AN EXPLORATORY STUDY ON STUDENTS' SAFETY AT THE UNIVERSITIES OF LIMPOPO AND VENDA

by

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DECLARATION

I declare that **An exploratory study on students' safety at Universities of Limpopo and Venda** is my own work and that all the sources that are used or quoted have been indicated and acknowledged by means of complete references and that this work has not been submitted before for any other degree at any other institution.

Signature   ………………………………….

Date   ………………………………….

DEDICATION

Having noticed this ever-exacerbating trend of victimisation of students on campuses, this study is therefore dedicated to all university students who have either directly or indirectly been victimised during their time at their respective universities.

ACKNOWLEDGEMENT

For the success of this study, I would also like to convey my sincere gratitude to all the honourable individuals who contributed to the completion and the success of this research study which include, but is not limited to, the following:

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My family for their encouragement and support, both mentally and financially during my graduate experience. Thank you for your hard work throughout the years that allowed me to reach my educational goals.

All the people who either directly or indirectly helped with this study

And most of all, I would like to thank my creator for giving me the opportunity, strength and knowledge to further my studies.

ABSTRACT

Campus safety is an important part of a student's overall university experience. However, safety and security are an issue that institutions of higher learning have to deal with and address within their campuses. The focus of this study was to explore students' safety at the Universities of Limpopo (UL) and Venda (UNIVEN). This study adopted an exploratory triangulation approach. A triangulation design was implemented to allow the researcher the opportunity to collect qualitative and quantitative data and thereafter, integrate the results in the interpretation stage. For triangulation purposes, data was collected using interviews and a self-administered questionnaire. For the qualitative phase of the research (phase I), twenty face to face interviews were conducted and for the quantitative phase (phase II), eight hundred and nineteen respondents responded to the questionnaire. This study employed Routine Activities Theory (RAT) to discuss the findings. Some of the findings were that the majority of female students who reside off-campus were fearful of being victimised. More female students than males were more concerned of sexual harassment and rape. These criminal incidents were statistically significant. The study further reveals that a lack of sufficient lighting, alcohol and illicit drugs, campus camera surveillance, crime reporting, and the visibility of emergency phones are some of the contributing factors associated with students victimisations. There are no visible police patrolling around the campuses of UL and UNIVEN. The majority of the students do not report their victimisation to the police or campus authorities. Furthermore, this study reveals that there is no relationship between gender and the perception of safety. However, age and level of study have a relationship to the perception of safety and were statistically significant. Based on these findings, crime awareness campaigns, visibility of police patrolling around the campus, and the police should work closely with the University authority.

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CHAPTER 1: GENERAL ORIENTATION OF THE STUDY

1.1 BACKGROUND

The recent occurrences of campus victimisation is of concern to higher education authorities and to the general public, since university campuses are recognised as places of learning inviting hundreds, and sometimes thousands of students, and numerous faculty, staff, and administrators (Agubokwu, 2016). Furthermore, safety and security may be a downside that institutions of higher learning have to be compelled to subsume and address among their campuses (Kahari, 2010). Annually students across the country and some returning abroad flood to campuses or institutions of higher learning in order to gain knowledge in various fields. For this reason, students are introduced to academic, social and sports-related programmes. Nonetheless, one necessary side that creates fear among students globally is safety. According to Moran and Skeggs (2004:1) "*safety and security are central for which people reply to violence and is predominantly near safety, violence is in addition for safety and security since people move, retaliate or avoid violence by behaving violently*". Hence, the University of Limpopo and University of Venda like many other institutions of higher learning need to ponder safety as a critical aspect of their daily activities.

The need to consider safety seriously is prompted by the continuous growing concerns of students' mistreatment. Nevertheless, campuses have historically been places where people would send their children to undergo educational and social experiences that are able to facilitate them to be recreated into self-sustaining adults. Although parents expect their children to experience social and cultural variations, peer pressure, instructional challenges, and relationship issues, none of them anticipates their children to be exposed to any acts of violence (Carrico, 2016).

"There has been a collective denial of the dangers of university life for some years now, and these misconceptions have led to widespread violence that often goes unnoticed or unreported" (Hollis, 2010:16). Students do not only go to campuses to learn, but they also call their university campuses home (Muscat, 2011). Incidents such as sexual victimisation and violence, rape, assault, theft, and murder at institutions of

higher learning across the country have placed safety and security in the campus setting in the spotlight.

1.2. MOTIVATION OF THE STUDY

Crime occurring on and around college campuses concerns many individuals, including students, faculty, parents, and administrators. In fact, parents, students, faculty, and staff may even take into consideration the crime rate of the campus and surrounding areas prior to accepting employment or when weighing enrolment at an institution of higher education after matriculation (Nobles, Fox, Khey & Lizotte, 2010).

In this study, the researcher's interest in the topic is informed by the study on *The effects of students' perceptions of campus safety and security on student enrolment* by Carrico (2016). Within the same study, Carrico (2016) maintains that recent incidents of campus violence demonstrate the rising risks and threats to the lives of students on university campuses. Furthermore, Carrico (2016) highlighted that man created tragic events like the shooting attacks at the universities such as Virginia School, Northern Illinois University, Purdue University, and the University of Texas-Austin have had an immediate or indirect impact on the United States of America's educational institution campuses. Alcohol-related deaths, date rape, dormitory fires, and drug-connected deaths continue to depict a negative image relating to the safety of campus life. These incidents, in keeping with Carrico (2016), are unceasingly attracting the mass media and are successively imposing negative perceptions of the protection of students living on campus. In South Africa, this study is motivated by a case of a twenty-six (26) year-old former BSc student, Godfrey Ntsieni, who admitted to having killed three (3) girls on the campus of the University of Venda and two girls at Golgotha Township in Thohoyandou between March and July 2014 (SAPA, 2016). Ntsieni further confessed to having raped and robbed his victims. From the abovementioned incidences, the researcher realised the necessity to fill the gap within the context of students' safety on campuses, particularly that some of these criminal victimisations are likely to be committed by students.

1.3. RESEARCH PROBLEM

This study explores students' safety at the Universities of Limpopo (UL) and Venda (UNIVEN) respectively. It further refers to previous research that has been done on students' safety and crime on campus. In his study titled *An exploratory study of first year residence students' perceptions regarding safety and security at the University of Cape Town*, Ratti (2010), found that students see themselves as safer within the confines of UCT whereas they felt relatively unsafe off campus. In addition, this study assesses students' perceptions of the risk of victimisation by taking into account demographic variables, routine activities theories, the risk of sexual victimisation, and fear of crime on campus. Furthermore, the study explores the proximate reasons behind the fear of crime as it applies to the university student population.

Students might also contribute considerably to their own safety if they are concerned about initiatives that are provided in their various universities to keep them safe within and around their campuses. South African tertiary institutions are typically stricken by the country's consistently high crime rates. Serious and violent crimes, theft, sexual harassment, rape, illegal possession of drugs and weapons, alongside several alternative major and minor crime incidents plague university campuses worldwide (Sewpersad & Van Jaarsveld, 2012).

Ratti (2010:4) cites Fletcher and Bryden (2007) who assert that "relevant risk perception literature consists of studies that examine specific aspects of campus safety, like alcohol use or sexual assault". Currie (1994:33) found that a considerably higher range of women reported experiencing threatening incidents on campus than men. In their study, Fletcher and Bryden (2007) found that women understand themselves as belonging to a group that feels more vulnerable to victimisation than others (men). The same study also noted that a high number of women consciously avoid specific areas of the campuses throughout the night, avoid walking alone and are alert for suspicious activity.

Sewpersad and Van Jaarsveld (2012:48) identified the following incidents that South African tertiary institutions have experienced:

- In 2001 at the Natal Technikon's Berea campus, a number of major crime incidents occurred. These include the death of a student and the injury of two security guards during a robbery on the campus; another student was hijacked, and sixteen students were attacked on the campus between 1 and 12 March 2001 (Hosken, 2001).

- At Mabel Palmer student residence of the University of KwaZulu-Natal's (UKZN) Howard College campus, a 21-year-old exchange student was raped on 13 November 2007 at 1:30 am in a toilet cubicle (Naidoo, 2007).

- At the Durban University of Technology (DUT) on 14 March 2007, a student was raped at the Four Seasons Hotel, which DUT leases as a residence for its students (Mboto, 2007).

- In November 2010 at the Walter Sisulu University campus of Butterworth, a 25-year old student was stabbed to death after a scuffle with another student (SAPA, 2010).

- A 25-year-old student was shot six times by another student on the University of Limpopo campus on 21 February 2011 due to an argument over a female partner (SAPA, 2011).

Other than these serious violent crimes, other crimes that occur on campuses include theft (from or in residences, offices and other), assault, disorderly conduct, housebreaking and robbery (Sewpersad & Van Jaarsveld, 2012:48). The table below represents some of these incidents that occurred at the University of KwaZulu-Natal (all campuses) between 2010 and 2012 (UKZN, 2010; UKZN, 2011 and UKZN, 2012; Sewpersad & Van Jaarsveld, 2012:48).

Table 1.

UKZN crime statistics 2010-2012

Incident	2010	2011	2012
Assault (all categories)	113	74	58
Drug Possession	23	5	4
Housebreaking & Theft (Offices)	15	10	13
Housebreaking & Theft (Residences)	66	61	27
Malicious Injury to Property	44	82	20
Misconduct/ Drunk Disorderly/ Breach of Peace	102	70	44
Rape	0	3	5
Robbery	38	15	15
Sexual Harassment	5	4	7
Theft (Offices, residences and other)	452	281	215

Sewpersad and Van Jaarsveld (2012:48) maintain that the above table highlights crime rates that took place in one of the South African tertiary institutions during the duration of two-and-half years. This demonstrates the occurrence of crimes in most of the tertiary campuses in South Africa. Even though it is evident that there has been a decrease in the 2012 crime rates from 2011, the provided statistics only show the records up to June 2012. According to this evidence, one could hypothesise a double increase of crime rates for the same institution by the end of 2012. This indicates the growing possibility of crimes happening around campuses in South Africa. From the table above, the researcher also notes that rape, robbery and sexual harassment incidents not only affect the University of KwaZulu-Natal but also applies to other institutions of higher learning across South Africa.

Incidents such as housebreaking and theft, robbery, and sexual harassment are still troubling campuses today (Sewpersad & Van Jaarsveld, 2012). In South Africa, campus crime statistics are not publicly published because they are considered as

private educational records. Contrary to this, in the United States of America, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics

Act (Public Law 105–244) also known as the "Campus Security Act" was enacted with the passage of the 1998 Higher Education Amendment Act to increase knowledge of crimes perpetrated on college campuses (Janosik & Gregory, 2002 *in* Sulkowski, 2011:14). In this case, parents would be aware of potential incidents and therefore, Jeanne Clery Disclosure of Campus Security Policy and Campus Crime

Statistics Act (Public Law 105–244) also known as the "Campus Security Act" was enacted with the passage of the 1998 Higher Education Amendment Act to increase knowledge of crimes perpetrated on college campuses (Janosik & Gregory, 2002 *in* Sulkowski, 2011:14). In this case, parents would be aware of potential incidents and therefore, prepare their children accordingly, should these Campus Crime Statistics be made available in South Africa. The philosophy behind the open reporting laws is twofold: parents and students have the information necessary to help them make the best decisions on which college to send their children to or to attend, and that students are equipped with information so they can take necessary precautions to enhance their level of safety on campus (Bedenbaugh,1998: 22).

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1.4 LITERATURE REVIEW

The researcher reviewed international and national literature, in order to address the objectives of the study.

1.4.1 Risk of sexual victimisation and violence on campus

Flack, Carol, Leinen, Breitenbach, Barber, Brown, Gilbert, Harchak, Hendricks, Rector, Schatten and Stein (2008: 1179) stress that "it is mostly possible for students to

become victims of sexual assaults in the early days of their transition from the security of their parents to a non–restricted college campus environment. Second year students are also vulnerable to crimes in the early weeks when many make the transition from campus residence to off-campus apartments". According to Hart and Colavito (2011:3)," the first study of violent victimisation among college students produced from NCVS data, found that 34% of all violence against college students was reported to the police, including 12% of rapes and sexual assaults, 53% of robberies, 45% of aggravated assaults, and 69% of simple assaults".

In view of the above reports, the concept of unwanted sex is broader in scope than concepts of date or acquaintance rape, or sexual assault (Flack *et al.,* 2008). Hence, Hollis (2010:3) cites Flack, et al.'s (2008) study which found that "33.8% percent of female college students and 7.1% of males reported unwanted sexual contact during their college years while Fisher, Cullen and Turner (2000) found the rates for females to be between 20% and 25%".

1.4.2 Fear of crime on campus

According to Woolnough (2009:41), "historically, there has been a tradition of universities downplaying the prevalence of crime on campus. Only after tragedies, such as the Jeanne Clery murder in 1986, or the mass shootings at Virginia Tech University in 2007 and Northern Illinois University in 2008, has the topic gained administrative, public, or political attention and priority". Furthermore, Sewpersad and Van Jaarsveld (2012:47) assert that "South African campus crime statistics and incident reports are considered private educational records". They further opine that not all institutions make their crime incident reports publicly available (Sewpersad & Van Jaarsveld, 2012).

Students' perception of fear is based on a variety of factors**.** The increase in scholarly attention to campus crime issues has included a focus on perceptions of safety and fear of crime among members of the campus community *(*Jennings, Gover & Pudrzynska, 2007:193). According to Ratti (2010:8), campus security services vary markedly among college campuses, but most studies report campus security providing some form of security patrol, safety escort services, emergency phone system (also

known as "blue lights"), and emergency phone numbers. Female students might, therefore, be a group whose victimisation warrants special attention (Dastile, 2004).

In her study of on the *Victimisation of female students at the University of Venda with specific reference to sexual harassment and rape*, Dastile (2004) found that sexual harassment and rape incidents mostly occur on campus among individuals who know each other. In support of this, her data analysis highlights some victim related risk factors which include age; the level of study; residential status; victim-offender relationship; victim participation and position in class; denial and non-reporting; the acceptance of stereotypes regarding rape and sexual harassment as well as the use of alcohol. Another factor stated in the study involves risk-related factors which carry the male peer support and the use of alcohol. Dastile (2004) further mentioned the institutional related risk factors which highlight participation in campus activities, the level of surveillance and absence of deterrents of crime. She further highlighted societal related risk factors which include the legitimisation of sexual victimisation and the role of significant others who interact with each other and contribute to sexual harassment and rape on the campus of the University of Venda. In the same study, Dastile's (2004) findings also highlight the consequences that victims of sexual harassment and rape encounter such as emotional, physical, social as well as financial damages.

1.4.3 Students perception of campus safety

Students' perceptions of safety differ broadly between males and females. For instance, Currie (1994:33) found that a significantly higher number of females reported experiencing threatening incidents on campus than males. In their study, Fletcher and Bryden (2007) found that women perceive themselves as belonging to a group that feel more victimised than others. The same study also found that a high number of female students consciously avoid specific areas of campus at night, walking alone, and are vigilant for suspicious activity (Fletcher & Bryden, 2007).

According to Ratti (2010), various studies report that most students, especially females, take some form of safety measure to safeguard themselves on campus. These include avoidance strategies (not walking at night, staying away from specific

areas of campus), walking with other students, carrying an object which could be used as a weapon, or carrying a weapon (Ratti, 2010:5).

In their study, Fisher, Cullen and Turner (2000) found that most of the sexual victimisation incidents such as rape and physically coerced sexual contact took place within the living quarters. They further revealed that almost 60% of the completed rapes that occurred on campus took place in the victim's residence, 31% occurred in other living quarters on campus, and 10.3% took place in a fraternity. Fisher et al., (2000) further found that sexual victimisations off-campus mainly occurred in residences. However, in comparing incidents for both completed rape and sexual coercion, victims of completed acts were less likely to take precautions than those who experienced sexual coercion.

1.4.4 Proximate cause of student victimisation

1.4.4.1 Alcohol and drugs usage

According to Kristen (2011: 19), "student alcohol and drug use is a contributing factor to campus crime and violence; thus, it should be closely monitored at all higher education institutions. Criminal victimisation on college campuses is most closely related to students' alcohol and drug use". In most cases of sexual assault against women, alcohol can even be used as a predictor of victimisation (Kristen, 2011: 12). However, Tolken (2011) noted that student drinking cannot be viewed as simple innocuous fun. Examination has distinguished student drinking conduct as a significant issue for advanced education establishments over the world since liquor utilisation is related with scholastic hindrance, individual injury and demise, sexual pressure, unintended and unprotected sexual action, self-destruction, debilitated driving capacity, impeded athletic execution and lawful repercussions

Most importantly, with regards to tertiary institutions, Dastile (2004: 119) cited Dekeseredy and Schwartz (1993) who revealed that *"alcohol consumption is rife, especially in residential settings as well as during entertainment events such as sport, music concerts, parties and the fresher's ball"*. Dastile (2004:119) further maintains that *"students often spend their leisure time attending and hosting parties on*

weekends as a form of entertainment and therefore, the abuse of alcohol during these events may, however, be used as a breeding ground for the abuse of female students". This suggests that vitimisation of students are likely in places of entertainment such as parties. It is where participants might likely abuse alcohol and drugs.

1.5 ROLE OF THEORY IN THE STUDY

The following discussion will make reference to Felson and Cohen's (1980) Routine Activities Theory (RAT) to analyse pitfalls in the university's safety measures and how these may increase the likelihood of criminal activity. In addition, the RAT is a useful framework for indicating the presence of guardians currently in place at the University of Limpopo and the University of Venda as well as possible risky behaviours and potential targets.

Research inspired by the Routine Activities Theory has consistently shown that criminal victimisation is not randomly distributed in society but rather is associated with the lifestyles and daily routines of individuals as well as their demographics (Tewksbury & Mustaine, 2003). Routine activities determine the number of exposure people have in relation to how valuable or vulnerable they or their property are as a target, and whether or how well guarded they and their property are. When potential offenders, suitable targets, and a lack of capable guardians converge, the likelihood of a criminal event increases (Tewksbury & Mustaine, 2003:303).

The Routine Activities Theory is important in this study because it focuses on identifying suitable targets or places where students have increased exposure to potential offenders. According to Cohen and Felson (1979), "the focus of the routine activities approach is not to explain why certain individuals are prone to criminal behaviour but how spatial-temporal organising of social activities contributes to the translation of criminal propensies into criminal actions" (Saponaro, 2013:19).

In the United Kingdom (UK), Nick Tolson (2007) used the Routine Activities Theory as the basis of his Clergy Lifestyle Theory which he used to assess the risk of violence to members of the Clergy with the practical purpose of improving their safety and security

(Hopkins, 2009). This is the reason why the researcher prefers the Routine Activities Theory (RAT) in exploring students' safety at UL and UNIVEN.

A typical suggestion with studies like these is that one could have explored the Crime Prevention Through Environmental Design (CPTED) as a potential theory. However, the researcher adopted a RAT owing to the following reasons:

• The researcher is able to determine changes relating to the convergence in time and space of three (3) elements (motivated offenders, suitable targets, and also the absence of capable guardians) in order to understand crime rate trends.

• Students are likely to locate hotspot spaces if there should be the absence of capable guardians (police patrol, a field police official, CCTV and etc.)

• This theory would additionally explain whether or not the crimes committed on or off campus are done by registered students or non-students and;

• RAT would help to explain as to which category of students is likely to be in danger of criminal mistreatment in university settings (male or female, and undergraduates or post-graduate) .

1.6 DEFINITION OF OPERATIONAL CONCEPTS

In this section, the researcher provided the operational definitions which employed to explain the phenomenon under investigation. It is necessary to construct the following operational definitions: Safety, Student, victimisation, Post-Traumatic Stress Disorder (PTSD), fear of crime as well as sexual violence . Furthermore, these operational definitions are based on the views of various authors, the topic under investigation as well as the research questions of the study.

1.6.1 Safety

Kahari (2010) defines safety as the condition of being sheltered incorporates discharge from hurt or injury and independence from weakness and understudies ought to have the option to consider, learn and reproduce in a protected climate that cultivates their latent capacity. This concept is important for this study because the researcher

explores the level of students' safety against criminal victimisation in their respective institutions.

1.6.2 Student

The Cambridge Advanced Learner's Dictionary (2008) defines a student as a person who is learning at a college or university, or in a school. In this context, students at the University of Limpopo and University of Venda will be the central focus of the study.

1.6.3 Victimisation

Davies (2011) defines victimisation as a demonstration that abuses or defrauds somebody in such a way that it undermines them unreasonably. This concept is also important for this study because currently at universities in South Africa, students experience various issues of victimisation. Including sexual harassment, rape, stalking to name but a few. Victimisations are invasions into the self of the sufferer. Kirchhoff (2005) described that someone resembles an onion. The tough outer peel protects the alternative layers within which ultimately protects the man or woman of the character and victimisations are similar to "needles" or "swords" which penetrate this layering. Victimisations are available in various styles. Some occur like raid victimisation rapid, suddenly and often they hit the victim. Some come stepwise as though one slice after some different is cut from salami (Kirchhoff, 2005). Kirchhoff classified victimisation into primary and secondary.

According to Kirchhoff (2005), Victimology looks as plenty at number one (primary) victimisation as at secondary victimisation. Furthermore, Kirchhoff (2005:56) correctly writes:

> "Primary victimisation is used to denote the harm caused by interaction with the victimiser. Secondary victimisation denotes the harm which is caused by reactions of the social environment".

Most importantly, Kirchhoff (2005:56) notes that "If secondary victimisations are both superfluous and preventable, there is dangerous situation: Unnecessary harm is caused to victims. If this is so, then there is the obligation to change the

kind of reactions, since no one is permitted to harm someone else without due cause".

Cinini (2015) notes that in victimology, the basic component for casualty status is the presence of mischief, enduring, or injury brought about by a wrongdoing. Nonetheless, some contend that there is no persuading motivation to restrict the reason for the damage to a criminal demonstration perpetrated by a person against another. Institutional exploitation, maltreatment of intensity, aggregate exploitation and unlawful to ill-conceived legislative activities ought to be viewed as reasons for exploitation too. One can contend that the purpose behind or the way wherein one is hurt is superfluous and that what checks is the way that one is in emergency, harmed, hurt, and expecting to recoup and recover authority over one's life and environmental factors.

As is absolutely conceptualised above, the researcher adopted the definition of victimisation by way of Kirchoff (2015) to guide this study. For it looks at both primary and secondary victimisation. Furthermore, Cinini (2015) efficiently furnished that institutional victimisation among others need to additionally be taken into consideration as one of the causes of victimisation.

1.6.4 Post-Traumatic Stress Disorder (PTSD)

Oyyop;Orsolini, Chiappini, Volpe, De Berardis, Latini, Papanti, and Corkery (2019) defined Post-traumatic stress disorder (PTSD) as a common psychiatric disorder resulting from a traumatic event, as manifested through hyperarousal, anxiety, depressive symptoms, and sleep disturbances. This definition is important for this study as some of the participants may have in one way or another experienced and suffered its symptoms.

1.6.5 Fear of crime

According to Grinshteyn (2013), fear of crime could be characterized as an enthusiastic response set apart by feeling like threat could bring about physical injury. The measure of dread an individual feel is reliant on factors that influences real danger and observation.

1.6.7 Sexual violence

According to World Health Organisation (2012), sexual violence can be characterised as any sexual demonstration, endeavour to acquire a sexual demonstration, undesirable sexual remarks or advances, or acts to traffic, or in any case coordinated, against an individual's sexuality utilising compulsion, by any individual paying little mind to their relationship to the person in question, in any setting, including yet not restricted to home and work.

1.6.8 Stalking

Chan, Sheridan and Adjorlolo (2020), stalking is troublesome to characterise but is by and large acknowledged to speak to a design of rehashed, undesirable interruption by one person into the life of another, in a way that causes trouble, disturbance or fear.

1.7 PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

The purpose of the study focuses on the following aim and objectives.

1.7.1 Aim of the study

To explore students' safety at the University of Limpopo (UL) and the University of Venda (UNIVEN).

1.7.2 Objectives of the study

The study focused on the following objectives:

- To explore the factors associated with students' victimisation at universities
- To investigate safety issues and concerns of students
- To analyse students' perceptions with regard to crime on and off campus

- To determine whether age, gender and year of study influence students' perceptions about safety

1.8 RESEARCH METHODOLOGY

Research methodology comprises of the research design, sampling method, data collection, data analysis as well as ethical considerations. According to Remler and Van Ryzin (2015:86), "triangulation is the term often used to describe how multiple sources of evidence, from both qualitative and quantitative methods, can converge on a finding or confirm a theory". Therefore, these methods helped the researcher to understand the respondents' feelings, behaviours, emotions, and experiences.

In this study, the mixed method approach was used. Initially, a qualitative method was used in order to explore the phenomenon under study, and thereafter created a quantitative instrument that attempted to explain students' safety at universities. For the qualitative approach, face-to-face interviews was conducted with at least ten (10) participants from each of the sampled campuses. Depended on the saturation level of data collected, saturation was reached at about 10 participants. Having used the above-mentioned instrument to collect data, a quantitative instrument was developed to test the hypotheses which were created after the qualitative data has been analysed.

1.8.1 Research design

Yin (2014: 28) contends that "research design is a logical plan for getting from here to there, where *here* may be defined as an initial set of questions to be answered, and *there* is some set of conclusions (answers) about these questions". Yin (2003: 21) further maintains that "the main purpose of design is to help to avoid the situation in which the evidence does not address the initial research questions".

The researcher used the mixed (qualitative and quantitative) method in order to explore and determine students' safety at UL and UNIVEN. For a quantitative method, the researcher targeted three hundred and eighty-two (382) students at each university as the study sample, while ten (10) respondents will be interviewed from each university. However, at the University of Limpopo there were more student respondents than expected. These samples represented students from the first-year level to post-graduate level. The researcher adopted the questionnaire and semi- structured face to face interviews to collect data.

1.8.2 Sequential exploratory strategy

The sequential exploratory approach is characterised by an initial phase of qualitative data collection and analysis, which is followed by a second phase of quantitative data collection and analysis that builds on the results of the first qualitative phase (Creswell, 2009:211). Therefore, this suggests that priority will be given to the qualitative phase of the study. In the end, the results from both qualitative and quantitative approaches will be combined for interpretation. According to Creswell (2009:211), the "purpose of this strategy is to use quantitative data and results to assist in the interpretation of qualitative findings".

The main advantage of using this strategy as suggested by Creswell (2009) is that it is useful to the researcher who wants to explore a phenomenon but also wants to expand on the qualitative findings. Most importantly, the "sequential exploratory strategy is often seen as the procedure of choice when a researcher needs to develop an instrument where existing instruments are inadequate or not available" (Creswell, 2009:212).

1.8.3 Population and Sampling

In this study, the student population at the University of Limpopo for the academic year 2016 was nineteen thousand eight hundred and forty-two (19,842), while that of the University of Venda was fifteen thousand five hundred and thirty-seven (15,537). Both statistics formed the basis upon which the study sample was derived.

1.8.4 Sampling procedure

This study followed a mixed method approach within the sequential exploratory strategy. The sequential exploratory approach is characterised by an initial phase of qualitative data collection and analysis, which is followed by a second phase of quantitative data collection and analysis that builds on the results of the first qualitative phase (Creswell, 2009:211). As stated above, the sequential strategy states that the qualitative data collection and analysis leads to the generation of the questions to be used in the quantitative part of the study (Creswell, 2009).

For the qualitative section of the study, the researcher used purposive snowball sampling until saturation of at least 10 student participants is reached. According to Neuman (2014:275), snowball sampling refers to "a non-random sample in which the researcher begins with one case and then, based on the information about interrelationships from the case, identifies other cases and repeats the process again and again". This simply means that one participant may know other participants sharing the same characteristics.

The researcher used the non-probability convenience sampling technique to select students who participated in this study. With non-probability sampling, the selection of the sample is not as systematic as in probability sampling due to a variety of constraints without which the researcher may not have access to a sampling frame from the population of interest (Nishishiba, Jones & Kraner, 2015:83). Convenience sampling refers to a situation in which a researcher takes advantage of a natural gathering or easy access to people who can be recruited into a study (Remler & Van Ryzin, 2015:156). According to Babbie (2014), the advantage of using a non- probability sampling method is that it is a convenient way for the researcher to assemble a sample with little or no cost and that the researcher does not require representativeness of the population.

In this study, the sample size has been calculated to be three hundred and eighty-two (382) students from the University of Limpopo and another three hundred and eighty-two (382) students from the University of Venda. This sample size has a confidence level of ninety-five percent (95%) and the sample ratio of fifty percent (50%).

1.8.5 Data Collection

The researcher met with the student participants in person, in most cases face-to-face, but it can also be done over the phone or by using a webcam (Nishishiba, Jones & Kraner, 2014:101). According to Yin (2003:99), when you have really triangulated the data you have multiple sources as part of the same study. With data triangulation, the potential problems of construct validity also can be addressed because the multiple sources of evidence essentially provide multiple measures of the same phenomenon.

In this study, the researcher used the semi-structured face to face interviews and survey methods to collect data. These was conducted within the parameters of the University of Limpopo and the University of Venda. Furthermore, questions within the questionnaire were derived from literature, a theoretical framework, and the research objectives as stated in section 6.2.

1.8.6 Data Analysis

Data collected from the semi-structured interview and survey method analysed manually following Yin's (2014:106) approaches and techniques in the collection of data. The researcher ensured that the analysis addressed the aim and objectives of this study. For the qualitative part of this study, thematic coding was used, whereas SPSS was used for the quantitative part of this study.

1.9 QUALITY CRITERIA

Since this research is a mixed method (qualitative and qualitative) study, it is important to look at data trustworthiness and credibility (qualitative aspects) as well as validity and reliability (quantitative aspects).

1.9.1 Trustworthiness of the study

According to Holloway and Wheeler (2002:1), "trustworthiness in qualitative research means methodological soundness and adequacy". The aim of the trustworthiness is to support the argument that the researcher's findings are worth paying attention to. To ensure trustworthiness, the researcher will use Guba and Lincoln's (1981:1) three criteria, adopted by Klenke (2008:37), namely credibility, dependability and conformability.

Credibility was achieved by ensuring that the results are believable from the stand point of the participants. Dependability was ensured through theoretical conceptualisation and cross-referencing to the literature. Furthermore, trustworthiness was enhanced by checking with the recordings to verify that data have been accurately captured. Conformability was ensured by checking similar studies in the literature review to determine whether the results of the study conform or differ with other

scholarly works in the discipline. Where necessary, explanations about the non-conformity of the study findings will be offered.

1.9.2 Validity and reliability

Because the research design is supposed to represent a logical set of statements, one can judge the quality of any given design according to certain logical tests (Yin, 2014:45). According to Neumann (2014:215), validity is an overused term and sometimes, means "true" or "correct". However, the researcher will adopt the use of external validity in the study.

Yin (2014:46) refers to reliability as demonstrating that the operations of a study such as the data collection procedures, and can be repeated, with the same results. Most importantly, the above-mentioned tests are considered relevant in judging the quality of this study.

1.9.3 Dependent variables and independent variables

After the qualitative data has been analysed, concepts were extracted from the themes which were then transformed through operationalisation to dependent and independent variables. These variables (independent and dependent) were determined from the data as collected from the qualitative part of the study.

1.10 SIGNIFICANCE OF THE STUDY

Given the challenges regarding students' safety at the institutions of higher learning across the country and in the world at large, researchers have attempted to deal with students' victimisation and concerns of crime on campuses. This study is useful to the students, particularly those who participated in the study by raising their awareness of safety and security problems. By having to respond to questions, student participants got an opportunity to reflect on their own personal experiences and this enabled them to recognise the extent of their vulnerability and knowledge relating to safety and security. Academic communities including both the University of Venda (UNIVEN) and the University of Limpopo (UL) would benefit from this study since it hopes to contribute towards the understanding of students' safety. This may be through the understanding

of students' problems in respective campus and by recommending solutions on how to address those problems.

1.11 ETHICAL CONSIDERATIONS

Before commencement with the data collection of this study, the researcher sought permission from Turfloop Research Ethical Clearance (TREC). As such the initial clearance covered only phase 1 (qualitative approach) and thereafter, once phase 1 is completed, clearance was also sought for phase 2 (quantitative section). The researcher has similarly sought permission for data collection from the registrars at the Universities of Limpopo (UL) and Venda (UNIVEN) upon receiving the ethical clearance letter.

According to Olsen (2012:87), the ethical clearance process for University and Hospital research projects is often lengthy and varies from place to place. De Vos (2005:24) attests that *"ethics are sets of moral principles which are suggested by an individual or group that are widely accepted and which offer rules and behaviour expectations about a correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants, and students"*. In this study, the researcher will consider the following aspects:

1.11.1 Informed consent

Olsen (2012:88) stresses that "an informed-consent form must state that the volunteer or participant is not forced to take part and that they may withdraw at any time. This further implies that participants have a right to know what the research is about, how it will affect them, the risks and benefits of participation and that they have the right to decline to participate if they choose to do so". In the case of this study, the researcher explained to the participants what has the study entailed and what was required of them and that they were free to participate or not to participate.

1.11.2 Discontinuance

The researcher gave the student participants an assurance that they will be free to discontinue their participation at any time without being required to offer an explanation.

1.11.3 Confidentiality

According to Olsen (2012:88), "confidentiality is about how volunteers will be warned of any threat or any sensitivity that might be part of the research". The researcher will give the respondents the assurance that the information that they provide will be protected and will not be made available to anyone else.

1.11.4 No harm to participants

Research should never harm the people being studied (Babbie & Mouton, 2001). Kahari (2010) states that harm to research subjects can be physical or emotional thus researchers have to be aware of the potential harm that could occur during their research. According to Kahari (2010), "an incompetent researcher can unwittingly cause harm due to poor, insensitive interviewing or lack of knowledge". The participants were told that there will be no harm for participating in this research project. Should there be any harm triggered by the sensitivity of the interviews, the University professional would by recommended to deal with secondary trauma.

1.11.5 Anonymity

The participants were told that they are not expected to disclose their names or any information that could be used to link the questionnaire to a particular respondent.

1.12 OUTLINE OF THE STUDY

CHAPTER 1: INTRODUCTION

Chapter one, encompasses the problem statement of the research study, rationale of the study, research topic, research objections, definitions of concepts, brief on literature review, summary of theory that is going to be considered throughout the study, and ethical considerations pertaining to the study.

CHAPTER 2: LITERATURE REVIEW

Chapter two encompasses the literature review which discusses certain themes that are relevant to the research objectives. These are discussed within the context of the research topic.

CHAPTER 3: THEORETICAL FRAMEWORK

Chapter three incorporates the theoretical framework that is used in the study.

CHAPTER 4: METHODOLOGY

Chapter four comprises the methodology used in the research study. This includes research design, sampling, data collection, and data analysis and the limitations of the study.

