

UNIVERSITY OF EDUCATION, WINNEBA

**Students' safety and security on university campuses a case study of
the university of education, Winneba**



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**STUDENTS' SAFETY AND SECURITY ON UNIVERSITY CAMPUSES: A
CASE STUDY OF THE UNIVERSITY OF EDUCATION, WINNEBA**



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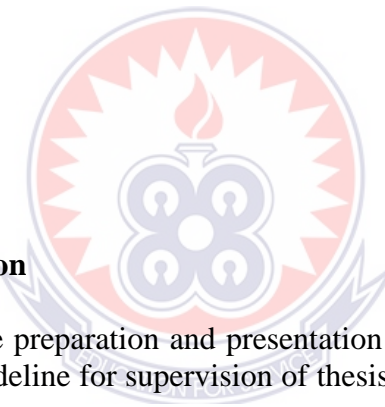
DECLARATION

Student's Declaration

I, Anthony Awingura Atanga hereby declare that, apart from references and quotations contained in published works which have been identified and dully acknowledged, this thesis is entirely my own original work and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature.....

Date.....



Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guideline for supervision of thesis as laid down by the University of Education, Winneba.

Supervisor's Name: Prof. George Hikah Benson

Signature.....

Date.....

DEDICATION

This work is dedicated to my lovely sister Francisca Atanga, my late father Atanga Ayabga and my mother Afebgimah Atanga of blessed memory, my lovely wife, daughters and son for their love, support and encouragement which never ceased to sustain me throughout this entire programme.



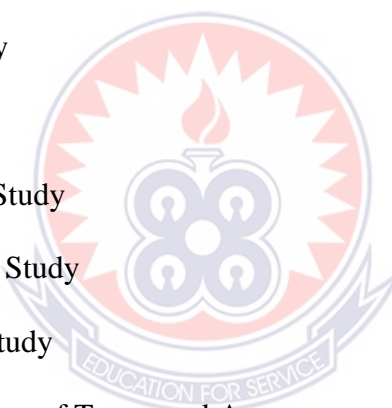
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ABSTRACT

The study sought to investigate safety and security of students of the University of Education (UEW), Winneba. The study was grounded in the Routine Activity Theory by Cohen and Felson (1979), and the Crime Pattern Theory by Brantingham and Brantingham (2005). The study adopted the quantitative approach by employing a descriptive survey design with a sample population of 421. The researcher utilized a structured students campus safety and survey questionnaire to gather data. Data was analyzed using means, and standard deviation. It was revealed that violent action by student' was a major cause of insecurity, rape and sexual harassment. With respect to the causes, hard drugs usage was also revealed as a cause of insecurity on campus, others such as bullying of students, poor illumination at certain areas, corruption and poverty are also some of the causes. Some of the recommendations given were that measures must be put in place to help curb the menace. Areas with poor illuminations must be illuminated; strident punishment must be given to those who do drugs as well as any other negative attitude exhibit by any student, lecturer or staff. When these measures are implemented properly students will be able to go about their academic activities without any form of fear since their security will be assured.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In contemporary higher education, the traditional doctrine of *loco parentis*, where universities acted as surrogate parents responsible for student behavior has largely faded. Students are now regarded as autonomous adults, free to engage in diverse activities that fulfill their emotional, spiritual, and social needs (Pendlay, 2016). Despite this independence, universities continue to bear a critical responsibility to ensure the safety and protection of their students (Patel, 2019). Consequently, both parents and students are increasingly prioritizing campus safety when selecting a university, especially due to the relatively open and unregulated nature of higher education environments.

The success of tertiary education hinges on the creation of secure, peaceful, and supportive learning environments. Ogunode et al. (2021) emphasized that the objectives of tertiary education knowledge creation, research, and national development—can only be achieved when campuses are safe and conducive. However, several studies indicate that higher institutions, particularly in Africa, are struggling to meet these objectives due to growing insecurity. Scholars such as Nwagwu (2015) and Okebukola (2016) argue that the inability to achieve educational goals is often linked to persistent safety and security issues, particularly affecting students. Alabi (2012) and Anifowoshe (2014) further highlight that student insecurity has become a serious impediment to the smooth functioning of universities, with its prevalence in Africa escalating in recent years.

