure 4. Respondents' Faculty of Study

As shown in figure 4, almost half of all the respondents (41.7%) were from the Faculty of Social Science and Humanities, 8.3% of them were from the Faculty of Management and Commerce as well as Health Sciences respectively, 16.7% were from the Faculty of Education, 25.0% were from the Faculty of Science and Agriculture.

4.2. ASSESSING STUDENT'S ATTITUDES TOWARD SAFETY AND SECURITY MEASURES

4.2.1. Awareness of Safety and Security Measures

Respondents were requested to rate awareness of safety and security measures employed at UFH (Alice) campus using a Likert scale measured 1-5; where 1= strongly disagree, 2= disagree, 3=neutral, 4=agree and 5=strongly agree

Figure 5. Awareness of Safety and Security Measures Employed at UFH (Alice) campus

Safety and security measure employed on campus	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Access using student cards in main gate	37	38.5	27	28.1	22	22.9	6	6.3	4	4.2
Access using fingerprints in residence	25	26.0	20	20.8	22	22.9	15	15.6	10	10.4
Locking system in residence	15	15.6	19	19.8	35	36.5	14	14.6	9	9.4
Lighting/streetlights	14	14.6	19	19.8	14	14.6	39	40.6	10	10.4
Campus fencing	10	10.4	17	17.7	7	7.3	45	46.9	17	17.7
Closed-circuit TV supervision	38	39.6	36	37.5	19	19.8	1	1.0	2	2.1
Security officials	0	0.0	8	8.3	22	22.9	46	47.9	20	20.8
Security patrols	9	9.4	13	13.5	38	39.6	12	12.5	24	25.0
Security officials in each residence	0	0.0	13	13.5	8	8.3	38	39.6	37	38.5
Visitors rules and regulations	38	39.6	21	21.9	29	30.2	8	8.3	0	0.0
Regulation of substances on campus and residence	43	44.8	16	16.7	17	17.7	12	12.5	8	8.3
Backup generators	38	39.6	20	20.8	22	22.9	8	8.3	8	8.3

Regarding students' attitudes towards safety and security measures, figure 5 presents a review of the responses, which indicated that the majority of students (38.5%) strongly disagreed that accessing the university using student cards in the main gate is a safety and security measure employed at UFH campus. Twenty six percent of the students strongly disagreed that using fingerprints in residences is a safety measure employed, 36.5% of them were undecided if locking system in residence is a safety measure. More than one-third (40.6%) of the students agreed that the streetlights available are employed as a safety measure on campus. Also, 46.9% of the respondents agreed that campus fencing, security officials (47.9%), and security officials in each residence (39.6%) are measures for safety and security. However, some students strongly disagreed that closed-circuit TV supervision (39.6%), Visitors rules and regulation (39.6%), regulations of substances on campus and residence (44.8%) and back-up generators (39.6%) are safety measures at UFH campus.

The results are indicative that, although the university has safety and security measures in place to protect students, most of them indicate that they are unaware of some measures. The security measures are not effective in securing students as students are unaware of the significant measures, Also the present security measures may be dysfunctional and out-dated. In consensus with these findings, Paterson (2020) postulates that the Institutions of Higher Learning need to be proactive in discussing safety and security with prospective and enrolled students. They should have resources, tools, and policies in place to support students in staying safe. These resources should be visible and frequently updated.

4.2.2. Effectiveness of Safety and Security Measures

Respondents were requested to rate the effectiveness of safety and security measures employed at UFH (Alice) campus using a Likert scale measured 1-5; where 1= strongly disagree, 2= disagree, 3=neutral, 4=agree and 5=strongly agree

Figure 6. Effectiveness of safety and security measures employed

Safety and security measures	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Access using student cards in main gate	17	17.7	27	28.1	43	44.8	9	9.4	0	0.0
Access using fingerprints in residence	44	45.8	27	28.1	8	8.3	8	8.3	9	9.4
Locking system in residence	45	46.8	18	18.8	7	7.3	17	17.7	9	9.4
Lighting/streetlights	17	17.7	36	37.5	8	8.3	17	17.7	18	18.8
Campus fencing	8	8.3	26	27.1	9	9.4	27	28.1	26	27.1
Closed-circuit TV supervision	35	36.5	35	36.5	17	17.7	9	9.4	0	0.0
Security officials	9	9.4	18	18.8	17	17.7	35	36.5	17	17.7
Security officials in each residence	9	9.4	18	18.8	8	8.3	44	45.8	17	17.7
security searches in access points	35	36.5	26	27.1	18	18.8	17	17.7	0	0.0
Security patrols	9	9.4	26	27.1	17	17.7	17	17.7	27	28.1
Visitors rules and regulations	35	36.5	27	28.1	34	35.4	0	0.0	0	0.0
Regulation of substances on campus and residence	26	27.1	27	28.1	17	17.7	17	17.7	9	9.4
Backup generators	18	18.8	27	28.1	25	26.0	8	8.3	18	18.8