CHAPTER 5: PRESENTATIONS, ANALYSIS AND INTERPRETATION OF FINDINGS

Chapter five deals with the presentations data, analysis and interpretations of the findings by looking at the themes which arrived, or rather emerged, from the data.

CHAPTER 6:   OVERALL   DISCUSSION, RECOMMENDATIONS AND CONCLUSION

Chapter 6 includes the conclusion drawn from the objective of the study and also recommendations are made for the study.

1.13. SUMMARY OF THE FINDINGS

The chapter highlighted the introduction and the research problem of the study. It went further by explaining the purpose of the study including the aim and the research questions. The study is delimited to registered full-time students at the Universities of Limpopo and Venda. Furthermore, the outline of the study was deliberated and lastly, the significance of the study was clearly stated.

In the next chapter, a literature review will be presented.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

In this literature review, a thematic exploration of the main areas that are connected to the objectives relating to this research study and the context of the topic will be discussed. There are different issues regarding safety and security, which is backed by research ranging from provision of security services to student fears and perceptions (Kahari, 2010). In this chapter, the risk of sexual victimisation and violence on campus, fear of crime on campus, students' perception of campus safety as well as the proximate cause of student victimisation are discussed .

2.2 THE CLERY ACT.

In South African, universities are not bound to disclose their crime statistics as compared to the United State universities. Pertinently, the latter universities are bound to divulge its crime statistics to the face value by what is known as the Clery Act. It is therefore important to briefly highlight the impact of the Clery Act. This could also assist the South African authorities towards enhancement of its own universities, should the same approach be taken into consideration.

The Crime Awareness Act and Campus Security Act later renamed the Clery Act (after Jeanne Clery) after a 19-year-old student was raped and murdered while she slept in her dorm room (Krauss, 2013). This act aims to educate students about campus crime and ongoing events that threaten the safety of those on campus.

According to Drysdale, Modzeleski and Simons (2010), higher education institutions that have failed to fully protect their students are in violation of the Crime Awareness and Campus Security Act of 1990 known as the Clery Act for Jeanne Clery, a Lehigh University student murdered in her dormitory by a drug addict in 1986. The United States Department of Education (2011) noted that issues of safety and security are paramount for higher education and asserted that the Department is committed to providing a safe learning environment for students, keeping parents and staff abreast of safety issues on campus, and ensuring that higher education institutions are in compliance with the law. The subsequent annual crime statistics must be reported to

colleges and universities campus police or the local police department, as required by the Clery Act (U.S Department of Education, 2011);

(i) Primary Crimes

(A) Criminal homicide

    1. Murder and non-negligent manslaughter

    2. Negligent manslaughter

(B) Sex offence

    1. Rape
    2. Fondling
    3. Incest
    4. Statutory rape

(C) Robbery

(D) Aggravated assault

(E) Burglary

(F) Motor vehicle theft

(G) Arson
 Other Crime

    I.   Arrests and referrals for disciplinary actions
    II.   Arrests and liquor law violations, drug law violations, and illegal weapons possession.
    III.   Hate crimes

From the above-mentioned requirements for compliance with the Clery Act, it can safely be said that various critical crime incidents may occur at institutions of higher learning across the world. Critical incidents, as Pennie (2017) noted that "by their very nature, pose a threat to college communities and first responders". Therefore, it is

imperative that college administrators and campus police leaders develop comprehensive incident management protocols and follow-up strategies to help reduce the impact of cataclysmic crises on campus such as shooting attacks (*ibid*).

According to Barr and Ray (2014), critical incidents on college campuses can be categorised as: death of a student or faculty member from homicide, sexual assault, alcohol or other drug overdoses; suicides; car accidents; hate crimes; acts of violence; national or local tragedies; bomb threats; suspicious package/mail; civil protest; explosion; fire; flood; hazardous materials incident; infrastructure failure; snow and ice storms; tornado; pandemics and infectious diseases; an incident of abnormal proportion capable of causing significant fear or harm; and/or violent incidents on campus such as terrorist activity, gun violence and mass shooting attacks.

According to Krauss (2013), when individuals are fearful of crime, they may undertake a variety of precautions or behavioural constraints in order to feel safer or to try and actually be safer. These efforts can include many safety measures such as carrying mace or avoiding certain campus buildings. In their study about assessing safety: a campus-wide initiative, Baker and Boland (2001) surveyed 460 undergraduate students and 158 faculty and staff and found that 69% of students and 54% of faculty and staff did not walk alone when on campus. In addition, they further found that 55% of students and 43.3% of faculty and staff carried their keys in a defensive manner (Baker & Boland, 2001). Furthermore, they also claim that colleges and universities have started to examine and implement safety measures due to the recent decade of on-campus shootings and sexual assaults. In their same study on analysing of college campus safety, 22% of 564 students reported being a victim of at least one type of crime .

A similar study by Jennings, Gover, and Pudrzynska (2007) found that many female students take precautionary measures which include restricting their participation in programmes such as clubs or organisations on campus because they typically meet later during the day. The results of research by Fletcher and Bryden (2009) found that over half of the 229 surveyed female employees in their study reported that they mapped out their route on campus with safety in mind.

2.3 CAMPUS POLICE RESTRICTION

Institutions of Higher learning should always be safeguarded. This, therefore, could only be realised if its campus police or security is strengthened. According to Oluwajana (2017), an official means of protection that should be used is the university police. To guarantee their safety, scholars should familiarise themselves with the university police officers and should know where the security officers are located on university grounds.

The study conducted by Pennie (2017) on exploring college leaders' critical incident experiences pursuant to improving campus safety policies during the mass-shooting era explained that, college presidents exercise a significant level of authority on college campuses, which has facilitated provincial institutional philosophies on campus security. The same study further noted that many practitioners attribute campus police leaders' apathetic approach to policing to several factors including: not having civil service protection, lack of institutional and public support for making policing decisions and simply not having employees that have the necessary training or experience to enforce state and jurisdictional laws on campus.

Some college presidents are autocratic administrators that demand to have a say in all campus-related decisions, while other presidents conform to hierarchical management styles which empower subordinate administrators to make critical decisions and then report directly back to the president (Cohen & Kisker, 2010).

According to Pennie (2017), colleges can improve campus safety and avoid civil liability by adhering to the following recommendations: (a) learning from past experiences; (b) carefully training staff members in safety precautions; (c) publicising policies; (d) getting to know local police; (e) bringing students into the process; (f) arranging for outside help in advance; (g) developing quick communication methods; (h) maintaining a safe campus; (i) documenting efforts; (j) following established own rules; and (k) understanding liability. Should some of the above-mentioned recommendations be implemented by the South African Institutions of Higher Learning, there would be improvements in as far as campus safety is concerned.

2.4 RISK OF SEXUAL VICTIMISATION AND VIOLENCE ON CAMPUS

According to Krauss (2013), Personal victimisation appears to be a fundamental issue around the campuses. Flack et al., (2008) defined unwanted sex as "any direct physical contact that an individual perceives as both sexual in nature, and as unwelcome." In their findings, they found that 59 first-year female students and 62 second-year female students reported to being victimised by unwanted sex. This means that in most cases, female students are likely to be suitable targets at universities. According to Krauss (2013), females who go to bars and clubs may put themselves at a greater risk being victimised. Adding other sources such as alcohol, loud music, and crowds of people may add to the risk of being victimised.

According to Fisher, Cullen and Turner (2000:18), "the majority of sexual victimisations, especially rapes and physically coerced sexual contact, occurred in living quarters. Almost 60% of the completed rapes that occurred on campus took place in the victim's residence, 31% occurred in other living quarters on campus, and 10.3% took place in a fraternity. They also found that off-campus sexual victimisations, especially rapes, also occurred in residences. However, particularly for the incidents of both completed rape and sexual coercion, victims of completed acts were less likely to take protective action than those who experienced attempted victimisation. This finding suggests that the intended victim's willingness or ability to use protection might be one reason attempts to rape or coerce sex failed".

Most importantly, victims of sexual harassment violence may experience elevated levels of anxiety, elicit avoidant behavior (e.g. absenteeism and withdrawal), increased emotionality (e.g. insecurity), psychological symptoms (e.g. depression), negative social and interpersonal reactions and PTSD (Waits & Lundberg-Love, 2008; Miller 2011). Stalking violence victims can experience many behaviour changes to avoid contact with perpetrators, which results in a disruption of his/her daily routine, general distress, and can lead to PTSD, clinical depression, and a decline of physical health (Miller, 2011). Most importantly, Fox, Nobles and Piquero (2009) point out that the impact of sexual assault on fear has been identified as an explanation of the fear-crime paradox in which women are victimised by crime less often than men but are more fearful. They further stress that although the impact of sexual victimisation has

received some research attention, other forms of victimisation are typically overlooked. These are a relationship between fear of crime and victimisation by stalking, physical assault and sexual assault, among other types of specific crimes. More specifically, the scant research examining the specific types of personal crime indicate that different types of personal crime victimisation impact in unique ways on fear of crime (Fox, Nobles & Piquero, 2009).

The difference between being fearful of sexual assault and being fearful of other personal crimes is that sexual assault victimisation is almost solely reported by women (Day, 1994:743). Furthermore, Gender plays a central role in the study of crime-related fear as does the description of various fear-provoking cues in the environment (Fisher & May, 2009:300). The reason for the above-mentioned view is that, in most cases, the potential criminal weighs the opportunity of targeting the potential victims. As such women tend to be potential targets more often when compared to men.

 A study regarding interpersonal sexual violence on campus by Fisher and May (2009), on the "red zone" risk, demonstrated that 33.8% of female students reported some form of unwanted sexual contact during their college years. The highest percentages of these occur during their freshman (a first-year student at the university or college) and sophomore (second year or returning student at the university or college) years. This echoes earlier studies, such as those by Ostrander and Schwartz (1994) and Schwartz and DeKeserdy (1997) which both found higher proportions of rape, especially acquaintance rape, during the first few weeks of a female student's freshman year (Hollis, 2010). This was explained by a *number* of psychologists and victims in Hollis (2006) as being a result of having not yet learned how to recognise and prevent these acts.

Many women indicated that they were unaware that men were capable of something like sexual violence (Hollis, 2006). They also felt they were not adequately warned or prepared to react to it in time. Many male students also indicated that they intentionally preyed upon women during this vulnerable time, knowing that they had not yet experienced enough to recognise the signs of trouble (Hollis, 2010).

Hollis (2006) also conducted a summative study of public awareness and orientation exercises regarding sexual assault prevention (Hollis, 2010:18). The study found that less than 5% of programmes increased awareness of the problem and none of the programmes changed the behaviour of male or female participants. In one study on sexual assault prevention it was found that even with prevention programmes that show promise in shifting attitudes, no evidence has ever been found that indicates any programmes actually reduce the level of sexual violence on their campuses (Clinton-Sherrod, Gibbs, Vincus, Squire, Cignetti, Pettbone, & Igoe, 2003). Most importantly, Hollis (2010, 22) states that "one thing that does appear to be clear however is the idea that even when students are aware of violent crime on campus they do seem to feel that they will be immune to it".

According to Kabaya (2016), an online survey in the UK by the National Union of Students (2014) found that sexual harassment was rampant in UK universities. The study found that 37% of female and 12% of male students have experienced unwanted sexual advances such as groping and touching. Data generated from Kabaya's (2016) study focused on *Understanding sexual harassment amongst students at a selected University of KwaZulu-Natal campus* and indicated that students hold a diverse range of understandings of sexual harassment. The same study also found that sexual harassment was prevalent on campus. Female students faced sexual harassment from men who were perceived to have more power than them. On the other hand, some men faced sexual harassment from both men and women. Some gays and lesbians were found to be vulnerable to sexual harassment mainly because of their sexual orientation. The same study by Kabaya (2016) further found that men were found to be the main perpetrators of sexual harassment while victims were both men and women. Additionally, the same study further indicated the need to create better awareness in the University community of behaviours that constitute sexual harassment. The majority of participants suggested that education and sexual harassment awareness was crucial in reducing sexual harassment on campus (Kabaya, 2016).

In another survey done in South Africa by Pettifor, Measham, Rees and Padian (2004) of nearly 12 000 youths, 98% of young men mentioned having desired their initial

sexual encounters unlike 71% of women (Kabaya, 2016., in Pettifor, Measham, Rees & Padian, 2004). According to Barker and Ricardo (2005), these signs of aggressive masculinity show that women forced to engage in sex have no power and are not in a position to negotiate a non-sexual relationship.

Moreover, violent acts such as burglary, theft, murders, and sexual assault have resulted in institutions of higher learning creating and enforcing safety procedures for their faculty, staff and students (Oluwajana, 2017). However, these safety procedures shift resources (such as money and time) from educational purposes to be used for the all-round safety and protection of the university.

Oluwajana (2017) clearly summarises and defines the most common types of crimes on college campuses hereunder:

2.4.1 Assault:

Simple assault is an attack without a weapon resulting either in no injury, minor injury, or an undetermined injury requiring less than two days of hospitalisation. Also includes attempted assault without a weapon (U.S. Department of Education, 2015). Aggravated assault is an "attack or attempted attack with a weapon, regardless of whether or not an injury occurs, and attack without a weapon when serious injury results (U.S. Department of Education, 2015).

Furthermore, Snyman (2008), highlights that assault consists as any unlawful and intentional act or omission-

(a) *Which results in another person's bodily integrity being directly or indirectly impaired;*
(b) *Which inspires a belief in another person that such impairment of her bodily integrity is immediately to take place.*

2.4.2 Vandalism:

The willful damage or destruction of school property, including bombing, arson, graffiti, and other acts that cause property damage. Includes damage caused by computer hacking (U.S. Department of Education, 2015).

2.4.3 Theft:

Snyman (2008: 531) defines 'theft' as the follows:

> *"unlawful and intentional appropriation of movable corporeal property which belongs to and is in position of another; belongs to another but is in the perpetrator's own possession; or belongs to the perpetrator but is in another possession and such other person has a right to possess it which legally prevails against the perpetrator's own right of possession. Provided that the intention to appropriate the property includes an intention permanently to deprive the person entitled to the possession of the property, of such property".*

In studies of this nature that sought to explore issues of safety in the institution of higher learnings, theft would likely be reported as one of the many criminal incidents on campus residences.

According to Vaphi (2016:22), the victims of theft "suffer from unlawful and removal of any personal property for one's own use".

2.4.4 Sexual assault:

A wide range of victimisations, separate from rape or attempted rape. These crimes include attacks or attempted attacks generally involving unwanted sexual contact between the victim and offender. Sexual assault may or may not involve force and includes such things as grabbing or fondling. Sexual assault also includes verbal threats (U.S. Department of Education, 2015).

According to Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007, sexual assault refers to-

> (a)   A person ('A') who unlawfully and intentionally sexually violates a complainant ('B'), without the consent of B, is guilty of the sexual offence of sexual assault

    (b)   A person ("A") who unlawfully and intentionally inspires the belief in
    a complainant ("B") that B will be sexually violated, is guilty of the offence
    of sexual assault. (Criminal Law (Sexual Offences and Related Matters)
    Amendment Act 32 of 2007:11).

The same Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007, further defines rape as " any person ("A'') who unlawfully and intentionally commits an act of sexual penetration with a complainant ("B"), without the consent of B, is guilty of the offence of rape" (Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007:10).

2.4.5 Sexual harassment

Unsolicited, offensive behaviour that inappropriately asserts sexuality over another person. The behaviour may be verbal or nonverbal (U.S. Department of Education, 2015). In colleges, stalking can affect the security and wellbeing of women. Hazing is the act of carrying out nasty tricks on an individual or making a person about to be initiated into a group perform terrible deeds that can affect their safety or the safety of others around him or her (Merriam-Webster Online).

In South Africa, the Protection from Harassment Act (17 of 2011) defines sexual harassment as any-

    (a) *"unwelcome sexual attention from a person who knows or ought reasonably to know that such attention is unwelcome;*

    (b) *unwelcome explicit or implicit behaviour, suggestions, messages, or remarks of a sexual nature that have the effect of offending, intimidating, or humiliating the complainant or a related person in circumstances, which a reasonable person having regard to all the circumstances would have anticipated that the complainant or related person would be offended, humiliated or intimidated;*

    (c) *implied or expressed promise of reward for complying a sexually oriented request;*

    (d) *Implied or expressed threat of reprisal or actual reprisal for refusal to comply with a sexually oriented request"* (Artz & Smythe, 2013: 59).

Furthermore, Vaphi (2016:21) notes that victims of sexual harassment "suffer from any unwelcome sexual conduct or behaviour that creates an intimidating, hostile or offensive working or educational environment". All of the above-mentioned definitions are important for this study and could be applied within the South African context. This is because of the commonalities of campus crime at institutions of higher learning in the world. It is for this reason that the researcher preferred the definitions above.

2.5 FEAR OF CRIME ON CAMPUS

In South African Institutions of Higher learning, recently, there has been a serious fear of campus crime. This section is important because various factors and aspects leading to fear of campus crime are looked at. It is particularly that there has been a quite number of criminal incidences in South African Institutions of higher learning. These includes, rape, murder, sexual violence, sexual assault to mention just a few. This, therefore, explains as to why students fear gained expressions recently. This further is inline with the undertaken topic that sought to explore students' safety.

Fear of crime research that has accumulated over the past several decades indicates that fear of crime is a complicated phenomenon, one that is influenced by a host of variables including personal factors (e.g., age, race, and sex) and contextual factors (e.g., neighbourhood or campus characteristics, location of residence, and time of day) (Warr ,1990, in Jennings, Gover, & Pudrzynska, 2007:193).

According to Dobbs, Waid, and Shelley (2009), demographic groups experiencing higher levels of criminal victimisation, such as young males are likely to experience elevated levels of fear. However, research has consistently shown that some groups, especially women and the elderly, are more fearful of crime, despite lower levels of victimisation than young males (Dobbs, Waid, & Shelley, 2009).

Fear of crime during the night is much higher than crime during the day when assessed with college students (Jennings et al., 2007). However, data shows an increase in fear of crime overall and fear of crime at the individual level are connected to property crime

(Dull & Wint, 1997) because once victimised by property crime one's perception of fear expands to cover any crime.

The safety of colleges and universities has been questioned in the wake of several high-profile shootings (i.e. Virginia Polytechnic Institute and Northern Illinois University (Sulkowski, 2011:8). Since then campus crime has become a more significant area of research. There has been a collective denial on the dangers of university life for quite a few years now, and these misconceptions have led to widespread violence that often goes unnoticed or unreported (Hollis, 2010:16). In the same study, Hollis (2010) demonstrated that the Clery Act of 1990 was enacted by Congress in order to force universities to publish their crime data in a public manner, the act has three evident flaws:

- According to anecdotal information from a number of university law enforcement officers interviewed for this project, the law is vague and easy to get around;
- Most universities handle violence complaints as academic rather than criminal matters (thereby avoiding having to report them) and pressure others to report the crime off campus so that it does not get added into their statistics; and
- Few people are aware of and actually, check the official statistics.

According to Hollis (2010), there do not appear to be any reliable sources of data regarding how much violent crime really occurs on college campuses. Hollis (2010:16) further highlighted as to" why it can be so difficult to find accurate crime reporting information is that over the years we have come to believe that universities are supposed to be safe places to send our youth". This clearly proves that there has been a collective denial of the danger of crime at University or college campuses.

Sewpersad and van Jaarsveld (2012:52), in their case study research entitled *The incorporation of new technologies in securing UNISA's main campus in Pretoria*, state that, in order to deter and reduce crime incidents at institutions of higher learning and ensure a humane and secure environment, an integrated security system should be used, there should be more than one security measure, various combinations of security measures should be integrated to form a holistic system, consisting of physical

security measures, technological security measures, policies and procedures, security aids and human resources.

Steinmetz and Austin (2014) state that students' perception of fear relies on a range of things. The emotions of concern, that a student who spends time on field experiences, change with every situation. Being in the field often, throughout the day or at night, around areas that are known or not, can impact on their safety.

Additionally, a student's perception of fear is based on a variety of factors. The increase in scholarly attention to campus crime issues has included a focus on perceptions of safety and fear of crime among members of the campus community (Jennings, Gover & Pudrzynska, 2007). Campus security services vary markedly among college campuses, but most studies report campus security providing some form of security patrol, safety escort service, emergency phone system (also known as "blue lights"), and emergency phone numbers (Ratti, 2010:8).

In their study, del Carmen, Polk, Segal and Bing III (2000) cited by Bedenbaugh (2003:11), surveyed 186 students before the violent crime occurred and 374 students following the crime. The results of their study were as follows:

- 94% of the respondents reported locking their cars to prevent crime.
- 15.5% were fearful of being the victim of a violent crime while they were on campus alone during the day, while 68.1% were afraid of being the victim of a violent crime at night.
- 71.3% said they believe that the buildings on campus are crime free.
- 26.6% of the students said their fear affects class scheduling decisions.
- Criminal justice majors had reduced levels of fear compared to non- majors.
- Before the sexual assault on campus, 31.7% of the respondents feared violent crime, while 41.2% feared violent crime following the assault.
- More than 55% of females feared violence, whereas 14% of males feared violence (Bedenbaugh,2003).

According to Ratti (2010:9), the literature on student perceptions of campus safety reveals that gender is an important dimension of this topic and that there are marked differences in safety concerns between men and women. Other possible causes for

women's heightened fear of crime are that women suffer more daily, low-level victimisation (such as sexual harassment) than men, women fear sexual assault, which is generally not perceived as a threat to men, and that women fear unusual, serious crimes, which often involve female victims and are exaggerated in the media. Furthermore, some women consider sexual harassment as a practice based on simple sexual charm and a form of flattering sexual attention for women, which is sometimes vulgar but fundamentally an innocent romantic game well within the range of typical, tolerable behaviour between males and females (Kabaya, 2016).

Moreover, Adams-Curtis and Forbes (2004:113) demonstrated that college women of today live in a cultural, political, and vocational world that is vastly different from their mothers, and probably unimaginable to their grandmothers, yet roughly 20% will experience rape or attempted rape, and 35% will experience some other form of sexual coercion by the end of their college years.

2.5.1 Campus Vulnerability

According to Miller (2011), there are physical and psychological campus components that contribute to the degree of campus vulnerability. Furthermore, Miller (2011) highlights that the physical components that contribute to campus vulnerability are the openness of campus, accessibility to buildings, hours of operation, campus events, access to administrators and faculty, and the location of the campus. The psychological factors that affect institutions of higher education are trust and respect, controversy, substance abuse, stress, and the length of time at the post-secondary institution (Schuh, 1998).

Furthermore, Miller (2011) explains that there are many physical factors that can contribute to campus vulnerability to violence. Most colleges/universities have seminars, sporting events, recruiting events, workshops etc. that are open to the public; therefore, college campuses are constantly open to many people including faculty/staff, students, prospective students, and the general public. College campuses have a limited ability to regulate the perimeter of the campus due to the vast amounts of opportunities to get onto college and university campuses without being challenged. Post-secondary institutions are generally accessible 24 hours a day,

which greatly increases the campus' potential for violent acts. Potential offenders have unlimited access to faculty/staff, students, and senior leaders like the college/university president because these individuals are usually located on campuses in offices, classrooms, residence hall or other facilities (Miller, 2011) .

2.6 STUDENTS PERCEPTION OF CAMPUS SAFETY

A university student typically views the college campus as unsafe due to the fact that there are people from varying backgrounds, a lot of strangers on campus and the bad events that have occurred on campus (Oluwajana, 2017). There are different issues regarding safety and security, which are backed by research ranging from the provision of security services to student fears and perceptions (Kahari, 2010). The study conducted by Tomsich, Gover and Jennings (2011) found that at night students' perceptions of victimisation are almost double of that during the day. They also wanted to examine the reasons behind these fears and how they impact on students and faculty. Questions centred on whether the student had been victimised and if so, what type of victimisation occurred. The research found that 7% of the student respondents had in fact been victimised by one type of crime on or near campus. In addition, indirect victimisation was measured, such as whether the respondent knew someone who was a victim of a crime committed on campus and found that 24% of the students who responded knew someone who had been a victim of campus crime

Most importantly, when thinking about specific incidents, such as rape, student perceptions of safety vary widely between men and women. For example, Currie (1994:33) found that a significantly higher number of women reported experiencing threatening incidents on campus when compared to men. Currie believes that this higher incidence leads women to be more fearful on college campuses than men, and as a result, take more safety precautions than men. In their study, Fletcher and Bryden (2007) found that women perceive themselves as belonging to a group that they feel is more victimised than others. The same study also found that high numbers of women consciously avoid specific areas of campus at night, avoid walking alone and are vigilant for suspicious activity (Ratti, 2010).

However, various studies report that most students, especially women, take some type of safety measures to safeguard themselves on campus. These include avoidance strategies (not walking at night, staying away from specific areas of campus), walking with other students, carrying an object which could be used as a weapon, or carrying a weapon (Ratti, 2010:5).This could better explain the vulnerability of women against criminal incidents.

In his study of *Women's Safety at the University of Toronto Mississauga (UTM): gender base analysis*, Decoite (2013) found the following:

Eighty-two percent (82%) perceived the UTM campus as "safe" or "very safe" for young women; only 5% of students said that the UTM campus was "not safe at all" or only "a little safe." Overall, male students were more likely than female students to see the UTM campus as unsafe for young women: 15% and 3.6%respectively. Similarly,69% of male students and 84% of female students felt that the UTM campus was "safe" or "very safe" for young women. The one transgendered student who answered the question about the safety of the UTM campus for young women gave the campus a rating of 2/5 (a little safe). No significant differences were observed among women from different ethnic groups with respect to their perceptions of the safety of the UTM campus for women. UTM service providers reported that "overall" the UTM campus was safe for young women (Decoito, 2013: 8).

Furthermore, research has shown that approximately one-third of college students will be victimised on campus during their time of attendance (Fisher, 1995, in Kahari ,2010:25). This is a high victimisation rate. Jennings, Gover, and Pudrzynska (2007) cited by Kahari (2010: 25), found that 22% of the respondents in their study had been victims of at least one type of crime (robbery, sexual assault, assault, battery, theft, burglary or fraud) since enrolling at their university. In the same study, 46% of the respondents reported having known someone who had been the victim of crime on campus within the previous year.

A similar study has found that significant differences in the proportion of female students who agreed that specific cues provoked fear of crime victimisation while on campus when compared to their male counterparts (May and Fisher, 2009: 313). The

same study found that 65% of females reported that poorly lit parking lots provoked their on-campus fear of victimisation compared to 34% of males, a thirty-percentage point difference. About a third of females (32%) reported that overgrown or excessive shrubbery provoked their fear, whereas 19% of males reported feeling fear, a thirteen-percentage point difference. As such, women are likely to be more vulnerable to victimisation than men as pointed out by the above findings.

Accordingly, Fisher and Wilkes (2003) correctly note that research has consistently shown that victimisation is not evenly distributed across other demographics. They stated that the National Crime Victimization Survey (NCVS) results have consistently shown that the simple and aggravated assault rates for males are substantially higher than the rates for females and the robbery rates for males have been only slightly higher than the rates for females.

Additionally, relevant to student perceptions of safety is risk perception literature. Brown and Morley (2007: 575) explain that the majority of people believe "that their personal susceptibility to negative events is less than that of the average person." This is an important implication for campus safety, where students may perceive their risk to be lower than it is in reality. Relevant risk perception literature consists of studies which examine specific aspects of campus safety, such as alcohol use or sexual assault. In one such study, Crawford, Wright, and Birchmeier (2008) surveyed female students about their perceptions of risks associated with sexual assault during and after social gatherings. The findings of this study show that most participants did not perceive the potential negative consequences of risky behaviours, such as accepting a drink from an acquaintance or leaving a drink unattended. Crawford et al. (2008), conclude that programmes aimed at both awareness and risk reduction could help to bridge the gap between perceived risk and actual risk related to campus safety.

A study by Burris, Schafer and Giblin (2010), focused on *Student perceptions of safety initiatives, assessing views of critical incident prevention and response.* The survey data was collected from over 5,000 students across six Illinois college campuses. The surveys asked students to report their on-campus fear of crime, perceptions of risk, victimisation experiences, and protective behaviours, as well as their attitudes toward

common campus safety initiatives. Some of their study's major findings were as follows:

- Students reported low levels of fear of crime while on campus. Respondents indicated higher levels of fear during the night than during the day. Student fear during the daytime was higher for property crimes than personal crimes; during the night time fear was similar for the two categories of crime, though variation can be noted by specific offense types.
- Perceived risk of criminal victimisation was low. Students felt they were at a greater risk of victimisation while on campus at night versus during the day; perceived risk was greater for property victimisation than personal victimisation.
- Actual victimisation while on-campus was uncommon. In the year prior to completing the survey less than five percent of students reported being robbed or attacked while on-campus. Property crime victimisation was more common. Actual or attempted theft was the most frequently reported crime, though the overwhelming majority of students did not report experiencing this crime in the prior year while on campus.
- Students reported engaging in behaviours intended to protect themselves from some risk of victimisation. Certain actions were presumably conditioned by the availability of services on a given campus. The most common actions related to how students travelled on campus, particularly at night; for example, traveling in groups and avoiding areas perceived as dangerous. Approximately one-in- five students reported carrying a protective device, though very few reported having carried a firearm on campus (Burris, Schafer & Giblin, 2010).

As the above summarized findings highlight the most pertinent issues of student's behavior and the proactive strategies within the American context, however, the same issues are common in South African Universities and the proactive behaviours thereof, if adopted, could assist a lot.

2.7 PROXIMATE CAUSES OF STUDENT'S VICTIMISATION

2.7.1 Alcohol and Drug Usage

The use of alcohol by college students leads to violence on college campuses such as fights, theft, vandalism and sexual assault because the individual who consumed too much alcohol has lost control of themselves and feels bold enough to carry out such acts (Oluwajana, 2017). College students want to have fun and party, potentially leading to binge drinking resulting in rash behaviour. Additionally, the use of psychoactive substances by college students, including alcohol and tobacco, has rich volumes of literature to help guide researchers, administrators, students, and parents to assess the realities and myths of substance use and abuse on college campuses (Nobles, Fox, Khey, & Lizotte, 2010).

According to Kahari (2010:31), "university students engage in various activities for recreation, which include going out to nightclubs and alcohol use. Drinking and drug related offences and vandalism offences are fairly high on university campuses" (Sloan, 1994, in Kahari, 2010: 24).

According to Kristen (2011:19), student alcohol and drug use is a contributing factor to campus crime and violence; thus, it should be closely monitored at all higher education institutions. Criminal victimisation on college campuses is most closely related to student's alcohol and drug use. In most cases of sexual assaults against women, alcohol can even be used as a predictor of victimisation (Dowdall, 2007 in Kristen, 2011:12). Alcohol drinkers are more likely to have been affronted by others; been confronted with unwanted sexual advances; been a victim of date rape or sexual assault; been in a very serious argument or quarrel; been pushed, hit, or assaulted; had their property damaged; been in a very situation where they had unplanned sexual activity; placed themselves in situations where they were more susceptible to sexually transmitted diseases like HIV; been injured or had life-threatening experiences; driven while intoxicated, or ridden in a speeding car with an intoxicated driver (Turrisi, Mallett, & Mastroleo, 2006, in Tolken, 2011:3).

Sloan, Lanier, and Beer (2000) also note that alcohol and drugs are connected to many of the violent and sex-related crimes that occur on campus. Additionally, Sloan et al., (2000:7) argue that "students whose lifestyles are characterised by "partying" experience an increased risk of victimisation, which points to the idea that there are "hot spots" and "hot times" for campus crime to occur".

In their study on *College women's experiences of sexual coercion*, Adams-Curtis and Forbes (2004:112), stress that the relationship between alcohol use and sexual coercion, along with pervasive alcohol abuse among college students has led some authorities to recommend that alcohol is banned from college campuses". In fact, in recent years' alcohol has been prohibited in student housing and at sanctioned social events in many colleges and universities. The effect of this, if any, is uncertain. There does not appear to be any evidence that alcohol-free campuses have reduced the incidence of sexual coercion (Adams-Curtis & Forbes, 2004).

Additionally, a large part of the difficulty in preventing sexual coercion is that the major risk factors, for example, alcohol use, parties, and being alone with male acquaintances, friends, and dates, are pleasurable activities that are normal and valued parts of college life (Norris, Nurius, & Graham,1999 in Adams-Curtis & Forbes, 2004:113).

Moreover, as both an example and a correlate of stress-related factors, alcohol and drug use are particularly prevalent among university students, probably related to their developmental level, the associated vulnerabilities, as well as the various challenges facing them and their ways of dealing with stress and social situation (Pillay & Ngcobo, 2010:234). A study of university students in the northernmost part of South Africa noted that 57% of males and 5% of females used alcohol, although it is likely that the prevalence may be higher in more urbanised settings (Pillay & Ngcobo, 2010).

Fagan and Wilkinson (1998) emphasise that the consumption of alcohol on academic property may lead to other crimes and misbehaviour on the part of other students. Their study further indicates that violence and rape is more likely to occur in an environment of alcohol use.

Finn (1997) provides the following example from another study: more than half the male students who admitted to having committed sexual assault said they had been drinking or using other drugs before the crime; one in four admitted to being moderately or extremely intoxicated. Heath (1998) supports the view that the prevalence of alcohol in an academic environment is detrimental to student as well as educator wellbeing. Further, alcohol intake affects the student's psychological equilibrium and excess consumption may gradually erode the culture of teaching and learning. Most of the problems commonly associated with drinking such as crime, violence and accidents are rooted in excessive drinking (rather than moderate or normal drinking).

Moreover, substance abuse is a major concern of institutions of higher education that could contribute to the psychological vulnerability of colleges/universities (Miler, 2011). Schuh (1998) acknowledges a link between substance abuse and criminal offenses and violent acts that increase a campus's vulnerability. According to Miller (2011) college students are expected to earn passing grades, which increases anxiety and stress; and violence may result from young students experiencing extreme levels of stress for the first time. The relative short length of time that college students spend on campus could possibly contribute to their limited respect for their surroundings, which may contribute to violence in the form of vandalism (Miller, 2011).

2.8 SUMMARY OF THIS CHAPTER

In this chapter, campus crime perceptions were highlighted. This chapter careful highlighted the importance of the Clery act in the western context, that bound institutions of higher learning to disclose their annual crime statistics. This could be of great assistance should the South African universities come up with similar act that would bind its institutions. In order for students and staff to feel more secure within the parameters of their institutions, campus police restriction should be prioritized.

Furthermore, literature reveals that more female than male students are vulnerable to sexual victimisation and violence. Drug usage and alcohol are some of the contributing factors of their victimization. Students are fearful of crime while on-campus rather than off-campus. Jennings, Gover, and Pudrzynska (2007) cited by Kahari (2010: 25) found

that 22% of the respondents in their study had been victims of at least one type of crime (robbery, sexual assault, assault, battery, theft, burglary or fraud) since enrolling at their university. Having said that, the above mentioned crime incidents perpetuate and inculcate fear of crime on campus.

In the next chapter, the theoretical framework will be discussed.

