



**UNIVERSITY OF
ZULULAND**

A NODE FOR AFRICAN THOUGHT

**AN EXPLORATORY STUDY ON CRIME PREVENTION INITIATIVES AT A
SELECTED RURAL UNIVERSITY IN SOUTH AFRICA**

By:

Noluvo Mzize

Student number: 201809763

Dissertation submitted in fulfilment of the requirements for the degree:

MASTER OF ARTS IN CRIMINOLOGY

At the

UNIVERSITY OF ZULULAND

DEPARTMENT OF CRIMINAL JUSTICE

Supervisor: Dr Siyanda Dlamini

2024

DEDICATION

This dissertation is dedicated to the campus protective services and emergency response teams who work tirelessly to keep the campus safe. Your efforts in implementing crime prevention strategies and responding to incidents are crucial to maintaining a secure environment for teaching and learning.

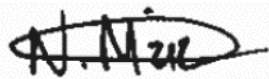
To my incredible mother, *Bonisile Khumbuzile Mzize*

This dissertation is dedicated to you, a remarkable single parent who has been my unwavering support and guiding light from the very beginning. Your commitment to my education and well-being has inspired me to strive for excellence. I am forever grateful for the countless lessons you taught me and the unconditional love you gave.

DECLARATION

I, Noluvo Mzize, solemnly declare that:

- The research is the result of my independent work and investigation.
- This research has not been submitted for any degree or examination at any other university.
- All the sources of information, data, and materials used in this research have been duly acknowledged and properly referenced, both in-text and in the reference section.
- Ethical considerations and requirements related to this research have been adhered to throughout the research process.



14/04/2025

.....
Noluvo Mzize (201809763)

.....
Date



22/04/2025

.....
Dr S. Dlamini (Supervisor)

.....
Date

.....
HoD

.....
Date

.....
Dean/Deputy Dean

.....
Date

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	v
ABSTRACT	vi
LIST OF ACRONYMS	viii
LIST OF FIGURES, TABLES AND ANNEXURES	vii
LIST OF TABLES	vii
LIST OF ANNEXURES	vii
CHAPTER ONE	1
GENERAL ORIENTATION AND PROBLEM FORMULATION	1
1.1 INTRODUCTION	1
1.2 BACKGROUND OF THE STUDY	1
1.3 PROBLEM STATEMENT	4
1.4 AIM OF THE STUDY	6
1.5 RESEARCH OBJECTIVES	6
1.6 RESEARCH QUESTIONS	7
1.7 SIGNIFICANCE OF THE STUDY	7
1.8 CONCEPTUALISATION AND OPERATIONALISATION OF KEY TERMS	7
1.9 CHAPTER SEQUENCE	10
CHAPTER TWO	12
LITERATURE REVIEW	12
2.1 INTRODUCTION	12
2.2 THE NATURE AND SCOPE OF CRIME IN HIGHER EDUCATION INSTITUTIONS	12
2.3 PREVALENCE OF CRIME IN SOUTH AFRICAN HIGHER EDUCATION INSTITUTIONS	14
2.4 TYPES OF CAMPUS CRIMES	15
2.4.1 Property Crime	16
2.4.2 Drugs and Alcohol Abuse	17
2.4.3 Sexual Victimization	18
2.5 CRIME PREVENTION INITIATIVES THAT EXIST WITHIN THE HIGHER EDUCATION INSTITUTIONS	20
2.5.1 A global view on Higher Education Institutions' attempts to reduce crime	20
2.5.2 South African HEIs' common approaches and strategies for preventing crime	22
2.6 HINDRANCES TO THE EFFECTIVE IMPLEMENTATION OF CRIME PREVENTION INITIATIVES IN HIGHER EDUCATION INSTITUTIONS	25
CHAPTER SUMMARY	28
CHAPTER THREE	29
THEORETICAL FRAMEWORK	29
3.1 INTRODUCTION	29
3.2 SITUATIONAL CRIME PREVENTION	29

3.3 RATIONAL CHOICE THEORY	33
3.4 ROUTINE ACTIVITY THEORY	34
CHAPTER SUMMARY	37
CHAPTER FOUR	38
RESEARCH DESIGN AND METHODOLOGY	38
4.1 INTRODUCTION	38
4.2 RESEARCH DESIGN	38
4.3 RESEARCH PARADIGM	41
4.4 DISCUSSION ON RESEARCH APPROACH	42
4.5 STUDY LOCATION	44
4.6 STUDY POPULATION	45
4.7 SAMPLING PROCEDURE	46
4.8 METHODS OF DATA COLLECTION	47
4.9 DATA ANALYSIS	49
4.10 STUDY LIMITATIONS	51
4.11 TRUSTWORTHINESS	52
4.12 ETHICAL CONSIDERATIONS	55
CHAPTER FIVE	58
DATA PRESENTATION, ANALYSIS, AND INTERPRETATION	58
5.1. INTRODUCTION	58
5.2. THE PROCESS OF DATA ANALYSIS	59
5.3. PART A: KEY INFORMANT INTERVIEWS	59
5.4. SECTION A: DEMOGRAPHIC INFORMATION	60
5.5. SECTION B: DATA PRESENTATION	61
5.6. PREVALENCE OF CRIME AT THE UNIVERSITY OF ZULULAND	62
5.7. CRIME PREVENTION INITIATIVES THAT EXIST AT THE UNIVERSITY OF ZULULAND, KWADLANGEZWA CAMPUS	74
5.8. HINDRANCES TO THE SUCCESSFUL IMPLEMENTATION OF CRIME PREVENTION INITIATIVES	84
5.9. PART B: FOCUS GROUP DISCUSSIONS	88
5.10. SECTION A: DEMOGRAPHIC INFORMATION	89
5.11. SECTION B: DATA PRESENTATION	89
5.11 DISCUSSION OF THE FINDINGS AND INTERPRETATION OF THEMES	100
CHAPTER SUMMARY	109
CHAPTER SIX	110
RECOMMENDATIONS AND CONCLUSION	110
6.1. INTRODUCTION	110
6.2. FINDINGS OF THE STUDY	110
6.2.1. FINDINGS ON THE STUDY OBJECTIVES	110

6.2.2. FINDINGS ON THE RATIONALE OF THE STUDY	112
6.3. RECOMMENDATIONS	113
6.4. SUGGESTIONS FOR FUTURE RESEARCH	114
CHAPTER SUMMARY	114
REFERENCES	116

ACKNOWLEDGEMENTS

My highest praise goes to God Almighty God for providing me with the strength to undertake this journey of academic and personal growth.

I am deeply indebted to my supervisor, **Dr Siyanda Dlamini**, whose expertise and steadfast support have been invaluable. My sincerest appreciation for his patience and guidance which have played a pivotal role in shaping the success of this research as well as my academic growth.

I am deeply thankful to the **National Research Foundation (NRF)** for their generous scholarship support, which has enabled me to pursue my academic aspirations.

My mother, **Bonisile Khumbuzile Mzize**, for her boundless love, encouragement, and unwavering belief in my abilities has been a constant source of motivation. Her sacrifices and support have made all the difference.

I extend my heartfelt thanks to my Brother, **Olwethu Dwayisa** and Sister, **Neliswa Mzizi** for their collective love and emotional support.

My support system, **Ms Phindile Sishi** and **Ms Phumla Sihlobo**. I am grateful for your encouragement and unfailing belief in me.

Friends and family, I sincerely appreciate your unwavering love and support.

Finally, a heartfelt thank you to each research participant who patiently participated and contributed to the data collection for this study.

ABSTRACT

Ensuring safety on university campuses is a matter of utmost importance, with the need for effective crime prevention measures becoming increasingly evident. Studies indicate that the surge in campus crime is a complex issue, influenced by a combination of social, environmental, and institutional factors. Universities, often serving as microcosms of society, are susceptible to the impact of societal norms on crime rates and responses. Therefore, collaboration among stakeholders emerges as a crucial element in addressing this issue, alongside implementing comprehensive campus safety measures such as visible police and security cameras. The adopted Situational Crime Prevention framework stresses opportunity-reducing measures that are directed at highly specific forms of crime by manipulating the environment to make crime more difficult to commit. If these preventative measures are ineffective, they create an unsettling campus atmosphere. This research aimed to explore crime prevention initiatives at the University of Zululand to identify best practices that can be adopted to improve the situation. The research employed a qualitative methodology, utilising semi-structured interviews to collect data from 12 key informant participants who were selected employing a purposive sample technique. To obtain additional perspectives from the viewpoint of the students regarding current prevention initiatives and their effectiveness at the University of Zululand, the snowballing sample technique was employed as well in selecting participants for two focus-group discussions. Data analysis was conducted utilising thematic analysis. The main findings of the study indicated that among other crimes, theft; rape; physical and verbal assaults, and abuse of alcohol and drugs were identified as the most common crimes at the University of Zululand, KwaDlangezwa campus. The research indicates that there are currently implemented crime prevention initiatives; however, several challenges impede their successful implementation, such as inadequate security personnel training, security infrastructure shortcomings, staff involvement in criminal activities, ineffective security measures, and miscommunication between departments. In light of these findings, it was recommended that current crime prevention initiatives be evaluated to identify areas of improvement and generate a holistic approach that will address the institution's unique needs.

Originality/value: This research explores existing crime prevention initiatives at a higher education institution in KwaZulu-Natal to identify best practices that can improve campus safety.

Keywords: Crime, Crime Prevention, Crime Prevention Initiatives, University of Zululand, Campus

LIST OF FIGURES, TABLES AND ANNEXURES

Figure A: Map of the University of Zululand, KwaDlangezwa campus45
Figure B: Area image of the University of Zululand, KwaDlangezwa Campus45

LIST OF TABLES

Table 5.1: Participant Identifier codes 60
Table 5.2: Name of the departments61

LIST OF ANNEXURES

ANNEXURE A: Interview Schedule Guide.....129
ANNEXURE B: Focus Group Discussions Guide.....132
ANNEXURE C: Informed Consent Form.....133
ANNEXURE D: Ethical Clearance Letter.....135
ANNEXURE E: University Of Zululand Permit Letter.....136
ANNEXURE F: Proof of Language Editing.....137

LIST OF ACRONYMS

4IR	4 th Industrial Revolution
CCTV	Closed-circuit Television
CPTED	Crime Prevention Through Environmental Design
DUT	Durban University of Technology
eNCA	eNews Channel Africa
FGDs	Focus Group Discussions
GBV	Gender-Based Violence
ICT	Information Communications Technology
KIIs	Key Informant Interviews
KPMG	Human Rights Commission of South Africa
NCES	National Centre for Education Statistics
NCPS	National Crime Prevention Strategy
NHREC	National Health Research Ethics Council
NWU	North-West University
POPI	Protection of Personal Information
PSD	Protective Services Department
RAT	Routine Activity Theory
RC	Residence Committee
RCT	Rational Choice Theory
SAPS	South African Police Services
HEIs	Higher Education Institutions
SCP	Situational Crime Prevention
SRC	Student Representative Committee
SSD	Student Services Department
STATS SA	Statistics South Africa
The U.S.	United States
UKZN	University of KwaZulu Natal
UPS	Uninterruptible Power Supply
UZREC	University of Zululand Research Ethics Committee

CHAPTER ONE

GENERAL ORIENTATION AND PROBLEM FORMULATION

1.1 INTRODUCTION

Crime prevention is a critical issue facing many university campuses around the world. Like many other universities, the University of Zululand is not exempted from the need to better understand the current crime prevention initiatives in place and explore opportunities for improvement. Hence the purpose of this exploratory study is to explore the crime prevention initiatives currently implemented at the University of Zululand. Specifically, this research aims to identify the key components of the university's crime prevention approach and explore potential enhancements that could strengthen campus safety and security. This chapter introduces the study's general orientation followed by a discussion of the problem formulation and significance of conducting this study. It then outlines the aim of the study, research questions and primary objectives guiding this study. Additionally, dissertation chapters are outlined.

1.2 BACKGROUND OF THE STUDY

South Africa has faced tremendous challenges related to crime rates, including robbery, assault, and theft, which are influenced by social and economic factors and have serious consequences. This is corroborated by the quarterly crime data for 2022–2023, which showed an increase in contact crimes of 4.0% and a total of 6 289 murders across the country from January to March 2023 (South African Police Services (SAPS) Crime Statistics, 2022/2023). This painted another sobering depiction of the unacceptable levels of crime impacting communities nationwide. Not only are crime rates rising on a national scale, but higher education institutions are being affected drastically. Many students are from communities with elevated crime rates, which might "predispose, enable, and reinforce violence" even in the university setting.

This means that students may bring mentalities and behaviours that encourage criminal activity into the university environment leading to increased risks of victimisation among students, which can negatively impact their social and intellectual experiences. Universities

themselves also suffer from high crime rates, which can discourage prospective students and make it more difficult for them to keep secure and effective learning environments.

In 2011, Minister Blade Nzimande reported that student safety, especially in residences, remains a significant concern despite a widespread request for the provision of affordable, suitable, safe, and academically supportive student housing (Gopal & van Niekerk, 2018). Students in higher education appear to be victims of campus crime frequently, either directly or indirectly (Sani, Nunes, Azevedo & Sousa, 2020; Lee & Hilinski-Rosick, 2012; Jennings, Gover & Pudrzynska, 2007). Similarly, studies at the United Nations showed that due to densely populated environments and inadequate security measures, college and university contexts have become prime locations for multiple-victim attacks (Lautensach & Lautensach, 2020; Rodriguez, Kramer & Sheriff, 2013). The aforementioned studies suggest that campus crime is a pervasive issue.

The available literature suggests that theft, rape, murder, mugging, property damage, robbery, assault (verbal, physical, sexual), harassment, stalking, vandalism, and gun massacres are the most common types of crimes committed on college and university campuses (Makhaye, 2016; Ngcece, 2018; Sani et al., 2020). According to Aiello (2020); Chekwa, Thomas and Jones (2013), the most commonly reported crimes on campus are burglary and theft or larceny, while rape and sexual assault are the least frequently recorded. These acts, in addition to interfering with academic achievement, compromise the overall well-being and mental stability of the university community members.

Moosa, Ohei, Raymond and Chukwuneme (2023) argue that campus crimes are caused by a failure to manage student security, which invariably harms the reputation and progression of higher education institutions on a global scale. Ngcece (2018) concurs that numerous studies have revealed that criminal activities on campuses delay the advancement of teaching and learning. The out-of-control nature of all these criminal activities makes the campus community feel unsafe for themselves and their properties as well as the psychological repercussions such as the fear of being re-victimised or being the next victim. Maier and DePrince (2020) describe this fear as the result of three contributing factors: cognitive (the potential threat of victimisation), emotional (crime-related feelings), and behavioural (reaction to the perceived risk of victimisation). Gover et al. (2008); and Sewpersad and van Jaarsveld (2012) also emphasised that students' daily lives are negatively impacted by campus crimes, particularly those that result in death. Hence it became crucial for higher education

institutions to develop crime prevention initiatives to address and reduce possible risks on campus.

Citing Gilling (2001), Harkness (2020) states that crime prevention is frequently classified into five normative categories: something that is the responsibility of the criminal justice system; addresses the fear or risk of crime; involves a partnership; envisions society as well-ordered; and a combined effort of several reduction measures. These normative categories can be applied to shape and guide the collaborative efforts of higher education institutions to address crime prevention. These categories are adopted and emphasised on the National Crime Prevention Strategy (NCPS) four-pillar approach as a model for the development of crime prevention. For purposes of this study, crime prevention refers to any proactive strategies and methods that aim to reduce the risk of crimes occurring, as well as their potentially damaging impacts on individuals and the community, including the fear of crime by intervening to affect their many causes (Harkness, 2020; United Nations Office on Drugs and Crime, 2010).

Ngcece (2018) states that the increase in the complexity of crime in modern society makes it impossible for law enforcement to solely guarantee public safety. As a result, most universities integrate school-based administrative procedures and strategies as a way to address the issue of crime. Some of the crime prevention strategies used by institutions of higher learning include the deployment of security personnel, the implementation of surveillance systems, the establishment of emergency response protocols such as the hotline that is open around the clock for emergencies, etc.

To ensure safety ensure a safe and secure environment on campus, the University of Zululand website (2024) affirms that the Protective Services Department provides proactive policing that includes crime prevention strategies and tactics which involve anticipating potential problems and taking preventative measures to ensure they don't arise. These strategies include round-the-clock shift patrols and security services on all campuses, in residences, on substantial areas of the ground, and in the areas immediately adjacent to the university for people on foot, vehicles, and four-wheeler bikes. In addition, the university has implemented CCTV surveillance, physical barriers (walls, fences, burglar bars), marking university property, adequate lighting, crime intelligence systems to detect possible issues, and enforcement of staff and student ID card-carrying policies. The university also liaises with

South African Police Services to arrest offenders on campus and in preparation of prosecution documentation.

Nevertheless, research on crime prevention has revealed new dynamic and innovative ways to prevent crime, reshaping criminological thinking and implementing crime-prevention strategies for all types of crimes. Among other approaches, partnerships in the field of crime prevention have been seen as an effective strategy for lowering crime rates. A scoping review by Martensson (2024), showed that there is a wide range of collaboration with various actors, primarily the Police and Local Authorities, with the community and non-governmental organisations also contributing to preventative work by developing school-based and community-based crime-reduction strategies. The majority of studies supporting the effectiveness of crime prevention often stress the significance of addressing risk factors for future delinquency (Monchalín, 2022). According to Farrington and Welsh (2007:95 as cited in Monchalín, 2022), the core idea behind this approach is quite simple: "Determine critical offending risk factors and apply preventative strategies intended to mitigate them".

However, when crime seems to be increasing these strategies are, nevertheless, called into doubt. Hence it is necessary to understand various crime prevention initiatives put in place by institutions of higher learning to create an environment where students, faculty, and staff can thrive without compromising their security. This study therefore examines the existing crime prevention initiatives at the University of Zululand, KwaDlangezwa campus, located in UMhlatuze Municipality.

1.3 PROBLEM STATEMENT

Internationally, crime on college and university campuses has become increasingly prevalent (Eidell & Ellis, 2010). Universities are social microcosms of the broader society and are not isolated from crime as previously believed (Chekwa et al., 2013); hence, university students cannot escape some of the hostile forces, such as crimes that impinge on the country's safety and security (Jennings et al., 2007). According to Forbes-Mewett, McCulloch and Nyland (2015), university students are particularly vulnerable to opportunistic crime simply because they tend to have many items of value that are attractive to thieves, such as laptops, mobile phones, iPods, and wallets.

One of the recent incidences at the University of Zululand is that of a female student living in the "west residence" who was stealing clothes from other students. Other clothes were

discovered by the security personnel when students pointed out their items. The student was said to be suspended from living in any of the residences under the institution. Similarly, in the same 2022 academic year, one of the female students residing in on-campus residences confessed to the Instagram social media page "confessions.uz." The students claimed that the former residence coordinator sexually harassed them. The student was asked to come forward and open a case that allegedly led to a suspension. This case highlighted the misuse of power by those in authority who have the responsibility to protect students but consider it as an opportunity to abuse those who are in a vulnerable position.

The university has implemented crime initiatives based on proactive policing, reactive policing, and electronic surveillance to protect university staff and students from harm and the fear imposed by criminals who enter the campus primarily through unmanned and unattended areas. Despite this, the university cannot deny the reality that some criminal activities are carried out, among others, by students and staff. For instance, students at the University of Zululand demanded improved security after a fellow student was stabbed to death by his roommate at East Residence (eNCA, 2018). Additionally, Fox et al. (2009) maintain that experiences of crime affect students' academic performance on university campuses as they worsen the existing stresses of university life, which have a direct impact on academic performance.

The amount and type of crime on campuses affect students' educational and social development. This is because they are less likely to attend, spend time on, or participate in social activities on high-crime campuses (Barton, Jensen & Kaufman, 2010). Despite the Constitution providing everyone with the right to be free from all forms of violence, universities have been plagued with increasing levels of violence with minimal response from the Department of Higher Education (Dlamini & Olanrewaju, 2021). South Africa's consistently high crime rates often affect tertiary institutions such as universities (Ross & Rasool, 2019). Crime and violence are intricately tied to South Africa's history of repression, marginalisation, alienation, and violence because of the country's apartheid legacy as well as poverty and underdevelopment, etc (DeMatteo, Galloway, Arnold, & Patel, 2015).

Many would perceive university institutions as safe environments meant for conducive learning where education is the standard language for everyone. However, inevitably, these places often become targets of crime, both on-campus and in-residence halls. Virtually no part of campus is immune from criminal activity. Offices, classrooms, cafeterias, study areas,

recreational venues, parking lots, campus bookshops, laboratories, etc., are the most vulnerable locations. The library is a popular hangout for sexual offenders as well as a haven for sneak thieves who steal handbags, clothing, and other personal property. Umar, Umar and Umar (2023) provide evidence to support Potgieter's (1993) claim that theft of library materials, manifested in the form of desensitised books, is a common occurrence in libraries due to inadequate power supplies. These issues include theft, mutilation, and non-return of library resources, as well as criminal activity involving both print and electronic materials.

Institutions of higher learning are meant to be safe spaces where teaching and learning are to be conducted without fear of prejudice. However, due to crime incidents, the area is no longer crime-free. These places are supposed to be crime-free, and everyone should feel safe. More often than not, the literature demonstrates that certain crimes occur that have an impact on the very existence of universities. Therefore, it was of great importance that crimes on university campuses be studied and measures implemented be examined to generate a holistic and comparative approach that will help combat crime and improve campus safety.

1.4 AIM OF THE STUDY

This study aimed to explore existing crime prevention initiatives and identify best practices that can be adopted to improve the situation at the University of Zululand, KwaDlangezwa Campus.

1.5 RESEARCH OBJECTIVES

The primary objectives of this research are as follows:

- To ascertain the prevalence and nature of crimes at the University of Zululand, KwaDlangezwa Campus.
- To identify and explore crime prevention initiatives that exist within the study area.
- To solicit hindrances that disturb the successful implementation of crime prevention initiatives.

1.6 RESEARCH QUESTIONS

To accomplish the research objectives, the following questions will guide this study:

- How prevalent is a crime in the study area?
- What are the crime prevention initiatives that exist at the University of Zululand?
- What are the impediments that hinder the successful implementation of crime prevention initiatives?

1.7 SIGNIFICANCE OF THE STUDY

Campus crime is indeed a serious issue of concern for current university students, parents of prospective students, campus law enforcement personnel, and the campus community (Jennings et al., 2007). This research holds significant importance for multiple stakeholders. The study will contribute to the existing literature on crime prevention in educational institutions, particularly in the context of South Africa. If the study findings and recommendations are considered, the educational institutions with the same problem will also take the initiative to assess the success of current crime prevention measures and identify areas for improvement. The findings of this study can inform university administrators, security personnel, and policymakers about the strengths and weaknesses of the current crime prevention strategies.

Furthermore, the study addresses the concerns and perspectives of the university community, particularly students and staff, regarding their perception of safety on campus. Understanding these perspectives can help administrators gain a better understanding of the community's needs and expectations, leading to a more comprehensive and tailored approach to crime prevention. Tseng, Duane, and Hadipriono (2004, p. 23) note that “criminal activities on campus not only undermine the quality of the learning environment but also reduce the positive activities of people associated with the campus”.

1.8 CONCEPTUALISATION AND OPERATIONALISATION OF KEY TERMS

The definitions and contextualisation of the key terms are essential for understanding the subject matter at hand as they lay the foundation for the topic's unequivocal operationalisation. Although the terms used below may have other, distinct definitions, they were defined in the context of the current study.

1.8.1. Crime

In criminal law, crime is an omission that results in punishments including fines, incarceration, or even death (Umoru, 2019). Crime is defined as any action or pattern of behaviour that is regarded to be wrong and harmful to society at large or to its political leaders and that they, acting through their legislators, interpreters, and enforcers, seek to punish or permanently prohibit from occurring (Ingraham, 2022). According to a normative definition, crime is deviant behaviour that contravenes societal norms that specify how people should ordinarily behave. In this study, crime encompasses a wide range of illegal activities that occur within or directly affect universities, colleges, and other higher educational institutions.

1.8.2. Crime Prevention

Crime prevention is defined by Mdlungu (2018, as cited in Ekblom and Wyvekens, 2004) as action taken to address the root causes of criminal activity to reduce the risk of subsequent incidents and the severity of those that do occur. In the same vein, Umoru (2019:61) defines crime prevention as “the anticipation, recognition, and appraisal of a crime risk and the initiation of some action to remove or reduce it”. Crime prevention also refers to the broad variety of strategies used by any sort of organisation to address the various social and environmental elements that increase the risk of crime, victimisation, and disorder.

According to Robert (2003), Criminologists adopted three approaches to crime prevention. Firstly, primary crime prevention is directed at altering environmental factors that give opportunities for criminal activities. Secondly, secondary crime prevention focuses on the early detection of future offenders to intervene and prevent criminal behaviour, and lastly, tertiary crime prevention addresses the actual offender as well as interventions aimed at preventing future criminal behaviour. Each approach focuses on a particular stage of development or level of prevention. In this study, crime prevention refers to any effort or prevention strategies made by institutions of higher education to reduce the likelihood and frequency of criminal activity on campus.

1.8.3. Crime Prevention Initiatives

According to Nunlall (2013), crime prevention initiatives are more general strategies that individuals adopt as part of their daily activities (for example, locking doors and altering travel patterns). For this study, crime prevention initiatives encompass a range of strategies and

programs designed to ensure the safety and well-being of students, faculty, staff, and visitors on campus.

1.8.4. Higher education institution

As defined by the Higher Education Amendment Act 63 of 2002 section 1(a), higher education institution refers to:

any institution that provides higher education on a full-time, part-time or distance basis and which is (a) merged, established or deemed to be established as a public higher education under this Act; (b) declared as a public higher education institution under this Act; or registered or [conditionally] provisionally registered as a private higher education under this Act.

In the context of this study, a higher education institution refers to a college or university that offers post-secondary education and operates within the framework of preventing and addressing criminal activities within its community.

1.8.5. University

A "university" refers to an institution of higher education that typically offers undergraduate and postgraduate education, as well as research opportunities across various academic disciplines. It encompasses both the physical campus and the broader academic community associated with it. In the view of Beteille (2005:1, as cited in Mpofo & Ndlovu-Gatsheni, 2020), universities serve as social institutions that foster a particular type of interaction between young men and women as well as between generations, regardless of how well or poorly they perform as centers of learning. In this study, a university can be defined as a higher education institution that provides a diverse range of academic degrees while serving a large and varied student population that often faces unique challenges related to crime, necessitating comprehensive crime prevention strategies to protect students, faculty, and staff.

1.8.6. College

In South Africa, both universities and colleges are classified as tertiary education institutions that are regulated by the Department of Higher Education and Training, however, college qualifications are more vocational in nature, which means they attempt to provide students with the skills they will need to execute a given job (Mapeko, 2023). Colleges can operate as independent institutions or as a component of a larger university system. Often colleges are

smaller in size compared to universities, with lower student enrolment numbers. For this study, a college is an accredited higher education institution that encompasses of proactive measures and strategies aimed at reducing criminal activities, enhancing safety and promoting a secure campus environment.

1.9 CHAPTER SEQUENCE

The six major sections of this dissertation have been divided as follows:

Chapter 1: *Introduction*

In this chapter, the overall study is introduced with a general orientation and clear formulation of the research problem under investigation. The primary research questions that served as the study's guide are highlighted together with the objectives that the study intended to achieve. The significance and conceptualisation of the key concepts were also provided in this chapter. The chapter ends by outlining the dissertation chapters.

Chapter 2: *Literature Review*

The study's phenomena are explained in this chapter using references to the body of relevant literature, and key concepts are conceptualised. This chapter of the literature review explores, analyses, and evaluates empirical studies relevant to crime prevention initiatives at higher education institutions. Previous scholarly investigations on the subject matter are used to shed light on the study's various dynamics.

Chapter 3: *Theoretical Framework*.

This chapter explores the theoretical framework that underpinned this study. The discussion on the Situational Crime Prevention (SCP) framework ensues and it is clarified how this framework was applied to produce accurate interpretations of the findings.

Chapter 4: *Research Methodology*.

This chapter outlines how the study's methodology was employed to address its objectives including the research design which entails the tool of measurement. Data collection techniques include focus group discussions and key informant semi-interviews, the unit of analysis, and interpretation procedures are also discussed. Furthermore, this section highlights limitations encountered by the researcher while conducting the study and ethical considerations adhered to throughout data processing.

Chapter 5: *Data Presentation, Analysis, and Interpretation.*

This chapter presents the data collected, as well as a discussion of the findings obtained after conducting the research utilising the qualitative research methodology. Furthermore, the data analysis framework represents the themes that emerged from the research.

Chapter 6: *Summary and Recommendations.*

This chapter offers a summary of the study's conclusion. This closing chapter provides comprehensive conclusions and recommendations based on the analysis and discussion of the study's findings so that readers will understand how the objectives were achieved.

CHAPTER SUMMARY

A brief outline has been provided in this section. In this chapter, the research problem under inquiry was clearly stated and a general orientation is provided. The aim of the study was clarified and the primary objectives the study aimed to accomplish and research questions were stipulated. and its significance is thus made clear. In addition, a summary of each chapter is provided at the end of the chapter to help the reader navigate the dissertation and gain an in-depth discussion of what has been highlighted. The literature that supports the study is discussed in the chapter that follows.

CHAPTER TWO

LITERATURE REVIEW ON CRIME PREVENTIONS INITIATIVES

2.1 INTRODUCTION

Crime remains a global challenge facing institutions of higher learning. Despite the active work of institutions to keep their campuses secure through the implementation of policies, procedures, and systems to minimise risks and preserve safety and security on their campuses, crime still occurs. University and college campuses are faced with an enormous number of criminal activities that pose psychological, physical, and emotional effects on both students and staff. Under given circumstances, these institutions try and come up with policies that will administrate crime prevention initiatives suitable for educational settings, however, earlier studies on crime prevention mostly focused on the crime prevention methods and the evaluation of policies, methods, and programs employed by the institutions of higher learning to provide safety and secure environment for teaching and learning. Thus the current study will contribute to the existing body of knowledge by focusing on exploring existing crime prevention initiatives in the study area.

Based on secondary data, this chapter synthesises and provides a comprehensive analysis of previous research on crime prevention initiatives taken by higher education institutions (HEIs) to ensure safety and security. This chapter examines perceptions of crime trends on a global and local scale, laws enacted to maintain campus safety, and crime prevention initiatives implemented by colleges and universities. This section also examines hindrances to HEIs' successful implementation of crime prevention programs.

2.2 THE NATURE AND SCOPE OF CRIME IN HIGHER EDUCATION INSTITUTIONS

Higher education institutions are frequently seen as havens, safe spaces where young people can explore important concepts in a supportive environment, form friendships and acquire knowledge that will last a lifetime. Even though students and staff are protected by campus security, they still become victims of crime. Since universities are open-access environments where people can circulate between and among buildings and outdoor areas, crime is possible there. It continues to drastically increase in institutions of higher learning due to the large student populations, residence halls, and satellite campuses that are situated away from the

main campus (Govender, 2020). Campus crime is a global issue that affects both on- and off-campus students and staff. For instance, the United States (U.S.) Department of Education (2018) indicated 37,389 criminal crimes in 2016 reported by 6506 institutions.