As illustrated in figure 6 for the level of effectiveness of these safety and security measures employed on campus, it is indicated that 44.8% of the students were undecided if using student cards in the main gate is effective or not. Some strongly

disagreed that using fingerprints in residence (45.8%), locking system in residence (46.8%), and closed-circuit TV supervision, security searches in access points and visitors rules and regulations (36.5%) respectively were effective for safety and security measures employed on campus. However, it showed that students agreed and strongly agreed that campus fencing (28.1%), security officials (36.5%), security searches in the access point (45.8%), and security patrols (28.1%) are effective safety and security measures employed on campus.

Although students are aware of safety and security measures employed on campus, most of the students indicated that the measures were ineffective. Although conducted in an urban institution, a study by Masike and Mofokeng (2014) confirmed that most respondents in their research agreed with the statement that security officers did not patrol the residences effectively. Furthermore, security officers did not perform their duties well because they befriended students, this then made it difficult for them to perform their duties optimally, the researcher shared that the security officers never signed the visitors in or out in the register. Additionally, Masike and Mofokeng (2014) indicated that security officers did not search people entering and leaving residences, although it is important for security officers to search people entering and exiting residences to ensure safety.

On the issue of access control, contrary to Historically Disadvantaged Institutions, Roark (2018) alludes that the use of cards to gain access to the buildings was an increasingly popular policy for urban campuses in the requirement that cards be used to gain access to the institution. According to the routine activity theory, the inefficiency of the access control measures such as access using student cards, fingerprints and locking system at UFH Alice campus makes it easy for the motivated offender to commit a crime.

4.2.3. Effectiveness of Crime Prevention Agencies on Campus

Respondents were requested to rate the effectiveness of crime prevention agencies on campus at UFH (Alice) campus using a Likert scale measured 1-5; where 1= strongly disagree, 2= disagree, 3=neutral, 4=agree and 5=strongly agree

Figure 7. Effectiveness of Crime Prevention Agencies on Campus at UFH (Alice) Campus

| Crime prevention agencies at UFH	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Campus control	34	35.4	18	18.8	30	31.3	4	4.2	10	10.4
Alice police	39	40.6	28	29.2	15	15.6	9	9.4	5	5.2

Figure 7 indicates that 35.4% of the respondents strongly disagreed that campus control is effective and 40.6% of them also strongly disagreed that Alice police is effective in preventing crime on the campus.

The results reveal that few students considered the Crime Prevention Agencies on campus effective. According to Mensah, Baafi, Arthur, Somuah and Mprah (2019) there is a direct relationship between students' fear of crime and the students' perceived security effectiveness. This shows that students tend to see campus security as effective due to their fear of crime on campus. Consequently, students' perceived security effectiveness is affected by their fear of crime on campus.

4.2.4. Level of Victimization on Campus

Students were asked whether they have been victims of crime on campus. In response to the question, respondents answered 1=yes and 2= no.

Figure 8. Victims of Crime at the UFH (Alice) Campus
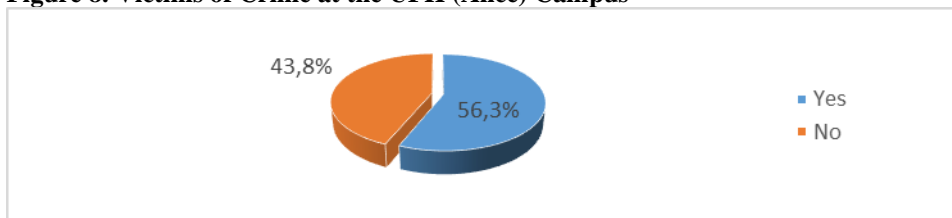
As shown in figure 8, more than half (56.3%) of the students indicated that they have been a victim of crime on campus in one way or the other. The majority of students have been victims of crime on campus. This is in consensus with findings that crime prevention agencies on campus are ineffective in limiting the prevalence of criminal incidents. According to the Routine Activity Theory, if the capable guardian (safety and security measures) is ineffective, the victimization of suitable targets (students) is inevitable. Soaring crime rates among universities across the country increase students' perceived vulnerability of becoming a victim, which in turn leads to consequences such as fear of walking alone or at night on campus (Merianos, King & Vidourek, 2017).