CHAPTER 3: THEORETICAL FRAMEWORK

3.1 INTRODUCTION

The previous chapter dealt with the literature on students' safety at universities. This Chapter 3 deals with the theoretical framework wherein a discussion on how the theory fits into the study. The study is supported by the Routine Activity Theory (RAT) by Cohen and Felson (1979). Routine Activity Theory asserts that the daily activity that makes up an individual's lifestyle influences the risk of victimisation.

This study integrates Felson and Cohen's (1979) Routine Activities Theory (RAT) to further explain campus crime and sexual victimisation. The following discussion refers to (RAT) in order to make sense of any shortfalls in the university's safety measures and how these shortfalls may increase the likelihood of criminal activity. In addition, the RAT is a useful framework for indicating the presence of guardians (passive and/or physical) currently in place at the Universities of Limpopo and Venda as well as possible risky behaviours and potential targets.

3.2 ROUTINE ACTIVITY THEORY

The Routine Activities Theory (RAT) focuses on the individual characteristics of criminal offenders and it examines the environmental context in which crime occurs. It is a theory of milieu, where different social factors intersect in space and time (Cohen & Felson, 1979:588). The people we interact with, the places we go to and events we attend, and the activities we engage in, influence the likelihood and distribution of criminal behaviour. The theory's central premise is the intersection at a specific place and time between motivated offenders and suitable targets in the absence of a capable guardian that creates opportunities for victimisation (Cohen & Felson, 1979:588).

Moreover, Jackson, Gilliland and Veneziano (2006) write:

> "*the results of the study by Rodgers and Roberts (1995) suggested that due to female's activities away from the home in environments that bring them closer to potential offenders, their likelihood of victimisation increases. The same study noted that victimisation was especially high among single*

women between the ages of 18 and 24 years who were attending school. Furthermore, their data suggested that women who attended school were also much more likely, to not only be victimised but to also have a greater chance of multiple victimisations".

The study by Jackson, Gilliland and Veneziano (2006), explained that routine activity/opportunity/lifestyle theories suggest that people's lifestyles or behaviour patterns increase their vulnerability to victimisation. This could be by increasing their contact with potential offenders or by providing them the opportunity to offend by increasing their contact with potential victims. They further noted that by being away from home and conducting more social activities outside of the home, individuals' possibly increase their chances of being victimised (Jackson, Gilliland & Veneziano, 2006).

Moreover, those who participate in many outside activities in high-risk situations increase their interaction with strangers thereby decreasing guardianship and increasing the likelihood of personal victimisation (Rodgers & Roberts, 1995:363).

Figure 1 below, shows the convergence of a motivated offender, suitable targets in the absence of a capable guardian.
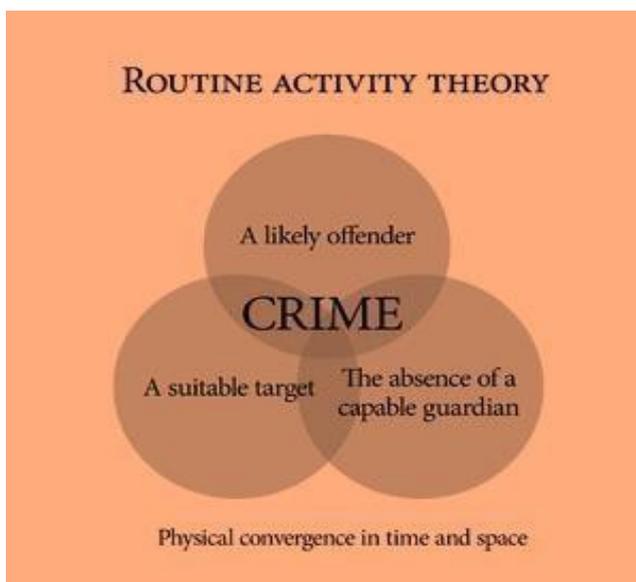
Figure 1. Routine Activity Theory

Much crime in society falls within the framework of Routine Activities Theory, which incorporates several of these perspectives. Most criminal acts require convergence in space and time of likely offenders, suitable targets, and the absence of capable guardians (Volkwein, Szelest & Lizotte,1995:649). According to Cohen and Felson (1979), the absence of any of these three elements will result in failure to commit or successfully complete direct-contact predatory crime (Saponaro, 2013:19). Given the structural environment and the requirement of all three elements to be present in order to commit a crime, it may be possible for some types of crimes to be committed more often than others (Jackson, Gilliland & Veneziano, 2006).

The study by Johnson and Kercher (2009a), entitled *Personal victimisation of college students,* focused on women's routine activities and levels of self-control as they related to property, personal, and sexual assault victimisation. Some of their study's major findings indicated that:

• Decreases in self-control produced increases in victimisation for college women.

• The risk of property victimisation increased when women spent more time shopping and partying. Additionally, living off campus, participation in drug sales, and being in their early years of college increased property victimisation risk among these University women.

• Personal victimisation was not so much related to spending time away from home, but was related to living off-campus and participating in drug sales behaviour.

• The risk of sexual assault victimisation increased with time spent on campus and time spent partying.

Moreover, in order for a crime to occur, a motivated offender must identify and engage a suitable target. The suitable target can take a number of forms depending on the nature of the crime and the situational context, for example, the availability of opportunities in the absence of capable guardianship. Each of these elements is discussed below.

3.2.1 Presence of a likely offender/ motivated offender

The motivated offender is one of the three elements and is the only element that is somewhat broad. They clearly define each element and the removal of one element would mean a crime would not occur. When a suitable target is unprotected by a capable guardian, there is a chance that a crime will take place.

According to Volkwein, Szelest and Lizotte (1995:649), "likely offenders are found within the surrounding community, if not within the student body itself, and their motivations to commit crime range from economic to psychological. Colleges and universities by their nature contain suitable targets for offenders - accessible motor vehicles, bikes, and items of high value per unit size, such as stereo equipment and desktop computers". Routine Activities Theory looks at crime from an offender's point of view. A crime will only be committed if a likely offender thinks that a target is suitable, and a capable guardian is absent. It is their calculation of a situation that determines whether to commit a crime. Likely offenders have many different reasons for committing offences such as greed, poverty, feeding a drug addiction, to name but a few .

3.2.2 Presence of a suitable target

The study by Saponaro (2013:19), in *Victimology in South Africa* by Peacock, noted that four components contribute to when an offender regards a target as suitable, namely the value, physical visibility, accessibility and inertia or, in other words, the ease with which the target can be acquired. Accessibility implies the attainability and ease with which the offender can approach a target without attracting attention. A suitable crime target might include a wallet, a purse, a car, or a human target for personal attack, sexual victimisation among others. Most importantly, the value of the target is defined by the offender's viewpoint, depending on what the offender wants. The study by Mclaughlin and Muncie (2013) on criminological perspectives found that:

> *"Whatever the property someone might like to steal or vandalise or who an*
> *offender might prefer to attack or even kidnap. Usually, the offender would*
> *be discouraged if a target were high in inertia. For example, a heavy*

appliance is too difficult to outmuscle. Usually, an offender is drawn to a target more visible to him or her such as money flashed in a bar or someone who unwittingly invites an attack".

In this light, it is clear that the offender weighs out their opportunities prior to the commission of a crime. Therefore, this theory considers how a criminal act occurs or fails to occur at specific times and spaces. This is supported by Cohen and Cantor (1980:143), who mentioned four components contributing to the fact that a criminal regards a target as suitable, namely the value, physical visibility, accessibility and effort required.

3.2.2.1 Value

The financial and symbolic value of a target influences the desirability thereof, while visibility is related to perceivability or the risk of being observed by potential criminals. "The offender must either value the target for what they gain or value the effect they have on it" (Felson & Cohen, 1980:393). Some public institutions such as the Universities of Limpopo and Venda comprise of at least 90% students who are beneficiaries of the National Student Financial Aid Scheme (NSFAS). However, of those, some are seen owning valuable things such as cars, expensive clothing, phones to name but a few. The above-mentioned might, therefore, make them vulnerable to criminal victimisation.

3.2.2.2 Physical visibility

Tahe way in which the target is visible can affect its suitability for criminal victimisation (Cohen & Cantor, 1980:143). For example, a drunken student who is counting out one thousand rand when buying one beer is regarded as a physical visible target. Some students carry laptops along with to shops after classes. As such, this could also contribute to their victimisation.

3.2.2.3 Accessibility

Accessibility implies the attainability and ease with which the criminal can approach a target without attracting attention (Cohen & Cantor, 1980:143). For example, a

drunken student who leaves her door open can make it easy for the perpetrator to commit a crime, by stealing her property. The increased contact between males and females may generate an increased potential opportunity for crimes of a sexual nature to occur, more often than other index crimes such as burglary, larceny, and robbery (Jackson, Gilliland & Veneziano, 2006).

In addition, because of the structural environment and peer-support, sexual assault, rape, and drugs may become "normal crimes" on college campuses (*ibid*). By "normal crime" they mean crimes that are often overlooked in certain situations, due to the policing mechanism's inability to conduct total enforcement of the political and social environment.

In their study on Routine Activity Theory (RAT) and sexual deviance among male college students, Jackson, Gilliland and Veneziano (2006), point out that by being a member of a high-status group, male members' idea of invulnerability, moral superiority, and consensus can be enhanced. This idea of entitlement may lead college males to expect sex when alone with females.

3.2.2.4 Effortless

Effortless refers to the ease with which a target can be acquired. Any factor that obstructs the offender from acquiring the target (a person or property) is included here (Saponaro, 2013). For example, the mass of movable property as well as the victim's ability to offer violent resistance is considered. "The more there is an effort for the criminal to commit a crime, the less the opportunity to commit a crime" (Cohen & Cantor, 1980:143).

 3.2.3 Absence of a capable guardian (protection)

In this study, guardianship may be referred to individuals (neighbours, security personnel, or officers and the police) or objects (e.g. mechanical devices such as burglar, CCTV, alarms and locks) that prevent crime by their mere presence or through direct or indirect action (Saponaro, 2013:21).

According to Tewksbury and Mustaine (2003:305), the "specific guardianship activities individuals employ vary across individuals' social status (as status increases, so too does the likelihood of acquiring a form of self-protection), age, gender, ethnicity, marital status, education, and objective assessment of victimisation risk". In this regard, "any person who is able to deter or prevent a crime as a result of their presence or direct actions can, therefore, be described as a guardian protector" (Saponaro, 2013:20). However, it is worth noting that the guardian should not always be a human being. In this regard, Cohen and Felson (19790) emphasise that technological aids can also fulfil the role of a guardian (Sapanora, 2013:20).

Additionally, if a capable guardian is absent, then the probability of crime occurring becomes higher. Few academic institutions can afford a large investment in security. Moreover, college students are generally regarded by law enforcement officials to be notoriously poor guardians -- individual rooms are rarely locked, people coming and going at all hours, unattended or poorly secured buildings (Volkwein, Szelest & Lizotte, 1995).

3.3 APPLICATION OF ROUTINE ACTIVITIES THEORY ON STUDENTS SAFETY

The RAT is useful for this study. Volkwein, Szelest & Lizotte (1995) highlight that colleges and universities by their nature contain suitable targets for offenders- accessible motor vehicles, bikes, and items of high value per unit size, such as stereo equipment and desktop computers. If a capable guardian is absent, then the probability of crime occurring becomes higher.

Research inspired by RAT has consistently shown that criminal victimisations are not randomly distributed in society but are rather associated with the lifestyles and daily routines of individuals as well as with demographics (Tewksbury & Mustaine, 2003:303). According to Cohen and Felson (1979:589), the structural changes in routine activity patterns influence crime rates by affecting the convergence in time and space of the three elements of direct-contact predatory crimes: motivated offenders, suitable targets, and the absence of capable guardians against a violation.

According to Tewksbury & Mustaine (2003:303), routine activities determine the amount of exposure people have in relation to how valuable or vulnerable they or their property is as a target, and whether or how well guarded they and their property are. When potential offenders, suitable targets, and a lack of capable guardians converge, the likelihood of a criminal event increases.

Nonetheless, RAT is important in this study because it focuses on identifying suitable targets or places where students have an increased exposure to potential offenders. According to Cohen and Felson (1979), the focus of a routine activities approach is not to explain why certain individuals are prone to criminal behaviour but how spatial temporal organising of social activities contributes to the translation of criminal propensities into criminal actions (Sapanora,2013:19). From this perspective, routine activities are defined as "any recurrent and prevalent activities that provide for basic population and individual needs" (Meier & Miethe, 1993:471).

In the United Kingdom (UK) study by Nick Tolson (2007), RAT was used as the basis of the Clergy Lifestyle Theory which was used to assess the risk of violence to members of the clergy with the practical purpose of improving their safety and security (Hopkins & Burke, 2009:56). The researcher selected this theory in order to explore students' safety at the Universities of Limpopo and Venda respectively.

3.4 SUMMARY OF FINDINGS

This chapter dealt with the Routine Activities Theory (RAT) as employed for this study. The RAT asserts that the daily activity that makes up an individual's routine activities and lifestyle influences the risk of victimisation. It is important to note that its central premise "is the intersection at a specific place and time between motivated offenders and suitable targets in the absence of a capable guardian that creates opportunities for victimisation" (Cohen & Felson, 1979:588). In order for a crime to occur, a motivated offender must identify and engage a suitable target. The absence of any of the three elements will result in failure to commit a crime.

In the next chapter, the research methodology of this study will be dealt with extensively following the mixed methods design.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter describes the research methodology used in this study. This includes the research design, sampling, data collection, data analysis and ethical considerations that were used in the study. This study adopted a mixed methods design. Thus, a qualitative approach followed by a quantitative approach was used. The researcher used semi-structured interviews which informed the later survey questions. The study followed a sequential exploratory strategy for data collection (Creswell, 2009). The sequential exploratory approach is characterised by an initial phase of qualitative data collection and analysis, which is followed by the second phase of quantitative data collection and analysis that builds on the results of the first qualitative phase (Creswell, 2009).

4.2 MIXED METHODS DESIGN

Methodology provides the theoretical perspective that links a research problem with a particular method or methods (Hesse-Biber, 2010). According to Berman, (2017), the use of both qualitative and quantitative data collection methods in a single study is not sufficient enough to categorise a study as 'mixed methods.' It is in the integration or linking of the two strands of data that defines mixed methods research and highlights its value. Creswell (2014:36) describes mixed method designs as "procedures for collecting, analysing, and mixing both quantitative and qualitative data in a single study or multiphase series of studies". The purpose of mixing qualitative data and quantitative data as highlighted by Creswell (2014:573): "*involves the procedure of gathering first qualitative data to explore a phenomenon, and then collecting quantitative data to explain relationships found in the qualitative data*".

In a single research study, both qualitative and quantitative strands of data are collected and analysed separately, and integrated – either concurrently or sequentially – to address the research question (Berman, 2017). Mixed methods can be used in typical situations such as the ones Creswell (2009) suggested hereunder:

- To compare results from quantitative and qualitative research

- To use qualitative research to help explain quantitative findings
- To explore using qualitative research and then to generalise findings to a large population using quantitative research
- To develop an instrument because none are available or useful
- To augment an experiment with qualitative data

The above-mentioned play an integral role in studies using mixed methods. The figure below by Fuentes (2008) clearly highlights how data collection in this study will be conducted. Data from the qualitative phase (phase one) will be collected and analysed to determine findings, followed by identifying the qualitative results to test on the larger population. The quantitative phase (phase two) will likewise, collect and analyse data to determine findings. Both sets of findings from the qualitative and quantitative phases (one and two) will be interpreted for overall results.
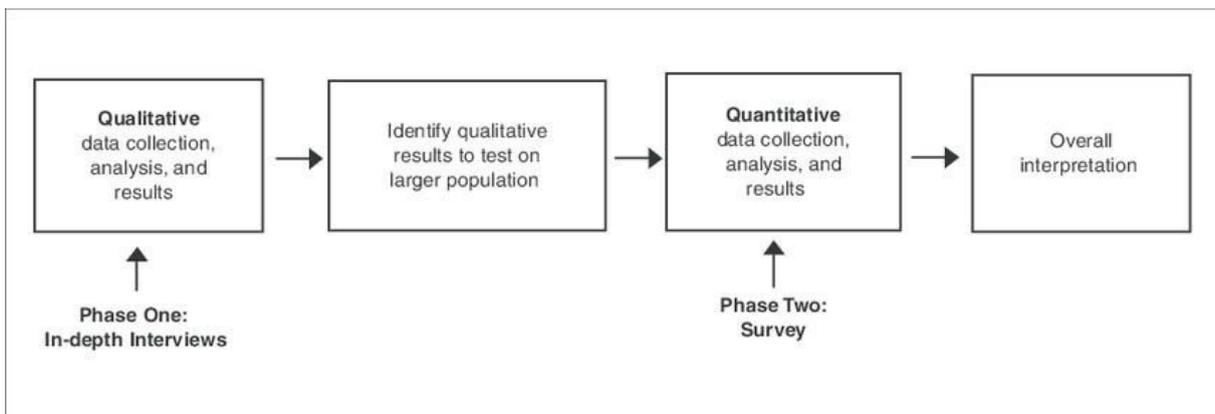
Figure 2. Adapted from Fuentes' (2008) sequential exploratory mixed methods design

According to Creswell (2014:573), *"the purpose of an exploratory mixed methods design involves the procedure of first gathering qualitative data to explore a phenomenon, and then collecting quantitative data to explain relationships found in qualitative data"*. As such, the researcher presents the findings of both the first phase and the second phase separately.

In line with sequential exploratory mixed designs, the researcher constructed the sampling frame as presented by the figure 3 below which highlights how the data

collections section at both the Universities of Limpopo and Venda respectively were dealt with. After the ethical clearance was sought and approved by the Turfloop Ethical Clearance Committee, the researcher further requested a gate keepers' letter. When that was received, the researcher started with the first phase of the study (qualitative design) by interviewing the student participants. Overall twenty student participants (9 from UL and 11 UNIVEN) volunteered to be interviewed. Once the interviews were completed, data was analysed and interpreted.

For the quantitative design, questionnaire questions were formulated from the themes which emerged from the qualitative phase. The overall distributed questionnaires for this study was one thousand (1000). Of one thousand (1000) distributed questionnaires, 600 were distributed at UL and only five-hundred and forty-eight (548) questionnaires were successfully completed and returned, while at UNIVEN four-hundred (400) were distributed and only two hundred and seventy-one (271) were completed and returned. Therefore, overall 819 of questionnaires were captured and statistically analysed. The questionnaires were distributed in some of the lecture halls through the permission of the respective lecturers.
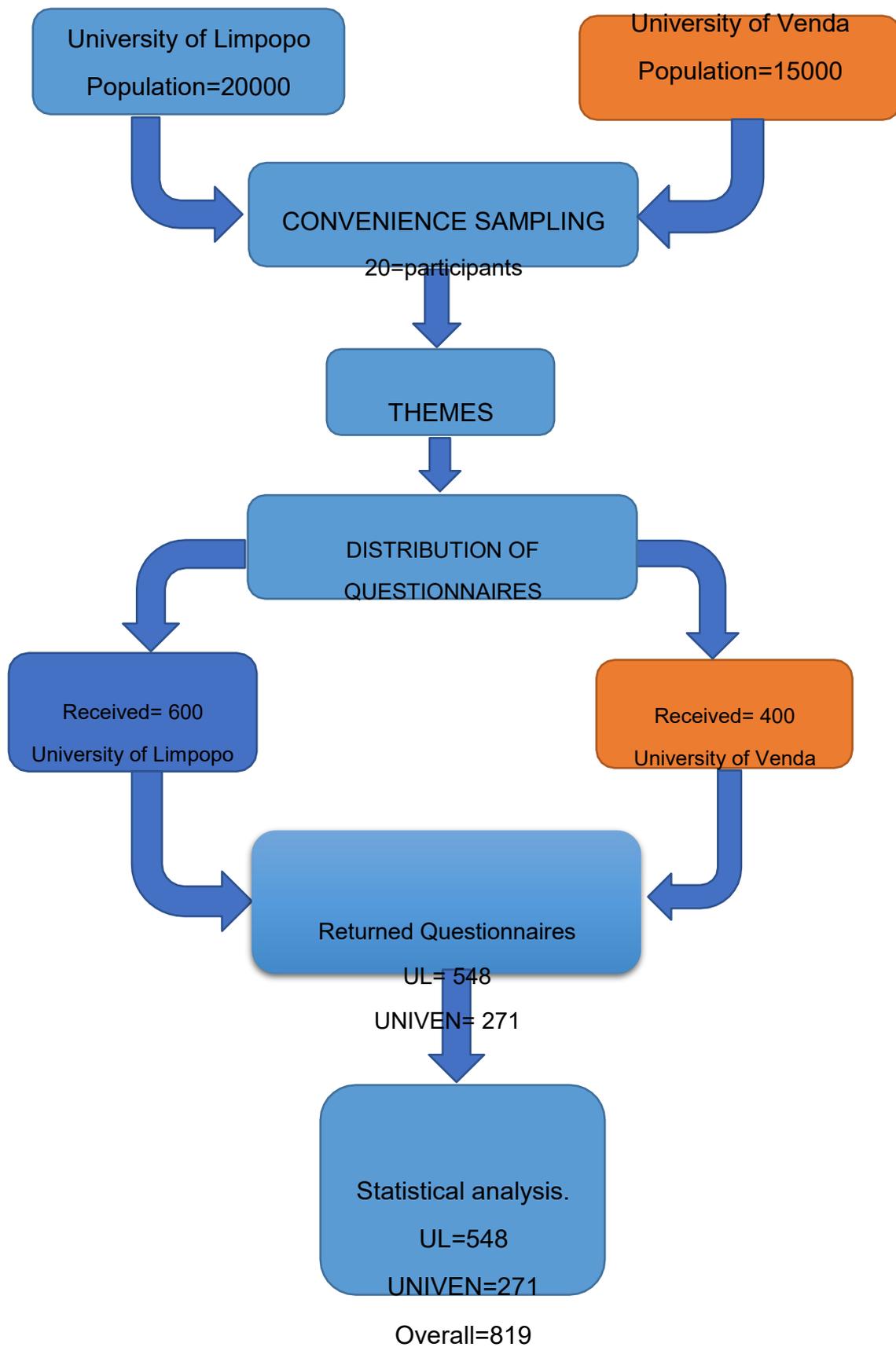
Figure 3. Researcher' construct of sampling design

4.3 AREA OF STUDY

The study was conducted at the University of Limpopo (Turfloop campus), situated at Mankweng in Polokwane, Capricorn area, and the University of Venda located in Thohoyandou. These institutions are both located in the Limpopo province, South Africa.

These institutions were purposely selected by the researcher for the following reasons:

- Convenience in relation to distance travelled to conduct the study, and
- Because of the similar incidences that often occur on or around its campuses

4.4 RESEARCH METHODOLOGY: QUALITATIVE APPROACH (PHASE I)

4.4.1 Aim of the study

The aim of this part of the section is to explore students' safety at the Universities of Limpopo and Venda

4.4.2 Research questions

In this study, the research questions included the following:

1. What are the possible factors associated with students' victimisation?
2. What are the safety issues and concerns of students?
3. What are the students' perceptions of safety with respect to crime on- and off campus?
4. What effect, if any, does age, gender, year of study influence students' perceptions of campus safety?

4.4.3 Research design

According to Yin (2014:280), "the research design is a logical plan of getting from here to there, where *here* may be defined as the initial set of questions to be answered, and there is some set of conclusions about these questions". Oliver (2014:142) states that research design indicates the practical way in which the whole research report has been organised. Furthermore, the researcher used the

triangulation (qualitative and quantitative) method in order to explore student's safety at the Universities of Limpopo and Venda. Exploratory studies can be conducted through "a review of related social science and other pertinent literature; a survey of people who have had practical experience of the problem to be studied and an analysis of "insight-stimulating" examples (Babbie & Mouton, 2001:80).

4.4.3.1 Population and Sample

The sample was drawn from the population of full time registered students at the Universities of Limpopo and Venda. Out of the total population, a sample of 20 (9 UL and 11 UNIVEN) student participants was selected.

4.4.3.2 Sampling method

The study used a non-probability sampling method. This study followed a mixed method approach within the sequential exploratory strategy. The sequential exploratory approach is characterised by an initial phase of qualitative data collection and analysis, which is followed by the second phase of quantitative data collection and analysis that builds on the results of the first qualitative phase (Creswell, 2009:211). As stated above, the sequential strategy states that first the qualitative data collection and analysis leads to the generation of the questions to be used in the quantitative part of the study (Creswell, 2009).

4.4.3.3 Data collection

Hites, Fifolt, Beck, Su, Kerbawy, Wakelee, and Nassel, (2013), identified both quantitative and qualitative information as basic to be considered; subsequently, the triangulation plan is best suited for this think about because it put break even with esteem on both sorts of data. Data was collected through triangulation.

Data was collected through triangulation. Yin (2003:99) writes "when you have really triangulated the data you have multiple sources as part of the same study. With data triangulation, the potential problems of construct validity also can be addressed because the multiple sources of evidence essentially provide multiple measures of the same phenomenon".

Before commencement of the study, the clearance letters for data collection were sought from research offices at both the Universities of Limpopo and Venda. "One- on-one, face-to-face interviews were conducted with the selected students. Semi structured face-to-face interviews are "organized around a particular area of interest while still allowing considerable flexibility in scope and depth" (De Vos, Strydom, Fouché and Delport, 2005: 292). This was done face-to-face which involved an interaction between an interviewer and an interviewee in which the interviewer gave the discussion directions. Each interview meeting was given enough time, and most took about 30 minutes or more. However, some interview took less than that time. The researcher selected a quiet, comfortable and non-threatening environment where the face-to-face interview sessions took place. With the participant's permission, an audio recorder was used to record the sessions.

The language used at the sessions was English as it is the standard medium of learning at the institution. Participants were informed that if they needed counselling or therapy after the sessions, they would be referred to the appropriate professionals on campus. None of the participants requested this help and noted that they were able to face any uncomfortable feelings during the de-briefing and follow up session.

4.4.4 Data analysis

For the qualitative approach Inductive Thematic Content Analysis (TCA) was used to analyse the data. Thematic content analysis has been defined "as an analysis technique for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (Hsieh and Shannon, 2005, 1278). Thematic Content Analysis (TCA) is used to elaborate on themes through interpretation of the in-depth experience of participants. To support valid and reliable inferences TCA involves a set of systematic and transparent procedures for processing data.

The following steps adapted from Braun and Clark (2006) were followed when using Inductive Thematic Content Analysis.

4.4.4.1 Familiarisation with the data

At this phase, the data was read over and over again while searching for patterns. It was important to read the overall data set at least once before beginning to code, as ideas and the identification of possible patterns were shaped as the data was read. Then the data was transcribed into written form (Braun & Clark, 2006).

4.4.4.2 Generating initial codes

After familiarisation with the data occurred; a list of ideas was generated. The next step was the production of initial codes from the data. The codes identified a feature of the data that appeared interesting to the analyst and referred to the most basic elements of the raw data. All actual data extracts were coded and collated together within each code.

4.4.4.3 Searching for themes

When all data was coded and collated, the different codes were sorted and identified into potential themes. Collating all the relevant coded data extracts within the identified themes was then undertaken. The researcher analysed the codes and considered how different codes could be combined to form an all-embracing theme. The themes were then arranged into themes and sub-themes. Furthermore, the data was colour coded for ease of reference (Appendix G).

4.4.4.4 Reviewing themes

Themes that emerged from the data were then reviewed and refined. All collated extracts for each theme were read and considered to see whether they appeared to form a coherent pattern.

4.4.4.5 Defining and naming themes

Themes were defined and further refined. Defining and refining refers to identifying the essence of what each theme is about and determining what aspect of the data each theme captured.

4.4.4.6 Production of the report

The researcher made a final analysis and wrote the report, in this instance, the analysis for the dissertation. The researcher provided a concise, coherent, logical, non-repetitive, and interesting account of the story of the data, within and across the themes.

4.4.5 Reliability and validity

As this study adopted Mixed method approach, it deals with qualitative phase followed by quantitative phase. For qualitative phase, it is important to ensure reliability. To ensure reliability in the qualitative research, examination of trustworthiness is crucial. To ensure reliability during the research, two concepts were adapted from Shenton (2004).

4.4.5.1 Credibility

To ensure credibility the researcher adopted well-recognised research methods, debriefed participants and also described the phenomenon under scrutiny (Shenton, 2004).

4.4.5.2 Confirmability

The researcher was aware of his beliefs and assumptions and ensured that they did not affect the research process. The researcher also recognised shortcomings in the research methods and their potential effects and minimised them, for instance, administrator bias which meant that he had to conduct the focus groups in as similar a manner as he could (Shenton, 2004).

Creswell and Miller (2000), suggest that validity is affected by the researcher's perception of validity in the study and his/her choice of paradigm assumption, by so doing the researcher did the following in order to enhance validity:

- Gave a description of the method used and the way data was collected in order to allow comparison with the existing studies.

- Mentioned the number of participants in the study (sample size) and the number of researchers involved in the study (in this case one researcher conducted the study with guidance from a supervisor).

- The length of the interviews was also given.

4.4.6 Bias

In this study, the following was ensured to minimise bias:

- The researcher did not assist nor give cues to how he (the researcher) would like questions answered.
- The researcher adhered to the ethical standards when interpreting data as well as during the interview session.
- The researcher consulted with the supervisor from time to time for guidance.
- The researcher also listened attentively to participants and recorded everything participants said and took field notes recording their non-verbal behaviour.

4.4.7 Ethical considerations

De vos (2005:24) indicates that ethics are sets of moral principles which are suggested by an individual or group that are widely accepted and which offer rules and behaviour expectations about the correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students.

4.4.7.1 Anonymity

The researcher ensured that the participant's names and other unique identities were not attached to the data. Participant's rights and wishes to remain anonymous were respected.

4.4.7.2 Confidentiality

In every study undertaken the protection of confidential information of participants is essential (Babbie & Mouton, 2010). Confidentiality was ensured by making sure that

none of the participant's information was discussed with anyone else. A covering letter, explaining the reason for the study was provided.

4.4.7.3 Informed consent

The informed consent form must state that the volunteer or participant is not required to take part and they may withdraw at any time (Olsen, 2012: 88). Informed consent is a norm in which subjects participate in the study voluntarily, with a full understanding of the possible risks involved. In every research investigation that is undertaken participants are needed for data collection thus their informed consent is crucial in research (Babbie and Mouton, 2010). In this study, participants were provided with all the details of the study and their consent was obtained.

4.4.7.4 No harm to participants

Social research should never subject people to harm. It is the responsibility of the researcher to look for subtle dangers and guard against them (Babbie and Mouton, 2010). The researcher kept this in mind when undertaking the study. The supervisor's name and contact details were given to participants so that if they felt anxious or uncomfortable after the interviews, they could contact her and be referred to an appropriate professional if necessary.

4.5 RESEARCH METHODOLOGY: QUANTITATIVE APPROACH (PHASE II)

4.5.1 Purpose of the study: Quantitative design

The purpose of the quantitative section is to verify whether the findings of the qualitative research section can be applicable to larger sample sizes. This in effect would increase the validity and reliability of not only the research instrument but also the whole study in its totality.

4.5.2 Aim of the study

The aim of this study is to quantitatively explore students' safety at the Universities of Limpopo and Venda

4.5.3 Research hypotheses

The research hypotheses was drawn from the qualitative data that was gathered from the interviews conducted at the University of Limpopo and Venda respectively. As previously stated, the data gathered informed the construction of hypotheses that was statistically analyzed (see Chapter 5 Data analysis).

This study examined the following hypotheses:

- H1: More females than males are taken advantage of sexually
- H2. Students are injured or hurt because of alcohol or illicit substances

- H3 There is sufficient lighting on campus
- H4 Students use University escort transport at night
- H5 Students are aware of drug/alcohol education programmes
- H6 There are visible police patrolling the surrounding area of the campus
- H7 Students are aware of campus camera surveillance on campus
- H8 The majority of students feel that their campus is safe
- H9 Students "residing off-campus are safer than on-campus" students (Boateng,2018).
- H10 Students feel safe being alone on-campus during the day and at night
- H11 Students do not carry anything to protect themselves or for personal defence
- H12 Students believe that appropriate action would be taken if they reported a crime to the police or campus authorities
- H13 The Universities of Limpopo and Venda are located in safe neighbourhoods
- H14 More female than males are concerned about sexual harassment
- H15 More females than males are concerned about rape on campus
- H16 There is relationship between age, gender and level of study and perceptions of safety

4.5.4 Research design

The study employed descriptive statistics to explore students' safety at the Universities of Limpopo and Venda respectively.

In this quantitative method (Phase II), the researcher distributed 1000 questionnaires, (600 to UL and 400 to UNIVEN respectively). These samples represented full-time registered students from first-year students to post-graduate level students.

4.5.4.1 Participants

This study targeted full-time registered students at the Universities of Limpopo and Venda respectively. The respondents were male and female students from the first-year level up to post-graduate level. These students were randomly sampled from a population of 20000 UL and 15000 UNIVEN. Therefore, the total sample size expected was 764 (382 from each campus), however, an overall of 819 questionnaires were analysed.

4.5.4.2 Data collection

Following the qualitative phase, a separate clearance approval letter was sought for the quantitative phase. From the survey portion, the researcher distributed questionnaires to full-time registered students at the Universities of Limpopo and Venda respectively. In order to distribute a questionnaire, gatekeeper's approval was obtained from the registrars at both institutions. The survey aimed at exploring students' safety at the above-mentioned institutions. The survey questionnaire was divided into four (4) sections.

Section A contained demographical data, such as gender, level of study, institution currently registered to, residence (whether residing on-campus, off-campus for rental, or residing off-campus at own home) and age-group (less than 20 years of age, between 20-30 years, between 31-40, as well as above 40- years of age).

Section B contained factors associated with students' victimisation. Thus, alcohol and illicit substance abuse, visibility of security officials on/around campus, visibility of blue phones on campus, the lighting of campus walkways, grounds and parking lots, the requirement of a campus ID card for the student to gain access to University entrances, visibility of local police in the surrounding area, escort service/transport for off-campus students, drug and alcohol education programmes, crime reporting, campus camera surveillance and security alert notices were identified. The respondents responded

using a Likert scale 1-5. For which 1=strongly agree, 2= agree, 3=neutral, 4=disagree and 5=strongly disagree.

Moreover, **section C** contains safety issues and concerns of students. Respondents were asked to rate the following security issues: lighting, location of blue lights, visibility of blue lights, visible police patrolling on and around the campus, the presence of police officers on and around the campus. These were also on a Likert scale 1-5. For which 1=extremely satisfied, 2=satisfied, 3=neutral, 4=dissatisfied and 5=strongly dissatisfied.

