

**AN EVALUATION OF COMMUNITY SAFETY INITIATIVES ON STUDENT
SAFETY AT THE UNIVERSITY OF LIMPOPO**

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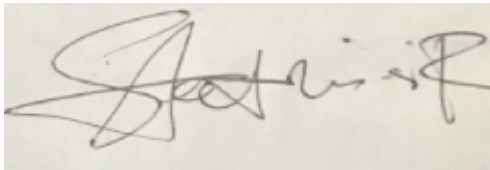
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DECLARATION AND COPYRIGHT

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I, Mothisi Ronny, declare that ***“An evaluation of community safety initiatives on student safety at the University of Limpopo”*** is my work and has not been submitted to another institution of higher education. All the sources that I have used and quoted in this dissertation have been specified and acknowledged through the means of a complete list of references. I understand and adhere to the University of Limpopo’s (UL) Code of Ethics.

A photograph of a handwritten signature in black ink on a light-colored surface. The signature is cursive and appears to read 'Mothisi Ronny'.

Signature

19 September 2022

Date

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DEDICATIONS

This dissertation is dedicated to the memory of **my late mother, Mothisi Mmatšatši Mmabotse (1965/08/06 - 2014/11/25)** whom I lost during my first year examinations at the UL, you will always have a special place in my life, this dissertation which is formally attached to the UL students, the Mankweng community and the surrounding areas.

ABSTRACT

The purpose of this study is based on an evaluation of community safety initiatives for student safety in the Limpopo Province, South Africa. The aim of this study was to evaluate community safety initiatives for student safety at the University of Limpopo (UL). Whereas, the objectives of this study were) as follows: (1) To determine whether the community safety initiatives for the safety of UL students are able to work together to combat crimes, (2) To assess the challenges associated with community safety initiatives for students' safety at UL and; (3) To analyse crime prevention strategies, as employed by community safety initiatives to ensure the students' safety at UL.

This was done to determine whether the community safety initiatives for the safety of UL students are able to work together to combat crimes, to assess the challenges associated with community safety initiatives for students' safety and to analyse crime prevention strategies, as employed by community safety initiatives to ensure the students' safety at UL.

This study employed a phenomenological research design and qualitative research approach, with other related methodologies to achieve the stated aim and objectives. While using non-probability sampling techniques, namely, purposive and snowball sampling techniques, Thirteen (13) participants were selected for the study.

Data was collected using semi-structured, in-depth interviews and open unstructured interviews following an interview schedule guide. The collected data was analysed and interpreted using qualitative phenomenological data analysis, coupled with inductive Thematic Content Analysis (TCA). A recording device (Cellphone) was used to aid the data collection procedures and for safe-keeping purposes.

This study shows that students face serious crimes which affect their daily lives and which escalate to the community afterwards, i.e. crimes such as rape, sexual harassment, sexual assault, house breaking, and robbery; and that most students became victims of such pointed crimes. Findings from the research showed that such crimes affected the daily lives of students and the community as a whole. The study further illustrates that community safety initiatives, together with UL safety and security, are doing all they can to ensure the safety of the students.

It is recommended that the safety of the students is an important priority for the UL management and the community of Mankweng as a whole. Moreover, the UL students should work together to combat crimes affecting them and the immediate community. It is envisaged that this proposed working relationship will allow them, together with other relevant stakeholders, to assess available challenges associated with community safety initiatives for students' safety at UL and to analyse the effectiveness of crime prevention strategies, as employed to ensure the safety of these students, whether reactive or proactive. It is also noted that the UL Department of Safety and Security is doing its best to ensure that all students who reside on-and-off campus are kept safe at all times even though it is not easy to protect everywhere where the students reside.

Keywords: Community safety initiatives, Crime, Evaluation, Policing, Students, University of Limpopo

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ACRONYMS AND DESCRIPTIONS

AOP - Annual Operational Plan

APA - American Psychiatric Association

BAC - Business Against Crime

CAS - Crime Administration System

CCTV - Closed Circuit Television

CJS – Criminal Justice System

CPF – Community Policing Forum

DCS - Department of Correctional Services

ECP – Extended Curriculum Programme

FBO - Faith-Based Organisation

FHDC - Faculty of Humanities Higher Degrees Committee

GIS - Geographical Information System

IPID - Independent Police Investigative Directorate

NGO – Non-Government Organisation

NCPS - National Crime Prevention Strategies

SACEN - South African Community Epidemiology Network

SAPS – South African Police Services

SSSREC - School of Social Science Research Ethics Committee

SCF - Sector Crime Forum

TREC - Turfloop Research Ethics Committee

UL – University of Limpopo

CHAPTER ONE

GENERAL ORIENTATION

1.1. INTRODUCTION AND BACKGROUND

This chapter presents a general orientation of the study, focusing on the introduction and background of this study. Stevens and Yach (1995:18) define 'community policing' as a philosophy and approach to policing, recognising independence and shared responsibility of police and community holistically. This philosophical approach emphasises the establishment of police-community partnerships and a problem-solving approach that is responsive to the needs of the community, further allowing the local police and the community to work closely together to solve problems and address the fear of crime, and physical and social disorders affecting the community. These efforts require the national government, Non-Governmental Organisations (NGOs), public and private entities, Faith-Based Organisations (FBOs), youth and schools, amongst others to actively participate in the prevention of crime (Reyneke, 1997:12).

The purpose of this study is to evaluate community safety initiatives on student's safety at the University of Limpopo (UL). Thus, the researcher's aim is to evaluate the safety of the students, which has always been the most challenging issue for most universities in South Africa and a disturbing problem, since crimes against students increase annually and has been a serious concern for a very long time. However, community safety initiatives have joined together in fighting crimes against students, as these crimes that affect students escalate to the community because most students reside in the community rather than on the university premises.

Crime is a global challenge that threatens, not only the safety and security of communities, but also the peace and stability of the country itself. This remains a permanent feature of serious magnitude in South Africa as the country persistently tops the global crime index (Kempen, 2009:8). Carmichael (2016:97) provides that this country has never had what we can call 'the cleanest image pertaining' to crime. However, this country is still a strong contributor to the Commonwealth in terms of finances and culture, negatively; it still enjoys a long history of crime.

As a recourse, the introduction of community policing in South Africa by 1996, just after the end of apartheid in 1994, attempted to promote sound police-community relations, under a new and democratic dispensation (Salomane, 2010:68). This came after the establishment of the South African Police Service (SAPS) on the 27 January 1995 in terms of Section 214 of the Interim Constitution of the Republic of South Africa Act (No. 200 of 1993).

The researcher affirms that the high numbers of intake at UL each year in order to accommodate students and to allow them to have access to education, as well as the limited number of students graduating in time, puts the institution under pressure since it is not easy to accommodate all the registered students. This then contributes to a high number of students who need to reside in nearby communities close to the institution, which means that these students become known as community members of the community they are residing in. Crimes which affect the students also affect the community, which is why community safety initiatives should play a part in fighting crimes affecting the students since the community is also affected by the crimes, directly or indirectly.

Fast forward to 1996; the local police are required in terms of Section 205 (3) of the Constitution of the Republic of South Africa, 1996, and the SAPS Act (No. 68 of 1995), to prevent, combat and investigate crime, to maintain public order, to protect and secure the inhabitants of the Republic and their property, and to uphold and enforce the law. This Act (No. 68 of 1995), further makes provision for a formal partnership between the SAPS and the community. Section 222 of the Constitution (1996) states that the Community Policing Forum (CPF) Commission, as established in the current Constitution, (1996) must report regularly to both the South African Parliament and to the Provincial legislatures. In this study, the researcher refers to CPF as part of 'community policing initiatives,' not as an operationalised concept of 'community policing initiative', but for students attached to the UL's, safety.

Importantly, Mabunda, (2014) highlights that the level of cooperation between the community and the police has to improve if crime is to be reduced or prevented. In this case, it is very important for community safety initiatives to work together in unity to fight crimes which are affecting the community as a whole. While, Dlamini (2017) shares that crime solutions that work, and are cost effective, remain elusive. However, due to its success in reducing crime rates in different parts of the world since its introduction in the United States of America during the 1970s, community policing is now a standard ideological and policy model, guiding mission statements, goals, and reform programmes for most policing agencies across the world. Regardless of its enviable status in the practicing of policing, 26 years after the attainment of democracy the question beckons whether the inception of community policing and community safety initiatives, particularly CPFs, can be regarded as effective strategies within South African communities to prevent, combat and investigate crime, as well as to ensure students safety at the UL.

Furthermore, a strategy that encourages an efficient use of resources and sharing responsibilities to fight crime is an absolute necessity. The responsibility to fight crime has traditionally resided with police agencies. However, in modern-day societies, one of the ways in which the lives of ordinary citizens can be improved is when police agencies involve communities as active partners in the fight against crime. Furthermore, Chapter 7, Section 19 of the SAPS Act, 1995, on the establishment of community policing, states that the provincial commissioner shall, subject to the directions of the member of the executive council, be responsible for establishing community policing forums at the police stations in the province (South Africa, 1995:44).

Moreover, community policing is concerned with the issues affecting communities, such as physical and social challenges (Crawford & Lister, 2005:36). Miller and Hess (2005:48) argue that the values, concerns and cultural principles of the people living and working in the community and their common interests are important for community policing to thrive. When these are well-understood by all role players, it makes policing in the area much easier.

Subsequently; this study evaluates the impact of community safety initiatives on students' safety at the UL. The main challenges which community initiatives face in general in relation to ensuring the safety of students' at UL and surrounding areas will form part of this study in order to propose strategies to combat various crimes affecting students residing on-and-off campus. Therefore, chapter one presents the research problem, where the aims and objectives of this study are demarcated, and the research problem is well-defined. An explanation of the definitions and operationalisation of key concepts, the significance of the study, the scope of the study and the chapter progression are also addressed.

1.2. RESEARCH PROBLEM

Since the inception of democracy, various community safety initiatives have been established throughout South Africa but with one main shortcoming. There is neither much communication between these initiatives nor does a forum exist where best practices can be showcased. This results in the proverbial wheel often being redesigned in many communities, wasting valuable time and resources (Kempe, 2009:8).

Subsequently, South African university campuses are not exempt from criminal activities. Hence, there is a need for crime prevention interventions through safety and security programmes on campuses. It is, however, acknowledged in this study that crime is a complex issue that is difficult to address. Conceptually, according to Soanes and Hawker (2008:136) 'crime' refers to an act punishable by law, forbidden by statute or injurious to the public welfare. However, the difficulty in defining crime is linked to determining which acts constitute crime, whether the existence of law creates crime and what counts as injurious (Muncie & McLaughlin, 1996:70). According to Thomson (2004:2), "crimes are violations of a specific subtype of norms, that is, the criminal laws of a society." Crime is regarded as a serious problem in South Africa and it affects the quality of life of every citizen. Resulting from ever-increasing crime trends, South Africans feel less safe in their own country, communities and homes, which makes life even more uncomfortable for them.

Crime does not only have a negative effect on society, but it also has an influence on the economy of the country as it leads to material cost, if not loss, for those who become victims; and also forces local and national governments to spend billions on the prevention and detection of crime, and the control and punishment of criminals (Jennings, 2007:318). Fisher (1995:211) mentions that the safety of students is a very serious concern for each university in South Africa. In this research, the researcher will look into the community safety initiatives intended to ensure the safety of students who reside on- and off-campus.

It is important to articulate how these stakeholders intend to fight crime, which students face, and how they are going to ensure that crime which affects students is prevented. Section 18 of the SAPS Act, 1995, provides that 'community policing' aim to establish and maintain a partnership between the community and the service, promoting communication between the service and the community, promoting co-operation between the service and the community in fulfilling the needs of the community regarding policing, and improving the rendering of police services to the community at national, provincial, area and local levels. It also intends to improve transparency in the service and accountability of the service to the community and promoting joint problem identification and problem-solving by the service and the community. It was established to maintain a partnership between the police and the communities, to jointly identify priorities and solve problems related to crime, disorder, fear, poor police community relations and service delivery (Fisher, 1995:238).

Mabunda (2017:4) highlights that a clear way of formulating a research problem is to ask related questions. In this study, the question to ask is: *How best can community safety initiatives ensure the safety of UL students and the Mankweng community and surrounding areas?* Although crimes against students directly and indirectly affect community members, crimes against students remain a serious concern in communities. The role of the police in CPFs is to mobilise and organise the community to take action against local crime together with the police, to act as a liaison between the community of the sector and the local police station. Furthermore, the intention is to act as a crime prevention officer, which involves being responsible for all plans and projects to address crime in the community.

On the other hand, the role of the community is to attend the community policing sub-forum meetings, to discuss action plans with the sector commander in order to deal with crime in the community, and to participate in neighbourhood initiatives to safeguard the area in which they live, work and play (SAPS Sector Policing, 2013:211). The CPF is implemented to bring the police and the community together to fight crime in communities. Therefore, this study evaluates the effect of community safety initiatives on students' safety at UL. This study holds that it is very important for community safety initiatives to be effectively evaluated to address students' safety and to determine a worthwhile response to crime problems perpetrated on UL students. To this course, crime rates (i.e. Crimes such as rape, sexual harassment, sexual assault, house breaking, and robbery) in the Mankweng area, more specifically in Ga-Motholo village, commonly known as gate one, and Peter Mokaba Unit E, which is known as gate three, can be controlled as various crimes can be detected in the early phases.

The local SAPS's struggle for credibility in contemporary public discourse is linked to South Africa's high levels of crime at the community level and their (SAPS) apparent inability to reduce crime. Many South Africans, including some Mankweng residents, ascribe the high levels of crimes to the local SAPS members' incompetence. This is rendered unfair, since the SAPS cannot be held responsible for the societal fractures that contribute to the cultures and systems of criminality in the country, allowing the introduction of community safety initiatives to aid current local SAPS operations (Faull, 2011:1).

1.3. STUDY AIM

The aim of this study was *'to evaluate community safety initiatives on student safety at the UL.'*

1.4. RESEARCH QUESTIONS AND STUDY OBJECTIVES

1.4.1 Research question

The following research question guided this study.

- *What is the value of evaluating community safety initiatives on student safety at the UL.*

From the stated research question, it is the view of the researcher that if the community safety initiatives at UL can be effectively evaluated, students can be safe and various crimes against them could be minimised to the acceptable level. Furthermore, this evaluation can be further used as one of key mechanisms for ensuring students safety at UL and surrounding communities.

1.4.2 Study objectives

Stemming from the research question, this study was guided by the following study objectives:

- To determine whether the community safety initiatives for the safety of UL students are able to work together to combat crimes.
- To assess the challenges associated with community safety initiatives on students' safety at UL.
- To analyse crime prevention strategies, as employed by community safety initiatives to ensure the students' safety at UL.

1.5. DEFINITIONS AND OPERATIONALISATION OF KEY CONCEPTS

The following key concepts are defined, coupled with the operationalised definitions based on the applications to this study.

1.5.1 Community policing

According to Cross (2004:76), community policing is a philosophy and an organisational strategy that promotes a new partnership between the people and police. It is based on the premise that both the police and the community must work together to identify, prioritise, and solve contemporary problems, such as crime, drugs, fear of crime, social and physical disorder, and overall neighbourhood decay, with the goal of improving the overall quality of life in the area.

Community policing refers to a philosophy or an approach to policing which recognises the inter-dependency and shared responsibilities of all community members (Reynecke 1997:12). Moreover, community policing is further explained as the working together of community members with the aim of facilitating the partnership between the police and the community and to engage in joint problem identification and consultative problem-solving (Morrison & Conradie 2006:4).

In this study, community policing refers to a combination of community safety initiatives which comes together to fight crime affecting UL students and community of Mankweng at large.

1.5.2 Community safety initiatives

Pobal (2008:1) explains that community safety initiatives are a group of forums and organisations promoting the concept of community-based action to inhibit, protect and resolve the causes and consequences of criminal, and other anti-social behaviour.

This study affirms that community safety initiatives allow community members to feel safe at home, in the streets or at work. The importance of community safety initiatives is that they engage and talk about local community issues of concern regarding policing and community safety. These initiatives help and benefit the community by identifying and prioritising issues of concern and coming up with plans on how these issues can be tackled. Public education based on the danger of crime to the community and society at large, will be one of the helpful initiatives that can be provided to the community. Community groups patrolling day and night could also be helpful.

1.5.3 Crime

Crime is dangerous behaviour that comes into conflict with the rules of society and, as a result, is a violation of the judicial system of a particular society (Steyn, 2004 in Strydom, Van der Berg & Herbst, 2006:75). The extent of poverty, inequality, unemployment and crime is widespread in the South African context (Department of Correctional Services (DCS) Policy on Poverty Alleviation, 2006a:1).

For the purpose of this study; crimes and violence against students (i.e. Crimes such as rape, sexual harassment, sexual assault, house breaking, and robbery) at UL have become more prevalent in higher learning communities.

1.5.4. Evaluation

Scrive (1991: 160) defines evaluation as an act or result of evaluating a situation by determination of the value, nature and characteristics of the community, focusing on community safety initiatives. It provides a systematic method to study a programme, practice, intervention or initiative to understand how well it achieves its goal, namely that community safety initiatives are aimed at preventing the community from crime and harm.

This study provides that evaluation presents that initiatives are preventing crimes affecting students and the community at large through day and night patrols to eradicate crime in the community.

1.5.5 Policing

Policing refers to a set of processes with specific social functions. It is a universal requirement of any social order, and may be carried out by means of a number of different processes and institutional arrangements (Smit & Schmetler, 2004 in Maluleke, 2016:49). Rowe (2007) (in Maluleke, 2016:49) confirms that this concept comprises of the broad processes of social regulations and operations that underpin the routines of our daily lives. As such, a wide range of agencies and institutions performs these.

Furthermore, the SAPS even developed their own brand of community-oriented policing, which has been referred to as Sector Policing, which was a hybrid model that fused together elements of both community policing and problem-oriented policing (Rauch & Dixon, 2004) (in Lamb, 2021:146). The SAPS version was envisioned to be a “practical manifestation” of community policing, that divided policing precincts into smaller components, which would be actively patrolled by the same cohort of police in order to: deliver more community-specific, partnership policing; increase response times; and strengthen CPFs (Africa Criminal Justice Reform, 2019) (in Lamb, 2021:146). There have been a small number of studies of sector policing which has indicated that there had been some successes in building legitimacy of the police and improving responses to calls for service (Steinberg, 2004: 27-63). Other studies have however indicated that the effectiveness of sector policing was undermined by scant community involvement and inadequate resources (Buthelezi, 2014; and Montesh, 2007) (in Lamb, 2021:146).

In this study; this concept refers to the evaluation of the effect of community safety initiatives on student safety at the UL, focusing on the works of relevant stakeholders, including the Sector Policing. Policing in this regard is focused on a range of different aspects of the diverse roles that various stakeholders in the Mankweng/ Turfloop policing area perform in policing different crimes against students.

1.5.6 Safety

Safety refers to the state of being safe and includes exemption from hurt or injury and freedom from danger. Students should be able to study, learn and recreate in a safe environment that fosters their potential (Soanes & Hawker, 2008:208).

For this study, safety is defined as helping students and community members to be and feel safe as an important aspect of where they live, work or spend most of their time.

1.6. STUDY SIGNIFICANCE

Maxfield and Babbie (2001:118) mention that social science can bring about a better understanding of any given phenomenon. The value of this study rests within the SAPS, UL and other academic institutions, and the community. Leedy and Ormrod (2010:33) postulate that research must potentially make a substantial contribution to the body of human knowledge and may even, in some small way, help to make the world a better place. This was achieved as follows by this study:

- **Firstly**, an attempt was made by the researcher for this study to contribute to the broader understanding of UL safety management, SAPS's, and CPFs in the Mankweng area, by understanding the problem of crime affecting the students and its negative effects on the community where public trust and confidence in the police is limited, by focusing on the opinions and experience of police management and Mankweng community members in the selected study location.
- **Secondly**, based on the findings, this study aims to improve and suggest approaches to improve this subject in terms of improving cooperation and relationship between the UL, and local SAPS. The CPFs and Mankweng community members, as well as other government departments such as the Department of Community and Safety and the Department of Education, need to

address the SAPS and to keep a close eye on the environment, which is mostly occupied by the students since they are most targeted by criminals.

- **Thirdly**, it is conceived that this can also go a long way in creating more awareness in the UL, CPFs, SAPS, and Mankweng community and other local communities by suggesting possible strategies to address problems relating to the crimes which the students face. This study can act as an educational tool for the UL safety management, CPFs, SAPS members and community members of the Mankweng area on how to enhance management operations to restore relationships and working together with the local communities to fight crime affecting the students.

Furthermore, this study promises to add value to the following sectors:

1.6.1 Public

This study seeks to add value and establish new ideas with regards to better and more effective strategies for evaluating SAPS's, CPFs, and the UL's safety management to ensure the safety of the students in the Mankweng area, which will promote more effective policing strategies. This is crucial for the general livelihoods of those living in the Mankweng area, as they will be granted an opportunity to live in a safer and more secure environment. The outcome of this study will benefit UL students and the community of Mankweng and other provinces in South Africa.

1.6.2 Scholarly community

The results of this study will be published and made available for the scholarly community as a reference for their studies to close the gap on already conducted studies on this subject. For the UL and Mankweng community; once the results of this study are made available, it can be further beneficial for this area to sensitise the impact on the public environments where most students reside. Challenges in relation to the current strategies to respond to this problem of crime against students can also be addressed.

Mostly importantly, after the completion of this study; there may be possible solutions to address the crime affecting students in the Mankweng community area and this may have a positive impact on addressing the SAPS service delivery in ensuring the safety of the Mankweng community. It is also hoped that the residents of the Mankweng area may gain confidence in the CPFs and the local SAPS.