4.2.5. TIMES COMMON FOR CRIME TO OCCUR ON CAMPUS

Respondents were requested to rate times common for crime to occur on campus using a Likert scale measured 1-5; where 1= strongly disagree, 2= disagree, 3=neutral, 4=agree and 5=strongly agree.

Figure 9. Times Common for Crime to Occur on Campus

Common times for occurrences of crime	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Morning	20	20.8	10	10.4	29	30.2	19	19.8	9	9.4
Daytime	19	19.8	28	29.2	20	20.8	10	10.4	0	0.0
Afternoon	19	19.8	19	19.8	9	9.4	30	31.3	0	0.0
Night	0	0.0	0	0.0	0	0.0	29	30.2	57	59.4

The illustration in figure 9 indicates that 30.2% of the students were undecided if the time common for crime to occur on campus is morning or not. Further, 29.2% of them disagreed that most of the crime occur at daytime, 31.3% of the students agreed that crimes usually occur in the afternoon on campus and 59.4% of the respondents strongly agreed that most of these crimes occur at night on campus. This shows that most of the crimes perpetrated on the UFH campus do occur at night or when it is dark. The Routine Activity Theory explains that crime is likely to occur when there is no target hardening or visibility of security. Likewise, Schafer, Lee, Burruss and Giblin (2018) confirm, campus safety personnel perceive their visibility on campus as an effective strategy to deter criminal activities.

4.2.6. Recommended Improvements in Crime Prevention Measures

Respondents were requested to rate recommended crime prevention measures at UFH (Alice) campus using a Likert scale measured 1-5; where 1= strongly disagree, 2= disagree, 3=neutral, 4=agree and 5=strongly agree.

Figure 10. Recommended Improvements in Crime Prevention Measures at UFH (Alice) Campus

Safety and security measure	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Visible crime reporting channels on campus	11	11.5	0	0.0	0	0.0	42	43.8	42	43.8
Victim care and counselling	0	0.0	11	11.5	0	0.0	32	33.3	43	44.8
Follow-ups on reported cases	0	0.0	11	11.5	16	16.7	21	21.9	43	44.8
Publishing of campus crime statistics annually	0	0.0	0	0.0	11	11.5	10	10.4	65	67.7

As shown in figure 10, 43.8% of the students indicated that there should be visible reporting channels on campus, 44.8% suggestedthat there should be a victim care and counseling unit on campus, another 44.8% suggested that there should be follow-ups on reported cases, and a staggering 67.7% indicated that the university should publish crime statistics annually. The Routine Activity Theory stipulates that for motivated offenders to be kept away, the level of security should be strong. Equally, safety and security in Institutions of Higher Learning can be upheld by keeping motivated offenders away from students by ensuring that all the safety and security measures are effective in their duties. Safety and security on campus can also be maximized by increasing the presence of capable guardians.

5. IMPLICATIONS FOR FURTHER RESEARCH

For future research, the researcher recommends a thorough investigation on the effects of crime (rape, burglary, the murder of other students) on victims in their campus life, especially the implication on academic performance. Appropriate recommendations should then be made so that victims are assisted.

6. CONCLUSION

This paper was a case study aimed at assessing students' attitudes towards safety and security measures employed in a previously disadvantaged university. The significance of the paper was highlighting the context of safety and security in universities that are not in urban areas, where most of the research is usually concentrated. One primary objective of university campuses is to provide a safe learning and working environment for the students and staff. However, these duties have not been successfully fulfilled. The study has exposed that students' attitudes towards the safety and security measures employed in their campus are negative. The research findings reveal that most students are aware of the safety and security measures such as campus fencing, residence locking system, among other measures. Yet, many of the students revealed that crime prevention agencies on campus were not effective. Lastly, the study reveals that more than half of the students have been victims of crime. From these findings, it is evident that the Historically Disadvantaged Institutions are facing serious challenges when it comes to preventing crime and keeping their campuses safe. Consequently, many of the students recommended some improvements due to the ineffectiveness of the safety and security measures currently employed.

7. RECOMMENDATIONS

Awareness campaigns should be conducted along with student inductions at the beginning of the academic year. This will facilitate students' wareness, information acquisition and involvement in crime prevention strategies, awareness of safety and security policies available to students on campus and crime reports. Theses campaigns should be done regularly (at least twice a semester). The safety and security measures such as CCTVs, fingerprint access and other technical security measures should be updated, functional and maintained frequently. Lastly, the crime prevention agencies and crime reporting channels should be visible and operational near residences, libraries and academic buildings often used by students. The management, students, local police, and the campus control should have a working relationship. This will help curb the rates of crime and how fast crimes are dealt with when they occur.

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