In Ghana, university campuses have not been immune to this wave of insecurity. Enang (2019) points out that criminal activities ranging from theft and vandalism to violent attacks are increasingly infiltrating university communities, thus tarnishing the academic environment. Such conditions undermine the confidence of students and staff and threaten the fundamental purpose of higher education.

The concept of safety, in this context, refers to the condition in which individuals are free from danger, harm, or threat, whether intentional or accidental (Brown & Andy, 2017; Fischman & Foster, 2017). Research exploring students' perceptions of campus safety has yielded mixed findings. Studies by Bohmer and Parrot (2013), Crawford et al. (2018), and Kelly and Alina (2016) suggest that while many students generally feel safe, there are significant variations based on location, time, and context. For example, Merianos et al. (2017) reported relatively positive campus safety ratings among students, noting only minor differences between those living on and off campus. Similarly, Maier and De-Prince (2019) found that 72% of students in their study felt safe during the day on campus.

The issue of campus security is not new. Pezza (2015) observed that safety concerns in higher education date back centuries, with historical incidents such as student riots at Princeton University in 1807 and Harvard College in the 1800s, which led to large-scale suspensions and expulsions. While campuses in the mid-20th century were relatively peaceful, the landscape began to shift in the 1990s, with rising concerns over student protests, campus violence, and criminal activity.

In more recent times, the situation has deteriorated in certain regions. Akor et al. (2021) document that in Northern Nigeria, frequent attacks on schools have led to closures, abductions of staff and students, and the destruction of academic facilities. Ogunode et

al. (2021) argue that such attacks severely threaten the sustainability of tertiary education, as they create an environment of fear and instability. Even in Western countries, nearly a million university students reportedly carry weapons for self-defense, reflecting a heightened sense of vulnerability (Institute of Legislative Action, 2016). The perception of universities as unsafe spaces has led parents and students to place a high premium on security when choosing institutions. This concern is reinforced by reports indicating that the risk of crime on campus is often greater than the risk students face at home (The Conversation, 2016).

Given these developments, it is evident that campus safety is a pressing issue in higher education globally and increasingly so in Ghana. The University of Education, Winneba (UEW), like many institutions, must confront these challenges proactively to safeguard its academic mission and ensure the well-being of its community. A deeper understanding of the specific security threats, students' perceptions, and institutional responses is therefore crucial for developing effective strategies that promote safety and academic excellence.

According to situational opportunity theories such as Routine Activities Theory (RAT) (Cohen et al., 1981) and Situational Crime Prevention (Newman, 1972), campuses can become hotspots for crime, with students constituting an at-risk group for both direct and indirect victimization (Wilcox & Cullen, 2018; Lee & Hilinski-Rosick, 2012). Routine Activities Theory suggests that victimization risks arise from the convergence of motivated offenders, suitable targets, and the absence of capable guardians at specific times and locations. Similarly, Situational Crime Prevention emphasizes the role of environmental design and site layout factors like access control, target hardening, and surveillance in either encouraging or deterring crime. Given their open and transient

nature, campuses, particularly those with significant young male populations, inherently present a greater risk for criminal activity (Hindelang, 2011).

In Ghana, most public and private universities have established their own security services tasked with protecting both students and staff as well as safeguarding university property. The effectiveness of campus security is often evaluated based on the competence of security personnel, procedural fairness, levels of corruption, students' fear of crime, and students' trust in the security system (Auburn, 2011). Badiora (2017) reported that crime on university campuses has grown alarmingly, making it a recurring topic of national discourse. Campus insecurity not only threatens the physical safety of individuals but also adversely affects academic and social life, imposing additional responsibilities on school authorities to ensure adequate security provisions. Historically, security efforts were largely reactive, with officers responding to incidents as they occurred, but the changing landscape of campus security now demands a more proactive and preventative approach (Badiora, 2017).

The range of insecurity challenges facing higher education institutions is diverse. In Nigeria, for example, fear gripped a university community following threats from the Islamic extremist group Boko Haram, sent via email to multiple universities (Okafor & Okafor, 2011). Similarly, in Ghana, Norman et al. (2012) identified both traditional and contra-power forms of sexual harassment as common occurrences within public universities and professional institutions. In Zimbabwe, Dhlomo (2012) highlighted cases of students, particularly females, being sexually exploited by lecturers due to economic pressures to afford university fees. Beninger (2013) also noted that transactional sex between students and male professors was often tolerated in universities. Norman et al. (2013) reported that women were significantly more likely

than men to experience sexual harassment in Ghanaian medical schools, further emphasizing the urgent need for effective measures to ensure campus safety and protect vulnerable populations.