1.6.3 The South African Police Service

The results of this study may contribute to a higher competence level during the formulation of strategies by SAPS on how to protect the UL students in the Mankweng area. It is conceived that it can also help to increase the levels of trust and confidence in the local police by the community members and other relevant stakeholders. Equally, this study can also provide information on best practices that can promote skills development in the SAPS management of the local SAPS police stations. Thus, benefiting the SAPS to do their job more effectively. The results of this study can also produce guidelines for compiling future training manuals. If the recommendations and findings of this study are accepted by the SAPS policy makers, the local SAPS in the Mankweng area can benefit, as both the findings and recommendations of this study can provide a better understanding of the challenges experienced and assist to develop new methods or strategies on how to apply relevant and adequate procedures to clearly understand the crime which students are facing.

1.7. SCOPE OF THE STUDY

The researcher focused on the evaluation of the effect of community safety initiatives on student safety at the UL. The participants in this study included the various community safety initiatives' management and community members. All the selected study participants were participated in the semi-structured face-to-face interviews, the researcher conducted these interviews with the participants to evaluate their perceptions on and experiences of this subject. This was done to indicate the credibility of this technique, in conjunction with the consulted literature studies as presented in chapter two of this study and empirical study findings stemming from the fieldwork procedures.

Therefore, the literature collected and the conducted semi-structured face-to-face interviews present a true and accurate picture of what this study claims to validate. The instruments, namely the literature study, and the conducted semi-structured face-to-face interviews, were used to collect data and provide credibility.

This study was conducted in the Mankweng area; according to Statistics South Africa [Stats SA] (2011), the total population of Mankweng area is 25 292. Males, aged 15 to 35 are 71% of the population, those aged 36 to 64 are 26% and only 2% of the population in Mankweng consists of males aged 65 to 120. The population of females aged 15 to 35 is 66%, aged 36 to 64 is 30% and only 4% of the population consists of those above 65 years.

The most predominately spoken language in Mankweng community is Sepedi at 88% of the population. Moreover, SAPS Mankweng is situated in a small township known as Turfloop, 30 kilometres (km) East of Polokwane City. It has three sectors, each under the control of one commander. This station is situated near the UL and Mankweng Tertiary Hospital. The size of this station is 930 kilometres square (km²), with a total membership of 325. There are 295 SAPS members attached to Mankweng area, with 144 males and 151 females. There are 30 Public Service members, with 10 males and 20 females. Mankweng police station is headed by a male SAPS Commander with the rank of Brigadier.

1.8. CHAPTER PROGRESSION

Chapter one deals with the general orientation of this study by indicating the introduction and background, the research problem, study aim and objectives of this study, coupled with the definitions and operationalisations. The study significance and the scope of the study are highlighted. **Chapter two** focuses on the literature review based on the conceptualisation of community policing, the existing relationship, crime prevention strategies, associated impacts and challenges faced by the community and the theoretical framework of this study. **Chapter three** provides the adopted research design and methodology of the study. **Chapter four** discusses the data presentation, analysis and discussions. **Chapter five** presents the summary, conclusions and recommendations.

1.9. SUMMARY

In this chapter, the introduction and background, problem statement, study aim and objectives, coupled with the definitions and operationalisation of key concepts, as well as the study significance and scope of the study are discussed. These sections are all highlighted and discussed based on the subject under research.

The next chapter (Two) provides a literature review and theoretical framework on the evaluation of the effect of community safety initiatives on university students' safety.

CHAPTER TWO

LITERATURE REVIEW AND THEORENTICAL FRAMEWORK ON EVALUATION OF COMMUNITY SAFETY INITIATIVES ON UNIVERSITY STUDENTS SAFETY

2.1. INTRODUCTION

This chapter was designed to highlight the key concepts and arguments for this study. The rationale behind the analysis of key concepts of the study is of importance, as clarity on the use and applications of these concepts is highlighted. Furthermore, the intended direction of this study is clearly depicted. The chapter presents the facts and summary of the community policing initiatives which are different organizations aimed at achieving more effective crime control and reducing fears of crime by working together to make the whole community a safer place.

The consulted literature provides vast definitions of the key concepts of this study in terms of interpretations and definitions. Therefore, this chapter reflects a general overview of the selected key concepts of the study and further demarcates defined concepts regarding the conceptual limitations of the study. This chapter further provides a description of the available literature in respect of the research topic.

To achieve the aim and objectives of this study, seminal literature studies were reviewed in conjunction with paragraphs 1.4 and 1.5 of chapter one of this study, namely: The aim of this study is to evaluate community safety initiatives on student safety at the UL, whereas, the study objectives are as follows: (1) To determine whether the community safety initiatives for the safety of UL students are able to work together to combat crime; (2) To assess the challenges associated with community safety initiatives for students' safety at UL; and (3) To analyse crime prevention strategies, as employed by community safety initiatives to ensure students' safety at the UL.

2.2. CONCEPTUALISATION OF COMMUNITY POLICING AS A COMMUNITY SAFETY INITIATIVE FOR UNIVERSITY STUDENTS' SAFETY

Community policing comprises of efforts to identify crime problems (Hlungwani, 2014:04). Buthelezi (2014:5) perceives one of the objectives of community policing as the promotion of joint problem identification. According to Miller (2014:20), partnerships, problem-solving, and organisational change are the essential elements of community policing. Elements of community policing are organisational elements, tactical elements, and external elements of community policing (Taye, 2011:63-66). This research demonstrates that when the SAPS and CPFs know and understand the elements of community policing, it will be easier for them to adapt from traditional policing to community-oriented policing elements.

Community policing was only introduced in South Africa in 1996 after the end of apartheid to promote sound police-community relations under a new and democratic dispensation (Salomane, 2010:187). The police are required, in terms of the Constitution of the Republic of South Africa (1996), and the SAPS Act, 1995, to work with communities to address issues of crime. This Act (1995) makes provision for a formal partnership between the SAPS and the community. Section 222 of the Constitution, 1996, prescribes community policing as the style of policing to be adopted by the SAPS as a strategy to improve police-community relations and service delivery to all the citizens in general.

Furthermore, various community safety initiatives have been established throughout South Africa but with one main shortcoming. There is either not enough communication between these initiatives or no forum exists where the best practices can be showcased. The result is that the proverbial wheel is often redesigned in many communities, wasting valuable time and resources (Kempe, 2009:8).

However, seminal studies on the evaluation of community safety initiatives, focusing on students' safety at a South African university, have been under-researched in any depth by academics, researchers and scholars in the field of Criminology and Criminal Justice over the years. This lack of scholarly attention given to policing and criminology is there despite the fact that, within institutions of higher learning, students' safety remains an essential segment in the field of Social Sciences that is unexplored.

South African university campuses are not exempt from criminal activities. Hence, there is a need for crime prevention interventions through safety and security programmes on campuses. It is, however acknowledged in this study that crime is a complex issue that is difficult to address. Conceptually, Soanes and Hawker (2008:136), define crime as an act punishable by law, as forbidden by statute or injurious to the public welfare. However, the difficulty in defining crime is linked to determining which acts constitute crime, whether the existence of law creates crime and what counts as injurious (Muncie & McLaughlin, 1996:70).

According to Thomson (2004:2), “crimes are violations of a specific subtype of norms, that is, the criminal laws of a society.” Crime is a serious problem in South Africa and it affects the quality of life of every citizen. As a result of ever-increasing crime trends, South Africans feel less safe in their own country, communities and homes, which makes life even more uncomfortable for them. Crime does not only have a negative effect on society, but it also influences the economy of the country as it leads to material cost, if not loss, for those who become victims; and also forces local and national governments to spend billions on the prevention of crime, and the detection, control and the punishment of criminals (Jennings, 2007:318).

Fisher (1995: 211) mentions that the safety of students is a very serious concern for each university in South Africa. In this research, the researcher looked at community safety initiatives intended to ensure the safety of students who reside on- and off-campus. It is important to articulate how these stakeholders intend fighting crime which students face, and how they are going to ensure that crime which affects students will be prevented. Section 18 of the SAPS Act, 1995 refers to community policing aims to establish and maintain a partnership between the community and the service, promoting communication between the service and the community, promoting co-operation between the service and the community in fulfilling the needs of the community regarding policing, and improving the rendering of police services to the community at national, provincial, area and local levels.

It also intends to improve transparency in the service and accountability of the service to the community and to promote joint problem identification and problem-solving by the service and the community. It was established to maintain a partnership between the police and the communities, and to jointly identify priorities and solve problems related to crime, disorder, fear, poor police community relation and service delivery (Fisher, 1995:238). The role of the police in CPFs is to mobilise and organise the community to take action against local crime together with the police, to act as a liaison between the community of the sector and the local police station. Furthermore, the intention is to act as a crime prevention officer, which involves being responsible for all plans and projects to address crime in the community.

On the other hand, the role of the community is to attend the community policing sub-forum meetings, to discuss action plans with the sector commander in order to deal with crime in the community, and to participate in neighbourhood initiatives to safeguard the area in which they live, work and play (SAPS, 2013:211). The CPFs are implemented to bring the police and the community together to fight against crime in communities. Therefore, this study evaluates the effect of community safety initiatives on students' safety at UL. This study holds that it is very important for community safety initiatives to be effectively evaluated to address students' safety. This will be a worthwhile response to crime problems perpetrated on UL students.

To this course, crime rates in the Mankweng Area are uncontrollable as various crimes are detected. The local SAPS struggle for credibility in contemporary public discourse, which is linked to high levels of crime in South African communities and their SAPS apparent inability to reduce crime. Many South Africans, including some Mankweng residents, ascribe the high levels of crime to the local SAPS members' incompetence. This is rendered unfair, since the SAPS cannot be held responsible for the societal fractures that contribute to the cultures and systems of criminality in the country, allowing the introduction of community safety initiatives to aid to the current local SAPS operations (Faull, 2011:1).

According to Tappan (2008:3), crime is an intentional act of violation of the criminal law (Statutory and case law) committed without defence or excuse, and penalised by the state as a felony or misdemeanour. The most common and frequently applied definition of crime is that which links it to substantive criminal law. This implies that an act is only a crime when it violates the prevailing legal code of the jurisdiction in which it occurs. Michael and Adler (2019:1-15) reveal that the most precise and least ambiguous definition of crime is behaviour which is prohibited by the criminal code. In this definition, the core element is the 'code of jurisdiction', which means that an act may be considered to be a crime in one area but not in another. Crimes that are often referred to here are crimes of property or crimes that result in injury. Concerning crime in the context of tertiary institutions, studies have shown that most of the acts of crime committed in these settings are environmental crimes.

Situ and Emmons (2000:99) define environmental crime as an unauthorised act or omission that violates the law and is therefore subject to criminal prosecution and criminal sanctions. However, this definition omits certain practices or behaviours that many may see as environmentally irresponsible, negligent or destructive. Yet these authors argue that until an act actually breaks a law, it cannot be considered a crime (Bricknell, 2010:244). This statement further discourages the assumption that what is a crime in one location may not necessarily be a crime in another; and what is most important here is therefore what the law says about that particular crime.

The findings of the study conducted by Dlamini (2017) through the data collected from Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) which were semi-structured interviews with a total of fifty-five (55) participants comprising of SAPS and CPFs representatives, political leaders and ordinary members of the two communities (Glenwood suburb and Cato Manor township of Durban), confirmed limited knowledge of and affinity for CPFs by community members. This was due partly to lack of communication, resources, trust, as well as political interference and SAPS organisational culture, which affects the functioning of these CPFs. A comparative analysis between the two areas noted differences in participation by the youth, police, and community members as well as their remuneration. Together, these findings suggest that more effort is needed from both the community and the police in order for CPFs to function effectively.

Bricknell (2010:244) further notes that it is of the utmost importance to note that crime and criminal behaviour affect the lives of many individuals in the country. On the contrary, issues related to student safety remain a serious concern in institutions of higher learning, further affecting their future. Community policing in general terms, is not a programme; it is not a set of activities; it is not a personnel designation. Rather, community policing is a law enforcement philosophy, a way of thinking about improving public safety. While there is a lack of standardisation regarding specific terminology and strategies of community policing across cities, community policing efforts can generally be grouped into three broad categories: Organisational transformation, community partnership, and problem solving which should be utilised to study community policing in relation to attempts to address three main prepositions that makes community policing stronger, namely:

- **Enlightenment:** people must be educated about the circumstances before they are lobbied for change. In other words, the public needs to be educated about the role and function of community policing;
- **Empowerment:** people need to be empowered in order to improve their conditions. This implies that the public needs to understand and value the community-police relationship; and
- **Emancipation:** this preposition implies that people can achieve liberation through reflection and social action. In other words, this preposition sensitises the public regarding the importance of partnerships (Bricknell, 2010:244).

2.2.1 The nature of crime prevalence in South African universities

According to Barton (2010:138), South African tertiary institutions are often affected by the country's consistently high crime rates. Many would perceive university institutions as being safe environments where education is the common language for everyone. However, it is an inevitable fact that students often become victims of crime on- and off-campus. The crime occurs within the campus and even in students' own residences. Crime on-campus is a problem that affects students and staff members. The amount and type of crime on campuses has implications for students' educational and social development. This is because they are less likely to attend lectures, or spend time on, or participate in social activities at high-crime campuses (Barton, 2010:138).

2.2.1.1 Selected prevalent crimes at University of Limpopo

The listed crimes herewith are most prevalent against UL students [Not in order of importance]. Students are reported to be victims of these crimes in most cases, with less effective preventative, combative and investigative strategies geared towards solving them.

- **Theft**

This crime consists of the unlawful appropriation of moveable corporeal property belonging to another, with the intent to deprive the owner permanently of the property (*Iqabane, 2006:110*). Whereas, Berg and Horgan (1998:579) define theft as “the taking of property without the owner’s consent; a popular term for larceny.” Moreover, theft is the unlawful, intentional appropriation of moveable, corporeal property that:

- Belongs to, and is in the possession of, another.
- Belongs to another, but is in the offender’s own possession.
- Belongs to the offender, but is in another’s possession, and such other person has a right to possess it, which legally prevails against the offender’s own right of possession, provided that the intention to appropriate the property includes an intention to permanently deprive the person entitled to the possession of the property, or such property (*Intec College Study Guide, 2003:61*).

The researcher submits that this crime refers to an act which is unlawful and acted intentionally by an individual appropriating movable, corporeal properties which belongs to, and in possession of, another belonging to another but in the perpetrator’s own possession; or belonging to the perpetrator but is in another’s 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. This occurs in a situation where student’s properties or belongings are taken from their rooms without consent while attending lectures or went out for leisure or shopping or getting food in the near Plaza/Shopping complex/Mankweng Business Centre.

- **Common assault**

This refers to the unlawful and intentional -

a) Direct and indirect application of force to the body of another person, or

b) Threat of application of immediate personal violence to another, in circumstances in which the threatened person is prevailed upon to believe that the person who is threatening him has the intention and power to carry out his threat. For noting, this act may consist in the direct or indirect application of force or threats of force decisive factor is the use of force or violence, Institute of Security Studies [ISS] Crime Hub (2018).

Accordingly, the researcher presents that the common assault is a violent, life-threatening situation where students are assaulted, leading to death sometimes. In other occasions, the students do not get seriously or permanently injured during the commission of this crime, however, potential perpetrators have to deal with responsibility of putting their lives in a serious fear or death. The common assault have great emotional effects/impacts on UL students. This kind of crime occurs in situations where students they are walking on the street to their respective rooms, on-off campus.

- **Common robbery**

This is the unlawful and intentional forceful removal and appropriation of movable tangible property belonging to another. Considerable, the decisive factor is the use of force or violence. Incidents of robbery (Including business and house robbery) are classified as common robbery if no weapon is used. On the other hand, the ISS Crime Hub (2018) defines '**robbery with aggravating circumstances**' is a broad category that includes cases of the unlawful and intentional forceful removal and appropriation in aggravating circumstances of movable tangible property belonging to another. To be noted, robbery cases are included in this category if any weapon, not restricted to a firearm, was used to commit the crime. The SAPS provide statistics for the following sub-category of aggravated robbery for the purpose of this study:

- **House robbery** is the unlawful and intentional forceful removal and appropriation of property from the residential premises of another person (ISS Crime Hub, 2018).

- **Burglary at residential premises:** Also referred to as “housebreaking/Breaking into institutional residences/buildings” is a crime committed by a person who unlawfully and intentionally breaks into a building or similar structure, used for human habitation, with the intention to commit a crime on the premises (ISS Crime Hub, 2018).

Overall, the common robbery directed to students refers to taking or attempting to take anything of value from the students’ care, custody, or control by force or threat of force or using violence and by putting them in a serious unimaginable fear. During this kind of crime, involvement of using objects is witnessed, such as weapons, like Guns, Knives, and *Pangas*, to name the Three (03) or any other weapon, which can cause bodily harm. This kind of crime occurs in a situation where students walk on the street to their respective rooms; on-off campus.

2.2.1.1.1 Evaluations of campus crimes

In most cases, when students enter university, they do so on a blank slate effect, meaning that they are not entirely aware of the things happening on campus and in its surrounding areas. Perotti (2007:214) indicates that campus life is an open environment where free expression and the exchange of ideas are core principles amongst the students. With reference to this argument, one can naturally expect university facilities to be safe until, in reality, they become the locations for the perpetration of crimes. Campus crime is conclusively a serious issue of concern in South Africa for current university students, parents of current and prospective students, campus law enforcement agencies and university authorities, because it affects each stakeholder in one way or another.

The tertiary institution campuses comprise of certain characteristics that render them alluring targets for perpetrators of crime, which in turn, generates fear of crime on these premises. A university campus is regarded as a community because it has all the elements that make up a community.

Mansour and Sloan (2000) (in Rengert, Mattson & Henderson, 2001:201) argue that tertiary institutions are communities because they contain the three basic elements of a community: a fixed geographical location, common ties among people, and social interactions. The three elements are what influence the crime rates and times of crimes that occur on a university campus. For example, a campus located in a busy urban area with a high rate of unemployment is likely to experience higher crime rates than more rural-based universities.

Jennings, Gover and Pudryzyska (2007:61) state that South African institutions are often affected by the country's consistently high crime rates. Many dimensions of the campus environment are linked to institutional history or campus tradition. Campus tradition could refer to the social or political status of that particular institution but also zooms in closely on the security provisions on that campus. University campuses that are left unattended, unsafe and unhealthy have a negative effect on students' success. This will cause the university as a whole to suffer the loss of prospective students as they will be aware of its low success rate.

2.2.1.1.2 Contributory factors to crime on universities campus

There are a variety of causal factors where crime is concerned. Some attribute this to the drinking culture common to campuses while others blame drugs, stress, unaddressed mental illness or some combination of these factors (Sandbox Networks, 2016:62).

- **Location of campuses in relation to community areas**

Numerous factors affect the manifestation of crime on campuses. Some of these include the geographical positioning of the campus and the student population. The UL is located in the midst of the rural areas where employment opportunities are rare. This means that campus crime is not caused just by one independent factor, but that it is caused and accelerated by a number of different contributing factors. For example, Shaw and McKay (1972:138) argue that delinquency and disorder are more common in urban areas with greater concentrations of students from various racial and ethnic origins, and residential instability.

These factors are indeed found to affect the rate and nature of the various crimes that occur in the campus residence that is investigated by the current study. It is further established that if a high proportion of students live in dormitories or residences on campus, this results in higher crime rates and some of the causes are the diversity of the student population, their transitory occupancy, and their possessions, which create many opportunities for offenders. Students tend to have lot of valuables in their rooms even if it is in off-campus residences, such as expensive cell phones, laptops and other gadgets that attract perpetrators of crime (Shaw & McKay, 1972:138).

- **Outsiders residing in campus residences**

It is a known fact that perpetrators of crime are not only outsiders, but may also be students residing in the same or other residences. In this context, Gover (2008:39) contends that larger populations and inferior academic value also contribute to higher crime rates. This supports the statement that not all the students or individuals who occupy residence accommodation on campus are registered students. Some come in to campus as unauthorised guests or even authorised visitors and cause chaos, which results in criminal activity.

The openness of campus environments renders the campus vulnerable to such forms of abuse because strangers commonly use campus grounds and facilities (Rengert, Mattson & Henderson, 2001:25). This results in a larger resident population than the administration is aware of, which results in crimes that cannot be traced to any known suspect. A serious factor under this assumption is the fact that inferior academic value is strongly proportional to crime rates. This stance is appropriate when the institution harbours individuals that are not there solely for academic achievement but are there to push side agendas of crime and destruction on students residing on campus.

- **Alcohol abuse**

In the case of alcohol, Boyer (1990:314) reports its abusive use as one of the greatest threats to the quality of campus life. Students who abuse alcohol are much more likely to be the ones who break rules and disturb campus life after the intake and consumption of alcohol. Even with the increased emphasis on creating awareness, upgrading security, implementing notification systems and providing resources to troubled students, drug and alcohol abuse often results in violent crimes on campus, and these appear to be increasing at tertiary institutions.

Criminologists; Cohen and Felson (2015:320) note the keen irony of how the elements of an enjoyable life also expose us to a greater crime threat. This statement by the two criminologists gives rise to the assumption that alcohol-consuming students are not only perpetrators of crime, but are also part of the statistics of victims of crimes on campuses. Studies have also indicated that alcohol and drug use by students increases their risk of becoming victims of violent crime, including sexual assault (Gover, 2008:96). The way students, particularly girls, behave after alcohol consumption renders them alluring targets to opportunists or even to dangerous perpetrators of crime. For example, a male student is less likely to be a victim of robbery or rape on any ordinary day but would most likely be an easy target when walking around while intoxicated and defenceless. Alcohol is regarded as the most devastating characteristic with its link to destructive behaviour (Fenske, Rund & Contento, 2000:245).

Binge drinking, which is known to occur when a person drinks five or more drinks on one occasion, is a very common problem on many university campuses. Destructive behaviour could entail making too much noise, vandalising the institution's property, or can even go as far as assaulting other students. Alcohol-related violence against persons or property, general misconduct, suicide and related self-destructive behaviour have persisted in the collegiate culture. The ever-ready availability of alcohol and drugs is a factor that fuels mischievous and criminal behaviour among the youth. Some of these behaviours are not only caused by alcohol use, but are also caused by the simultaneous use of alcohol and drugs, Fenske, Rund and Contento, (2000:245).