On a global scale, university campuses can be divided into two categories: those that are incorporated into the community and those that are located outside of the community (Oprean, Titu & Tanasescu, 2017). The idea of a university campus integrated into the community offers the advantage that university life is part of community life and that the two interact, benefiting the community. University campuses located outside of the community have the advantage of ensuring that all structural components operate effectively, as they are planned and developed to integrate all activities into a coherent structure of the university and non-university life. Studies at the United Nations showed that due to densely populated environments combined with inadequate safety measures, both college and university contexts have become prime locations for multiple-victim attacks (Rodriguez, Kramer & Sheriff, 2013). Similarly, Makhaye (2021:31) argues that "large enrolment and a weakened academic system play a role in increasing crime rates at institutions of higher learning."

As reported in the 2020 National Centre for Education Statistics (NCES), sexual misconduct offences accounted for more than 9,000 of the roughly 22,000 on-campus crimes in 2020, while burglaries made up around 7,000 in total (Upson, 2022). Burglary incidents fluctuated at 24%, rape at 24%, fondling at 20%, aggravated assault at 7%, and motor vehicle theft at 12%. The NCES also shows that crime rates in the U.S. have generally decreased for the past 20 years on college and university campuses nationwide. Criminal occurrences recorded at colleges and universities nationwide in 2018 decreased from 28,600 to 27,300 in 2019. From 2009 to 2019, there were 18.7 fewer crimes committed per 10,000 FTE students, which is a decrease in the crime rate from 23.3 to 23.7 incidences (Irwin, Wang, Cui & Thompson, 2022). Despite the overall trend of decline over this time, the rate of coercive sex offences climbed from 1.7 incidents per 10,000 students in 2009 to 8.0 incidents per 10,000 students in 2019. Zheng (2022) notes that even though there was a decline in the frequency of campus crime from 2009 to 2018, there was a short-term spike of 8% in the number of recorded incidents from 2014 to 2017 and a corresponding rise in public anxiety.

Minority crimes with few reported incidents included arson, murder, robbery, negligent manslaughter, and statutory rape. One of the incidents in the U.S. includes that of a 19-year-old student who was found dead on March 19, 2022, in her university residence hall at City

University of London (Khomami, 2022). The student was pronounced dead in her dorm room after allegedly being assaulted and killed by her partner. Moreover, a male Ghanaian student at the University of Cape Coast was found dead on the outskirts of the university with a slashed throat and intestines gushing out (Owusu, Akoto & Abnory, 2016).

According to a study conducted by Badiora (2017) entitled "Patterns of Crime on Campuses: A Spatial Analysis of Crime and Concerns for Safety at A Nigerian University," about 70% of crime incidents on university campuses take place between 1:00 a.m. and 7:00 a.m. For example, female students at Cross River State University of Technology were attacked by armed robbers around 11:30 p.m. in their halls of residence (Badiora, 2017). According to Hardeo (2013), a study conducted at the University of Namibia showed that 50.6% of on-campus students felt unsafe studying at night on campus, while 78.9% felt safe in their residence rooms, and 78.3% reported security personnel to be moderate to highly effective. These figures showed that students felt safer indoors than being active on campus. Numerous criminal activities occur at night, primarily on weekends and month ends, when students reflect reckless lifestyles and offenders occasionally act on the opportunity provided, as some studies use routine activity theory to explain how an individual's behaviour may make them targets for capable offenders.

2.3 PREVALENCE OF CRIME IN SOUTH AFRICAN HIGHER EDUCATION INSTITUTIONS

Higher education institutions are frequently viewed as places where learning can occur freely so that students are prepared to confront the outside world with their newly acquired skills. However, many HEIs' administrations have repeatedly complained about the growing insecurity of people's lives and property on their campuses. Some may argue that institutions of higher learning in South Africa are significantly impacted by the nation's persistently high crime rates. According to the Global Crime Index, South Africa has a score of 75.39, ranking it third in the world, behind Venezuela (82.42) and Papua New Guinea (77.58) (Dlamini, 2017). Statistics South Africa (STATSSA) (2022) reported that 3,043 households have experienced different crime incidences in the 5 years preceding the survey conducted for the year 2017/18–2021/22, with householder robberies or burglaries being the most common crime. As a result, crime on campus is gradually increasing in South African HEIs, with some of the illegal activities occurring at the national level affecting students. For instance, Sobuwa

(2021) reported that three University of the Free State students were killed during the robbery at the Botshabela student residence in Phuthaditjhaba.

The following are a few examples of crimes that affect HEIs yearly:

- At the Durban University of Technology (DUT), Sandile Ndlovu was subjected to a vicious attack in a lecture room in September 2019 (Bhengu, 2019).
- A 21-year-old exchange student was raped in a toilet cubicle at the Mabel Palmer student housing on the University of KwaZulu-Natal's (UKZN) Howard College campus on November 13, 2007 (Mkhize et al., 2022).
- First-year education student, Nhaka Shazi (20), was slaughtered to death with a kitchen knife by his roommate in 2018 at the University of Zululand (Zululand Observer Reports, 2018).
- In October 2019, burnt remains of Simukelo Zondi were discovered in a bush at the UKZN, Westville campus (Bhengu, 2019).
- Mangosuthu University of Technology student, Xolile Mbatha (23), was stabbed many times in the city's Ark Royal residence restroom in July 2022 (Govender, 2022).

Makhaye (2016) notes that college and university campuses act as microcosms of society and that societal norms also materialise on these campuses. The assumption the author presents is that both the academic community and residents of the immediate area are crime perpetrators. HEIs entail the largest population of individuals from communities that are affected by these crimes and factors contributing to crime are introduced by perpetrators residing outside and inside campuses. In the same vein, Maier and DePrince (2020) contend that college students may be exposed to violence in the neighbouring communities, but they are also frequently exposed to other students who might be criminally minded. Essentially, students are frequently the victims of other students. Henceforth, the frequency of crime trends in surrounding communities directly affects the university community located within that geographical area.

2.4 TYPES OF CAMPUS CRIMES

Makhaye (2021) mentions two types of crime that frequently take place in universities (as cited in Gover, Gover, Melton and Swanson, 2008). The low probability of multiple-death

incidents has long-lasting negative effects that are seen throughout the larger campus community (murder, rape) and the second ones occur at substantially higher rates such as sexual assaults, theft, burglary, and physical assaults. Makhaye (2016) further aver that crimes on campus range from theft, rape, murder, vandalism, and verbal, and physical assault. A study carried out at UKZN, Howard Campus by Mkhize, Cinini, and Ngcece (2022) revealed that regular reports of crimes on campus included verbal and sexual assaults, as well as attacks on student residences to steal devices, apparel, and other accessories. Vehicle theft was also mentioned by the authors as an increasing issue concerning property crime. Many criminal activities take place in HEIs and each of them affects the victims differently and the prevalence of crime is unique in each campus setting. The following highlights a few of the many types of crime taking place in HEIs:

2.4.1 Property Crime

Most common examples of property crime in universities include burglary, vandalism, robbery, shoplifting, arson, theft etc. Students become victims of theft because they are known to own expensive and appealing equipment such as laptops, new models of mobile phones and clothing. According to data obtained by Barberet and Fisher (2009) on burglaries among university students in the East Midlands, roughly 28% of offences involved properties, 10% of students were victims of theft, and 56% repeated victimisation of burglary and theft. Areas around Nigerian University campuses were found as hotspots for burglary because they had substantial proportions of rental housing for youthful, transient populations, which is typical in most university students.

According to Glober (2019), students' laptops and iPhones were stolen from Nkonjane Reserve, which is close to the University of Zululand boundary wall in KwaZulu-Natal. The incident led to a suspect being killed in a shootout with the local police. Such crimes occur from the notion perpetuated that university students are known to possess expensive devices, the most recent designs of clothing and cell phones, and other items that make them more susceptible to crime. In a study conducted by Mkhize et al (2022), vehicle theft was reported as the major crime on campus and the blame was shifted to security officers whereas the university environment is open for everyone and perpetrators dwell on the opportunity. Safety measures may not deter property crime in some instances as some students are being victimised by offenders who are enrolled as students themselves.

2.4.2 Drugs and Alcohol Abuse

Historically, drugs and alcohol have been one of the major contributing factors to crime and violent acts on college and university campuses. Alcohol, drugs, and criminality all have obvious and direct links. According to the 2017 Youth Risk Behaviour Survey conducted in the United States, 29.8% of the participating students had drunk alcohol in the preceding 30 days (Kann et al., 2018). According to statistics from Europe, alcohol usage among university students is prevalent in the following countries: Bulgaria (46.2% males and 28.1% females), Germany (41.1% males and 18.1% females), and Poland (20.1% males and 10% females) (Gasa et al., 2022). The study revealed that beer, codeine, marijuana (weed), and other narcotics are all overused by college students. The authors used the theory of planned behaviour and Social Learning Theory to describe substance abuse among university students using Theory of Planned behaviour and Social Learning Theory. Students engage in substance abuse intentionally; they learn despite their knowledge of negative effects and risk factors.

Makhaye (2021) asserts that drug and alcohol abuse are among the elements that lead to crime on university campuses since they have a detrimental effect on the user's capacity for rational thinking and can lead to a wide range of risky behaviours. For example, excessive alcohol intake can distort judgment and raise the possibility of engaging in dangerous sexual conduct, which may lead to sexual assault. Drug consumption can also result in criminal activity such as theft, violence, and other offences which put both security personnel and other students at risk. The National Institute on Alcohol Abuse and Alcoholism's Task Force on College Drinking described excessive drinking by students in higher education as prevalent, risky, and disruptive (Chekwa et al., 2013). Students who engage in extreme alcohol consumption tend to cause unnecessary havoc that could put the safety of others at risk. For example, the behaviour of individuals differs under the influence of alcohol and drugs; others fall into slow-wave sleep while cooking which can result in fire and endanger everyone in the building.

Yoshimoto et al. (2017) allude to that excessive use of substance abuse among university students encourages risky actions such as assault, rape, and suicide when intoxicated. This is supported by qualitative results published by Dastile in 2008 from ten students who are victims of rape and sexual harassment on campus (Steyn & Sadiki, 2020). Participants concur that drinking to the point of intoxication contributes to sexual violence, and others criticised campus security's failure to take proper action in the aftermath of an occurrence, which leads

victims to wonder if they should even disclose incidents of sexual assault. Additionally, students who take substances run the risk of being sexually abused, and comparatively, female students are more likely to be sexually abused.

Correspondingly, Mkhize et al (2022) posit that it is undeniable that intoxication is a contributing factor but does not constitute a definition of crime. Most college students who take drugs did so before enrolling, although a sizable proportion begin doing so after they are on campus and many students who seem to ignore the potential drawbacks of drug and alcohol usage, believe that experimenting with illegal drugs is normal (Masike & Mofokeng, 2017). When students get drunk, they often attack other students verbally or physically or damage university property. Most cases of alcohol consumption in university students incite violent acts. According to a study by Carrico (2016), alcohol usage by the attacker, victim, or both is a factor in 95% of violent crimes that occur on college campuses (Carrico, 2016). More than 1,800 students pass away from alcohol-related reasons each year, along with another 600,000 getting hurt and another 100,000 becoming assault victims (Carrico, 2016 as cited in National Institute on Alcohol Abuse and Alcoholism, 2014).

In addition, other drug users turn to criminality to satisfy their addiction and ongoing desires. Students residing on campus end up victimising one another and get away with it as they are familiar with residence structures. Masike and Mofokeng (2017) assert that drug use typically starts in adolescence stage and peaks at the ages of 18 and 25, Makhaye (2021) also indicates that most people who use drugs are in their late teens and early twenties, as well as university students. In the Pretoria West campus of Tshwane University of Technology, a study by Masike and Mofokeng (2017) revealed that drugs and alcohol were easily smuggled inside the campus residences because there was insufficient supervision of access controls.

2.4.3 Sexual victimisation

Sexual assault, rape, attempted rape, and sexual coercion are all examples of sexual victimisation (Ngcece, 2018). In contrast, Roberts, Doyle and Roberts (2023) assert that studies in the UK have shown that female students are subjected to sexual harassment and assault both on and off campus, prompting research on student populations. A study by Linder and Lacy (2019) indicated that most perpetrators in sexual violence cases victimise people they know. For example, students tend to engage in sexual relationships and suffer as victims of sexual assaults which is a common problem that often goes unreported. Rape is mostly perceived as the only form of sexual assault whereas any unwanted sexual activity from

unwanted touching to forced sexual intercourse is included under sexual assaults. Myths about sexual assaults on college campuses are based on historical and contemporary misconceptions about the identities of sexual assault perpetrators and victims and the idea that rape must be physical violence to be true. Due to such myths and a lack of belief in protective services, some cases of sexual victimisation often go unreported. A study conducted at the University of Cape Town showed that 45% of female victims of crime and 70% of unreported cases to protective services (Ngcece, 2018).

In the same vein, Carrico (2016) states that summaries of numerous reports show that one in five female college students will undergo sexual assault; yet several campus sexual assaults go unreported because the victims fear they won't be believed or would receive no appropriate support. The refusal to disclose these crimes to authorities is frequently ascribed to their distrust of law enforcement personnel and fears that the occurrence would not be treated seriously as well as the stigmatisation and fear of second victimisation or fear of being threatened such as in cases where the power of authority was misused to commit a sexual act. As a result, these unreported cases may give not so inaccurate statistics of real issues taking place inside the campus which need swift and effective interventions. Moreover, Upson (2022) claims that high rates of sexual assault on college campuses are mostly linked to student populations that are predominately made up of young singles who often indulge in alcohol misuse. It cannot be denied that alcohol and drugs are major factors that contribute to other criminal activities in institutions of higher education. Some of the victims are taken advantage of because of high intoxication which makes them vulnerable, while others become violent and assault people around them.

Some studies focus more on behavioural theories that explain crime and behavioural factors by students and the campus community which contribute to on-campus crime. Some of these theories include Rational Choice Theory, Social Learning Theory, Theory of planned behaviour, Strain Theory and other theories that stretch an insight into criminal behaviours. An interventional study is required to identify safety mechanisms employed by HEIs and their effectiveness in the prevalence and nature of crime at each institutional location.

2.5 CRIME PREVENTION INITIATIVES THAT EXIST WITHIN THE HIGHER EDUCATION INSTITUTIONS

HEIs are responsible for providing a risk-free environment for employees and students, however, there have been incidents of crime on university campuses, leading to the development and implementation of crime prevention policies over the years. Zheng (2022) notes that effective government policy is the cornerstone to addressing the campus's escalating crime problem.

2.5.1 A global view on Higher Education Institutions' attempts to reduce crime.

Studies have shown that both college and university settings in the United States have evolved into prime spots for multiple-victim attacks, including mass shootings, sexual misconduct, stalking, hazing, racial- and gender-based violence, and homicide, because of highly populated environments coupled with insufficient protective measures (Rodriguez et al, 2013). In one such instance, the 1986 rape and murder of a 19-year-old Pennsylvania Leigh University student, Jeanne Ann Clery, forever changed the way institutions of higher education are required to report campus crime (Jacobsen, 2017; Fisher & Sloan, 2022). In response to this occurrence, the Congress enacted the 1990 Student Right-to-Know and Campus Security Act also known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act).

In the United States, the Clery Act is the main federal law provisioned by the Higher Education Act of 1966 to address security and safety in higher education (Fisher & Sloan, 2022; Griffin, 2007). It mandates all colleges and universities whose students are eligible for Title IV federal financial assistance to publish an annual campus security report that would include information on the school's security procedures as well as annual crime data (Jacobsen, 2017; Griffin, 2007). Murder, sexual offences, robbery, violent assault, burglary, theft of a motor vehicle, and arson are the seven crimes that Title IV institutions are required to report via the Campus Safety and Security Survey (Irwin et al., 2022). Congress revised the Campus Security Act in 1998, requiring institutions of higher learning to promptly notify the university community of violent incidents on campus, reveal the locations of these incidents, and make daily crime logs easily accessible to the public (Jacobsen, 2017). Colleges and universities that fail to provide complete and precise statistical data about criminal incidences as required by the Clery Act, may be subject to fines or lose their eligibility to participate in federal financial aid programs (Fisher & Sloan, 2022; Griffin, 2007).

The Clery Act was updated by the Violence Against Women Act of 2013, which mandates that organisations record statistics on instances of stalking, sexual violence, domestic abuse, and dating violence and disclose these statistics along with specific policies, procedures, and programs in their yearly security reports. Despite some research that contends the act disadvantages any institution with greater crime rates, the legislation has significantly improved campus security by drawing attention to issues of campus crime and safety in the higher education sector. Additionally, it caused adjustments to the structure and responsibilities of campus law enforcement organisations, which were now responsible for monitoring and disclosing crime data as well as averting further incidents against the students of their institutions (Jacobsen, 2017).

According to the Clery legislation, HEIs must give students and their families the information they need to make informed decisions about which college or university to attend (Victory Career College, 2020). Institutions are expected to create and disseminate an annual security report that details the institution's security policies, processes, and initiatives in addition to providing crime data. Moreover, they must provide crime prevention and awareness programs to their staff and students. These programs may include campus security resources such as emergency notification procedures, victim assistance programs etc.

However, In South Africa, no law compels institutions of higher learning to publish crime statistics compared to the United States universities. These figures remain private even though the Bill of Rights emphasises the right to security and freedom of expression and upholds the democratic ideals of human dignity, equality, and freedom. As a result, the campus community continues to be unaware of the extent to which campus crime is, which causes them to be less alert or take less self-precautions, particularly in high-crime zones.

Previous research has tended to focus more on the perception of students on campus crime, fear of victimisation, how students should adapt and modify their behaviours to keep themselves safe from harm on campus, and crime promoter factors by gender instead of focusing on the measures that institutions have taken to help ensure students' safety and prevent crime. This study aims to do that by examining crime prevention initiatives at a particular South African institution to identify the obstacles that limit the successful implementation of measures put in place and the effect that has on the overall crime rate on campus.

2.5.2 South African HEIs' common approaches and strategies for preventing crime.

According to Fisher and Sloan (2022), campus security duty in the past was known to safeguard property, change locks, and respond where there is a crime being committed or already committed such as break-ins, and address vandalism but recently the structure in many institutions has the bigger responsibility with updated policies. The same authors further noted that campus security entails three distinct sets of activities: those connected to physical security, those linked to law enforcement actions, and those related to information technology security. Physical security includes safety measures such as controlling access to buildings, key control, closed-circuit television (CCTV) monitoring, parking, hazardous materials etc. Law enforcement includes patrols, operations, investigations, prevention programs and victims' services. Lastly, information technology security involves firewalls, software licensing and illegal use, and infrastructure protection.

The Department of Protection Services at North-West University (NWU) is also divided into three divisions that work together to enforce regulations or laws and create a safe study and work environment for the staff, students, and visitors at the campus (NWU, 2022). The first of these divisions is security services, whose job is to safeguard people's lives, property, and structures by preventing crime, conducting investigations, guarding Very Important People (VIPs), and providing supportive ambulance and firefighting services. Second, health and occupation, who are primarily in charge of providing effective emergency planning, occupational health, and safety support services regarding the creation, implementation, and upkeep of a comprehensive emergency plan for the university, in collaboration with the faculty, staff, students, the NWU Fire Brigade, and the Occupational Health and Safety Co-ordinator. Finally, the institution enforces traffic regulations and a license scanning system by registering vehicles, giving parking discs, limiting vehicles to specific terrains, reserving, and letting parking spaces and sheltered parking, and looking into vehicle accidents. Electronic and card control are used to enforce access control.

The University of KwaZulu-Natal has decided over the years to install safety measures on campus by engaging visible security professionals to guard staff and university property (Mkhize et al., 2022). Patrolling campus and residential areas as well as addressing maintenance issues are additional crime-control strategies used by security officers. The security guards keep a close eye on the campus, regulate unauthorised guests at the residences and entrances, and forbid the use of firearms, drugs, and alcohol as well as door-to-door

checks to reduce overcrowding and look for unauthorised visitors. The campus has employed technology methods such as cameras, phone radios, and cell phones. These are used particularly in situations of crises and alerts. Using more advanced technology, most schools have enhanced their campus security measures (Zheng, 2022).

Similarly, the study conducted by Landreman and Thorp (2020) analysing the current landscape of campus security emphasised that emergency systems are used nationwide to send text and alerts to students, staff, and stakeholders in emergencies. Other institutions have implemented "blue light" emergency phones that connect directly to campus security or police to guarantee prompt assistance. With the use of advanced technology, it also makes it much easier for everyone to report anything of great danger and campuses get more calls and better information from the campus community by switching the infamous "tip line" with a smartphone. However, these methods are mostly effective in emergencies after the crime has occurred and when the campus community needs to be alerted. Another prevention method some academic institutions use is the screening faculty used to scrutinize students before admission. This is important to check students' criminal background, which could prevent them from enrolling at that university. Nevertheless, it does not prevent any crime from happening once an individual is part of the university campus.

According to Mkhize et al. (2022), the UKZN Howard College campus also prioritises the use of closed-circuit television (CCTV) cameras to identify perpetrators and assist students in recovering their stolen items. The use of cameras mostly assists in the reactive policy to examine how a particular crime took place and when. Landreman and Thorp (2020) assert that other uses of video technology include facial recognition, authentication, and verification and with the use of this technology, campus security can receive notification nearly instantly regarding who is entering campus buildings. Additionally, Ngece (2018) notes that to deal with interpersonal crimes, students are equipped with self-defence classes to protect themselves from personal attacks. Certain universities have offered rape aggression defence classes to teach women how to protect themselves from an attacker as well as the provision of counselling from the university psychologists, pastoral care unit or other mental health services.

Numerous campus crime prevention initiatives place a greater emphasis on education, knowledge, and collaboration than they do on security equipment and patrolling officers. For instance, the University of Pretoria (UP) is one of the institutions that place a high premium

on the safety and security of students, staff and property on all UP campuses by collaborating with the South African Police Service (SAPS), City of Tshwane Metropolitan Municipality, the Brooklyn SAPS Security Forum, and all security firms in the Brooklyn SAPS jurisdiction to promote safety even outside the University's campuses (University of Pretoria, 2022). Existing security measures are continuously monitored and evaluated, and new innovative measures are put in place to ensure the safety and security of all students and employees. All of this is done to maintain a safe environment in which students, the university's lifeblood, can study and participate in sports, cultural, and social activities with peace of mind.

One of the many proactive programs and expert services the University of Pretoria has started to give students and staff members a safe place to work and learn is the Green Route Project (University of Pretoria, 2022). This initiative specifically allows for students and staff members to be escorted to and from their homes, cars, or any nearby places from 18:00 to 6:00. The Same initiative was implemented in most US colleges and universities by later replaced by smart-notified “safe walks” accessible on smartphones (Landreman & Thorp, 2020). Students can use Google Maps to plan their route and estimate travel durations. If a student forgets to press a button while travelling, friends, family, and security professionals will be alerted. Most of the time, these attempts are beneficial at night.

Furthermore, the Department of Security Services at the University of Pretoria safeguards the university's public accountability (University of Pretoria, 2022). It makes the required preparations and provides security for important events and student activities as well as when VIP guests visit any of the University's campuses. The Department arranges for parking and traffic management, and they also carry out access control and alcohol consumption security measures during events. However, faculty, staff, and students all must share accountability for their safety on campus.

The University of Cape Town (UCT) has a 24-hour toll-free number for Campus Protective Services (CPS) which operates 24 hours a day and 7 days a week (University of Cape Town, 2023). Campus security and safety is approached by CPS in four ways: (1) the *presence* of uniformed staff patrol on foot and in vehicles within the campus acts as a strong deterrent to criminal activities; (2) fences, gates, and closed-circuit television (CCTV) are among the security-enhancing equipment deployed under the *engineering* approach; (3) workshops and programs are held with students and staff to raise awareness of security problems and to *educate* as well as offer guidance on how to handle certain circumstances; (4) and *enforcement*

of proper measures as necessary by CPS in extraordinary circumstances to preserve campus safety and order.

The institution also offers shuttle services which is a quick and secure bus transportation for faculty, staff, and students between UCT's campuses and residences. There are additional footpaths that security personnel on scooters frequently monitor. Security measures are only as effective as they are up-to-date and functioning as intended. For instance, there might be severe ramifications if a security camera malfunctions during an incident, reducing the amount of evidence and undermining confidence in the safety measures implemented as well as the security professionals entrusted with keeping the public safe.

2.6 HINDRANCES TO THE EFFECTIVE IMPLEMENTATION OF CRIME PREVENTION INITIATIVES IN HIGHER EDUCATION INSTITUTIONS

2.6.1 Insufficient Communication

There are contradictory views between students and security personnel when it comes to the effectiveness of crime prevention measures. According to Mkhize et al. (2022), security officers believe their work is rendered inefficient by a lack of communication among university staff members, including the investigation team and the administration of the student housing. This is supported by the findings in the study conducted by Mkhize et al. (2022) at Howard College, where security personnel maintained that they were not involved in criminal procedures and that their duties were completed once a criminal was arrested and reported. This demonstrated the degree to which security personnel's work is constrained. The university administration, security personnel, and the campus community must communicate openly and constantly for crime prevention initiatives to be successful. It may be challenging to recognise and handle newly developing safety issues if communication is poor or absent.

Ngcece (2018) also argues that the Protective Services Department's ability to regulate crime is likely to be hampered by the university community's lack of cooperation. As a result, notable instances have shaken institutions of higher learning even though they have policies, programs, and mechanisms in place to minimise risks and uphold campus safety and security. For instance, poor communication and coordination between the various departments and personnel regarding the mental health status of the perpetrator led to the Virginia Tech massacre in 2007, which resulted in the deaths of 32 people (Tan, Sia & Tang, 2022). At least 18 pre-attack signs that occurred over several years were detailed in the Virginia Tech Review

Panel's final report which should have prompted a closer examination of the shooter's actions and mental stability before the attack. It was after that occurrence that on-campus security became a major topic of discussion not only in the United States but also in other countries.

Panel (2018) concurs that actionable information is frequently not shared with the authorities, who can act and stop an incident before it starts. Too frequently, after the fact, it is found that numerous people knew about the problems surrounding a crisis but kept quiet about them. Underreporting also involves certain victims who might be reluctant to come forward with information about crimes, especially if such crimes involve delicate subjects like sexual assault or harassment.

2.6.2 Lack of funding

A major obstacle to the effective execution of crime prevention initiatives is a lack of funds. Significant financial resources are needed to conduct crime prevention strategies such as installing security cameras, employing security staff, and putting training programs into place. Govender (2020) asserts that campus security offers security risk protection based on financial requirements. Budgetary restrictions significantly affect campus security measures. Hence, many HEIs continue to use traditional physical security measures like access control registers, boom gates, security personnel, and analogue electronic surveillance in this technology age where the 4th Industrial Revolution (4IR) is becoming relevant.

The incapacity of security measures not be implemented successfully to manage crime is also correlated with a lack of sufficient training and legal understanding (Ngcece, 2018). Safety precautions in HEIs go beyond simply preventing criminal activity and deploying technology surveillance. According to Reidy (2019), effective emergency procedures and plans are the first step in creating safe and secure campuses. Protective services should be offered training on issues such as a fire alarm, an issue in a lab, a shooting suspect, the rally point if the dormitories or academic buildings need to be evacuated, and how to handle accountability (Reidy, 2019). Each of these scenarios, as well as many more, must be fully understood by administrators and security personnel. Emergency planning is necessary because, in addition to being useful for giving direction in times of need, it may also reveal a shortage of resources, such as tools and qualified staff.

2.6.3 Cooperation and Coordination

Initiatives to prevent crime often call for collaboration across several departments and stakeholders, including law enforcement agencies, student services, mental health services etc. to ensure that crime prevention initiatives are effectively implemented, ensure privacy is respected and that adequate resources are available. Addressing the underlying issues that contribute to campus crime and preventing new incidents may be challenging if these parties do not collaborate well.

Ngcece (2018) found that security personnel are often not notified of changes or temporary issues, which can harm their work and relationship with the campus community. Security officers in a study conducted by the author in Howard campus claimed that they are not involved in criminal cases, their work is done when an offender is apprehended and reported. This demonstrated that security officers had some limitations in their duties. As they have to protect people's safety, property, and reputation while promoting an environment on campus that is conducive to study, research, and volunteerism, they are the first on the scene when unfortunate incidents occur. Therefore, lack of collaboration and miscommunication across pertinent departments jeopardises their objective and increases everyone's risk of danger.

2.6.4 Misused Student Powers

The situation of students being given unwarranted favouritism over security personnel. Security officers especially those on the ground claim that when students are given preference over them, it undermines the effectiveness of both their tasks and security procedures. In the study conducted at Tshwane University of Technology (Pretoria Campus), the members of the Residence Committee (RC) and Student Representative Committee (SRC) appeared to be beyond the control of the security guards (Masike & Mofokeng, 2017). The RC members wind up in control of the security officers because the residence managers are required to create their policies regarding the obligations of the security personnel.

It is the RCs and SRC members who would bring alcohol and drugs inside the residences without being searched. In some cases, students who raise issues with security officers are those who are politically active and given the authority to represent students. They use the little power of political domination to bypass security procedures while endangering other students at large. This can also be influenced by the resistance to change. The improvement of security measures brings discomfort to those who have adapted to delinquent behaviour.

The frequency of crime varies by institution based on several factors such as location, population, and the effectiveness of safety mechanisms; these factors can be identified in the best interests of the campus community by looking at how they contribute to the overall issue. Safety mechanisms are implemented based on the types of crimes that are more prevalent, either by reducing the causes or preventing their occurrence. Therefore, this study seeks to build on existing literature by exploring and collating the different crimes that exist on the KwaDlangezwa campus and the crime prevention initiatives that have been put in place to prevent and fight crime within the study area.

CHAPTER SUMMARY

The literature reveals that crime on campuses is a global issue in higher education institutions and the prevalence of crime differs in each institution based on many factors. Studies have shown that both college and university settings have evolved into prime spots for multiple-victim attacks, including mass shootings, sexual misconduct, stalking, gender-based violence, and homicide because of highly populated environments coupled with insufficient protective measures (Rodriguez et al, 2013). In both domestic and foreign educational institutions, students have encountered life-threatening incidences like assaults, robberies, and rape.

There is a growing need for improved crime prevention initiatives on campus for students, staff as well and security personnel. In the USA, all colleges, and universities eligible for Title IV federal financial assistance are required to publish reports on the crime rates of their institutions as compelled by Title Two of the Clery Act of 1990. However, there is no legal requirement for South African educational institutions to report on every instance of campus crime, however, they have also developed their policies and have started to implement an integrated security system. Lastly, the literature review highlights the impediments to the successful implementation of crime prevention such as lack of collaboration among stakeholders and crime prevention response departments within an institution.

CHAPTER THREE

THEORETICAL FRAMEWORK ON CRIME PREVENTION

3.1 INTRODUCTION

A theoretical framework is a collection of concepts and theories that develop from empirical research and connect to larger fields of published knowledge being explored that serve as a framework for comprehending and analyzing information, findings, and phenomena (Larse & Adu, 2021). According to Collins and Stockton (2018), a theoretical framework can help to strengthen a qualitative research approach by offering four dimensions of insight: (1) give the study focus and structure; (2) expose and obscure meaning; (3) link the study to current literature and concepts; and lastly indicate the study's strengths and limitations. Mensah, Agyemang, Acquah, Babah, & Dontoh, (2020: p 56) argue that a theoretical framework is “a blueprint that is often ‘borrowed’ by the researcher to build his/her research inquiry”. This indicates that research is built on a theoretical framework, which serves as the foundation that directs the selection of the right research methods and data analysis strategies for evaluating the hypotheses or research problem.