Additionally**, section D** contains the student's perception of campus safety. Respondents were asked whether they believe that their respective institution is safe, whether the University is located in a safe neighbourhood and if they believe that on-campus is safer than off-campus. In addition, respondents were also asked whether they feel safe being alone at night or during the day on or around campus, whether the respondents avoid being alone in certain areas of campus due to safety concerns during daylight hours and late after dark at night. Further, respondents were asked whether or not they carry something for personal defence (pepper spray, keys held in a defensive manner, stun gun, knife, firearm etc.) Respondents were further asked whether they believe that appropriate action would be taken if they reported a crime to university authorities or police.

Most importantly, respondents were also asked whether they are more concerned about certain crimes while on-campus and off/around campus. These include sexual harassment, rape, robbery, theft, burglary, dating violence and stalking. For these mentioned crime incidents, respondents chose between "Yes" and "No".

4.5.4.3 Procedure

After the permission for data collection for the quantitative phase was granted from the Universities of Limpopo and Venda, the following procedure was followed.

4.5.4.3.1 University of Limpopo

The survey was distributed in a multiplicity of classes, including first-level and upperlevel courses in numerous different departments. The survey was distributed at

the beginning of the class, and then respondents could complete it on their own time and return it to the class representatives during the next class. Respondents had to complete the surveys on their own time, and then bring it back to the next class. Some students were not able to return the questionnaires claiming to have lost them.

4.5.4.3.2 University of Venda

In this part of the study, a similar process from the one mentioned above was repeated. Because the researcher was a full-time registered student at the University of Limpopo, he had to travel from the latter institution to the University of Venda. The researcher asked some of the lecturers following their classes, permission to distribute the questionnaires to students.

Additionally, both the respondents at the UL and UNIVEN were assured that their names would not be used and also that their participation in the study is voluntary, they may choose not to answer any or all questions and may stop at any time. After data collection was done at both the institutions, it was captured and prepared for analysis employing IMB SPSS 26.

4.5.4.4 Independent and dependent variables

Independent Variables	*Dependent Variables*
Gender	Fear of crime
Age-group	Students' perception of safety
Race	Factors associated with students' victimisation
Level of Study	
Academic status	

In this study, the quantitative variables related to students' safety at the UL and UNIVEN were identified, namely, gender, race, year of study, nationality and institution. The dependent variables for this study were students' perceptions (fear of crime) of safety on-campus or around campus (off-campus), and factors associated with students' victimisation

4.5.4.5 Data analysis

The quantitative analysis employed using Statistical Package for the Social Sciences (SPSS) 26, was done after each question was recorded in the survey. In this section, the Likert responses were measured using frequencies, medians, means and standard deviation. Further, the results were reported and displayed in figures, tables and narrative description. Descriptive analysis of data for variables for this study will involve describing the results by means, standard deviation, and range of scores (Creswell, 2014). For example, the number of participants who have indicated their categories (such as male or female) will be reported as frequencies and percentages, and demographic variables (Agubokwu, 2016). This is to ensure that both genders are clearly and fairly represented.

4.5.4.6 Quality criteria

4.5.4.6.1 Validity and Reliability

According to Peacock (2013:45), research design is supposed to represent a logical set of statements and also can judge the quality of any given design according to certain logical tests. According to Neumann (2014), validity is an overused term and sometimes, means "true" or "correct". The researcher ensured the validity of the study by ensuring that the sample of the study is well represented for the study to measure what it claims to measure in the population of the study. The internal validity of the study has been managed and maintained as well as the validity of the instruments used in collecting the data for the research. Validity in qualitative research "involves determining the degree to which the researcher claims about knowledge correspond to the reality or research participants` constructions of reality (Klenke, 2008: 37).

Peacock (2013) highlights that reliability is when, for instances, data collection procedures can be repeated with the same results. The researcher also noted down the responses of the respondents to ensure the reliability of the data collected. Most important, the above-mentioned tests are considered relevant in judging the quality of this study.

4.5.4.7 Ethical considerations

In this study, the student respondents' private information was kept confidential. That is, the researcher ensured that the respondents' real names were not used. The data gathered throughout this phase II of the study, could only be accessed by the researcher. All the questionnaires were destroyed immediately after having been captured. The data captured will be safely kept in the electronic file of the researcher' laptop and only after the study is completed would be deleted. The information of this study will be reported to dissertation and other academic related activities such as presentations and published papers.

4.6 SUMMARY

This chapter described the research design and how the research was operationalised. The aim of this part of the section was to qualitatively explore students' safety at the Universities of Limpopo and Venda. Prior data was collected, permission was sought at the said institutions. Data was collected through face-face interviews and 20 students participated in this study. Furthermore, data was transcribed and analysed through Inductive Thematic Content Analysis (TCA).

The qualitative phase dealt with the research design of this study. The quantitative section (Phase II) described the research design and how the research was operationalised. Similarly, data for quantitative phase was collected through distribution of questionnaires. This was done after approval was sought and later granted by the aforementioned institutions. Further, data was statistically analysed using the Statistical Package for the Social Sciences (SSPS) 26.

In the next Chapter 5, data presentation, analysis, and interpretation are dealt with.

CHAPTER 5: QUALITATIVE RESULTS: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

5.1. INTRODUCTION

In this study, the purpose of this chapter is to present, analyses and interpret the empirical qualitative and quantitative findings. Data was collected through semi

structured face-to-face interviews from a sample of 20 student participants and IBM SPSS 26 with a sample of 819 respondents at both the Universities of Limpopo (UL) and Venda (UNIVEN). A triangulation design was implemented to allow the researcher the opportunity to collect qualitative and quantitative data and integrate results in the interpretation stage. The researcher used Thematic Content Analysis (TCA) to manage and organise data that is analysed thematically as follows.

5.2. DATA ANALYSIS IN THE QUALITATIVE PHASE

5.2.1 Qualitative Data

Data was collected using face-to-face interviews at the Universities of Limpopo and Venda respectively. All student participants who participated in this study were registered for full-time study for the academic year 2018. 20 interviews, 9 UL and 11 UNIVEN, were conducted face-to-face at the above-mentioned institutions.

5.2.2. Demographical details: Face-to-face Interviews

The table 1 below presents the demographic details constituted to a total sample of 20 participants who were interviewed at the Universities of Limpopo (9) and Venda (11) respectively. These demographic details of the participants in this study include, among other things, their gender, residential status, level of study and age group.

Of the twenty (20) participants interviewed, 50% were female and fifty (50%) percent were male. The data captured shows an even population distribution in terms of sex. In terms of level of study, 20% of students interviewed were first years, 35% were second years, 35% third- years and 10% fourth years. Further, the participants identify their age group, 75% of students interviewed from all levels of study were between the ages of 20 and 30, 20% of students interviewed were less than 20 years of age and only 5% of students interviewed were between the ages of 30 and 40 years. See table 2 below (demographic data).

Table 2.
Demographic data of student: Face-to-face interviews

Participants	Gender	Residential status	Level of study	Age Group
UL P1	Female	Off-campus	3rd	20-30
UL P2	Female	Off-campus	3rd	20-30
UL P3	Male	Off-campus	4th	20-30
UL P4	Male	Off-campus	3rd	20-30
UL P5	Male	Off-campus	3rd	20-30
UL P6	Female	On-campus	2nd	20-30
UL P7	Male	Off-campus	1st	>20
UL P8	Male	On-campus	1st	20-30
UL P9	Female	On -campus	2nd	20-30
UNIVEN 1	Male	Off-campus	2nd	20-30
UNIVEN 2	Male	Off-campus	2nd	20-30
UNIVEN 3	Female	On- campus	2nd	30-40
UNIVEN 4	Female	Off-campus	4th	20-30
UNIVEN 5	Female	Off-campus	1st	>20
UNIVEN 6	Female	Off-campus	2nd	>20
UNIVEN 7	Female	Off -campus	2nd	>20
UNIVEN 8	Male	On-campus	1st	20-30
UNIVEN 9	Male	Off-campus	3rd	20-30
UNIVEN 10	Female	On-campus	3rd	20-30
UNIVEN 11	Male	On-campus	3rd	20-30

5.3 QUALITATIVE RESULTS

5.3.1 Theme 1: Experience of safety on campus

In late August 2016, the University of Limpopo's community was horrified by the news that a male student living in accommodation off-campus had been shot (Nel, 2016). He was severely injured. It was the latest in a spate of robberies and attacks and prompted many other students from the institution to come forward and admit how unsafe they feel both on- and off-campus (Nel, 2016). When student participants were asked about their experiences of lack of safety on-campus or around the campus. The following statements were recorded:

"Yeah…during social event such as freshers' ball [bash to welcome firstyear students] where even non-students manage to enter [within] oncampus…when you are drunk someone might follow you to the bathroom or your room unnoticed and harass you sexually or rape [you]" (FP2, UL)

"Yes during recess when students are at home… criminals come to the campus… steal keys at the security control gate and do door to door [start opening rooms with the intention to steal students' belongings]" (FP10, UNIVEN)

5.3.2 Theme 2: Fear of crime on or around campus late after dark

Steinmetz and Austin (2014) state that a student's perception of fear relies on a range of things. Individuals move in and out of concern looking at things. The emotions of concern, for a student who spends time on field experiences, change with every situation. Being on the field often throughout the day or at night, around areas that are they are or are not acquainted with, can impact on their safety.

When student participants asked how they travel while on-campus or to off-campus late after dark. The following statements were presented*:*

"For my personal safety, I had to buy a knife…Because sometimes I come out of the library or from group discussions very late…Some students use stones or empty bottle to defend themselves" (MP5, UL).

"I prefer not to study on campus late after dark… But during the exams, I am forced into studying until late…I end up walking alone to off-campus" (FP1, UL).

"I usually travel alone…and I know that is unsafe…I had to run if needs be…especially when I see a group of people, I get scared" (MP3, UL).

The above narrations clearly present that some students do feel that walking at night is unsafe. This may be due to fear of being mugged or attacked. Students sometimes walk around at night, some of them walk from on campus to off campus. Based on the narrated responses above, students are aware that walking at night may subsequently lead to their victimisation.

5.3.3 Theme 3: Belief in campus safety

Canca (2017) on news24, interviewed a male 20-year-old student at the University of Johannesburg (UJ), who said that "There is no venue where you can go to where you will feel safe. A lot of people are even scared to take a walk outside campus". The student was studying on another floor in the building, on the Kingsway campus in Auckland Park, when gunmen entered a computer lab and robbed 13 students of laptops, iPads and cell phones around 22:00 (Canca, 2017). Furthermore, Canca (2017) recorded the said student says, "I realised that I had to leave when I heard those gunshots".

When student participants were asked whether or not they believe their respective campuses are safe. The following statements were recorded:

"*Yes … on-campus seems to be safe as compared to off-campus*" (FP1, UL).

"*Yes…It is safe…I do not know about other students, but I feel safe*" (FP6, UL).

"*I would say yes, because when I travel at night the security officers accompany us, especially during exams*" *(*FP4, UNIVEN*).*

An "Imbizo" by Police Minister Bheki Cele and his top brass at the Tshwane University of Technology (TUT) Soshanguve South Campus was planned. This Imbizo was prompted by an attack on a "*first-year student Promise Masoka, 22. She was overpowered in a toilet and almost raped. Her would-be rapist allegedly slapped her in the face and stabbed her in the tongue to silence her screams. He was caught by a security guard and is in police custody*" (Kleppler, 2018).

Kleppler (2018) recorded one of the South African Students' Congress and ANC Women's League young women's desk representative Zandi Tshabalala, who says.

"*The management of this university is very arrogant. We had break-ins in our rooms. We are safe nowhere, not on campus and not off campus. The community and the university does not have a relationship.*"

To show the seriousness of the matter and negligence by management, Kleppler (2018) recorded Tshabala when she said that they would also present a list of the cases reported to the campus protection services to the minister.

Tshabalala further emphasised that they [women desk] would present a list of all the students who had been murdered, attacked, sexually assaulted, raped, robbed and mugged to the minister. In her own words this is what she said "we had break-ins in our rooms. We are safe nowhere, not on campus and not off campus. The community and the university do not have a relationship" (Kleppler, 2018).

5.3.4 Theme 4: Victim of crime on or off campus

In her study, Nel (2016) highlights that a common theme emerged throughout her discussion with students from the University of Limpopo after one of their peers had been shot off-campus: everyone wanted more accommodation on-campus. The university has recently built new residences, but there simply are not enough places in these for all the students. There are barely more than 6000 residential places on campus for a population of more than 20 000 students (Nel, 2016). It is for this reason that the researcher asked student participants whether or not they had been a victim of crime on-campus or around campus (off-campus). Out of the overall participants, the majority of the participants experienced criminal victimisation off campus rather than on-campus. The following statements were recorded:

> *"Yes… I have been a victim of crime off-campus…last year (2017), two armed male robbers robbed me and my cousin at around 5 am an afternoon. I was with my friend and cousine when robbers with guns knocked to my room at around 5pm afternoon… I thought it was my classmate… when I opened up…I saw two people with guns at my door…they overpowered me and entered…first thing first…there was a gun shot and we were told to bring our cellphone and I suspect it was a targeted crime"* (FP2, UL).

A male student who was attacked off-campus by five men heavily armed with knives, has to say:

"Yes... I was stabbed in my right foot [leg] on my way to the [main] gate 2... I was accompanying my friends to off-campus next to Turf Lodge" (MP5, UL).

Another male student who was also attacked off-campus next to gate 3 shares his experience:

"On the 11 March 2018 around 5pm.I came across four male thugs...one of them hit me on the head with an empty bottle of beer whilst the other stabbed me with a knife on my upper lip of my mouth" (MP4, UL).

Furthermore, another male student participant who was not directly affected says:

"Not really, but it happened in my presence...we were coming from the campus to off-campus at around 8pm at night...at this other corner they were mugging this other student and he ran in our direction after being mugged then we had to run with him... his phone and money was already taken" (MP9, UNIVEN).

A male student participant narrates his painful situation this way:

"Yes, at around 1 am in the morning, I was still studying because I was writing a test on Friday, so I heard this lady who was screaming for help. She was staying at the same residence as I was. So, I took my baseball bat, I saw two guys and they were not wearing masks. I saw that there were robbers. I was going there [to assist] *but I heard gunshot...then I went back to my room and locked the battler, switched off the lights and hid my laptop under my bed. After they took the lady s laptop and cellphone and his boyfriend s cellphone and short warning shots in the air and went to another room in the same yard. Her battler was not locked they broke into the room they asked her where her laptop was, she did not have one then they took her phone at gunpoint luckily, they did not shoot. Then they came to my room they broke the door I was wearing a jean and it was dark and I was holding my baseball bat for defence, he came in and I hit him with my baseball bat when he came again then I hit him again on the shoulder he went outside then those two guys followed him.*

They discussed and then came back to my room…. they tried to push, and I was behind the door pushing back…. and one of them broke…. the window and fired shots in my room then I surrendered. They came into my room, switched on the light, they pointed a gun at me and they told me to drop the bat, one of them picked up the bat and started hitting me with it. On the other hand, the other one was asking me where my laptop was. I told them I did not have a laptop. Then they asked where my phone is I told them it was on top of the fridge while the other continued hitting me all this time and I was trying to fight back. They were about to leave when one tried to obstruct me with the bed so that I do not see where they were going and that is when they found the laptop, they left and came back a bit later and beat me again for lying to them about the laptop they left me paralyzed on the floor" (MP8, UL).

From the above-mentioned responses, it could safely be said that the majority of students who reside off-campus are vulnerable to criminal behaviours. Indeed, many institutions of higher learning cannot provide accommodation to their students due to lack of sufficient residences on-campus. As a result, some students are forced to look for alternative rental accommodation off- campus. Gerda Kruger (2016) notes that both men and women have been affected by crime on and around University of Cape Town (UCT) campuses, with persons walking (or waiting) alone being the most vulnerable. He further highlighted that "small groups of women walking together have also frequently been robbed in crime hotspots". Most importantly, Kruger (2016) pointed out that both student and staff at times experienced the criminal incidence at the UCT including robbery of cellphones and money. Particularly, Robbery of laptops, items such as clothing and at times, students got their students card stolen. However. Kruger (2016) made mention that very few robbery victims were injured.

Similarly, two students were stabbed and killed in the KwaZulu-Natal universities One of the incidents occurred at the University of Zululand. According to university spokesperson Gcina Nhleko-Mdluli, a 19-year-old University of Zululand (UniZulu) student was stabbed, allegedly by his roommate, at the institution's KwaDlangezwa campus on Sunday [16 September 2018] following an argument (over a girl) between

the two (Mngadi, 2018). The other incident occurred at the University of KwaZulu-Natal (UKZN) where a student was stabbed to death during a party at the institution's Westville campus in the early hours [4:30 am] of Saturday [15 September 2018] morning (Mngadi, 2018).

5.3.5 Theme 5: Reporting criminal incidents

Since campus crime has become a more significant area of research. According to Pieterse (2018), the need for security around the Pietermaritzburg UKZN campuses has increased as around 16 students have been mugged or robbed while walking between campus and their residence and vice versa. As a result, security guards have started escorting students' home at night, but this has led to robbers ambushing students after the guards have returned. There has been a collective denial of the dangers of university life for quite a few years now, and these misconceptions have led to widespread violence that often goes unnoticed or unreported (Hollis, 2010). The following statements present some of the participant's concerns of reporting criminal incidents to either the police or campus security:

> *"I went to the campus control, but they can only protect us within the campus… I proceeded to the police (SAPS) at Mankweng…But they needed descriptions of those perpetrators…I was told that a case cannot be opened since I could not describe the [alleged] perpetrators" (MP5, UL).*

 "At least we advised him to report the incident to the police, but he was reluctant because he said that it was a minor case and he did not know the perpetrators" (MP9, UNIVEN).

"Our neighbour called Mafoko [campus security] and they came with police [SAPS]…took my statement and for other victims. We were four…In our residence, they took three (3) laptops and in the other residence, I heard that they took laptops and cell phones as well" (MP8, UL).

These quotes are a clear indication that there is a willingness of students to report their criminal victimisation to either the police or campus control. However, some students

seem to be reluctant in reporting criminal incidents that may be regarded as 'minor once.

5.3.6 Theme 6: Possible causes of students' victimisation

There are many possible causes of students' victimisation. Kristen (2011 19) highlighted that student alcohol and drug use is a contributing factor to campus crime and violence. Thus, it should be closely monitored at all higher education institutions. Criminal victimisation on college campuses is most closely related to students' alcohol and drug use. When student participants were asked about possible causes, the following statements were recorded:

> *"We wear expensive and valuable clothes and carry expensive cell phones and laptops… perpetrators need those things so that they can buy drugs and alcohol to maintain their addiction" (MP4, UL)*

> *"I would say alcohol which may result in harassment of female students and there are some students who smoke nyaope [illicit drug] which can also contribute to their victimisation"* (MP3, UL).

> *"There is not enough lighting on campus… after gate 2, they [Management] should at least install some streetlights" (MP1, UNIVEN).*

As the above responses are shared, expensive valuable items are likely to contribute to victimisation. Perpetrators who are addicted to alcohol and drugs may find relevance by selling such items to fit their own addiction.

5.3.7 Theme 7: Solution to reducing criminal incidents

Hart and Colavito (2011:2) correctly noted that "strategies designed to increase our awareness of campus safety and security issues can be developed: and corresponding policies, programs, and procedures can be improved and implemented in a more efficient and effective manner".

According to UKZN spokesperson Normah Zondo, "Students should always try to walk in groups when venturing off-campus and valuables like cell phones and laptops

should not be visible" (Pieterse, 2018). The researcher asked student participants to provide possible solutions to reducing criminal incidents with the intention to find out if they understand safety and security measures to some of the issues they are faced in their respective institutions. The following responses were recorded:

> *''I think the University management should build more residences on campus and there should be more security personnel patrolling off campus'' (FP9, UL)*

> *''Campus management should create [build] more residences to accommodate all those students who are residing off campus'' (FP1, UL).*

> *"I think when a student reports an incident [crime] on campus or off campus…there must be support groups… Mafoko security should also be given powers to patrol the surrounding area of the campus" (FP2, UL).*

> *"I think security has to be beefed up to be more effective… I feel they are not doing their job effectively…Most of the time they ignore us…especially when calling them" (MP1, UNIVEN).*

> *"As students, we must report the crimes to security on campus so that they can trace criminals through CCTVs" (MP2, UNIVEN).*

As clearly stated from the responses presented above, students understand the issues they are faced with. As such, possible measures like patrol by the police and security officials to the surrounding area of the campus or off-campus are suggested.

5.4 SUMMARY OF QUALITATIVE FINDINGS

It could safely be said that the majority of students who reside off-campus are vulnerable to criminal behaviours. Indeed, many institutions of higher learning cannot provide accommodation to their students due to lack of sufficient residences on-campus. Additionally, Students believe that on-campus is safer than off- campus. Students are more fearful on-campus after dark than during the day.

This Qualitative phase further pointed out that the majority of students were victims of crime off-campus rather than on campus. It went further and highlighted that students do not have faith in reporting criminal incidents to campus control or the police. The study reveals that insufficient lighting, lack of patrolling by the police and security officials on- and off-campus, alcohol and illicit substances, and expensive and valuable items are among other factors associated with students' victimisation.

Student participants recommended the installation of CCTV, crime awareness programmes, walking in groups at night and the erection of more residence on-campus, patrolling by the police and security officials on- and off-campus as the strategies to reduce victimisation of students

In the next quantitative phase presentation, analysis and interpretation of data will be dealt with.

5.5 QUANTITATIVE (PHASE II): RESULTS

5.5.1 Introduction

The previous qualitative phase of this study dealt with data presentation, analysis and interpretation. The purpose of this chapter is to present, analyse and interpret the empirical quantitative findings. Data was collected through a questionnaire from a sample of 819 student respondents and IBM Statistical Package for the Social

Sciences (SPSS) 26 was employed to analyse this sample at both the Universities of Limpopo (UL) and Venda (UNIVEN). A triangulation design is implemented to allow the researcher the opportunity to collect qualitative and quantitative data and integrate the results in the interpretation stage.

5.5.2 Demographical information

The demographic information below gives the characteristics of the population which took part in the survey study. This includes institution, gender, race, level of study and age group.

5.5.2.1 What institution are you registered for?

Of 819 student respondents surveyed, 66.9% were registered with the University of Limpopo, while 33.1% were registered with the University of Venda (see Table 1 and Figure 1 below).

Table 3.

Institutions by percentage

Institution	Frequency	Percent
University of Limpopo	548	66.9
University of Venda	271	33.1
Total	819	100
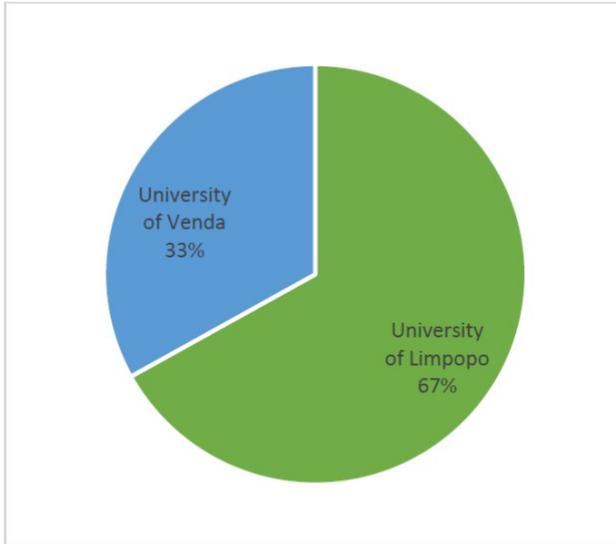
5.5.2.2 What is your gender?

In terms of gender representation for student respondents surveyed, 59.5% were female and 40.5% male (Table 4 and Figure 5 below). There were more women than men who volunteered to participate in this study. Furthermore, figure 6 shows a combined gender by University respectively. At the University of Limpopo, 42.5% male student respondents and 57.5% of female student respondents, while 36.5% of male respondents and 63.5% of female student respondents participated from the University of Venda. As such, there were more female student respondents (59.5%) than male student respondents (40.5%) who participated in this study.

Table 4.
Gender

	Frequency	Percent
Male	332	40.5
Female	487	59.5
Total	819	100

	Frequency	Percent
Male	332	40,5
Female	487	59,5
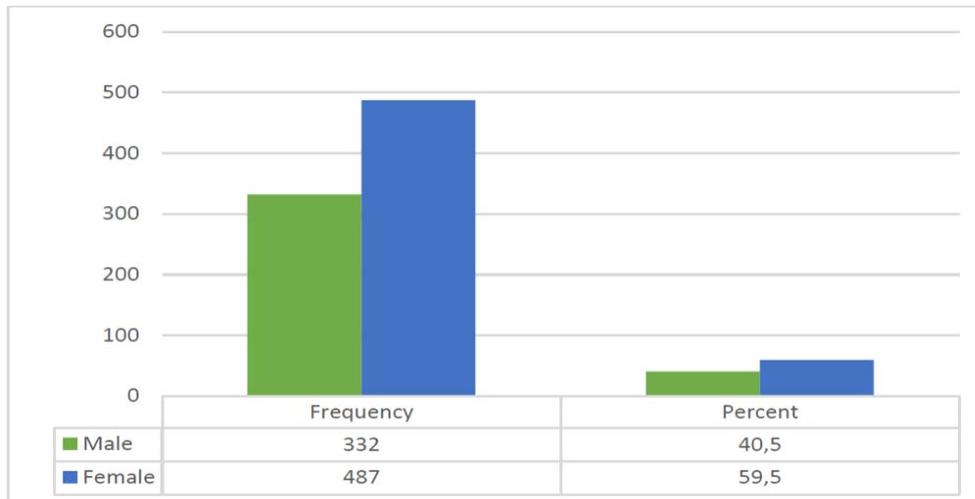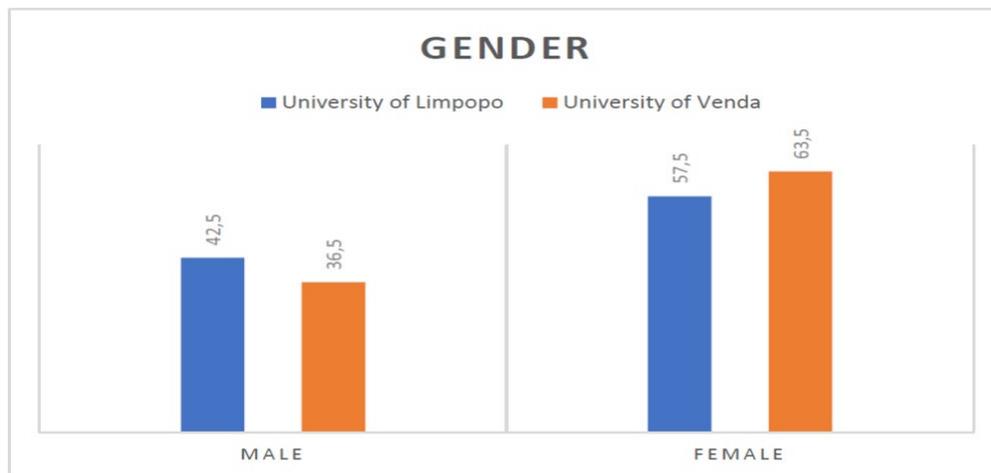
Figure 5: Gender

Figure 6: Gender by University

5.5.2.3 What race do you consider yourself?

When the respondents were asked about their race, 95.4% percent were African, 2.6% coloured, 1.1% Asian/Indian and only 1% recorded White (see Table 5 and Figure 7 below). Furthermore, Table 6 below shows race representation by University. The majority of student respondents recorded as African, with 544 respondents at the

University of Limpopo (and 237 respondents from the University of Venda. This is due to the fact that the study was undertaken in Limpopo province where the majority of people are African. Therefore, the race representations of students enrolled at universities is uneven.

Table 5.
Race

Race	Frequency	Percent
White	8	1
African	781	95.4
Coloured	21	2.6
Asian/Indian	9	1.1
Total	819	100

Table 6.
Race by University

University	White	African	Coloured	Asian/Indian
University of Limpopo	1	544	3	0
University of Venda	7	237	18	9
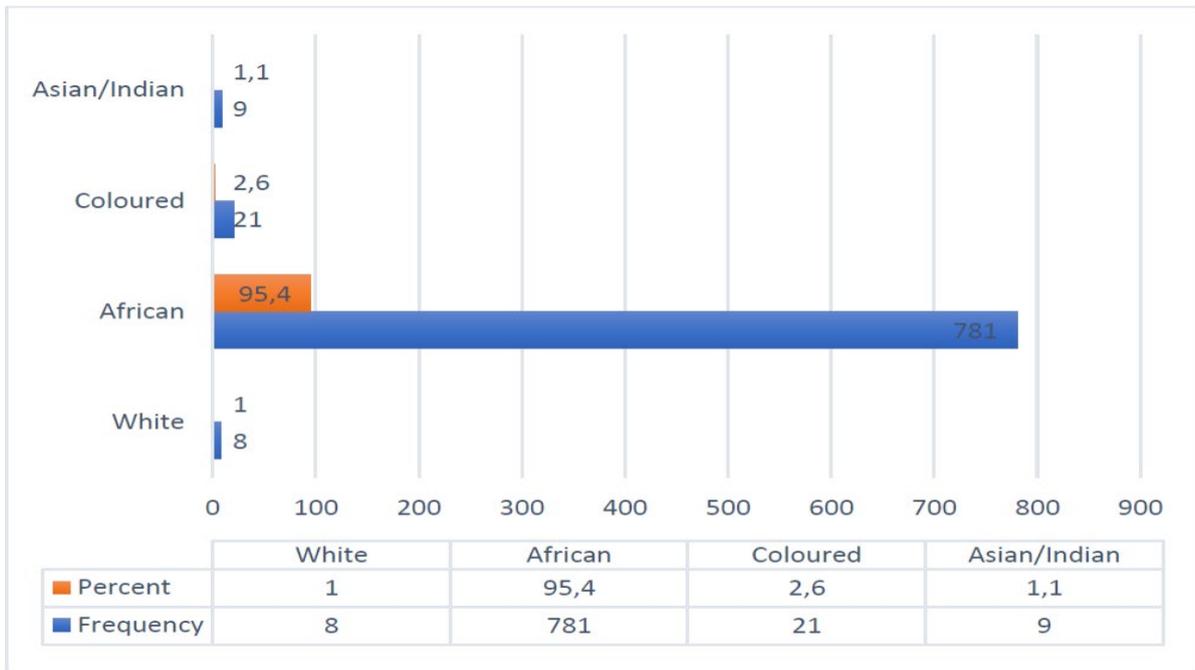
Figure 7: Race

5.5.2.4 Please state your level of study?

The study by Fisher and May (2009), demonstrated that 33.8% of female students reported some form of unwanted sexual contact during their college years. For which the highest percentages of these incidences occur during their first and second years. It is clear that students may be vulnerable to criminal behaviour due to their level of study. Many male students also indicated that they intentionally preyed upon women during this vulnerable time, knowing that they had not yet experienced enough to recognise the signs of trouble (Hollis, 2010). Therefore, it is important to record the students' level of study.

Of the 819 student respondents surveyed, 36.8%were first- years, 26% were second -years, 20.8% were third-years, 9.8% were fourth -years and only 6.7% were at postgraduate level (see Table 7 and Figure 8 below). Furthermore, Figure 9 below shows level of study by individual University. The majority of student respondents at the University of Limpopo (197) were at the first level of their studies while at the University of Venda 150 student respondents were at the second level of their studies.

Table 7.
Level of study

	Frequency	Percent
First level	301	36.8
Second level	213	26
Third level	170	20.8
Fourth level	80	9.8
Postgraduate level	55	6.7
Total	819	100

Figure 8: Level of study

LEVEL OF STUDY

■ University of Limpopo ■ University of Venda
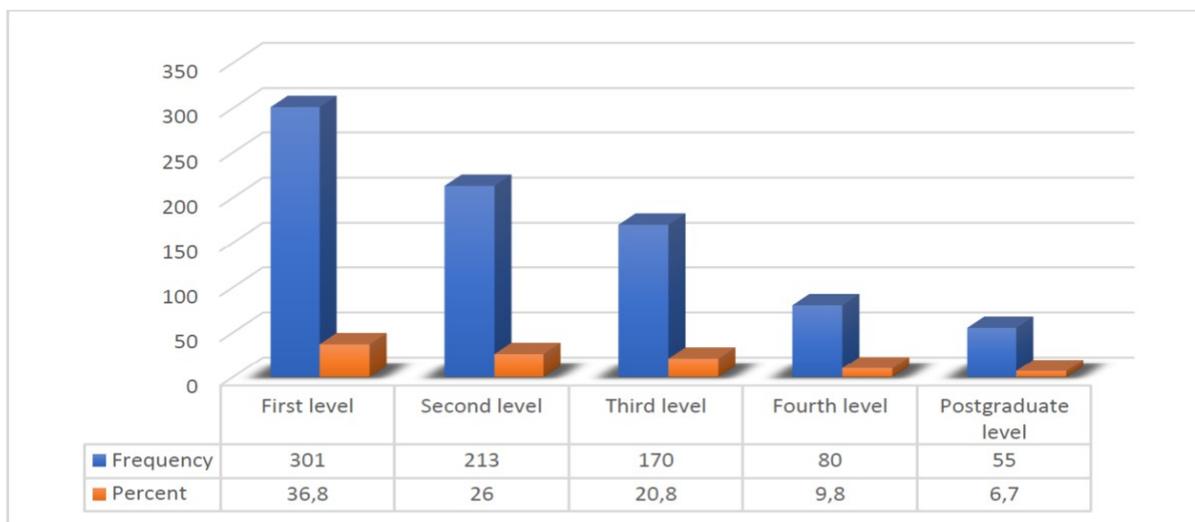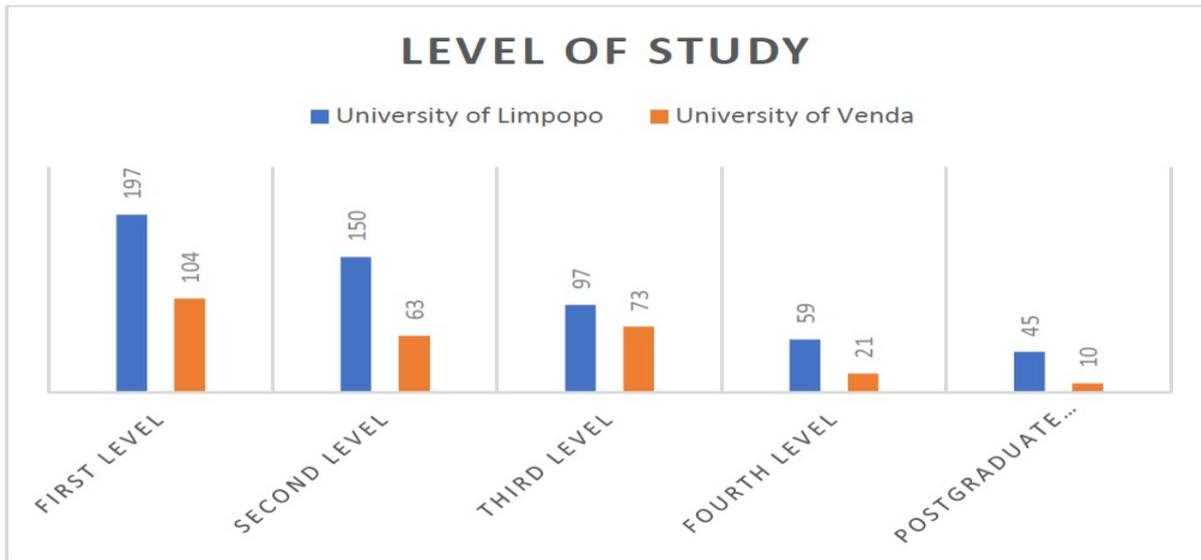
Figure 9: Level of study by University

5.5.2.5 What is your Age group?

When asked to identify their age group, 27%of student respondents surveyed from all levels of study were less than 20 years old, 68% were between ages 20-30 yearsold, while 3.4% were between the ages 31-40 years old and only 0.6% were older than 40 years old (see Table 8 and Figure 10 below). Furthermore, Figure 11 below presents age group by individual University. The findings indicate that the majority of student respondents from both institutions were between the ages of 2030, the University of Limpopo had 390 student respondents and the University of Venda had 169.