- **Drugs and substance abuse**

Drug use is amongst the causes of crime on university campuses due to the effects drugs have on the mental reasoning of users. Moreover, drugs are expensive and many of the users end up having to resort to crime as a means of satisfying their addiction and constant need of drugs. As stated in the '*Manual of Mental Disorders Diagnostic and Statistical Manual*,' (American Psychiatric Association [APA], 1994:27), substance abuse is the maladaptive pattern of use of psychoactive substances that act specifically on the central nervous system to alter thought processes, mood, cognition and behaviour.

The psychological and logical reasoning of a drug user, whether an academic or not, is altered when under influence of that particular drug. This explains why drug users tend to be violent and restless people who frequently involve themselves in behaviours that are not humane, let alone legal. In the South African Community Epidemiology Network on Drug Use [SACEN] (Pluddeman, 2004:38), growing concern was expressed about the potential for increased cocaine (especially crack) and heroin use, with their associated problems. Students often tend to use 'weed' as a drug due to its easy accessibility and cost effectiveness. Although no empirical reports can be traced on drug use amongst university students, it is known that some students do take drugs and that drug traffickers from surrounding communities will invade universities as a lucrative field to sell their products and to victimise students.

The drug addicts on the other hand most likely commit crimes such as robbery, break-ins and theft so that they can steal valuables and sell them at a cheap price to get money to buy the drugs they need. Some attribute this to the drinking culture common among university students, while others blame drugs, unaddressed mental illness or a combination of these factors for students' susceptibility to drug use (Sandbox Networks, 2016:44). Observation attests to this assumption as it has been noticed that some students enter university without ever having consumed alcohol, but due to the drinking culture, they will leave university as a confirmed consumer of alcohol. Sadly, others succumb to drug use, which becomes an addiction that is extremely difficult to overcome.

2.2.2 The values of community safety initiatives for university students' safety

The values of community safety initiatives for university students safety are noted by Pelsler (2002 in Munneke, 2011:186), by indicating that the CPFs are constituted to improve communication between the SAPS and the community, and to foster joint problem-solving and cooperation with a view to improving service delivery by the SAPS. The SAPS is answerable to the communities they serve. The CPFs perform and play a vital role in the civilian oversight of the police in the precinct. A police service can only be effective when it enjoys the confidence and cooperation of the community, which it serves.

The role of the CPFs is to make the needs of the community known to the police and help the police to meet those needs. While acknowledging the importance of the Interim Constitution of the Republic of South Africa, 1993 and Policy of Community Policing, the Department of Safety and Security (2013:1) mentions that the functions of CPFs are demarcated as follows:

- The promotion of accountability of the police to the local community, and cooperation of communities with the police.
- Monitoring the effectiveness and efficiency of the police.
- Advising the police regarding local police priorities.
- Requesting enquiries into policing matters in the locality concerned.
- Evaluation of the provision of visible police services including:
 - The provision, siting and staffing of police stations.
 - Reception and processing of complaints and charges.
 - The patrolling of residential and business areas.
 - The prosecution of offenders.

Moreover, the CPFs were formed to instil trust between the police and the community, to close the gap that existed between the two during the apartheid era. According to the Department of Safety and Security (2015) (in Smith, 2008:92), the aims of the CPFs are the following:

- To democratise the SAPS by ensuring that they police with the consent of the community, according to the will and the needs of the community.
- To bridge the gap between the police and the community.
- To make the police accountable to the community in respect of addressing their reasonable needs and their reasonable concerns.
- To serve in the interest of effective crime control.
- To check the transparency of the police.

- To create a joint-partnership between the police and the community in preventing crime and disorder.

Furthermore, Section 18 of the SAPS Act, 1995 defines the objectives of CPFs. It states that the SAPS will interact with the community through CPFs, with the following objectives:

- Establishing and maintaining a partnership between the community and the service.
- Promoting communication between the police and the communities.
- Promoting co-operation between the police and the community in fulfilling the needs of the community regarding policing.
- Improving the rendering of police services to the community and national, provincial areas and local levels.
- Improving transparency in the police and accountability of the police and the community.
- Promoting joint problem identification and problem solving by the police and the community.

According to Baloyi (2013:19), the worrying factors identified through the observation of CPFs' activities and an analysis of the CPFs indicate that the prescriptions of SAPS Act, 1995 regarding the building of partnership are neither fully understood nor implemented. He believes that broad-based partnerships in line with this Act will contribute to the creation of a wider communication network, capable of closing gaps, which may be identified in the fight against crime at sector levels. Stevens and Yach (1995 in Nxumalo, 2010:285) argue that an effective way to structure CPFs is to establish sub-committees to address every problem or specific need of the community concerned.

Examples of such sub-committees could include the following:

- **Family violence:** to address the problem of violence in the family. People such as social workers, ministers of religion, psychologists and medical personnel could serve on a sub-committee together with the police in order to address not only the symptoms but also the causes
- **Crime:** to plan and advise the police regarding specific crime problems and ego gangsterism.
- **Recruiting:** to use research methods which enable the police to supplement the manpower requirements of the police station area.
- **Finances:** to investigate the possibilities of obtaining and administering funds for the CPF.

2.2.1.1.3 The notable value of community safety initiatives

The Community safety initiatives are multi-agency bodies established to identify and prioritise crime problems, develop joint plans of action, and implement projects through the line functions of each participating department (Velthuisen, 2007:3). Community safety initiatives are a unique partnership between the state, civil society and communities (Griggs, 2003:5). They highlight the important role of partnership, not only between communities and the various elements of the Criminal Justice System (CJS), but also with a far broader cross-section of role players. The community safety initiatives are intended to operate by seeking to develop a common vision around safety and security matters (Pelser, 2002:17). A community safety initiative contains a multi-disciplinary approach that enables the involvement of different sets of role players to enhance levels of safety.

Community safety initiatives were built on the principles of the National Crime Prevention Strategy (NCPS), 1996. According to the NCPS of 1996, crime prevention should incorporate coordinated long-term strategies that involve a range of participants beyond the traditional justice system. Velthuisen (2007:5) further states that the community safety initiatives are designed to accomplish the following:

- Bring about peace and stability in communities through an integrated and coordinated structure that incorporates all relevant stakeholders within a local municipality boundary.
- Facilitate the development and implementation of local crime prevention initiatives and the elimination of unnecessary duplication.
- Provide improved and mutually beneficial two-way communication and interaction between the state and communities around community safety issues.

The SAPS Provincial Commissioners are responsible for establishing community safety initiatives according to Section 201 (1) of the SAPS Act, 1995. The community safety initiatives are a partnership between the police and the community. The process of establishing the community safety initiatives remains complex and requires resources, and is not always done with ease (Pelsler, 2002:27).

The biggest challenge is ensuring that, once established, they are able to promote communication and cooperation to meet the policing needs of the community, improve service delivery, foster transparency and accountability, and solve problems. These functions are very complex and their fulfilment requires complex skills, time, resources and tools. The community safety initiatives and other crime prevention partnerships can bring communities and law enforcement agencies together and identify grassroots solutions to local crime and safety issues. All members of the Mankweng community are encouraged to participate in developing community safety and crime prevention partnerships. Crime within local communities is likely to be caused by a range of factors such as a lack of housing, education and recreation; and agencies need to join together with a common cause to make an impact (Hughes, 1998:76).

Increased cooperation and interaction will improve the functioning of the CJS and delivery of crime prevention projects, and problem solving at local level. Sir Robert Peel regarded the police as the public and the public as the police in that the police are only members of the public who are paid to give full-time attention to duties that are incumbent on every citizen in the interest of community welfare and existence (Burger 2011:29). Sir Robert Peel and his British Bobbies started the police force as we know it today. Peel is known as the father of modern policing. There is a tacit partnership in policing, with the police representing the executive side of the partnership and the public the passive. The passive partners are primarily responsible for their own safety and survival and have the secondary duty of helping and supporting the active partner. This is made possible when there is trust among role players.

Miller and Hess (2005:178) point out that without trust there is a hesitancy to work together as a team. People will hold back and be reluctant to share talents, time and resources. Establishing and maintaining mutual trust is a central goal for partnerships in policing. Police must recognise the need for cooperation with the community. In the fight against crime, the police must encourage community members to come forward with relevant information. Community trust enables the police to gain greater access to valuable information from the community as a whole that could lead to the solution and prevention of crime and that will provide an opportunity for the police to establish a working relationship with the community.

Rhodes (2016:41) is of the opinion that trust is the essential coordinating mechanism of partnerships and networks. This view is supported by Frances (1991:15), who argues that shared values and norms and an appreciation of divergent organisational cultures are the glue that holds the complex set of relationships, such as policing partnerships, together. Trust is a two-way process and a continuing task (William & Pickard, 1996:136). Flynn (1996:241) further argues that cooperation and consultation, born out of trust and reciprocity, are crucial for effective partnerships.

A formal partnership structure, where membership is stable, consolidates trust and reciprocity and allows initially complex relationships to develop positively (Tyler & Yeun, 2002:200). Tyler and Yeun (2002:200-205) indicate that police officers themselves react to perceptions of distrust. They further argue that where officers perceive community disrespect and distrust for the police generally, they are unlikely to support partnerships. Thus, collaboration, consultation and cooperation are the building blocks for trust in any potential partnership. Such building blocks are not developed overnight.

2.3. THE EXISTING RELATIONSHIPS FOR UNIVERSITY STUDENTS' SAFETY ENSURANCE: COMMUNITY SAFETY INITIATIVES INTERVENTIONS

According to Taye (2011:41 & 45), service orientation, partnerships, problem solving, empowerment, and accountability are characteristics of community policing. The pros' and cons' of fruitful community policing and partnerships in the Mankweng policing precinct are discussed further.

2.3.1 The existing partnership of Community Policing Forum for university students' safety

According to Section 19 of the SAPS Act, 1995, a CPF plays an important role in the field of civilian oversight and has a competitive advantage over other bodies in the field. The advantage that CPFs have is based on the legal framework in which they operate, as well as the fact that CPFs have been in existence for decades and have established strong relations in most cases with all role players in the field of policing, including the SAPS.

- **Community partnerships for crime prevention**

Partnership is regarded as a formally structured regular interaction between the police and an identifiable group, mainly the community as a whole, with the objective of exchanging information so that the overall functional performance of the police is enhanced (Fouche, 2003:23). Establishing and maintaining mutual trust is the central goal of community partnership, which will result in a win-win situation between the police and the community as a whole against criminals in the community (Burger, 2011:97).

- **The trust between the community and the local police**

Trust reduces mutual suspicion of police and residents and it provides the foundation that allows the police and the community to collaborate. It also enables the police to gain greater access to valuable information from the community that could lead to the solution and prevention of crime which affects the community and will provide an opportunity for police officers to establish a working relationship with the community (Trojanowicz & Bucqueroux, 1998 in Nxumalo, 2005:29).

- **Community participation on crime prevention initiatives**

Community participation is key and not simply one of the steps in the process that has to be completed before moving on to the next step in the implementation of CPFs (Theron, Cease & David, 2007:4).

- **Service orientation**

Service orientation is primarily concerned with promoting the concept that the community is the client or community member and the police, are the service provider (Department of Safety and Security, 1997:02). The different needs of the community must be considered to enable the rendering of effective and efficient service. Should the SAPS in Mankweng initiate partnership projects to fight crime, the community will follow and support these crime prevention projects, and it will be easy for the police to render services to the community. The partnership between the police and the community as a whole has to be improved, focusing on the preventative measures that will benefit the Mankweng community and surrounding areas (Department of Safety and Security, 1997:02).

- **Partnership policing**

In order to improve partnerships between the police and the community, CPFs must be established at all levels (South Africa, 1997:02). The objectives for establishing the partnership are to facilitate the process of problem-solving and to determine community needs and policing priorities (Pheiffer, 2013:17).

The SAPS and the community in Mankweng must have good relations since inhibiting factors such as poor communication and lack of understanding the concept of community policing might have a negative impact on the main aim of the CPFs. Other community structures, such as street committees, will also be helpful to address the needs of the Mankweng community and surrounding areas. Therefore, the notable benefits of partnership are as follows:

- A sense of accomplishment from bettering the community.
- Gaining recognition and respect.
- Learning new skills.
- Co-operative effort to facilitate a process of problem-solving (Department of Safety and Security, 1997:02).

According to Miller (2014:190), the disadvantages of partnerships in community policing are time and money. Working as partners with the community may take time and cost more money in the short term. Miller (2014:190) further outlines the following benefits for partnership to accomplish community policing:

- **Problem-solving:** The police and the community through the community structures must identify and analyse the real causes of crime and conflict within the Mankweng community (Taye, 2011:42). Through collaboration between the SAPS in Mankweng and the CPF structures, community problems and crimes could be easily identified and solved in the Mankweng policing precinct. These partners against crime can sensitise the community against criminals who can strike at any time, and that the community of Mankweng must work together to avoid conflict.
- **Empowerment:** According to Business Dictionary (2018:33), empowerment is based on the idea that giving employees skills, resources, authority, opportunity, motivation, as well holding them responsible and accountable for the outcomes of their actions, will contribute to their competence and satisfaction. Through community policing, the SAPS and the local community of Mankweng can reach a common understanding that they must work together in the fight against crime. The community of Mankweng will be empowered and motivated to reclaim their streets from criminals through joint responsibility between the SAPS and the Mankweng community by addressing the causes of crime.

- **Accountability:** Mechanisms have to be created so that the police can be held accountable to the community concerning the needs and concerns of the community (Taye, 2011:43). The Independent Police Investigative Directorate (IPID) and other mechanisms are designed to make the police service more transparent to establish a culture of accountability (Department of Safety and Security, 1997:3).

2.4. CRIME PREVENTION STRATEGIES AS PART OF COMMUNITY SAFETY INITIATIVES TO ENSURE UNIVERSITY STUDENTS' SAFETY

Mabunda (2017:5) shares that to develop a multi-agency partnership mechanism, or structure, that will be utilised in policing in an area, the possibility of expanding community participation and other relevant structures, such as non-governmental structures, CSFs and CPFs that are currently in place, is one of the focus areas. Crime prevention involves a number of actions that respond to a specific crime problem by using different approaches. Some of the more successful crime prevention strategies are those that focus on specific crime types or a particular group of crimes and then aim to address them through a combination of targeted interventions.

Crime prevention is a living concept whose boundaries differ depending on the institutional agenda in which it is used, and on the geographical regions and periods in which it takes place. Community crime prevention emphasises community mobilisation, using the notion of 'community' in the sense of either a social group or a living environment, and includes the aim of improving the quality of life of residents.

2.4.1 Selected crime prevention strategies

Kruger (2008:223) highlights that this part plays an important role in ensuring the safety of all students on and off-campus and the community as a whole. These strategies will however, help the stakeholders to be able to fight crime, which is affecting students residing on and off-campus. Reactive policing such as routine patrols, immediate response to calls, and follow-up investigations (Cordner & Sheehan, 1999:385-394), can be defined as the police responding to specific requests from individuals or groups in the community.

However, the rationale for routine patrols is not as straightforward. Therefore, the following crime prevention strategies are adopted as part of community safety initiatives to ensure university students' safety:

- **Community crime prevention:** Community crime prevention involves collaboration between the police and the whole community as a means of crime prevention (Mudau, 2008:27). The version of community crime prevention is based on neighbourhood watches, which starts as vigilantism based on self-protection of the community. The main emphasis is community awareness and a proactive measure for crime prevention. Community crime prevention is a strategy to reduce public fear of crime and is a means of developing local partnerships by involving the community as a whole.

Community crime prevention is built on the objective that there must be collaboration between the police and community organisations because the police cannot deal with the issue of crime affecting the community without the assistance of the community (Skogan, 2004:06). When crime escalates, there is community disorganisation and the solution has to get neighbourhood residents to voluntarily be involved in fighting crime. Community crime prevention includes forming residents' patrols, neighbourhood watch groups, and mobilising local businesses against shoplifting. Furthermore, it is believed that "community policing is rooted in the law enforcement's dependence on the public's eyes, ears, information and influence to exert social control" (Miller, 2014:79). The main activities of neighbourhood watches include, but are not limited to, identifying crime hotspots, doing observation duties for suspicious movements, finding solutions for crime problems, and establishing community patrols (Pheiffer, 2013:61-62).

- **Community safety initiatives operations:** Alexander (2005:5) provides that any community action to improve action and security in a particular neighbourhood constitutes a community safety initiative. These initiatives vary from formalised structures, such as the CPFs, to informal efforts by small groups of residents. These initiatives include neighbourhood watches; domestic workers' watch; community patrols; street committees; enclosed neighbourhood hoods; Closed-Circuit Television (CCTV) or a combination thereof.

- **Random patrol across all or identified parts of the community:** Random preventive patrols are very helpful to the community at large because it prevents criminals from committing crime due to the presence of police vehicles, for example, and consequently, criminals are aware that they could be arrested as soon as they commit an offence because of the outcome of the random patrols (Sherman & Weisburd, 1995:358).
- **Crime hot spots policing:** Sherman and Weisburd (1995:211) developed the strategy of hot spots policing in the Minneapolis Hot Spots Patrol Experiment. Hot spots policing covers a range of police responses, but they all focus resources on locations where crime incidents have been highly concentrated. By focusing on micro geographic locations with high concentrations of crime, hot spots policing aims to increase the general deterrence of police actions, in this case by increasing perceptions of the certainty of enforcement action (Durlauf & Nagin, 2011:57).

There may also be a specific deterrent impact of hot spots policing, if offenders who are arrested because of increased patrols are thereby deterred from future offending (Clarke, 1997:39). Once a hot spot is identified, police may implement a range of tactics appropriate to the particular type of hot spot to prevent crime in the given micro area, and these tactics often incorporate elements typical of one or another of the other three proactive policing tactics (Weisburd, Davis & Gill, 2015:142).

- **The CCTV:** This surveillance relates to a technology comprising of one or more video cameras connected in a closed circuit to a monitoring system. A CCTV system for proactive policing usually includes a number of cameras that can pan, tilt, and zoom in in various directions; a mechanism to convey the real-time images to a monitoring location; a range of other elements that store, display, or otherwise monitor the camera live feed; and a human element whereby someone monitors the images either in real time or in response to an incident (Ratcliffe, 2006:68).

Though CCTV may be used reactively, the committee has to examine the use of CCTV for proactive policing; that is, when CCTV is used to view suspicious situations or disorders, to which police might be able to respond before the situation deteriorates into a crime incident. The CCTV cameras are used to increase the risks for offenders of committing crime and specifically comprise of a formal surveillance mechanism that enhances or replaces the role of police or security personnel (Welsh & Farrington, 2008:19; Clarke & Eck, 2005:40). In other words, prevention occurs if a potential offender is aware of the camera and makes the decision that the risk of capture outweighs the benefits of the imminent offense (Ratcliffe, 2006:24).

The CCTV cameras placed overtly are hypothesised to generate a general deterrence mechanism that increases the perceived risk of capture among the general potential offender population, should a crime be committed. They also raise the possibility of specific deterrence by which any offenders who are captured through use of the camera scheme are dissuaded from future offending. This *perceptual deterrence* is therefore rooted in the certainty, severity, and celerity of punishment, where “deterrence is maximised by sanctions that are perceived as inexorable, burdensome, and expeditious” (Apel, 2016:59).

2.4.2 Noted productive crime prevention strategies in the communal level

- **Primary prevention:** Wilson and Kelling’s (1982:123) primary prevention encompasses activities designed to prevent crimes before they might otherwise occur. Sometimes also referred to as universal prevention, such activities typically target whole populations, regardless of whether some members of a given population may be at a greater or lesser risk. Primary prevention can be based on macro-social theories about the causes of crime in society, with examples of such efforts being jobs, housing, education, healthcare, and religious programmes (Lavrakas, 1997:67).

Primary prevention means that conditions are identified in the present situations and community areas that present opportunities that lead to crime. Various organisations, such as the police and the CJS, should work together to prevent crime. Highly visible policing, sufficient recreational activities and good socialisation in school are examples of primary prevention (Hancock, 2001:83).

Table 1: Primary community crime prevention strategies

Strategies	Operations
Environmental design	Architectural design, Lighting, Locks, Access control
Neighbourhood watch	Surveillance, Citizen patrols
General deterrence	Police patrol methods, Sentencing methods
Public education	Levels of crime, Education or training for jobs private
Security	Visibility of patrols

Source: Hancock (2001:85-89)

The primary community crime prevention strategies are essential and they contribute effectively to community policing (Crawford, 2004:162). It is advisable that when buildings are designed for the Mankweng township, mainly in *Mamotintane* (Gate one) and especially before actual construction, the builders should ensure that burglar bars form integral parts of the building. Community members of the Mankweng township should constantly keep an eye on strangers while CPF officials intensify their patrols especially in and around the township of Mankweng and surrounding areas.

- **Secondary prevention:** This strategy engages in the early identification of potential offenders and victims and intervenes before a crime is committed. Much of the activity within secondary prevention of crime rests with all members of Mankweng township and surrounding areas such as CPFs, a Campus Police Forum, Business Against Crime (BAC) and Faith-Based Organisations (FBOs) (Churches). These groups need to identify potential trouble spots and vulnerable groups in good time and take action before the crime is committed against members of the community (Hubschle & Van der Spuy, 2012:328).

Secondary crime prevention engages in early identification of potential offenders and seeks to intervene in their lives in such a way that they never commit criminal violation (Brantingham & Faust, 1976:219). Secondary prevention refers to techniques focused on at-risk situations such as youth who are dropping out of school or getting involved in gangs. It also refers to targeted social programmes and law enforcement in neighbourhoods where crime rates are high.