On October 22, 2018, major media outlets across Ghana and Africa reported a major student protest at Kwame Nkrumah University of Science and Technology (KNUST). Headlines from Myjoyline.com, Citinewsroom.com, GhanaWeb, Africanews.com, and Okayafrica.com all covered the student demonstrations, which resulted in property destruction and the indefinite closure of the university. The protest, led by the Students' Representative Council (SRC), was in response to perceived unfair treatment by the university administration. A primary source of tension was the administration's decision to convert Katanga Hall, a traditional all-male residence, into a mixed-sex hall without consulting students. This, along with reported acts of brutality by campus security personnel and police officers, prompted students to feel marginalized and unsafe. What began as a peaceful protest escalated into violence, with students damaging vehicles and property, boycotting classes, and forcing a shutdown of academic activities, leading to the Vice-Chancellor stepping down.

Insecurity on university campuses is not unique to KNUST. A 2014 incident at the University of Cape Coast involved the brutal murder of a Nigerian student, Godwin Awogbo, whose body was found tied up and mutilated. This event and others like it raise concerns about growing insecurity in higher education environments. Scholars such as Dolu (2019) and Liska (2012) argue that the perception of insecurity shaped by age, gender, prior victimization, and social conditions is often more troubling than crime itself. Data from the National Crime Victimization Survey supports this, indicating that most crimes on campuses occur during the day and often go unreported

due to mistrust in law enforcement or belief that no action will be taken. Female students are particularly vulnerable to crimes such as sexual assault and stalking, with research showing that women face significantly higher risks than men, especially when engaging in certain social lifestyles, such as partying or substance use.

Universities, therefore, bear a critical responsibility to ensure campus safety. Studies highlight how insecurity negatively impacts students' mental health, limits social engagement, and disrupts learning. Institutions must develop effective, proactive security strategies. As Ajayi (2014) points out, although campuses resemble small cities, their security resources are often inadequate. Cultism, gang activities, and armed robberies further worsen this insecurity, with cultists often more heavily armed than campus security personnel. To address these challenges, experts like Rosenberg (2014), Beard (2010), and Lawrence (2017) recommend comprehensive safety planning, visible security presence, and community engagement as essential strategies. Ultimately, a secure campus not only safeguards lives and property but also enhances institutional trust and academic performance.

1.2 Statement of the Problem

Ensuring the safety and security of students and staff is essential to the smooth functioning and academic success of any higher education institution. At the University of Education, Winneba (UEW), this need is particularly critical, given its strategic role in training teachers and education professionals for Ghana and beyond. A safe learning environment is necessary not only for fostering academic freedom but also for promoting mental well-being, effective teaching, and holistic student development. In line with global standards and national educational policies, UEW is expected to maintain secure campuses where teaching and learning can thrive without threats of

violence, theft, harassment, or fear (European University Association, 2015; Ministry of Education, Ghana, 2018).

Despite the crucial role of security in tertiary education, recent events and observations suggest that campuses at UEW—South, North, and Central—have increasingly been experiencing various forms of insecurity. Students and staff have reported incidents such as theft, assault, vandalism, cult-related violence, sexual harassment, and violent demonstrations, many of which have led to fear, injury, and property destruction. Particularly disturbing are reports of night-time robberies near Bethel Maternity Clinic, clashes between student groups like the “Garvians” and “Spartans,” and security breaches that culminated in violent protests and university closures in 2019 and 2022 (Isaac Yeboah, 2019; Amadu, 2021).

These issues suggest a widening gap between the expectations of a secure university environment and the current state of affairs at UEW. Although institutions are tasked with the responsibility of safeguarding lives and property, many students and staff at UEW continue to feel vulnerable, raising concerns about the adequacy of existing campus security systems. Research shows that inadequate security infrastructure, lack of crisis management training, and poor community policing are common causes of university insecurity globally (Ratti, 2010; Abdullahi & Orukpe, 2016). These concerns are reflected at UEW, where security personnel are often viewed as under-resourced and ill-prepared to handle modern-day campus threats (Amadu, 2021; Mensah et al., 2019). While some studies in Ghana have examined students’ general perceptions of safety or fear of crime in higher institutions (Boateng & Adjekum-Boateng, 2017; Amoatema et al., 2017), little attention has been paid to the specific *forms, causes, and potential remedies* for insecurity, particularly within the context of UEW. Existing literature has mostly approached the issue from a broader or national angle, with limited

focus on in-depth, institution-specific analysis. For example, studies by Owusu et al. (2016) and Zhaohui & Anning (2019) identified insecurity and deviant behavior in universities but did not assess the dynamics within UEW or propose practical campus-level solutions.