Table 8.
Age group

Age(s)	Frequency	Percent
< 20 years	227	27.7
20 - 30 years	559	68.3
31 - 40 years	28	3.4
> 40 years	5	0.6
Total	819	100
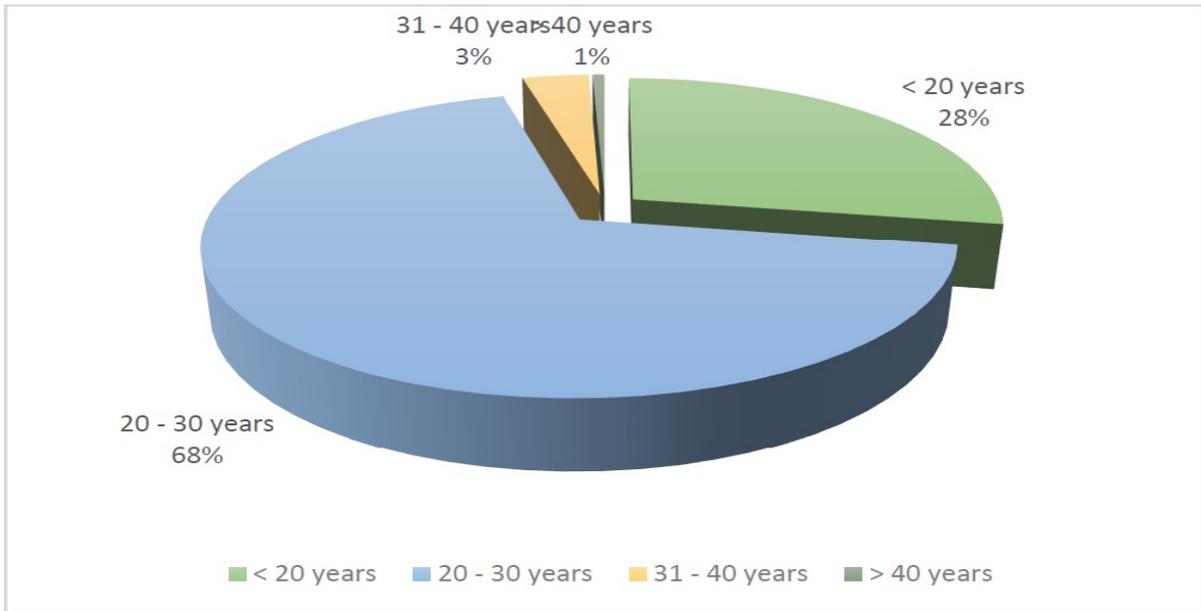
Figure 10: Age group
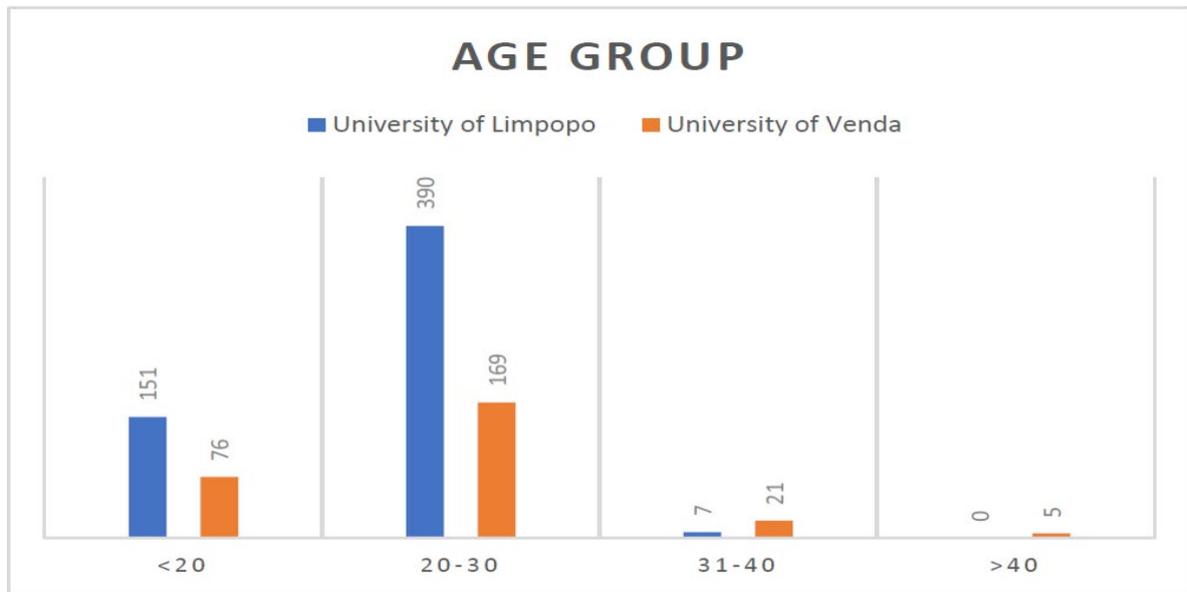
Figure 11: Age group by University

5.5.2.6 Where do you stay?

Fisher et al., (2000), revealed that almost 60% of the completed rapes that occurred on campus took place in the victim's residence, 31% occurred in other living quarters on campus, and 10.3% took place in a fraternity.

When student respondents were asked to state their place of residence, 45.9% stayed on campus, 45,4% stayed off-campus in a rental apartment/ house and only 8.7% stayed off-campus at own home (see Table 9 and Figure 12 below). Furthermore, Figure 12 presents residential status by University. The findings indicate that, the majority of student respondents stay on campus (270 UL and 106 UNIVEN), and those who resided off-campus in a rental apartment/house were 264 UL and 108 UNIVEN, while only a few student respondents recorded that they resided off-campus at own home (14 UL and 57 UNIVEN).

Table 9.
Residential status by percentage

Residential status	Frequency	Percent
On campus	376	45.9
Off-campus in rental apartment/house	372	45.4
Off-campus at own home	71	8.7
Total	819	100

	On campus	Off-campus in rental apartment/house	Off-campus at own home
■ Frequency	376	372	71
■ Percent	45,9	45,4	8,7
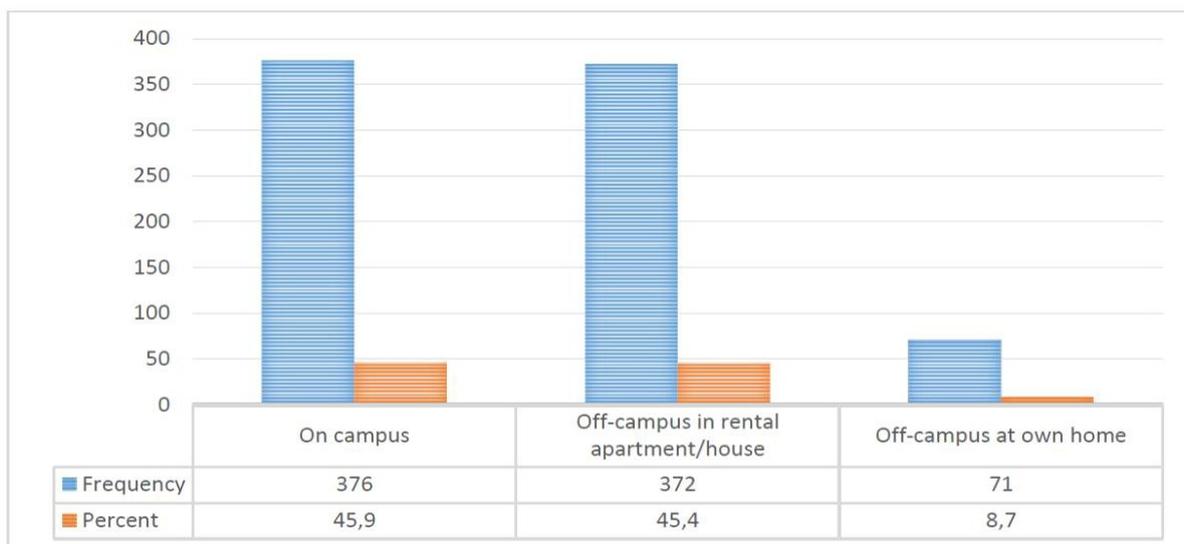
Figure 12: Residential status
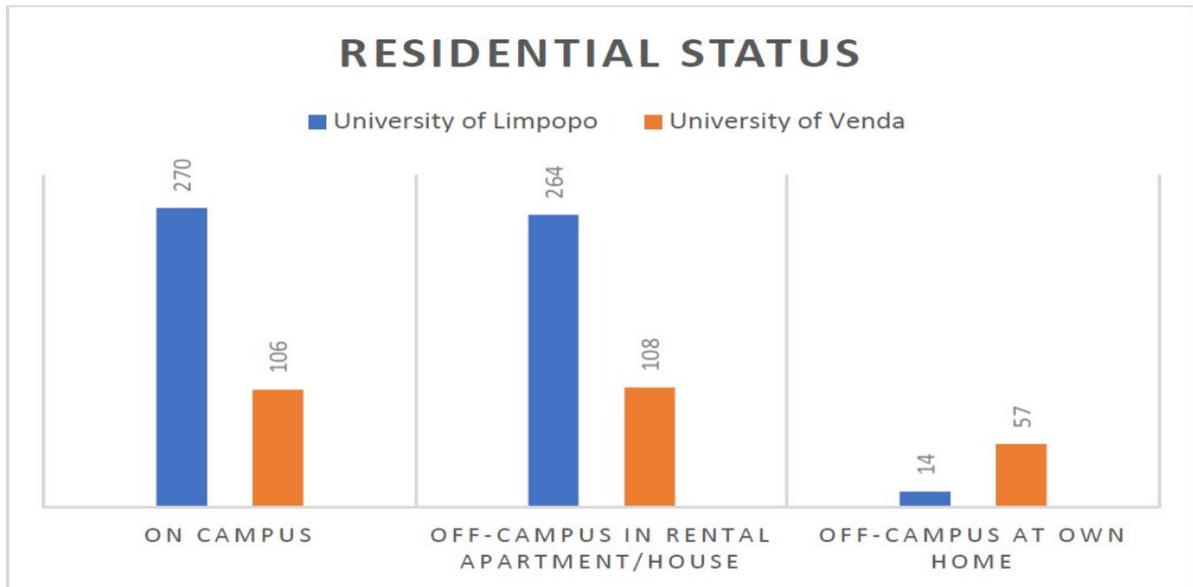
Figure 13: Residential status by University

5.5.3 Quantitative survey results

5.5.3.1 *To analyse the students' perceptions of safety with respect to crime at the Universities of Limpopo and Venda respectively.*

As alcohol consumption increases among university students, so does the likelihood of suffering a personal attack. It is both the physiological and social effects of alcohol that bring about the increased risk of victimisation (Mustaine,1998; Vaphi, 2016). However, Kahari (2010) noted that alcohol is sometimes used as a coping mechanism by university students to deal with university pressures. For instances, failure to qualify to write an examination or meet submission dates to name but a few.

According to Uluwajan (2017), the utilisation of liquor by students prompts brutality on college grounds, for example, battles, robbery, vandalism and rape in light of the fact that the person who devoured an excess of liquor has lost control of themselves and feels courageous to complete such acts.

The statistical Table 10 below presents alcohol and illicit substances as associated factors to students' victimisation. As such, a Five-item Likert scale was adopted for student respondents to express their views.

5.5.3.1.1 Seriously tried to commit suicide

At UL, student respondents recorded either strongly disagree (64.5 %) or disagree (16.6 %). While at UNIVEN, respondents recorded either strongly disagree (67.5 %) or disagree (14.4 %).

Recent work has underscored the vulnerability of university students, emphasizing the need to provide mental health support for this group in view of the prevalence of depressive symptoms and suicide ideation (Garlow, Rosenberg, Moore, Haas, Koestner & Hendin, 2008). These researchers found that one out of ten students reported suicide ideation in the past month and one out of six had a history of suicide attempts.

5.5.3.1.2 I have taken advantage of another sexually

At UL, student respondents recorded either strongly disagree (69.2 %) or disagree (13.5 %). While at UNIVEN, recorded either strongly disagree (67.5 %) or disagree (15.9 %).

In their study on College women's experiences of sexual coercion, Adams-Curtis and Forbes (2004), postulate that the connection between liquor use and sexual compulsion, alongside unavoidable liquor maltreatment among students has driven a few specialists to suggest that liquor is restricted from school grounds.

According to Routine Activity Theory, the likely offender should be present in order for criminal behavior to occur.

5.5.3.1.3 I have been taken advantage of sexually

At UL, the student respondents recorded either strongly disagree (63.7%) or disagree (14.2%). While at UNIVEN, recorded either strongly disagree (62.7%) or disagree (15.9%).

High quantities of rapes on campus are for the most part credited to understudy populaces included fundamentally of youthful singles who are occupied with customary events of underage drinking. Although numerous campus rapes go unreported because of the exploited people's dread they would not be accepted or will encounter an absence of help, outlines of numerous records show one out of each five female students will be explicitly attacked (Cantalupo, 2009).

In a study conducted in Chile on college women's sexual victimisation revealed that, *"4% had been verbally pressured into having sex, and 7% reported that someone had had sex with them while they were under the influence of alcohol or other drugs and unable to stop what was happening"* (Lehrer, Lehrer, Lehrer & Oyarzún. 2007: 171). This correctly suggests that alcohol or drugs could potentially and negatively impact towards students victimisation.

5.5.3.1.4 I have been hurt or injured

At UL, student respondents recorded either strongly disagree (52.6%) or disagree (15.7%). Whist at UNIVEN, student respondents recorded either strongly disagree (52%) or disagree (12.9%).

According to Adams-Curtis and Forbes (2004) an enormous piece of the trouble in foreseeing sexual pressure is that the significant hazard factors, for instance, liquor use, parties, and being separated from everyone else with male colleagues, companions, and dates, are pleasurable exercises that are typical and esteemed pieces of college life. Miller (2011) further notes that college students are expected to earn passing grades, which increases anxiety and stress, and violence may result from young students experiencing extreme levels of stress for the first time. This is also supported by Sloan, Lanier, and Beer (2000) when correctly noted that alcohol and drugs are connected to many of the violent and sex-related crimes that occur on campus.

Table 10.

Alcohol and illicit substance as contributing factors to students' victimisation

| University of Limpopo | | | | | | | | | | University of Venda | | | | | | | | | |
| Strongly agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Strongly agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | |
Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Seriously tried to commit suicide																			
25	4.6	23	4.2	55	10.1	91	16.6	353	64.5	7	2.6	2	0.7	40	14.8	39	14.4	183	67.5
I have taken advantage of another sexually																			
32	5.8	23	4.2	40	7.3	74	13.5	379	69.2	11	4.1	11	4.1	23	8.5	43	15.9	183	67.5
I have been taken advantage of sexually																			
41	7,5	38	6.9	42	7.7	78	14.2	349	63.7	10	3.7	16	5.9	32	11.8	43	15.9	170	62.7
I have been hurt or injured																			
45	8.2	67	12.2	62	11.3	86	15.7	288	52.6	32	11.8	26	9.6	37	13.7	38	12.9	141	52

5.5.3.2 The statistical table 11 below presents factors associated with students'
victimisation as they contribute to students' sense of safety

5.5.3.2.1 Visibility of security officials on campus

The statistics show that there is a negative response from student respondents at UL who either strongly agree (35.6%) or agree (33.2%) and at UNIVEN student respondents recorded either agree (27.7%) or strongly agree (18.5%) that there is visibility of security officials on campus. However, at UNIVEN the majority of student respondents were recorded as neutral (31.7%).

Owusu, Akoto and Abnory (2016) noted that some of the institutional initiatives aimed at ensuring safety of students include security patrol systems by unarmed security personnel of the university most of whom are not state-certified, and academically-untrained officers.

5.5.3.2.2 Visibility of emergency blue phone on campus.

Student respondents at UL either strongly disagree (26.5%) or disagree (15.9%), or are neutral (22.4%) and at UNIVEN respondents either agree (24.7%) or strongly agree (23.6%), and are neutral (16.6%).

According to Owusu, Akoto and Abnory (2016), other studies, including campus security services vary markedly among college campuses, but most studies report campus security providing some form of security patrol, safety escort service, emergency phone system (also known as blue lights), and emergency phone numbers.

The study by Fletcher and Bryden (2007) found that the majority of people in their study were aware of campus security and foot patrols, but fewer people had actually used either of these services. Students were much more likely to use avoidance strategies, walk with another person, or use some sort of weapon (including using keys in a defensive manner) than they were to contact campus security or use the foot patrol. Some studies examine what campus security services could do to minimise safety risks to students (Owusu, Akoto and Abnory, 2016).

5.5.3.2.3 Lighting of campus walkaways and grounds

Student respondents at the UL either strongly agree (34%) or agree (24.3%) and at UNIVEN student respondents were recorded neutral (28%) and either strongly agree (29.9 %) or agree (21%). The overall finding on lighting of both campuses' walkways and grounds is positive.

Currie (1994) suggests that target hardening strategies, which reduce opportunities for crimes to occur, such as better lighting, become the primary means of alleviating concerns if only the physical environment of a campus is considered. In line with the objectives, students are concerned with campus lighting. Especially those who reside on campuses. This also support that there should be a capable guardian as an element of RAT to strengthen the campus safety and security.

5.5.3.2.4 Lighting of University parking lots

Student respondents at UL either strongly agree (26.5 %) or agree (23%), while were 26.1% are neutral. At UNIVEN respondents either agree (30%) or strongly agree (20.3%). On both campuses, student respondents either strongly agree or agree that there is sufficient lighting of their institutions' parking lots.

5.5.3.2.5 Requirement of campus ID for access to student

Student respondents at UL either strongly agree (38.2%) or agree (23.8 %), and respondents at UNIVEN either agree (29.5%) or strongly agree (25.1%).

University students are supposed to produce their access cards or ID in order to be permitted entrance. The above responses are low, in that there is a sense of doubt that the cards are always needed to access entrance.

The study by Hardeo (2013) on student perceptions of Security Services at UKZN noted that resources were not utilised to their fullest and the perception of the majority of students was that security personnel were not functioning in the way that they should. The same study recommended that at least resources should be used optimally, rather than adding more resources, security staff require more training,

contract security need to undergo ongoing induction and orientation to comply with security policies and procedures.

5.5.3.2.6 Visibility of local police in the surrounding area

Student respondents at the UL were neutral (23 %) and either strongly agree (21%) or agree (19.5%). While student respondents at UNIVEN were neutral (26.6%) and either disagree (23.6%) or strongly disagree (15.9%).

The study by Hardeo (2013) found that students were dissatisfied with the service and found the security officers to be incompetent and untrained.

5.5.3.2.7 University escort service/ transport to off campus student

Student respondents at the UL either strongly agree (41.4%) or agree (25.7%) and respondents at UNIVEN, either disagree (22.9%) or strongly disagree (17.3%) and 20.3% were neutral.

It is always important for universities to accommodate off-campus students with flexible transportation. At the University of Limpopo, off-campus students are always provided with transport. This targets the students who may be studying late after hours. Perhaps from writing late tests or coming out of the library.

5.5.3.2.8 Drug/alcohol education programmes

At UL 27.2% of student respondents were neutral, 21.9% either strongly agree or 20.8% agree and at UNIVEN, 29.2% of student respondents were neutral, 18.1% either strongly agree or 19.6% agree.

According to Muscat (2011), it is most important to combat crime through educating students on how to protect themselves. However, students often become vulnerable to crime when they choose to use alcohol and drugs. Dowdall (2007) postulated that whenever students drink alcohol, they are more likely to commit crimes, they are less likely to be able to identify dangerous situations, and they are less likely to be able to resist victimization attempts.

As indicated by Hardeo (2013), the target of a security mindfulness program is planned for changing human conduct and improving the security of an association. It makes familiarity with the basic dangers that face an association dependent on distinguishing dangers and potential dangers. The RAT suggests that in the absence of capable guardian, criminal actions are likely to occur. This also could suggest that in the absence of the capable guardian, students are likely to become suitable targets.

5.5.3.2.8 Crime reporting

At UL, student respondents were recorded as neutral (30.3%), either strongly agree (22.1%) or agree (20.8%). At UNIVEN, student respondents were neutral (35.8%), either agree (23,2%) or strongly agree (17.7%).

According to Carrico (2016), students now and again feel hesitant to report violations on grounds since they are unsure of how the grounds security workforce will deal with the data. To anticipate any pessimism concerning the treatment of wrongdoing, some will decide not to report the data. The hesitance to report violations or hazardous circumstances on grounds is regularly a marker of an absence of a steady security culture (Carrico, 2016).

The Routine Activity Theory (RAT) notes that in order for criminal behaviours to occur, all three elements should occur, Motivated offender, suitable target as well as absence of capable guardian. Students should be able to trust the security officer's presence on their campuses so that any threats to their personal safety could be reported to either their campus control, University authority or the police.

5.5.3.2.9 Campus camera surveillance

At UL, student respondents either strongly agree (25.1%) or agree (18.6%) and are neutral (24%), whereas UNIVEN, student respondents either strongly agree (27.3%) or agree (22.1%) and neutral (27.3%). Majority of students were uncertain whereas only few did agree. This means there is little knowledge of the whereabout of the campus surveillances.

It could be said that, having installed capable surveillance, criminal tendencies could be reduced. This together with other related stakeholders, including the police could possible deter criminal behaviuors on campus. The study by Kahari (2010) recommended that the University of Cape Town (UCT) should ensure that there are CCTV cameras in placed both on and around the University residences. This of course without any doubts could reduce possible threats of campus safety. It is for this reason that the rat postulated, in the absence of capable guardian there could be possible suitable targets. which then means students are likely to be victimised.

5.5.3.2.10 Security alert notices

At UL student respondents were recorded as neutral (24.5%), strongly agree (21%) or agree (19%). While at the UNIVEN, student respondents were recorded as neutral (34.3%), either agree (22.9%) or strongly agree (18.5%) that there are security alerts and notices at their respective campuses.

Furthermore, these results are supported by Amoatemaa, Kyeremeh and Arthur (2017) who found that bushy areas, lack of CCTV, absence of police patrols and emergency phones to call security were the major factors contributing to students feeling of insecure.

Muscat (2011) correctly noted that communication on its entirely has become one of the most widely used methods in campus safety. This suggests that without better communication on issues of safety, students might be vulnerable to risk of victimisation. An emergency mass notification and communication system are not only helpful in the event of a campus emergency, but also for any other reason the campus community needs to be alerted (Muscat, 2011). In the present of newly advanced

technology, some institutions use email mailing lists, blackboards to name but a few. This could strengthen campus communications.

Table 11.

Factors associated to students' victimisation (on campus)

Contributions of students sense of safety on campus

Factor	University of Limpopo										University of Venda									
	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree		Strongly agree		Agree		Neutral		Disagree		Strongly Disagree	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Visibility of security officials on campus	195	35.6	182	33.2	108	19.7	35	6.4	28	5.1	50	18.5	75	27.7	86	31.7	41	15.1	19	7.0
Visibility of emergency blue phone on campus	101	18.4	92	16.8	123	22.4	87	15.9	145	26.5	64	23.6	67	24.7	45	16.6	50	18.5	45	16.6
Lighting of campus walkaways and grounds	186	34.0	133	24.3	121	22.1	57	10.4	50	9.1	57	21.0	81	29.9	77	28.4	30	11.1	26	9.6
Lighting of University parking lots	145	26.5	126	23.0	143	26.1	74	13.5	59	10.8	55	20.3	83	30.6	70	25.8	44	16.2	19	7.0
Requirement of campus ID for access to student	209	38.2	130	23.8	109	19.9	54	9.9	45	8.2	68	25.1	80	29.5	65	24.0	30	11.1	28	10.3
Visibility of local police in the Surrounding area	115	21.0	107	19.5	131	23.9	115	21.0	80	14.6	30	11.1	62	22.9	72	26.6	64	23.6	43	15.9
University escort service/ transport to off campus student	227	41.4	141	25.7	95	17.3	47	8.6	38	6.9	49	18.1	59	21.8	55	20.3	62	22.9	46	17.0
Drug/alcohol education programmes	120	21.9	114	20.8	149	27.2	85	15.5	80	14.6	49	18.1	53	19.6	79	29.2	62	22.9	28	10.3
Crime reporting	121	22.1	114	20.8	166	30.3	84	15.3	63	11.5	48	17.7	63	23.2	97	35.8	44	16.2	19	7.0
Campus camera surveillance	138	25.1	102	18.6	132	24.1	90	16.4	86	15.7	74	27.3	60	22.1	74	27.3	37	13.7	26	9.6
Security alert notices	115	21.0	104	19.0	134	24.5	113	20.6	82	15.0	50	18.5	62	22.9	93	34.3	37	13.7	29	10.7

5.5.3.3 To investigate safety issues and concerns of students

In order to investigate safety issues and concerns with respect to security, Table 12 below presents five Likert -scale expressions by the student respondents surveyed.

5.5.3.3.1 Lighting on campus

At UL, student respondents recorded neutral (27.2%), and either satisfied (34.3%) or extremely satisfied (17.7%), while at UNIVEN, student respondents recorded neutral (37.6%), either satisfied (29.9%) or extremely satisfied (15.5%). Student respondents at UL (52%) and UNIVEN (45%) indicated that they are either extremely satisfied or satisfied with on-campus lighting. As such above, majority of students at UNIVEN students are either uncertain or dissatisfied with on-campus lighting.

5.5.3.3.2 Visibility of blue lights

At UL, student respondents recorded being extremely dissatisfied (31.6%) or dissatisfied (28.3%), while at UNIVEN, student respondents recorded being neutral (25.5%), or either extremely satisfied (24.7%) or satisfied (23.2%) with the visibility of blue lights. Based on this results, majority of students were not aware of the visibility of blue lights installed on their respective campus.

5.5.3.3.3 Location of blue lights

At UL, student respondents recorded being neutral (32.5%), or either extremely dissatisfied (31.6%) or dissatisfied (20,1%), while at UNIVEN student respondents recorded being neutral (31,7%), or either extremely dissatisfied (22.1%) or dissatisfied (21.4%) with the location of blue lights.

This corroborates with the survey results from Ratti (2010) study on student perceptions of campus safety which revealed that the majority of students never utilise the campus security services included in the survey (campus police, blue light system, emergency phone service, campus safety escorts, and self defense classes). The same study, 98 percent of students have never used the blue light system, and 85 percent have never used a campus safety escort. This study further found out that, 94 percent of students surveyed have never used the emergency phone services

5.5.3.3.4 Presence of police on and around campus

At UL, student respondents recorded being neutral (27.9%), or either satisfied (26.5%) or extremely satisfied (19.7%) with the presence of police on or around campus. While at UNIVEN, student respondents recorded being neutral (35.4%) and either satisfied (22.1%) or extremely satisfied (12.5%) with the presence of police. Student respondents at UL (46.2%) and UNIVEN (34.6%) indicted that they were either extremely satisfied or satisfied with the presence of the police on campus or around campus.

The finding of this study reveals that the majority were either extremely dissatisfied or dissatisfied with the presence of police on or around campus. The study by Ratti (2010) revealed that the students could rarely see presence of campus police officers while on campus. This therefore suggest that the participants have little knowledge on campus patrolling. The study by Fletcher and Bryden (2007) found that the majority of people were aware of campus security and foot patrols, but fewer people had actually used either of these services.

5.5.3.3.5 Visible police/security officers patrolling in and around campus

At UL, student respondents recorded being neutral (26.8%), or either satisfied (22.6%) or extremely satisfied (20.1%). While at UNIVEN, the respondents recorded neutral (35.1%) and either satisfied (19.6%) or extremely satisfied (16.2%).

The study by Foster (1986) noted that the campus officer's position and responsibility has been viewed by the community as unimportant and/or unnecessary, and it further hinders the officer's development of self-confidence, professional pride, and feeling of occupational worth. Pennie (2017) notes that more colleges and universities are moving towards employing sworn police officers, it is apparent that the complacent culture of campus policing continues to impact perceptions of security services on campuses.

Table 12.
Students' safety issues and concerns

Safety issues and concerns of students

University of Limpopo										University of Venda									
Extremely satisfied		Satisfied		Neutral		Dissatisfied		Extremely dissatisfied		Extremely satisfied		Satisfied		Neutral		Dissatisfied		Extremely dissatisfied	
Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Lighting on campus																			
97	17.7	188	34.3	149	27.2	78	14.2	36	6.6	42	15.5	79	29.2	102	37.6	29	10.7	19	7.0
Visibility of blue lights																			
27	4.9	50	9.1	142	24.9	155	28.3	173	31.6	24	8.9	48	17.7	69	25.5	63	23.2	67	24.7
Location of blue lights																			
37	6.8	50	9.1	178	32.5	110	20.1	173	31.6	25	9.2	42	15.5	86	31.7	58	21.4	60	22.1
Presence of police in and around campus																			
108	19.7	145	26.5	153	27.9	81	14.8	61	11.1	34	12.5	66	24.4	96	35.4	35	12.9	40	14.8
Visible police/securities patrolling on campus and around campus																			
110	20.1	124	22.6	147	26.8	92	16.8	75	13.7	44	16.2	53	19.6	95	35.1	38	14.0	41	15.1

5.5.3.4 The statistical table below presents the students' perception of safety at the Universities of Limpopo and Venda respectively

5.5.3.4.1 I feel that this campus is safe

At UL, the majority of student respondents recorded either agree (37%) or strongly agree (15.1%) and 32% were neutral. While at UNIVEN, respondents recorded that they either agree (37.6%) or strongly agree (13.7%) and neutral (31.7%). Student respondents feel that the universities of Limpopo (52 %) and Venda (51.3 %) are safe.

Most Importantly, a college student commonly sees the school grounds as perilous because of the way that there are individuals from shifting foundations, parcel of outsiders on grounds and the awful occasions that have been happening on grounds (Oluwajan, 2017).

In the study by Chekwa, Thomas, and Jones (2013) on student perceptions about campus safety, found that 70% of students surveyed indicated that campus safety was a vital factor in their choosing a college. Of students who reported feeling unsafe on campus, 35% contemplated withdrawing from the institution. Hollis (2010) highlighted that students generally feel safe on campus and rely heavily on and trust universities to provide them with the information they need to feel safe on campus. He further noted that these students do gain more experience with violence during their undergraduate experience. As they gain this experience, their perception of safety and faith in their university to keep them safe drops accordingly.

According to Agubokwu (2016), the Routine Activity Theory is relevant in studies of student safety. This Routine Activity Theory is also applicable to students who are exposed to meeting places such as classrooms, parking lots and other places within and outside the campus. For a crime to occur, be it physical or related to property, a likely offender will be present for the purpose of committing crime if a potential victim is present and there is no capable guardianship.

5.5.3.4.2 I feel safe being alone on campus during day light hours

At UL, the majority of student respondents recorded that they either agree (41.4%) or strongly agree (36.9%), while at UNIVEN, student respondents recorded that they either agree (39.5%) or strongly agree (24.7%) that they feel safe being alone. Student respondents feel safe being alone on campus at UL (78%) and UNIVEN (64.2%).

Additionally, colleges and universities are assumed to be safe places for students, but recent incidents of crime in higher education institutions have generated concern by parents and students alike (Agubokwu, 2016). In South Africa likewise, institutions of higher learning have recently been confronted by criminal victimisation.

The study conducted in Ghana by Owusu, Akoto and Abnory (2016) on examining the personal beliefs of students concerning safety on campus both during the day and at night, the overall results of the survey show that 416(89.1%) of students surveyed believe that their safety on University of Cape Coast Campus (UCC) was good during the day. The same could not be said about the night as 413(88.4%) considered their safety on campus as bad. The study revealed that majority of the students who felt the least safe on campus during the night was non-residential students. researchers can state therefore that student's perception of safety on UCC campus is to a large extent dependent on what time of the day it is and which part of campus they lived, residential or non-residential.

5.5.3.4.3 I feel safe being alone on campus after dark

At UL, student respondents recorded being neutral (28.1%), or either disagree (22.6%) or strongly disagree (15.7%). While at UNIVEN, students recorded either disagree (25.8%) or strongly disagree (12.9%) and some respondents recoded being neutral (24%). Student respondents at both Universities feel unsafe being alone on campus after dark.

The above finding corroborates with the findings of the study conducted by Fletcher and Bryden (2007). They found that participants were dissatisfied with the safety features on campus such as lighting, signage and the availability of emergency

phones. The study by Ross and Rasool (2019) found that students were unfortunately vulnerable to crime both on and off campus, including in their residences and communes. Some students were held up at gun or knife point, with serious impacts.

5.5.3.4.4 I avoid being alone in certain areas of campus due to safety concerns during day light hours

At UL, the majority of student respondents recorded being neutral (23%), or either agree (21.5%) or strongly agree (18.8%), while at UNIVEN student respondents recorded either agree (28.8%) or strongly agree (19.9%) and being neutral (25.5%).

Essentially, student respondents do avoid being alone in certain areas of their campus while the majority of them were unsure. In their study about assessing safety: a campus-wide initiative, Baker and Boland (2001) surveyed 460 undergraduate students and 158 faculty and staff and found that 69% of students and 54% of faculty and staff did not walk alone when on campus. These researchers were not specific whether it was during the day or at night.

5.5.3.4.5 I avoid being alone in certain areas of campus due to safety concerns after dark

At UL, the majority of student respondents recorded that they either strongly agree (32.8%) or agree (26.6%), while at UNIVEN student respondents recorded that they either strongly agree (32.1%) or agree (29.2%). Student respondents avoid being alone in certain areas of campus due to their safety concerns after dark, UL (59.4%) and UNIVEN (61.3%)

5.5.3.4.6 I carry something for personal defence, e.g. pepper spray, key held in a defensive manner, stun gun, knife, firearm

At UL, the majority of student respondents recorded either strongly disagree (50 %) or disagree (26.1%), while at UNIVEN student respondents recorded either disagree (32%) or strongly disagree (20.3%).