Table 2: Secondary community crime prevention strategies

Strategies	Functions
Identification and prediction	Early identification of problem, Individuals and potential victims
Crime area analysis	Targeting of high crime areas, Neighbourhood dispute resolution
Diversion	Community diversion, Criminal justice diversion
Schools and crime prevention	Identify problem situations, Provide intervention for problems

Source: Hubschle and Van der Spuy (2012:33)

Secondary community crime prevention strategies are those strategies that are important and used to complement primary community crime prevention (Trojonowicz, 2000:235). Problematic individuals have to be identified and dealt with accordingly before they commit any crime against any student or community member of Mankweng community and surrounding areas. It is very important that when problem situations are identified, interventions for the problem should be provided, especially in Mankweng Zone A, Peter Mokaba and *Mamotintane* because these areas have many students who are residing off-campus.

- **Tertiary prevention:** This strategy deals with actual offenders after the crime has been committed (Renauer, 2007:31). Primary role players would be the CJS such as the police, courts and prisons. For the proper implementation of law and order, some disciplinary measures should be imposed by the primary role players against the offenders. These measures, amongst others, are specific deterrence, imprisonment and rehabilitation. Crime is not merely a physical problem with one direct cause, but it involves complex emotional, psychological, social and environmental factors.

The causes of crime lie within variables such as societal structures, socio-economic conditions, lack of self-discipline, methods of child rearing and the role models that parents and teachers present to the youth. Because crime is not caused by one single factor, the prevention of crime is not simple and requires a multi-faceted, multi-sectoral approach (Super, 2010:46).

Crime prevention solely by police officers without the involvement of the community, serves little purpose in crime prevention. Police and the community need to be in a good partnership to be able to fight crime together in order for CPFs to be productive. Grobler and Prinsloo (2012:48) explain that, in order to succeed in community policing, one has to follow the problem-oriented policing style and the problem-solving model called the Scanning, Analysis, Response and Assessment (SARA) model.

Table 3: Tertiary community crime prevention strategies

Strategies	To help offenders to re-enter the community with positive manner and behaviour.
Rehabilitation programmes	To help the offenders to re-unite with family and community at large to feel that they belong to the community as well.
Family and community	For offenders to learn from other individuals who also have problems and deal with them in a correct way.
Support group	For offenders to learn from other individuals who also have problems and deal with them in a correct way.

Source: Kleck (1998:33)

2.5. THE ASSOCIATED IMPACTS AND CHALLENGES FACING COMMUNITY SAFETY INITIATIVES FOR ENSURING STUDENTS' SAFETY

The CPFs were established across the country after the first democratic elections in 1994. Nevertheless, reports show that some police stations no longer have functional structures which means that the link between communities and the police has been cut, leading to poor channels of communication and ineffective information sharing (Shabe, 2006:140).

Maintaining an active membership within these voluntary structures is a challenge that police stations and local authorities must overcome in order to make a difference in crime prevention, and to establish positive relationships between the police and the public (Shabe, 2006:140). It is very important for community policing forums to seek, enlist and mobilise people who are not police in the prevention of crime and the production of public safety.

However, in this approach, the focus is generally not on specific actors such as business owners but the community in general (Sampson & Raudenbush, 1999:88). While community-based strategies may incorporate practices typical of the other proactive policing approaches, such as problem-solving or place-based policing, their key orientation is toward the community. In some cases, community-based strategies rely on enhancing the community's ability to engage in collective action to do something about crime. This is often referred to as the 'collective efficacy' of the community (Sampson & Raudenbush, 1999:88). In other cases, the strategy seeks to change community evaluations of the legitimacy of police actions (Tyler, 2004:116). These objectives are often intertwined.

2.5.1 Contributory factors to crimes on university premises

Gover (2008:39) reveals that the general atmosphere regarding the nature of crime is that it is not too serious and does not result in injury or death. Most of the victims of these crimes end up going through trauma and fear because of the crime they experienced. The crimes that are frequently reported are those where the victim goes through a traumatic experience and ends up living in fear of being victimised or re-victimised again, which grabs the attention of a CPF to intervene and fight the crime.

2.5.1.1 Poverty

Paballo (2006:44) defines poverty as the inability to attain resources for minimum living standards. Poverty is multi-faceted and defined in various terms by various authors. For the purposes of this study, poverty is divided into two categories: absolute and relative poverty. Leon-Guerrero (2005:224) states that absolute poverty refers to a lack of basic necessities such as food, shelter and income, whilst relative poverty implies a situation in which some people fail to achieve the average income or lifestyle enjoyed by the rest of society.

Kotzé and Strydom (2007:106) assert that it is difficult to determine a single cause for poverty. There are different theories on poverty, which Leon-Guerrero (2005:228) identifies as the functionalist perspective, the conflict perspective, the feminist perspective and the interactionist perspective.

Bradshaw (2007:140) provides a variety of reasons for poverty and differentiates between internal and external causes of poverty. External reasons include high rates of unemployment and underemployment, racial discrimination, automation that leaves people out of work, lack of job training programmes, sex discrimination, a shortage of antipoverty programmes, discrimination based on previous imprisonment and inflation. Internal reasons for poverty include physical or mental impairment, alcoholism, obsolete job skills, early parenthood, lack of education and lack of interest in taking available jobs (Bradshaw, 2007:140).

However, the interaction between poverty and other social problems is complex. Social problems such as substance abuse and lack of jobs and skills can contribute to or cause poverty, whilst poverty, in turn, can contribute to problems such as alcoholism, emotional problems, violence and unemployment (i.e. Due to lack of money for transport to go to work) (Zastrow, 2004:138). This interrelated reciprocal relationship results in a culture of poverty. With regard to a culture of poverty, Davids, (2005:37) reports that individual deficiency creates disempowerment, and therefore articulates that, for the poor, poverty is a multifaceted reality that consists of a lack of power, income and resources to make choices and take advantage of opportunities.

Zastrow (2004:139) adds that an individual who grows up in a culture of poverty has strong feelings of "fatalism, helplessness, dependence and inferiority, a strong present time orientation with relatively little disposition to defer gratification and a plan for the future, (and) a high tolerance for psychological pathology of all kinds". It can be concluded that poverty is interwoven with various other socioeconomic factors and intra- and interpersonal factors. Zastrow (2004:138) highlights some of these factors as emotional problems, alcoholism, unemployment, racial and sex discrimination, medical problems, crime, gambling and mental retardation. Poverty can, however, not be seen in isolation with inequality.

2.5.1.2 Unemployment

Eide (1994:43) regards unemployment as a cause of crime. Jenkins and Thomas (2004:391) postulate that unemployment remains South Africa's most pressing problem and reckon that highly impulsive people may 'improvise' their own means to such desirable goals such as money, status and power and will provide innovative means for achieving goals that may be socially deviant or criminal. Unemployment reduces the rational thought process and acceptable behaviour, which may result in offending becoming the best alternative (Eide, 1994:43). With regard to unemployment, Gxubane (2006:309) shares that it is generally assumed that young people resort to crime because they cannot find jobs and are not employable because they lack marketable job skills. This is the result of low education levels, which are associated with high levels of crime, which in turn lead to unemployment and low income (Naudé 1989:7; Nomoyi 2000:68).

These authors further state that urbanisation could also contribute to the inability of the state to provide infrastructure such as schools and hospitals (Naudé, 1989:7; Nomoyi, 2000:68). Low levels of literacy and skills development make youth even more vulnerable to socially deviant or criminal behaviour because they are exposed to employment with low remuneration that might not even provide for their basic consumption levels. In most cases, they lack the literacy and skills to fill positions in the open labour market and might be caught up in behaviour to provide monetary gain to meet their basic consumption needs.

Gxubane (2006:320), however, warns that young people are generally preoccupied with gratification of material needs. This can trigger young people to behave impulsively. With regard to deviant behavioural patterns, Goldstein (1986:46) reckons that highly impulsive people may "improvise" their own means to achieve such desirable social goals as money, status and power and will provide innovative means for achieving goals, which may be socially deviant or criminal. Gxubane (2006:320) elaborates that unemployment amongst young people and scarce financial resources results in their turning to crime to meet their unmet needs. Desires for the material symbols of other people could lead to aggravated robbery, which may be planned or unplanned.

From the presented discussion, it can be concluded that unplanned aggravated robbery comes down to a lack of education, lack of skills, impulsiveness in the absence of rational choice theory principle, and socio-economic conditions which could have been a triggering or contributing condition. Friedman (2006:3) concludes that unemployment not only plays a role in the commission of a crime by first offenders, but also triggers or contributes to re-offending among ex-offenders because they are stuck with a criminal record and hence find it difficult to find employment. Being labelled a criminal not only complicates job seeking for an ex-offender, but can also be a triggering or contributing factor to aggravated robbery.

The importance of employment is emphasised by Singh (2000 in Lombard, 2005:224), who affirms that employment is important not only because of the relationship to poverty, but also because unemployment leads to social exclusion since it lowers self-esteem, is de-motivating and results in social degradation. Lack of education and skills development further contributes to the problems of poverty, inequality, unemployment and crime.

The monetary gain and experience of immediate gratification from aggravated robbery are short-term goals that have long-term effects on individuals, which can include imprisonment, weak intra- and interpersonal relationships and the stigma of a criminal record. Education and skills development are elements of long-term goals that are underpinned and strengthened by intra- and interpersonal resources, paving the way to economic independency and self-sustainability, and eliminating the effects of a criminal record (Singh, 2000) (in Lombard, 2005:224). Zastrow (2004:138) further points to the interaction between poverty and other social and emotional problems as complex. This complexity is further intensified by the use of illegal firearms.

2.5.1.3 Lack of partnership policing

Partnership policing is not always implemented with immediate success. Problems may come from the police service or the community, and in the implementation of the initiatives (Robinson, 2003:656). Robinson (2003:670) went on to argue that the absence of strong leadership and encouragement might have an impact on partnerships in policing practices.

Police may also be unwilling to make partnerships in policing a priority (Segrave & Ratcliffe, 2004:3). Segrave and Ratcliffe (2004:5-8) argue that building community-policing partnerships, developing policing strategies and strengthening research into partnerships in policing strategies to determine their effectiveness as a policing tool, presents major challenges. Community members may be unwilling to seek and develop a sustainable partnership with law enforcement (Long, Wells & Leon-Granados, 2002:231). Barriers from within the police organisational structure and the organisational climate can be a challenge for implementing partnerships in policing (Giacomazzi, Riley & Merz, 2004:237).

Lack of trust is another challenge in partnerships in policing. Trust is the essential coordinating mechanism of partnerships (Frances, 1991:15). Earning and sustaining trust is a two-way process and a continuing task (Flynn, 1996:136). Police officers react to perceptions of distrust (Tyler & Yeun, 2002:200). Where officers perceive disrespect and distrust generally, they are unlikely to support partnerships and have less favourable attitudes towards them (Novak & Alarid, 2003:63). Educating communities about crime prevention is important for the success of partnerships in policing. It is of great concern that some police officials in South Africa are still socially isolated from the community they serve (Fox, Fourie & Van Wyk, 1998:185). Fox *et al.* (1998:187) argue that the rising level of crime and the lack of a strategy to fight it successfully both contribute to the mistrust that exists between the SAPS and the community.

Another challenge is a lack of resources. The SAPS, like many police services around the world, is faced with a lack of sufficient resources and personnel. Homel (2004:49) argues that if governments wish to promote partnerships successfully, they need to invest in time and resources in these partnerships. The lack of resources in the SAPS is a source of frustration for officers. Similarly, where there is competition for resources, and conflict is generated between individual and organisational commitments, partnerships may be difficult to develop and maintain. It is important to have as many partners as possible represented in the partnership. This will ensure that the majority of community members support all programmes. Partnerships in policing have been effectively established and implemented across the country and it bring productivity and trust to the community.

2.5.1.4 Lack of productive and valuable resources

According to Sarre (1997:29), resources should be allocated to enable officers to work closely with communities and its members to engage a broad range of community groups. Officers require extensive training to counter community unwillingness to participate in CPF initiatives. There is a need to facilitate the two-way communication between the police and the public in order to improve relations (Stevens, 2002:11).

Achieving community partnerships, especially within disadvantaged communities, which are the most afflicted by crime problems, demands changes within the organisation to encourage and enable police officers to adopt new policing practices and to enable greater engagement with the public (Cameron, 2002:17). Cameron (2002:18) is of the opinion that communities are often not equipped with the expertise or resources to tackle many of the crime-related problems that concern them and the police must work with the community to implement community-based strategies and to establish community-agency networks that will empower the community to act in the future. Arguments such as the above indicate that crime reduction can be realised when the police and communities work in partnership. No individual efforts have assisted in crime prevention, hence the unacceptable crime statistics every year.

Redelet and Carter (1994:34), who argue that the community and the police must jointly identify specific concerns that affect them and address those issues as a collective, support this view. Community policing can be regarded as an operational philosophy based on the preposition that the police and citizens should work together to deal with and solve criminal activities in their respective communities. According to Sebola (2014:303), this preposition is not without significant challenges.

2.5.1.5 Lack of community understanding of community policing in the community

Miller and Hess (2005: 308) state that communities need to be empowered about their local police and understand what community policing is all about. Unless the community has a clear understanding of community policing and what role they are expected to play, public participation will remain challenged. Members of the community will not be able to come forward and their needs cannot be identified and addressed.

2.5.1.6 Co-operation and partnership

Effective partnership management involves a reciprocal relationship and interdependence. The challenge lies internally and externally: internally in integrating the community policing philosophy into the workings of the SAPS as an organisation and externally on how to ensure communities are prepared for their role in police-community partnerships. Furthermore, partnership needs to be based on equality. However, the police tend to dominate the process or even rush the process of public participation. This may cause the public to become discouraged and to withdraw from the process (Stevens & Yach, 1995: 51).

2.5.1.7 Gender bias

Diamond and Weiss (2009: 129) mention that participation in community policing tends to be gender biased as men usually tend to be more involved than their female counterparts. As a result, younger people and women tend to be neglected in community policing endeavours. As stated, these challenges should be addressed in any attempt to foster trust between the community and the police and to facilitate participation by means of appropriate strategies. In the SAPS public participation is facilitated by means of the establishment of CPFs. During the monthly community meetings, the police have to report on crimes committed and assure the community that they will be prevented in the future. If this were to happen, then the partnership between the police and the local community can be enhanced.

2.5.1.8 Organisational change

Organisational change includes philosophical elements, decentralised decision-making, geographical accountability, utilisation of voluntary resources, and enhancers (Taye, 2011:64-65). Without organisational change, it would be difficult to solve problems and have partnerships (Miller, 2014:20). Issues requiring change in an organisation include technological advances, demographic changes, shifting values, economic constraints, and the need to do more with fewer resources (Miller, 2014:120).

Through organisational change, the SAPS will be able to account to the local community of Mankweng about crime, which is affecting the community. They will also be able to utilise community volunteers, especially the neighbourhood watch, as force-multipliers to prevent crime faced by the community. The significance of organisational change is that the police will be able to solve problems and strengthen partnerships between them and the community. The local police will be able to do more with fewer resources, such as vehicles, to enhance service delivery.

2.5.1.9 Philosophical elements

The community is the key priority for police work to identify crime. Philosophical elements are reflected in the mission statement of an organisation, policy evaluation, training, and any activities that define the organisational culture of the SAPS (Taye, 2011:63). In community policing, the citizens must provide input in matters concerning crime prevention (Miller, 2014:22). The police are to render social services to enhance the lives of vulnerable people such as children, the elderly and disabled people in the Mankweng area. This study reveals that the SAPS management in Mankweng includes the inputs of the community through the CPF structures when they draft the Mankweng Station Annual Performance Plans (APP), currently called the Annual Operational Plan (AOP).

2.5.1.10 Decentralised decision-making and accountability

The police members at the rank of sergeant and warrant officer are given the authority to solve problems at local levels, and they are accountable for these decisions (Taye, 2011:64). The patrol officers at lower levels are tasked with permanent assignments where they can take decisions and be accountable (Miller, 2014:23). In the Mankweng policing precinct, sector managers are able to decide what to do on the spot without first consulting their commanders.

2.5.1.11 Geographical accountability

Community policing is about the partnership between the community and the police. The different CPF sub-structures in the Mankweng policing area are accountable to that specific area. For instance, the sector manager must hold Sector Crime Forum (SCF) meetings monthly in the area to meet with community members and the police to see if the whole area is covered and well taken care of in all areas of Mankweng. The SCF committee has to then give an account of crime affecting the community of Mankweng. According to Hlungwani (2014:26), the activities of SCF committees are to identify crime strategies and discuss crime in the specific sector to determine solutions to such crimes affecting the community.

2.5.1.12 Utilisation of volunteer resources

Through community policing, the community is encouraged to offer their services voluntarily to assist the police in every aspect of crime prevention (Taye, 2011:65). In Mankweng, the community members who volunteer their services in crime prevention matters are community members from the CPF and the students from the Campus Policing Forum. The SAPS need to encourage the community of Mankweng to become police informers and to establish neighbourhood watches. Each sub-sector must have a neighbourhood watch as directed in the CPF objectives to mobilise communities for awareness campaigns (Pheiffer, 2013:60).

2.5.1.13 The enhancers

The enhancers include technology and information systems to support better resources and police development (Taye, 2011:65). In this study, it is important for sector managers, sector teams, and CPF members to become computer literate and be able to learn to write CPF reports. The secretary of the CPFs must be able to type records and save the CPF's minutes on a computer. The sector managers and sector teams must be trained to operate the Crime Administration System (CAS) and check crime hot spots. Additional elements of community policing, include peace brokering such as the police as peace officers, a proactive approach to policing, a problem-oriented approach, creative police responses, community consultation, police officers as information managers, decentralisation of responsibility and independence, changes in structure, police culture, and direct police accountability. Police cannot solve crime and disorder on their own (Department of Safety and Security, 1997:1).

2.6. THE APPLIED THEORETICAL FRAMEWORKS

This section discusses the applied theoretical framework, based on evaluation of community safety initiatives on student safety at the UL. Roelofse (2007:155) highlights that community policing is a new philosophy rather than just new techniques of police work. The police and communities work together in close relationship to identify problems in their community and to find solutions to the problems. He says a new philosophy means a total change in thinking and acting in the police service, and thus a complete change in the structure of the service. Change should not come from a single institution or party, it must come from the police personnel, society and management. The philosophy of community policing is based on the Normative Sponsorship Theory (NST), Critical Social Theory, and Broken Window Theory (BWT).

Thus, for the purpose of achieving the aims and objectives of this study, the researcher chose two theories, namely, BWT and Risk Terrain Modelling Theory (RTMT) which were suitable to guide this study because these theories possess typical identical ideology based on crime affecting society at large. The most important link between these theories was noted simply because the RTMT is a technique that possibly offers police agencies and criminologists the ability to identify assured locations most at risk for crime and by not relying only on the retrospective concentration of criminal events in a geographic space but instead by offering a forward-looking approach to identifying the location of criminal events. A relatively recent development in the geospatial analysis of criminal events, the RTMT provides police with a more informed assessment of on burglary risk (Caplan & Kennedy, 2010: 313).

Additionally, in accordance with the BWT, the RTMT proposes that future crime problems can be predicted based on the presence of underlying elements of physical and social disorder. Postulated by Wilson and Kelling in 1982, BWT suggests that these elements indicate to the community and potential offenders that 'no one cares,' thus encouraging continued and escalated different and criminal behaviour.

More specifically, signs of untended disorder signal weakened social control in an area. This in turn increases fear of crime among residents in a community, which leads them to withdraw from the community leaving it more vulnerable to further disorder and criminal assault as would-be offenders are said to use disorder as prompts that they can operate in the area with relative freedom. Thus, untended disorder starts a cycle of decline that puts an area at risk for becoming a hot spot of crime (Skogan, 1990:131).

2.6.1 The Broken Windows Theory

This theory is a criminological theory of the norm-setting and signalling effect of urban disorder and vandalism on additional crime and anti-social behaviour. It first came to prominence in 1982 through Kelling and Wilson. This theory presents that people are more likely to commit crime in a neighbourhood that appears unwatched and uncared for by residents and local authorities. Kelling argued that, criminals are emboldened by the lack of social control (Kelling & Wilson, 1982:91). According to Brooke (2006:135), the roots of Wilson and Kelling's argument was that perception affects reality, that the appearance of disorder begets actual disorder and that any visual cues that a neighbourhood lacks social control can make a neighbourhood a breeding ground for serious crime.

Wilson and Kelling (1982:12) observed that if someone breaks a window in a building and it is not quickly repaired, others will break more windows. Eventually, the broken windows create a sense of disorder of itself. A lack of attention to disorder sends a message that nobody cares about the neighbourhood. A lack of attention to small problems creates an impression that you do not care about other issues. The challenge for the police and the community is to take the small signs of disorder seriously and deal with them before they can turn into big problems.

Hence, the local police may see a problem and not regard it as a problem for members of the community. That is the reason why there must be continuous liaison between the two in order to have a common understanding of what problems are, and where these problems must be referred. The broken windows theory supports the police idea of examining the underlying causes of social problems. It also provides a reason to do something about problems such as graffiti, panhandling and public drunkards.

This theory asserts the existence of an important connection between incivility and crime. According to the BWT, if symbols of disorder are left unaddressed in a neighbourhood, then more crime problems will intensify there and affect the community at large. A corollary of the theory holds that the police and community as public civilians, should focus on misdemeanour offences to reduce disorder, because this will work to prevent more serious crime from troubling the public (Wakefield & Fleming, 2008:12).

2.6.1.1 Criticisms of the Broken Windows Theory

Erzen (2001: 19) criticised the BWT, saying that the trouble with the theory is that it is really not a theory *per se*. Erzen (2001) raised a simple question: “*What is the theoretical basis for it?*” In other words, what is the rationale for claiming that if arresting minor offenders like window washers occurs, then serious crime will go down? Erzen (2021) asked another important question: “*Why are windows in poor communities broken in the first place?*” And “*how many broken windows have been repaired since the policy was instituted?*” The Broken Windows Theory seems to be saying that the primary causes of crime are broken windows, or window washers, or homeless people sleeping in subways.

More specifically, the contention is that these minor “disorders” may lead to more serious kinds of crimes. There is the assumption that those who engage in graffiti tagging, jumping turnstiles in the subways, or kids just hanging out are either criminals or future criminals. In short, it “reduces the city’s quality of life and creates a culture that encourages more serious crime” (Erzen, 2001:19).