This study selected Situational Crime Prevention (SCP) framework to better understand the types of crime in the context of higher education settings and the situational factors that contribute to the levels of crime. As the theory of practice and deterrence, SCP was selected to facilitate a better insight on why the institutions of higher learning need to modernise prevention strategies to better address the unique challenges faced by each institution. Nevertheless, in order to fully understand the reasons behind the high rate of crime at the University of Zululand, this study also selected Routine Activity Theory and Rational Choice Theory, which fully explain that crime is an opportunistic act that results from the lifestyles of individuals and calculative offenders.

3.2 SITUATIONAL CRIME PREVENTION

The development of situational prevention was influenced by the findings of the Home Office Research Unit conducted in the 1960s and 1970s by the British government's criminological research department on correctional treatments (Clarke, 1997). This research showed that conventional correctional measures like incarceration and rehabilitation did not work to

reduce criminal activity. This research along with Problem Orientated Policing led to the development of Situational Crime Prevention. As a result, researchers started to concentrate more on situational prevention which Clarke (1983) describes as an event-focused approach to reducing the opportunities for crime by modifying the environment in which crime occurs. Clarke (1997, p. 4) defines situational crime prevention as “opportunity-reducing measures that (1) are directed at highly specific forms of crime; (2) involve the management, design, or manipulation of the immediate environment systematically and permanently as possible; (3) make crime more difficult and riskier, or less rewarding and excusable as judged by a wide range of offenders”.

The SCP approach begins with an understanding of the specific types of crimes that are prevalent in the target environment and takes note of crime concentrations. In contrast, SCP explores the dynamics of the temporal and spatial contexts that lead to criminal occurrences before attempting to create unfavorable conditions to lessen the likelihood that criminal events will occur (Ho, Ko & Mazerolle, 2022). SCP is particularly interested in the specific issue of how criminals successfully carry out their crimes to design interventions that eliminate criminal opportunities and enhance safety. In higher education institutions, this entails spotting and resolving environmental flaws such as poor lighting, unlocked doors and windows, and dilapidated structures.

Cornish and Clarke (2003) described 5 broad categories of techniques that can be utilised by institutions of higher education to reduce crime (Ho, Ko & Mazerolle, 2022; Linden, 2007; Brantingham, Brantingham & Taylor, 2005). These categories include:

3.2.1 *Increasing the effort* required to commit a crime by target hardening, controlling access to facilities, screening exits, controlling tools/weapons, and deflecting offenders. In the university context, this can be achieved by improving access control through secure doors, locks, and visitor management systems. In addition, institutions of higher education mostly rely on physical barriers or measures such as the installation of access control systems and security cameras, especially in areas such as laboratories or storage with valuable items, which can limit the opportunity for theft and vandalism as well as deter potential offenders. Lighting improvements in dark areas which can be classified as hotspots to reduce hiding places and increase visibility, making it easier to detect criminal activity.

3.2.2 *Increasing the risks* of being caught by increasing levels of formal or informal surveillance (patrols) or extending guardianship, assisting natural surveillance, strengthening formal surveillance using closed circuit cameras, reducing anonymity, and utilising place managers. Institutions of higher learning can increase the risk by keeping landscaping trimmed and maintaining clear sightlines to easily deter suspicious behaviour as well as increasing security personnel visibility and implementing harsher penalties to increase the perceived risk of getting caught may be deterred from committing a crime.

3.2.3 *Reducing the rewards* of crime by removing and concealing targets, denying benefits, disrupting markets by monitoring channels for sales, and identifying property to facilitate recovery. One of the safety measures put in place by the University is marking the university property to deter theft as the proactive approach and be able to track and recover stolen items as part of the reactive approach (University of Zululand website, 2024). Implementing policies and procedures to limit access to valuable items can reduce the incentive for theft as well creating a culture of reporting suspicious behaviour can discourage offenders. Moreover, reducing rewards may include proper measures such as limiting the amount of cash on hand, and safeguarding items that are routinely stolen.

3.2.4 *Removing the provocations* of crime by reducing frustrations, avoiding disputes that lead to criminal activities such as vandalism resulting from students' protests, reducing emotional arousal, neutralising peer pressure, and discouraging imitation. For example, establishing a code of conduct that forbids aggressive conduct can lessen the likelihood of violent altercations. Also addressing issues like public intoxication and disorderly conduct promptly and increasing surveillance. SCP emphasises the need to promote a culture of vigilance and in achieving this, the University of Zululand PSD utilises ten (10) Student Crime Prevention Officers who assist with and report any problems in the residences and University functions (University of Zululand website, 2024).

3.2.5 *Removing excuses* by clearly communicating rules, regulations and codes of conduct to students and staff. Educational awareness campaigns are determined as situational prevention technique that promote safe and responsible behaviour among students and staff. Since most universities are designed with primary exits and entrances located distance from the buildings, SCP recommends that the institution render security escorts and safe transportation alternatives to eliminate justifications for criminal behavior.

Following the statement by Potgieter (1993, p. 5) stating that “virtually no part of campus is immune from criminal activity. HEIs are frequently regarded as high-crime zones because of

their higher population density, various forms of violence, alcohol-related issues, underreporting of crimes, legal pressures as well as social and cultural dynamics (The Higher Education Center for Alcohol and Other Drug Abuse, and Violence Prevention, n.d.). Some studies suggest that there is no single factor that causes criminal behaviour on campus, the nature as well as the strength of these factors vary across settings and the type of crime dominating that particular institution.

However, SCP does not entail long-term solutions that address the root causes of criminal behaviour, it focuses on the settings for criminal acts than on the characteristics of offenders. It provides a practical approach to improving safety and challenges criminological theories based on offenders' tendencies for mischief (Eck & Clarke, 2019). It claims that crime is the result of an interaction between disposition and situation. It is, for this reason, that this framework was adopted to underpin this study that explores existing crime prevention initiatives at the University of Zululand intending to encourage future studies to evaluate the effectiveness of these crime prevention measures put in place and adopt possible solutions that can improve the situation.

Another notion like SCP is Crime Prevention Through Environmental Design (CPTED). Both CPTED and SCP aim to alter the environment to lessen the likelihood of crime (College of Policing, 2022). CPTED is also called "designing out crime" and is related to design approaches that frequently emphasise architecture and planning (Cozens & Love, 2015). Although the concepts in these theories are similar, SCP is broader in scope, referring to any intervention that reduces opportunities and increases the risks or difficulties of offending. The application of situational crime prevention at HEIs allows for a comprehensive view of crime prevention by focusing on its strength lies in the practical strategies for designing and managing the physical and social environment to prevent crime effectively.

Freilich and Newman (2017) accentuate that SCP as the theory and practice of deterrence employs a variety of causal models to accomplish its goal of reducing crime. It emphasises the importance of specific interventions tailored to the context which is particularly relevant in a higher education setting. However, the theory may not address the psychological or societal elements that underlie criminal behaviour, thereby missing the real causes of crime. As a result, the study further adopted the related theories by Lawrence Cohen and Marcus Felson (1979): Rational Choice Theory (RCT) and Routine Activity Theory (RAT).

3.3 RATIONAL CHOICE THEORY

The core difference between Situational Crime Prevention Theory and Rational Choice Theory is that the latter emphasises the environmental elements that lead to specific types of crime (Santiago, 2010). Rational choice broadens the scope of conventional deterrence research by adding many additional factors to the decision-making process and considering choices made by both potential offenders and victims. Rational decision-making is the foundation of the rational choice theory. According to Wortley and Tilley (2014), offenders base their decisions on perceived risks, rewards, and opportunities. The basic presumption is that actors calculate their next steps based on some kind of assessment of the costs and benefits associated with their actions. This decision is impacted by the offender's desire to maximise gain while minimizing risk. According to RCT, potential criminals logically choose to commit a crime, as well as the plans they take to do so (Wright, 2017). In a university setting, robberies and theft are some of the crimes institutions are faced with. Offenders make logical decisions based on the amount they will gain in return after stealing or robbing students or staff of their valuable items.

The rational choice concept has been significant in the development of situational crime prevention. Clarke (2018) notes that it has first contributed to the explanation of why displacement does not always occur when criminal possibilities are decreased. Second, by first understanding the offender's motivation for committing the crime, methods, choices at each stage of the crime, and immediate context in which these decisions are made. Lastly, considering different approaches to reduce the likelihood of crime has been the significant contribution of the rational choice perspective to the development of SCP. The criminological literature contains several prominent instances that may fit into the rational choice model, including studies of victimisation, defensible space designs, crime displacement, hot spots, and everyday activities.

Although RCT offers a framework for understanding how people choose to engage in criminal activities and provides insights into the decision-making processes of offenders, it may oversimplify the intricacies of criminal behaviour and possibly overlook emotional or impulsive aspects that drive criminal behaviours. Critics postulate that rational choice fails to contextualize offence and its implications in the context of individuals' lives and lifestyles (Ceccato, 2022). While SCP focuses on altering the physical environment to reduce crime and RCT emphasises the decision-making of offenders, however, both theories provide an

understanding of criminal events and victimisation which necessitate the development of crime prevention initiatives the study aims to explore at the University of Zululand, KwaDlangezwa campus. Therefore, the study further adopted Routine Activity Theories which claims that three elements must coincidentally intersect at the same geographic place and same time for there to be a crime.

3.4 ROUTINE ACTIVITY THEORY

Lawrence Cohen and Marcus Felson (1979) first proposed the Routine Activities Theory, often known as a lifestyle approach, to explain rising official crime rates in the 1970s. The routine activities idea suggests that risk arises when space and time interact and based on the assumption that three elements must be present for any criminal act to occur: a motivated offender, a suitable target, and a lack of capable guardian. These elements are interconnected and work for crime to occur and if one component were eliminated, there wouldn't be any crime. Miethe and McDowall (1993) measured the three elements of routine activities and concluded that the elements of this theory affected the rates of violent crime and property victimisation.

3.4.1 Motivated offender

The first necessary element that Cohen and Felson (as cited in Lhayea, 2016) describe as the cornerstone of RAT is the motivated offender. Marcum, Ricketts and Higgins (2010) identify a motivated offender as anyone who is willing and has the motivation, opportunity, and capacity to commit a crime. The motivation of the potential offender may arise from the desire for money, items with quick liquidity, or other valuable items like clothes or vehicles. It can be students, staff, visitors, or anyone with access as universities are perceived as public environments with open access. Crime can only happen if the offender believes the target to be suitable, the gain outweighs the risk and there are no effective measures in place. This perception is consistent with the classical school's theory that people have hedonistic tendencies and will intentionally offend others whenever the opportunity (a crucial factor in crime calculus) arises.

3.4.2 Suitable Target

A suitable target may be a person or an object without proper guardianship and identified by the motivated offender as the next victim. For the crime to happen the potential offender must have access to something valuable (Brown, Esbensen & Geis, 2015). It might be a desirable property, or it might be a means of engaging in emotionally pleasant activities, such as expressing anger or hatred, seeking excitement, or satisfying one's sexual urges. Students are mostly the primary targets of campus crime, however staff members and university property are not excluded from campus victimisation. Student vulnerability to crime can be further increased by student lifestyles that include a lot of nocturnal activities, social gatherings, drinking, and recreational drug use. Leaving their rooms unlocked and belongings unattended. A potential victim's lifestyle decision may also increase or limit opportunities for the potential offender.

However, Cohen and Felson (1997) contended that there are several opportunities for crime on college and university campuses including motivated offenders and insufficient supervision which places a lot of people at risk of being victims of crime. In other words, everyday patterns, or daily activities of people such as school, work, and gym create more opportunities for offending. This can be illustrated by a university setting where most activities are well-organised and predictable. For instance, students have specific times to attend classes, go to the gym, and visit their homes during recess, which develop into continuous habits that the motivated offender may be aware of and readily study as time passes.

3.4.3 Lack of Capable Guardian

Depending on the context, capable guardians may assume many various shapes. Any person or object that moves through the area or can obstruct and prevent the crime can be a capable guardian (Ngcece, 2018). In a university context, Guardianship can take the shape of more passive tools like video surveillance or the physical presence of someone who can act in a protective capacity, like a security officer, landlord, parent, or bystander. Further identification of guardianship by the theory includes physical security measures like alarms, door locks, street illumination, gates as well the formal guardianship such as the self protective behaviour. Like SCP, the presence of capable guardianship seeks to make

committing a crime too difficult or the incentive for doing so too little to take the chance of getting detected.

Critics point out that Routine Activity Theory only addresses victimisation at the macro level, potentially ignoring individual-level factors that influence criminal activity and omitting a lot of important criminological elements (Nickerson, 2022). However, some of the reasons that this theory grounds this study is that university settings often feature large populations of young adults, valuable targets (e.g. devices, cash) and different levels of important guardianship in preventing crime. Understanding these everyday actions can help shape focused preventative initiatives. Secondly, the theory can help in explaining the patterns and concentration of crime on campus such as high rates of property crimes which can guide the institution to develop tailored crime interventions. In line with the objectives of campus crime prevention initiatives, routine activity theory emphasises that crime happens when motivated offenders, suitable targets, and the absence of capable guardians congregate in a particular location and time. This theoretical framework allows researchers to analyse changes in the convergence of these elements over time, thereby offering a framework for longitudinal analysis to evaluate the long-term impacts of interventions on campus crime patterns.

In terms of policing and prevention, RAT has largely been associated with situational crime prevention, especially in locations designated as 'hot spots' (Ross and Rasool, 2019). The essential components that need to be addressed to lower the likelihood of crime are identified by routine activity theory, which enhances situational approaches to crime prevention. A stronger theoretical basis for creating and assessing all-encompassing prevention initiatives is provided by this synergy. All the above-mentioned theories provide a strong theoretical foundation for this study exploring crime prevention initiatives at the University of Zululand by emphasising that crime is an unavoidable fact that is best controlled by removing chances for illegal conduct and aiming to lessen the motivation of offenders (Carrabine, Cox, Lee, Plummer & South, 2009).

Collectively, the theories offer a multifaceted approach to preventing crime, taking into account changes to the surrounding environment, interventions targeting the offenders' decision-making process, and everyday activities that impact the likelihood of criminal activity. By integrating these theories, HEIs can develop comprehensive crime prevention initiatives that cover various areas of crime prevention. In addition to identifying gaps and

areas for improvement, the theories can be used to analyse current crime prevention initiatives and direct the creation of new ones that are theoretically sound.

CHAPTER SUMMARY

SCP emphasises the significance of altering the environment in which crimes occur to deter potential offenders and reduce opportunities for criminal activity. In the context of higher education institutions, this framework encourages a thorough examination of the physical, social, and organisational aspects of the campus environment. The study adopted the SCP framework to develop tailored crime prevention measures for the study area, aiming to address its unique challenges. These initiatives aim not only to deter potential offenders but also to cultivate a culture of safety and security conducive to learning and personal growth. However, SCP was adopted in triangulation with RCT and RAT to obtain an in-depth understanding of the elements influencing crime at a university and develop evidence-based crime prevention initiatives.

The subsequent chapter will detail the research methodology, methods, and data collection instruments employed in the study.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The quality and reliability of a study are largely influenced by its research design and methodology which offer a structured framework for research, guarantee the validity of the investigation, and raise the trustworthiness of the findings. Khotari (2004) asserts that the research design serves as the conceptual structure for the research and a blueprint that outlines how data will be gathered, measured, and analysed. It entails an overall plan the researcher develops to guide the study and achieve predefined research objectives. On the other hand, Gupta and Gupta (2022:8) state that “good research is rigorous”. It guarantees that the methods used to obtain answers to questions are appropriate, relevant, and justified. Khotari (2004) notes that the researcher must be familiar with both methodology and research methods/techniques. These methods made it possible to conduct fieldwork and offer a systematic guide for collecting and analysing data.

In light of the above, this chapter provides a brief discussion on the interpretative paradigm as the philosophical framework that underpinned this study. The chapter further describes the research design and methodology used to conduct this study and achieve the objectives outlined in chapter one of this dissertation. This means that a discussion and justification of employing purposive and snowballing sampling methods as techniques used to select participants for this study are discussed in detail. Qualitative data collection techniques (semi-structured and focus group discussions) and data analysis methods adopted for this study are briefly explained. Moreover, this chapter outlines the ethical considerations that were observed, limitations, strategies used to ensure trustworthiness as well as ethical considerations that the study adhered to.

4.2 RESEARCH DESIGN

An insightful book written by Van Manen (1990) on hermeneutical phenomenology, characterised research as being centred on lived experience (phenomenology) and interpreting the "texts" of life (hermeneutic) (as cited by Creswell, Hanson & Morales, 2007). In addition to providing a description, phenomenology also involves an interpretive process in which the researcher offers an assessment of the significance of the lived experiences. It emphasises

subjectivity or objectivity. Therefore, this study adopted a phenomenological design that is both exploratory and descriptive to describe crime prevention strategies utilised in the study area and to explore the experiences of study participants. Van Manen (2017) pointed out that the philosophical worldview and beliefs that underpin qualitative research are based on phenomenological research. This is a unique qualitative method for exploring underlying structures, such as the shared meaning of social events. A few specific assertions about (a) the purpose of a phenomenological study and (b) the nature of the phenomenological technique have been made by van Manen (2014). The goal of phenomenology is to explore the lived meaning of experience. Therefore, studying the nature of an experience is the goal of phenomenological research, however, van Manen (2017) elucidates that it is important to recognise that while many qualitative research methodologies that draw inspiration from phenomenology may be unquestionably significant and pertinent, they should not be mistaken for true phenomenological methods or phenomenological research approaches

For this study, data were collected utilising semi-structured interviews and focus group discussions. Key informant participants were selected using a purposive sampling method based on their expertise in the implementation of crime prevention initiatives as well as their experience with the challenges that occur while doing so. This was essential to achieve the key objective of this study, which was to explore existing crime prevention initiatives at the University of Zululand, KwaDlangezwa campus.

Phenomenological research generally adopts semi-structured and in-depth interviews as the primary data-collecting method because it provides participants with the freedom to openly express their experiences, thoughts, and feelings on the phenomenon. Participants in the focus group discussions were selected via a snowballing technique, which shed light on the extent to which crime and perceptions of fear of crime were impacted by poor crime prevention measures, which constituted the basis of this inquiry.

The researcher utilised bracketing in the course of interviews and focus group discussions to eliminate biases and assumptions about the subject matter. Alhazmi and Kaufmann (2022) define bracketing as an attempt to set aside any preconceived notions about the phenomena being researched. Also utilised to prevent the researcher's ideas from unduly influencing their study's focus on participant experiences. Creswell et al. (2007) postulate that bracketing enables researchers to approach participants with a "sense of newness". Crime prevention initiatives can be multifaceted, and different stakeholders may have differing views on their

effectiveness and impact. Therefore, a phenomenological approach acknowledges the complexity of human perception and allows participants to articulate their experiences and beliefs in their own words.

4.2.1. Exploratory research

Exploratory research, as its name implies, does not seek to provide complete answers to problems that already exist; rather, it seeks to only investigate the research questions. According to Clark, Foster, Bryman and Sloan (2021), this type of research is carried out to determine the nature of the problem and is not designed to produce conclusive evidence, but rather to aid in a better understanding of the problem. Maxfield and Babbie (2017:12) elucidate that “an exploratory project may collect data on some measure to establish a baseline with which future changes will be compared”. It enables the researcher to familiarise themselves with a specific phenomenon to get new insights and explore how things are and what they represent.

In light of the above, the exploratory nature of phenomenology permitted open-ended inquiry and in-depth exploration of the participants' experiences, enabling a comprehensive understanding of crime prevention initiatives. The researcher was willing to change direction as a result of new data and insights that emerged during the investigation of this study. To better understand the phenomenon at hand, the researcher made sure the subjects were acquainted with the topic at hand to increase their understanding of barriers and issues around the implementation of these prevention measures.

4.2.2. Descriptive research

Descriptive research seeks to describe a phenomenon and its features (Nassaji, 2020). It is more concerned with what rather than how and why something happened. It was appropriate for this study as it seeks to explore existing crime prevention initiatives as well as to identify best practices that can be adopted to improve the situation at the University of Zululand, KwaDlangezwa campus. Nassaji (2020) further posits that descriptive studies focus on current occurrences and explore how past events have affected the current situation. The descriptive aspect of the design would involve systematically documenting the existing initiatives, their implementation, and their effectiveness.

4.3 RESEARCH PARADIGM

In the selection of qualitative research, researchers make certain assumptions that guide their work by bringing paradigms or worldviews to the study. Slevitch (2011) describes paradigms as a fundamental set of values and beliefs that direct action or provide a guide to problem-solving. Another way to define a paradigm is as a cognitive perspective or a set of shared values that a certain discipline upholds. Therefore, a paradigm denotes a pattern, structure, framework, or set of scientific and academic principles, ideals, and presumptions. Different research designs are frequently linked to particular ideas and positions, which influences the research methodology used in every given study (Gannon, Taheri & Azer, 2022). These paradigms have their roots in various philosophies or assumptions of reality (ontology), knowledge and the relationship between the inquirer and the inquired-into (epistemology), and the nature of research (methodology).

The branch of philosophy known as ontology attempts to describe the nature and structure of the world (Wand & Webber, 1993). It defines the shape and nature of reality and what can be known about it. Ontological viewpoints specify what entities exist or may be said to exist, as well as the types of interactions that exist between basic kinds of being (Guba & Lincoln, 1989). Ontological assumptions lead to the question “What is the nature of the relationship between the knower or would-be knower and what can be known?” (Guba & Lincoln, 1994:108). Epistemology deals with ‘the nature of knowledge, its possibility, scope and general basis’ (Hamlyn, 1995:242) as cited by Al-Ababneh (2020:78). It explores the amount to which a certain subject or entity may be known, the meaning of knowledge, and the methods by which knowledge is acquired.

Epistemology leads to the third dimension of a paradigm, methodology. Guba (1990) defines methodology as a theoretical and philosophical framework for how research is conducted. Each methodology specifies methods employed including instruments, procedures, or strategies to be applied in a scientific investigation for data collection and analysis. These methods enable fieldwork and give data-collecting procedures a systematic framework, ensuring the achievement of the study's objectives. According to Slevitch (2011), ontology determines epistemology which in turn defines the methodology, which subsequently specifies applicable procedures. However, Farghaly (2018a) argues that the choice of methods influenced by the methodology should be seen as free from ontological and epistemological assumptions. The method selection should be made concerning the research question.

According to Maxfield and Babbie (2017) as well as Steyn (2018), there are three paradigms in criminological research: positivism, hermeneutics (descriptive-interpretive), and semiotics (constructionist). This study was located within a descriptive-interpretive paradigm. This paradigm is based on the ontological assumption that social reality is not singular or objective but is instead shaped by individual experiences and social contexts (Khotari, 2017). Thus, reality may change, leading to multiple perspectives or various realities depending on how one interprets reality rather than a single reality. This paradigm posits that social phenomena are located within and cannot be detached from their social context, and interpretations of such phenomena must be positioned within their socio-historical context.

According to Cresswell (2013), the underlying epistemological premise is that understanding people requires interaction with them naturally and sympathetically. This paradigm also referred to as naturalistic inquiry (Makombe, 2017), expresses that social reality is best understood within its socio-historic context by balancing the subjective views of its diverse participants. As a result, interpretive researchers prefer participation and interaction with the individuals being studied to provide detailed explanations of social constructions.

A variety of methods can be used by interpretivists to gather qualitative data. This research paradigm is particularly suited for exploring hidden causes behind complicated, interconnected, or distinct social processes, such as inter-firm ties or inter-office politics, when quantitative information may be skewed, erroneous, or otherwise challenging to gather (Nickerson, 2022). Henceforth, the interpretive paradigm was appropriate for this study because the researcher was able to explore the experiences, attitudes and perspective of different individuals involved in the existing crime prevention initiatives at the University of Zululand (KwaDlangezwa campus). The research was to analyse and understand the broader contextual factors that contribute to crime and challenges faced by institution when implementing crime prevention initiatives.

4.4 RESEARCH APPROACH

In research, an approach is how a particular problem is addressed. A research approach directs the researcher and provides a set of systematic methods, techniques, and tools that will be used to conduct the research efficiently (Haradhan, 2017), thus concentrating on the core problem under investigation. It outlines a particular set of steps that will guide the researcher

in achieving the aims and objectives of that particular study (Neuman, 2014). The choice of method of inquiry is influenced by several variables, including the nature of the research topic, the research questions or hypotheses, the resources at hand, and the study's anticipated findings.

Different research disciplines and fields may have their preferred approaches. In natural and social sciences, the research approach is divided into three different types: qualitative (inductive), quantitative (deductive), and mixed-method approaches. Therefore, the choice of either of the approaches for a study largely depends on the philosophical premise underpinning the study.

This study was conducted using a qualitative research approach inductively. The study's overall objective was to explore existing crime prevention initiatives and identify best practices that can be adopted to improve the situation at the University of Zululand, KwaDlangezwa Campus. The qualitative involves "an in-depth investigation of knowledge" (Dlamini, 2017 citing Crix, 2004:119) and understanding of insights rather than numerical data and statistical analysis. It is more interpretive, ethnographic, and exploratory compared to quantitative research and uses a naturalistic approach to understand the phenomena in context-specific settings. Dlamini (2017) defines the qualitative approach as partially historical, intuitive, or observational and aims to gain a deeper understanding of complex situations. Conversely, Myers (2009) asserts that the goal of qualitative research is to better understand individuals and the social and cultural circumstances within which they live.

In a broad sense, qualitative research refers to any type of research that yields conclusions not reached using statistical methods or other forms of quantification (Golafshani, 2003). According to Bayens and Roberson (2010:25), "qualitative research aims to capture the dynamics of a phenomenon". A researcher selects methods that permit in-depth inquiries in the hopes of revealing the scope of the problem under study. In general, projective approaches, depth interviews, and focus groups are employed. The purpose is to fully understand it in context-specific settings, such as the real world, without attempting to change the phenomenon of interest. The use of a qualitative research approach in this study made it possible to fully capture and appreciate the responses from the participants and gain an in-depth understanding of the nature and prevalence of crime at the University of Zululand (KwaDlangezwa campus) from different points of view of involved individuals.

A qualitative research approach is concerned with the subjective evaluation of attitudes, viewpoints, and behaviour (Khotari, 2004) and allows the researcher to listen to the voices of marginalised individuals and groups. It provided an advantage to the researcher to illuminate the topic, understand it by examining participants' lived experiences, and extrapolate findings to crime prevention initiatives in the study area. Without a hypothesis, qualitative research uses inductive data analysis to better understand the interaction of "mutually shaping influences", explore social phenomena, and explain the researcher's and participant's interconnected realities and perceptions (Lincoln & Guba, 1985).

This approach contends that trustworthiness is more important than attempting rigorously to define what is being observed and thereby studying the entire phenomenon. It attempts to examine the entire situation, gauge its complexity, and make sure that its conclusion takes into consideration both unique and general factors (Bayens & Roberson, 2011), using its ability to get more thorough findings by using a variety of methods or strategies (Muthiah, Naidu, Badzis, Nayan, Rahim & Aziz, 2020). However, Hoods (2006) states that words are more susceptible to subjective interpretation than numbers since they are inherently less accurate, which might provide biased results. Therefore, qualitative approach enabled the researcher to actively engage with participants through semi-structured interviews and focus group discussions to gain a deep understanding of crime prevention initiatives that exist within the University of Zululand and the challenges that hinder the successful implementation of the prevention measures.

4.5 STUDY LOCATION

The University of Zululand has two campuses, the main campus (KwaDlangezwa campus) and the satellite campus of Richards Bay. This study was conducted at the main campus, which is situated in KwaDlangezwa, 22 km south of Empangeni and about 142 km north of Durban, off the N2 National Road on the KwaZulu-Natal North Coast. The other campus was excluded from the sample since it is located in Richards Bay, an urban area with a different context, geographical location, and population.

Figure A below is the map of the University of Zululand, KwaDlangezwa campus location.

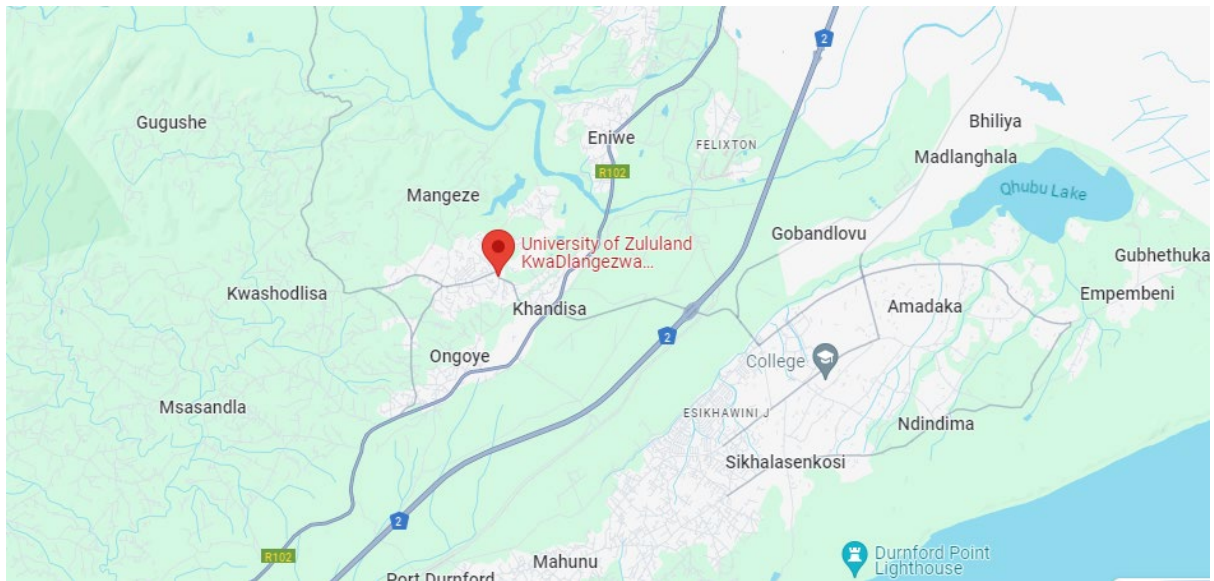


Figure A: Map of the University of Zululand, KwaDlangezwa campus. GPS coordinates - [28.8536,31.849389999999997](#) (Google Maps 2024)

Figure B below shows an area image of the University of Zululand, KwaDlangezwa campus.



Figure B: Area image of the University of Zululand, KwaDlangezwa Campus (Google Maps 2024)

4.6 STUDY POPULATION

All elements (people, things, and events) that satisfy the sample requirements for research inclusion are referred to as a population (Shaheen, Pradhan & Ranajee, 2019). The study population consisted of staff members in the support divisions at the University of Zululand including the Protective Services Department (PSD), Information Communications Technology (ICT), Legal Services Department, Student Services Department (SSD), postgraduate students (Honours, Masters, and Doctorate) and student representative leaders

and security officers from two contracted security companies. Together with the above-mentioned departments, thirty-one (31) participants took part in the study. Qualitative research often uses a smaller sample size for data collecting, compared to quantitative approaches. This is one of the benefits of the qualitative approach noted by Dlamini (2017), that its information is richer and has a deeper insight into the phenomenon under study.