Furthermore, while incidents of insecurity continue to rise, there appears to be a lack of empirical data on how such challenges are affecting academic performance, student morale, and institutional reputation at UEW. There is also insufficient evidence on how security challenges are being addressed through campus policies, student engagement, and stakeholder collaboration.

These gaps in research underscore the urgent need to investigate the specific types of insecurity present on UEW campuses, the factors contributing to them, and the practical measures that can be taken to mitigate them. If these issues remain unaddressed, the university risks not only further endangering the welfare of its community but also undermining its core mandate of providing quality teacher education in a safe and supportive environment.

1.3 Purpose of the Study

This study sought to examine campus safety and security of students of the University of Education (UEW), Winneba.

1.4 Objectives of the Study

The study sought to:

1. Ascertain the forms of students' insecurity on University of Education, Winneba campuses.
2. Identify the causes of students' insecurity on University of Education, Winneba campuses.

3. Examine the effects of campus insecurity on students and the University of Education, Winneba.
4. Identify the measures that can be put in place to ensure students safety and security on University of Education, Winneba campuses.

1.5 Research Questions

The study is guided by the following research questions:

1. What are the forms of students' insecurity on University of Education, Winneba campuses?
2. What are the causes of students' insecurity on University of Education, Winneba campuses?
3. What are the effects of campus insecurity on students and University of Education, Winneba?
4. What measures that can be put in place to ensure students safety and security on University of Education, Winneba campuses?

1.6 Significance of the Study

School safety and security is an essential and a crucial component of teaching and learning processes. Indeed, no meaningful teaching and learning can take place in an environment that is unsafe and insecure to both students and staff. It is, therefore, imperative that tertiary educational stakeholders in Ghana foster safe and secure school environment to facilitate increased students' enrolment, retention, and completion, hence attainment of the goals of education. Based on the results of the study the researcher hoped that school administrators and managers in UEW would be informed about how to deal with various safety and security issues in order to have a safer school and therefore better performance. Moreover, the results of the study may shed light on

how to reduce instances of school demonstrations, physical abuses, and other disruptive actions that caused suffering to both the students and school's general teaching and learning practices. To the policy makers, the study sheds light on the safety issues influencing teaching and learning processes in schools in Ghana. Further, it is hoped that based on the recommendations of the study, policy makers shall likely to be drawn into initiating safety and security policy review processes aimed at filling in the existing gaps.

The researcher hopes that UEW students would be sensitized on the importance of ensuring a safety and safe social environment that may probably lead to their security. When students are not worried about being bullied, bitten, or being injured, they are able to focus on learning. Additionally, it was hoped that the lecturers would benefit from this study since proper implementation of the recommendation is likely to create an environment conducive to their teaching rather than to have their attention divided due to lack of school safety. Campus insecurity instills fear among the members of the university community as well as affects the image of the university campus and Ghana at large. Therefore, raising awareness on the types of crime, safety and security issues is of crucial importance to the university campuses. When the university is aware of the challenges, this study can be used for raising awareness as well as developments of strategies against crime. This will help the university develop specific strategies to reduce crime on campus.

It will assist/help officers of both old and newly established tertiary institutions (both public and private) to have an in-depth understanding of insecurity phenomenon and its management in Ghana. The prevalence of students' insecurity in Ghana in the recent past makes the paper apt. This is because the more that is known of students' insecurity

and its management, the better for the formulation of a realistic students' insecurity management strategy that will help to achieve peace in tertiary institutions and, thus, contribute to the achievement of the goals of higher quality tertiary education as specified in the National Policy on Education. To the public, community, parents and society in general the results of the research to be an eye opener of the existing safety and security conditions in their schools and maybe could have acted as a starting point for their contribution and participation in enhancing safety in schools. Finally, from the results of the study, the researcher hoped the study would add to the existing knowledge on safety and security of students on university campuses.