2.6.1.2 The lasting value of the Broken Windows Theory

The most important aspect of this theory is that it is able to link disorder and incivility within a community to subsequent occurrences of serious crimes (George, 1982:29). This theory outlines that the role of the police is fundamental to maintain public order as stated by Dammert, Malone and Winter (2006:39). Lastly, the lasting value of this theory is that it has advantages to reduce social and physical disorder, further joint safety endeavours, and bring communities together.

2.6.2 The Risk Terrain Modelling Theory

The RTMT is an approach to risk assessment where separate map layers representing the spatial influence of features of a landscape are created in a Geographical Information System (GIS) (Caplan & Kennedy, 2010:213). Risk map layers of statistically validated features are combined to produce a composite risk terrain map with values that account for the spatial influences of all features at every place throughout the landscape. The RTMT offers a statistically valid way to articulate crime-prone areas at the micro-level according to the spatial influence of many features of the landscape, such as bars, parks, schools, foreclosures, shopping complexes or fast-food restaurants.

The notable risk values in the RTMT do not suggest the inevitability of crime, instead, they point to locations where, if the conditions are right, the risk of illegal behaviour will be high which will put the lives of community members in danger. The researcher applied the Broken Windows Theory and linked it with the RTMT in this study because these two theories were able to give the researcher a clear direction on how crime is committed, how it can be prevented, how it can be controlled, who are the easy targets, and also because it was easier for the researcher to gather more useful information relating to the topic under investigation.

2.6.2.1 Criticisms of the Risk Terrain Modelling Theory

The RTMT is a data-driven approach for measuring crime risk, and as such, does not follow a specific criminological or criminal justice theory. While a closely-associated theory, the theory of places with high risks, provides justification for the RTM, it does not provide guidance on the specific factors related to crime or how those factors interact to generate risk. In practice, models are based on theoretical assumptions that crime is influenced by spatial characteristics and relies on existing criminological and criminal justice theories to identify risk factors. The RTMT is, mainly an environmental approach to criminology that considers the 'environmental site' in which crime can occur (Brantingham & Brantingham, 1981:206). According to Kennedy, Caplan, and Piza (2012:13), the surrounding environment is very much a part of any criminal activity – as the “environment emits cues which may or may not affect an offender’s decision-making or daily routines.”

2.6.2.2 The lasting value of the Risk Terrain Modelling Theory

The RTMT identifies locations at the highest risk of future crime based on a variety of underlying social issues, structural factors, and low-level crime patterns. This theory incorporates two innovative models of crime analysis: Geographic modelling and predictive policing (Caplan & Moreto, 2012:155). Another lasting value is predictive policing which seeks to improve upon the “gut” feeling of patrol officers and reactive responses to crime mapping by identifying and targeting police efforts at places and times at increased risk of crime and deviance (Perry, 2013: 71).

The offered contributions to the new body of knowledge stemming from the applied theoretical frameworks suggest that most community members are willing to take part in combating, investigating and preventing of various crimes in their immediate communities; this involves the student community and university management and other relevant stakeholders. However, a prevailing challenge is directed to resources for utilisation, more especially during the evening, as well as transportation for patrol duties, considerable, transport is always needed for vehicle patrol and transportations to hotspot areas to keep affected communities safe. This attempt (Community policing) yielded poor results in the, but it is now becoming more effective owing to collective groups; largely responsibility for keeping communities safe, while bringing the local police and citizens together to prevent crime and solve disturbing neighbourhood problems.

2.8. SUMMARY

In this chapter the researcher attempted to compile a body of literature to assist with the evaluation of the effect of community safety initiatives on university students' safety. Challenges and problems faced by the community and problems, which students experience were discussed as well as how crime has become widespread in higher learning communities. With the increase in campus crime against students being highlighted by continued media coverage, the local community in Mankweng and close areas are concerned about students in relation to their safety while on campus and those who are occupying accommodation off-campus.

However, campus crime affecting students has always existed but it has become worse with the increased number of students at institutions, which has created a problem for universities to accommodate all the registered students. This chapter focused on understanding students' perceptions and the effect on campus safety.

The next chapter (Three), further explores and provides the adopted research design and methodology, mainly focusing on an evaluation of the effect of community safety initiatives on student safety at the UL.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

Chapter three further explores and provides an evaluative analysis of the applied research design and methodology in respect to the research topic, mainly focusing on an evaluation of the effect of community safety initiatives on student safety at UL. The discussion in the chapter is structured around the research design, research approach, population, sampling and data collection methods, data analysis, as well as the ethical considerations and the applications of the methods to ensure trustworthiness.

3.2. RESEARCH DESIGN

This study evaluated the effect of community safety initiatives on student safety at the UL. The researcher employed a phenomenological research design and methodology to achieve the aim and objectives of the study. According to Marais (2013:44), a research design is a strategy or plan that flows from the underlying philosophical assumptions, to indicate the selection of participants, data-gathering techniques to be used, as well as the data analysis to be conducted. Research designs are plans that guide the arrangements for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Terre, Blanche & Durrheim, 1999:216). According to the authors, a qualitative research approach is an iterative process that requires a flexible, non-sequential approach that is more open, fluid, changeable and not defined purely in technical terms.

This research design section discusses specifications of the qualitative research approach, as followed in this study, as well the strategies and methods used in this study, with the aim of ensuring a “golden thread” between the study’s aim and objectives and the employed research design, to ensure the trustworthiness of the study findings and related recommendations.

3.2.1 Phenomenological research design

The phenomenological research design was the most appropriate for the aim of the study, which was to evaluate and understand the experiences of the students and community at large. Phenomenology aims to gain a deeper understanding of the nature of the meaning of our everyday experiences, which are facts unlike opinions. The phenomenological approach allowed participants, through the applied interviewing type and technique, to prompt their own meaning of their experience of being in a community where students become victims of crime, which also attracts criminals to the community. "Phenomenology aims to describe individuals lived experiences (phenomena) in an attempt to enrich lived experience by drawing out its meaning" (Holloway 2005:47).

The word phenomenology is derived from the Late Latin from Greek phenomenon, from 'phainesthai' to appear, from 'phainei' to show, and it means philosophy. The Collins English Dictionary (1991:1168) defines it as follows: "(1) The movement founded by Husserl that concentrates on the detailed description of conscious experience, without resources to explanation, metaphysical assumptions, and traditional philosophical questions. (2) The science of phenomena as opposed to the science of being". Therefore, phenomenology is an attempt to describe lived experiences without making previous assumptions about the objective reality of those experiences (Holloway, 2005:47).

In the light of the presentation made, the researcher considered a phenomenological research design the best method and approach in this study. According to Jasper (1994:309), phenomenology considers that the "true meaning of phenomena be explored through the experience of them as described by the individual." Phenomenology is as inductive, descriptive research method. In the present study, the researcher used exploratory, descriptive and contextual designs. The goal of phenomenological research is to describe experiences as they are lived; in other words, the "lived experiences". Phenomenological research further examines the particular experiences of unique individuals in a given situation, thus exploring not what is (reality), but what it is conceived to be (Burns & Grove 2003:360).

3.2.2 Advantages of a phenomenology research design

In addition to the general advantages of qualitative research, phenomenology has the following advantages:

- It is a highly appropriate approach for researching human experience.
- Phenomenological research is unique in perspectives, to be sure, there is value found in focusing on research based on how people perceive an event or phenomenon, rather than simply how the phenomena exists in a clear manner.
- It is understandable and the biggest benefits of phenomenological research is the fact that it can provide a profound, detailed understanding of a single phenomenon.
- The phenomenon research has rich data picked from enough individuals; the data receives through phenomenological research is rich and impressive.
- As a research method, it is a rigorous, critical, systematic investigation of phenomena (Streubert, Speziale & Carpenter 2003:53).

3.2.3 Disadvantages of phenomenology research design

Phenomenological research design has been well articulated (Boyd & Caelli, 2001:165), and few studies have documented the disadvantages of using the phenomenological research design and challenges that researchers encounter while using a phenomenological approach (Miller, 2003:133). They may encounter difficulties in using phenomenology as a method because this research design enables the research. The researcher may experience the following disadvantages while conducting research:

- Data gathering can take up a great deal of time and resources. Selecting leaders of the stakeholders helped in having direct responses towards the crime affecting UL students since the participants had clear and concrete information because they deal with these challenges frequently.
- Phenomenological research includes difficulties with analysis and interpretation, usually lower levels of validity and reliability while more time and resources are required for data collection.
- The analysis and interpretation of data may be difficult, but the fewer participants selected, helped the researcher to analyse and interpret the data easily (Creswell & van Manen, 1990:341).

3.3. METHODOLOGICAL APPROACH

According to Polit and Hungler (2004:233), methodology refers to ways of obtaining, organising and analysing data. Methodology decisions depend on the nature of the research question. Methodology in research can be considered to be the theory of correct scientific decisions (Karfman, 2000 in Mouton & Marais, 1996:16).

In this study methodology refers to how the research was done and its logical sequence. The main focus of this study was an evaluation of the effect of community safety initiatives on student safety at the UL, therefore the research approach to be applied was qualitative. Mouton (1996:35) describes methodology as the means or methods of doing something. According to Burns and Grove (2003:488), methodology includes the design, setting, sample, methodological limitations, and the data collection and analysis techniques in a study.

Henning (2004:36) describes methodology as a coherent group of methods that complement one another and that have the ability to deliver data and findings that will reflect the research question and suit the researcher's purpose. According to Holloway (2005:293), methodology means a framework of theories and principles on which methods and procedures are based. This research approach is dialectic and interpretive in nature. During the interaction between the research, the researcher and the participants, the world is discovered and interpreted by means of a qualitative method (De Vos, 2002:360).

Streubert and Carpenter (2002:56). However, phenomenological research methodology is difficult to explain because it has no clearly defined steps. Phenomenologists are of the opinion that the clear definition of methodology tends to limit a researcher's creativity (Burns & Grove 2003:360). The concept of a phenomenological research design and related applications are clearly described in section 3.2.1 of this study.

3.3.1 Qualitative research approach

The qualitative research approach refers to inductive, holistic, emic, subjective and process oriented methods used to understand, interpret, describe and develop a theory based on a phenomena or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning (Burns & Grove, 2003:356; Morse & Field 1996:1999). This research approach is mostly associated with words, language and experiences rather than measurements, statistics and numerical figures.

Using the qualitative research helps the researcher to adapt a person-centred and holistic perspective to understand the human experience, without focusing on specific concepts. The original context of the experience is unique, and rich knowledge and insight can be generated in depth to present a lively picture of the participants' reality and social context. These events and circumstances are important to the researcher (Holloway, 2005:4). Regarding the generation of knowledge, qualitative research is characterised as developmental and dynamic, and does not use formal structured instruments (Holloway, 2005:4-6). It involves the systematic collection and analysis of subjective narrative data in an organised and intuitive fashion to identify the characteristics and the significance of human experience (Holloway, 2005:47-51).

Qualitative researchers are concerned with the 'emic' perspective to explore the ideas and perceptions of the participants. The researcher will examine the experience from the participant's point of view in order to interpret their words based on information they reveal to the researcher. The researcher therefore becomes involved and immersed in the phenomenon to become familiar with it. The immersion of the researcher helps to provide dense descriptions from the narrative data gathered from the participants, to interpret and portray their experiences, and to generate empathetic and experiential understanding. However, immersion cannot be obtained without a trusting relationship between the researcher and the participant. The relationship is built through basic interviewing and interpersonal skills.

3.3.1.1 Advantages of qualitative research approach

The qualitative research approach has the following advantages:

- The qualitative research approach refers to the understanding of people's emotions such as rejection, pain, caring, powerlessness, anger and effort for crime, which affects students and the Mankweng community as a whole. This advantage helped the researcher to understand the participants' reactions where they expressed sadness and worry about the crime which affects the UL students.
- Since people's emotions are difficult to measure, the researcher used qualitative research because it appears to be a more effective method of investigating emotional responses than quantitative research.
- The research design is flexible, unique, allowing the researcher to be involved throughout the research process (Brink & Wood 1998:246; Burns & Grove 2003:374-374).

Therefore, some of the benefits for using qualitative research approach are as follows:

- **Firstly**, a qualitative research approach produces a thick (detailed) description of participants' feelings, opinions, and experiences; and interprets the meanings of their actions (Denzin, 1989:50). Bachman (1998: 82) argued in his study that qualitative research results provide the relationship of information processing with performance specifically and deeply.
- **Secondly**, it is also argued that a qualitative research approach (interpretivism) holistically understands the human experience in specific settings. Denzin and Lincoln (2002: 119), mention that qualitative research is an interdisciplinary field which encompasses a wider range of epistemological viewpoints, research methods, and interpretive techniques of understanding human experiences.
- **Thirdly**, an interpretivism research approach is regarded as ideographic research, or the study of individual cases or events (Kelin & Myers, 1999: 49); and it has the ability to understand different people's voices, meanings and events. Therefore, the source of knowledge in this approach is the meaning of different events (Richardson, 2012:92). In this study, the qualitative research techniques analyse

the participant's behaviour and the interviewer's behaviour (Lazaraton & Taylor, 2007: 254).

- **Fourthly**, a qualitative research approach assists the researcher to discover the participants' inner experience, and to figure out how meanings are shaped through, and in, culture (Corbin & Strauss, 2008:46). The studies using a qualitative approach can help the researcher to understand the experience and what people have gone through during the crimes, which have affected and are affecting the community as a whole.
- **Fifthly**, qualitative research methods, such as participant-observation, unstructured interviews, direct observation, and describing records, are most commonly used for collecting data (Cohen, Manion & Morrison, 2011: 124). During the data collection, the researcher interacted with the participants directly such as it happens while data was collected through interviews. Consequently, data collection is subjective and detailed. In this study, semi-structured face-to-face interviews were employed for data collection. This was done to elicit feelings, perceptions, and views about this subject based on what the students and Mankweng community members are facing.
- **Lastly**, a qualitative research design, or an interactive approach, has a flexible structure as the design can be largely constructed and reconstructed (Maxwell, 2012: 58). Thus, a thorough and appropriate analysis of an issue can be produced by utilising qualitative research methods, and therefore the participants have sufficient freedom to determine what is consistent for them (Flick, 2011:94). As a result, complex issues can be understood easily. For example, researchers acknowledge that, because of the nature of suffering from crime, community member's behaviour may be affected by the fear of crime factors outside of the research focus. In this respect, the qualitative research approach is required to capture these dynamics. As the nature of language assessment practices is also complex, there is a suggestion by Mohan (2012) to employ a qualitative research methodology.

3.3.1.2 Disadvantages of qualitative research approach

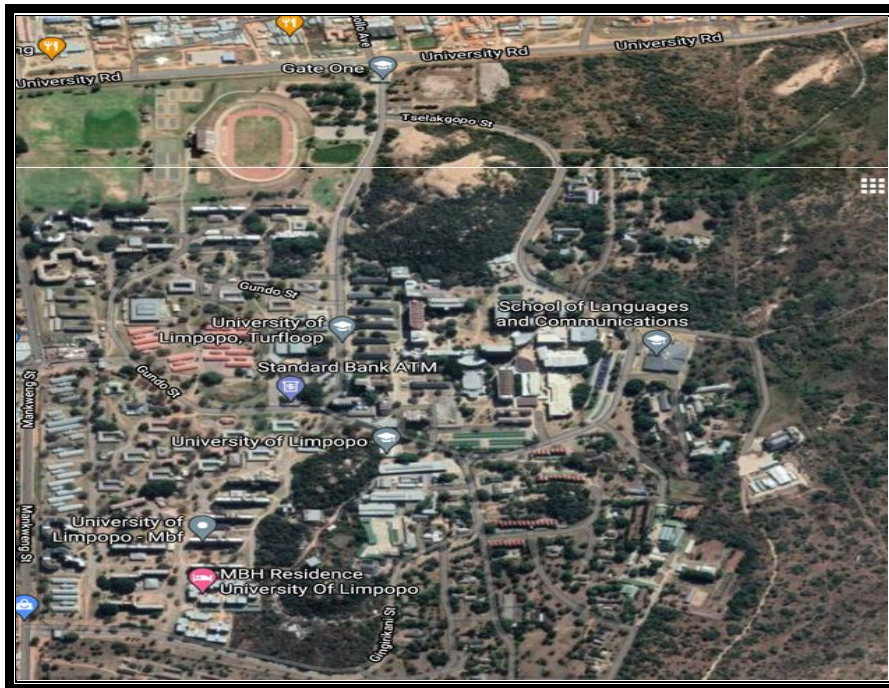
Some of the disadvantages of a qualitative research approach are as follows:

- Qualitative research is not easy to conduct.
- A long period, often years, is required to complete a study.
- Techniques used often differ from those of quantitative studies, and the researcher must be careful in utilising qualitative research techniques.
- Data collection often involves large amounts of handwritten notes, which must be sorted and organised.
- To generate the findings, the researcher examines all the notes and begins to organise them in some way that “makes sense”.
- There are no fixed steps that should be followed and the study cannot be exactly replicated (Brink & Wood 1998:246; Burns & Grove 1998:80).

3.3.2 Study location

The study was done at the UL, which is situated in the Mankweng area in Limpopo Province. This study was limited to the Mankweng area in the UL and in the villages and townships surrounding the university. Mankweng falls under the Capricorn Municipality and the Polokwane local municipality. It consists of urban, rural, and farming communities. This research was limited to those students as well as UL Safety and Security Structures and members of the community who are involved in CPF structures. The researcher chose the Mankweng community area, as the researcher has been working in the area where the research was conducted, which would ensure accurate results.

Figure 1: Map of the University of Limpopo



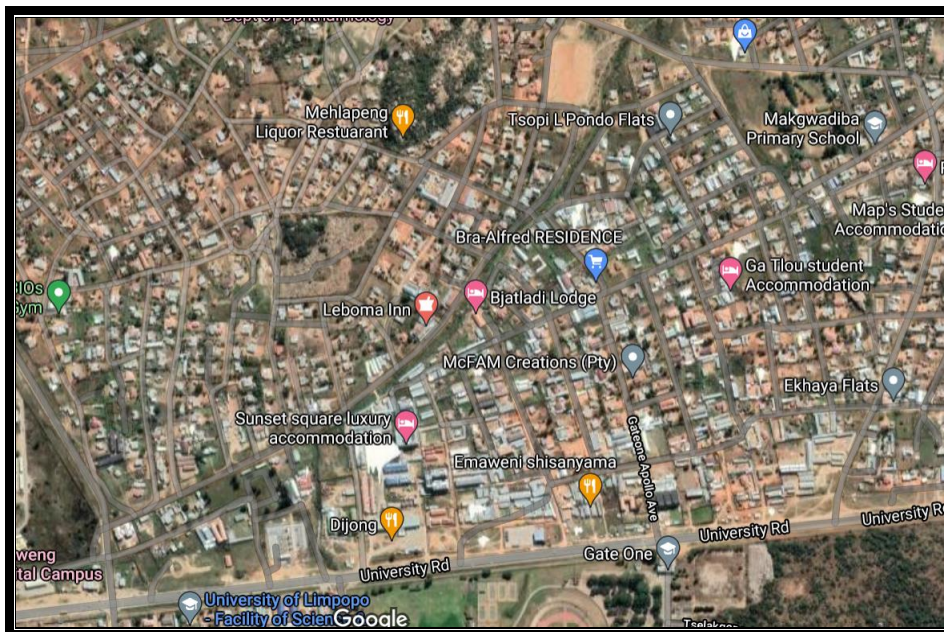
Source: Google map (2021)

Figure 2: Map of Mankweng Unit A



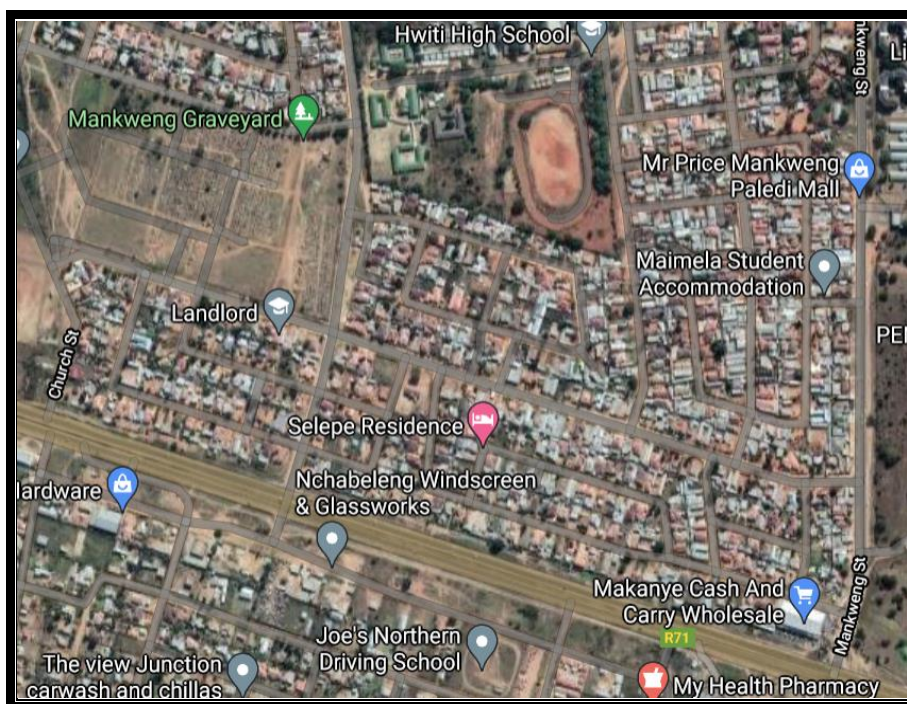
Source: Google map (2021)

Figure 3: Map of Mamotintane area



Source: Google map (2021)

Figure 4: Map of Peter Mokaba area



Source: Google map (2021)

3.3.3 Study population, sampling size and procedures

Welman and Kruger (2006:33) define the 'study population' as the collection of all the observations of a random variable under study, about which one attempts to draw conclusions and Wagner (2008:92) highlights that 'study population' refers to the totality of all the subjects that conform to a set of specifications and comprising of the entire group of persons that is of interest to the researcher and to whom the research results can be qualitatively transferred to other settings facing similar problems. Therefore, the ideal population of this study consisted of all relevant stakeholders, which can provide detailed information on this subject, from the university and communal levels stakeholders. In other words, population is a set of all the units which possess variable characteristics under study and for which findings of research can be transferable, as this study affirms. Therefore, the targeted study population consisted of 13 participants (Refer to Table 4, detailing the purposively selected participants, together with the reasons of selections).