According to Krauss (2013), when individuals are fearful of crime, they may undertake a variety of precautions or behavioural constraints in order to feel safer or to try and actually be safer. These efforts can include many safety measures, such as carrying mace or avoiding certain campus buildings.

5.5.3.4.7 I believe that appropriate action would be taken if I reported a crime to University authorities or the police

At UL, the majority of student respondents recorded being neutral (28.8 %) and either agree (28.6%) or strongly agree (20.8%). While at UNIVEN, student respondents recorded being neutral (28.4 %), or either agree (22.5%) or strongly agree (22.5%). At UL, 49.4% of student respondents and 45% of respondents at UNIVEN either strongly agreed or agreed that appropriate action would be taken if they reported a crime to the University authorities or the police.

The study by Kahari (2010) considered encounters of wrongdoing by students at the University of Cape Town and found that not all violations were accounted for to the police because the episode was viewed as excessively unimportant or the conviction that there was nothing the police could do. This suggests that at times, students have no faith in either campus security or the police. As such, Cohen and Felson's (1979) theory postulate that the capable guardian supposed to offer protection, but in line with the finding above, students' safety seems to have been compromised.

5. 5.3.4.8 I feel that residing off-campus is safer than on-campus

At UL, the majority of student respondents recorded either strongly disagree (50.5%) or disagree (21.7%). While at UNIVEN, student respondents recorded either strongly disagree (32.5%) or disagree (21.4%). The majority of the students from both Universities of Limpopo (72.2%) and Venda (53.9%) feel that residing off campus is not safer than residing on-campus.

5.5.3.4.9 My University is located in a safe neighbourhood

At UL, the majority of student respondents recorded either strongly disagree (33.8%) or disagree (26.8%). While at UNIVEN student respondents recorded either strongly

disagree (28.4%) or disagree (24%). The findings reveal that both institutions are located in unsafe neighbourhoods.

According to Oluwajana (2017), it is the responsibility of respective institutions to ensure that campuses are conducive environments where knowledge can be acquired without any fear of harm to the student. These includes the protection of classrooms, campus grounds, parking lords, the nearby community among others. Despite the fact that colleges and universities are moderately more secure than the urban communities they are situated in and some of them are looked with moves extraordinary to their environment (Oluwajana,2017).

Should the above mentioned be compromised, the students' safety could also be threatened. According to Cohen and Felson (1979), In order for crime to occur there should be suitable targets. In line with this study, suitable targets would be students and the potential offender could be anyone, either a fellow student or a non-student.

Table 13.

Students' perception of safety

Students' perception of safety

Statement	University of Limpopo										University of Venda									
	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree		Strongly agree		Agree		Neutral		Disagree		Strongly Disagree	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
I feel that this campus is safe	83	15.1	203	37.0	179	32.7	66	12.0	17	3.1	37	13.7	102	37.6	86	31.7	32	11.8	14	5.2
I feel safe being alone on campus during daylight hours	202	36.9	227	41.4	71	13.0	32	5.8	16	2.9	67	24.7	107	39.5	52	19.2	29	10.7	16	5.9
I feel safe being alone on campus after dark	64	11.7	120	21.9	154	28.1	124	22.6	85	15.7	24	8.9	77	28.4	65	24.0	70	25.8	35	12.9
I avoid being alone in certain areas of campus due to safety daylight concerns during hours	103	18.8	118	21.5	126	23.0	115	21.0	86	15.7	54	19.9	78	28.8	69	25.5	54	19.9	16	5.9
I avoid being alone in certain areas of campus due to safety concerns after dark	108	32.8	146	26.6	102	18.6	68	12.4	52	9.5	87	32.1	79	29.2	49	18.1	39	14.4	17	6.3
I carry something for personal defence (pepper spray, stun, gun, knife, firearm etc)	38	6.9	41	7.5	52	9.5	143	26.1	274	50.0	43	15.9	41	15.1	45	16.6	87	32.1	55	20.3
I believe that appropriate action would be taken if I reported a crime to the University authorities or police	114	20.8	157	28.6	158	28.8	66	12.0	53	9.7	61	22.5	61	22.5	77	28.4	49	18.1	23	8.5
I feel that residing off campus is safer than on campus	34	6.2	35	6.4	82	15.0	119	21.7	277	50.5	35	12.9	33	12.2	57	21.0	58	21.4	88	32.5
My University is in the safe neighbourhood	39	7.1	56	10.2	121	22.1	147	26.8	185	33.8	28	10.3	47	17.3	54	19.9	65	24.0	77	28.4

5.5.3.5 The perception of Crime incidents by the students residing either on-campus or off -campus

Fox, Nobles and Piquero (2009) point out that the impact of sexual assault on fear has been identified as an explanation of the fear-crime paradox in which women are victimised by crime less often than men but are more fearful. They further stress that although the impact of sexual victimisation has received some research attention, other forms of victimisation are typically overlooked. These are a relationship between fear of crime and victimisation by stalking, physical assault and sexual assault, among other types of specific crimes.

The following tables present the statistical overall results of crime incidents as perceived by students at both universities:

5.5.3.5.1 Most concerned crime incidents on-campus residences

Table 14 below presents the student respondents who indicated that the following crime incidents are of the greatest concern while on campus:

- Sexual harassment at UL (42.1%) and UNIVEN (61.6%).
- Rape at UL (31.2%) and UNIVEN (61%).
- Robbery (39.5%) and UNIVEN (77%).
- Theft at UL (63.8%) and UNIVEN (82%).
- Burglary at UL (35.5%) and UNIVEN (63%).
- Dating violence at UL (47.8%) and UNIVEN (65%).
- Stalking at UL (52.2%) and UNIVEN (65%).

From the above crime incidents, it can safely be said that student respondents at the University of Venda who reside on campus indicated that they are most concerned with all the mentioned incidents when compared to those respondents at UL. The majority of student respondents at UNIVEN (82%) indicated that their greatest concern was theft compared to UL (63.8%). Correspondingly with the findings of the study by Vaphi (2016) on lifestyle and its contribution to personal victimisation among students at the University of Fort Hare in Alice campus, which further found that the majority (79%) of participants

have been victims of theft on campus, and other (21%) respondents reported that they have never been victims of theft on campus.

According to Fisher, Cullen and Turner (2000:18), the "majority of sexual victimisations, especially rapes and physically coerced sexual contact, occurred in living quarters. Almost 60% of the completed rapes that occurred on campus took place in the victim's residence, 31% occurred in other living quarters on campus, and 10.3%took place in a fraternity". They also found that off-campus sexual victimisations, especially rapes, also occurred in residences.

Furthermore, stalking violence victims can experience many behaviour changes to avoid contact with perpetrators, which results in a disruption of their daily routine, general distress, and can lead to Post-traumatic stress disorder (PTSD), clinical depression, and a decline of physical health (Miller, 2011).

Table 14.
On-campus crime incidents from students' perception by University
(in percentages)

	University of Limpopo		University of Venda	
Crime incident	Frequency	Percentage (%)	Frequency	Percentage (%)
Sexual harassment	127	42.1	69	61.6
Rape	94	31.2	61	54.5
Robbery	119	39.5	77	68.8
Theft	192	63.8	92	82.1
Burglary	107	35.5	63	56.3
Dating violence	144	47.8	65	58.0
Stalking	157	52.2	63	56.3

5.5.3.5.2 Most concerned crime incidents on off-campus residences

Table 15 below presents student respondents who indicated that the following crime incidents are the greatest concern while off campus:

- Sexual harassment at UL (45.7%) and UNIVEN (45.3%).
- Rape at UL (50.6%) and UNIVEN (49.1%).
- Robbery (75.3%) and UNIVEN (59.7%).
- Theft at UL (76.9%) and UNIVEN (62.9%).
- Burglary at UL (63.9%) and UNIVEN (52.2%).
- Dating violence at UL (30%) and UNIVEN (41.5%).
- Stalking at UL (45.5%) and UNIVEN (35.5%).

From the above incidents, the majority of students at UL indicated that their greatest concern was robbery (75%) and theft (76.9%) at off-campus residences. Contrary to the findings of the study by Vaphi (2016) on lifestyle and its contribution to personal victimisation among students at the University of Fort Hare in Alice campus, which found that the majority (65%) of the respondents stated that they had been victims of robbery off-campus, whereas (35%) of the participants reported that they had never been robbed off campus.

Table 15.

 Off-campus crime incidents from students' perception by University (in percentages)

	University of Limpopo		University of Venda	
Crime incident	Frequency	Percentage (%)	Frequency	Percentage (%)
Sexual harassment	113	45.7	72	45.3
Rape	125	50.6	78	49.1
Robbery	186	75.3	95	59.7
Theft	190	76.9	100	62.9
Burglary	156	63.2	83	52.2
Dating violence	74	30.0	66	41.5
Stalking	112	45.5	56	35.2

5.5.3.6 Chi-square tests on crime incidents that are the biggest concern about while on- and off-campus

The statistical results (see table 16 below) revealed that for on-campus and off-campus of both universities, the majority of female students were most concerned about sexual harassment. Thus, at UL on-campus (64.6 %) and off campus (71.7 %), while at UNIVEN on campus (72.5 %) and off-campus (66.7 %). The on-campus chi-square value of (x^2 = 7.907; p = .019) which is statistically significant. While the off -campus chi-square value (x^2 = 18.035; p = .000) is also statistically significant.

Furthermore, data generated from Kabaya's (2016) study entitled *understanding sexual harassment amongst students at a selected University of KwaZulu-Natal campus,* indicated that students hold a diverse range of understanding of sexual harassment. The same study also found that sexual harassment was prevalent on campus. Female students faced sexual harassment from men who were perceived to have more power than them. On the other hand, some men faced sexual harassment from both men and women. Some gays and lesbians were found to be vulnerable to sexual harassment mainly because of their sexual orientation.

Moreover, other possible causes for women's heightened fear of crime are that women suffer more daily, low-level victimisation (such as sexual harassment) than men, women fear sexual assault, which is generally not perceived as a threat to men, and that women fear unusual, serious crimes, which often involve female victims and are exaggerated in the media (Ratti, 2010). This could Further be highlighted by Shafer (2007) when stated that women on college campuses face more of a risk for rape than those not on a college campus. It is highly probable that the increased risk of crime against women on college campuses is the direct cause for their lessened perception of safety.

Table 16.
 Sexual Harassment by University and residential area

	University of Limpopo		University of Venda			
Sexual harassment						
	Female Student (%)	Male Students (%)	Female Student (%)	Male Students (%)	Statistics	
On-campus						
Yes	64.6	35.4	72.5	27.5	$x^2 = 7.907$	$p = .019$
No	52.3	47.7	62.8	37.2		
Off-campus						
Yes	71.7	28.3	66.7	33.3	$x^2 =$	$p = .000$
No	45.5	54.5	54.0	46.0	18.035	

Similarly, the statistical results further revealed that of the on- and off-campus respondents of both universities, the majority of female students were most concerned about rape. Thus, at UL on-campus (68.1%) and off-campus (67.2%), while at UNIVEN on campus (73.8%) and off-campus (65.4%). The on-campus chi-square value of ($x^2 = 9.954$; $p = .002$) which is statistically significant. While the off-campus chi-square value ($x^2 = 11.039$; $p = .001$), is also statistically significant.

Table 17.
 Rape by University and residential area

University of Limpopo		University of Venda		Statistics	
Female Student (%)	Male Students (%)	Female Student (%)	Male Students (%)		
On-campus					
68.1	31.9	73.8	26.2	$x^2 = 9.954$	$p = .002$
52.7	47.3	62.7	37.3		
Off-campus					
67.2	32.8	65.4	34.6	$x2$	$p = .001$
47.5	52.5	54.3	45.7	$= 11.039$	

Furthermore, the statistical results (see table 18 below) revealed that on-campus and off-campus respondents of both universities, the majority of female students were most concerned about robbery. Thus, at UL on-campus (54.6 %) and off campus (58.1 %), while at UNIVEN on campus (67.5 %) and off-campus (57.9 %). The on-campus chi-square value of ($x^2 = 0.110; p = .740$) which is not statistically significant. While the off-campus chi-square value ($x^2 = 0.051; p = .822$), which is also not statistically significant.

Table 18.

Robbery by University and residential area

	University of Limpopo		University of Venda			
Robbery						
	Female	Male	Female	Male	Statistics	
	Student (%)	Students (%)	Student (%)	Students (%)		
On-campus						
Yes	54.6	45.4	67.5	32.5	$x^2 = 0.110$	$p = .740$
No	59.3	40.7	71.4	28.6		
Off-campus						
Yes	58.1	41.9	57.9	42.1	$x^2 = 0.051$	$p = .822$
No	55.7	44.3	62.5	37.5		

The statistical results (see table 19 below) further revealed that of the on-campus and off-campus respondents of both universities, the majority of female students were mostly concerned about theft. Thus, at UL on-campus (54.2 %) and off campus (56.3 %), while at UNIVEN on campus (68.5 %) and off-campus (59 %).

Fox, Nobles and Piquero (2009) keep up that encounters of wrongdoing, especially theft of contraptions, for example, cellphones and laptops (PCs), influence students' scholarly presentation on college grounds as it compounds the current worries of college life. According to Owusu, Akoto, and Abnory (2016), there are important things students can and are supposed to do and abide by to avoid being a victim of theft or a more serious crime: students especially are often urged to lock their room door when they are asleep or out of their room even when out for a few minutes. Students are admonished also not to leave their personal property unattended anywhere that has public access, such as libraries, cafeterias, lecture theatres, and the like

The on-campus chi-square value of ($x^2 = 1.139$; $p = .286$) which is not statistically significant. While the off-campus chi-square value ($x^2 = .536$; $p = .464$), is also not statistically significant.

Table 19.

Theft by University and residential area

	University of Limpopo		University of Venda		Statistics	
Theft						
	Female Student (%)	Male Students (%)	Female Student (%)	Male Students (%)	Statistics	
On-campus						
Yes	54.2	45.8	68.5	31.5	$x^2 = 1.139$	$p = .286$
No	63.3	36.7	70.0	30.0		
Off-campus						
Yes	56.3	43.7	59.0	41.0	$x^2 = 536$	$p = .464$
No	61.4	38.6	61.0	39.0		

The statistical results (see table 20 below) further revealed that the majority of female students were concerned about burglary while on-campus rather than off-campus. Thus, at UL on campus (57.9 %) and UNIVEN on- campus (69.8 %). At UL off- campus (56.4%) and at UNIVEN off-campus (57.8 %). The on-campus chi-square value of ($x^2 = 0.401$; $p = .527$) is not statistically significant. While the off -campus chi-square value ($x^2 =$

1.164; $p = .559$), is also not statistically significant

Table 20.

Burglary by University and residential area

	University of Limpopo		University of Venda			
Burglary						
	Female Student (%)	Male Students (%)	Female Student (%)	Male Students (%)	Statistics	
On-campus						
Yes	57.9	42.1	69.8	30.2	$x^2 = 0.401$	$p = .527$
No	57.2	42.8	67.3	32.7		
Off-campus						
Yes	56.4	43.6	57.8	42.2	$x^2 = 1.164$	$p = .559$
No	58.9	41.1	61.8	38.2		

Furthermore, the statistical results (see table 21 below) revealed that the majority of female students were concerned about dating violence both on-campus than off-campus. Thus, at UL on campus (56.3 %) and UNIVEN on-campus (72.3 %). At UL off-campus (55.4 %) and at UNIVEN off-campus (57.6%). The on-campus chi-square value of ($x^2 = .090$; $p = .765$) is not statistically significant. While the off -campus chi-square value ($x^2 = 1.014$; $p = .602$), is also not statistically significant.

Table 21.
Dating violence by University and residential area

	University of Limpopo		University of Venda		Statistics	
Dating violence						
	Female Student (%) (%)	Male Students (%) (%)	Female Student	Male Students		
On-campus						
Yes	56.3	43.7	72.3	27.7	$x^2 = .090$	$p = .765$
No	58.6	41.4	63.8	36.2		
Off-campus						
Yes	55.4	44.6	57.6	42.4	$x^2 = 1.014$	$p = .602$
No	58.1	41.9	61.3	38.7		

Moreover, the statistical results (see table 22 below) revealed that the majority of female students were concerned about stalking both on-campus and off-campus. Thus, at UL on-campus (59.9%) and UNIVEN on- campus (69.8%). At UL off- campus (63.4%) and at

UNIVEN off-campus (53.6%). The on-campus chi-square value of ($x^2 = .0949$; $p = .330$) is not statistically significant. While the off-campus chi-square value ($x^2 = 0.403$; $p = .526$), is also not statistically significant.

Table 22.
Stalking by University and residential area

	University of Limpopo		University of Venda			
Stalking						
	Female Student (%)	Male Students (%)	Female Student (%)	Male Students (%)	Statistics	
On-campus						
Yes	59.9	40.1	69.8	30.2	$x^2 = .949$	$p = .330$
No	54.9	45.1	67.3	32.7		
Off-campus						
Yes	63.4	36.6	53.6	46.4	$x^2 = 0.403$	$p = .526$
No	52.2	47.8	63.1	36.9		

5.5.3.7 To determine whether age, gender and year of study influence students' perceptions about safety

The results (see table 23 below) of this study reveal that students at both universities have either a positive perception (44.9 %) or a negative perception (44.4 %) of safety and only a few students were neutral (10.6 %). However, as can be seen from the table and figure below the difference between students who were positive and negative is not much (0.4 %).

Table 23.
Influence on Students' perception of safety (in percentage)

	Frequency	Percent
Positive perception	368	44.9
Neutral	87	10.6
Negative perception	364	44.4
Total	819	100

5.5.3.7.1 Association between demographic factors such as age, gender and year of study on a student's perception of safety

The table 24 below provides an association between gender and students' perceptions of safety. These results reveal that there were more female students (232=47.6 %) than male students (136=40.9 %) with a positive perception of safety.
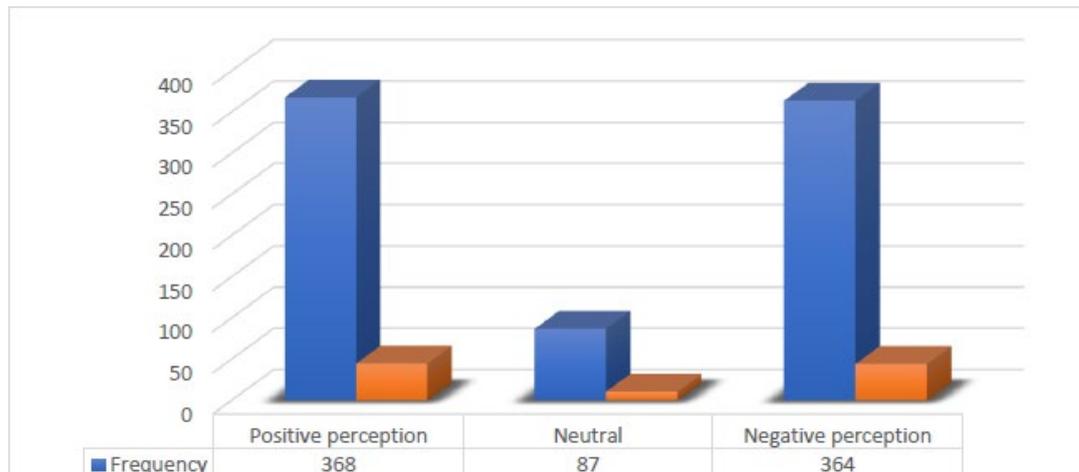

Figure 14 Influence on perception of safety

Table 24.
Association between gender and students' perceptions of safety

		Perception			
		Positive perception	Neutral	Negative perception	Total
What is your gender?	Male	136	38	158	332
	Female	232	49	206	487
Total		368	87	364	819

Table 25 below shows that P = 0.169, using chi-squared test X^2= 3.557, this implies that gender has no influence on students' perceptions of safety.

Table 25.

Chi-Square Tests' influence on gender

|	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.557[a]	2	.169
Likelihood Ratio	3.566	2	.168
Linear-by-Linear Association	3.159	1	.076
N of Valid Cases	819		
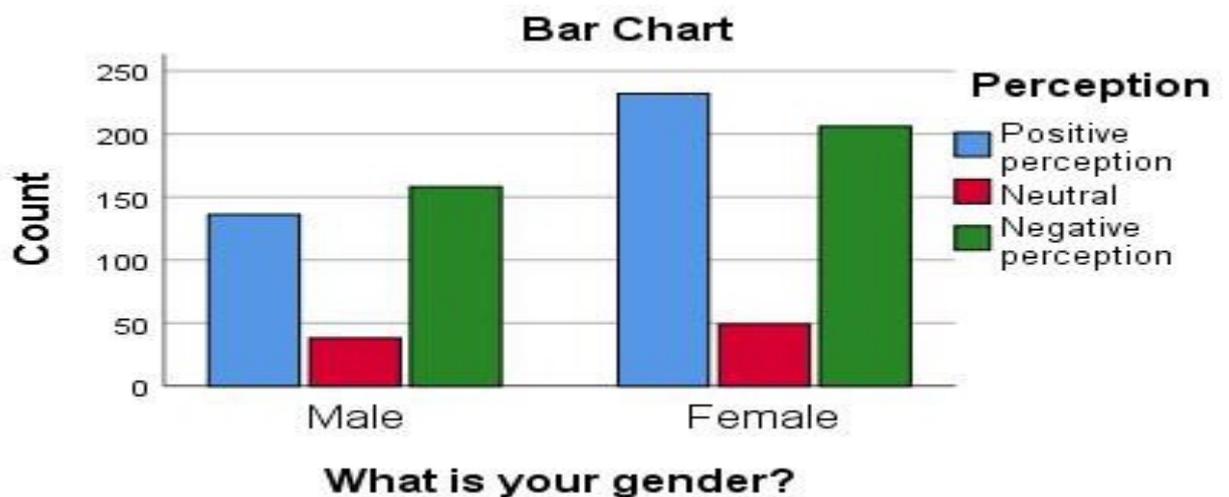
Figure 15. Gender influence on students' perceptions

5.5.3.7.2 Association between age group and students' perceptions of safety

The table below presents the association between age group and students' perceptions of safety. The results show that the majority of student respondents between the ages of 20-30 (232 students) had a positive perception compared to those younger than 20 years old (110 students), those between the ages of 31 and

40 years old (23 students) and those older than 40 (3 students).

Table 26.
 Association between age-group and influence on students' perception

		Perception			
		Positive perception	Neutral	Negative perception	Total
Age	< 20 years	110	22	95	227
	20 - 30 years	232	62	265	559
	31 - 40 years	23	2	3	28
	> 40 years	3	1	1	5
Total		368	87	364	819

Table 27 below shows that P = 0.002, using chi-squared test X^2= 21.293, this implies that age has an influence on students' perceptions of safety.

Table 27.
Chi-Square Tests on age group' influence

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.293[a]	6	.002
Likelihood Ratio	22.881	6	.001
Linear-by-Linear Association	.476	1	.490
N of Valid Cases	819		
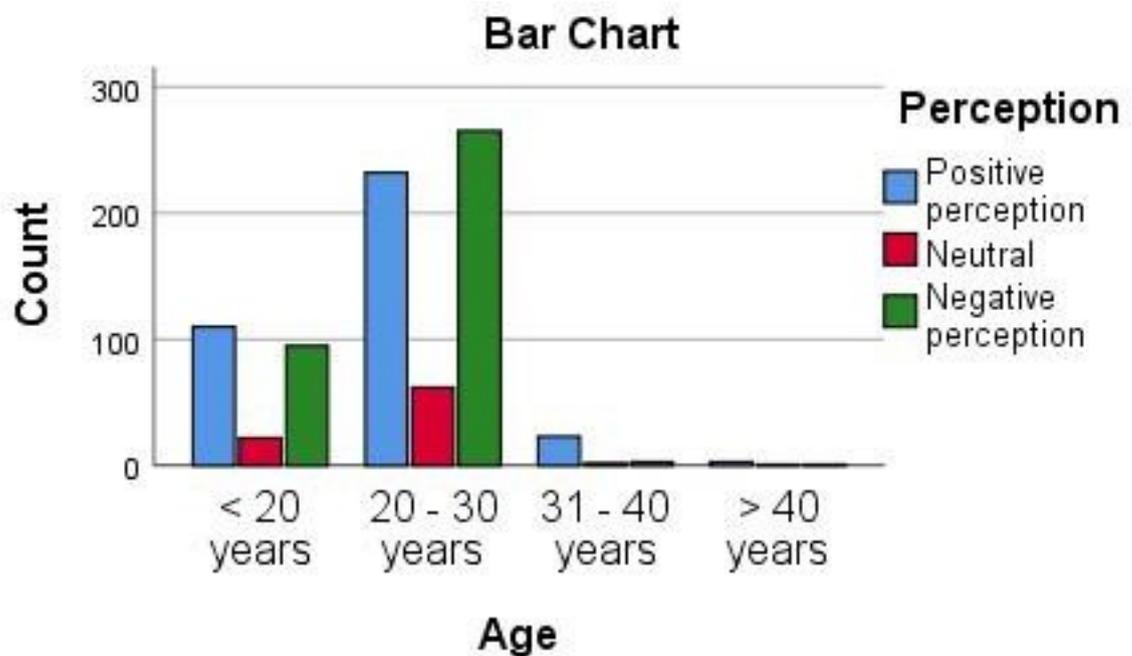
Figure 16. Age group influence on students' perceptions

5.5.3.7.3 Association between study level and students' perceptions of safety

The below table presents whether students' study level has an influence on their perception. Of 819 student respondents, the majority (150) had a positive perception at their first level, followed by second level (96), third level (67), fourth (32), and only thirty-two (23) student respondents were at their postgraduate level.

Table 28.

 Influence on students' perceptions by study level

		Perception			
		Positive perception	Neutral	Negative perception	Total
Study level	First level	150	29	122	301
	Second level	96	12	105	213
	Third level	67	30	73	170
	Fourth level	32	10	38	80
	Postgraduate level	23	6	26	55
Total		368	87	364	819

Table 29 below shows that P = 0.013, using chi-squared test X^2= 19.267, this implies that level of study has an influence on students' perceptions of safety

Table 29.
Chi-Square Tests result by study level

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.267[a]	8	.013
Likelihood Ratio	18.981	8	.015
Linear-by-Linear Association	2.821	1	.093
N of Valid Cases	819		
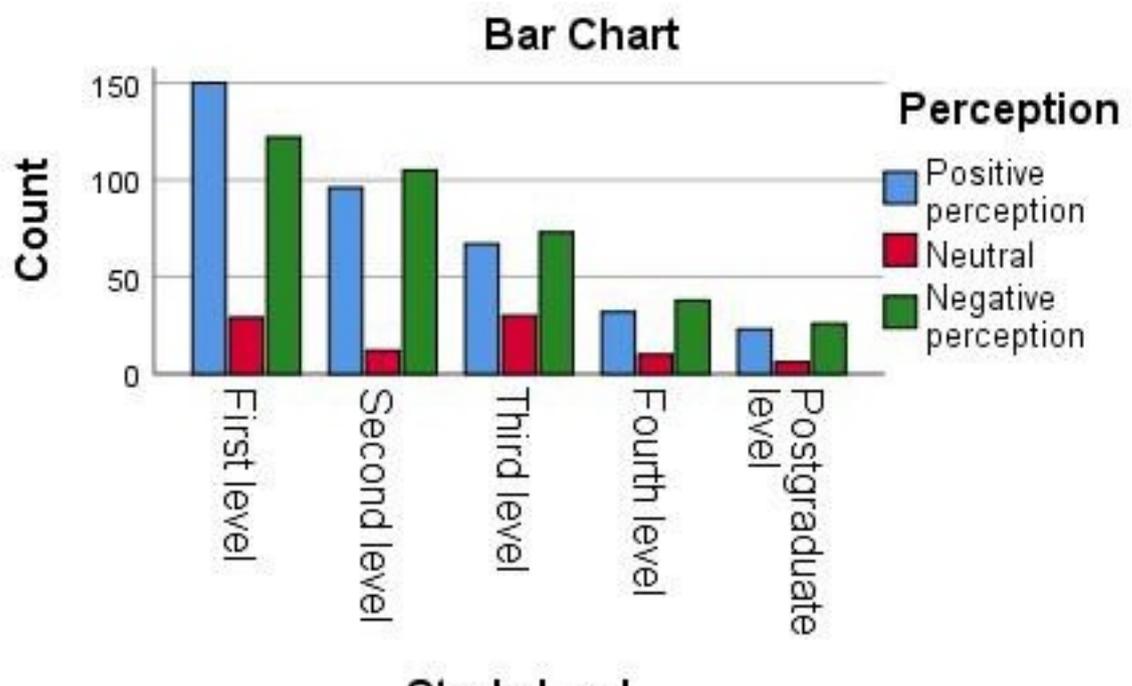
Figure 17. Influence on study level

5.5.3.8 INTERNAL RELIABILITY COEFFICIENTS

In this study, the researcher used 5 Likert-type items from "strongly agree" to "strongly disagree" and "extremely satisfied" to "extremely dissatisfied". Therefore, it is important to calculate and report Cronbach's Alpha coefficient for internal consistency reliability. Table 30 below displays the reliability of the scales comprising of factors associated with students' victimisation (15 items), safety issues and concerns of students (5 items), as well as students' perceptions of safety (9 items).

Thus, by using Cronbach's Alpha at the overall of 0.813.

Table 30.
 Reliability testing

Items	Cronbach Alpha	Inter-item correlations	No. items
Factors associated with students' victimisation	0.805	0.214	15
Safety issues and concerns of students	0.732	0.361	5
Students perceptions of safety	0.479	0.097	9
Overall	0.813	0.129	29

5.6 SUMMARY OF CHAPTER 5

In the initial approach (qualitative results), the majority of students at both the Universities of Limpopo and Venda felt that their campuses were safe. However, one student at UL pointed out that during social events such as the Fresher's ball (party meant for welcoming first years) it is not safe at all and another at UNIVEN also highlighted that during university recess they do not feel safe. Further, students are fearful of crime at night, especially when coming from the library. As such, some students resort to carry stones, empty bottles and knives for their own personal safety. In spite of this, they still believe that their campuses are safe. This approach reveals that the majority of students were victims of crime while off- campus. However, it was found that students do not report their criminal incidences to either the police or campus authority. This is partly due to lack of faith therein. Furthermore, alcohol and illicit drugs, lack of sufficient campus lighting, and security or police patrols were among other contributing factors to criminal victimisation.

In the quantitative approach phase, five-scale Likert questions were used to analyse the factors associated with criminal victimisations, students' perceptions of safety, as well as safety issues and concerns. These were presented in tables and figures and analysed and interpreted accordingly.

In the next chapter 6, the discussion of the findings, the conclusion and recommendations will be dealt with.

CHAPTER 6: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

The previous chapter dealt with the presentation and analysis of the data and the interpretation of the findings for both the qualitative and quantitative designs as per the exploratory sequential research design. In this present chapter, the corroboration of research findings for both the qualitative and quantitative phases, a discussion of the mixed methods' findings using Routine Activities Theory (RAT), and recommendations and a conclusion will be discussed.

6.2 RESEARCH FINDINGS

In order for the researcher to draws the necessary conclusions, it is imperative to ensure that the research objectives of this study were met as set out in chapter one.

6.2.1 Qualitative research Findings

The discussions of the following findings were dealt with in section 5.3.1 to 5.3.7 respectively.

6.2.1.1 The majority of students who reside off-campus are vulnerable to criminal behaviours. Indeed, many institutions of higher learning cannot provide accommodation for their students due to lack of sufficient residences on campus.

6.2.1.2   Students believe that being on-campus is safer than being off-campus.

6.2.1.3   Students are more fearful on-campus after dark than during the day.

6.2.1.4 More students were victims of crime off-campus than on-campus. Crimes such as theft, robbery and mugging were recorded.

6.2.1.5 Students do not have faith in reporting criminal incidents to campus control/ the police

6.2.1.6   The study revealed that insufficient lighting, lack of patrolling by the police and security officials on- and off-campus, and alcohol and

illicit substances, are among other factors associated with students' victimisation.

6.2.1.7 Student participants recommended the installation of CCTV, crime awareness programmes, walking in groups at night and the erection of more residences on campus, and patrolling by the police and security officials on- and off-campus as strategies to reduce victimisation of students.

6.2.2 Quantitative Findings as associated with Hypotheses

This study examined the following hypotheses:

H1: Students are injured or hurt because of alcohol or illicit substances

At UL, student respondents recorded that they either strongly disagree (52.6 %) or disagree (15.7 %). Whilst at UNIVEN, student respondents recorded that they either strongly disagree (52%) or disagree (12.9 %). Therefore, the null hypothesis is rejected.

The study on Rowan University students' perceptions of campus safety by Muscat (2011), highlighted that "it is because of the disturbing link between campus crime and student alcohol and drug use that institutions devote resources to educating students on how to protect themselves". The same author further states that it is not feasible to try to stop all college students from drinking alcohol or using drugs; however, if they learn to do so in a safe and responsible way, both the students and the institution benefit.

According to Cohen and Felson (1979), the target can be regarded as suitable if the following components are present, namely, the value, physical visibility, accessibility, and "inertia", the ease at which the target can be acquired. In this finding, it reveals that in some cases where alcohol was involved, for accessibility purposes, the majority of students as indicated above were not accessible. Contrary to this study,

Kristen (2011:19) notes that "student alcohol and drug use is a contributing factor to campus crime and violence; thus, it should be closely monitored at all higher education institutions". Criminal victimisation on college campuses is most closely related to students' alcohol and drug use.

H2: There is sufficient lighting on campus

At UL, student respondents recorded being neutral (27.2%), or either satisfied (34.3%) or extremely satisfied (17.7%), while at UNIVEN, student respondents recorded being neutral (37.6%), or either satisfied (29.9%) or extremely satisfied (15.5%). Student respondents at UL (52%) and UNIVEN (45%) indicated that they are either extremely satisfied or satisfied with on-campus lighting. As such, the majority of students at UNIVEN are either uncertain or extremely satisfied with on campus lighting. The null hypothesis is neither accepted nor rejected.

One of the elements of the RAT is the absence of a capable guardian (in other words protection). Protection is not always be offered by persons, but also technological aids as Cohen and Felson (1979) noted. If the campus has no sufficient lighting at night, students are likely to feel fearful. Therefore, some places without lights may also be dangerous and motivated offenders may take advantage of that particular time and space. This is informed by the fact that the University libraries close late at night and as such, students may struggle walking alone to their respective residences.

H3: Students use University escort transport at night

Student respondents at the UL either strongly agree (41.4%) or agree (25.7%) and UNIVEN, either disagree (22.9 %) or strongly disagree (17.3%) or were neutral (20.3%). The null hypothesis is accepted at UL but rejected at UNIVEN.