As previously explained, the study in question is descriptive and exploratory, it was carried out through the use of key informant interviews (KIIs) and focus group discussions (FGDs). There were twelve (12) interviews conducted in total comprising of staff members from the aforementioned departments except for two (2) focus group discussions with ten (10) postgraduate students and nine (9) student representative leaders, respectively. Their complex and detailed understanding of existing crime prevention initiatives at the University of Zululand, KwaDlangezwa campus, was explored.

4.7 SAMPLING PROCEDURE

Sample design refers to the predetermined plan for selecting a sample from a population before data collection begins (Mishra & Alok, 2022), as well as laying down the number of participants to be included in the sample i.e. the size of the sample (Khotari, 2017). There are two main types of sampling methods: non-probability and probability sampling. Non-probability sampling involves a subjective method and is often convenient, fast, and cost-effective, making it suitable for preliminary studies, focus and groups. This sampling method encompasses straightforward sampling, judgment sampling, and quota sampling techniques. Conversely, probability sampling methods include simple random sampling, stratified sampling, systematic sampling, and cluster/area sampling.

To carry out this qualitative research study, the non-probability sampling method was selected to identify the participants of the sample. According to Mweshi and Sakyi (2020), non-probability sampling strategies are frequently appropriate for qualitative and exploratory research. The purpose of these studies is to gain an initial understanding of a small or understudied population rather than to test a theory about a large population. The focus is on small samples that are intended to study an actual phenomenon rather than yield statistical inferences about the general population. Non-probability sampling includes a variety of sampling techniques such as snowball sampling, purposeful or judgment sampling quota sampling, convenience sampling and consecutive sampling.

To select the participants of this study, purposive sampling and snowballing sampling techniques were used. Purposive sampling involved hand-picking key informant participants from the targeted population (PSD, SSD, ICT, and Legal Services Department). It also allowed for maximum variation, in which participants shared their views of the phenomenon at hand from different perspectives and a broad range of experiences. Moreover, the selected participants contributed to the researcher's understanding of the study subject matter, making this sampling technique relevant to the study. The researcher was able to collect the required and relevant data from different departments, in the acquired data aided the researcher's understanding of crime prevention within a higher educational setting.

Moreover, a snowball sampling technique was employed to select participants for the Focus Group Discussions. Often, snowball sampling is used to increase the size of convenience or purposeful sampling groups (Stratton, 2023). In this type of sampling, individuals who have been chosen to be a part of the sample are requested to recruit any other potential sample participants that they may know. It is particularly beneficial to use this technique when finding participants is challenging.

4.8 METHODS OF DATA COLLECTION

The techniques of gathering data allow for the gathering of useful data to support factual findings. Qualitative approaches to data collecting are exploratory, primarily focused on obtaining insights and an understanding of underlying reasons and motives (Chitra, 2021 citing Monette, Gullivan and DeJong, 2015). The study employed semi-structured interview schedules and focus group discussions to facilitate in-depth discussions between the participants and the researcher because it gave the researcher the flexibility to work with pre-planned schedules.

4.8.1. Semi-structured interviews

For this study, the researcher employed Key Informant Interviews (KIIs), utilising a semi-structured interview technique that involved prompting participants to respond authentically to a set of standardised open-ended questions. A semi-structured interview is an intentional conversation that transcends casual idea-sharing and adopts a deliberate questioning and listening technique intending to obtain previous data.

According to Islam and Aldaihani (2022), semi-structured interviews allow researchers to ask essential questions about a topic while also allowing interviewees to explore further phenomena. There are several benefits to using a semi-structured interview approach. Firstly, it allowed participants to discuss the nature and extent of crime in the study area using an open-ended technique. Secondly, it generated their own opinions and perspectives regarding their personal experiences with crime prevention initiatives at the University of Zululand, KwaDlangezwa campus. Lastly, a semi-structured interview was appropriate for this study as it permitted free and open dialogue with participants.

Experts on a specific aspect of the program under evaluation are questioned in key informant interviews (Pact, 2014). Key informant interviews were conducted in convenient locations for participants and lasted approximately twenty (20) to forty-five (45) or more depending on the level of information provided. Interviews were conducted using an interview schedule with predetermined questions (See Annexure A) and recorded through an audio-recording tape in which participants were given informed consent to sign before the interview started. The informed consent was clearly explained to participants to ensure they signed fully informed on what it contained. However, some of the participants preferred not to be recorded, so the researcher wrote notes using the pen and paper technique.

4.8.2. Focus Group Discussions

Focus groups can also be a valuable tool for involving stakeholders and getting their feedback on implementation-related challenges (Burns et al., 2018), as well as for a better understanding of the care environment and contextual factors that may have an impact on implementation. The researcher used this qualitative method to collect data in a group setting, using predetermined questions outlined in the FGD guide (See Annexure B) developed by the researcher to explore the understanding and experiences of the participants regarding crime and crime prevention initiatives in the study area. In total, there were two (2) FGDs conducted with the participants.

For this study, FGDs were used to capture student's perspectives on the existing crime prevention initiatives at the University of Zululand, as well as their similarities and differences in the viewpoints shared by key informant participants. The duration of the FGDs ranged from 35 minutes to 55 minutes. In contrast to KIIs, FGDs did not require participants to answer each question individually. Discussions evolved naturally, with some individuals dominating others. Participants were given informed consent to sign after the researcher explained what

it entailed, and discussions were recorded and later transcribed by the researcher. In the next chapter of data interpretation and analysis, codes and pseudonyms were utilised to de-identify study participants.

4.9 DATA ANALYSIS

Qualitative research is utilised to assist a researcher in generating comprehensive insights into a given phenomenon. It involves examining non-numeric data such as texts or images to identify patterns, themes, or insights. Broadly conceived, qualitative data analysis gives a data set meaning (Lochmiller, 2021). There are several approaches used in qualitative research to analyse data, including content analysis and thematic analysis. Vaismoradi, Turunen and Bondas (2013) describe content analysis as a methodical coding and categorising technique that can be used to covertly explore an extensive amount of data to identify word usage trends and patterns, their frequency, trends, and linkages as well as communication structures and discourses. However, Thematic data analysis method is used to organise and describe data in depth by identifying, analysing, and reporting patterns, or themes, within the data (Braun & Clarke, 2006).

The study employed thematic analysis, which is rooted in its ability to identify, analyse and report recurring themes, allowing for a comprehensive exploration of participants' perspectives on existing crime prevention initiatives within the study area. The researcher conducted audio-recorded interviews (KIIs and FGDs) and data were integrated and analysed operating the NVivo software package. Hilal and Alabri (2013) posit that the NVivo software dramatically decreases the manual work required, giving the researcher more time to see trends, identify themes, and draw conclusions. Utilising NVivo aided the researcher in recognising any limitations or gaps in the collected data and new data that emerged during the analysis.

Mezmir (2020:17) posits that “there are no universally agreed stages in the process of analyzing qualitative data”. Braun and Clarke (2006) conceived that qualitative data analysis followed six steps. However, Scott and Usher (2004) argued a that standard qualitative analytical approach consists of five steps. Moreover, Creswell (2014) believes that the most effective way to illustrate the process of analysing and interpreting qualitative data is to use a spiral image, or data analysis spiral, where the researcher moves in circles of analysis instead of following a predetermined linear approach. Therefore the researcher followed the following steps to analysed the qualitative data collected in the following manner:

4.9.1. Data familiarisation

Dlamini (2017) asserts that at the heart of thematic analysis lies data familiarisation. Braun and Clarke (2006) also emphasised to fully understand the breadth and depth of the content that the researcher needs to immerse themselves in the data that have been gathered. Familiarisation in this study involved the researcher listening to the voice-recording tapes and transcribed verbatim transcripts to capture utterances from the participants which served as an accurate record of the conversation. The researcher translated some of the verbatim into English where participants responded in IsiZulu and thoroughly read the transcriptions multiple times to identify recurring meanings and patterns in order to gain a comprehensive understanding of all aspects of the data.

4.9.2. Data reduction

During the data collection, the researcher followed a set of questions as a guide for both KIIs and FGDs to ensure that data is collected in key areas of interest, however, these data collection techniques employed provided participants with the freedom to express their thoughts and perspectives during the discussion. As a result, the study generated more data than its final write up which necessitated the data reduction in order to edit the data, summarise it, and make it more presentable. Data reduction, according to Huberman and Miles (1994), reduces the possible universe of data in an anticipatory manner as the researcher selects a conceptual framework, study questions, cases, and instruments.

4.9.3. Generating initial codes

The process involved importing the transcripts and organised them to structure and categorise the data. After data was organised, the coding process followed where thematic coding was used to identify and group qualitative data based on the themes which emerged from the transcripts and literature insights captured from the participants' perspectives. Saldana (2013 as cited by Mezmir, 2020) contends that organizing the data via coding does not amount to data analysis; rather, it is a means of facilitating the researcher's understanding of the underlying messages the data portrays. The researchers followed this process to capture the primary essence of the data and link the data to the main objectives of the study. Mezmir (2020) states that during the coding process, some codes may appear repeatedly which could be a sign of emerging patterns and these patterns may give rise to categories.

4.9.4. Identifying, naming and defining themes

After all of the data had been coded and categorised, and a list of different codes discovered across the dataset, the researcher started to search for and identify themes, patterns and topics that emerged the data set. The process of selecting themes may vary depending on both methodology and research questions (Braun & Clarke, 2006). The researcher extracted the themes from recurring ideas or perspectives related to existing crime prevention initiatives in the study area. The research further made use of NVivo as the software program to draw diagrams to transform seemingly disorganised raw data to explore and display relationships among emerging themes. After analysing the connections between the themes, the researcher went reviewed and refined them, searching for any inconsistencies or overlaps to ensure that the themes accurately represent the data and provide valuable insights into crime prevention. Lastly, the researcher analysed the themes in light of the objectives of the study and relevant literature. Braun and Stark (2006) assert that the researcher should reveal the narrative that carries each theme in order to conduct a thorough study and write a full report for each individual theme.

4.9.5. Report writing

Castleberry and Nolen (2018:812) ascertain that “data do not speak for themselves”, it requires a researcher to make analytical conclusions from the data presented as codes and then themes. The interpretations of the data collected in this study are presented and discussed according to their significance in the context of crime prevention. This study provided verbatim quotes from the participants and to ensure confidentiality and anonymity, participants were assigned unique codes and the quotes were presented along with the code. Nowell, Norris, White and Moule (2017) note that the written presentation of the thematic analysis provides a clear, logical, cohesive, interesting, and non-repetitive account of the data inside and across the themes that have been identified.

4.10 STUDY LIMITATIONS

One participant who was invited to take part in the study from the Student Services Department declined to participate. The researcher respected this decision and did not pressure the individual further. The remaining participants completed the study protocol as planned. While the refusal of one participant was noted, the researcher determined that the withdrawal did not significantly impact the overall study findings given the sample size and

research design. The data from the participants who consented was analysed and reported on, with appropriate caveats about the limitations of the study sample.

Based on the researchers' observations during the interviews, it seemed that some participants may have provided more positive responses of the institution out of concerns about potential retaliation or negative consequences, despite assurances of anonymity. While the researchers emphasised the importance of honest and accurate data, and explained the measures taken to protect participant confidentiality (such as assigning unique codes and data management) and through building rapport, the researcher was able to ease many participants' concerns.

Lastly, the sample of the study was selected from the University of Zululand, KwaDlangezwa campus, as the research site which would not allow for findings to be generalised to all South African higher education institutions.

4.11 TRUSTWORTHINESS

Trustworthiness or rigour of the study refers to the measure of confidence in data, analysis, and procedures employed to ensure the quality of a study (Connelly, 2016). The degree to which the findings, interpretations, and conclusions in qualitative research can be regarded as credible, dependable, and valid. In contrast to quantitative research, which depends on statistical measures to prove reliability and validity, qualitative research emphasises establishing trustworthiness through multiple strategies. It was noted by Guba and Lincoln (1981) that the criteria for achieving rigour include internal validity, external validity, reliability, and objectivity. For qualitative research to be "trustworthy", Guba and Lincoln suggested using concepts like credibility, fittingness, audibility, and confirmability. The criteria were subsequently changed to credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985).

4.11.1. *Credibility*

Positivist researchers focus on internal validity as one of their primary criteria to make sure that their study measures or tests what is truly intended (Shenton, 2004). In qualitative research, Schurink, Fouché and De Vos (2014; in De Vos, et al. 2011:419) clarify that credibility is the substitute for internal validity, which has an objective to show that the study was conducted in a way that ensures that the participants have been accurately identified and characterised. Connelly (2016) refers to credibility as an essential measure of the truth value

of qualitative research, or how accurate and truthful the study's results are. In other words, it concerns the authenticity of the findings and the degree to which they accurately reflect the phenomenon under study or the research participants' perspectives and experiences. The following procedures were used by the researcher to meet the credibility of this study:

- a) One of the measures taken by the researcher to increase assurance that the data phenomena under investigation have been accurately recorded was member checking or participant validation. It involves sharing the data and interpretations with the study participants to determine if they agree (Nassaji, 2020). According to Lincoln and Guba, this is the key tactic for gaining credibility (Amankwaa, 2016). Since key informant participants were used in this study, it stands to reason that they would be best qualified to judge whether or not the findings accurately reflected their opinions and emotions because qualitative research focuses on people's opinions, experiences, feelings, and beliefs.
- b) The researcher further used triangulation, which entails using different data collection methods, sources, explanations, or views (Nassaji, 2020). The use of research methods was well established in a qualitative research approach. Even though focus groups and individual interviews of this type share some methodological shortcomings, their unique features also produce individual strengths (Shenton, 2004).
- c) The study used a variety of participants with varying expertise to get a rich picture of the crime prevention initiatives at the University of Zululand.
- d) Prolonged engagements with participants were also used which helped the researcher get a better understanding of the participant's insight into the phenomenon at hand. The researcher employed strategies (e.g., probing) that made sure the subjects answered the questions truthfully and fearlessly, in a neutral setting when conducting the interviews.
- e) The researcher continuously engaged with data by repeatedly checking the recordings to verify data was captured correctly. Moreover, debriefing sessions with the study supervisor were utilised by the researcher as a method of ensuring that the data were correctly analysed, drawing attention to shortcomings of the study and suggesting potential improvements.

4.11.2. *Transferability*

Transferability measures whether, or to what extent, the study's results are applicable within other contexts, circumstances, and settings (Stahl & Kings, 2020). Transferring results from one context to another is how qualitative inquiry seeks to deepen understanding, however, Shenton (2004 citing Lincoln and Guba, 1985) claims that the researcher cannot make transferability inferences since they know the sending contexts.

In this study, the researcher provided a thick description of the location where the research was conducted and a detailed discussion about the participants, adhering to the standardised ethical consideration provisions. By using thick descriptions, Lincoln and Guba maintain that one can achieve a certain level of external validity.

4.11.3. *Dependability*

Dependability refers to the consistency of the data over time and under study conditions (Connelly, 2016). It is analogous to reliability in quantitative research, but the understanding of the stability of conditions is dependent on the nature of the study being conducted. To address the issue of dependability in this study, the researcher reported in detail the processes within the study which includes the research design and its implementation, outlining the strategic planning and execution. This will enable the researcher to achieve the same conclusions if they repeat the work or arrive at similar interpretations when they review the data. Also, to make it possible for readers of the research report to gain a full understanding of the methods used and their effectiveness. Furthermore, the researcher provided a detailed discussion on the details of data collection, addressing the finer details of what was done in the field and evaluating the effectiveness of the method of inquiry used.

4.11.4. *Confirmability*

Confirmability is a concern similar to objectivity for qualitative researchers and refers to the degree to which others confirm the researcher's interpretations and findings (Nassaji, 2020). This trustworthiness criterion attempts to ensure that the research is not influenced by the researcher's assumptions or prejudices, and for this study, the researcher ensured that the findings reflected the authentic views of the participants.

In a prior section of this chapter, a thorough methodological description was presented to support the achievement of confirmability, allowing the readers to follow a step-by-step trail of the decisions and processes made by the researcher. Shenton (2004:72) emphasises the role

of triangulation in this context to reduce the effect of the researcher's bias. To confirm the overall results of this study, the researcher compared the findings drawn from the data with those of studies that had been carried out in the same field.

4.12 ETHICAL CONSIDERATIONS

Ethical issues are an essential component of any research project. Same as any other type of research, ethical challenges in qualitative research may be more pronounced for several reasons. Bresler (1995:29) citing Bogdan and Biklen (1992) defines ethics in research as the "principles of right and wrong that a particular group accepts". Research codes of ethics stress the rights of individuals to dignity, privacy, and confidentiality as well as the avoidance of harm. These ethical guidelines are designed to maintain the integrity and credibility of the research process. Hence, it is the responsibility of both the researcher and the research institution to comply and practice excellent research practices.

This research was conducted by the University of Zululand Policy and Procedures on Research Ethics. A full ethical approval certificate (See Annexure D) was obtained on the 8th of September 2023 from the University of Zululand Research Ethics Committee (UZREC) which is registered with the National Health Research Ethics Council (NHREC) (registration number: REC-171110-030). The responsibility of UZREC is to review, approve, and monitor proposals for students, staff, and external proposals for non-degree purposes. Hammond & Wellington (2012) emphasise that it is required for any research to have an ethical clearance if the study falls into a category that requires ethical obligations. Moreover, the application for the gatekeepers' permission letter (See Annexure E) was forwarded to the University of Zululand Registrar's office for the researcher to collect data following University of Zululand's POPI Declaration and Indemnity. The final approval was received on August 24, 2023.

Furthermore, the Protection of Personal Information (POPI) Act was followed to ensure that the research is ethically directed. The POPI Act is a data protection law in South Africa that aims to regulate the processing and safeguarding of personal information. According to the Human Rights Commission of South Africa (KPMG) (2016), the legislation known as the POPI Act was created to protect any personal information processed by both public and private organisations, including the government. Its goal is to ensure that all South African institutions behave responsibly when gathering, processing, storing, and transmitting

personally identifiable information by holding them accountable if they misuse or compromise the data in any way.

This Act gained momentum in South Africa following the appointment of the Information Regulator by the President of South Africa on 01 December 2016 (Kandeh, Botha & Futcher, 2018), which further covers the Promotion of Access to Information Act (PAIA) regulated by the Human Rights Commission of South Africa (KPMG, 2016). When conducting this study, the researcher adhered to the provisions of the POPI Act by complying with the following conditions:

4.12.1. Informed Consent

Kang and Hwang (2021) state that before starting the study, the researchers are responsible for making sure the participants have given their consent. According to Akaranga and Makau (2016), seeking permission from participants before disclosing information promotes honesty and protects the research participants from harm. The informed consent form (see Annexure C) from participants was presented appropriately and conveniently in the form of a document and verbally for participants to understand. The form clearly stated the purpose of the interview and research which was also communicated clearly and understandably. The participants were also made aware that the interviews as well as focus group discussions will be audio recorded. Voluntary participation was ensured, and participants were notified of their right to withdraw at any time without penalty.

4.12.2. Confidentiality, Privacy and Anonymity

According to Jones (2012), criminal justice research frequently requires individuals to share information related to criminality and subversive action without revealing their identity. Hence, the researcher has to safeguard the information gathered from the participants. Jones (2012) also emphasised that researchers have a moral obligation to protect their data from exploitation that violates participants' legal rights. Pillay (2022 citing Mugenda, 2011) defines anonymity as refraining from identifying participants' ethnic and cultural backgrounds, addressing them by name, or sharing sensitive information about them. Therefore, the names of participants in the study are not divulged.

The researcher ensured the personal information of participants remained private and confidential. Data was anonymised by using unique codes in place of real names to ensure

their identities were not to be disclosed without their explicit consent. Moreover, the researcher provided participants with a privacy notice that was easily understandable and accessible, outlining how their personal information would be collected, used, stored, and protected. The researcher avoided asking questions that could be perceived as blaming or upsetting individuals. Moreover, it was the researcher's responsibility to inform participants of any discomfort, risks, or harm that may occur before data collection. However, participants of the study were safe from harm.

4.12.3. Data Management

All data was safeguarded to prevent unauthorised access or disclosure. Appropriate security measures were implemented to protect personal information from unauthorised access, loss, or destruction. Electronic data was stored on the researcher's password-protected electronic device only accessible by the researcher himself/herself. This included creating folders or directories for participants, labelling files with clear names and dates, and maintaining a consistent file structure. Encryption safeguarded data by coding it so that only those with authorisation can access it (researcher and supervisor). Hardcopy references or notes were scanned and stored in a secure digital storage device. The remote copy helped the researcher to mitigate the risk of data loss. Participants were assured that all data collected would be destroyed after five (5) years.

CHAPTER SUMMARY

This chapter has outlined the research methodology employed by the researcher to complete the study. It starts by providing an introduction giving the reader a summary of the chapter.

The qualitative approach was considered to be the most appropriate methodological framework for achieving its objectives. The research design and paradigm, selection of participants, and research procedures are explained in detail. This chapter also emphasised the ethical considerations of the study with a particular emphasis on ensuring that the study adhered to the principles of informed consent, confidentiality, and anonymity. The interpretation and analysis of data will be discussed in the next chapter

CHAPTER FIVE

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

5.1. INTRODUCTION

The previous chapter discussed the research methodology that was adopted to conduct the study as well as the research procedures that were employed throughout. This chapter brings attention to the analysis of verbatim data collected through semi-structured interviews and focus group discussions and the data was synthesised thematically and analysed to provide an insight on the existing crime prevention initiatives in the research site and the challenges faced institution when implementing these crime prevention initiatives. The purpose of qualitative data analysis is to contribute to the existing body of thought, interpret and simplify information for the reader by providing a more detailed description of a phenomenon or exploring the conditions on which the existing differences are based (Mezmir, 2020). The pivotal part of this study was to explore existing crime prevention initiatives at the University of Zululand, KwaDlangezwa campus, and further provide recommendations on the best practices that can be adopted to improve the existing crime prevention measures.

The utilised KIIs to collect data from staff members of the University of Zululand in the Protective Services Department (PSD), Housing Department, Information Communications Technology (ICT), Legal Services Department (Office of the Registrar), Student Services Department (SSD) and utilised FGDs to collect data from Post-Graduate students (all levels), Student representative leaders and security officers from two contracted security companies. Twelve (12) participants were interviewed and two (2) focus groups consisting of ten (10) and nine (9) participants. This chapter starts with data presentation which is divided into two parts: Part A and B. Part A presents data from KIIs and Part B presents FGDs data. Lastly, this chapter provides a discussion of findings and interpretation of themes that emanated from the raw data collected. The presented data analysis and interpretations aim to integrate findings across various studies and theories in the field, including both consistent and contrasting findings.

The findings of the study respond to the following main research questions:

- How prevalent is crime in the study area?
- What are the crime prevention initiatives that exist at the University of Zululand?

- What are the impediments that hinder the successful implementation of crime prevention initiatives?

5.2. THE PROCESS OF DATA ANALYSIS

Thematic data analysis was used to present, interpret, and analyse the results of the study. Lochmiller (2021) describes thematic analysis as a method of analyzing qualitative data used in research. Creswell et al. (2007) explain thematic analysis as the process of identifying themes that are included in categories used for data analysis. It is most frequently applied to a collection of texts, such as transcripts from interviews. The data is thoroughly examined to find common themes, concepts, and patterns of meaning that recur throughout the data collection. Therefore, the main themes that are identified are presented in this chapter to address the research questions that guided this study (see Section 1.7 of Chapter One of this study). More information on this method of analysis was discussed in Chapter Four of this study.

The researcher designed an interview schedule for the study and used a recording device to record the KIIs and FCDs. The researcher listened to all recordings and transcribed them to familiarise herself with the data. Thereafter, the researcher manually picked each transcript and analysed it carefully utilising data analysis software, NVivo (Version 14), until all transcripts were analysed. Similar ideas were grouped, coded, and categorised to form themes.

5.3. PART A: KEY INFORMANT INTERVIEWS

The semi-structured interviews were conducted in a convenient setting for the participants. All interviews were recorded in a digital audio recorder and transcribed by the researcher for data analysis. In total, twelve (12) interviews were completed which included support staff members at the University of Zululand to explore crime prevention initiatives at the University of Zululand, KwaDlangezwa campus. The KII participants included the following departments: Protective Services Department, Excellent Security Service, also within the MGuard Operations, ICT Department, and Student Services Department which consists of Student Housing, Student Governance, Guidance, and Counselling. To maintain the anonymity of participants, each participant has been assigned a unique code (presented in Table 5.1) which the code will also be used to analyse the data from each interview transcript.

Table 5.1: Participant Identifier codes

Participant Identifier Codes											
KIIP-1	KIIP-2	KIIP-3	KIIP-4	KIIP-5	KIIP-6	KIIP-7	KIIP-8	KIIP-9	KIIP-10	KIIP-11	KIIP-12

The above Table 5.1 table shows participants' identifier codes in Part A of this chapter. There were 12 interviews done in total.

5.4. SECTION A: DEMOGRAPHIC INFORMATION

The researcher wanted to know the occupation, gender, race, and departments of the participants interviewed and how long they had been working at the University of Zululand, Kwa-Dlangezwa. These questions were asked to determine the relationships between the demographic characteristics and the crime prevention initiatives at the University of Zululand, KwaDlangezwa campus.

5.4.1 Gender

The study was composed of 8 male participants and 4 female participants from the University of Zululand, Kwa-Dlangezwa campus, who were interviewed as part of Key Informant Interviewees. This question was important to ask to determine the number of females and males who participated in the study. Moreover, all participants were allocated unique codes to ensure confidentiality and anonymity in the study. It should also be noted that the 12 participants were from different departments, however, all participants had a role to play in ensuring safety and security at the University of Zululand and their contribution to the study was valuable to draw relevant conclusions on the phenomenon.

5.4.2 Race

The participants of the study were asked about the race to which they belong. One (1) participant was of White ethnicity and the remaining eleven (11) participants belonged to African ethnicity. This outcome was anticipated in the study as the University of Zululand is largely dominated by students and employees of African ethnicity.

5.4.3. Name of the department [N=12]

The participants of the study were asked the names of the departments to which they belonged at the University of Zululand, Kwa-Dlangezwa campus. The findings are revealed in **Table 5.2**

Table 5.2: Name of the departments

Institution	Department	Participants
University of Zululand	Protective Service Department	2
	Excellent Security Services	2
	MGuard Operations	2
	ICT	1
	Student Services Department	4
	Legal Services Department	1
TOTAL		12

As shown in Table 5.2, two (2) of the 12 participants were from PSD, and another three (3) were from the extensional departments of PSD (one participant from Excellent Security Services and two (2) from MGuard Operations). In addition, four (4) of the participants were from SSD, one (1) participant was from the ICT department, and another was from the Legal Services Department.

5.4.5 The number of years in service each participant has worked for the institution.

The participants were asked to indicate how long they have been working at the University of Zululand, Kwa-Dlangezwa campus. They were asked to state the number of years in service with the University of Zululand to determine their understanding of the prevalence of crime within the institution and crime prevention initiatives that have been employed to create a safe environment suitable for teaching, learning, and personal development. The responses of the participants varied, including participants who are employed with the institution for a tenure ranging from 2 to 30 years of service. Twelve (12) individuals were involved; seven (7) had

worked for the organisation for two (2) to five (5) years, three (3) had worked for six (6) to twenty-five years (25), and two (2) had worked for approximately thirty years (30).

SECTION B: DATA PRESENTATION

The presentation themes from the key informant interviews are presented below in line with the study objectives. However, under each theme, there is a set of questions that guided the researcher when conducting the interviews. The findings from each objective are presented, interpreted, and related to the study and extant literature. Extractions of the verbatim quotations from the data are indicated with unique codes (KIIP-1 for Key Information Interview Participant and a number of the interview) to protect participants' identity.

5.5. PREVALENCE OF CRIME AT THE UNIVERSITY OF ZULULAND

The first objective of the study aimed to unpack information regarding the prevalence of crime at the University of Zululand, KwaDlangezwa campus. The participants of the study were asked a set of questions, and they are as follows:

5.6.1 What are your thoughts on the nature and extent of crimes at the University of Zululand, KwaDlangezwa campus?

This question was asked to get different views from the participants about the nature and extent of crime at the University of Zululand, KwaDlangezwa campus. The following are the responses given by the participants during the interviews:

“PSD as the department is responsible for crime, so being... of PSD I have a bat-eye view of all types of crimes that exist in the University, so the crime that we have here it's not unique to crimes against existing society. So, in essence, what I'm saying is that the University is a microcosm of society so the types of crime that exist are similar to those that are found in society, although they tend to happen frequently because we are a small society of about between 17 000 to 20 000.” (KIIP-1)

“Main concern is we do not have fences. Fence, The first deterrence is that the university has no fence. Anywhere there is access, no matter how we can try to prevent it at any entrances, but the challenge is that there is no fencing. Manpower which is the second deterrence here

in this institution is not enough. The third one, security refresher training we have a big problem with. Security awareness on students, because we can say that it was revealed on the project by MGuard whereby you press the panic and get a response from them. Security awareness as such helps students be aware that they are not to expose themselves to crime or contribute to crime". (KIIP-2)

"Our university is located in a rural area, that's a first one and we've got a lot of access that are coming in here and going out from the university. I think that is the reason why we have a high rate of crime" (KIIP-3)

"My thoughts are if the university is fenced, the way to prevent crime would be much better than this". (KIIP-4)

"There's a lot of things that need to change, especially money-wise. There's not a lot of resources going into security. Only now recently there is more budget allocation towards security measures on campus and new technologies and preventative measures" (KIIP-5)

"It is very difficult to prevent crime because we are situated within the community and our university is not fenced. So, the people from the community gain access at whichever point that they can. If the university was situated somewhere else it would've been better however, it okay because the community also benefit from the university being in the community but if we can have a fence around the university that's better." (KIIP-6):

"The level of crime is problematic for us first of all, because it hinders us in several ways, disturbing students when studying first of all, which is the core business of the university teaching and learning. But now crime impacts them. It also plays a disturbing sort of role in our sports activities here because our students are sort of exposed to criminality around here, and that is bothering us a lot. And our students are not even free, just to walk around campus after hours or even just go outside the store to get whatever they would want if our stores, the cafeteria or internal stores were closed here. So, it affects us a lot as the department." (KIIP-8)

"There is a lot to be done for student safety. So far there is only security personnel designated for student safety which is not enough. More gates are needed". (KIIP-9)

"There are lots of cases referred to counselling which shows that are higher levels of crime." (KIIP-10)

“Easy access on campus is one of the major issues which the institution needs to deal with to fight against crime that is happening on campus premises without having to worry about external multifaceted factors which can be paid attention to differently. The use of different security companies with different codes of conduct played a vital role in how safety and security is delivered.” (KIIP-11)

“When you look at the campus, there are too many exists. People enter anywhere and buy things from outside like Emgwazweni and Esikhawini and bring them inside. There is no control to detect this is student or so, everyone is the same.” (KIIP-12)

5.6.2 What are the most common crimes faced by the university community?

The participants were asked about the common crimes faced by the university. The following are the responses given by the participants during the interviews:

“Theft is rather the top, consumption of illegal substances like alcohol and dagga comes second. But it’s also, all those are the main drivers of theft and other types of crime. And then you will then have squatting or illegal occupation of rooms and then others are seasonal, for instance, if you are going to deal with the creeping, it will be high during the exam time. Students do a whole lot of creeping, and they refer to the parcel that they carry into exams as ‘iyimbuzi’, I do not know what that signifies but they call them ‘iyimbuzi’.” (KIIP-1)

“Most crimes we have here are theft, rape. I can say 80% of cases we get from PSD are theft and rape mostly. When students use their equipment, students lose while on-campus or off-campus students experience burglary. Rape cases that are reported weekly.” (KIIP-2)

“Arm robbery. House breakings are the most common then followed by the armed robbery.” (KIIP-3)

“My thoughts are if the university is fenced, the way to prevent crime would be much better than this.” (KIIP-4)

“Well, most of them is theft, assault, and drug abuse.” (KIIP-4)

“The most common crime is theft; we never had any murder or things like that. It once, very rare to have those crimes but we experience most of the theft.” (KIIP-6)

“The most prevalent crime that we have attended to when we first started here, we experienced a lot of robberies in a day. Maybe on an average day, I would say three to five cases that were reported to us. Those robberies mostly targeted cellphones and laptops from

students. A little bit of Gender-Based Violence. Every time students had these student functions, such as freshers' ball, thereafter there were rape cases reported but of late we have seen a downward thread on that. So much so that there were even murder cases that went with those bashes. Scams at the beginning of the year. Other crimes mostly take place during the registration period. Where you find other students collecting bribes from the first-year students promising them to assist them with the registration process.” (KIIP-7)

“Fighting; and rape also is sort of prevalent, raping of our ladies here during weekends when we have student activities around campus here. They can't walk freely at night because of the criminality element.” (KIIP-8)

“Theft and Substance abuse.” (KIIP-9)

“Stolen items, Rape, Physical Assault, and GBV.” (KIIP-10)

“Other crimes mostly take place during the registration period. Where you find other students collecting bribes from the first-year students promising them to assist them with the registration process.” (KIIP-11)

“Excessive use of drugs especially dagga and mostly alcohol.” (KIIP-12)

Most of the participants responded that the most common crimes faced by the University of Zululand include rape, theft, and substance abuse.