For sampling procedures, this study affirms that 'sampling' refers to a representative part of study population; it is a sub-set of study population representing all the types of elements willing to provide adequate information about what is being researched. Therefore, the purposively targeted study units were students attached to the Department of Criminology and Criminal Justice at UL, as well as other relevant stakeholders, as explained above.

Importantly, this study was conducted in South Africa, Limpopo Province in the Mankweng Township, focusing on the UL, which consists of approximately 21 339 students, (UL, Institutional Planning, 2019) 18 250 of whom are under graduates and 3 089 are postgraduates. Yet only 6957 students were allocated residences on campus (UL, Residences Pamphlet, 2019). Thus, about 14 382 students did not have accommodation on-campus, which causes a great concern for their safety and security. The population includes all elements that meet certain criteria for inclusion in a study (Burns & Grove 2003:43). For the purpose of this study, the population consists of selected students from the Criminology and Criminal Justice Department at the UL and relevant stakeholders from Mankweng community and surrounding areas.

Table 4: The selected study participants and reasons for selection

Selected participants	Reasons for selections
<i>Lekgotla La Motswikitwiki</i> committee members	<i>Motsikitwiki</i> possess more information because the main aim of formulating this organisation was to protect the community of Mankweng and the surrounding areas.
UL Crime Prevention Structures managers	The UL crime prevention structures were selected because of their involvement in protecting the students and UL environment.
FBOs	The FBO was selected for the study since this organisation helps in the form of offering counselling to some of the students who are victims of crime.
BAC	The decision to select members of the BAC was made because most students shop at the same shopping complex, which makes it easier for the businesses to suffer from the same crime, which the students suffer from, since the students form are part of their customers.
Schools principals	Selection of the principals was made because they are members of the community and the students suffering from crime affects learners who are still at secondary schools emotionally, that they might also become victims when they reach the university level.

Source: Researcher's illustrations (2021)

- **Applied non-probability sampling: Purposive sampling**

This type of sampling, also known as judgmental sampling, was applied and involves selecting specific elements of a target population suitable for the study. (Champion 2000:196). Samples of subjects are purposely selected for a study. Strydom and Delport (in De Vos, Strydom, Fouche & Delport 2002:334) mention that the researcher using purposive sampling must think critically about the characteristics of the target group (for example, the police) and choose the samples accordingly. "Clear identification and formulation of criteria for the selection of participants are, therefore, of cardinal importance." Erlandson (in De Vos *et al.* 2002: 334) adds that: "the research for data must be guided by processes that will provide rich detail to maximise the range of specific information that can be obtained from and about that context." In purposive sampling, a researcher looks for both typical and divergent data.

In this study, purposive sampling refers to the selection of Mankweng community members, namely, *Lekgotla La Motswikitswiki*, UL Crime Prevention Structures managers and School Principals because they are knowledgeable about crime which affects the UL students. Sarantakos (1998:152) adds that the process of sampling in certain instances, involves the identification and selection of participants and arranging suitable times to meet them. This observation is relevant to this particular study and applies to the interviews conducted with the participants who were selected for the study.

- **Applied non-probability sampling: Snowball sampling**

In snowball sampling, you first find a few subjects who are characterised by the qualities you seek, interview them, and then ask them for names of other people who they know who may share the same or other qualities that interest you. In this manner, you accumulate more and more participants by using each participant you get as a source of new names for your sample.

A snowball sample is built from the subjects suggested by previous subjects. (Baker 1999: 141). Sarantakos (1998: 153) further explains the process of snowball sampling. This type of sampling sees researchers commencing their research with only a small number of participants. The latter are requested by the researcher to recommend anyone else who would be a suitable participant in the research project. In this study, snowball sampling refers to the selection of BAC members and FBOs. If the participants make a recommendation, the researcher approaches the individual, collects the relevant information and asks them to recommend other informative samples until a saturation point of the data is attained.

De Vos (2002:336) mentions that: “snowball sampling has particular application value in qualitative research since it is directed at the identification of hard-to-reach individuals”. In this study, students who have been victimised were particularly difficult to identify and locate. Snowball sampling in this study pertains to these participants.

Therefore, this study also adopted snowball sampling to select other suitable participants, as suggested by purposively selected group of participants (Baker 1999:141). This was done by finding a few participants and relevant stakeholders characterised by the qualities (Adequate knowledge and experiences) sought in relation to crime in Mankweng area (Consisting of relevant stakeholders, as table 4 of this study refers. They were all subjected to interview, with the names of other people whom they know who have the same or other qualities that interest the researcher from the Mankweng community were then be requested. In this manner, the researcher accumulated more participants by using each participant as a source of new names for the sample. In this study, a non-probability, purposive and snowball sampling methods were applied to select Thirteen (13) participants who were suitable for this study. These Two sampling techniques enabled the researcher to select the participants with rich descriptions on this subject from the *Lekgotla La Motswikitswiki* committee members [5], UL Crime Prevention Structures managers and deputies [4], and other stakeholders consisting of FBO [Churches] leaders (2), BAC (2) managers, and Schools principals (2), this was done to accomplish the main study aim and objectives thereof.

- *The justifications of the applied study sampling techniques*

As initially stated the non-probability, purposive sampling design was used for the study. The participants met the eligibility criteria as described and participants were contacted, the purpose of the study explained and agreement to participate obtained. The researcher chose the participants because of their experience and knowledge related to UL students and selected community members position on crime against the students (Polit & Hungler 2004:294).

The size of the sample was controlled by the capacity of information, which means the point at which repetition or confirmation of previously collected data occurs, thus there was a specific number of participants selected for the study (Streubert Speziale & Carpenter 2003:25). The design was also chosen because the researcher wanted to develop a rich description of experiences, rather than using sampling techniques that support general data (Streubert Speziale & Carpenter 2003:25).

The purposive sampling provided cases rich in information for in-depth study. This study also adopted snowball sampling to select the referred participants, which was built from the suggestions made by the previous interviewed participants, as selected using purposive sampling (Baker 1999:141). For the accomplishment of non-probability, purposive sampling, sampling involved selecting specific elements of a target population. "Because some or more elements were included in the sample deliberately and others were excluded deliberately, purposive sampling is a non-probability sampling form." (Champion 2000:196).

Samples of subjects are purposely selected for a study. Strydom and Delpont (2005:246) (in De Vos, Strydom, Fouche & Delpont 2002:334) mention that the researcher using purposive sampling must think critically about the characteristics of the target group (For example, the local SAPS members/Police) and choose the samples accordingly. "Clear identification and formulation of criteria for the selection of participants are, therefore, of cardinal importance." Erlandson (1999:92) (in De Vos *et al.* 2002:334) add that "the search for data must be guided by processes that will provide rich detail to maximise the range of specific information that can be obtained from and about that context." In purposive sampling, a researcher looks for both typical and divergent data. In this study, purposive sampling refers to the selection of Mankweng members and community safety initiatives, including the UL Safety and Security specifically, because they were knowledgeable about crime, which affects the students.

Sarantakos (1998:152) adds that the process of sampling in certain instances, involves the identification and selection of participants and arranging suitable times to meet them. This observation was relevant to this particular study and was also applied to the interviews conducted. Non-probability, purposive sampling, according to Neuman (1997:206), is used mainly in field research and in exploratory research and researchers use it to select unique and informative samples.

To achieve the non-probability: Snowball sampling, a few study subjects characterised by identified qualities were selected by the researcher; the selected participants were interviewed and were then asked for names of other people who they know who have the same or other qualities that are of interest to the researcher. In this manner, the researcher accumulated more participants by using each participant as a source of new names for the sample. A snowball sample is built from the subjects which were suggested by previous subjects (Baker 1999:141).

Sarantakos (1998: 153) further elucidates the process of snowball sampling. This type of sampling sees researchers commencing their research with only a small number of participants. The latter are asked by the researcher to recommend anyone else who would be a suitable participant for the research project. If the participants make a recommendation, the researcher approaches the individual, collects the relevant information and asks them to recommend other informative samples until a saturation point for the data is attained.

De Vos *et al.* (2002:336) mention that “snowball sampling has particular application value in qualitative research since it is directed at the identification of hard-to-reach individuals.” In this study, relevant stakeholders and students were particularly easy to identify and locate. The researcher requested to interview one or two students at a specific location and these individuals located fellow classmates who agreed to be interviewed for the purpose of this study.

3.3.4 Data collection methods

Data gathering is the precise, systematic gathering of information which is relevant to the research sub-problems, using methods such as interviews, participant observation, focus group discussion, narratives and case histories (Burns & Grove 2003:373). The empirical phase, which involves the actual collection of data, is followed by preparation for data analysis (Polit & Hungler 2004:51). Data collection begins with the researcher deciding from where and from whom data will be collected (Talbot 1995:472). The researcher was the main research tool or primary instrument (Streubert, Speziale & Carpenter 2003:18).

The data collection was reflective to give the participants the opportunity to reflectively express their experience. In this study, the collection of raw data from participants took place in different locations and at different times depending on the participants' availability. In this study, data was collected using a recording device to keep the data collected from the participants safe. A cell phone voice recording was used to collect the data and the recorded information was stored at a safer place for safe keeping for all the interviews conducted in this study. Semi-structured face-to-face interviews were conducted in this study.

Summarily, the semi-structured face-to-face interviews were conducted with the selected students, community members and relevant stakeholders for this study. These interviews were "organised around a particular area of interest while still allowing considerable flexibility in scope and depth" (De Vos *et al.* 2005:292). This involved interactions between the researcher and the selected participants. The researcher also established a general direction for creating conversations on this subject and pursued specific themes as raised by the participants (Babbie & Mouton, 2001:243).

3.3.4.1 Data collection instruments

According to Greeff (2005 in De Vos *et al.* 2005:296), "a questionnaire written to guide interviews is called the 'Interview Schedule Guide.'" A semi-structured interview schedule was used for interviewing the participants in this study. This served as a guide for the interviews with the researcher permitted to probe for more information depending on the answers given by the research participants. It was important to note that the interview schedule was not rigidly followed but served as an orientation to the themes to be covered to gain the relevant information during the interviews.

3.3.4.1.1 *Semi-structured in-depth interviewing*

Interviewing refers to structured or unstructured verbal communication between the researcher and the participants, in which information is presented to the researcher (Moyle, 2002:162). In this study, data was gathered by interviewing research participants in a quiet environment, free from disturbances, and where they felt safe. Interviews were held in classrooms, residence rooms and open spaces within the Mankweng community and at their respective homes. Interviews were conducted individually for 30 to 40 minutes.

Marshall and Rossman (1999:112) describe phenomenological interviews as a specific type of in-depth interviewing grounded in the theoretical tradition of phenomenology. There is a relationship between the philosophical tradition and the method, which distinguishes this interview from other forms. The distinction is clearly in the relationship between the researcher and the participants, as this moves from observational in quantitative research to dialogue in qualitative research, and then to reflective in phenomenological research.

Such reflectivity appears to acknowledge that the researcher is an important component in the research process. The reference to bracketing presupposes that it is the researcher who is 'contaminating' the data. This essential phenomenological reduction or bracketing is undertaken to suspend belief so that preconceptions can be put aside and the 'true' phenomenon or essence be revealed, in its 'true' form, to the phenomenologist (Crotty 1996:87).

3.3.4.1.2 Open unstructured interviews

Open unstructured interviewing is considered the main method of data collection in phenomenological research as it provides a situation where the participants' descriptions can be explored, illuminated and gently probed (Kvale 1996:89). The open unstructured interview in phenomenological studies is intended to be in-depth (Burns & Grove 2003:284). De Vos (2002:302) states that the aim of the unstructured interview is "to actively enter the world of people and to render those worlds understandable from the standpoint of a theory that is grounded in behaviours, languages, definitions, attitudes and feelings of those studied." No questions are deliberately formulated. According to Hallet (1999:56), this approach reflects the open and accepting style of interviewing that seeks to elicit the genuine views and feelings of participants.

This may be difficult to achieve though, if the process has a predetermined structure. The common ground in phenomenological interviews is that by their nature the interviews put the researcher in the role of the research instrument "through which data are collected" (De Vos 2002:301). In open unstructured interviews, the researcher may use reasonable guidelines to prevent the participants from feeling that they are being "cross-examined" on a topic (Burns & Grove 2003:285).

3.3.4.1.3 *Advantages of adopting interviews in this study*

Overall, the interviews have the following advantages (Burns & Grove 2003:285; De Vos 2002:302):

- Interviews are a flexible technique that allows the researcher to explore greater depth of meaning than can be obtained with other techniques.
- Interpersonal skills are used to facilitate co-operation and elicit more information.
- There is a higher response rate to interviews than questionnaires, leading to a complete description of the phenomenon under study by the participants.
- Interviews allow the collection of data from participants unable or unlikely to complete questionnaires, such as those for whom reading, writing and the ability to express themselves is marginal.

3.3.4.1.4 *Role of the interviewer*

To get to the core of the reality about the phenomenon under study, the interviewer needs to probe. Probing encourages interviewees to give more information. Probes should be neutral to avoid biasing the participants' responses. Specific probing techniques include the following:

- **Open-ended questions:** Open-ended questions do not need a one-word answer but provide interviewees with ample opportunity to express their feelings (De Vos 2002:293). Open-ended questions allow participants to respond in their own words (Polit & Hungler 2004:349).
- **Tracking:** Interviews act like a needle tracking the grooves of a record. Interviewers show interest and encourage interviewees to speak by closely following the content and meaning of their verbal and non-verbal conversation (De Vos, 2002:294). Interviewers also understand the progress of the conversation.
- **Clarification:** The interviewer asks for clarification from the interviewees, for example, "can you please tell me more about your experience of crimes which students are suffering from and the community at large" The researcher can determine whether questions have been misunderstood and can clarify matters.
- **Reflective summary:** The interviewer repeats in their own words, the ideas, opinions and feelings of interviewees correctly (De Vos, 2002:294).

3.3.5 Data analysis methods

Data analysis is a mechanism for reducing and organising data to produce findings that require interpretation by the researcher (Burns & Grove 2003:479). Data analysis is a challenging and a creative process characterised by the intimate relationship between the researcher, the participants and the data generated (De Vos, 2002:339). According to Greeff (2005) (in De Vos *et al.* 2005:296), “a questionnaire written to guide interviews is called an interview schedule or guide.” Semi-structured interviews are an effective method of data collection where the researcher explores participants’ thoughts and feelings and the semi-structured face-to-face interview, supported by an interview schedule or guide is used for interviewing the selected participants whereby the interviewer has plenty of freedom to formulate questions and change their order even though an interview guide is used. This serves as a guide in the interviews with the researcher permitted to probe for more information depending on the answers given by the research participants. It is important to note that the interview schedule was not rigidly followed but served as an orientation for the themes to be covered.

3.3.5.1 Qualitative phenomenological data analysis

The qualitative data analysis needs to be conducted with rigour and care (Coffey & Atkinson 1996:189). In phenomenological research, the analysis begins as soon as the first data is collected. This may consist of no more than a single interview. When the researcher prepares to attend to the data, their first task is a conceptual one: the clarification of their own preconceptions of the phenomena under study. This is ‘bracketing’ and means ‘suspending as much as possible the researcher’s meanings and interpretations and entering into the world of the individual who was interviewed’ (Tesch 1992:92).

The actual data analysis occurs when the researchers read the entire data set. Phenomenology reading is more than casually taking note of the content. The researchers immerse themselves in the data, read and reread, and dwell on the data, in order to achieve closeness with the data and a sense of the whole. When they are satisfied that the text has become accessible to them, they can delineate all “meaning units” throughout the entire interview transcription, decide which ones are relevant to the research questions asked, and then bind the meaning units that contain them (Tesch 1990:91).

Data analysis requires that researchers dwell on or become immersed in the data. Data analysis is done to preserve the uniqueness of each participant's lived experience while permitting an understanding of the phenomenon under study. This begins with listening to the participants' descriptions and is followed by reading and rereading the verbatim transcriptions (Henning 2004:127-128). As the researcher becomes immersed in the data, they identify and extract significant statements. It is critical to identify how statements or central themes emerge and connect to one another, if the final description is to be comprehensive and exhaustive (Streubert Speziale & Carpenter 2003:70). Computer software can be utilised for efficient data storage and retrieval (Streubert Speziale & Carpenter 2003:70).

3.3.5.2 Types of qualitative data analysis

According to Flick and Uwe (2005:5), qualitative data analysis is the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it. Meaning-making refers to subjective or social meanings. Qualitative data analysis is also applied to discover and describe issues in the field or structures and processes in routines and practices. Often, qualitative data analysis combines approaches of a rough analysis of the material (overviews, condensation, or summaries) with approaches of a detailed analysis (elaboration of categories, hermeneutic interpretations or identified structures).

For this study, qualitative data analysis refers to and describes a phenomenon in detail. The phenomenon in the form of the subjective experiences of a specific individual or group (i.e. the way people continue to live after a fatal diagnosis). For this study, the qualitative phenomenological data analysis, aided by inductive TCA, were applied for data analysis, thus, the following descriptions are given:

- **Thematic analysis:** The researcher translated and transcribed the tape-recorded interviews, then read and reread the interviews in their entirety, reflecting on the interviews as a whole. Then, the researcher summarised the interviews; keeping in mind that more than one theme might exist in a set of interviews. Once identified, the themes that appeared to be significant and concepts linking substantial portions of the interviews were written down and entered on a computer (Morse & Field 1996:115).

- **Content analysis:** In this analysis, the researcher read the entire interview, identifying several topics. These topics then become primary categories or category labels. With too many categories, saturation is achieved slowly. Once the categories have ample data, the researcher may select to categorise this data into sub-categories of two or more (Morse & Field 1996:117). A tree diagram develops with types of the main category. When each category is reasonably full and saturation is reached, that is, no new data emerges, then the researcher writes descriptive paragraphs about the categories and looks for relationships between categories. These relationships could be concurrence, antecedents or consequences of an initial category (Morse & Field 1996:117).
- **Description:** The descriptive stage is critical in qualitative studies. It is the initial phase whereby the researcher becomes familiar with the data (Burns & Grove 2003:378). The researcher used reflexivity, bracketing and intuiting (as described in section 3.6.6) to exclude preconceived ideas about the phenomenon under study. In this study, the researcher replayed the tape after the interview to listen to voice, tone, pauses and responses as well as to all the content (Burns & Grove 2003:380). The information on the tape was transcribed word for word, including pauses, exclamations, laughter or crying (Burns & Grove 2003:363).

After transcribing the researcher replayed the tape to correlate the information for accuracy (Streubert, Speziale & Carpenter 2003:168). To uncover the meaning of the experiences, the researcher read the interview transcripts several times. The researcher explored personal feelings and experiences that might influence the study and integrated this understanding into the study – this is called reflective thought (Burns & Groove 2003:382).

Codes and coding were used as a way of indexing or identifying categories of data. The purpose of coding is to facilitate the retrieval of a data segment by coding category. A category system was invented and applied to the data gathered. Several categories or codes could be identified within the data recorded for any given participant (Brink 1999:192). The categories with the greatest priority were identified and later compared with those of other participants so as to determine the final theme.

- **Analysis:** Analysis goes beyond description because data is transformed and extended (Burns & Grove 2003:382). In this process there is identification of essential features and a description of the interrelations among them. The researcher identified themes and patterns from the data. Coding was also used to expand, transform and re-conceptualise data, providing opportunities for more diverse analyses. The voice recorder was used for recordings, while written notes were also taken. The researcher recorded any ideas that emerged, even if they were vague or not well thought out. Memos were given titles and dates (Tesch, 1990:87).
- **Interpretation:** Data analysis is a mechanism for reducing and organising data to produce findings that require interpretation by the researcher (Burns & Grove 2003:479). Interpretation focused on the usefulness of the findings for clinical practice or moved toward theorising. The researcher identified any relations between categories that could be used to formulate tentative propositions. These tentative propositions were recorded on the index cards and sorted into categories (Burns & Grove, 2003:389).

3.4. METHODS TO ENSURE TRUSTWORTHINESS

Although many critics are reluctant to accept the trustworthiness of qualitative research, frameworks for ensuring rigour in this form of work have been in existence for many years. Equally, positivists generally often question the trustworthiness of the qualitative research approach, perhaps because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work (Shenton, 2004). Thus, trustworthiness is made up of four criteria, each of which has an equivalent criterion in qualitative research studies. The descriptions and applications to this study follow herewith:

3.4.1 Credibility

If there could be several possible accounts of an aspect of social reality, it is the credibility of the account that a researcher arrives at that is going to determine its acceptability to others (Guba, 1981). During the interviews, the researcher will obtain data on a same question put to different participants. For the purpose of achieving this element; the researcher will conduct semi-structured face-to-face interviews with the selected participants to explore their perceptions and experiences on this subject.

The credibility of the techniques used for data collection, such as interviews and literature studies, are clearly indicated. The researcher ensured that that the conducted interviews and the consulted literature studies on this subject are credible by presenting a true and accurate picture of what was claimed by the literature study and the-said interviews, based on the empirical fieldwork.

3.4.2 Transferability

A qualitative research approach typically entails an intensive study of a small group of individuals sharing certain characteristics, therefore qualitative findings tend to be oriented to the contextual uniqueness and significance of the aspect of the social world being studied. Lincoln and Tierney (2005) explain that whether findings hold in some other context or even in the same context at some other time, is an empirical issue. The transferability in this study was ensured as follows: The researcher described the process followed to conduct the study for other researchers to replicate, such as the employed research design and methodology (This reads with the assurance of dependability in this study), data collection methods and challenges encountered in the study. The researcher indicated how and to what extent the theoretical knowledge to be obtained from this study could be transferred to similar contexts in line with this subject.