1.7 Delimitations of the Study

The study is delimited to only students' safety and security on UEW campuses. In addition, only administrative heads (deans and heads of department), security personnel, and students (Graduate Students Executives, Students Representative Council Executives, Various Hall Executives, and Departmental Executives) were involved in the study. Finally, only the sub-themes Forms of Students' Unsafety and Insecurity on Campus, Causes of Students' Unsafety and Insecurity on Campus, Effects of Insecurity on Students and Universities, and Measures to ensure Students Safety and Security on Campus were addressed.

1.8 Limitations of the Study

The following drawbacks were encountered during this study:

A number of respondents, especially the administrative heads complained that there were too many researchers who wanted their attention, and considering that data was collected during school term calendar, the researcher was seen as interfering with school programs. To address the issue, the researcher made prior arrangements with

them and only visited the time that was deemed appropriate by the school administrators. The researcher then listened to the school administrators and patiently convinced them that the study is vital important and that they would benefit from the findings. The approach however consumed a lot of time and money, but it finally worked.

In addition, there were some respondents who failed to respond to all items in the questionnaire. Such incomplete responses were excluded during data analysis and consequently in the final report which affected the sample size for that particular response. Also, the researcher's subjectivity during research process could not be completely ignored; the researcher however allowed respondents adequate time to express their views in order to balance subjectivity with objectivity. Finally, since ensuring school safety and security was a core responsibility of the school security personnel and administrators, some tried withholding crucial information for fear of being reprimanded. However, the researcher addressed the issue by upholding ethical consideration and assuring all respondents that confidentiality would be observed.

1.9 Operational Definition of Terms and Acronyms

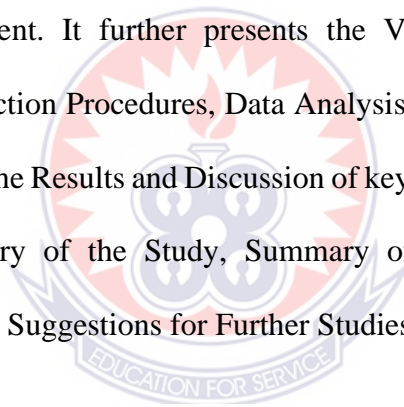
Insecurity: The state of any student in UEW being open to danger or threat; or lack of protection.

Security Officers: People in UEW responsible for ensuring the safety and protection of a company's employees, visitors, and associated property. They are tasked with patrolling a designated area, responding to safety and security threats, and establishing a security presence.

Violence: Behavior in UEW involving physical force intended to hurt, damage, or kill someone or something.

1.10 Organization of the Study

The study covers Five Chapters. Chapter One presents the Introduction which is discussed under the following themes: Background to the Study, Statement of the Problem, Purpose of the Study and Research Objectives. Moreover, it discusses the Research Questions, Research Hypothesis, Significance of the Study, Delimitations of the Study, Limitations of the Study, Key Definition of Terms and Acronyms, likewise Organization of the Study. Chapter Two presents the Theoretical, Conceptual, and Empirical review of literature connected to the study. Chapter Three concentrates on the Methodology adopted for the study. It discusses the Research Paradigm, its Approach and its Design, Population of the Study, Sample and Sampling Techniques, and Research Instrument. It further presents the Validity and Reliability of the Instrument, Data Collection Procedures, Data Analysis Procedures and Ethical Issues. Chapter Four presents the Results and Discussion of key findings. Finally, Chapter Five highlights the Summary of the Study, Summary of Key Findings, Conclusions, Recommendations, and Suggestions for Further Studies.



CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter deals with the theoretical, conceptual, and empirical literature related to the problem under investigation. It is reviewed under the following sub-headings; Theoretical Framework, Concept of Safety and Security, Forms of Students Unsafety and Insecurity on Campus, Causes of Students Unsafety and Insecurity on Campus, Effects of Insecurity on Students and Institutions, Ensuring Students Safety and

2.2 Theoretical Framework

2.2.1 Routine Activity Theory

Routine Activity Theory (RAT), developed by Cohen and Felson (1979), provides an explanation of how crimes occur and how they can be prevented by focusing on everyday activities. The theory argues that for a crime to take place, three conditions must converge in the same space and time: the presence of a motivated offender, the availability of a suitable target, and the absence of effective guardianship. A potential offender could be anyone with the intent and ability to commit a crime, often described in criminological studies as young men with unstable employment or poor educational outcomes (Felson & Cohen, 1980; Gottfredson & Hirschi, 1990). A suitable target can either be a person or an object, and the risk of victimization depends on attributes such as its value, inertia (size and weight), visibility, and accessibility (Felson & Clarke, 1998). Guardianship refers to the presence of individuals—whether security personnel, community members, or even passersby—who can deter crime simply by being present (Felson, 1995). RAT highlights that crime opportunities can be reduced if any of these three components are removed. For instance, strengthening guardianship systems and

enforcing strict access control on university campuses, such as UEW, can minimize the chances of criminal activity.