5.6.3 What are the causes of crime on the University of Zululand campus?

The participants of the study who were interviewed were asked about the causes of crime on the University of Zululand campus in Kwa-Dlangezwa. The participants mentioned different causes of crime. The participants held the following responses:

“Crime in most cases caused by available opportunities, remember that students because of the pressures that they find themselves intend to work till very late and when they walk out at night sometimes, they leave their rooms unattended and then that creates an opportunity even during the day its crates an opportunity for criminals to come in and steal whatever they think is valuable. And sometimes negligence becomes very common in places where people live in groups. Some will leave their phone there and go and use the bathroom when they come back the phone is gone or leave their bags for instance at the library and so on, they do not use the available cupboards that they are supposed to use and lock or lockers as you call them. So, all those are opportunities that are available for would-be criminals. Sometimes people do

not necessarily plan, sit and plan but in most cases when they see an opportunity and then they go and do that criminality.” (KIIP-1)

“Most of the time it is the awareness. You find a student walking from campus to off-campus or from east to West residences carrying their learning equipment but if they know that certain areas are not lit or not walk where there is no security, I need not walk in those places. So that is what contributes to crime. Students most of the time are not aware of crime up until it happens to their next door or family members and that is when they start to see that there is a problem.” (KIIP-2)

“Just because our university is not fenced and there is, as I indicated, there is this opening around our perimeters.” (KIIP-3)

“In robbery maybe I can say it’s caused by people from outside the campus, but theft is done by students. Most of the students use drugs, the level of students who smoke dagga in this institution is terrifying.” (KIIP-4)

“It’s a lot of factors that can be confirmed. I mean the entire social environment in the varsity and student pressure and academic pressures have also had a major impact on the medical well-being and wellness of students on campus. So, alcohol and drugs, are going to come into the picture then. Theft, it doesn’t matter where you go, there’s always going to be a criminal element somewhere. It may not be always by choice, but by pressure from outside influences too, to do it.” (KIIP-5)

“Our university is situated within the community, we are in a deep rural of Zululand and most of the people are not working so they resort to crime to support themselves, its unemployment.” (KIIP-6)

“In terms of security, there are many contractors that come for a certain period. Their access to the university is not properly managed. In a sense you will find that they do not have temp staff cards with the during of time they will stay on-campus. There is no data on the staff that is working within the university premises. That aspect creates a gap in the security system as a whole.

The issue of the community coming in with the livestock also poses a serious community threat. In a sense, the community is mainly employing foreign nationals to look after their stock theft. Some of these people are not here in the country legally, we do not know their background, or where they coming from. The university must consider allocating certain

areas for grazing, they need to understand who grazes there, keep the database or all together have a discussion with the community and see if they can make them understand the challenges and threats faced by the university so that they can understand where we are in terms of security.

Traffic, motor vehicle traffic. No department is dedicated to managing the vehicles that are coming in and exiting at the university. As much as vehicles are being documented or allocated visitor's lanes, the problem is some of those visitors are not legitimate visitors they are criminals accessing the campus.

We also have an illegal entrance where vehicles are accessing the university, some of those vehicles we do not know how they exist the university. UKZN has 3 main security access points. The university can also have access points in any area they may designate as such. They may have 4 or 3 or more.

They need to have a database of road users that will require entrance and egress into the university. The university can charge them a small fee for utilizing their roads since they are deemed as private roads they can charge them a small fee per annum and issue their vehicles with discs that identify them as community members. In cases where they may be expecting more visitors, they can make prior arrangements with security to facilitate the entrance and egress of those visitors.

Pedestrians accessing the university are not properly managed. There are no pedestrian-designated gates. The university can designate such, they can place the security. They can issue those people, to avoid people coming from the east and leaving through the north, they can issue them with temporary visitors permit. Those permits in cases of school kids; they may not need such. What you find mostly with those people picking kids is associations. But pedestrians need to be properly managed. What I think is inviting more problems to the university or causing an escalation of crime is the fact that there are no proper control mechanisms in terms of access and egress in terms of university premises. There is also no database of who should enter or exit.

Awareness of students. House comms ideally need to be used as a vehicle to bring awareness to students about crimes and crime patterns within their areas. A lot of these are getting stolen inside the residences. Some of them do not even report because they do not have faith, not to say they do not have faith in us but some of them lack understanding of our role. Because

security should be everybody's business. That is how the idea of crime prevention should be sold to students.

-Students who get out of the university system before they graduate. You will find that in some of them, their hope was only here that if they got that certificate, degree or diploma they would leave here and find something but along the journey of their studies they come across difficulties. They end up being excluded. Because they know how the university operates, they form themselves into gangs. Like what was happening last year, those dabula guys. Those were the guys who were former students, they had full access to the university. They were using other students' student cards to access the university. They form themselves, they become those groups who end up being called 'Amadabula'.

A lay criminal from outside the university is not easy to come here and steal because people are afraid of the university. Together with the participation of the community including unregistered residents, those people who are operating as residents but have no relation to the university, if you have a list with all those people where students are staying, you can easily form a committee that will meet once or twice a year to discuss the general threads of crime, information sharing and through the CPF representation the university. Service providers also need to be part of those crime prevention meetings where these general issues are discussed for information-sharing purposes. If you do not know what is happening outside the boundaries of the university, it is not easy to control what is happening inside the university." (KIIP-7)

"The issue of the community coming in with the livestock also poses a serious community threat. In a sense, the community is mainly employing foreign nationals to look after their stock theft. Some of these people are not here in the country legally, we do not know their background, or where they coming from. The university must consider allocating certain areas for grazing, they need to understand who grazes there, keep the database or all together have a discussion with the community and see if they can make them understand the challenges and threats faced by the university so that they can understand where we are in terms of security." (KIIP-7)

"Just criminality element. The campus is sort of poorer, we do not have restrictions for people to access here. Criminals access easily and around here criminals know that university students do have whatever they want like maybe their gadgets, PCs and laptops and they want

those so that they can go and sell them outside. The concentration of criminality is on campus.” (KIIP-8)

“Peer pressure, lack of resources (funding), nature of the environment which includes the issue of ‘Amadabuka’, easy access and those students classified as ‘Professional students’ were said to be part of the causes of crime on campus.” (KIIP-9)

“Different backgrounds may be identified as one of the main issues underlying the issue of crime on campus.” (KIIP-10)

“Some of them they do not even report because they do not have faith, not to say they do not have faith in us but some of them they lack understanding of our role.” (KIIP-11)

“I think these students have a lot of spare time on their hands not knowing what to do with it. Also, even security personnel collude with students. You find out it is them that buy dagga from students and inform them of PSD raids beforehand.” (KIIP-12)

The participants had different views concerning the causes of crime on campus. The study established that most of the participants mentioned that the cause of crime on the campus is because of the poor infrastructure of the university.

5.6.4 Which areas can you classify as crime hotspots in the University of Zululand campus, KwaDlangezwa?

During the interview, the staff members from different departments such as the Protective Services Department, Excellent Security Service, MGuard Operations, ICT Department, and Student Services Departments were asked about areas that are classified as crime hotspots in the University of Zululand, KwaDlangezwa campus. All the participants’ views are presented below.

“Your residences come at the top because that’s where most of the theft takes place and then the faculty areas where students come in groups, sit in groups and leave their stuff, crime happens in large numbers in those areas. And then obviously when we say faculty areas, we include lecturer homes and so on, and so on. So those are the problematic areas.” (KIIP-1)

“Most of the off-campus residences have no security. Also, another hotspot is the tavern they got to, you find our students in taverns most of the time or being reported that they were from somewhere robbed and stabbed. Also, dark areas when they go to their rooms from the libraries at midnight so those areas without electricity.” (KIIP-2)

“The whole campus we are having a problem, especially in the residences.” (KIIP-3)

“Last year it was Africa, previously it was Nikiza so it changes. Residences. Each term has its rebelling block.” (KIIP-4)

“The most common one is residential, not even in specific areas but residential areas.” (KIIP-5)

“The staff residences and student residences.” (KIIP-6)

“Residences.” (KIIP-7)

“Residences just outside the university. Just around the campus here that’s the real hotspot of criminality.” (KIIP-8)

“Residences, Pathways, Lecturer halls.” (KIIP-9)

“Residences.” (KIIP-10)

“Residences, Lecture halls, Not Lit areas.” (KIIP-11)

The majority of the participants mentioned the residences as the area classified as crime hotspots in the University of Zululand campus, KwaDlangezwa campus.

5.6.5 Has crime ever affected you personally?

The participants of the study were asked if crime around the campus has affected them personally. This question was asked to see how the participants of the study relate to the topic of interest. The responses of the participants are as follows:

“Yes, it does. You know you are continuously thinking what is it that I can do to better the situation and if you know it things like theft, yes you come up with ways that is why for instance we opted for the installation of CCTV cameras to try and have, you know, an additional or technical eye which at looks at what students are doing and so on. And then if it’s a crime that affects or takes away lives, it affects you because it can also be very direct to your livelihood, and it can even take your job.” (KIIP-1)

“Yes, it does affect me personally because when crime stats increase it is reported at PSD and as security personnel, our career is tarnished, and our reputation is lowered. Ok, these people are present, but we experience theft and robbery. It affects us.” (KIIP-2)

“No.” (KIIP-3)

“Yes, it does, because sometimes when there is a rape case it affects me so much.”(KIIP-4)

“Uh, that's a difficult one. I mean, okay maybe when I started, it made an impact, but I think after a few years you start getting numb to it, especially concerning riots and all the footage that you had to view and all the investigations you're involved with to becomes a part of your nature after a while. Which is not the healthier thing, but yeah.” (KIIP-5)

“No, it has not affected me personally because I do not stay around here.” (KIIP-6)

“Yeah, I would say because when you work with students, more especially at student services you will always have issues with students on several issues and some resort to criminality.” (KIIP-8)

“No.” (KIIP-9)

“Yes, my laptop was stolen once on campus. Also counselling students who are traumatised affects you emotionally as others tend to be victims of serious crimes.” (KIIP-10)

“No.” (KIIP-11)

“Yes, my laptop my stolen in this very building but different office. Laptops have no trackers, there is a camera where they saw them through a window but couldn't recognise them. May happen it was not students but people from outside.” (KIIP-12)

The findings from the participants when asked if they have been affected by crime around the campus demonstrated that the majority of the participants have been affected by the crime that is happening around the campus.

5.6.6 What impact does crime have on teaching and learning as well as the university community?

During the interview the participants were asked about the impact that crime has on teaching and learning as well as the university community and the participants responded as follows:

“So far, crime has not affected teaching and learning that much because these are, you know, for instance, we from a security perspective form part of the support to teaching and learning. We are supposed to make sure that teaching and learning are enhanced or take place in a favourable environment. So in a space where teaching and learning take place, yes crime does happen but it does not stop it unless it is a crime that has resulted in major irritations to students, such that students decide to go and protest. I mean we know not so long ago, a

couple of years ago, maybe four years ago, and students were affected by crime off-campus of course and they decided to go and attack the satellite police station. The protest that we had in 2022 was also a result of a student being killed outside and then they felt that the university did not care about their lives, you know students think differently, things that happen outside bring them inside the campus and then affect teaching and learning and once they go and protest then they go violent, the university has no option but to close the campus and send everyone home. So that's how crime tends to have an impact on teaching and learning.” (KIIP-1)

“It does when a student has a problem of having a stolen laptop or maybe there has been a break-in at B-Lab or printing centre. Students will be affected, they will not learn on that particular day, periods will be skipped or something else.” (KIIP-2)

“I think it is because some parents, if their kids are involved in these armed robberies, they, some of them I think they decide to take their kids away from our university.” (KIIP-3)

“I can say too much because student victimisation is not the same if there is theft or being robbed. Another struggles with trauma for a very long time and tells you even in class they cannot focus or study very well. You find another one whose laptop had everything for learning and find that they had to submit their work tomorrow then it is gone. It depends on what has been stolen and the victim at that particular time. You find another one whose whole lot of clothes have been stolen on the washing line, what are they going to wear tomorrow when they need to attend their lectures while left with a gown.” (KIIP-4)

“That would have. I mean if a student doesn't feel safe, we stain and it's going to have a mental impact on your when your education and the way you learn I mean.” (KIIP-5)

“It does have an impact on our students mostly because crucially for those students that stay in the off-campus residences, not within the campus, so when they walk back to their rooms, so they get robbed of their devices; cellphones and the things that they use as a tool for accessing information for teaching and learning.” (KIIP-6)

“Our students feel not protected if I may put it that way. At night they can't even go to the library, it's not even safe to go to the library at night and go back to their rooms so that alone affects them, affects teaching and learning.” (KIIP-8)

“Most of the stolen items include laptops, smartphones or gadgets which are utilised and needed by students for proper learning. This further disturbs the teaching and learning process.” (KIIP-9)

“Some students cannot write exams if their laptops are stolen. When there is a robbery and lecturers are notified, it slows down study retention the students relieve these experiences. The overall teaching and learning rate is affected.” (KIIP-10)

From the findings of the study, it was noted that the majority of the participants stated that the crime around the campus does affect teaching and learning as well as the university community. Furthermore, it indicated that if students are exposed to crime around the campus, they lose focus on their academics.

5.6.7 Who are the key stakeholders or departments involved in campus safety and security at UNIVERSITY OF ZULULAND?

The participants of the study were asked about the key stakeholders or departments involved in campus safety and security at the University of Zululand. They were asked this question to investigate whether they are aware of people who are responsible for campus safety and their responses were as follows:

“I think the people around the university including the landlord people, the local traditional council.” (KIIP-3).

“PSD, Excellent and MGuard. SAPS.” (KIIP-4)

“So basically, it was ICT, that's part of the technology side of the access control systems CCTV and then security, that a physical boots on the ground.” (KIIP-5)

“The key stakeholders in crime prevention, it would be our Protective Services which is PSD; and then those private security companies that the university provides and also our SAPS.” (KIIP-6)

From the participants of the study that answered these questions, the findings of the study determined that the participants mentioned different stakeholders or departments involved in campus safety and security at University of Zululand such as ICT, PSD, Excellent, MGuard and SAPS.

5.6.8 How do these stakeholders collaborate to address security concerns?

A follow-up question was asked about how these stakeholders collaborate to address security concerns and the responses are as follows:

“We used to have meetings together with SAPS, the local leadership as well as the PSD management to discuss how we are going to combat that crime affecting the university and surrounding community.” (KIIP-3)

“Criminal activities are being done which are criminal matters, so we have to refer them to SAPS.” (KIIP-4)

The above question was answered by only two participants out of the twelve participants who were interviewed. These participants stated their different views on how these stakeholders collaborate to address security concerns.

5.6. CRIME PREVENTION INITIATIVES THAT EXIST AT THE UNIVERSITY OF ZULULAND, KWADLANGEZWA CAMPUS

This study aimed to explore existing crime prevention initiatives and identify best practices that can be adopted to improve the situation at the University of Zululand, KwaDlangezwa Campus. Hence it was important to ask the participants about the current crime prevention initiatives implemented by the institution to combat and prevent crime. The participants responded to the following questions by saying:

5.6.1 Crime prevention initiatives that exist within the University of Zululand, Kwa-Dlangezwa campus.

The participants of the study were asked about the crime prevention initiatives that exist within the University of Zululand, Kwa-Dlangezwa campus and it was asked to investigate the role played by the University of Zululand to prevent or deal with crime around the campus. The following are the responses given by the participants.

KIIP-1 replied:

“For instance, number one we came up with technology. In terms of technology, we installed what we regard as a surveillance or surveillance system. It’s not just CCTV, it’s a surveillance system because it has got people sitting, watching the movements of people on campus and all that. And if we missed something, those people can actually go back and track, and track

as you as you walk in through the gate, pass our offices here, going down to the res, maybe do something and come back they can track you. So there are instances where we can act real-time, you know they can see you doing something and then they report immediately that we can see someone is doing this at a particular area and then we can react immediately but in most cases, because of the number of cameras that are being observed, it becomes very difficult. So if you have over a thousand cameras or screens, you can't have a thousand people sitting watching those screens you will have a certain number and that also creates a challenge in terms of how you react and deal with criminal activity that is taking place at a particular time.

And then the other thing that we try and do is to try and circumvent the issue of load-shedding. Loadshedding has become a tool that criminals, you know, use to commit crimes. Once it's dark, they believe that cameras are not going to see them, so then they go and commit crimes. So, we are dealing with the issue of illumination on campus, the illumination has started in other areas where we've stalled flood lights, and those flood lights will always be on even when there is load-shedding and I wish that those lights could also be brought closer to residences because residences become very dark when there is load-shedding. But certain areas of the university are gradually coming up, some generators have been installed and besides the generators, there are also UPSs what they call the UPSs. And these UPSs are sort of powering cameras such that even at night those cameras so when it's in the dark those cameras can still sort of have a view of what is happening around campus.

We have brought in several officers on foot. We've got officers on foot; we've got officers on quadbikes. So, the officers on foot are patrolling and are doing a regular search and seizures, they would search students for such things as illegal substances, search for knives, guns, and so on. Remember the area where we are comes back from an era where there was a whole lot of political conflict in this area and there was a proliferation of guns. of guns especially small guns, you know, like pistols and so on. Political groups fought heavily in this area, so we have to be mindful that when we do those things, we are also able to be in a position to deal with such individuals who are carrying guns and all that. Although universities are gun-free zones, students will always take chances when you catch them, they will be telling you that they are doing this because they want to protect their own lives. So that's the third aspect.

The fourth aspect is what I always refer to as soft targeting. Soft targeting is when you deal with the mind, so that's where such things as security awareness come in. You know you are

dealing with a mind so that students can protect themselves more than thinking that they will be protected by another person. If you make sure that you do your things on time, maybe you go and buy your food on time and so on, you cook on time and from there you lock yourself in your room, you ensure that you focus on your studies rather than going out and drink and all that thereby exposing yourself to criminal elements out there. So soft targeting is a key these days because criminals are always a step ahead, criminals they always, I mean, if you look at the protest that we had not so long ago, student what did they do? They decided that they were going to cover their faces because they knew there were cameras, and then after covering their faces they waited for load-shedding so when load-shedding came they decided to attack. And when they get called to say come, we have footage of you doing 1,2,3 they refuse and say “no, no, no it’s not me” and all that and all that until we sure them the whole track of their lives. Do you understand? And then now they realise that ohm oh okay now I agree it was me and son and so on. So, we are trying all these things, but we also need to make students aware and once you make them aware that there is something like this they will come up with other plans. Do you understand? So, there are a whole lot of things that are involved in soft targeting.

And then one other thing, I mean if you’ve got soft targeting, you’ve got hard targeting. Hard targeting talks about the issues of installing the cameras, making sure that there’s proper fencing and so on and so on. Unfortunately, at our university, we do not have a perimeter fence at the moment. So, all those things and then installing trackers, for instance on laptops and so on and so on. And students these days on their phones install trackers for instance on the iPhones and then they can track those phones. I know situations where the police would come and say we are tracking a phone which is somewhere, and they go and get the phone so those are all some of the hard targeting techniques that are being used to deal with issues of crime. So we are also implementing some of those things here.” (KIIP-1)

“Mostly we have security patrols, supervisor patrols and security awareness that exist online currently where you can report corruption or crime you witness. There is CCTV which we have that works and monitors off-sight.” (KIIP-2)

“There are several companies that are on campus that are trying to combat the crime, excellent security and MGuard security personnel.” (KIIP-3)

“Security has been beefed up. Also, there are petrol scooters. Some people carry guns to try because it was revealed that students are being pointed inside the university. Patrolling as a whole. There are cameras.” (KIIP-4)

“Recently all access control and security and technologies are now being outsourced to outside companies. So, it's more in the control of PSD, that's taking a lead on that and the relevant body stakeholders from outside and with this new access control ruling out the residence and CCTV. So, our role as ICT doesn't, we not involved in that as much as we used to.” (KIIP-5)

“The university has brought extra security personnel, the private companies and then they use scooters. So, they get situated in the hotspots where the most crime happens. Also, what the university has done is they've installed cameras all around the institution so that they can be able to visibly spot the thugs when they come in.” (KIIP-6)

“We provide escort duties during the late when students are utilizing pathways that are not well lit. We also provide tactical armed response to panic alarms that are activated by students who are users of the app. Our unity also participates in proactive security risk analysis where we advise the university of current threats, and trends of crime that are prevalent on campus and also offer mitigating factors or measures to assist the university in meeting its goal to reduce crime on campus. We also have other services that we offer to the university which are haddock services in special events, we provide security for the event, and we also assist the university in drawing up security plans for events on a larger scale. We developed an MGuard app.” (KIIP-7)

“We do have awareness programs to our students that are being conducted by various sections of the department like guidance and counselling, like student governance here, like student housing as well they do have awareness programs. The other strategy we had was done via ICT which is sort of an application that they have on their gadgets. When maybe criminals attack, they apply the app.” (KIIP-8)

“Visible security, MGuard App, Ten-style gates, Search and Seizures (Raids).” (KIIP-9)

“As the counselling side of SSD, they only assist victims and students to promote behaviour. Also, there are awareness campaigns, workshops and pamphlets distributed on campus.” (KIIP-10)

The participants of the mentioned different crime prevention initiatives that exist in the University of Zululand campus are visible security, MGuard App, Ten-style gates, search and seizures (Raids), escort duties, awareness programs about crime, security patrols, supervisor patrols, and security awareness that exist online currently where you can report corruption or crime you witness.

5.6.2 How effectively have these initiatives reduced or addressed campus-related crime

A follow-up question was asked to identify the effectiveness of initiatives in reducing or addressing campus-related crime. The participants responded in the following manner.

“They are effective because we can sort of catch most of the criminals that they are doing crime on campus, we can catch them, and we are also able to sort of deter criminality from happening because when they hear that so and so was caught, and this is how he was caught, and they sort of avoid doing crime. So, crime, you can do an immediate reaction to a crime that has occurred, but you can also do deterrence, you know you can do deterrence so that people avoid doing certain things. You know, for instance, you are aware that you can do crime prevention through environmental design. The challenge, for instance, in our university is because of the type of area where we are. It's an angulating area and there are very bushy areas and the type of trees that are there, are indigenous trees that cannot just be removed, you know. So we need to have someone at PPO (Physical Planning and Operations) who would study this area properly and make sure that they conserve these trees but also create a better view so that we can be in a position to see criminals under those trees walking and we create some things that are called theme parks and put lighting in those theme parks you know and but when the place is bushy, criminals know that they can hide in these bushes and when students are passing they can attack them and take their cellphones, laptops and all that.”
(KIIP-1)

“Mostly CCTV is very important, it helps because there are places where security members cannot be there but with CCTV help, we can see what is happening there and there. Also, security awareness among students. When they see there something they rush and report to the security to alert the controllers.” (KIIP-2)

“No, they are not effective.” (KIIP-3)

“It cannot be entirely effective if the university is not fenced. There is a difference but as long as the university is fenced, it's hard because even those three scooters cannot cover all

unauthorised entry points in this university. It's hard to be effective 100%, no matter what we try it's hard to effective 100%.” (KIIP-4)

“Well, when it comes to report, basically PSD will ask us to report. So, whenever students went through physical access control point or turn style or something like that, then all those reports get locked and then I could pull the reports and send it to the relevant security personnel.” (KIIP-5)

“Yes and no. As I have said I think the university to be fenced would prevent easy access.” (KIIP-6)

“To an extent but not really to remedy the criminal element completely but the awareness programs that we and the app has helped us in one way or the other in terms of preventing crime.” (KIIP-8)

“They will be effective once implemented and run smoothly, as well as when there is full control in accessibility.” (KIIP-9)

“They are effective.” (KIIP-11)

Concerning the question of whether these initiatives are effective in reducing or addressing campus-related crime, the majority of participants agreed that current initiatives are effective. Few of the participants mentioned that they were not effective and others were not sure whether they were effective or not, however could not elaborate on why they said so.

5.6.3 What strategy is utilised to evaluate the effectiveness of existing crime prevention initiatives?

Another question was asked from the participants of the study about the strategy utilised to evaluate the effectiveness of existing crime prevention initiatives at the University of Zululand, Kwa-Dlangezwa campus. The responses supplied by some of the participants as shown below.

“We do our evaluation is continuous for instance we monitor our stats every month and our stats are telling us that if we look at the crime rate, year in and year out, the crime rate that we had in 2016, 2017, 2018-2019, it has sort of gone down and also crime would tend to go up at the beginning of the year because you've got new students that are coming in even when you've done orientation and you've explained to them things, the dos and do not because they

are new in the area, they would always take chances you know so crime will go up but then it will then ultimately go down when they realise that hey, we are in trouble.” (KIIP-1)

“Our main core winner is being visible. We are always visible. We always make sure that students are aware that we are here, and we act immediately once we get a report that something has happened. For instance, issues of Gender-Based-Violence. We’ve got zero tolerance to that and immediately that is reported, we act and we bring in the police to deal with those issues. And people are taken to court and people then realise, students realise that they need to be careful. Even staff members know the issues of Gender-based violence the university takes no nonsense on those issues. So, we are visible, and we make sure that students are aware, that is why you will always see the quadbikes running up and down. You will see officers walking all over campus and all that. So, that is our number one strategy.

But also, the number two strategy of the surveillance system we try and make sure that we can capture each activity that is happening on campus. And we are going to move further with this technology because there is a need to sort of deal with the issue that the university does not have a perimeter fence, but the university has got zones, you know you’ve got the west residence, the east, the middle east and so on. You know all these zones the plan is to install access points which have the intelligence of cameras, the facial recognition. Then they can open the gate for you, you do not have to be let in by security, immediately your face can be recognised by the system then you simply walk in.” (KIIP-1)

“Monthly reports we send to the director and have meetings every morning after those reports and have a committee to report back to us on what happened.” (KIIP-2)

“In the past, we used to have a unit known as POC (Prevention of Crime), so those people were doing very well during the past, they managed to combat the crime during that time if you compare the past years.” (KIIP-3)

“Technology changes every single day, so this every day something new coming out, new cameras, better cameras. More analytics on cameras that have more functionality built into them. Access control points, I mean access control are now facial recognition when I started here basically walked around with a card and scanned it at the gate. So, it's not always 100%, maybe put it this way. It's not gonna be the 100% solution. There are always ways around technology and that's why technology and security systems develop new and better equipment to circumvent to keep that from happening.” (KIIP-5).

“Timeously reports issue results of attendance to an issue and fast solutions.” (KIIP-9)

“As SSD, they conduct surveys to determine if programs offered are helping students or not.”
(KIIP-10)

“Crime stats and feedback from employees.” (KIIP-11)

This question was not answered by all participants. The participants of the study mentioned different strategies utilised to evaluate the effectiveness of existing crime prevention initiatives at the University of Zululand, KwaDlangezwa campus.

5.6.4 Is the university community aware of these crime prevention initiatives?

The participants of the study were also asked if the university community is aware of these crime prevention initiatives. The responses were as follows.

“Yes, remember I spoke about the soft targeting. When you come in right at the beginning, perhaps we need to do more. But right at the beginning, when you come in, we do an orientation. And in that orientation, that's where we talk about the issues of crime. We talk about the issues of being aware of your surroundings. You know, I mean the same things that they teach you when you come from high school, primary school that beware of strangers and so on and so on. So, we do all those things but if you remember, last year we brought in the section, what is it? the sea rescue people to come and talk to our students about going to the beach.” (KIIP-1)

“Yes, they are fully aware.” (KIIP-2)

“The office of the Director used to issue some pamphlets to our students and the university community, there must be aware of 1, 2, 3 and kind of crime use to take place on campus.”
(KIIP-3)

“Most of them. Awareness campaigns are being done, but it's been so long. Before there would be campaigns where we call students and sit with them and teach them what is PSD and how it can help them. You find another one being raped but tell no one, maybe after a year shows signs of being traumatised, when you investigate you find that the raped occurred on his/her first year and told no one.” (KIIP-4)

“Yes, because there are awareness programs conducted by housing as well as other departments.” (KIIP-9)

“Yes, they are using the MGuard app to call for security and security responds instantly, however, not everyone will be keen to download it but other awareness campaigns by the institution are there.” (KIIP-11)

All the participants agreed that the university community is aware of these crime prevention initiatives. In addition, they mentioned that awareness is made through awareness programs, distributions of pamphlets, and so on.

5.6.5 What are the steps that have been taken to bring about awareness of these crime prevention initiatives?

The study wanted to identify steps that have been taken to bring about an awareness of these crime prevention initiatives. The participants responded as follows

“Remember we had one or two students that drowned, in fact, two students that drowned. So, we brought those guys to come and talk to students about that. And then we brought a police lady who came from the social department in the police who came and spoke to us about issues of gender-based violence. You know, so that everyone is away, but the only challenge that you have about students, students do not attend these things when you say to them come, there's someone who will be talking to you about certain things they do not attend. You'll find them attending if you say you're going to get a food parcel and t-shirt and all that and once they get those things they are gone. Or what they do, they stay out and come in right towards the end, so they are not interested in these things, so we need to find other ways and means of sort of. You know someone was saying to me, we need to start coming up with these pop-up emails which they should not be in the position to sort of stop or block. Those pop-up emails should just come up and say you know be mindful of crime in certain areas and so on, whether they read or do not read them, at least are bombarding them with information.” (KIIP-1)

“So far there have been no initiatives taken to make students aware except the chase of the MGuard, that is the only one I have seen since I arrived. Students are made aware that this is what guys can use if you come across any crime, you can just press this button on your phone.” (KIIP-2)

“We use crime stats. We look at the prevalent out of the stats. We deploy according to where there is a dire need. We prioritise our deployment. We must have current equipment.” (KIIP-7)

“Monthly crime statistics help out a lot to see which areas need more attention and crimes that are more prevalent.” (KIIP-11)

When asked about the crime prevention awareness strategies the departments utilise, participants highlighted the importance of both technological solutions, such as the MGuard app, and data-driven strategies, such as utilising crime statistics, in raising awareness of crime prevention initiatives and enhancing security measures within the university community. However, some of the participants were unable to answer the question.