3.4.3 Dependability

As a parallel to reliability in quantitative research, Lincoln and Guba (1985) propose the idea of dependability and argue that, to establish the merit of research in terms of this criterion of trustworthiness, researchers should adopt an auditing approach. In this manner, proof that shows that the researcher is allowed to conduct research and to collect data from the participants will be given to the participants to read before they participate in the study. Dependability was accomplished in this study by explaining the choice of the followed research design and methodology to determine whether these procedures and processes are acceptable at Master's level. This ensured coherent links between the collected data and the reported study findings based on the study's aim and objectives. Furthermore, consensus discussions were held between the researcher and allocated supervisors to corroborate identified themes and inferences.

3.4.4 Confirmability

Silverman (2000) states that confirmability is concerned with ensuring that, while recognising that complete objectivity is impossible in social research, the researchers can be shown to have acted in good faith. In other words, it should be apparent that they do not overtly allow personal values or theoretical inclinations to sway the conduct of the research and the findings deriving from it. To ensure confirmability in this study; the researcher kept a detailed record of all the consulted literature studied and the transcripts of the conducted semi-structured interviews. As a result, the researcher is able to prove that the envisaged findings and interpretation of study findings are clearly linked to the collected data. The researcher also indicated how any biases, motivations and perspectives that could influence this study were set aside, because as a registered student with on-and-off campus crime experiences, he ensured that the study was completely guided by the consulted literature studies and theories.

3.5. ETHICAL CONSIDERATIONS

Ethical consideration methods which outlined trustworthiness in this study were logically discussed by the researcher and, as stated by Orb, Eisenhauer and Wynaden (2001:93-94) where they provided that, there is always a tension between doing research for the good of others, while also ensuring that the rights of participants are protected. Therefore, the implication for ethics and for this study, is to encourage a full disclosure of information by maintaining a balanced relationship of mutual trust between the researcher and the participants. The researcher anticipated potential benefits based on study findings and hopes that there will be no harm to the participants emanating from their disclosures by observing ethical measures discussed in the next section.

It is very important that every researcher embark on their study with a good work ethic to avoid problems in the study, which could lead to harming participants. Professionalism is the most important thing when entering the personal domains of participants. Research works in a systematic manner, which includes unwritten standards and principles that need to be followed. The researcher and participants need to have a solid foundation of understanding and co-operation. It is of great importance that the researcher is as transparent as possible about the aims and objectives of the study from the start.

It is also of supreme importance that before the data collection commences, the researcher explains the dynamics of the data collection methods to the participants and gets their full consent to voluntarily participate in the study. In adherence with these requirements, an informed consent form (Refer Appendix B) was signed by the participants before the interviews were facilitated. They also gave written permission for the use of audio recordings on a special form (Refer Appendix B).

Bailey (1982:247) states that a researcher should avoid questions or issues that may cause embarrassment, guilt, discomfort, hazards, or risk to any participant. In instances where such conditions might occur, it becomes the researcher's responsibility to inform the participants prior to any data collection. In this study, the researcher made an attempt to involve participants who had clear information based on crime which affects the UL students and Mankweng community at large.

3.5.1 University of Limpopo research ethics principles

To make this study possible, the researcher adhered to internal processes, such as submission of the proposal to the Department of Criminology and Criminal Justice for Round-Robin Review in preparation for the submission to the School of Social Sciences Research Ethics Committee (SSREC) and Faculty Higher Degrees Committee (FHDC). The favourable decision of the FHDC saw the research proposal and supporting documents submitted to the Turfloop Research Ethics Committee (TREC) for the issuing of an ethical clearance certificate.

Furthermore, the TREC Guidelines for Ethical Review (2014:1), in its Code for Research Involving Human Subjects, indicates that UL aims to promote high quality research in the interests of South African society and the human condition as a whole. With that stated, it aims to do research that adheres to the following research principles:

- Scholarly integrity and excellence.
- Social sensitivity and responsibility.
- Respect for the dignity and self-esteem of the individual and for basic human rights.

- Reference to clearly specified standards of conduct and procedures ensuring proper accountability (TREC Guidelines for Ethical Review, 2014:1).

3.5.2 Informed consent

Consent is regarded as the 'cornerstone' of research and a 'negotiation of trust' between the researcher and the participants that should be ongoing, irrespective of the applied research paradigm (Orb, 2001:95). In the study, prospective participants were given the opportunity to formally agree to participate in the study by signing consent forms. The researcher fully disclosed his identity, the purpose of the study, how it would be conducted, what measures would be taken to protect participants from harm, the benefits, if any, for the participants and how their rights would be protected, amongst other things. The researcher did not promise any monetary incentive for the participants and this was revealed to them.

The participants were informed of the steps, which were taken for the study to reach the interview stage, where the researcher passed all relevant required stages of permission to conduct the study. The steps which had to be taken were that the study had to pass stages such as the Department of Criminology Criminal Justice, the FHDC and TREC which are steps taken by the researcher in order to be granted ethical clearance to conduct the study. All these steps were carefully explained to the participants in this study. According to Simons and Usher (2000: 318), informed consent implies participants are free of coercion or deception and have an understanding of the following: the process by which the data is to be collected; the intended outcome of the research process; the uses of the research; and as individuals or groups, have the capacity and competence to consent.

The participants are participating voluntarily, which means that no participant should be pressured or manipulated to participate in the study. It is of the utmost importance that the participants are fully aware of the nature and objectives of the study before they participate in it. The researcher made sure that this was achieved in this study by procuring the written informed consent of each participant (Refer to Appendix B).

This form also explained that participants could withdraw from the study at any time if they felt uncomfortable and that they had the right to contact the researcher and request a copy of the report after the study had been completed. The informed consent form also highlighted that, in the case where a participant wanted to remain anonymous, the researcher would use a pseudonym instead of the participant's real name for the one-on-one interviews as well as the focus group discussion.

3.5.3 Autonomy

Mhlongo (2005:51) emphasises the participants' 'right to self-determination', thus affording them the choice to continue or withdraw from the study should circumstances so dictate. In this study, the participants were encouraged to utilise their democratic right to participate in or withdraw from the study at any time during the study. They were also encouraged to exercise the freedom to decide which information to disclose as dictated by their personal circumstances.

3.5.4 Anonymity and confidentiality

Mhlongo (2005:52) differentiates between anonymity and confidentiality by indicating that the latter is "the management of private information" by a subject, and the former is "the right to assume that data collected will be kept confidential". Any personal information pertaining to individual participants was removed from questionnaires and the interview schedule by the researcher. Participants' identities have not revealed to anyone as a form of confidentiality in this study.

Polit and Hungler (1999:143) state that confidentiality means that no information that the participant reveals to the researcher will be made public or available to others. The anonymity of a person or an institution is protected by making it impossible to link aspects of data to a specific person or institution. Confidentiality and anonymity are guaranteed by ensuring that data obtained is used in such a way that no one, other than the researcher, knows the source (LoBiondo-Wood & Harber, 2002:273). In this study no names were attached to the information obtained and this right is part of the informed consent (Refer Annexure B).

3.5.5 Privacy

According to De Vos (2002:67), privacy refers to agreements between persons that limit the access of others to private information. In this study, the researcher ensured that when participants described their experiences of being involved directly or indirectly with crimes affecting students, the information given was not revealed. Privacy refers to the freedom an individual has to determine the time, extent and general circumstances under which private information will be shared with or withheld from others (Burns & Grove, 2003:171). In this study, privacy was also maintained by not attaching participant's names to the information.

3.5.6 The right to withdraw from the study

The participants were informed that they could withdraw from the study at any time if they so wished. This right was explained to them prior to engagement in the study, before the interview (Holloway 2005:292). This right is part of the informed consent (Refer to Annexure B).

3.6. SUMMARY

With the information presented in this chapter, it can be deduced that this study was executed with an appropriate research design and methodology to fulfil the aims and objectives which guided the study as outlined in chapter three of the study. This chapter outlined the research design and methodology employed for this study. The research design and methodology utilised to fulfil the aims and objectives guiding this study as well as ethical considerations were also outlined.

In the next chapter (Four), the findings of this study are presented and discussed under data presentation and analysis, and discussions thereof.

CHAPTER FOUR

DATA PRESENTATIONS, ANALYSIS AND DISCUSSIONS

4.1. INTRODUCTION

In this chapter, the findings of this study will be presented and discussed, the researcher will present the outcomes of the presented discussion of the analysed data and a discussion of the findings of the study, looking into crime affecting UL students which escalates to affect the community of Mankweng and surrounding areas. Data that was collected using semi-structured and unstructured one-on-one interviews was analysed using a semi-structured interview schedule guide process.

The researcher triangulated the findings of this study with the provided general orientation, reviewed seminal literature studies and the adopted theoretical frameworks, applied research design and methodology to accurately enhance the data and the resultant findings. Key arguments and ideas were categorised according to the relevant themes that emerged from the participants' observations or experiences that became visible in the data. These were then further categorised into patterns that explained the phenomenon under study. These categories outlined what was discovered by the study by linking any similarities and highlighting any dissimilarities within the collected data.

The themes were then collated to create a wide-ranging narrative, or picture, of the findings related to the study. To adhere to ethical requirements, aliases were used in this report to refer to the participants and the study sites. In addition, it should be noted that the participants' responses are presented precisely and that the grammatical use in some responses may be somewhat flawed as English was their additional language and not their home language.

Additionally, in this chapter, the researcher presents the information collected from the participants in this section. The researcher asked the participants about their involvement, experiences and details in order to draw inferences in relation to their experiences based on the crime that affects the UL students and the Mankweng community and surrounding areas. The researcher noted from the obtained data that the crime against students is not just crime against the students but a community problem as a whole.

The aim of this section is to present the community safety initiatives' leaders, who form part of Mankweng community members, with personal information about their views and experiences based on crime affecting UL students and the community as a whole. The main reason for this is to better understand the experiences of the Mankweng community safety initiatives with regards to crime against UL students and Mankweng community, in detail. Profiles of representative participants aim at determining the possible connection between age, gender, ethnicity and occupational status, and their individual experiences of crime affecting the UL students and Mankweng community.

The age range of participants was from 30 to 55 years old. The most participants who participated in the study were between the ages of 30 and 45 years, with a number of five participants three of whom were employed and two were unemployed. The second group of participants who participated in the study were between the ages of 35 and 45 years with two participants employed and one unemployed. The third and last group was between the ages of 48 and 55 years with two participants who were both employed. This group was the last group which participated in the study. Based on the findings, the highest participating group were between the ages of 35 and 45 years, as initially indicated and the least participants were above the age of 48 years. According to the data presented in the study, the findings indicate that most students suffer from crime due to the result of alcohol consumption and late night walking. It was also revealed that most students became victims of theft where their belongings were stolen when they were not in their rooms, on or off-campus.

Female students have suffered the most when it comes to sexual offences and sexual harassment where rape attempts have occurred, where there were incidents where there were attempted break-ins in some girl’s rooms. In order to achieve privacy and confidentiality, participants who participated in the study were allocated codes, such as participant 1, participant 2 up to participant 13. The classification of coding ensured that there was no link between the data and the participants, neither between the data and the settings, thereby ensuring the anonymity of the participants and the confidentiality of the data (McMillan & Schumacher, 2010:121). See the table 2 below:

Table 5: Demographic profile of participants

Age	Gender	Occupational status	Ethnicity
30-45	Females	3 employed 2 unemployed	Black
35-45	Males	2 employed 1 unemployed	Black
48-55	Males	2 employed	Black

Source: Researcher’s illustration (2021)

4.2. FINDINGS RELATING TO THE STUDY AIM

4.2.1 The aim of this study was to evaluate community safety initiatives on student safety at the University of Limpopo

Sandbox Networks (2016) in paragraph 2.2.1.2 of chapter two of this study stated that there are a variety of causal factors where crime is concerned. Some attribute this to the drinking culture common to campuses while others blame drugs and stress. **P1** highlighted that the raised causal factors, mostly drinking and drugs, “*contribute to the crime affecting students and not only UL students but South African students and youth as a whole.*”

Section 3.3.3 of chapter three of this study showed that the study was conducted in South Africa, Limpopo Province in the Mankweng Township, focusing on the UL, which consists of 21 339 students, (UL, Institutional Planning, 2019) where a total of 18 250 are undergraduates and 3 089 are postgraduates,. Yet only 6957 students were allocated residences on campus (UL, Residences Pamphlet, 2019). This means that a total of 14 382 students did not have accommodation on campus, which remains a great concern for their safety and security.

According to **P6**, the following verbatim expressions was shared in support of the consulted literature study, *“it is difficult to keep off campus students safe since they are more than those who are residing in campus which the number almost triple the number of those who are residing in campus”*. This makes it difficult to keep them safe since they reside in different parts of Mankweng, located in different sections surrounding the institution.

In addition to this, **P13** added that *“Mankweng area in a big environment which has villages surrounding it and most criminal activities are occurring because of the development of the environment which lead to the community members ending up suffering from criminal activities by the criminals.”*

4.3. FINDINGS BASED TO THE STUDY OBJECTIVES

4.3.1 Objective 1: To determine whether the community safety initiatives for the safety of University of Limpopo students are able to work together to combat crime

According to Miller (2014), in paragraph 2.2 of chapter two, partnerships, problem-solving, and organisational change are the essential elements of community policing. This was affirmed by **P1** who outlined the great partnership that *“the university safety and security management and Lekgotla La Motswikitswiki are able to work together to keep the students safe and in some points, the safety and security from the university its able to assist with the patrol cars to patrol the off camp streets.”*

Pheiffer (2013) in paragraph 2.3.1 of chapter two of this study, supports that the objective for establishing the partnership is to facilitate the process of problem-solving and to determine community needs and policing priorities. Based on the collected data from **P13** it was revealed that *“the community safety initiatives in the Mankweng community area are able to work together to eradicate the crime problem which its affecting not only the UL students but also the Mankweng community since most of the students are residing off campus which also makes the Mankweng community members to suffer directly from criminal activities that which the students are suffering from.”*

In this manner, those students who are part of the community and they are suffering from crime, which makes it a community concern since the students are officially part of the community of Mankweng. According to Wakefield and Fleming (2008), in paragraph 2.6.1 of chapter two of this study, the corollary of the theory holds that the police and community as public civilians, should focus on violation offences to reduce disorder, because this will work to prevent more serious crime from troubling the public.

As a result, **P1** and **P12** shared that the *“public and community participation could help in reducing crime and fear of crime in the community and that it has to be responsibilities of each and every community member to be the eyes and ears of the public to keep the community safe.”*

4.3.2 Objective 2: To assess the challenges associated with community safety initiatives on students’ safety at the University of Limpopo

According to Fisher (1995), in chapter one of this research in paragraph 1.2, safety of students is a very serious concern for every university in South Africa. To this course, **P7** confirmed that, *“it is not always easy to work together more especially when it comes to the patrol part at night since some of the community safety initiatives normally work during the day and it becomes difficult to help with night patrols since we’ll be tired at night from our daily responsibilities but we try to make it on weekends to patrol”*.

Paragraph 1.2 of chapter one of this study revealed that the role of the police in CPFs is to mobilise and organise the community to take action against local crime together with the police, to act as a liaison between the community of the sector and the local police station. Thus, **P2** contended that *“safety of the students it’s a serious concern and government and public should take part in preventing and protecting the students from crimes since they’re our future leaders”*. In this manner, students are not the only ones to suffer, but also the Mankweng community members.

As indicated and argued in paragraph 2.5.1.1 and 2.5.1.2 of chapter two of this study respectively, poverty and unemployment play a crucial role in increasing the level of crime against the students and the community as a whole. **P3** and **P11** illustrated that poverty and unemployment *“encourage criminals to act in a behaviour which puts the lives of students and community members in danger.”*

Paragraph 2.5.1.3 of chapter two of this study, argued that the absence of strong leadership and encouragement may have an impact on partnerships in policing practices. This contributes to the challenges which community safety initiatives are facing in relation to ensuring students’ safety since lack of policing partnership will affect initiatives to not to function optimally to produce and grant safety for students and community members as a whole (Robinson, 2003).

Most of the participants who took part in this study had this in common. A lack of productive and valuable resources remains a serious concern in fighting crime which is escalating throughout the community of Mankweng. **P12** stated that *“community needs a good, responsible and strong leader who will be able to lead the community to be a better and safe environment.”*

Sarre (1997) in paragraph 2.5.1.4 of chapter two of this study argued that, the resources should be allocated to enable police officers to work closely with communities and their members to engage a broad range of community groups. Officers require extensive training to counter community unwillingness to participate in CPF initiatives. It is best to be noted that resources where are needed to fight the battle of crime that affects the students and the community at large, since lack of resources will hold back the community to fight criminals who destroying the safe living and free movement of the community.

Hlungwani (2014) in paragraph 2.5.1.11 of this study revealed that the activities of Sector Community Forum committees are to identify crime strategies and discuss crime in the specific sector to obtain solutions to such crimes affecting the community. It is therefore the responsibility of all community members to take part in SCF meetings to give advice, effort and strategies on how best the community of Mankweng could tackle crime against students which its affecting the community at large.

There are things such as lights, whistles, and to look at one's neighbour as a volunteer resources, one can offer to bring back to the community. According to Taye (2011), in chapter two of this study in paragraph 2.5.1.12, the community is encouraged to offer their services voluntarily to assist the police in every aspect of crime prevention. Moreover, **P8** reasoned that "*a community should be viewed as a one home, a home that consist of members who has to look after each other*" that if you some criminal behaviour occurs within the community, one should report such to the leaders and police.

Furthermore, participant (**P11**) continued by saying that "*community members should be able to check most often on the neighbours and the streets to check if the streets are safer places, that there is no one who is suffering from during and night for the safety of community members.*"

4.3.3 Objective 3: To analyse crime prevention strategies, as employed by community safety initiatives to ensure the students' safety at University of Limpopo

According to Kruger (2008), in paragraph 2.4.1 of chapter two of this study, crime prevention strategies play an important role in ensuring the safety of all students on campus, off-campus and in the community as a whole. These strategies will, however, help the stakeholders to be able to fight crime, which is affects students residing on and off-campus. It is important to note that these strategies will not only benefit the UL students but also the community of Mankweng and surrounding areas.

Paragraph 2.4.1 of chapter two of this study highlighted that community crime prevention involves collaboration between the police and the whole community as a means of crime prevention (Mudau, 2008). In this manner, if the police and community as a whole work together to fight crime which it is affecting the students and community at large, it will be easier to eradicate the crime. Community crime prevention is a

strategy to reduce public fear of crime, that community members and the public feel safe and to have freedom of movement without thinking that they will be victims of crime within the community.

Alexander (2005), in paragraph 2.4.1 of chapter two of this study provided that, any community action to improve action and security in a particular neighbourhood constitutes a community safety initiative. This indicates that community safety initiatives play an important role in the community with the aim of fighting against crime, which will be occurring in the particular community.

Equally, paragraph 2.4.1 of chapter two of this study, points out that hot spot policing its one crime prevention strategy, which needs more attention in order to deal with criminal behaviour in specific locations, which could attract criminals to offend community members. According to Clarke (1997) on point number four of chapter two, there may be a specific deterrent impact of hot spot policing, and if offenders who are arrested because of increased patrols are thereby deterred from future offending which could harm the community members.

In addition, Weisburd, Davis, and Gill (2015) in paragraph 2.4.1 of chapter two of this study, argue that once a hot spot is identified, police may implement a range of tactics appropriate to the particular type of hot spot to prevent crime in the given micro-area, and these tactics often incorporate elements typical of one or another of the other three proactive policing tactics.

Paragraph 2.4.1 of chapter two of this study outlines that CCTV is a surveillance technology comprising of one or more video cameras connected in a closed circuit to a monitoring system (Ratcliffe, 2006). Ratcliffe (2006) went on to confirm that a CCTV system for proactive policing usually includes a number of cameras that can pan, tilt, and zoom in various directions; a mechanism to convey the real-time images to a monitoring location; a range of other elements that store, display, or otherwise monitor the camera live feed; and a human element whereby someone monitors the images either in real time or in response to an incident. This form of crime prevention strategy for this study, will be most important in the students' residential areas on campus off-campus to monitor individuals who come in and out of the student residential areas.

Therefore, **P12** indicated that *“it is easy to monitor criminal activities that occurs in the campus premises since we have the CCTV system as form of crime prevention and we are able to keep the students safe but it becomes a problem and a challenge to keep students who are residing off campus since we are failing to monitor them using CCTV method as form of crime prevention.”*

4.4. SUMMARY

The data presentation, analysis and discussion in this chapter was based on the interview with the participants in this study. Understanding, response and implementation of the community safety initiatives on student safety at the UL within each of the research strategies employed namely, semi-structured interviews, open unstructured interviews, in-depth interviewing with the *Lekgotla La Motswikitswiki* committee members, UL crime prevention structures managers, FBOs, BACs and school principals were used in order to generate information from the participants who participated in this study.

In the next chapter (Five), a summary, conclusions, recommendations, as well as future research study recommendations will be provided.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1. INTRODUCTION

This chapter presents the summary of the study and the conclusions drawn from the study which was conducted with the aim of evaluating the effect of the community safety initiatives on student safety at the UL with a focus on crime which affects the students at on and off-campus residences. The chapter highlights the general conclusions that were drawn from the study based on the findings and recommendations on how community safety initiatives work together to fight against crime affecting the students are presented.

5.2. STUDY OVERALL SUMMARY

Chapter one offered a general orientation of this study and the problem statement, study aims, study objectives, definitions of concept, study significance and scope of the study were explained in this chapter. **Chapter two** presented an overview of the concept in a literature review and theoretical framework on the evaluation of the effect of community safety initiatives on university student's safety. **Chapter three** explored and provided a descriptive analysis of the available literature in respect of the research topic, design and methodology that were used in this research study. The discussion in this chapter is structured around the research design, population sampling, data collection and data analysis.