This finding clearly notes that UNIVEN students are not aware of off-campus transportation at night compared to students at the University of Limpopo. According to the RAT by Cohen and Felson (1979), any person who is able to prevent a crime by his or her presence or direct actions can, therefore, be regarded as a guardian (protection). As mentioned above, the researcher is of

a view similar to the above, escort transport can be regarded as protection as per the clear assertion made above. Failure to provide escort transportation by management is tantamount to lack of protection of their students.

H4: Students are aware of drug/alcohol education programmes

At UL (27.2%) student respondents were neutral, or either strongly agree (21.9%) or agree (20.8%) and at UNIVEN, student respondents were neutral (29.2%), or either strongly agree (18.1%) or agree (19.6%). Neither reject hypothesis nor accept the null hypothesis. This finding indicates that the majority of students were not certain about the drug/alcohol education programmes.

The effectiveness of strategies like awareness programmes is limited, but what about other popular environmental strategies, such as escort services, extra lighting, better landscapes, and increasing campus patrols (Cass, 2007).

In order to ensure that students remain safe at their respective campuses, educational programmes should be implemented and therefore crime activities may be reduced. That being said, students may be aware of some of the techniques that can be used to prevent being victimised.

H5: There is visible police patrolling the surrounding area of the campus

At UL, student respondents recorded being neutral (26.8%), or either satisfied (22.6%) or extremely satisfied (20.1%). While at UNIVEN, the respondents recorded being neutral (35.1%) and either satisfied (19.6%) or extremely satisfied (16.2%). The Null hypothesis is rejected. The majority of students both at UL and UNIVEN were unsure

As the Cohen and Felson (1979) describe protection as "any spatial-temporally specific supervision of people or property by other people, which may prevent the criminal violation from occurring", patrolling by either the police or security officials should be maintained to offer guardianship (protection). In the absence of guardianship, therefore, students are likely to be victimised.

H6: Students are aware of camera surveillance on campus

When student respondents were asked about security camera and surveillance, at UL, student respondents either strongly agree (25.1%) or agree (18.6%) or were neutral (24%), whereas UNIVEN, student respondents either strongly agree (27.3%) or agree (22.1%) and neutral (27.3%). The majority of students were uncertain whereas only a few agreed. The null hypothesis is neither rejected nor accepted, because the majority of students were neutral.

This finding indicates that there was a lower response of camera surveillance on campus at both institutions. According to RAT, lack of a capable guardian may lead to the commission of a crime. In this instance, since less than half of student respondents at UL either strongly agreed or agreed that there is camera surveillance on campus, this finding suggests that the majority of students were either not aware or disagreed that there is camera surveillance on campus. In line with the RAT, camera surveillance is part of providing protection to the university community, students in particular. If there is an unprotected target and there are sufficient rewards, a motivated offender will commit a crime (Gopal & van Niekerk, 2018).

H7: Majority of students feel that their campus is safe

Student respondents feel that the Universities of Limpopo (52%) and Venda (51.3%) are safe. The null hypothesis is accepted at both UL and UNIVEN

According to RAT, in order for a crime to occur, the three elements, namely a motivated offender, a suitable target and lack of guardian, should be present. Therefore, the above finding reveals that students at both institutions feel that they are safe.

Muscut (2011) examined the perceptions of 1,070 students at Rowan University in Glassboro and found that 61% of students strongly agreed or agreed that they felt safe and secure on campus.

H8: Students residing off campus are safe than on-campus students

The majority of the students from both the Universities of Limpopo (72.2 %) and Venda (53.9%) feel that residing off-campus is not safer than residing on-campus. The null hypothesis is rejected.

The finding reveals that students either strongly disagreed or disagreed that residing off-campus is safer than residing on-campus. In line with the RAT, this may be simply because of a lack of capable guardians and that students may be suitable targets. The theory argues that available opportunities (unsafe student residences) are an important component in the crime calculus (Gopal & van Niekerk, 2018).

Felson and Cohen (1979) postulate that criminal activities are a "structurally significant phenomenon" meaning that violations are neither random nor trivial events.

In the absence of capable guardianship, the motivated offender will commit a crime. In terms of suitable targets, the choice is influenced by the offender's perception of the target's vulnerability (inadequately secured student residences); the more suitable and accessible the target, the more likely that a crime will occur (Gopal & van Niekerk, 2018).

In Sloan, Lanier and Beer's (2000) study on the influence of the location on fear of crime, they dichotomised the location into off-campus and on-campus. Using the t-test for an independent sample among 732 students in some selected Universities in the US, the findings indicated a significant influence of student's location on fear of crime. Students who stayed on-campus indicated that they had a higher level of fear of crime, compared to those who stayed off-campus.

H9: Students feel safe being alone on campus during the day and at night

Student respondents either strongly agree or agree that they feel safe being alone on campus at UL (78%) and UNIVEN (64.2%).

Student respondents at both Universities feel unsafe being alone on campus after dark; at UL, student respondents recorded being neutral (28.1%), and either disagree (22.6%) or strongly disagree (15.7%). While at UNIVEN, students recorded either that they disagree (25.8%) or strongly disagree (12.9%) and some respondents recorded being neutral (24%). Therefore, the null hypothesis is rejected. Students agreed that they feel safe during the day but at night.

In line with the RAT, Gopal and Van Niekerk (2018) highlighted that the presence of opportunity coupled with a lack of guardianship increases criminal motivations and the likelihood of an offence-taking place.

H10: Students carry something to protect themselves or for personal defence

At UL, the majority of student respondents recorded either strongly disagree (50 %) or disagree (26.1 %), while at UNIVEN student respondents recorded either disagree (32. %) or strongly disagree (20.3 %). The null hypothesis is rejected.

The above finding indicates that students do not carry anything with them for either defense or protection. This further suggests that they rely on the protection services provided by the authorities within their respective institutions. Carrying something for protection is one of the steps that can be taken by students. This may be because some students are taking the lead in protecting themselves while walking alone either at night or during the day.

H11: Students believe that appropriate action would be taken if they reported a crime to the police or campus authorities

At UL, 49.4% student respondents and 45% UNIVEN either strongly agreed or agreed that appropriate action would be taken if they reported a crime to University authorities or the police. The null hypothesis is rejected.

One study investigated reporting behaviours in victims of violent crimes in an effort to assess the reliability and validity of campus crime statistics generated by the Crime Awareness and Campus Security Act (Sloan III, Fisher, & Cullen,

1997). Results from this study suggest that a minority (25%) of campus crime victims report their victimisation to campus authorities.

A study that explored crime reporting behaviours in college students found that about a quarter (24%) of students do not report being victimised due to a lack of trust that campus police would respond effectively (Sloan III et al., 1997). In this study, about 17% of students did not report victimisations because they believed the police would not recover the lost property or find an offender.

According to Agubokwu (2016), incidents of sexual assault on college students often were not reported to the authorities. However, Langton and Sinozich (2014) further reported that perpetrators used weapons to commit sexual offences in about one in ten rape and sexual assaults involving students. The above finding suggests that students have no faith either in the police or campus authority. This then contributes to what the RAT by Cohen and Felson (1979) called "lack of guardianship". If the students see no need for reporting the crime to either the police or campus authority, then this suggests that they have no faith/or trust therein.

Although many campus sexual assaults go unreported due to the victims' fear they will not be believed or will experience a lack of support, summaries of many accounts indicate one out of every five female college students will be sexually assaulted (Carrico, 2016).

H12: The Universities of Limpopo and Venda are located in a safe neighbourhood

At UL, the majority of student respondents recorded either strongly disagree (33.8%) or disagree (26.8%). While at UNIVEN student respondents recorded either strongly disagree (28.4%) or disagree (24%). The finding reveals that both institutions are located in an unsafe neighbourhood. Therefore, the null hypothesis is rejected.

This finding suggests that the neighbourhoods of the above-said institutions are not safe at all. Therefore, in line with RAT by Cohen and Felson (1979), students are likely to become suitable targets.

H13: More females than males are concerned about sexual harassment on campus

The statistical results revealed that on-campus and off-campus of both universities, the majority of female students were most concerned about sexual harassment. At UL on-campus (64.6%) and off-campus (71.7%), while at UNIVEN on-campus (72.5%) and off-campus (66.7%). The on-campus chi-square value of ($x^2 = 7.907$; $p = .019$) is statistically significant. While the off-campus chi-square value ($x^2 =$

18.035; $p = .000$) is also statistically significant.

According to Carrico (2016), high numbers of sexual assaults on campus are mainly attributed to student populations comprised primarily of young singles who are engaged in regular occurrences of underage drinking.

In their study, Schwartz and Pitts (1995) found that women who go out drinking often and women who are friends with motivated offenders (men who get women drunk in order to have sex with them) are more likely than other women to be sexually assaulted. According to Cass (2007), the campus brings students in close proximity with other students who are most likely to victimise them since roughly 80% of victimisations committed against students are by fellow students. College campuses may be customary settings for the convergence of the elements of routine activities theory because, with the increasing number of young people attending institutions of higher education, there is an increase in the supply of potential offenders and targets on campus who are no longer supervised by their parents. Research has found that the larger the student enrolment on campus, the higher the rate of sexual assault on campus (Cass, 2007). Accordingly, as per the RAT, the females are suitable targets of sexual harassments.

H14: More females than males are more concerned about rape on campus

Similarly, the statistical results further revealed that on- and off-campus at both universities, the majority of female students were most concerned about rape. Thus, at UL on-campus (68.1%) and off-campus (67.2%), while at UNIVEN on-campus (73.8%) and off-campus (65.4%). The on-campus chi-square value of ($x^2 = 9.954$; $p = .002$) statistically significant. While the off-campus chi-square value ($x^2 = 11.039$; $p = .001$), is also statistically significant.

According to Cass (2007), it is not known whether institutional programmes are effective in actually reducing the rate of rape on campus. In the absence of a capable guardian, females are likely to be a victim of rape. Motivated offenders take advantage of the situations, like weighing up the favourable conditions prior to attacking the victims (raping the female students). Few studies have empirically measured the effectiveness of strategies in reducing the rate of rape on campus, but it has been found that the number of full-time security personnel had little impact on violent victimisation on campus (Fisher et al., 1998).

According to Shafer (2007:87), most crimes against women that occur on college campuses are sexual assaults. While rape remains grossly underreported on college campuses, a survey indicated that "out of 1,000 female students, 4.9% indicated they were victims of attempted or completed rapes". Thus, women on college campuses face more of a risk for rape than those not on a college campus

H15: Students are most concerned about criminal incidents such as theft, robbery and burglary off-campus rather than on-campus

Off-campus. Theft at UL (76.9%), and UNIVEN (62.9%), Robbery at UL (75.3%), and UNIVEN (59.7%), Burglary at UL (63.9%), and UNIVEN (52.2%).

On-campus. The theft was recorded as the highest incidence of crime, UNIVEN (82.1%) and UL (63.8%). Robbery at UNIVEN (68.8%) and UL (39.5 %), Burglary at UNIVEN (56.3%) and UL (35.5%).

From the above criminal incidences, the null hypothesis is accepted at UL and rejected for UNIVEN. Therefore, the student respondents indicated that theft, robbery, and burglary were of the greater concerns on-campus rather than off campus.

Fisher, Sloan, Cullen, and Lu (1998) examined patterns of student victimisation using the Routine Activity Theory. They used a victimisation survey of 3,472 and randomly selected students from 12 institutions during the 1993 to 1994 academic year. This data on victimisation provided information on self-reported incidents of violence, theft, burglary, vandalism, and harassment, including the location and time of the incident. The authors found that overall, 37% of students had experienced at least one type of victimisation in the academic year (Fisher et al, 1998). One-fourth of respondents were victimised on-campus, while one-fifth had been victimised off campus. Among violent crimes, assaults were the most common type of victimisation (Fisher et al, 1998: 686). Among property crimes, theft was the most common type of victimisation.

H16: There is a relationship between age, gender and level of study on the perceptions of safety

The results reveal that there were more female students (232=47.6 %) than male students (136=40.9 %) with a positive perception of safety. The results of this study further revealed that students at both universities have either a positive perception (44.9%) or a negative perception (44.4%).

Age. The results show that the majority of student respondents between the ages of 20-30 years (232 students) had a positive perception compare to those less than 20 years old (110 students), between the ages of 31-40 years (23 students) and those above 40 years (3 students). The chi-square tests reveal that P = 0.002, and X^2=
21.293, this implies that age has an influence on students' perceptions of safety. The null hypothesis is accepted

Gender. The results reveal that there were more female students (232=47.6 %) than male students (136=40.9 %) with a positive perception of safety, at the value of P = 0.169, using chi-squared test X^2= 3.557, this implies that gender has no influence on students' perceptions of safety. The null hypothesis is rejected.

Study level. Of 819 student respondents, the majority (150) had a positive perception at their first level, followed by second level (96), third level (67), fourth (32), and only thirty-two (23) student respondents were at their postgraduate level. This shows that P = 0.013, using chi-squared test X^2= 19.267, this implies that the level of study has an influence on students' perceptions of safety. The null hypothesis is statistically accepted.

6.3 RESEARCH FINDINGS BASED ON THE RESEARCH OBJECTIVES

The researcher re-visited the objectives of this study as set out in chapter one. This assists in checking out whether or not these objectives were successfully met.

Hereunder were the objectives of this study as presented initially in chapter one:

6.3.1 What are the possible factors associated with students' victimization?

This objective was achieved successfully as shown.

In Table 10, the findings of whether alcohol and illicit drugs can be seen as a factor are detailed. The majority of student respondents at both institutions were not sexually taken advantage of nor had they taken advantage of another sexually, as well as having been hurt or injured as a result of indulgence of alcohol and illicit drugs. Further, the **H1: Students are injured or hurt because of alcohol or illicit substances** is then rejected

In Section 5.5.3.2 Table 11 on factors associated with students' victimisation as they contribute to students' sense of safety dealt with this objective.

Furthermore, **H2: There is sufficient lighting on campus.** Student respondents at UL (52%) and UNIVEN (45%) indicated that they are either extremely satisfied or satisfied with on-campus lighting. Therefore, the majority of students at UNIVEN are either uncertain or extremely satisfied with on-campus lighting. The null hypothesis is neither accepted nor rejected. Furthermore, **H3: Students use University escort transport at night.** The null hypothesis for this is accepted at UL but rejected at UNIVEN. Further, **H4: Students are aware of Drug/alcohol education programmes**. Neither rejects the hypothesis nor accepts the null hypothesis. This finding indicates that the majority of students were not certain about the drug/alcohol education programmes and **H6: Students are aware of campus camera surveillance on campus.** The null hypothesis is neither rejected nor accepted, because the majority of students at both UL and UNIVEN were neutral.

6.3.2 What are the safety issues and concerns of students?

This objective was successfully met as shown in Section 5.5.3.3 and Table 12: Students' safety issues and concerns, dealt with this objective. Student respondents at UL (52%) and UNIVEN (45%) indicated that they are either extremely satisfied or satisfied with on-campus lighting. Student respondents at UL (46.2%) and UNIVEN (34.6%) indicted that they were either extremely satisfied or satisfied with the presence of the police on campus or around campus. Student respondents at UL (46.2%) and UNIVEN (34.6%) indicted that they were either extremely satisfied or satisfied with the presence of the police on or around campus. These findings reveal that the majority were either extremely dissatisfied or dissatisfied with the presence of police on or around campus. At UL, student respondents recorded being neutral (26.8%), and either satisfied (22.6%) or extremely satisfied (20.1%) that there were police or security patrolling on-or off-campus. While at UNIVEN, the respondents recorded being neutral (35.1%) and either satisfied (19.6%) or extremely satisfied (16.2%).

Moreover, hypotheses, **H2: there is sufficient lighting on campus** and **H5: there is visible police patrolling the surrounding area of the campus**

respectively respond to this objective as well. Therefore, the null hypothesis of H5 was rejected because the majority of students both at UL and UNIVEN were unsure while the null hypothesis H2 on sufficient campus lighting was accepted.

6.3.3 What are the students' perceptions of safety with respect to crime on- and off campus?

This objective was discussed thoroughly in Section 5.5.3.4 and as shown in the statistical Table 13, which presented the students' perceptions of safety at the Universities of Limpopo and Venda respectively. Student respondents feel that the Universities of Limpopo (52%) and Venda (51.3%) are safe. Student respondents feel safe being alone on campus at UL (78%) and UNIVEN (64.2%). Student respondents at both Universities feel unsafe being alone on campus after dark. Student respondents avoid being alone in certain areas of their campuses while the majority of them were unsure. At UL, the majority of student respondents recorded either strongly disagree (50%) or disagree (26.1%), while at UNIVEN student respondents recorded either disagree (32%) or strongly disagree (20.3%) that they carry something for their personal safety. 49.4% of student respondents at UL and 45% at UNIVEN either strongly agreed or agreed that appropriate action would be taken if they had reported a crime to University authorities or the police (SAPS).

Furthermore, Sections 5.5.3.5.1 and 5.5.3.5.2 and Tables 14 and 15, clearly presented and reflected the perceptions of safety on crime incidents that are the greatest concern of students residing on-and off-campus. Based on the perception of criminal incidents such as sexual harassment, rape, theft, robbery, burglary, dating violence and stalking on campus, this study reveals that theft recorded the highest at UNIVEN (82%) than UL (63.8%), followed by dating violence, at UL (47.8%) and UNIVEN (65%) (see Table 14). In addition, Table 15: Off-campus crime incidents from students' perception by University, also reveals the highest percentage on theft, at UL (76.9%) and UNIVEN (62.9%).

Most importantly, Section 5.5.3.6 on Chi-square tests, Table 16: Sexual Harassment by University and residential area and Table 17: Rape by University

and residential area, were statistically significant. For sexual harassment, at UL on-campus (64.6%) and off-campus (71.7%), while at UNIVEN on-campus (72.5%) and off-campus (66.7%). The on-campus chi-square value of ($x^2 = 7.907; p = .019$) is statistically significant. While the off-campus chi-square value ($x^2 = 18.035; p = .000$), also statistically significant.

Rape at UL on-campus (68.1 %) and off campus (67.2%), while at UNIVEN oncampus (73.8%) and off-campus (65.4%). The on-campus chi-square value of ($x^2 = 9.954; p = .002$) is statistically significant. While the off-campus chi-square value ($x^2 = 11.039; p = .001$) is also statically significant (see Table 17).

Furthermore, Hypotheses, **H7: The majority of students feel that their campus is safe**, **H8: Students residing off-campus are safer than on-campus students**, **H9: Students feel safer being alone on campus during the day and at night,**
H10: Students carry something to protect themselves or for personal defence, **H11: Students believe that appropriate action would be taken if they reported a crime to the police or campus authorities**, and **H12: The Universities of Limpopo and Venda are located in a safe neighbourhood** have individually addressed this objective. Furthermore, with respect to perceptions of crime on campus and off-campus, hypotheses **H13: More females than males are concerned about sexual harassment on-campus**, **H14: More females than males are more concerned about rape on-campus** and **H15: Students are most concerned about criminal incidents such as theft, robbery and burglary off campus rather than on–campus,** have been successfully addressed as well.

6.3.4 What effect, if any, do age, gender, year of study influence students' perceptions of campus safety?.

The researcher accomplished this objective thoroughly in Section 5.5.3.7 and statistically Chi-square for Tables 25, 27, and 29 on whether or not the age, gender and year of study influenced students' perceptions about safety. The Finding reveals that more females than males have positive perception of

safety. Thus, gender has no influence on the perception of safety (see Table 25). This further reveal that age (see Table 27), as well as level of study (Table 29) have an influence on students' perceptions of safety. Therefore, the **H16: There is a relationship between age, gender and level of study on the perceptions of safety** is statistically significant for age and level of study. However, the null hypothesis on gender is rejected.

Moreover, hypothesis H16 also dealt with this objective.

6.4 RECOMMENDATIONS

The researcher has come up with the following recommendations:

- There should be alcohol and drug educational programmes to assist students who fail to cope.
- There should be full-time university escorts transporting off-campus students at night.
- Campus camera surveillance should be installed in all university buildings, particularly, students' residence.
- There should be visible security patrolling on campus and its surrounding areas.
- The police should assist in patrolling the surrounding area of the campus, particularly at night where off-campus students reside.
- Students are encouraged to report crime to either the police or campus control so that perpetrator(s) can be dealt with in accordance with the law.
- Installation of street lights both on- and off-campus.
- There should be campus crime awareness campaigns each semester. Lee & Hilinski-Rosick (2012:664) state that "While increasing awareness of crime and victimization is important in the sense that awareness can and should lead to caution, colleges and universities should be concerned that awareness does not lead to exaggerated misperceptions about crime risk. Unreasonable perceptions of crime risk that lead to increased fear of crime could have debilitating effects"
- Off-campus residences should be subject to accreditation prior to accommodating students.
- Educational programmes dealing with victims of crime and most importantly, those dealing with victims of sexual harassment and rape.

6.5 CONCLUSION

At institutions of higher learning, there is a serious need to further explore the issues and concerns of students' safety. This research study has thoroughly explored students' safety and security to determine if there are similar results. This study is valuable to universities because they can use studies such as this one on their safety aspects, to market themselves to potential students. The main goal of this study was to have an understanding of whether students at the Universities of Limpopo and Venda face the same safety issues and concerns in terms of the students who reside on- and off-campus. This study found that female students perceived that they are more vulnerable to victimisation, particularly, with respect to sexual harassment and rape. Both fear of sexual harassment and rape were statistically significant. Furthermore, this study revealed that the majority of students do not report their victimisation to either the police or campus authorities (control). This study could also be extended to Doctoral level to further determine the safety and security on campuses with specific reference to sexual harassment and rape.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE CERTIFICATE

University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email:Anastasia.Ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE CLEARANCE CERTIFICATE

MEETING: 07 February 2018

PROJECT NUMBER: TREC/17/2018: PG

PROJECT:

Title: An exploratory study on students' safety at the Universities of Limpopo (UL) and Venda (UNIVEN).

Researcher: JK Lekganyane
Supervisor: Prof J Barkhuizen
Co-Supervisors: N/A
School: School of Social Sciences
Degree: Masters in Criminology and Criminal Justice

PROF TAB MASHEGO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:
i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
ii) The budget for the research will be considered separately from the protocol.
PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

APPENDIX B: UL GATEKEEPER' PERMISSION

University of Limpopo
Office of the Registrar
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 2407, Fax: (015) 268 3048, Email: Office.Registrar@ul.ac.za

08 March 2018

Mr. JK Lekganyane

Email: johnlekganyane@yahoo.com

Dear Mr. Lekganyane,

GATEKEEPER PERMISSION TO CONDUCT RESEARCH

TITLE: AN EXPLORATORY STUDY ON STUDENTS' SAFETY AT THE UNIVERSITY OF
           LIMPOPO (UL) AND VENDA (UNIVEN)

SUPERVISOR: Prof J Barkhuizen
CO-SUPERVISOR: N/A
SCHOOL: School of Social Sciences
DEGREE: Masters in Criminology and Criminal Justice

Kindly be informed that Gatekeeper permission is granted to you to conduct research at the University of Limpopo entitled: **"an exploratory study on students' safety at the Uluniversity of Limpopo (UL) and Venda (UNIVEN)"**.

Kind regards,

DR. JEFFREY MABELEBELE
UNIVERSITY REGISTRAR

Cc.   Prof. RN Madadzhe, Deputy Vice-Chancellor: Teaching and Learning
       Mr. T Mabila, Director: Research Development and Administration
       Prof. TAB Mashego – Chairperson: Research and Ethics Committee
       Ms. N Monene – Office Manager: Research Development and Administration

Finding solutions for Africa

APPENDIX C: UNIVEN GATEKEEPER' PERMISSION

19 June 2018

Mr KJ Lekganyane

University of Limpopo

School of Social Sciences

Department of Criminology and Criminal Justice

Private Bag X1106

Sovenga

0727

Dear Mr Lekganyane

Permission to conduct Research at the University of Venda

You are hereby granted permission to conduct research at the University of Venda.

The Research will be based on your Masters Project titled: *An exploratory study on students' safety at the universities of Limpopo (UL) and Venda (UNIVEN).*

The conditions are that all the data pertaining to University of Venda will be treated in accordance with the Ethical Principles and that will be shared with the University. In addition consent should be sought by you as a researcher from participants.

Attached is our policy on ethics.

Thank you

Senior Prof. G.E. Ekosse

Director Research and Innovation

UNIVERSITY OF VENDA
DIRECTOR
RESEARCH AND INNOVATION
2018 -06- 2 0
Private Bag X5050
Thohoyandou 0950

Cc: Senior Prof LB Khoza (Acting DVC Academic)

APPENDIX D: PARTICIPANTS CONSENT LETTER

PARTICIPANTS CONSENT LETTER

My name is John Lekganyane. I am a student at the University of Limpopo, Turfloop campus. I would like to invite you to participate in a study that I am undertaking.

Title of the study- An exploratory study on students' safety at the Universities of Limpopo and Venda. The study will involve interviews (for the qualitative section) and a survey (for the quantitative section). The **aim** of this project is to explore students' safety issues and concerns at the aforesaid institutions in line with criminal victimisation.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person but reported only as a population member opinion.

- The interview may last for about 1 hour and may be split depending on your preference.

- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.

- Data will be stored in secure storage and destroyed after 5 years.

- You have a choice to participate, not participate or stop participating in the research. You will not be penalised for taking such an action.

- Your involvement is purely for academic purposes only, and there are no financial benefits involved.

- Should there be any harm triggered or caused herein, the researcher would recommend a University professional to deal with secondary trauma thereof.

For further information, my contact details, my supervisor's as well as the official in the research office are given below:

Researcher

Mr J.K Lekganyane

Email: johnlekganyane@yahoo.com

Supervisor

Prof Dr. Jaco Barkhuizen

Email: jaco.barkhuizen@ul.ac.za

Tel: (012) 268 3195

Research Office

Ms Anastasia Ngobe

Email: Anastasia.Ngobe@ul.ac.za

Tel: (015) 268 2306

Thank you for your contribution in this project.

APPENDIX E: INFORMED CONSENT FORM

I, THE UNDERSIGNED (state full initials and surname)

_____

_____ a major person, DECLARE myself willing to participate voluntarily and without remuneration in the proposed, research programme on students' safety, which is to be undertaken by J.K. Lekganyane.

This undertaking is subject to the conditions that all information will be treated as confidential and that my identity will be protected at all times.

In addition I undertake that all interviews, conversations may be recorded by tape recorder. These recordings may NOT be used for purposes other than research and will be secured by the Department of Criminology and Criminal Justice.

CONSEQUENTLY I undertake not to institute any actions, lawsuits or claims, against the above person or recover any damages, costs and expenses of any nature from him if he meets the conditions set out above.

Signed at_____on this the_____day of_____2017

_____

AUDIO RECORDING AGREEMENT

I,   (STATE   FULL   NAME   AND   SURNAME)
_____ hereby declare that all audio recordings made during interviews with respondents will only be used for research purposes as stated above.

I furthermore declare that no copies will be made of such recordings and that the Department of Criminology and Criminal Justice upon completion

of the research will secure the recordings in order to maintain the confidentiality and anonymity of the research participants.

Signed on this_____(day) of_____(month) 20___at_____ .

_____

AUDIO RECORDINGS OF RESEARCH INTERVIEWS

Confidentiality with regards to the audio recorded interviews and identities of the research participants will be maintained throughout the research process. To ensure the confidential nature of the interviews the recorded interviews shall be secured by the Department of Criminology and Criminal Justice upon completion of the research. Also no direct reference will be made to any of the research participants in any way shape or form. It is the intention of the researcher to ensure the continued integrity of the agreement of confidentiality as indicated by the written agreement between the researcher and the research participants.

APPENDIX F: INTERVIEW SCHEDULE

Demographic Information

- Gender
- Age
- Level of study

Questions

1. Have you ever had an experience on campus where you felt unsafe?

2. Are there any specific locations on campus where you feel unsafe?

3. Do you avoid going off campus or travel differently after dark?

4. Do you believe that this is a safe campus?

5. Have you ever been a victim of crime on/off campus?

6. What type of crime was it?

7. Did you report the matter to the campus security control or nearby South African Police Services (SAPS) station?

8. Have you noticed any changes in campus safety throughout your time of stay on campus?

9. In your view, what are possible causes of student victimisation at this institution?

10. What can be done to reduce some of the problems raised above?

SETTING: UNIVERSITY OF LIMPOPO

Keys

P=Participant

F/M= gender

Age group

P1. F. 3rd Level. A=22-24

Have you ever had an experience on campus where you felt unsafe…? No, but off-campus .. Yes:. I felt unsafe several times…. Because of the rooms.. Off-campus do not have proper security mechanisms… and the landlords do not care about us… they just look for money for rent … you know…uhm… it is just not safe out there… no battler doors in some rooms…

So currently it is safe [off-campus] where you are residing?... Yes…

Do you avoid going off-campus or travelling differently after dark? I ..prefer not to study on campus late after dark… but during exams… I… am… uhm.. forced to study until late…and thereafter .. I end up leaving academic late… and walking alone off campus… as such… I … uhm… compromise my safety… but now the institution has introduced an off-campus transport to assist student residing off-campus…

Are there any specific locations on campus where you feel unsafe on campus?…

So you stay off campus right? Yes……

How do you travel to off-campus late after dark?

Do you believe that this campus is safe? Yes …the campus seem[s] to be safer compared to off-campus

Have you ever been a victim of crime on or off campus? … uhm … yes, it was a sort of a burglary…

Can you explain what happened and at what time was it? It was around 3 am in the morning …I felt like it was someone with access to my room. Because the door and windows where locked … they stole my laptop and cell phone and ran away… after a couple of minutes, they

came back and tried to rape… uhm… me… I started to scream as I fought them… and they ran away…

Did you report the matter to the police? … fortunately,… there was a police van patrolling at that time … The police heard me scream and came to my rescue. They took me to the station. Where I have managed to open a case … the following day I received an SMS with a case number… after a couple of days, I went to check the progress related to my case… and have found that my docket was lost… I do not know what happened … since there was no trace to my docket… I just gave up on that case…

Have you notice any change with campus safety?

yes, I have noticed an increase of security officers on campus since my

arrival here this year

In your own view what are the possible factors associated with victimisation of students? I think most of the perpetrators come from the nearby areas … and they target residences where they know that there are no proper security measures… and again …corrupt police officers covering up the criminals' tracks. .. and another thing … we… as… women … are vulnerable already to the criminals…

What can be done to reduce some of the problems raised? I… think… uhm… to the police… same … of those at the higher authority must intervene to such instance … and for the campus management should create more residences to accommodate all those students who are residing off-campus accompanied with proper securities.

Have you ever had an experience on campus where you felt unsafe?… .. Yeah.. uhm .. during social events such a fresher's ball… where even non-students manage to enter on-campus… when you are drunk … someone might follow you to the bathroom or your room unnoticed… uhm… and harass you sexually …rape or sexual harassment …. Of some sort

Are there any specific location on campus where you feel unsafe on campus?… No … most of the areas look safe…

So you stay off campus right? ….yes…

Having an experience of off-campus life, as you reside there, How do you travel to off-campus late after dark? … uhm .. I … always make sure that I go back before it is dark… or … use the students off-campus transport.

Do you believe that the campus is safe? On-campus, yes

Have you ever been a victim of crime on or off campus?... Yes… I have been a victim of a crime off-campus… uhm… last year [2017], an armed robbery.

Can you share with us what happened that day and at what time was it?… two armed male robbers with a gun at around 5 pm afternoon … I .. was with a friend and cousin of mine… when these robbers knocked at my room… when I actually asked who was it… one of them just said … Tebatso… and by then… I thought it was one of my classmates. When I opened up… I… saw two people with guns… at my door… when.. I tried to close the door.. they overpowered me and entered… first thing first… there was a gunshot…and.. we were told to bring our phones… and after that … they stood for a while… I asked them what did they want … they looked at each other… and then .. I suspected .. that .. it was a targeted crime… because my laptop was there but they were not interested in it but only phones…. But later I was taken with …

Did you report the matter to the police? People in my yard were trying to call the police when they heard the shots… but it took time before the police could arrive. Since then … the police have been contacting me… even though they have not caught the perpetrators. They wanted to confirm if the laptop and cellphone they had did not match mine. I went there for about two times. Even now the case is still pending. This year… they called me to asked if I have not seen any of those perpetrators… but the scary part… is when I saw the perpetrators... eish… which suggest that they might be associated with some people on-campus. I could not

scream but. Just ran feared for my life. Since then I wrote two affidavits to oncampus residence explaining my situation, but still today there was no positive responses from them. After experiencing that trauma last year, it affected me academically where I got less than 50% average … and …uhm… as .. such this year I could not get a room on-campus based on that percentage. Because preferably … they need at least 75% pass modules. It's like they do not recognise the amount of trauma I went through… at all.

In your own view, what are the possible factors associated with victimisation of students? What can be done to reduce some of the problems raised? … uhm … I think when a student reports an incident on campus or off-campus … there must be given at least… support groups and there should be vulnerability preference… and Mafoko security should also be given powers to patrol the surrounding areas of the campus… in a nutshell … there should be support groups to shed a light on these particular matters… and also housing should prioritise ... such... incidents in terms of rooms allocation…

P3, M, Fourth level, 21-24. Off-campus

Have you ever had an experience on campus where you felt unsafe…?... Yes…on the site of maths building…Tsela Kgopo, this is because at Tsela Kgopo there is not enough sufficient lighting at night.

Are there any specific location on campus where you feel unsafe on campus?… as pointed above …yes **So you stay off campus right?** …Yes

How do you travel to off-campus late after dark? I usually travel alone … and I know that is unsafe… but normally I have to increase my pace and then had to run if needed be… more especially when I see a group of people, I get scared,

Do you believe that this campus is safe? Yes… the campus seems to be safer than off-campus.

Have you ever been a victim of crime on or off campus?. Yes … I have been a victim of crime at off-campus gate 2. I was coming from the complex at around 3 pm. Three guys approached and attacked me. Luckily I had no valuable items on me, even a phone…I have immediately taken out a Taser which scared them away.

Did you report the matter to the police or campus control? … No, I did not… since there was nothing taken from me… I just felt like calling the police might cause a lot of delays. Because sometimes the police do not respond to the calls.

In your experience have you noticed any changes in campus safety?... Yes…at the main- gates and doors of residence are always locked. From the main gates, there is full-time security personnel. Which makes it difficult for the perpetrators to access the entrance…

In your own view what are the possible factors associated with victimisation of students? I would say alcohol which may result in harassment of female students… and for male students, abuse of alcohol. And also there are some students who smoke Nyaope which might .. also…contribute to in this instance…

What can be done to reduce some of the problems raised? I think the university management should introduce crime awareness campaign in each semester, it should also introduce a campaign which deals specifically with alcohol abuse, a victim of sexual assault and rape to name a but a few.