5.6.6 Does the university community utilise these initiatives put in place?

During the interview process, the participants were asked if the university community utilise these initiatives put in place. The responses were as follows

“Students do utilise the MGuard app MGuard is very busy, especially at night, but remember you know sometimes we need to be realistic. In the area where we are, some students stay in very difficult-to-reach places and it's probably not their fault but because they might not have enough funds to sort of get closer places. The closer you are to university, the more expensive it is. But the MGuard app works, and they always react to cases of students being attacked, they do react dangerously as it is but they do react and students know about it and those that do not use it, well in most cases when you try and investigate, you find that it's because maybe they were in wrong places and they were probably consuming substances like alcohol and so on. But we still assist, it doesn't matter they are our students.”. (KIIP-1)

“Yes, they are because it has a response and a control room of its own.”.(KIIP-2)

“Yes.” (KIIP-3)

“Yes, they utilise.” (KIIP-6)

“Yes.” (KIIP-9)

“Yes.” (KIIP-11)

The participants of the study that responded to this question all agreed that the university community does utilise these initiatives put in place.

5.7. HINDRANCES TO THE SUCCESSFUL IMPLEMENTATION OF CRIME PREVENTION INITIATIVES

This objective aimed to identify hindrances to the successful implementation of crime prevention initiatives. The participants that were interviewed had the following to say:

5.7.1 What hinders the successful implementation of crime prevention initiatives?

“It’s a student refusing to comply with advice. If we say avoid being in such places at night, they still go to those places at night. In most cases when you find out that a student has been stabbed, a student has been shot, when you check it will be the situation of the student being at a tavern at night. Early hours of the morning you get a phone call, we’ve just received that a student has been shot, a student has been stabbed. So, it’s the decision that they make, so that is why I am saying the soft targeting needs to be a tool that is brought to the fore more than any other thing because we can put up the fence, we can put the camera they will leave campus and go do things out there. You know, so compliance it's the main issue”.

“The use of illegal substance. Once they've consumed this illegal substance, they, I do not know. You know yesterday we had a young man here, he slept here because parents of other students complained and we had to go and remove him there. So, we didn't have a place to put him so we said to him sleep right at the back there, so he slept there and then in the morning he complained that he was hungry, he wanted to go and... so we allowed him to go. And then when he was supposed to get food and eat, you can guess what he bought? He went to buy dagga, he smoked and then we went to fetch, when we brought him back here, we asked him did you eat? No, I've not eaten. Why didn't you eat? All that he could do was to laugh at us. So, you can see that these substances that they are taking and to make matters worse are that when we called the parents, the mother said okay there is someone who will come and fetch him because we had to act and find a way of sort of removing him from the space where he was disturbing other students. Students were trying to study, it's three, or four weeks away from the exams. So when we decided that okay he should be removed then we informed the parents that this was the situation, The parents said okay someone will come and fetch him, and guess who was that person? That person is a certain sangoma, a well-known sangoma from Empangeni because it is believed, that the parents believed that he has a mental condition but he is not. When you speak to him, he is brilliant. I was near tears, you see these are some of the things that affect me as a parent as well, you know I was like how can we lose such a young and brilliant mind? He knows what he is talking about, he is so smart but

because he smokes this thing, this thing pushes him away to become a rascal in society. Those are some of the challenges that we have.” (KIIP-1).

“It’s the lack of knowledge to its subscribers of it. Two, the laziness of staff to make an effort to work. Issues are reported to them, but they do not take it seriously.” (KIIP-2)

“Only this thing of fencing. If they sort that thing, I think we will be able to combat the crime or the personnel that are deployed on campus, they will be able to combat the crime if our university is fenced.” (KIIP-3)

“Well, I do not see anything in our apartment. It's only when there are riots, it doesn't matter what security solutions you implement in the building. There are always ways around it, most of the time it is just brute force attacks.” (KIIP-5)

“Strikes, vandalism, cable theft affects the proper running of CCTV cameras.” (KIIP-9)

“Only 50% of students attend awareness campaigns and workshops, so they hope that those who attended would tell others.” (KIIP-10)

“Miscommunicating among departments and personnel assigned for crime prevention, not equipped security personnel which are tasked to guard dangerous areas of the campus, lack of training of security officers.” (KIIP-11)

The research study participants identified divergent perspectives regarding the impediments to the effective implementation of crime prevention initiatives.

5.7.2 As the department, what are the major challenges you encounter (if any) when dealing with the implementation of crime prevention initiatives on campus?

During the interview, the participants were asked about the major challenges they encounter (if any) when dealing with the implementation of crime prevention initiatives on campus. The results are presented as follows.

“There will always be budget constraints. For instance, if you want to do things like the Indaba, the university won't have money. The university will then say, speak to uMhlatuze, and Mhlatuze will tell you ai we do not have money, speak to community safety and liaison which wanted to do an Indaba last year, but they could not do it because we had the issue of water, we couldn't bring 500 people. So that is also a challenge that is beyond our control. You know, now we've got the issue of electricity is beyond our control. You can't bring because

if I bring in 2000 people here to do Indaba and then the next thing, there's no electricity, what happens if it becomes a flop.” (KIIP-1)

“So far is the issue of deterrence of security, you find that we cannot reach to work. There are restrictions that a certain department does not even involve security such as natural sciences. In those departments, there is no stationed security but there is a problem when a crime is reported in that area, but we are not involved in procedures or if there security in that department or not.” (KIIP-2)

“We are struggling to get the support because we normally ask for manpower but looks like we having difficulties from our superiors or our management to provide us with the manpower I think it is due to finances.” (KIIP-3)

“Do not know.” (KIIP-4)

“The challenges that we mostly have is that, as the office or ResLife, our programs are extramural. We can only see students after hours when they are back from class and then sometimes the challenge is that we do not normally get the venues to meet students, we do not have the meeting venues to meet the students.” (KIIP-6)

“Finances to some extent because those programs are expensive to run. The cooperation of student structures because we find that at times, we do clash if you want to stage a program and then a structure would be having something in mind and then that alone be interpreted as maybe trying to intervene and pose yourself as the department whereas that is not the case. Clear communication lines between the structures at times becomes a problem.” (KIIP-8)

“Students do not read or attend awareness campaigns but come rushing when facing an issue without a property understanding of the protocols that need to be followed such as appointment scheduling. The participant stated that some do not even respond to these campaigns.” (KIIP-10)

“Our duties are limited to a certain extent as the contracted company, therefore not much can be said about challenges they encounter.” (KIIP-11)

“The challenge we face mostly is with females who open cases such as for boyfriends and when the boyfriend gets a charge sheet runs to you and apologies for you to withdraw the case. That is the biggest challenge. Withdrawing a case depends on how critical it is. Once it's opened such as sexual assault, or rape cases, even if you withdraw it, it is no longer

dependent on you at this stage. It is the responsibility of the prosecutor to oversee it and decide if they agree or not. If the evidence is sufficient for it to be prosecuted, the case proceedings continue.” (KIIP-12)

The participants of the study that were interviewed mentioned various challenges that they encounter when dealing with the implementation of crime prevention initiatives on campus.

5.7.3 What are some of the changes you think should be done to combat crime or improve existing crime prevention initiatives

The participants were asked about some of the changes they think should be done to combat crime or improve existing crime prevention initiatives. And they responded as follows.

“I always refer to soft targeting. Soft targeting becomes a tool for the future because everywhere in the world they do soft targeting, they deal with the mind now. It’s non-invasive. It needs to be a tool that is brought to the fore more than any other thing because we can put up the fans, we can put up the cameras and all that and they will leave campus and go in and do things out today. We need to sit with ICT to ask ICT how to assist us in sort of assisting students to start to consume some of this information because I can do everything, they will always find a way out.

We are in a space where funding of education is becoming a very serious cost. So, do you want everyone, do you want to fund people who will run for a year or two and then give up? I have a feeling that the government is going to start introducing mechanisms that are going to say if you are not reaching this percentage with your schoolwork then you are not going to be funded going forward. Yes, it’s going to cause problems because professional students are going to fight, are going to protests, are going to destroy. Professional students are those that are here for ten years and they do not even have a degree.” (KIIP-1)

“We should have a fence in this institution because without it we can try by all means there will not be much help because we can guard the main gate or guard where we see there are access points but only to find out that there are areas we do not reach. Secondly, increasing the manpower. We cannot be stationing 6 at the main gate and there is an area inside with no one and they are coming and going, and there is no control. We can increase manpower and provide training to security guards. Our main issue is fencing then we can position ourselves properly as security and know where cameras are. As we speak you can be summoned by a

camera from somewhere and find out that you have to leave your post and attend to that. A big problem we have is deterrence, fencing, and manpower.” (KIIP-2)

“Sometimes beefing the security with different companies is not same, making the work not being done as it is supposed to be done. To me, using different contracted companies makes it not easy to work effectively. One security company with one command, not having someone having to report to another one when you instruct them, they say they were instructed to listen to someone else, that is how it is ruined.” (KIIP-4)

“You can budget for things, but if they do not allocate the money for the budget for implementing the technology or fixing the technology, then basically setting off your hands start and there's nothing you can do further.” (KIIP-5)

“Invest more in technology.” (KIIP-9)

“Students should do more to ensure their safety and protective services must also do more campaigns to keep students up to date with channels of communication when it comes to the prevention of crime.” (KIIP-10)

“First, the institution must deal with the mitigating factors contributing to crime especially that type of crime which is prevalent. There must be clear borders which restrict access of unauthorised people to certain parts of the institution. Increased human capacity to monitor all areas, not just areas with residences but also the blind spots”. (KIIP-11)

Concerning this question, the participants had different viewpoints as stated above.

5.8. PART B: FOCUS GROUP DISCUSSIONS

FGDs were employed in addition to KIIs. Data interpretation from the FGDs was conducted to establish students’ perspectives on the nature of crime as well as existing crime prevention initiatives at the University of Zululand. The first FGD consisted of student representatives also called Student Representative Council (SRC) and another group comprised of nine (9) participants in total. Codes and Pseudonyms were used to confer anonymity or de-identify participants in the FGDs. In analysis data, Creswell (2014:59) states that the “privacy of participants” must be respected by assigning fictitious names or aliases”; in reporting findings, the research should “avoid disclosing information that would harm participants” by using “composite stories so that individuals cannot be identified”. These focus group discussions were also recorded using a digital audio recorder.

5.9. SECTION A: DEMOGRAPHIC INFORMATION

The researcher asked the participants to provide their demographic details about gender, race, and the level of study. These questions were asked by the researcher to understand the composition of the study sample and to highlight the importance of diversity and representation in research samples to ensure the validity and generalizability of study results. The demographic profile of Part B in this chapter is presented as follows:

5.9.1 Gender

The first FGD sample consisted of a total of 9 participants, with 3 identified as females and 6 as males. This distribution suggests a gender imbalance within the sample, with males being overrepresented compared to females. Moreover, the second FGD sample comprised ten participants, with an equal number of male and female participants (5 females and 5 males). This indicated a balanced representation of gender perspectives in the study.

5.9.2 Racial Composition

All participants identified as Africans. This indicated homogeneity in terms of racial background among the participants. However, the reason for this homogeneity is that the University of Zululand is dominated by African or Black students, resulting in student representatives and postgraduate students dominated by one ethnic group.

5.9.3 Level of Study

Participants in the study are drawn from both undergraduate and postgraduate levels of study, specifically from students under the Student Representative Council (SRC). This indicated a diverse range of academic backgrounds and experiences within the sample. The participants represented different levels of academic attainment. Specifically, there were 3 participants at the Honours level, 5 at the Masters level, and 2 at the PhD level. This indicates a diverse mix of academic levels, which is important for capturing a range of experiences, insights, and perspectives from participants at different stages of their academic journey.

5.10. SECTION B: DATA PRESENTATION

Participants for this focus group were asked to communicate in both English and IsiZulu languages to fully express themselves accurately. The use of mixed languages required careful consideration by the researcher to ensure inclusivity, accuracy, and meaningful interpretation. Therefore, data was transcribed into original languages and translated into a common

language by the researcher for reporting and analysis. Participants in both FGDs were assigned a unique code to preserve anonymity. Unique codes are presented as FGD1-P (Focus Group Discussion 1-Participant) for the first FGD and FGD2-P (Focus Group Discussion 2-Participant) for the second FGD.

The following set of questions that were asked to achieve the objectives of the study and responses from participants are as follows:

5.10.1 In your understanding, what is the nature and level of crime within your university?

The participants of the study who were interviewed were asked about their understanding of the nature and level of crime at the University of Zululand, KwaDlangezwa campus. This question was asked to get different views from the participants from the student representative perspective. The following are the responses given by the participants during the interviews:

“When students put their resources on lockers and people are stealing those things. When we talk about crime, we are talking about corruption because it’s also a crime which is happening within the institution. We see and know how the corruption in this institution works, whereby other students get study offers while others go home. Bribery is also a crime; a crime is anything going against the court of law. Whereby people call students to come and pay for study offers or sleep with them prior.” (FGD1-P1)

“Theft of laptops inside East residences was prevalent this year, by visitors in the room. Stealing items from one another as roommates, which cannot be taken by someone not staying in the room.” (FGD1-P5)

“Theft of clothing items on the washing lines.”(FGD1-P2)

“Theft inside the residences is included.” (FGD1-P3)

“Also, our parents who are cleaners are participating in criminal whereby they are stealing food from students.” (FGD1-P4)

“Some students enter with dangerous weapons inside campus premises. One of the students was stabbed to death, meaning the security of the institution is not tight to ensure that students are safe. Also, consumption of alcohol ends with empty bottles used as stabbing weapons among students.” (FGD1-P6)

“Some of the items such as cell phones are stolen by male students coming from another block. Blocks are separated in genders, but male students would observe for an opportunity to come and steal when they see a female student living in their room unattended and going to the kitchen.” (FGD1-P7)

The responses from the participants indicated various perceptions and experiences related to crime, encompassing various forms of theft, corruption, and violence within the university environment. The information provided by the participants offers valuable insights into the challenges faced by students and highlights the need for effective security measures and measures to address underlying issues about crime.

The below responses were held by postgraduate students who participated in the second FGD regarding the nature and level of crime at the University of Zululand, KwaDlangezwa campus.

“There are cameras in residences, but some lights are not working which makes it easier for offenders to bypass them. Lack of infrastructure maintenance is an issue when trying to prevent crime on this campus. Everyone has access to the institution, even in residences. Some incidences such as murder, revealed that illegal weapons are used inside the campus whereas they were not supposed to be there in the first place if security measures were implemented correctly.” (FGD2-P2)

“The environment around the KwaDlangezwa campus is an issue amongst students enrolled in the university and also the nature of the university not fenced. The prevalence of crime stems mostly from the fact that anyone can have access to the campus anytime and anyhow.” (FGD2-P3)

“There’s a lack of fencing and secondly the environment attracts offenders who believe that students have something of value such as laptops and cellphones. Also, security measures that are implemented on campus do not prevent offenders from committing crimes. The reason why we have such levels of crime is because there is a lack of guardianship with potential offenders roaming around.” (FGD2-P4)

“From experience that we have as students, there are rules written even at the main gate that firearms are prohibited however no one has done search and seizures to ensure such weapons are not smuggled inside the campus.” (FGD2-P5)

“We have a lack of security. Security personnel appointed within the institution are not well trained or have proper skills to prevent crime which is one of the factors contributing to the levels of crime.” (FGD2-P6)

The participants highlighted various aspects of campus security that relate to the nature and level of crime within the institution, including infrastructure maintenance, access control, lack of fencing, and the perceived ineffectiveness of security measures and personnel.

5.10.2 What are the most common crimes you are aware of?

“Some of the irregularities are not easy to say as it might compromise your safety. If you compare the level or the position of the person you want to report compared to yours as a student, it’s not easy.” (FGD1-P1)

“The most dominant crime here on campus is whereby people are being used for something or favours. It’s especially top leaders who are using females or students who are desperate for study offers. Also done by people from high positions, bribery at most.” (FGD1-P8)

“All I can is when the time to leave for homes is approaching, they steal clothes in the washing lines, it happens but happens throughout the year however happens more frequently during that time.” (FGD1-P2)

“Harassment of female students by male students who gather around at certain areas where students pass and body shame them when they pass. Some female students do not want that, and it affects them, especially female students. Some end up avoiding passing these areas as they are afraid of such behaviour.” (FGD1-P5)

Participants' responses collectively point to a range of issues, including safety concerns, potential corruption involving influential figures, property theft, and gender-based crimes. Moreover, other participants in another FGD2 held the following:

“Some cases are not reported, normally hear them as rumours.” (FGD2-P1)

“Physical assault, harassment, verbal and sexual assaults, vandalism during student protests and homophobic hate crimes.” (FGD2-P2)

“Theft” (FGD2-P3)

“GBV, Drug Abuse” (FGD2-P4)

“Illegal drug sales within the campus” (FGD2-P6)

“Termination of pregnancy by female students” (FGD2-P7)

5.10.3 What are the contributory factors of campus crime?

Participants were asked about the contributory factors to crime and shared the following responses:

“When we look at theft and being in a position of dangerous weapons, we wish there were scanners in the gates to ensure that students do not carry such weapons. It did not make sense to have a student stabbed to death with a knife while there is security personnel employed to ensure safety inside the institution.” (FGD1-P9)

“What if the student entered without that said knife and got it while inside the residences?” (FGD1-P3)

“But still there are students who carry guns inside the residences, reason why security personnel should be encouraged with their job. They should know what their job and develop programs where they will be visiting residences and check whether they are still in position. Also, the issue of alcohol, students use the same bottles to cause bodily harm to one another.” (FGD1-P5)

“Sometimes when you enter, security would be sitting down and not minding you.” (FGD1-P2)

” We even see people who are not registered here in this institution.” (FGD1-P6)

“Most of the time those are the people who commit crime. No matter what happens, they will never be held accountable by the institution.” (EGD1-P7)

“However, for easy access, it can be corrected by facial recognitions currently being installed.” (FGD1-P3)

The participants highlighted concerns about the adequacy of security measures, the need for proactive security personnel, and the potential for lapses in monitoring and enforcement that may contribute to campus crime. On a follow-up question, participants who held a view that there were unregistered students in the university residences asked about the search and seizures done by security personnel. All of the participants concurred that during the academic year of 2023, they had neither observed nor seen any searches or seizures.

The majority of victims of campus crime are often students, and a variety of factors play a role in some of these occurrences. When asked about the contributory factors to campus, participants from the second FGD2 held the following:

“There are circumstances that contribute to crime however we cannot shy away from the fact that students are also perpetrators of crime. Through negligence students create an opportunity for criminals by leaving their rooms unattended or unlocked at night, parading around the campus at odd hours of the night etc.” (FGD2-P1)

“Peer pressure and lack of punishment towards perpetrators which sends a strong message to potential offenders, any crime committed as long as there are no consequences it’s okay to do it.” (FGD2-P2)

“Concurring with FGD2-P1, apart from stealing from other students, students who are using drugs commit other crimes such as sexual victimisation, and all kinds of assaults. Negligence, such as leaving your room unattended and not locked, results in crimes of opportunity.” (FGD2-P5)

“Loadshedding creates an advantage for potential offenders to commit crime as the institution as cameras do not function in that duration. Security officers conspiring with students to conduct illegal trades of drugs. Lack of funding drives some students to turn to other avenues such as selling drugs to try and survive.” (FGD2-P6)

“Inequality or classism among students creates a gap for crime as some students can afford to buy expensive gadgets and negligence comes into play. Means crime on campus is not only committed by people from the outside however there are underlying factors that drive other students to be perpetrators of crime.” (FGD2-P7)

“Lack of security personnel training or skills to deal with incidents in a higher education environment. Sometimes they are clueless about what needs to be done and when to ensure safety within the university community. This may be caused by an initiative taken by the institution to elevate the community whereas they have inadequate skills. Homophobia contributes to crimes such as assault and hate crimes.” (FGD2-P9)

“Some students are using drugs and to feed their addiction, they feel that the best option is to steal from other students. Drugs and alcohol consumption during students’ events such as freshers’ ball, students commit several crimes under the influences of these substances. Moreover, the inability of business and residents owners surrounding the campus to work

with the institution to curb the issue of crime, makes it even more difficult to prevent it.” (FGD2-P10)

The responses suggested a complex interplay of internal and external factors contributing to campus crime including individual behaviour, environmental factors, societal issues, and institutional shortcomings contributing to campus crime.

5.10.5 What is the impact of crime on this University community?

The selected participants from the student representative were asked about the impact crime has on the university campus and the following are responses from two participants.

“Knowing that someone else can access your room unauthorised and steal something brings fear when you want to leave for lecturers. Rooms can be locked on the outside however when you press using a spoon you can unlock it, so that brings uncertainty. There are cameras however it seems like no one checks or monitors them. It’s like they check once a week or when there is a case brought forward.” (FGD1-P1)

“Sometimes you are unsure whether you should attend your classes, mostly on days where you back-to-back lectures from 8h30 to 11h30 and you come back to your room broken-in and have no moral to study when your belongings have been taken.” (FGD1-P2)

Postgraduate students had the following responses:

“Academic activities are disrupted when crime such as vandalism takes place after student protests as students are evicted and academic activities become suspended. Students who do not have conducive environments back home for studies end up left behind through online learning which is also disrupted by stage 6 load-shedding in some areas.” (FGD2-P1)

“High crime rates reported mostly by media has affected the reputation of the institution which affects its ability to attract and retain students as well as the bursary and scholarship funder.” (FGD2-P3)

“Victims of crime on campus often suffer from psychological effects which can be called the aftermath. Being a victim or witness of crime causes psychological trauma which affects the mental health and well-being resulting in poor academic performance.” (FGD2-P7)

“When a student is murdered by another student or having clothes stolen from the line or students robbed coming from the library, it creates fear, increased anxiety and concern for

personal safety among the university community and affects the atmosphere of the campus.” (FGD2-P10)

The responses from participants indicated that the impacts of crime on the University community extend beyond immediate material losses to affect students' academic experiences, institutional reputation, and the psychological well-being of victims.

5.10.5 What crime prevention initiatives are you aware of that exist within the university?

Participants were asked about crime prevention initiatives implemented by the institutions to investigate crime-preventative measures put in place within the university. Most of the participants in the first FGD concurred with the following two responses:

“Let’s start with cameras, then they introduced MGuard and Excellent.” (FGD1-P7)

“And then there are policies implemented to guide these criminal activities such as being charged if you have been found guilty of a crime.” (FGD1-P1)

Postgraduate students had the following responses:

“Surveillance system, detectors in few buildings such as admin building, 3 patrol vehicles of three different departments appointed for security and safety within the institution.” (FGDP-2)

“Quad bikes, Protective services department.” (FGDP-3)

“Security app which acts as a proactive measure however students do not utilise it.” (FGDP-6)

The participants mentioned several crime prevention initiatives that are implemented within the university. These initiatives encompass quad bikes, deployment of vehicle patrols, detectors in specific buildings, security app, surveillance system, and reference to a Protective Services Department, MGuard and Excellent.

5.10.6 Are they effective enough?

A follow-up question was posed to determine whether the existing initiatives are effective and if not, why not.

All participants agreed that as much as they exist, however, they are not effective enough and one of the participants had the following:

“Because at least there are security personnel, and cameras and the rest said zero.” (FGD1-P5)

Other participants held the following views regards the effectiveness of current crime prevention initiatives:

“I do not think quadbikes as proactive crime prevention measure is effective as it causes too much noise as its alert offenders.” (FGD2-P3)

“Cameras are effective as security personnel can trace items on the footage and see what transpired more especially in cases such as theft. Security personnel are ineffective and fail in their duties as students can enter residences with alcohol and drugs. Search and seizures are not conducted as they should be.” (FGD2-P5)

“Some are effective, and some are not. However, security systems installed in buildings such as Admin have not been bypassed before which means they are effective on some university buildings.” (FGD2-P10)

The participants had varying opinions on the effectiveness of different crime prevention measures. Some express doubt about the effectiveness of specific initiatives, while others acknowledge a mixed landscape where some measures are deemed effective, and others are not.

5.10.7 If not, what hinders the successful implementation of these crime prevention initiatives?

The question aimed to identify obstacles or challenges that prevent the effective implementation of crime prevention measures within the university community. The responses from the participants were:

FGD1-P7 pointed said that:

“You cannot have a student bring a weapon inside residences or institutions where there are security officers stationed. You cannot let unregistered students enter the institution when security personnel is present and say a student cannot enter without a student card. The issue of older security personnel on-campus.”

“Security personnel is too lenient when it comes to implementation of said measures. You can try and enter without a student card and claim that I’m going to the store, they will say it’s fine you may enter.” (FGD1-P3)

“They bring their feelings forth more than their job. Also, security officers are more corrupt, however, this may be instigated by well-off students.” (FGD1-P9)

“When it comes to cameras, no one is deployed to monitor them 24/7 even if they are there but they are not doing their job because in some of the cases, something happens, in the same areas where cameras are installed, someone needs to report first before they react to an incident, whereas they needed to see it beforehand as they implemented the CCTV cameras.” (FGD1-P8)

“Policies implemented for crime- Most students, especially first-year students, cannot access information on Policies implemented. There are no programs such as ‘Indaba’ where students are informed about institutional policies.” (FGD1-P4)

“Some of these security officers are old, you exist the gate around 21H00 and come back to them fast asleep around 23H00.” (FGD1-P5)

These responses expressed those challenges in security personnel effectiveness, including issues related to leniency, corruption, age, and lack of monitoring, contribute to hindrances in implementing crime prevention initiatives. Additionally, communication gaps and insufficient awareness programs about institutional policies were identified as further obstacles. Other participants highlighted the following:

“Lack of continual training and skills on security officers. Lack of resources required by the safety and security departments.” (FGD2-P2)

“Security personnel may be demotivated to execute their duties well because of the disrespect they receive from politically affiliated students.” (FGD2-P4)

“Maintenance of gadgets meant for crime prevention such as CCTV surveillance cameras. Budget constraints play a huge role in ensuring crime prevention initiatives are implemented effectively within the standard that suits the environment.” (FGD2-P8)

“Miscommunication and lack of within departments, students, and university management.” (FGD2-P10)

Inadequate training and resources for security personnel, demotivation among security personnel due to disrespect, and budget constraints affecting maintenance and implementation were identified as obstacles to the successful implementation of crime prevention initiatives. Additionally, participants pointed out that miscommunication and lack of coordination within

the university community are some of the factors that hinder the successful implementation of existing crime prevention initiatives. Addressing these challenges may be crucial for enhancing the effectiveness of crime prevention efforts within the university environment.

5.10.8 What can be done to improve these crime prevention initiatives put in place?

Participants suggested the following regarding what can be done to enhance the effectiveness of the existing crime prevention initiatives:

“Limit old, aged security officers and hire more younger officers with a passion for their job.” (FGD1-P5)

“Safety and security in this institution should work with students, maybe students’ executives, to provide educational programs to students such as first years and tutoring them about policies and the code of conduct as a student as well the importance of not being part of criminal activities.” (FGD1-P4)

“Since we know that when there are load-shedding cameras switch off, maybe the institution can have solar cameras or back-up for cameras as they play a vital role when it comes to crime prevention. Most people use this load-shedding gap as an opportunity to attack and commit criminal activities.” (FGD1-P1)

“Since there are fewer security officers with firearms and the rest, we can maybe say are notifiers, not security officers, an additional number of security officers with firearms may help when criminals attack because we cannot be protected by 3 security officers with firearms. Existing ones hide with us, from previous experience, and the rest without firearms can be deployed in residence entry points only to just observe no one steals from the block they were not even supposed to enter in the first place.” (FGD1-P4)

To improve or enhance the effectiveness of the existing crime prevention initiatives at the University of Zululand, participants from the SRC focus group discussion highlighted a multifaceted approach including recruiting more motivated security personnel, enhancing education and awareness among students, and implementing backup security measures to address vulnerabilities in surveillance systems. Different viewpoints were presented during the discussion, and some of the participants in the second FGD expressed the following responses:

“Students also need to be more united in the fight against crime, by participating in programs such anti-crime awarenesses. If social cohesion is strong enough, there will be less crime.” (FGD2-P1)

“PSD statement on the University of Zululand website stipulates the role of PSD in the safety and security through proactive measures which are the aims, not something being implemented. PSD goals are clear but the implementation of such it’s not clear.” (FGD2-P3)

“The institution should adopt the Crime Prevention Through Environmental Design (CPTED) model to modify the environment and existing crime prevention strategies. They should also cut trees that are blocking cameras.” (FGD2-P4)

“The institution should invest more in security and consider perspectives of all stakeholders involved in crime prevention, which includes students.” (FGD2-P5)

“The institution or the protective services department needs to prioritise appointing students from the criminal justice department for internship than students from other departments or external students. This will help them come up with strategies that are theoretical and practical based.” (FGD2-P6)

“Rules should apply to everyone and not choose certain individuals who have influence or authority.” (FGD2-P10)

“The institution should have crime stats published online or available upon request which shows the prevalence of crime yearly.” (FGD2-P5)

The participants provided a range of suggestions, including fostering student unity, improving clarity in the implementation of safety measures, adopting environmental design models, increasing investment in security, involving students with relevant expertise, and ensuring the fair application of rules. Additionally, one of the participants suggested that the institution should publish crime statistics online or make them available upon request. This would provide transparency and allow stakeholders to assess the prevalence of crime and the effectiveness of prevention efforts.

5.11 DISCUSSION OF THE FINDINGS AND INTERPRETATION OF THEMES

Implementing effective crime prevention initiatives in institutions of higher learning can be crucial in ensuring a safe and conducive environment for students, faculties, and staff while also sustaining the academic mission and reputation. Interpretation and discussion of the data

collected during KIIs and FGDs are featured in the discussion below. The researcher identified three themes during the research data analysis and participants responses are interpreted below.

5.11.1. THEME 1: LEVELS OF CRIME AT THE UNIVERSITY OF ZULULAND

The findings presented in the study suggested that the nature and level of crimes at the University of Zululand are influenced by several factors. Poor fencing, with several access points lacking proper access control, was identified as the major factor. The majority of key informant participants suggested that fencing would serve as a deterrent to criminal activity on campus. Whilst all these factors were mentioned concerning campus crime, all interviewees identified the lack of access control to be the biggest challenge. According to RAT, poor fencing and lack of access control at the University of Zululand, KwaDlangezwa campus, make the institution a suitable target for offenders and provide opportunities for motivated offenders to commit crimes. Poyner (1993) discovered that some preventative measures were very successful in deterring particular types of crimes after reviewing 122 evaluations of crime prevention programs. Changes in the environmental design (fencing) as stressed by SCP or target removal or modification were found to be the greatest preventive effect.