Moreover, **chapter four** presented the research findings which were discussed in line with the study interviews conducted with the people actively involved in the community safety initiatives in the Mankweng community and surrounding areas aimed at protecting UL students against crime. Lastly and finally, **Chapter five** presents the summary, recommendations and conclusions of this study based on the interpretation of data provided in chapter four. Importantly, the central focus of this study was based on the safety of the UL students against criminal elements.

5.3. STUDY CONCLUSIONS

This study was conducted to evaluate community safety initiatives on student safety at the UL. It appeared during the conducted interviews that some participants were finding it difficult to efficiently fight crime against students and community in large. Most of the participants in the have revealed that lack of community participation, training and education resulted in minimal understanding of community policing. These were identified as some of the challenges, which the Mankweng community faces in relation to fighting crime aimed at the students and keeping the Mankweng area crime free.

While the minority of the participants had an understanding about partnerships in policing, most participants outlined that community members had minimal theoretical understanding about the concept. With concern of the most pressing crime problems against the students (i.e. Crimes such as rape, sexual harassment, sexual assault, house breaking, and robbery), most of participants raised similar concerns about serious crimes and felt that the quality of life of all citizens is affected by these crimes and that most students, particularly girls, live with in fear, mostly due to thoughts that they might become victims of the abovementioned crimes.

From the results of this study, it can be concluded that most participants and some community members in the Mankweng area are aware of crime against the students. The Mankweng community safety initiatives are trying to keep the students safe from any criminal behaviour which could put the lives of the UL students in danger. Crime against students is a serious concern not only for the UL students, but also for all students in South Africa. This crisis has to be given closer attention since it is a growing issue which will influence students' studies and in the end will cause students to produce less academically.

5.4. STUDY RECOMMENDATIONS

5.4.1 Recommendation to improve the study aim

5.4.1.1 The aim of this study was to evaluate community safety initiatives on student safety at the University of Limpopo

The aim of this study was to evaluate community safety initiatives on student safety at the UL and it was discovered that some community safety initiatives are actively participating in fighting crime against students which also affects the community of Mankweng. To improve the aim of this study, the researcher realised that the majority of Mankweng members do not participate in fighting crime which plagues the community because they lack information and education on the CPFs and community safety initiatives in general. It is noted that a formal community meeting based on the information and education of the CPF is required for the Mankweng community members in order to know how best to fight crime that its affecting the community.

5.4.2 Recommendations to improve the objectives of this study

5.4.2.1 Study objective 1: To determine whether the community safety initiatives for the safety of University of Limpopo students are able to work together to combat crime

The first objective of the study was to determine whether the community safety initiatives for the safety of UL students are able to work together to combat crime. This first objective of the study can be improved by making sure that the Mankweng community safety initiatives work closely together to fight crime, which is a challenge for the whole community, and particularly the students. The *Lekgotla La Motswikitswiki* committee members, UL Crime Prevention Structures managers, FBOs, BAC and school principals should meet together regularly in order to make sure that the crime in the community is being monitored closely so that members of the community do not live in fear.

5.4.2.2 Study objective 2: To assess the challenges associated with community safety initiatives on students' safety at University of Limpopo

The second objective of this study was to assess the challenges associated with community safety initiatives on students' safety at UL. Challenges are the setbacks which hold back the progress of the community safety initiatives in relation to fighting crime and keeping the community safe. This recommendation can be improved by the efforts of the community safety initiatives which are *Lekgotla La Motswikitswiki* committee members, UL Crime Prevention Structures managers, FBOs, BAC and school principals, to make sure that they address issues and challenges which the initiatives encounter. This can lead to the initiatives failing to protect community members and keeping the community safe.

5.4.2.3 Study objective 3: To analyse crime prevention strategies, as employed by community safety initiatives to ensure students' safety at the University of Limpopo

The last objective of this study was to analyse crime prevention strategies, as employed by community safety initiatives to ensure the students' safety at UL. This objective can be improved in a manner so that crime prevention strategies are strengthened and that the strategies employed are able to eradicate crime against UL students. These strategies can be employed in a manner that will discourage criminals from succeeding in committing criminal acts against students, community members or breaking into the houses of community members. This means that the strategies employed by the community safety initiatives should be strong enough to keep the students and the Mankweng community members safe from criminals and criminal behaviour. It is important to note that the strategies employed should be in line with the strategies which the *Lekgotla La Motswikitswiki* committee members, the UL Crime Prevention Structures managers, FBOs, BAC and school principals use as community safety initiatives so they will be able to use to benefit the Mankweng community as a whole.

5.5. IDENTIFIED STUDY THEMES AND CHALLENGES BASED ON THE STUDY AIM AND OBJECTIVES

Table 6: Identified study themes and challenges based on the study aim and objectives

Descriptions	Study themes and challenges	Brief evaluations
Study aim: The aim of this study was to 'evaluate community safety initiatives on student safety at the UL.'	Relationship between community members and leaders of community safety initiatives on keeping UL students safe: lack of respect and communication between members of the community and leaders of initiatives is bad for both sides.	Monthly meetings with community safety initiatives and members of the community.
	Relationship between community safety initiatives and UL safety and security: Lack of understanding and regular meetings to improve the safety of all students on and-off campus.	Regular meetings of the leaders of the community.
	Community members and initiatives to fight crime affecting UL students: if the community and initiatives fail to work together to fight crime affecting the students, more danger and damage will continue to occur for the students.	Joint innovation to keep the community safe.

<p>Study objective 1: To determine whether the community safety initiatives for the safety of UL students are able to work together to combat crime.</p>	<p>Community public participation to fight crime involving the UL students: the whole community should take part in fighting crime against UL students.</p>	<p>Daily patrols by community members.</p>
	<p>Resources to fight crime from both structures: resources to fight crime are limited since initiatives do not have many resources to battle crime affecting the students and the community as a whole.</p>	<p>Voluntary patrol cars from the community.</p>
	<p>Public education on community policing forums: most community members do not participate in the initiatives to fight crime because they lack education on the importance and benefits of the initiatives to fight crime.</p>	<p>Weekly educational general meetings for the community.</p>
<p>Study objective 2: To assess the challenges associated with community safety initiatives on students' safety at UL</p>	<p>Unemployment as a cause of criminal behaviour: most criminals become involved in criminal behaviour due to the high rate of employment in the country.</p>	<p>Job creation and local hiring.</p>
	<p>The use of drugs: drugs play a big role in influencing youth to act criminally after using drugs or when they don't have money to buy drugs.</p>	<p>Close eye on those who distribute drugs in the community.</p>
	<p>Poverty: poverty is a results of unemployment which cause people to be involved in crime with the aim of getting something at the end.</p>	<p>Donations of food parcels to disadvantaged houses.</p>

<p>Study objective 3: To analyse crime prevention strategies, as employed by community safety initiatives to ensure students' safety at UL.</p>	<p>Day and night area patrols: patrols by initiatives should occur at all times so criminals are not aware of a routine, to ensure the safety of the students and community as a whole.</p>	<p>All community members should take part in keeping an eye on the community.</p>
	<p>Public education on the danger of crime: most people who become involved in criminal behaviour are the youth who do not know the danger and consequences of becoming involved in criminal offences.</p>	<p>Public education for all community members.</p>
	<p>Strong relationship between UL safety and security and community safety initiatives: it is very important for initiatives and UL safety and security to have a strong relationship in order to fight crime affecting students in a united manner, rather than as a specific group of initiatives.</p>	<p>All stakeholders should help one another</p>

Source: Researcher's illustrations (2021)

5.6. STUDY LIMITATIONS

This study had a few limitations, which were perceived as matters and occurrences out of researcher's control. In this study, limitations were associated with a qualitative study, since it was related to methods of ensuring trustworthiness, not quantitative validity and reliability. This study occurred in the natural setting, in selected areas in Mankweng (Wiersma, 2000:211).

Notably, limitations included lack of interviews with students who were victims of crime on and off-campus. The study was also limited from including high numbers of participants, such as ordinary members of the community, to participate in the study because the study selected only a few participants who had clear and direct information on the crime which affects the students and the Mankweng community as a whole.

5.7. FUTURE RESEARCH STUDIES

This study focused on an evaluation of the effect of community safety initiatives on students' safety at the UL. . Advice for future researchers would be to focus on the students' safety specifically, as students are human beings, children, parents and future leaders. It is important for researchers to conduct further research on how best they can protect our future leaders from being harmed by crime, which could result in destroying their future. This can be done by focusing on students directly so that they can generate more direct information from victims of crime, either individuals who are students or close to the victims.

In future research the mixed-methods research approach can be adopted to document the number (To achieve statistical value) of victims (Quantitative) of selected prevent crimes in specific areas over a specific period in comparison to previous years. Other relevant stakeholders can also share their valuable knowledge based on the given statements, as well as to solicit their views on the matter (Qualitative). The focus should be directed to the safety of students, how they can be protected against crime which affects them.

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ANNEXURE A: CLEAN COPY OF THE NTERVIEW SCHEDULE GUIDE

TITLE OF RESEARCH: An Evaluation of community safety initiatives on Students' Safety at University of Limpopo

Biographical detail:

1. For how long have you been a resident of Mankweng?

2. What is your current position in the community safety initiatives?

1. How prevalent are the crimes against University of Limpopo (UL) students?
2. What could be the contributory factors to the stated crimes against UL students in your area?
3. What are the consequences of crimes against UL registered students?
4. How strong are the stakeholders involved in the community safety initiatives addressing crimes affecting UL students?
5. How does the relationship between the local Community Policing Forum (CPF) and UL's safety and security structures enhance students' safety?
6. What are the main challenges facing community safety initiatives in facilitating public participation to effectively respond to crimes against UL students residing on-and-off campus?
7. Do the current strategies to assist the existing community safety initiatives ensure UL students' safety? (Please elaborate on your answer).
8. How effective are the investigations of crime affecting UL students?
9. How effective are the methods used by the community safety initiatives to ensure UL students' safety?

10. How effective are the techniques used by the community safety initiatives to ensure UL students' safety?

11. Any other comments you would like to make regarding the evaluation of community safety initiatives on Students' Safety at UL.

SEMARETŠWA A1: HLOGO YA SENGWALWA: Tekolo ya setšhaba ya go tlisa polokego ya baithuti ba unibesithi ya Limpopo.

Tshedimošo ya bophelo bja mokgethatema:

1. Ekaba ke nako e kae o le modudi wa mo Mankweng?

2. Maemo a gago a bjale ke afe mererong ya go šireletša setšhaba?

Diputšišo tša dinyakišišho

1. Ekaba bosinyi kgahlano le baithuti ba yunibesithi ya Limpopo bo atile go kae?
2. Ke eng se se hlohlelatšago bosinyi bjo bo boletšwego kgahlanong le baithuti ba yunibesithi ya Limpopo tikologong ya geno?
3. Ke ditlamorago dife tša bosinyi kgahlanong le baithuti ba ngwadisitšwego ka yunibesithi ya Limpopo?
4. Ekaba badirišhane mmogo ba tša kgwebo ba tiile go kae bao ba amegago mererong ya tšhireletšo ya setšhaba ya tharollo ya bosinyi bja go ama baithuti ba yunibesithi ya Limpopo?
5. Kamano magareng ga sepodisa sa setšhaba le bašireletši ba baleta dikgoro tša polokego tša yunibesithi ya Limpopo ke ya mohuta ofe matlafatšong ga polokego ya baithuti?
6. Ke dihlotlo dife tše dilebanego tšhireletšo ya setšhaba go thuša go tšea karolo ga setšhaba go arabela katlego kgahlanong le bosinyi bjo bo lebanego le baithuti ba yunibesithi ya Limpopo bao ba dulago meagong ya kagare le ka ntle ga khamphase?
7. Ekaba maano a bjale a go thuša tšhireletšo ya setšhaba a aleng gona a netefatša polokego ya baithuti ba yunibesithi ya Limpopo? (Ke kgopela o hlalose go ya pele).

8. Dinyakišišo tša bosinyi tše di amago baithuti ba yunibesithi ya Limpopo di atlega hakae?

9. Ekaba mekgwa ye e šomišwago ke tšhireletšo ya setšhaba e nepagetše go fihla kae go netefatša tšhireletšo ya baithuti ba yunibesithi ya Limpopo?

10. Ekaba mekgwa ye e šomišwago ke tšhireletšo ya setšhaba e atlegile go kae go netefatša polokego ya baithuti ba yunibesithi ya Limpopo?

11. Polelo ya gago ya tlaleletšo ke efe mabapi le tekolo ya mekgwa ya tšhireletšo ya setšhaba ya baithuti go yunibesithi ya Limpopo.

ANNEXURE B: INFORMED CONSENT FORM

TITLE OF RESEARCH: An Evaluation of community safety initiatives on Students' Safety at the University of Limpopo

Dear Participants,

My name is Ronny Mothisi. I am currently studying for a Master's Degree in Criminology at the University of Limpopo (UL). As part of completing the degree, I am required to conduct a study which involves investigative research. You have been selected to participate in the study. The selection is based on your involvement in Community Policing Forum (CPF) matters, as a student at UL and as a resident of the UL's surrounding areas.

The primary objective of this study is to evaluate community safety initiatives on students' safety at UL, to clearly determine the working relationship with CPF and the implementation of public participation strategies at the UL and in the surrounding communities. A semi-structured, in-depth interview will be conducted with you in order to validate the results of the study. Please note that the interview will comprise of open-ended questions which will afford you an opportunity to elaborate on the questions asked. The interview will take approximately (30-60) minutes to complete.

The information obtained from the study will be kept confidential and used only for the purpose for which it is intended. The results of this study will thus be used in an aggregate format and as such, the anonymity of your response will be maintained.

PARTICIPATION DECLARATION

I _____ as _____ hereby voluntarily grant permission for participation in the study and that the information furnished should be treated as confidential.

SEMARETŠWA B1: FOROMO YA GO DUMELA GO KGETHATEMA

HLOGO YA SENGWALWA: Tekolo ya setšhaba ya go tliša polokego ya baithuti ba unibesithi ya Limpopo.

Thobela batsia karolo

Leina laka ke Ronny Mothisi. Ke moithuti Unibesithing ya Limpopo (UL) moo ke ithutelago dithuto tša Master's Degree wa Criminology. Ka tsela le tshipidišo ya go fetša dithuto, ke tlameya go dira dinyakišišo tša dithuto. Bjalo ka temogelo le hlokomelo, o kgethilwe o tšia karolo ka gare ga sengwalwa se. Maetemogelo a go kgethwa a gao mo sengwaleng se ke ka maetemogelo le botsibi bja gago mabapi le (CPF), baithuti ba Unibesithi ya Limpopo le ba dudi ba gauswi.

Maetemogelo a sengwalwa se ke [**Tekolo ya setšhaba ya go tliša polokego ya baithuti ba unibesithi ya Limpopo**], go lebeledisha kamano gore CPF le gore setšhaba se kgona go ba le perekišhano go Unibesithi ya Limpopo le badudi ba gauswi. Eba le hlokomelo ya dinyakišišo tša sengwalwa se le gore di tla bulega tša gofa le sebaka sa go bolela le go araba ka tsebo ya gago go diputšišo tšeo di botšisitšwego. Poledišano ye e kaba metsotso ye masome tharo goya go masome tshela go e fetša.

Tshedimoso yeo e utulluwago mo letlakaleng le e tla bolukiwa ka sephiring ebile e tla berekiswa l tša sengwalwa se fela. Di poelo tša sengwalwa se di tla berekiswa ka tumelelo bjalo k age e hlwalositšwe, thato ya hloka leina ga gao e tla phethega.

TUMELO YA MOTŠIAKAROLO

Nna _____ ka _____ ke thaopile go tšia karolo ka gare gare ga sengwalwa se ebile tshedimoso ye e utullwago mo e tla bolokega.

**ANNEXURE C: APPROVAL LETTER FROM UNIVERSITY OF LIMPOPO –
FACULTY HIGHER DEGREES COMMITTEE TO DO RESEARCH)**



University of Limpopo
Faculty of Humanities
Executive Dean

Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 4895, Fax: (015) 268 3425, Email: Satsope.maoto@ul.ac.za

DATE: 16 October 2020

NAME OF STUDENT: MOTHISI, R
STUDENT NUMBER: [201413335]
DEPARTMENT: MA - Criminology
SCHOOL: Social Sciences

Dear Student
FACULTY APPROVAL OF PROPOSAL (PROPOSAL NO. FHDC2020/9/06)

I have pleasure in informing you that your MA proposal served at the Faculty Higher Degrees Meeting on 25 September 2020 and your title was approved as follows:

TITLE: AN EVALUATION OF COMMUNITY SAFETY INITIATIVES ON STUDENT SAFETY AT THE UNIVERSITY OF LIMPOPO

Note the following:

Ethical Clearance	Tick One
In principle the study requires no ethical clearance, but will need a TREC permission letter before proceeding with the study	
Requires ethical clearance (Human) (TREC) (apply online) Proceed with the study only after receipt of ethical clearance certificate	✓
Requires ethical clearance (Animal) (AREC) Proceed with the study only after receipt of ethical clearance certificate	

Yours faithfully

Prof RS Maoto,
Executive Dean: Faculty of Humanities

Director: Prof SL Sithole
Supervisor: Dr W Maluleke
Co-Supervisor(s): Dr FM Manganyi

Finding solutions for Africa

**ANNEXURE D: APPROVAL LETTER FROM UNIVERSITY OF LIMPOPO –
TURLOOP RESEARCH ETHICS COMMITTEE TO DO RESEARCH**



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:makoetja.ramusi@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE

ETHICS CLEARANCE CERTIFICATE

MEETING: 10 December 2020

PROJECT NUMBER: TREC/400/2020: PG

PROJECT:

Title: An evaluation of community safety initiatives on student safety at the University of Limpopo
Researcher: R Mothisi
Supervisor: Dr W Maluleke
Co-Supervisor/s: Dr FM Manganyi
School: Social Sciences
Degree: Master of Arts in Criminology

PROF P MASOKO
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) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

ANNEXURE E: APPROVAL LETTERS FROM EMPLOYER/COMPANY

EMIS NO: 0923240549	 <p>MAMABUDUSHA SECONDARY SCHOOL 90X 289 SOVENGA 0727</p> <p>FIAT LUX</p>	FAX NO : 015 2670771
REF NO: 23/0201143022		TEL NO : 079 754 1476
ENQ: PETA M.J :LETHWANA M.L		Email:petamatladi@gmail.com
CELL: 0832495382/0768834260		DATE: 09 - 09 - 2021

TO WHOM IT MAY CONCERN

MOTHISI
.....
Kenny
.....
Lelele
.....

THIS IS TO CONFIRM THAT MR MOTHISI R HAS CONDUCTED A RESEARCH STUDY ON "AN EVALUATION OF COMMUNITY SAFETY INITIATIVES ON STUDENT SAFETY AT THE UNIVERSITY OF LIMPOPO" A CASE STUDY ON MANKWENG AREA ON 16104/2021.

HIS CONDUCT WAS SATISFACTORY.

THANKING YOU IN ANTICIPATION

YOURS FAITHFULLY

LETHWANA ML.... „

HEAD OF INSTITUTION a

lpmj

Y
.....
ION 1/p

DEPARTMENT OF EDUCATION M' MABUDUSHA HIGH SCHOOL 2021-09-09 P.O. BOX 289 SOVENGA 0727 LIMPOPO PROVINCE
--



LIMPOPO PROVINCE

MANKWENG MOTSWIKITSWIKI

CONTACT: Mr Mamabolo Chairperson 0731637385

: Mr Manale Spokesperson 0661531931

THIS LETTER IS CONFIRM THAT MR MOTHISI RONNY INTERVIEWED MANKWENG MOTSWIKITSWIKI ON A TOPIC "AN EVALUATION OF COMMUNITY SAFETY INITIATIVES ON STUDENT SAFETY AT THE UNIVERSITY OF LIMPOPO" ON THE 14 APRIL 2021.

THE INTERVIEWS WERE CONDUCTED FROM THE SECRETARY AND SPOKEPERSON OF MOTSWIKITSWIKI.

YOURS FAITHFULLT

MR MAMABOLO

HWITI HIGH SCHOOL



CAPRICORN DISTRICT

EMIS NO: 923240150
EQD: MOKANA W.F
W : 015 267 4870
E : 015 267 4966

MARKWANG CIRCUIT

Private Bag X1106
Sovenga
9727
22 September 2021

To whom it may concern

Mothisi R

This is to confirm that Mr Mothisi R has conducted a research study on "an evaluation of community safety initiatives on student safety at the University of Limpopo" a case on Mankweng area on 22/09/2021.

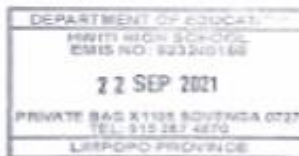
His conduct was satisfactory.

Thanking you in anticipation.

Yours Faithfully

Mosana M.F

Principal



Agenda

ANNEXURE F: CERTIFICATE/LETTER FROM EDITOR

Kim N Smit Editorial Services



Declaration of Professional Editing

5 November 2021

This letter serves to confirm that Ronny Mothisi submitted a dissertation to myself for editing. The dissertation is entitled, **'AN EVALUATION OF COMMUNITY SAFETY INITIATIVES ON STUDENT SAFETY AT THE UNIVERSITY OF LIMPOPO'**.

The following aspects were edited:

- Spelling
- Grammar
- Consistency of layout
- Sentence structure
- Logical sequencing
- References (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.)

My involvement was restricted to language use and spelling, completeness and consistency, referencing style (in-text), and formatting of headings and captions. I did no structural re-writing of the content and did not influence the academic content in any way. The content and formatting of the final document submitted for examination remains the responsibility of the student.

Should you have any further queries, please do not hesitate to contact me.

Kind regards,

Kim Smit

● Tel: +27 (0)78 493 6554

● Email: kimnsmit@gmail.com

Member of the Freelance panel for the University of South Africa

Member of the Freelance panel for the University of Pretoria

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ANNEXURE G: TURNITIN REPORT

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