P4, 3rd level. M, 23-27

Have you ever had an experience on campus where you felt unsafe?… Yes…

Can you explain? … uhm… when we host social bashes on campus which are meant for students… uhm… you find that … uhm… also, people who are not students also attend the bash. However… uhm… you will never understand how they managed to enter the gates… and …therefore students will never feel safe because non-students come to the bash carrying knife … some are guns…

Are there any specific location on campus where you feel unsafe on campus?… … uhm… it depends… like to Sovenga mountain threatens my safety… especially during bashes at the pond area…

So you stay off campus, right? Yes…

How do you travel to off-campus late after dark? … uhm… normally … I … travel using university off-campus transport only if its available… but if no transport… I walk alone at night to my room… and do not feel safe at all.

Do you believe that the campus is safe?

...yes…

Have you ever been a victim of crime on or off campus? … Yes… off-campus… uhm… on the 11th of March 2018 around 5 pm … uhm… I was coming from offcampus from the site of gate 3…where… I came across four male thugs …one of them hit me on the head with an empty bottle of beer, while the other stabbed me with a knife on the upper lip of my mouth …

Did you report the matter to the police? … Yes … I went to campus control … but since the matter happened off campus, I was referred to the SAPS… thereafter I went to report the matter to the Mankweng SAPS… and the case is still pending further investigation… ok.. …

In your own view what are the possible factors associated with victimisation of students? … uhm… we can speak of students walking to taverns alone at night to indulge in alcohol for socialising …and also … uhm… the thing is that we wear as students … we wear expensive and valuable cloths, we carry expensive cell phones and laptops with us this is why …uhm…we become victims … because perpetrators need those things so that they can buy drugs, alcohol to maintain their addiction and sometimes buy Nyaope.

What can be done to reduce some of the problems raised? Students should form groups in a case where they will be walking to off-campus at night, they should also avoid going alone to taverns… so they can be able to defend themselves in the case of an attack… and … uhm … students should avoid carrying their laptop with at night … uhm … even exposing pleasing and valuable goods. Because those thugs can even kill you for something valuable because they are heartless… influenced by drugs.

P5, M. 3rd level. 22-25 OFF-CAMPUS

Have you ever had an experience on campus where you felt unsafe…? Yes… in most of the instance, we feel very unsafe

Are there any specific location on campus where you feel unsafe?… Uhm … it has to be our gates... because most of the things or people with intent to steal or harm students come in through the gates… the security should stop allowing nonstudents a pass through gate 1, gate 2… because of some end up having evil minds. And also … most and also most of our platlands have no even a security officer in place as compared to Moshobane[female res]… secondly… in MBI [post graduate res] … some thugs once came in to steal aluminium pipes and shower taps …simply because there is no security.

How do you travel to off-campus late after dark? For my personal, safety, I had to buy a knife…because sometimes I come out of the library or group discussion very late. Some students use stones or empty bottles to defend themselves.

Have you ever been a victim of crime on or off campus? Yes… I was a victim last year [2017]… I was stepped on my right foot on my way to the gate. I was accompanying my friend to off-campus next to turf lodge. There were five men heavily armed with knives… so ..

Did you report the matter to the police or campus security? I…I … went to campus control.. but they are can only protect us within the campus. I have proceeded to the SAPS at Mankweng. But they need the description of those perpetrators… and as such… I was told that a case can not be opened, since I could not describe whom, the perpetrators are or look like. Otherwise, I could have run up and down wasting my precious academic time looking for people I do not know…

What are the possible factors associated with victimisation of students?... uhm… I… think…drug usage… you.. see .. in Mankweng there is a high Nyaope usage … and police officers know where the hot spots of where these people were… for instance …next to shell garage there are sharks' which were supposed to be for commercial business

but there <u>are</u> one or two sharks where these nyaope people are found. Having valuable cloth<u>es</u> and items, material, laptops and cell phones

What can be done to reduce some of the problems raised? There should be a partnership between the university community and Mankweng community members… and civil groups patrolling off-campus residence. Secondly …there should be police visibility especially at night, Mafoko security should also assist in patrolling of campus residences because that is where some of our students reside, **P6,2nd level. F, 22-24. OFF-CAMPUS**

Have you ever had an experience on campus where you felt unsafe…?... uhm… no … not really…

Meaning there no specific location on campus where you feel unsafe?… no no .. so far, no. the campus has been safe for me

How do you travel to off-campus late after dark?

Do you believe that the campus is safe? Yes… according to me it is safe… I do not know about other students but I feel safe [on campus]…

Have you ever been a victim of crime on or off campus? … Yes.. in my first year I was staying off-campus around gate three, I have been robbed of my academic books, cell phone and the little money I had in my wallet. They came in through the window. There <u>were</u> no other valuable goods stolen.

Did you report the matter to the police? No … I did engage the landlord, who agreed to improve the security in her yard.

In your own view what are the possible factors associated with victimisation of students? The issue of security at where I was staying by then. It was going to be impossible if there were securities in place.

What can be done to reduce some of the problems raised? The University Management should erect more residences to accommodate all students,…since..uhm .. that there is a lot of unused space on campus… in that there will be no need to rent rooms off campus.

P7, M. 1st level 19-23   OFF-CAMPUS

Have you ever had an experience on campus where you felt unsafe…? Uhm so far I think .. Uhm .. On campus has been safe and quite protected compared to offcampus.. meaning .

Are there any specific location on campus where you feel unsafe on campus?… yes.

So you stay off -campus right? Yes at gate three.. yes.

How do you travel to off-campus late after dark? I usually walk to my room,.. unm
.. because it is not far away…and there are usually people roaming around there along the way as I walk.

Do you believe that the campus is safe? Yes .. Unm compared to the stories we hear off campus I believe that the campus is safer…

Have you ever been a victim of crime on or off campus? Yes on the 8th of March I got mugged by two guys.. unm.. they approached me and grabbed me from the back… uhm … ya… they told me to keep quiet and they got… a… bottle of beer with them.. and since I saw the bottle of beer… I could not scream… they wanted money… but fortunately, I left my wallet at home… and I do not know how… but I had my phone charger, cell phone and school bag with me… which were taken away.

Did you report the matter to the police? Immediately… after been attacked I walk to my room since it was not far…It was just after 10 am, I got there then the police came.

What happened to your face? Uum… I do not know exactly .. but .. I felt something while trying to escape… At first, the police came then the ambulance …the paramedics took me with to stitch the wounds on my face and head – later the police came, they were with, at the back of the police van, four perpetrators who have four laptops… then the police asked if I recognise any of them and there were not the once that mugged me… the police suspected that the laptop might have been stolen as well….

The following morning I went to the campus control, and they told me to check if they were any unoccupied rooms the residences administration… but I could not go there because I was… uhm. Still busy.

In your own view what are the possible factors associated with victimisation of students? … students are targeted especially around month end… where the perpetrators may think that students may have received bursary funds or pocket money from the parents…some they .. the money is used for drugs…

What can be done to reduce some of the problems raised? … uhm
… I think the police should be visible everytime and mostly patrolling at night… and students staying off campus can buy a whistle and when faced with danger… they just blow in calling for help. Overall the university should intensify security and erect more rooms on campus.

P8, M. 1ST Level. 21-23

Have you ever had an experience on campus where you felt unsafe?... No.. uhm… I always feel safe on-campus.

Are there any specific location on campus where you feel unsafe on campus?... No I always feel safe on campus. Because of Mafoko security officers. And the CCTV surveillance.

How did you travel to off-campus late after dark?... I used to walk to my room at around 20:30 and I did not feel safe but, but because I was forced and had no choice I had to do it. There is transport to take us off campus but the time slot is unfavourable to us that is why we resort to walking off-campus at night.

Do you believe that the campus is safe?... yes…. the campus is safe according to me.

No, we used to walk in groups so we protect each other so we never experienced any issues of that <u>nature</u>.

Have you ever been a victim of crime on or off campus? … Did you report the matter to the police? Yes, I have the week before at around 1 am in the morning, I was still studying because I was writing a test on Friday, so I heard this lady who was screaming for help. She was staying at the same residence as I was. So I took my baseball bat, I saw two guys and they were not wearing masks. I saw that there were robbers. I was going to go there but I heard gun shot…then I went back to my room and locked the battler, switched off the lights and hid my laptop under my bed. After they took the lady s laptop and cellphone and his boyfriend s cellphone and short warning shots in the air and went to another room in the same yard,

Her battler was not locked they broke into the room they asked her where her laptop was, she did not have one then they took her phone at gunpoint luckily, they did not shoot. Then they came to my room they broke the door I was wearing a jean and it was dark and I was holding my baseball bat for defense, he came in and I hit him with my baseball bat when he came again then I hit him again on the shoulder he went outside then those two guys followed him.

They discussed and then came back to my room….. they tried to push and I was behind the door pushing back….. and one of them broke….. the window and fired shots in my room then I surrendered. They came into my room, switched on the light, they pointed a gun at me and they told me to drop the bat, one of them picked up the bat and started hitting me with it. On the other hand, the other one was asking me where my laptop was. I told them I did not have a laptop. Then they asked where my phone is I told them it was on top of the fridge while the other continued hitting me all this time and I was trying to fight back. They were about to leave when one tried to obstruct me with the bad so that I do not

see where they were going and that is when they found the laptop, they left and came back a bit later and beat me again for lying to them about the laptop they left me paralyzed on the floor. And they left.

Did you report the matter to the police? Our neighbour called Mafoko and they came with the police and…. they took the statement of me and the other victims we were four, there was no update after the incident,

In our residence they only took three laptops in the other residence I heard the took 50 laptops and cellphones

What are the possible factors associated with victimisation of students? They just know that if you are a student you have a laptop and phone so they come for those, in my room they did not only take my laptop and phone they also took my sneakers and jacket.

What can be done to reduce some of the problems raised? The university should sign contracts with off-campus residence for security purposes**,** at least on security officers for each and every accommodation of off-campus.

 P9, F .2ⁿᵈ level. 21-24

Have you ever had an experience on campus where you felt unsafe?... No.. so far so good … uhm. I never felt like that on campus, here on campus I can even walk at night without any challenge I feel very safe.

Are there any specific location on campus where you feel unsafe on campus? No.. I do not feel there is an area where I would say I feel safe.

How did you travel to off-campus late after dark?... uhm… I normally use offcampus transport to go off-campus after dark, because it is usually there and in most cases, I did not study on-campus as well I always studied in my room off-campus.

 Do you believe that the campus is safe?...Yes…

Have you ever been a victim of crime on or off campus? Yes I once experienced this thing off campus, it was midday around past 1pm, someone just came out of nowhere and mugged us and took our phones at around gate one….. The other was the issue of student village I came back and I was told that guys with guns came and robbed them of laptops and cell phones almost everything that was valuable.

How many students were staying there? … uhm … I think we were about more than 50 and many of us were robbed that same night.

Did you report the matter to the police?.. we reported the matter to Mankweng SAPS hence we were moved to Stellenbosch residents and I had that student who paid for the off-campus residence where refunded

and others' belongings where refunded. But since then we never have updates on the case and never appeared in court.

In your own view, what are the possible factors associated with victimisation of students?... uhm.. I think it is us students we walk around with valuable items at night and that attract criminals, but others do not take the valuable things,but they rape us so it's difficult to understand what could prompt this attacks.

What can be done to reduce some of the problems raised?... I think the university management should just build more residence should just build more residence so that on campus, and there should more security personnel that patrol off-campus to protect students off campus.

UNIVEN Transcription

SETTING: UNIVERSITY OF VENDA

Keys

Participant=P

Gender= F/M

Age group= >20, 20-30, <40

Residence=on/off campus

P1 M, A=22, 2ND level

Have you ever had an experience were you felt unsafe on campus?

…No… I never had an instant were I did not feel safe on campus…. I always felt safe.

Are they specific location on campus were you feel unsafe?

…Am not sure about that….umh… but I do not have any place that I feel unsafe…Some students complain a lot about West gate…

Do you avoid going off campus or traveling differently after dark?

…AH… no… I stay off campus…uhm… so my classes end at around ….uhm…4pm

….and after… that is when I go to my room…

How comfortable are you when walking at night?

…uhm…. I do not feel safe…. walking around at night. I have stayed around Thohoyandou for a while and I know how it is, people get robbed, mugged and even

Killed…That is… why… normally… I make sure that …I get to my room …before its dark…

Do you believe that this is a safe campus?

…Yes…uhm… I believe that this campus is safe…This is so…uhm.. when you reside on campus than at off campus….

Have you ever been a victim of crime on or off campus?

…I have not been a victim of any crime on campus …but….I have been a victim rather off campus…. where I was robbed of my phone… and money many times while I was walking around the campus…

Did you report the matter to the campus security or SAPS?

…No… I did not… I saw no reason to report them at the time but now I can open a case…It is just that it might be too late now…should something happen to me…I will definitely report the matter the police….

Have you notice any change with the campus safety throughout your time here?

…I have notice that….uhm..that.. at the gate they [security] are a bit strict…that you need a student card to access the premises of the university… a person without a student card cannot be allowed entrance…unless if you bribe them …

What are the possible factors associated with crime on/ around the campus?

…I would say…uhm… Drug usage /substance abuse is the course of crime…Some non-students who rely on drugs …normally target us while on the way to off campus…and also there is no enough lighting on campus…after gate two…there should install at least some streetlights.

What do you think can be done to remedy the situation?

…I think… uhm… the security has to be beefed up to be more effective… as I feel they are not doing their job effectively…Most of the time…they just ignore us when we are in need of help…especially when calling them….

P2.M. A= 22, 2ⁿᵈ level. Off campus

Have you ever had an experience were you felt unsafe on campus?

…No… while on campus I feel much protected than off campus

Are they specific location on campus were you feel unsafe?

…Uhm.**..** usually am around people but there is another gate that side of Marhude that is where it feels a bit unsafe…most students are attacked…and you even hear some gun shots at night that side…

Do you avoid going off campus or traveling differently after dark?

…Eish….umh…I avoid traveling after dark alone…at night…because I do not want to put my life in danger…

Do you believe that this is a safe campus?

…No… because people are being mugged daily and the University is doing nothing about that…at least there should be security patrolling to accompany off campus students at night…

Have you ever been a victim of crime on or off campus?

…No… I have not…but always scared… that I may be mugged or attacked.. by criminals…

Did you report the matter to the campus security or SAPS?

Have you notice any changes with the campus safety throughout your time here?.

…Yes ….usually when students report crime… the security beefs up the security but over times it turns back...sometimes…uhm.. you see the security personnel

patrolling…but it is still not enough…

What are the possible courses of crime in the campus?

…Usually is during the period of distribution of tablets [study material for first year students]…. Students are targerted and robbed those tablets…and it may be done [committed] by both the students and some non-students…

What do you think can be done to reduce some of the issues raised above the situation?

Uhm…That one is difficult to say… and the crisis of lack of accommodation has an effect on this situation… as that there are some students sharing single room…so…uhm.. it reduces their private space…Also…uhm.. the management must strengthen security and….there should be security patrolling…the whole day and… us as students… we must report the crimes to security on campus…so… they can trace the criminals through CCTV…

P3, F, A=36, 2ND level On campus

Have you ever had an experience were you felt unsafe on campus?

…No…I always feel safe while on campus…

Are they specific location on campus were you feel unsafe?

Uhm … Not that I know ….

Do you avoid going off campus or traveling differently after Dark?

…Because I reside on campus…I make sure that I do not go out at night…unless when I am with my friends as group…and we make sure that…. we come back before late at…night…

Do you believe that this is a safe campus?

…. Yes…. uhm.. I believe so…

Have you ever been a victim of crime on or off campus?

… No… I was never a victim of crime both on campus and off campus…

Have you notice any change with the campus safety throughout your time here?

… Compared to then…I have seen some improvements…. I see security officers around the campus…and also security being always alert at the gate..

What are the possible factors associated with a crime on/around campus?

…. Allowing people who are not students… in to the campus can be dangerous…because some might come with ill mentalities to commit crime…

What do you think can be done to remedy the situation?

…The University must...uhm… Improve and tighten the security because they sometime allow people without student cards in the university premises

P4. F. A=21. 4th level. Off campus

Have you ever had an experience were you felt unsafe on campus?

….Yes…during bashes….even people who are not students are seen roaming around the campus…

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Are they specific location on campus were you feel unsafe?

- No

Do you avoid going off campus or traveling differently after Dark?

…I do travel off campus after dark…but I make sure that I am not alone…The thing is…you will never know .. when you might be attacked or robbed…so it is important to play safe…

Do you believe that this is a safe campus?

…I would say so… because when I travel at night they are security officers to accompany us…especially during exams… so… yes...

Have you ever been a victim of crime on or off campus?

… No…

Did you report the matter to the campus security or SAPS?

Have you notice any change with the campus safety throughout your time here?

…. Yes…. during my first year there were no security that accompany students off campus but now those securities are available. .. If a person does not have a student card they deny him access to the University…

What are the possible associated factor to crime on/around the campus?

…This happens to people who usually travel alone and take shortcuts especially through marhude road… instate of taking the main road…and that there is no sufficient lighting around the campus …

What do you think can be done to remedy the situation?

…Try not to walk alone at night because normally students are attacked around such times… and students are advised at least to use the main road which seems to be busy…there should be more street lights on the road to off campus after West gate.. **P5. F. A=18. 1st level. Off campus**

Have you ever had an experience were you felt unsafe on campus?

...No…on campus is better…but at off campus….I am aways afraid of being robbed of … my properties…

Are they specific location on campus were you feel unsafe?

… No …I don't think there is a place I feel unsafe

Do you avoid going off campus or traveling differently after dark?

…Yes… I make sure that I go to my room earlier before dark…but if not so…I walk to off campus with friends…. otherwise alone …I can be robbed..

Do you believe that this is a safe campus?

…Being on campus may be safer than off campus…

Have you ever been a victim of crime on or off campus?

- No

Did you report the matter to the campus security or SAPS?

Have you notice any change with the campus safety throughout your time here?

… there is no enough security …No the security has not improved I did not see any changes thus far...

What are the possible courses of crime in the campus?

…The security is not that protective…some people enter the University during the day even when they are not students…

What do you think can be done to remedy the situation?

…I think they should just tighten the security and make improvements such as security patrolling to off campus residence as well….

P6. F. A=19. 2ND level. Off campus

Have you ever had an experience were you felt unsafe on campus?

…Yes… at night when we had to walk from on campus to off campus…ther are some issues…

What kind of issues are you experiencing?

…There is a lot of crime out there…

What kind of crimes that may be experienced?

…They steal phones and laptops…and some times some people knock at our rooms … so we are always scared for being robbed or even rapped……so… I can say that we are not safe at off campus at all… we experience crimes such as theft, robbery and sometimes some students face rape or sexual assault…

Are they specific location on campus were you feel unsafe?

On campus .. no… but off campus residence are messed up…there is no protection such as barglars...security…CCTV…so I am always scared if something might happen to me like it happened in others…

Do you avoid going off campus or traveling differently after dark?

…Sometimes if is late.. I run straight to my room…but when with friends …we just walk…

Do you believe that this is a safe campus?

… No… I do not feel safe… I do not walk alone…

Have you ever been a victim of crime on or off campus?

…No…I was never a victim of crime

Did you report the matter to the campus security or SAPS?

Have you notice any change with the campus safety throughout your time here?

…Yes… security patrolling sometime…during bashes….

What are the possible courses of crime in the campus?

…Walking alone to off campus at night… may be dangerous…Put some street lights both on campus and off campus…..

What do you think can be done to remedy the situation?

…Security, the security are not enough so they must be increased and to extent of patrolling even off campus residence…we hardly see crime awareness programmes…so that should also be implemented…

P7. F. A=19. 2NDlevel. Off campus

Have you ever had an experience were you felt unsafe on campus?

- Yes, when I hear peoples telling me about their experience with crime.

Where do you stay?

…Off campus

What kind of issues are you experiencing?

…I have a fear of being raped… This …uhm…is because I had heard terrible things about students who were raped at off campus… some years back… But because I could not get a room on campus…I did not have a choice ..but to reside off campus in rental… also very often criminals target girls room to steal phones and laptops…This is because they can easily be sold and thereafter use the money to buy alcohol and drugs…

Are they specific location on campus were you feel unsafe?

… On campus not bad…but off campus rooms are not safe ….

Do you avoid going off campus or traveling differently after dark?

I try by all means not to walk alone to off campus when is dark…but when coming back to library…I always try to walk with others in group…because ther are no lights on the road to off campus from yhe main gate...it is most fearful…

Do you believe that this is a safe campus?

…to be honest…uhm .. all I can say is that...uhm being on campus is better and safer than having to reside at off campus…For that then I would say ..yes…

Have you ever been a victim of crime on or off campus?

…Personally not…bu**t** I have seen someone being robbed of their cell phones and laptops…

Did you report the matter to the campus security or SAPS?

…Yes… I reported that incident to the security…

Have you notice any change with the campus safety throughout your time here?

…Most of the time when in need of assistance from the security …they just ignore us…One time I had to call over and over again and was never attended to… Even now calling security for assistance is better than going straight to them…

What are the possible factors associated to crime on/around the campus?

…There are less securities and less cameras… If they increase cameras… criminals will have fear in committing crime…

What do you think can be done to remedy the situation?

…University security should also be tasked to patrol at off campus residences…

And the police must also be visible there as well…

P8. M. A=21. 1ST level. On campus

Have you ever had an experience were you felt unsafe on campus?

…No…the campus is much safe than off campus…because everytime we hear of some students having been attacked…mugged or…. Robbed…of their things…

What kind of issues are you experiencing?

Are they specific location on campus were you felt unsafe?

…Usually during events such as bashes and during strikes…Most of criminals come within the University…having in their minds to steal from us…As for bashes, you will never know who is the student and who is not…because the campus may be full of strangers and new faces…so ..in our residences… would be chaotic with such people…

Do you avoid going off campus or traveling differently after dark?

….Because I am still new to this University…I prefer not to go out late after dark…Whenever I feel like going out… It should be during the day and that's it… If is during the day I use transport to go off campus for shopping and return later before its dark… so I never experience any crime **Do you believe that this is a safe campus?**

…So far…I can ..say ..yes.. Because nothing funny has happened to me

Have you ever been a victim of crime on or off campus?

…NO…nothing happened to me..for now…a lot of students are complaing that they were mugged out side ….so…Off campus seems to be most dangerous than on campus…

Did you report the matter to the campus security or SAPS?

Have you notice any change with the campus safety throughout your time here?

…When I first came to thi University…there was lack of security officers for patrolling both on an off campus…so…during exams the security was intact, and security was accompanying students off campus...

What are the possible factors associated with crime on and around the campus?

...Lack of patrolling by both the securities and the police to off campus…is a serious concern to us as students…Again some students who walk alone at night are highly targeted….and also students who drink alcohol and do drugs are more exposed to crime…

What do you think can be done to reduce some of the issues raised above?

…There must be more securities hired and improve issues of patrolling by the police and security at off campus apartments…

P9. M. A=21. Third level. Off campus

Have you ever had an experience were you felt unsafe on campus?

…Yes… it is always a challenge for me to pass at the side of the F3 residence were
you find guys smoking cigarettes and sometimes dagga…Even though are students…but when you pass they will be looking at you in a provocative manner…

What kind of issues are you experiencing?

Are they specific location on campus were you felt unsafe?

…Apart from F3 residence…I think that there is no sufficient lighting on campus... some areas are scary and fearful at night…

Do you avoid going off campus or traveling differently after dark?

…We walk in groups as it is safer that way…in most of the time …I am struggling to study in library after late at night... because If my friends decide no to…alone I can no go to library……

Do you believe that this is a safe campus?

…In general I can say the campus is safer than off campus… most of the issues happen off campus than on campus... this might be… due to the fact that the campus is protected than the majority of residences off campus…For that alone…It is safe to be on campus…but as for off campus…there are challenges…

What are some of the challenges you face with there?

…The challenges we face are that… we can only access the library during the afternoon, as during the night there are no street lights on the road to off campus and you can be robbed of your belongings… such as for instance…phone and laptop.

Have you ever been a victim of crime on or off campus?

…Not really**…** but it happened in my presence... we were coming from the campus to off campus at around 8pm at night… and at this other corner they were mugging this other guy and he ran to our direction after being mugged then we had to run with him… his phone and money was already taken…

Did you report the matter to the campus security or SAPS?

At least… we advised him to report the incident to the police…but he was reluctant because he said that it was a minor case and he did not know the perpetrators…

Have you notice any change with regard to the campus safety throughout your time here?…I have not seen any change which has been implemented… the security at the gate prefer taking bribes than doing their job…You can hardly see them patrolling on campus…

What are the possible factors associated to crime on/around the campus?

…Students themselves contribute to their victimisation by wearing expensive clothes or having expensive items such as laptops around with them…

What should, in your own view, be done to students who are found to have committed crime?... the university manage should punish them and where possible sensitive issues must be referred to the police…and also crime awareness campaigns should be conducted every semester…so far… I have never… uhm… attended any educational programmes about crime…

What do you think can be done to resolve some of the issues raised above?

..Uhm…firstly… crime awareness campaigns must be conducted…if possible..it has be per semester… secondly…the street lights must also be installed both on campus and of campus….and lastly… security and police officers must patrol around the campus…

P10. F. A=23. Third level. On campus

Have you ever had an experience were you felt unsafe on campus?

…Yes, during recess when students… are at home the criminals…. come on campus … they steal keys at the gate [security control]… and go do door to door... we leave them at the box with security control at the gate…because of squatters so they come and take them, make a copy and then during recess they come back because they know everyone is home.

Who are this people who steal your keys while you are at home?

…This … are students…. because they know how we operate… **Are they specific location on campus were you feel unsafe?**

….Mahungane and at the bridge next to West gate… Most of students were victimised around those areas…

What usually happens there?

…People who use that route… are usually mugged… They take students' cell phones and money… or any valuable item with you…

Do you avoid going off campus or traveling differently after dark?

…Because I reside on campus… I prefer not to go out when is late at night…But should I be forced to go out…I ask my friends to accompany me…

Do you believe that this is a safe campus?

… No…not at all…a lot of students are being robbed around the campus…

Have you ever been a victim of crime on or off campus?

…. No…uhm…I just know that most of students are being attacked daily…especially those who stay at off campus…

Did you report the matter to the campus security or SAPS?

Have you notice any change with the campus safety throughout your time here?

…No… I have not… at some gates they [security officers] …do not check and verify if people who come here on campus… are students or not…

What are the possible factors associated to crime on/around the campus?

…sometimes security demands bribes from students…at the end … non students enter the campus… especially during social bashes…and SRC election…

What do you think can be done to remedy the situation?

…The security must be tightened.. they must check student's cards and the police must patrol the rea and protect us.

Comment

…..We need police to and the securities ….. to be beefed up and the maintenance people they do not respond in time at all and I feel that the campus control is not effective ...

P11. M. A=22. Third level

Have you ever had an experience were you felt unsafe on campus?

- No I always felt safe

Are they specific location on campus were you feel unsafe?

…. There was a time….uhm… when the security wall felt…. down and people{nonstudents] had easy access but now its fix and its safe…

Do you avoid going off campus or traveling differently after dark?

…I always avoid going out in the dark at night….uhm because we always here cases of students being mugged… For that…I get uncomfortable … alone walking at night

Do you believe that this is a safe campus?

… Yes …I believe that this campus is safe… So far ….yes

Have you ever been a victim of crime on or off campus?

… NO I have never been a victim…but I once witness some student being mugged in front of me…. I tried to run…but could reach far… the perpetrators were about to catch… fortunate the police were patrolling….and rescued me.

Did they ever report the matter of crime to the campus security or SAPS?

No …uhm.. because nothing happens to me…but the other students was mugged laptop cell phone and wallet with money. But he was immediately taken to police to open a case. .. But cases such of these are reported to the securities…Unfortunately …it happened off campus. .. Normally at off campus …. sometime they report them to the community… police forces.. because they happened in the community of Venda

Have you notice any change with the campus safety throughout your time here?

..Yes.. Before the security patrolling… cars were not patrolling at night… but now they are available…the security officer at the gate search every bag and check for student card before entry…..

What are the possible factors associated to crime on or around campus?

…The lack of student residence is one of the course. .. otherwise student could have avoided residing off campus….

What do you think can be done to remedy the situation?

…I think… the university should add… some new residence and get more off campus accredited residences… the police should be visible and be more involved to make sure that the students are safe

APPENDIX H: QUESTIONNAIRE

Survey on students' safety. A case study of the Universities of Limpopo and Venda.

The purpose of this survey is to explore students' safety at the above-mentioned institutions. The result of this will be used as part of the individual study. All results will remain anonymous for this study. The survey will take approximately 10 minutes to complete. It is hoped that this information will assist us to better understand safety issues that university students face. The survey is anonymous, so please do not write your name. Your participation in the research is **voluntary**. You may choose not to answer any or all questions, and you may stop at any time. There is **no penalty for not taking part** in this research study. **Please tick where the answer corresponds to your response.**

Please contact the researcher John Lekganyane (johnlekganyane@yahoo.com) or the research supervisor Prof. Dr Jaco Barkhuizen (jaco.barkhuizen@ul.ac.za) if you have any queries or comments.

Section A: Demographic Information

1. What institution are you registered for?

University of Limpopo	1
University of Venda	2

2. What is your gender?

Male	1
Female	2

3. What race do you consider yourself?

White	1
African	2

coloured	3
Asian/Indian	4

4. Please state your level of study

First level	1
Second level	2
Third level	3
Fourth level	4
Postgraduate level	5

5. What is your age group?

<20	1
20-30	2
31-40	3
>40	4

6. Where do you stay?

On campus	1
Off-campus in rental apartment/house	2
Off-campus at own home	3

Section B: Factors associated with students' victimisation

Statement		Strongly Agree 1	Agree 2	Neutral 3	Disagree 4	Strongly Disagree 5
Alcohol and substance abuse. **After the students' indulgence of alcohol or illicit substances, I encountered the following:**						
7.	Seriously tried to commit suicide	1	2	3	4	5
8.	I have taken advantage of another sexually	◯	◯	◯	◯	◯
9.	I have been taken advantage of sexually	◯	◯	◯	◯	◯

10.	I have been hurt or injured	◯	◯	◯	◯	◯

Please circle the number that best matches your feelings as to the significance of the following factors on campus as they contribute to your sense of safety?

		1	2	3	4	5
11.	Visibility of security officials on campus					
12.	Visibility of emergency *"blue" phones on campus	◯	◯	◯	◯	◯
13.	Lighting of campus walkways and grounds	◯	◯	◯	◯	◯
14.	Lighting of University parking lots	◯	◯	◯	◯	◯
15.	Requirement of campus ID for access to student	◯	◯	◯	◯	◯
16.	Visibility of local police in the surrounding area	◯	◯	◯	◯	◯
17.	University escort Service/transport to off campus student.	◯	◯	◯	◯	◯
18	Drug/alcohol education programmes	◯	◯	◯	◯	◯
19	Crime reporting	◯	◯	◯	◯	◯
20	Campus camera surveillance	◯	◯	◯	◯	◯
21	Security alert notices	◯	◯	◯	◯	◯

*Blue Light Phone

The Blue Light System is a series of emergency alarm stations strategically located throughout the campus to provide assistance to anyone in distress. Each of the phones should feature one button use and dials directly to the campus security for an immediate response.

Section C: Safety issues and concerns of students

Please rate the following security service by filling the circle which corresponds with your response.

Statement	Extremely Satisfied 1	Satisfied 2	Neutral 3	Dissatisfied 4	Extremely Dissatisfied 5
22.Lighting on campus	◯	◯	◯	◯	◯
23. Visibility of blue lights	◯	◯	◯	◯	◯

24.Location of blue lights	◯	◯	◯	◯	◯
25.Presence of police/security officers in and around campus	◯	◯	◯	◯	◯
26.Visible police/securities patrolling in and around campus	◯	◯	◯	◯	◯

Section D: Students Perception of Safety

Statement	Strongly Agree 1	Agree 2	Neutral 3	Disagree 4	Strongly Disagree 5
27. I feel that this campus is safe.	◯	◯	◯	◯	◯
28. I feel safe being alone on campus during daylight hours	◯	◯	◯	◯	◯
29. I feel safe being alone on campus after dark	◯	◯	◯	◯	◯
30. I avoid being alone in certain areas of campus due to safety concerns during daylight hours	◯	◯	◯	◯	◯
31. I avoid being alone in certain areas of campus due to safety concerns after dark	◯	◯	◯	◯	◯
32. I carry something for personal defence (pepper spray, keys held in a defensive manner, stun gun, knife, firearm etc...)	◯	◯	◯	◯	◯
33. I believe that appropriate action would be taken if I reported a crime to university authorities or police	◯	◯	◯	◯	◯
34. I feel residing at off-campus is more safe than on campus	◯	◯	◯	◯	◯
35. My university is located in a safe neighbourhood	◯	◯	◯	◯	◯

36.1. For **on campus** residents only

Which of the following crimes below are you most concerned about while being on campus?

Please fill in the circle which corresponds with your response.

Crime incident	Yes 1	No 2
1.Sexual harassment	◯	◯
2. Rape	◯	◯
3. Robbery	◯	◯
4. Theft	◯	◯
5. Burglary	◯	◯
6.Dating violence	◯	◯
7 Stalking	◯	◯

36.2 For **off campus** residents only

Which of the following crimes below are you most concerned about while being

off/around campus?

Please fill in the circle which corresponds with your response

Crime incident	Yes 1	No 2
1. Sexual harassment	◯	◯
2. Rape	◯	◯
3. Robbery	◯	◯
4. Theft	◯	◯
5. Burglary	◯	◯
6. Dating violence	◯	◯
7. Stalking	◯	◯

Thank you for participating in this project!

APPENDIX I: EDITORS LETTER

Kim N Smit Editorial Services

Certification of Editing
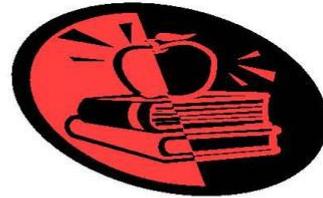
15 January 2019

This letter serves to confirm that LEKGANYANE JOHN KGATLA submitted a Dissertation to myself for editing. The Dissertation is entitled, **'AN EXPLORATORY STUDY ON STUDENTS' SAFETY AT THE UNIVERSITIES OF LIMPOPO AND VENDA'**.

The following aspects were edited:

- Spelling
- Grammar
- Consistency of layout
- Sentence structure
- Logical sequencing
- References

Note: Reference checking involves proofreading and perhaps some editing with regards to the simple formatting of the references into the referencing style required i.e. changing the order of the elements - author, date, title, series, place, publisher, journal, volume, issue, pagination etc. Therefore careful checking of these elements on the reference list pages only is included in the edit, unless otherwise requested by the student. There is no backwards checking in the text that citations match the references. The other element of reference checking, i.e. the checking of citations in the text against all references in the reference list, is excluded from this edit.

Should you have any further queries, please do not hesitate to contact me.

Kind regards,

X _____

Kim Smit

Signed by: HP_User