According to Maier and DePrince (2019) citing Rasmussen and Johnson (2008, p. 6), one of the reasons why campuses become targets for criminal activities is that “universities are by their very nature open-access environments where people move between and among buildings and outdoor spaces...”. Noting that some of the criminal activities that occur on campus are similar to those occurring in society at large since the institution serves as a microcosm of society. Moosa, Ohei, Raymond and Chukwuneme (2023) further aver that the nature of these universities labelled as ‘open campus environments’ makes the environment more vulnerable to crime when events and facilities are frequently used by people from outside the community. Shariati (2022) asserts that as much as genuine campus users desire an open and public educational setting, its accessibility can be incompatible with safety, necessitating a certain level of control.

Consequently, the researcher conducted FGDs to obtain the student’s perspectives on the nature and level of crimes. Responses from the participants highlighted a range of challenges and concerns related to crimes at the University of Zululand, KwaDlangezwa campus. In

addition to inadequate fencing, these challenges included security infrastructure, involvement of staff in criminal activities, ineffectiveness of security measures, and inadequately trained security personnel. According to research by Fischer and Sloan (2022), there is a substantial correlation between crime rates and several factors linked to campus location, enrolment, security measures, demographic breakdown, and level of use.

Based on the interviews, participants listed several crimes that occur on campus residences, with theft emerging as the most common crime where students carry expensive gadgets such as laptops, latest cellphones etc. According to RAT, university campuses are more likely to be hotspots for violent crime based on the lifestyles of the university community and the physical environment that facilitates crime opportunities. As a result, students potentially become a threat group (Mkhize et al., 2022), which RAT describes as a suitable target. Fischer and Sloan (2022) postulate that criminal activities such as theft victimisation occur more frequently in mixed-sex dorms (than in other types of dorms) against students with items of value. For such items, Cornish and Clarke (2017) pointed out that a person's decision to commit a criminal act is based on the anticipated rewards that are evaluated against the possibility of being caught. Thus reducing the rewards of crime by removing and concealing targets, denying benefits, disrupting markets by monitoring channels for sales, and identifying property to facilitate recovery was detailed as one of the interventions to reduce crime under five broad categories of the SCP framework.

Corroborating the findings of this study, studies by Makhaye (2021), Mkhize et al. (2022), Moosa et al. (2023) and Sani et al. (2020) revealed that student residences are the most frequent crime hotspots, with theft, stalking, physical assaults, binge drinking, and drug abuse, and other criminal acts being the most common among them. According to Ott and McTier (2021), some states have passed residence regulations prohibiting students convicted of specific offences from staying in residence halls. For instance, no one with a level-two or level-three sexual crime record is permitted to reside on any of Texas' 75 private or public college campuses, while South Carolina forbids anyone with a sex-related offence from doing so. The disparity in location can highlight the significance of distinctive campus characteristics and how they encourage or dissuade crime. However, the study's findings by Jobi, Ogunbodedea and Tongo (2022) indicated that larger residence halls had higher rates of crime overall than smaller ones, highlighting the relationship between students' experiences with crime and the physical features of their accommodation.

Some of the key informant participants highlighted other criminal activities as seasonal crimes. The study findings by Sani et al. (2020) are in line with the authors' hypothesis that distinct crime categories demonstrate seasonal trends that are probably caused by various patterns of spatial activity. Using 2012-2018 Boise State Crime Logs to investigate crime type peaks depending on seasons, Armenta (2020) found that while there are seasonal variations in the patterns of crime on campus, the overall spatial distribution of crime remains stable. Some key informant participants reported that criminal activities such as bribery scams during the registration period, and creeping during examinations become prevalent depending on the academic activities for that particular period. According to the participants, some other cases of rape and GBV transpire particularly during student functions and weekends when student activities are prevalent and there is a higher concentration of suitable targets such as students and a lack of capable guardians.

Moreover, most of the study participants identified substance abuse (alcohol and drugs) as a contributing factor to various crimes such as theft and assault. Several studies have revealed that abuse of drugs and alcohol can harm a person's ability to think rationally and can result in a variety of risky behaviours (Chekwa et al., 2013; Gasa et al., 2022; Makhaye, 2021; Yoshimoto et al., 2017). Excessive alcohol use, according to RAT, renders a person vulnerable and hence a potential target for a motivated offender. However, Sewpersad and Van Jaarsveld (2012) claim that crimes on campus arise from an inability to control student security, which inevitably harms the standing and advancement of higher education institutions in a global context. Additionally, FGDs indicated the abuse of power and illegal activities such as the sale of illegal drugs and termination of pregnancy by female students as common crimes on campus, adding rape and sexual and verbal assaults as frequent crimes on campus.

Participants further elucidated that the impact of crimes on the university community extends beyond immediate material losses to affect students' academic experiences, institutional reputation, and the psychological well-being of victims. In support of this, Makhaye (2021) also found that students tend to perform poorly academically on campus with high crime rates. Similarly, the findings of Johnson and Kercher's study indicated that students' academic performance was negatively impacted by campus insecurity; as a result, the government should come up with potential solutions to stop this social threat (Moosa et al, 2022). Two factors contribute to this: the pain brought on by victimisation and the fear that prevents students from participating fully in campus life. Sewpersad and Van Jaarsveld (2012) and

Gover et al. (2008) further aver that the issue of campus crime devastating influence on students' daily life, particularly when it leads to death.

5.11.2. THEME 2: EXISTING CRIME PREVENTION INITIATIVES AT THE UNIVERSITY OF ZULULAND, KWADLANGEZWA CAMPUS

Every higher education institution should provide its students, faculties, and staff with an environment that is peaceful, secure, and safe for both social and academic endeavours. However, a growing number of reports and rising crime rates on campus have prompted calls for researchers to investigate and explore prevention initiatives that have been implemented to identify best practices that might help improve the situation. Participants in the study identified the following crime prevention activities that have been implemented to combat and prevent crime in the study area:

- **Technological Initiatives**

Participants noted the implementation of closed-circuit television (CCTV) cameras which includes personnel actively monitoring movements on campus. It was expressed that this initiative allows for real-time tracking and retrospective analysis of incidents captured by the cameras. According to Pizza, Welsh, Farrington and Thomas (2019), CCTV is a type of situational crime prevention (SCP) method that increases the level of formal surveillance within the targeted area.

Another initiative highlighted is the illumination to address load shedding as a cover for criminal activities through the installation of floodlights and generators to ensure continuous visibility at all times. In addition, some of the participants indicated the development of an MGuard app which is likely a mobile application aimed at enhancing security. The MGuard app which was identified as not only a technological tool but also used for security alerts includes features like panic alarms and reporting tools. However, one of the participants alluded that most of the security technologies are outsourced and involve external private companies.

- **Security Personnel and Patrol Initiatives**

Participants highlighted that there the university has increased visible security presence or security officers on foot patrol indicating a proactive approach as well as the implementation of quadbike patrols as part of campus patrol preventative measures. Participants in the focus

groups, on the other hand, expressed a different opinion, claiming that the procedure of search and seizure had never occurred during their stay in the apartments in the 2023 academic year. The research by Mkhize et al. (2022) supports this, revealing that it is even more difficult to identify issues with alcohol and drugs because students are typically not examined when they access university premises.

Similarly, Masike and Mofokeng conducted a survey of 60 randomly selected students in 2014 to learn about their thoughts and experiences with campus safety. Students largely agreed that security officers do not efficiently patrol the campus, but no clear trend was evident in the statements that security officers accept gifts from students in exchange for favours, or that they inspect people who enter or leave their residences. By increasing the number of security personnel as capable guardians for extra surveillance, RAT claims that it reduces crime opportunities and also deters motivated offenders. This crime prevention strategy makes it difficult for criminals to commit crimes and influences the decision-making of a potential offender.

Moreover, armed security personnel were listed as part of security measures with armed response to criminal activities, specifically crime hotspots on campus. One key informant participant emphasised that such security measure is mostly deployed when the university hosts student events to provide more security that will safeguard both the institution and students. Cornish and Clarke (2017) affirm that increasing both formal (CCTV) and informal (security personnel) surveillance increases the risk of being caught and deters potential offenders from committing a crime.

- **Awareness and Education Initiatives:**

Participants from various departments indicated that the departments conduct awareness programs in collaboration with the Protective Services Department which is the main structure within the institution when dealing with crime prevention. According to some of the key informant participants, the institution implements various programs, including orientation sessions for new students that address safety concerns, distribution of pamphlets, and awareness campaigns conducted by different departments within the university. Nevertheless, concern was expressed, over the fact that students do not participate in or show interest in such events, which worsens their ignorance of the signs of crime and the appropriate channels to report it when it occurs.

Three KIIP further indicated that the university engages in proactive security risk analysis that involves examining current threats and trends of crime to gain insights. It was expressed that these insights are then used to develop measures to mitigate or reduce these risks effectively. Moosa et al. (2023) affirmed that using a combination of layers and concentric protection methods in risk analysis provides an effective defence and deterrence system.

Participants in the study provided varied perspectives on the effectiveness of crime prevention initiatives at the University of Zululand, KwaDlangezwa campus. Some participants highlighted the effectiveness of initiatives such as CCTV surveillance and student awareness programs in catching criminals and most effective in deterring crime. Moreover, challenges such as the lack of fencing, and the need for proper implementation were cited as factors influencing their crime prevention efficacy. Concluding the matter, while some participants believed in the effectiveness of the initiatives, others emphasised the importance of addressing challenges and improving implementation to enhance their impact in reducing campus-related crime.

Participants further highlighted various steps taken to raise awareness of crime prevention initiatives at the University of Zululand, KwaDlangezwa campus. One approach involved organizing talks by individuals such as police officers and representatives from social departments to address issues like gender-based violence and safety concerns. However, challenges were noted in attracting student attendance to these events, with some suggesting alternative methods like pop-up emails to disseminate information more effectively. Furthermore, the use of crime statistics was emphasised as a means to prioritise deployment and address prevalent crime areas, underscoring the importance of data-driven strategies in enhancing campus security.

Now the question that arose was *'Is the university community aware of these crime prevention initiatives?'* The participants indicated that the university community is generally aware of the crime prevention initiatives in place, however not although not all community members may be actively engaged in utilizing such tools. Despite these efforts, some participants noted the need for ongoing campaigns to reinforce awareness and ensure that all members of the university community remain informed about safety measures and resources available to them.

5.11.3. THEME 3: CHALLENGES TO THE EFFICIENT IMPLEMENTATION OF CRIME PREVENTION INITIATIVES

The effective prevention of crime within any community, including educational institutions like the University of Zululand, and KwaDlangezwa campus, relies on the successful implementation of proactive measures. However, numerous challenges impede the seamless execution of these crime prevention initiatives. Understanding and addressing these hindrances are crucial for enhancing campus safety and fostering a conducive learning environment.

Based on the interviews, the following responses were held by participants concerning the impediments to the successful implementation of crime prevention initiatives:

A. Limited Resources and Infrastructure

Key informant participants identified several key factors hindering the successful implementation of crime prevention initiatives at the University of Zululand, KwaDlangezwa campus. The absence of perimeter fencing was highlighted as a significant challenge, as it allows unauthorised access to the campus, while strikes, vandalism, and computer cable theft undermine the functionality of security infrastructure such as CCTV cameras. The issue of budget constraints in obtaining support and manpower from management as well as inadequate resources for safety and security departments which includes the maintenance of crime prevention tools due to financial limitations. Results from the study done by Kahari (2010) at the University of Cape Town also indicated high crime rates resulting from the lack of managerial provisioning that makes the procedures intended to prevent it ineffective.

It was highlighted that there is a lack of involvement or restrictions in certain departments regarding security procedures. Also, it was highlighted that there are restrictive duties and responsibilities imposed on contracted security companies leading to challenges in addressing security concerns comprehensively.

B. Ineffective Coordination and Communication

Participants indicated the lack of knowledge dissemination and commitment among the support staff to address reported issues effectively coupled with interdepartmental communication gaps, management, and security personnel. Additionally, inadequate, and

continual training among security personnel was cited as further impediments to the campus's crime prevention efforts. A study conducted by Tshabalala in 2001 at the University of Zululand substantiates the notion that inadequate paramilitary training impedes the protective services unit's capacity to carry out its duties. The author was of the view that when senior management allocates the funds required for the training and development function, true support is made apparent. Employees in the company need to continuously improve their abilities and cultivate a mindset that enables them to cope with new challenges and adjust to change.

Townsend (2017) states that perceptions and behaviours about crime prevention can be influenced by power relations within departments and the university community. For instance, the success of initiatives aimed at preventing crime at a higher education institution may be determined by institutional structures that uphold hierarchies or imbalances of power. In contrast, from the students' perspectives, it was indicated that these challenges primarily revolved around issues related to security personnel effectiveness in which participants noted concerns about leniency, corruption, and age among security officers, highlighting the need for more stringent enforcement of security measures.

C. Cultural and Behavioural Factors

The majority of key informant participants reported student non-compliance with safety guidelines, particularly regarding avoidance of high-risk areas at night, and the influence of substance abuse on student behaviour, leading to disruptive incidents as major challenges that affect the efficacy of crime prevention initiatives. It came to light through the focus discussion groups that students' disdain for security staff demotivates them from performing their jobs effectively, more specifically politically affiliated students. Research shows that students are responsible for 80% of campus crimes, highlighting the importance of campus security measures (Kahari, 2010).

Moreover, one of the challenges noted was difficulties in handling cases involving personal relationships where victims may retract their statements or seek to withdraw the cases, complicating legal proceedings and victim support interventions. As a result, RCT posits that the costs of committing a crime may be perceived to be lower, motivating other potential offenders to engage in criminal behaviours due to cultural or behavioural norms (Matthews, 2014).

D. Inadequate Awareness and Engagement

Based on the interviews, concerns were raised about the shortage of meeting places for extracurricular programs which posed a challenge in reaching and engaging with students effectively, particularly after academic hours. Other participants indicated that there is low student attendance and interest in awareness initiatives. During the focus group discussions, students voiced concerns over the lack of monitoring of CCTV cameras, inadequate communication about institutional policies, and insufficient awareness programs for students. Seidler (2011) juxtaposes that the success of initiatives aimed at preventing crime can also be impacted by behavioural factors, such as personal attitudes and beliefs. For example, people in the community may be less inclined to participate in or support crime prevention activities if they do not think crime is a serious problem or do not think these efforts will be successful.

CHAPTER SUMMARY

This chapter presented data collected utilising semi-structured interviews and focus group discussions to attain perspectives and experiences of key informants and students regards the existing crime prevention initiatives at the University of Zululand, KwaDlangezwa campus. Thematic data analysis was employed to analyse data for this study and from the findings it is evident that measures were put in place to prevent crime in the said study area, however like any preventative measures there were challenges noted by the participants that hindered the successful implementation of these crime prevention initiatives. the following chapter will present conclusions and recommendations based on the study.

CHAPTER SIX

RECOMMENDATIONS AND CONCLUSION

6.1. INTRODUCTION

Several empirical studies have examined higher education students' perceptions of (in)security. This study was conducted to explore existing crime prevention initiatives and identify best practices that can be adopted to improve the situation at the University of Zululand, KwaDlangezwa Campus. This chapter represents the conclusion on the findings of the study and recommendations made based on the analysis and discussions of the study, followed by suggestions for future research.

6.2. FINDINGS OF THE STUDY

The data reported in Chapter 5 provided several conclusions related to the study objectives and rationale of the study. In summarizing the salient findings of this study, the following general conclusions were made:

6.2.1. FINDINGS ON THE STUDY OBJECTIVES

These findings were made based on the following primary objectives:

- To ascertain the prevalence and nature of crimes at the University of Zululand, KwaDlangezwa Campus.
- To identify and explore crime prevention initiatives that exist within the study area.
- To solicit hindrances that disturb the successful implementation of crime prevention initiatives.

According to the study findings, like many other institutions, the University of Zululand, KwaDlangezwa campus, faces challenges related to crime including, theft, rape, property theft, trade and use of drugs, excessive consumption of alcohol, and sexual and verbal assaults. Some of the crimes such as bribery scams, plagiarism, and cheating during examinations were found to be seasonal. Drugs and alcohol abuse were found to be the contributing factor to other campus crimes such as GBV and murder. Based on this study, there are many correlating factors to campus crime. These included issues with security

infrastructure highlighting poor fencing as the major factor, involvement of staff in criminal activities, ineffectiveness of security measures, and inadequately trained security personnel.

The study by Moosa et al. (2023) found that these crimes were attributed to student carelessness and lifestyle choices, equipment malfunctions, administrative shortcomings, and recurrent substance abuse. This is supported by the Routine Activity Theory which stipulates that lifestyle choices like daily routines can influence the opportunities for criminal victimisation. For example, students who follow regular routines, including going to the library at the same time every day, might be easily targeted by criminals who take advantage of these tendencies.

Moreover, the study found that participants had contradicting views regards crime statistics. According to staff members, crime stats are not publicised however used to examine the level of crime on campus as well as the mitigating factors contributing to crime to implement specific crime prevention measures for the campus. However, based on the students' perspectives, crime stats were accessible to students either for awareness or research purposes. In support of this, one study done by Tshabalala (2001) on the University of Zululand Protective Services Department indicated a rise in the number of crimes reported on campus, with figures showing fluctuations from 1997 to 1999. In 1997, 236 crimes were reported, followed by 221 in 1998, and a significant increase to 250 in 1999. However, that was the only study the researcher could find crime statistics in the study area. Govender (2020) states that if campus crime figures are disclosed, the entire campus community will take a proactive approach to preventing crime.

Crime prevention initiatives in institutions of higher learning encompass a range of strategies aimed at ensuring the safety and security of students, faculty, and staff on college campuses. Regarding this, the study reveals that there are several crime prevention measures put in place to prevent and fight crime at the University of Zululand. These crime-prevention efforts include the installation of CCTV cameras, security officials stationed at campus entrances also patrolling on foot, and others driving quadbikes and cars around campus. Moreover, the cell phone reporting app was listed as one of the security measures put in place to be utilised by the campus community to alert security personnel of any suspicious criminal activities taking place around the campus.

The majority of students interviewed from FGDs are aware of the safety and security measures such as campus fencing, security officers in entrance points, etc, however majority

of the students revealed that these efforts were not effective. Because of the ineffectiveness of the safety and security measures employed at the University of Zululand, the majority of the participants recommended some modifications

The findings of this study show that there many challenges faced by the University of Zululand, KwaDlangezwa campus when it comes to the implementation of crime prevention initiatives. These include limited resources and infrastructure which is the result of the limited budget allocated for campus safety and security. Lack of communication and collaboration among support departments and security personnel was one of the major challenges that brought conflict to both staff and the campus community when enforcing rules to the university community. The study's conclusions by Govender (2020) highlighted enormous challenges that face today's higher education institutions in terms of coordination, communication, emergency response plans, media and public relations, potential risks, and threat assessments when it comes to maximizing safety and security.

6.2.2. FINDINGS ON THE RATIONALE OF THE STUDY

Crime prevention is a social problem that calls for large-scale coordinated initiatives from the academic community, residents, law enforcement, and other stakeholders as well as community engagement that crosses traditional boundaries. To provide a safe atmosphere that is supportive of study and personal growth, higher education institutions must guarantee the safety and well-being of the entire university community.

The rationale of this study was to contribute to the existing literature in the field of study and bring more attention to the phenomenon of crime prevention initiatives at the University of Zululand as well as other institutions of higher learning. Additionally, fosters an extensive understanding of the difficulties the University of Zululand encountered in implementing crime prevention initiatives into action at the KwaDlangezwa campus. These challenges may be comparable to those encountered by other universities dealing with comparable criminal offences.

The findings confirm the multifaceted nature of challenges in implementing campus crime prevention initiatives. These include the Inadequate communication and collaboration between different departments and student structures that undermine the effectiveness of crime prevention efforts. Coherent implementation strategies necessitate efficient collaboration and open lines of communication. Another major challenge was limited funding

which impacts various aspects of crime prevention, including procuring security equipment and hiring adequate personnel. Moreover, among other hindrances, resource allocation and low student engagement were mentioned to further exacerbate the challenges faced in implementing crime prevention initiatives. Common crimes found in the study such as theft, sexual and physical assault, rape, and drug and alcohol abuse emphasise the need for comprehensive strategies, adequate resources, and improved collaboration between departments and stakeholders to address campus security effectively.

6.3. RECOMMENDATIONS

The researcher has come up with the following recommendations:

- **Improve Infrastructure:** Infrastructure shortcomings should be addressed, such as unfenced entrances that outside criminals use to enter the campus illegitimately and malfunctioning lights to reduce vulnerabilities as well as blind spots. Moreover, embrace technological innovations and advancements in security systems to stay ahead of emerging threats and challenges.
- **Increase Awareness and Training:** Provide regular training and awareness programs for personnel to equip them with the necessary skills to prevent and respond to incidents effectively.
- **Efficient communication among stakeholders:** Enhance communication channels between university departments, students, and external stakeholders to facilitate coordination in addressing campus crime and foster collaboration with surrounding businesses and residents to implement joint crime prevention strategies and enhance community safety.
- **Promote Student Engagement:** Encourage active student involvement in crime prevention initiatives through programs like anti-crime awareness campaigns not only centred on panel discussions but should include active activities such as campus community patrols, reporting suspicious activities, and adhering to campus rules and regulations. Students' societies and representatives should form part of crime prevention activities to encourage student engagement and find innovative ways to foster a sense of collective responsibility for maintaining a secure environment.

- **Strengthen Policies and Enforcement:** Review and strengthen campus policies related to security and crime prevention, including strict enforcement measures for offenders, to create a deterrent effect and promote a culture of accountability.
- **Enhance Support Services:** Provide more adequate support services for victims of crime by increasing the number of staff in the counselling and mental health departments to address the psychological impact and promote recovery as soon as the incident takes place.
- **Monitor and Evaluate:** Conduct regular evaluations of existing crime prevention initiatives to assess their effectiveness and identify areas for improvement. Solicit feedback from students, staff, and security personnel to gain insights into their experiences and perceptions of safety on campus. Also, establish mechanisms for reporting crimes anonymously and ensure transparency in handling reported incidents to build trust within the university community.

6.4. SUGGESTIONS FOR FUTURE RESEARCH

For future research, the researcher recommends a thorough evaluation of the effectiveness of crime prevention initiatives implemented by institutions of higher learning, specifically to identify the gaps and challenges. From the research, it is evident that there are crime-preventative initiatives put in place, however, the majority of them are used as a reactive method, leaving many people vulnerable to becoming victims of crime, as noted by participants in this study. Nevertheless, off-campus residents are also impacted by criminal activity, and many criminal elements target these students more than others. Future studies can thoroughly evaluate the role of leadership and governance in crime prevention as well as the degree of cooperation between the university and the owners of off-campus accommodations. Through an assessment of current initiatives to prevent crime, interested parties will be able to pinpoint areas in need of improvement and inform the development of more targeted and effective interventions.

CHAPTER SUMMARY

This study aimed to explore existing crime prevention initiatives and identify best practices that can be adopted to improve the situation at the University of Zululand, KwaDlangezwa Campus. Crime prevention measures are implemented to prevent any potential criminal

activities that might happen within the institution or fight crime that already exists with the aim safe and secure environment for all individuals that utilise the premises. According to this study, there has been an increase at the aforementioned institution despite the safety and security measures employed. The literature review provided insight into the background of security and safety on campuses as well as campus crime. It was revealed that the issue of crime prevention is crucial and as a result, there are international policies such as The Clery Act put in place for HEIs to ensure safety. However, these policies apply only to particular countries and not to institutions of higher learning in South Africa as they are not obligated by any legislation, however, bear the responsibility to employ measures unique to them to provide a conducive environment for teaching and learning. The persistence of crimes such as verbal assaults and murder in these higher education institutions is a challenge to crime prevention initiatives.

This study employed Situational Crime Prevention as a more logical framework to fulfil the primary objectives of this research. A qualitative research approach was adopted for this study to obtain an in-depth understanding and insights into existing crime prevention initiatives at the University of Zululand, KwaDlangezwa campus. Initiatives such as the use of CCTV cameras and security officers were highlighted as part of physical measures put in place to deter or prevent crime. However, the University of Zululand is situated within a community which makes the community a component of the campus. Therefore, some of the crime prevention initiatives are not effective due to the major challenge of lack of proper fencing. This allows members of the community to enter and exit at ease which provides criminals with an opportunity to commit crimes.

In addition to the lack of proper fencing, the university has other challenges that hinder the successful implementation of crime prevention initiatives. These include miscommunication within departments, contracted security companies and the management; lack of student participation in awareness programs which are beneficial to them to avoid being of crime and the right procedures to follow when reporting.

In conclusion, the study provided recommendations and highlighted multiple limitations that were encountered throughout the research process. The study concludes that higher education institutions are not immune to criminality. HEIs, like the University of Zululand, have measures in place to address this issue, nevertheless, these institutions struggle to effectively prevent crime however safety on campus remains a major concern.

REFERENCES

- Aiello, M. F. (2020). Legitimacy invariance and campus crime: the impact of campus police legitimacy in different reporting contexts. *Police Practice and Research, 21*(3), 297-312.
- Akaranga, S. I., & Makau, B. K. (2016). Ethical considerations and their research applications: A case of the University of Nairobi. *Journal of Educational Policy and Entrepreneurial Research, 3*(12), 1-9.
- Al-Ababneh, M. (2020). Linking ontology, epistemology and research methodology. *Science & Philosophy, 8*(1), 75-91.
- Alhazmi A. A., Kaufmann A. (2022). Phenomenological Qualitative Methods Applied to the Analysis of Cross-Cultural Experience in Novel Educational Social Contexts. DOI: 10.3389/fpsyg.2022.785134
- Amankwaa, L. (2016). Creating protocols for trustworthiness in qualitative research. *Journal of Cultural Diversity, 23*(3), 121-127.
- Armenta, R. K. Z. (2020). Hot Spots of Crime: Seasonal Patterning of Campus Crime.
- Badiora, A. R. (2017). Patterns of Crime on Campuses: A Spatial Analysis of Crime and Concerns for Safety at a Nigerian University. *Acta Criminologica: Southern African Journal of Criminology, 30*(3).
- Barberet, R., & Fisher, B. S. (2009). Can security beget insecurity? Security and crime prevention awareness and fear of burglary among university students in the East Midlands. *Security Journal, 22*(1): 3-23. <https://doi.org/10.1057/sj.2008.9>
- Barton, M. S., Jensen, B. L., & Kaufman, J. M. (2010). Social disorganisation theory and the college campus. *Journal of Criminal Justice, 38*(3), 245-254.
- Bayens, G. J. & Roberson, C. (2010). *Criminal justice research methods: Theory and practice*. CRC Press.
- Bayens, P. D. & Roberson, J. E. (2011). *Practical research: Planning and design*. Pearson Merrill Prentice Hall.
- Bhengu, L. (2018, September 18). Sunday Times. (A. Holdings, Producer) Retrieved from Times LIVE: <https://www.timeslive.co.za/news/south-africa/2018-09-18-police-minister-visits-slain-unizulu-students-blood-splattered-room/>

- Brantingham, P., Brantingham, P., & Taylor, W. (2005). Situational crime prevention is a key component in embedded crime prevention. *Canadian Journal of Criminology and Criminal Justice*, 47(2), 271-292.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Bresler, L. (1995). Ethical issues in qualitative research methodology. *Bulletin of the Council for Research in Music Education*, 29-41.
- Brown, S. E., Esbensen, F. & Geis, L. G. (2015). *Criminology: Explaining Crime and Its Context*. 9th Ed. New York: Routledge.
- Burns, A., Webb, M., Stynes, G., O'Brien, T., Rohde, D., Strawbridge, J., & Doyle, F. (2018). Implementation of a quit smoking Programme in community adult mental health services—a qualitative study. *Frontiers in Psychiatry*, 9, 670.
- Carrabine, E., Cox, P., Lee, M., Plummer, K. & South, N. (2009). *Criminology: A sociological introduction*. 2nd Ed. London & New York: Routledge.
- Carrico, B. A. (2016). The effects of students' perceptions of campus safety and security on student enrollment. Theses, Dissertations and Capstones. Paper 1006. Marshall University.
- Ceccato, V. (2022). Rational Choice, Routine Activity and Situational Crime Prevention. In book: *The Encyclopedia of Rural Crime*, 46-49. DOI: 10.46692/9781529222036.013.
- Chekwa, C., Thomas, E., & Jones, V. J. (2013). What are college students' perceptions about campus safety? *Contemporary Issues in Education Research*, 6(3), 325. doi:10.19030/cier.v6i3.7903
- Chitra, P. (2021). An Explorative Study on the Influence of Remote Working on Employee Wellbeing and Work-life Balance during COVID-19 at a Large Financial Services Organisation in Gauteng, South Africa. MBA Dissertation Final V2.
- Clark, T., Foster, L., Bryman, A., & Sloan, L. (2021). *Bryman's social research methods*. Oxford University Press.
- Clarke, R. & Homel, R. (1997). A Revised Classification of Situational Crime Prevention Techniques. In S. Lab (ed.), *Crime prevention at a crossroads*. Cincinnati, OH: Anderson Publishing Company.

- Clarke, R. (2018). The Theory and Practice of Situational Crime Prevention. Oxford Research Encyclopaedia of Criminology. Retrieved 4 Apr. 2023, from <https://oxfordre.com/criminology/view/10.1093/acrefore/9780190264079.001.0001/acrefore-9780190264079-e-327>.
- Clarke, R. V. (1995). Situational crime prevention. *Crime and justice*, 19 (1) 91-150.
- Clarke, R. V. (1997). *Situational Crime Prevention: Successful Case Studies*. 2nd Ed. New York, NY: Harrow & Heston.
- Clarke, R. V. (2009). Situational crime prevention: Theoretical background and current practice. In *Handbook on crime and deviance*, 259-276. New York, NY: Springer New York.
- Clarke, R.V., (1983). Situational crime prevention: its theoretical basis and practical scope. *Crime Justice*, 4, 225–256.
- Cohen, L. E. & Felson, M. (1979). Social change and crime rate trends: A routine activity approach. *American Sociological Review*, 44, 588-608.
- Collins, C. S. & Stockton, C. M. (2018). The Central Role of Theory in Qualitative Research. *International Journal of Qualitative Methods Volume*, 17, 1–10.
- Connelly, L.M. (2016). Trustworthiness in qualitative research. *Medsurg Nursing*, 25(6): 435
- Cornish, D. B., & Clarke, R. V. (2003). Opportunities, precipitators, and criminal decisions: A reply to Wortley's critique of situational crime prevention. *Crime Prevention Studies*, 16, 41-96.
- Cornish, D. B., & Clarke, R. V. (2017). Understanding crime displacement: An application of rational choice theory. In *Crime Opportunity Theories*, 197-211. Routledge.
- Cozens, P. & Love, T. (2015). A Review and Current Status of Crime Prevention through Environmental Design (CPTED). *Journal of Planning Literature*, 1-20. DOI: 10.1177/0885412215595440.
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.
- Creswell, J. W., & Creswell, J. D. (2014). The selection of a research approach. *Research design: Qualitative, quantitative, and mixed methods approaches*, 3-24.

- Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The counselling psychologist*, 35(2), 236-264. <https://doi.org/10.1177/0011000006287390>
- DeMatteo, D., Galloway, M., Arnold, S., & Patel, U. (2015). Sexual assault on college campuses: A 50-state survey of criminal sexual assault statutes and their relevance to campus sexual assault. *Psychology, Public Policy, and Law*, 21(3), 227.
- Dlamini, N., & Olanrewaju, O. A. (2021). An investigation into campus safety and security. *In Proceedings of the 11th Annual International Conference on Industrial Engineering and Operations Management*, 7-11.
- Dlamini, S. (2017). A Criminological Exploration of the Community Policing Forums in Durban, South Africa: A Study Based on Glenwood Suburb and Cato Manor Township, University of KwaZulu-Natal, Doctoral Thesis.
- Eck, J. E., & Clarke, R. V. (2019). Situational crime prevention: Theory, practice and evidence. *Handbook on crime and deviance*, 355-376.
- Eidell, W., & Ellis, C. A. (2010). Impact of Crime on Victims. National Victim Assistance Academy Track, 1.
- Farghaly, A. (2018a). Comparing and Contrasting Quantitative and Qualitative.
- Farghaly, A. (2018b). Research Approaches in Education: The Peculiar Situation of Medical Education. *Education in Medicine Journal*, 10(1), 3-11. <https://doi.org/10.21315/eimj2018.10.1.2>
- Fischer, B. J. & Sloan, J. J. (2022). *Campus Crime: Legal, Social, and Policy Perspectives*. 4th Ed. Charles. C Thomas.
- Forbes-Mewett H., McCulloch, J. & Nyland, C. (2015). *International students and crime*. Springer.
- Fox, K. A, Nobles, M. R. & Piquero, A. R. (2009). Gender, crime victimisation and fear of crime. *Security Journal*, 22(1), 24-39.
- Freilich, J. D. & Newman, G. R. (2017). Situational Crime Prevention. Oxford Research Encyclopaedias. Criminology and Criminal Justice. Available at: <https://doi.org/10.1093/acrefore/9780190264079.013.3>
- Gannon, M. J., Taheri, B. & Azer, J. (2022). Contemporary research paradigms and philosophies. *In Contemporary research methods in hospitality and tourism*, 5-19. Emerald Publishing Limited.

- Gasa, H. P., Mkhize, S., Shumba, K. & Cinini, S. F. (2022). Risk Factors of Substance Abuse among University Students: An Exploratory Study. *International Journal of Criminology and Sociology*, 11, 15-27.
- Gilling, D. (2001). Community safety and social policy. *European Journal on Criminal Policy and Research*, 9, 381-400.
- Glober, R. (2019). Suspect terrorising students dies during shootout with cops. Retrieved from news24: <https://www.news24.com/news24>
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The qualitative report*, 8(4), 597-607.
- Gopal, N. & van Niekerk, C. (2018). Safety in Student Residences Matters! South Africa: University of Kwa-Zulu Natal.
- Govender, D. (2020). Safety and security model for institutions of higher learning in South Africa. *Servamus Community-based Safety and Security Magazine*, 113(10), 26-29.
- Gover, J., Gover, A. R., Melton, D., & Swanson, R. (2008). Creating a campus security sensor and sensor system network test and training facility.
- Griffin, O. R. (2007). Confronting the Evolving Safety and Security Challenge at Colleges and Universities. *Pierce Law Review*, 413-432.
- Guba, E. G. & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, 2(163-194), 105.
- Guba, E. G. (1990). The paradigm dialogue. In Alternative paradigms conference, Mar 1989, Indiana u, school of education, san francisco, ca, us. Sage Publications, Inc.
- Gupta, A. and Gupta, N. (2022). Research methodology. SBPD Publications.
- Hammond, M. & Wellington, J. (2012). Research methods: The key concepts. Routledge.
- Haradhan, N. (2017). Research Methodology. *Munich Personal RePec Archive*, Bangladesh: Premier University.
- Hardeo, P. (2013). Student Perceptions of Security Services at UKZN. College of Law and Management Studies, University of KwaZulu Natal, Unpublished dissertation.
- Harkness, A. (Ed.). (2020). Rural crime prevention: Theory, tactics and techniques. Routledge.
- Higher Education Amendment Act 63 of 2002. Available at: https://www.gov.za/sites/default/files/gcis_document/201409/a63-020.pdf (Accessed 04 June 2023).

- Ingraham, B. L. (2022). *Political crime in Europe: A comparative study of France, Germany, and England*. University of California Press.
- Irwin, V., Wang, K., Cui, J. & Thompson, A. (2022). Report on Indicators of School Crime and Safety: 2021 (NCES 2022-092/NCJ 304625). National Center for Education Statistics.
- Islam, M. A. & Aldaihani, F. M. F. (2022). Justification for adopting qualitative research method, research approaches, sampling strategy, sample size, interview method, saturation, and data analysis. *Journal of International Business and Management*, 5(1), 01-11.
- Jacobsen, S. K. (2017). Examining crime on campus: The influence of institutional factors on reports of crime at colleges and universities. *Journal of Criminal Justice Education*, 28(4), 559-579.
- Jennings, W. G., Gover, A. R. & Pudrzynska, D. (2007). Are institutions of higher learning safe? A descriptive study of campus safety issues and self-reported campus victimisation among male and female college students. *Journal of Criminal Justice Education*, 18(2), 191-208.
- Jobi, A., Ogunbodede, B. & Tongo, S. (2022). Design Characteristics And Crime Experience In University Students of Residence. *Kufa Journal of Engineering*, 13(4), 1-12.
- Johnson, R. B., Onwuegbuzie, A. J. & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of mixed methods research*, 1(2), 112-133.
- Jones, J.A. (2012). Ethical considerations in criminal justice research: Informed consent and confidentiality. *Inquiries Journal/Student Pulse*, 4. Available at: <https://www.inquiriesjournal.com/a?id=674>. [Accessed on: 08 March 2024]
- Kahari, I. (2010). An exploratory study of first-year residence students' perceptions regarding safety and security at the University of Cape Town. Master's thesis.
- Kang, E. & Hwang, H. J. (2021). Ethical conduct in qualitative research methodology: Participant observation and interview process. *Journal of Research and Publication Ethics*, 2(2), 5-10.
- Karen, A. R. (2020). Hot Spots of Crime: Seasonal Patterning of Campus Crime. DOI:10.18122/td/1691/Boise state
- Khomami, N. (2022). “Man arrested after death of woman, 19, at London student flats”, *The Guardian*, available at: <https://www.theguardian.com/uk-news/2022/mar/20/police->

- name-woman-killed-in-london-student-flat-and-seek-22-year-old-man (accessed 27 August 2022).
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Landreman, L. & Thorp, J. J. (2020). Campus Security: How Has the Focus Changed? *SPA Journal IU*, 4-8.
- Lee, D. R. & Hilinski-Rosick, C. M. (2012). The role of lifestyle and personal characteristics on fear of victimisation among university students. *American Journal of Criminal Justice*, 37, 647-668.
- Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic Inquiry*. SAGE.
- Linden, R. (2007). Situational Crime Prevention: Its Role in Comprehensive Prevention Initiatives. *IPC Review*, 1, 139–159.
- Linder, C. & Lacy, M. (2019). Blue Lights and Pepper Spray: Cisgender College Women’s Perception of Campus Safety and Implications of the “Stranger Danger” Myth. *The Journal of Higher Education*, 91(3), 433-454.
- Lochmiller, C. R. (2021). Conducting thematic analysis with qualitative data. *The Qualitative Report*, 26(6), 2029-2044.
- Maier, S. L. & DePrince, B. T. (2020). College students’ fear of crime and perception of safety: The influence of personal and university prevention measures. *Journal of Criminal Justice Education*, 31(1), 63-81.
- Maier, S. L. & DePrince, B. T. (2020). College students’ fear of crime and perception of safety: The influence of personal and university prevention measures. *Journal of Criminal Justice Education*, 31(1): 63-81.
- Makhaye, M. (2016). Exploring students' perceptions on the nature and incidence of crime in university on-campus residences. School of Applied Human Science, University of KwaZulu Natal.
- Makhaye, M. (2021). The Use of the Routine Activity Theory in Explaining Crime at University Campus Residences. *Acta Criminologica: African Journal of Criminology & Victimology*, 34(2), 26-42.
- Makombe, G. (2017). An Expose of the Relationship between Paradigm, Method and Design in Research. *The Qualitative Report*, 22(12), 3363-3382. Available at: <http://nsuworks.nova.edu/tqr/vol22/iss12/18>

- Mapeko, L. (3 April 2023). South African colleges and university. Elroi Academy. Retrieved from <https://elroiacademy.co.za/south-africans-colleges-and-universities/> (accessed on: 24 July 2024).
- Marcum, C. D., Ricketts, M. L. & Higgins, G. E. (2010). Assessing Sex Experiences of Online Victimization: An Examination of Adolescent Online Behaviors Using Routine Activities Theory. *Criminal Justice Review*.
- Mårtensson, E. (2024). Partnerships and Crime Prevention: A Scoping Review. Malmö University, Master's Dissertation.
- Masike, L. & Mofokeng, J. (2017). The Effects of Alcohol and Drugs on Student Academic Life. *Acta Criminologica: Southern African Journal of Criminology*, 30(1), 115-131.
- Matthews, R. (2014). Rational Choice, Routine Activities and Situational Crime Prevention. In: *Realist Criminology*. Palgrave Macmillan, London. https://doi.org/10.1057/9781137445711_4
- Maxfield, M. G. & Babbie, E. R. (2017). *Research methods for criminal justice and criminology*. Cengage Learning.
- Mdlungu, T. (2018). An evaluation of the effectiveness of campus safety and security measures in crime prevention at the University of Fort Hare (Alice) campus.
- Mensah, R.O., Agyemang, F., Acquah, A., Babah, P. A. & Dontoh, J. (2020). Discourses on Conceptual and Theoretical Frameworks in Research: Meaning and Implications for Researchers. *Journal of African Interdisciplinary Studies*, 4(5), 53 – 64.
- Mezmir, E. A. (2020). Qualitative data analysis: An overview of data reduction, data display, and interpretation. *Research on humanities and social sciences*, 10(21), 15-27.
- Miethe, T. D. & McDowall, D. (1993). “Contextual Effects in Models of Criminal Victimization”: *Social Forces*, 71, 741-59.
- Mishra, S. B. & Alok, S. (2022). *Handbook of research methodology*.
- Mkhize, S., Cinini, S. & Ngcece, S. (2022). University campuses and types of crime: A case study of the University of KwaZulu-Natal/Howard campus in the city of Durban-South Africa, *Cogent Social Sciences*, 8(1). DOI: 10.1080/23311886.2022.2110199
- Mohajan, H. K. (2020). Quantitative research: A successful investigation in natural and social sciences. *Journal of Economic Development, Environment and People*, 9(4), 50-79. <https://mpa.ub.uni-muenchen.de/105149/>

- Monchalín, L. (2022). Why Not Crime Prevention? An Evidence-based Perspective. *Criminologie*, 1–27. <https://doi.org/10.7202/1092587ar>
- Moosa, A., Oheí, K., Raymond, E. & Chukwuneme, E. P. (2023). The Roles of Campus Protection Services for Students' Safety: A Case of a Higher Education Institution in South Africa. *International Journal of Innovation in Management, Economics and Social Sciences*, 3(1), 1-11.
- Mpofu, B., & Ndlovu-Gatsheni. (2020). The Changing Idea of the University. The dynamics of changing higher education in the Global South, 14.
- Muthiah, P., Naidu, R. S., Badzis, M., Nayan, N. F. M., Rahim, R. A. & Aziz, N. H. A. (2020). Qualitative Research: Data Collection and Data Analysis Techniques-(UUM Press). UUM press.
- Mweshi, G. K. & Sakyi, K. (2020). Application of sampling methods for the research design. *Archives of Business Review*, 8(11).
- Myers, M. D. (2009). *Qualitative Research in Business and Management*, Sage, Los Angeles, London.
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 19(2), 129–132. <https://doi.org/10.1177/1362168815572747>
- Nassaji, H. (2020). Good qualitative research. *Language Teaching Research*, 24(4), 427-431. <https://doi.org/10.1177/1362168820941288>
- Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches*. London: Pearson Education Limited.
- Ngcece, S. (2018). An Investigative Study on the Perception of University of Kwa-Zulu Natal Risk Management Services (RMS) on Campus Safety, South Africa: University of Kwa-Zulu Natal.
- Nickerson, C. (2022). Interpretivism paradigm & research philosophy. *Simply Sociology*, 5. www.simplypsychology.org/routine-activities-theory.html
- Nowell, L.S., Norris, J.M., White, D.E. & Moules, N.J., (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International journal of qualitative methods*, 16(1), p.1609406917733847.

- Nunlall, R. (2013). Crime control and crime prevention. In Bezuidenhout, C. (Ed.), *A Southern African perspective on fundamental criminology*. Heinemann/Pearson Education South Africa.
- Observer, 17 September 2018. Retrieved from: <https://zululandobserver.co.za/lnn/477648/update-university-of-zululand-student-stabbed-over-cold-water-named/> (accessed on: 16 September 2022)
- Oprean, C., Titu, A. M. & Tanasescu, C. (2017). Security Management of University Campuses. International conference Knowledge-Based Organisation. DOI:10.1515/kbo-2017-0069.
- Ott, M. & McTier, T. (2021). Should Students with Criminal Convictions be Allowed to Participate in Higher Education? What Faculty Think. *College and University*, 96(1), 57-62.
- Owusu, G. A., Akoto, J. S. & Abnory, M. M. (2016). Is Our Safety and Security Guaranteed on the University of Cape Coast Campus? Undergraduates Students' Perceptions. *International Journal of Higher Education*, 5(4), 75-85.
- Pact, I. (2014). *Field Guide for Evaluation: How to Develop an Effective Terms of Reference*. Washington.
- Pillay, P. (2022). *A Criminological Analysis of the Commission Of Cybercrime in the South African Banking Industry: A Case Study of Cybercrime in Banks in Durban, Kwazulu-Natal*. Masters' Dissertation.
- Pizza E. L., Welsh, B. C., Farrington, D. P. & Thomas, A. L. (2019). CCTV Surveillance for crime prevention: A 40-year systematic review with meta-analysis. *Criminology & Public Policy*, 18, 135–159. <https://doi.org/10.1111/1745-9133.1241>
- Potgieter, P. (1993). Campus crime-contemporary issues. *Acta Criminologica: African Journal of Criminology & Victimology*, 6(2), 79-87.
- Reidy, R. (2019). 'Higher Security for Higher Education: Achieving Safe, Secure Learning Environments', SIA Newsletter, (September). Available at: <https://www.securityindustry.org/2019/09/06/higher-security-for-higher-education-achieving-safe-secure-learning-environments/> (Accessed: 23 August 2022).
- Roberts, N., Doyle, L. & Roberts, M. (2023). Changing the culture of sexual violence at UK universities: a website analysis of definitions, report/support and prevent mechanisms. *Higher Education Policy*, 1-19.

- Rodriguez, L., Kramer, S. & Sherriff, B. (2013). Investigating risk and protective factors to mainstream safety and peace at the University of South Africa. *African Safety Promotion Journal*, 11(1), 39-56.
- Ross, E. & Rasool, S. (2019). 'You go to campus with fear and come back with fear': University students' experiences of crime. *South African Crime Quarterly*, 68(1), 7-20.
- Sani, A., Nunes, L. M., Azevedo, V. & Sousa, H. F. (2020). Campus criminal victimization among higher education students: A diagnosis of local security in Porto. *Journal of Criminal Justice Education*, 31(2), 250-266.
- Schurink, W., Fouché, C. B. & De Vos, A. S. (2014). Qualitative data analysis and interpretation. In: De Vos, A. S., Strydom, H., Fouché, C. B. & Delpont, C. S. L. (eds.) *Research at grass roots: For the social sciences and human service professions*. 4th Ed. Van Schaik.
- Scott D. & Usher R. (2004). *Researching Education: Data, Methods, and Theory In Educational Inquiry*. New York: Continuum.
- Sewpersad, S. & Van Jaarsveld, L. (2012). Campus security and safety: incorporating new technology to an old paradigm of guarding. *Acta Criminologica: African Journal of Criminology & Victimology*, 46-55.
- Shariati, A. (2022). Crime through environmental design (CPTED) and its potential for campus safety: a qualitative study. *Security Journal*, 35, 1198-1219. <https://doi.org/10.1057/s41282-021-00322-1>
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(2), 63-75.
- Slevitch, L. (2011). Qualitative and Quantitative Methodologies Compared: Ontological and Epistemological Perspectives. *Journal of Quality Assurance in Hospitality & Tourism*, 12 (1),73-81, DOI: 10.1080/1528008X.2011.541810
- Sobuwa, Y. (2021). 3 students killed during robbery: Death shatters families' dreams. *Pressreader*, 28 September 2021. Available at:<https://www.pressreader.com/south-africa/sowetan/20210928/281522229241017> accessed on: 30 August 2022).
- South African Police Services Crime Statistics 2022/2023. Available from: <https://www.saps.gov.za/services/crimestats.php> (Accessed 06 June 2023).

- Stahl, N. A. & King, J. R. (2020). Expanding approaches for research: Understanding and using trustworthiness in qualitative research. *Journal of Developmental Education*, 44(1), 26-28.
- Steyn, F. & Sadiki, L. (2020). What Do Students Think About Crime, Criminality and Criminology, and Do Their Perceptions Change Over Time? *Acta Criminologica: Southern African Journal of Criminology & Victimology*, 33(2), 23+. <https://link.gale.com/apps/doc/A665973724/AONE?u=anon~60d183e4&sid=google Scholar&xid=3abdc740>
- Steyn, J. (2018). *Advanced research methodology in criminology*. Cape Town: Oxford University Press.
- Stratton S. J. (2023). Population Sampling: Probability and Non-Probability Techniques. *Prehospital and Disaster Medicine*, 38(2), 147-148. DOI:10.1017/S1049023X23000304
- Tan, K., Sia, J. K. & Tang, K. D. (2022). Examining students' behaviour towards campus security preparedness exercise: The role of perceived risk within the theory of planned behaviour. *Current Psychology*, 41:4358–4367 <https://doi.org/10.1007/s12144-020-00951-6>
- Townsend, S. M. (2017). *Innovations in community-level prevention*. Harrisburg, PA: National Sexual Violence Resource Center.
- Tseng, C. H., Duane, J. & Hadipriono, F. (2004). Performance of campus parking garages in preventing crime. *Journal of Performance of Constructed Facilities*, 18(1), 21-28.
- Tshabalala, N. G. (2001). *Protective Services and Crime Control in the University Community: A Study of the University of Zululand Protective Services Unit*.
- U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC. Retrieved (30 August 2022) from: <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2022092>
- U.S. Department of Education, Office of Postsecondary Education. (2018). *Campus Safety and Security (CSS) survey*. Retrieved from <https://ope.ed.gov/campussafety/Trend/public/#/answer/1/101/main?row=-1&column=-1>
- Umar, A., Umar, A., & Umar, S. (2023). Security challenges and control measure in college of education libraries in North-East, Nigeria. *Journal of Library Services and Technologies*, 5(3), 117-127.

- Umoru, T. (2019). Crime Prevention and Control. *Esut Journal of Social Sciences*, 4(1).
- United Nations Office on Drugs, & Crime. (2010). The globalization of crime: A transnational organised crime threat assessment. United Nations Publications.
- University of Pretoria. (2022). Safety on campus. Department of Security Services.
- UniZulu students demand justice after stabbing incident (19 September 2018), eNCA. Retrieved from: <https://www.enca.com/news/unizulu-students-demand-justice-after-stabbing-incident>
- Upson, M. (2022). Campus Security Guide. Best Colleges, Available at: <https://www.bestcolleges.com/resources/campus-safety-guide/> (Accessed: 28 August 2022).
- Vaismoradi, M., Turunen, H. & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing and Health Sciences*, 15, 398-405. Wiley Publishing/DOI: 10.1111/nhs.12048
- van Manen, M. (1990). Researching lived experience: Human science for an action sensitive pedagogy. London, ON: Althouse Press.
- van Manen, M. (2014). Phenomenology of practice: Meaning-giving methods in phenomenological research and writing. Walnut Creek, CA: Left Coast Press.
- van Manen, M. (2017). Phenomenology in its original sense. *Qualitative Health Research*, 27, 810–825.
- Victory Career College. (2020). Disclosure of Campus Security Policy and Campus Crime Statistics Act: The Clery Act.
- Wand, Y. & Weber, R. (1993). On the ontological expressiveness of information systems analysis and design grammars. *Information Systems Journal*, 3(4), 217-237.
- Wortley, R. & Tilley, N. (2014). Theories for Situational and Environmental Crime Prevention. In: Bruinsma, G., Weisburd, D. (eds) *Encyclopedia of Criminology and Criminal Justice*. New York: Springer. https://doi.org/10.1007/978-1-4614-5690-2_548
- Wright, J. P. (2017). Rational Choice Theories. In obo Criminology, <https://www.oxfordbibliographies.com/view/document/obo-9780195396607/obo-9780195396607-0007.xml> (Accessed 15 Oct. 2022).
- Yoshimoto, H., Takayashiki, A., Goto, R., Saito, G., Kawaida, K., Hieda, R. & Maeno, T. (2017). Association between excessive alcohol use and alcohol-related injuries in

college students: a multi-centre cross-sectional study in Japan. *The Tohoku Journal of Experimental Medicine*, 242(2), 157-163. <https://doi.org/10.1620/tjem.242.15>

Zheng, Q. (2022). Causes, Impacts and Preventions of Campus Crime. *Advances in Social Science, Education and Humanities Research*, 670. <https://doi.org/10.2991/assehr.k.220704.131>

ANNEXURE A: INTERVIEW SCHEDULE GUIDE

KEY INFORMANT INTERVIEW QUESTIONS- UNIVERSITY OF ZULULAND DEPARTMENTS

Semi-structured interview

1. Demographics:
 - a. Occupation
 - b. Gender
 - c. Race
 - d. Department
2. How long have you been working at the University of Zululand, KwaDlangezwa Campus?

Prevalence of crimes at the University of Zululand

3. What are your thoughts on the prevalence of crime at the University of Zululand, KwaDlangezwa campus?
4. What are the most common crimes faced by the university?
5. What do you think causes crime on campus?
6. Which areas can you classify as crime hotspots?
7. Has crime ever affected you personally? Explain.
8. What is the impact of on-campus crime on teaching and learning as well as the university community?

Crime prevention initiatives that exist at the University of Zululand, KwaDlangezwa campus.

9. What crime prevention initiatives already exist within this university?
10. How effective do you think these initiatives are?
11. What strategy is utilised to determine the effectiveness of existing crime prevention initiatives?
12. Is the university community aware of these crime prevention initiatives?
13. What are the steps that have been taken to bring about an awareness of these crime prevention initiatives?
14. Does the university community utilise these initiatives put in place?

Hindrances to the successful implementation of crime prevention initiatives

15. What hinders the successful implementation of crime prevention initiatives?

16. What are the major challenges you encounter (if any) when dealing with the implementation of crime prevention initiatives on campus?
17. In your view, what improvements should be made to existing crime prevention initiatives at the University of Zululand, KwaDlangezwa campus?

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

ANNEXURE B: FOCUS GROUP DISCUSSIONS GUIDE

INTERVIEW QUESTIONS- STUDENT REPRESENTATIVE COUNCIL AND POST-GRADUATE STUDENTS

Demographic Information

- Gender
- Race
- Level of study

Focus Group Discussion Questions

1. In your understanding, what is the nature and level of crime within your university?
2. Which are the most common crimes you are aware of?
3. What are the contributory factors of campus crime?
4. What is the impact of crime on the University community.?
5. What crime prevention initiatives are you aware of that exist within the university?
6. Are they effective enough?
7. If not, what hinders the successful implementation of these crime prevention initiatives?
8. What can be done to improve these crime prevention initiatives put in place?
9. Are there any other comments you would like to add to this discussion?

ANNEXURE C: INFORMED CONSENT LETTER

INFORMED CONSENT DECLARATION

(Participant)

Project Title: *AN EXPLORATORY STUDY ON CRIME PREVENTION INITIATIVES AT THE UNIVERSITY OF ZULULAND, KWADLANGEZWA CAMPUS.*

Noluvo Mzize from the Department of Criminal Justice, University of Zululand has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to explore existing crime prevention initiatives at the University of Zululand, KwaDlangezwa campus.
2. The University of Zululand has given ethical clearance to this research project, and I have seen/ may request to see the clearance certificate.
3. By participating in this research project, I will be contributing towards the improvement of safety for everyone at the University of Zululand, KwaDlangezwa campus and will bring about an awareness on issues relating to crime which need major effective interventions and development of policies that will help the institution fight and prevent crime whereas restoring the notion of the university being a conducive environment for teaching and learning.
4. I will participate in the project by being one of the participants who will answer a few questions that will be administered by the researcher in a face-to-face audio-recorded interview/focus group discussion. This will help the researcher generate data for this research project.
5. My participation is entirely voluntary and should at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated or rewarded for participating in the research.
7. There may be risks associated with my participation in the project. I am aware that
 - a. The following risks are associated with my participation: psychological and emotional risks.
 - b. The following steps have been taken to prevent the risks: The researcher has contacted the Student Services Department in the Guidance and Counselling Section and the pastoral care department to assist participants

should it be necessary.

- c. There is a 0% chance of the risk materialising.

- 8. The researcher intends to publish the research results in the form of a dissertation and journal article(s). However, confidentiality and anonymity of records will be maintained, also my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.
- 9. I will not receive feedback but if I have an interest, a copy of the final research report may be requested through Dr Siyanda Dlamini from the Department of Criminal Justice in the Faculty of Humanities and Social Sciences.
- 10. Any further questions that I might have concerning the research or my participation will be answered by the researcher, **Noluvo Mzize**, by contacting **068 051 7910**.
- 11. By signing this informed consent declaration, I am not waiving any legal claims, rights, or remedies.
- 12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I, have read the above information / confirm that the above information has been explained to me in a language that I understand, and I am aware of this document's contents. I have asked all questions that I wished to ask, and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I give permission for the interview to be audio taped

Yes No

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....

Participant's Signature

.....

Date

University of Zululand, Research Ethics Committee (UZREC)

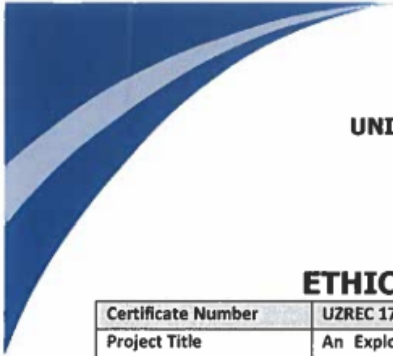
Research & Innovation Office

Manager – Research Ethics & Postgraduate Studies: Manqeles@unizulu.ac.za

t: +27 (0) 35 902 6324 or t: +27 (0) 35 902 6056

House 22, Next to Old VC House, 1 Main Road, KwaDlangezwa, 3886

ANNEXURE D: ETHICAL CLEARANCE LETTER



**UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2023/25					
Project Title	An Exploratory Study on Crime Prevention Initiatives at The University of Zululand, KwaDlangezwa Campus					
Principal Researcher/ Investigator	N Mzize					
Supervisor and Co-supervisor	Dr S Dlamini					
Department	Criminal Justice					
Faculty	Humanities and Social Sciences					
Type of Risk	Medium Risk – Data collection from people					
Nature of Project	Honours/4 th Year	Master's	<input checked="" type="checkbox"/>	Doctoral	Departmental	

The University of Zululand’s Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection from the date of this Certificate, using the certificate number indicated above.

- SPECIAL CONDITIONS:**
- (1) This certificate is valid for 1 year from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date- 29 August 2024]
 - (3) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.
 - (4) Under the Protection of Personal Information Act, 04 of 2013 (“POPIA”), researchers have a general legal duty to protect the information they process. They must ensure the security and protection of any personal information processed through the research and provide a compliant and consistent approach to data protection. The information collected via interviews must be for research purposes only. No personal information such as opinions, views, and academic background may be linked to the respondents’ identity or shared with anyone for marketing purposes or otherwise.

The UZREC wishes the researcher well in conducting research.

Prof. Nokuthula Kunene
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
29 August 2023

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-30

2023 -08- 29

RESEARCH & INNOVATION OFFICE

RESEARCH & INNOVATION OFFICE
Website: <http://www.unizulu.ac.za>
Private Bag X1001
KwaDlangezwa, 3886
Tel: 035 902 6374/6324
Email: MthembuNI@unizulu.ac.za/ManqeleS@unizulu.ac.za

ANNEXURE E: UNIVERSITY OF ZULULAND PERMIT LETTER

T: +27 35 902 6434
E: MothilalID@unizulu.ac.za
Office of the Registrar



UNIVERSITY OF
ZULULAND

31/07/2023

Our ref: Permit: 24/2023
Your ref:

PERMIT TO COLLECT DATA

The University of Zululand hereby permits N Mzize to conduct research and collect data in accordance with the provisional Ethics Clearance Certificate UZREC1711110-030PGM 2023/25 issued by the University of Zululand on 24/07/2023, and the UNIZULU's POPI Declaration and Indemnity form dated 26/07/2023.

The Researcher may commence with data collection once a valid Ethical Clearance Certificate has been issued. This permit is valid for 12 months from the date of issue, **subject to the research being conducted in terms of a valid ethical clearance certificate.**

UNIZULU retains the right to withdraw or amend this permit if:

- Any unethical conduct is revealed or suspected.
- Relevant information has been withheld or misrepresented.
- Regulatory changes of whatsoever nature so require.
- The conditions contained in the Declaration have not been adhered to.

A handwritten signature in black ink, appearing to read 'D Mothilall'.

**D MOTHILALL
REGISTRAR**

University of Zululand

Private Bag X1001, KwaDlangezwa 3886
T: 035 902 6000 | W: www.unizulu.ac.za

A NODE FOR AFRICAN THOUGHT

ANNEXURE F: PROOF OF LANGUAGE EDITING LETTER



Research Skills Development Services CC

SARS Income Tax No. 9249355208; CC Founding Statement No. CK94/16841/23 SARS; Tax Clearance Certificate No. 1994/016841/23
SACE REGISTRATION NUMBER: N.D. COERTZE – 1082433 (2003)

DECLARATION OF PROOF-READING

TO WHOM IT MAY CONCERN

I, Nicolina D. Coertze, declare that I meticulously perused the manuscript referred to below for language editing purposes. I identified and corrected linguistic and stylistic inaccuracies to the best of my knowledge and ability. Using the *Word Tracking* system, I kept track of any changes that I made for consideration and review by the author. I also offered annotations as recommendations to the author and supervisor for review of areas that I considered might need additional attention in terms of the logical flow of language and meaning. I declare that I adhered to the general principles that guide the work of a language editor and that I remained within my brief as had been agreed with the author of the manuscript.

Details

TITLE	AN EXPLORATORY STUDY ON CRIME PREVENTION INITIATIVES AT THE UNIVERSITY OF ZULULAND, KWADLANGEZWA CAMPUS.
STUDENT	Noluvo Mzize
STUDENT NUMBER	201809763
PROPOSED QUALIFICATION	Master of Arts in Criminology
DEPARTMENT	Department of Criminal Justice, Faculty of Humanities & Social Sciences.
TERTIARY INSTITUTION	University of Zululand
SUPERVISORS	Dr Siyanda Dlamini
REFERENCING STYLE	APA

Respectfully submitted on: 24 April 2024



**N.D. COERTZE
LANGUAGE EDITOR**