2.2.2 Crime Pattern Theory

Crime Pattern Theory (CPT), introduced by Brantingham and Brantingham (2005), focuses on how crime is distributed across geographic spaces and why certain locations become hotspots. The theory distinguishes between *crime generators* places that attract large numbers of people for everyday, non-criminal reasons but inadvertently create opportunities for offending—and *crime attractors*, locations already known to offenders as convenient sites for criminal activity (Brantingham & Brantingham, 1991, 2000). Crime occurs where offenders' awareness spaces, shaped by their daily movements and environmental knowledge, intersect with opportunity spaces, which they perceive to contain attractive targets (Chainey & Ratcliffe, 2005). On the UEW campus, for example, poorly lit footpaths, isolated routes around hostels, and areas near faculty blocks may function as crime generators or attractors, especially at night, since they provide easy access and limited supervision. CPT emphasizes that crime patterns are influenced by the physical and social layout of environments, and therefore campus security policies should focus on identifying vulnerable spaces and tailoring preventive strategies accordingly.

2.3 Concept of Safety and Security

Although the terms safety and security are often used interchangeably, they carry distinct meanings. In the context of schools or institutions, **safety** refers to the perception or experience of being in an environment free from harm or danger. Xaba (2014) describes a safe school as one that poses no threat to the physical, emotional, psychosocial, or psychological well-being of its occupants. In contrast, **security** relates to the deliberate measures and arrangements put in place to reduce risks and prevent

crime or violence. According to the Independent Development Trust (2019), security involves both tangible actions such as installing protective equipment or addressing unsafe infrastructure and intangible strategies that discourage potential threats while fostering a sense of well-being. In this sense, security serves as the foundation upon which safety is realized.

A safe school environment is therefore one that is not only physically secure but also free from psychosocial threats, ensuring students and staff feel protected and supported. Since schools operate as social systems (Theron, 2013), safety must be understood as encompassing both physical and psychosocial dimensions. Effective safety is only possible when security measures are visibly and consistently in place, allowing members of the school community to feel assured of their protection.

Security, being a basic human need (Kuany, 2016), is vital for personal development, effective learning, and institutional growth. For universities and schools, it is an essential component of student services. However, maintaining secure environments has become increasingly challenging due to global risks and emerging threats (Niemelä, 2020). Rising student populations and evolving crime trends demand innovative strategies and stronger roles for campus security personnel. As Gomme and Micucci (2017) observe, perceptions of insecurity on campuses can erode academic and social life, deter student and staff recruitment, and undermine institutional reputation.

2.4 Forms of Students' Unsafety and Insecurity on Campus

Research indicates that university students face considerable safety and security risks, with a significant proportion experiencing victimization during their studies (Fisher, 2015; Jennings et al., 2017). Common crimes include theft, burglary, fraud, robbery, assault, and sexual harassment. Sexual harassment, in particular, is widespread in many

African universities, where female students frequently report inappropriate touching, verbal abuse, coercion for sexual favors, and even sexual assault by male peers, lecturers, and staff (Owoaje & Olusola-Taiwo, 2010; Taiwo et al., 2014; Mamaru et al., 2015). Such experiences often go unreported and have severe psychological consequences, including fear, trauma, depression, and academic disengagement.

Beyond harassment, students also face risks of violent crime, cultism, drug abuse, kidnapping, and ritual killings, especially in parts of Nigeria and other African countries (Aguba, 2010; Udoh & Ikezu, 2015). Cult-related violence and armed banditry have led to campus closures, suspension of students, and loss of lives. Terrorism has further worsened insecurity, as seen in attacks on institutions in Kenya and South Sudan, with tragedies such as the Garissa University massacre (K'Odipo, 2017) highlighting the devastating consequences. Internationally, campuses in the United States and the United Kingdom also grapple with theft, vandalism, sexual assaults, and substance-related offenses, with some institutions facing lawsuits and reputational damage due to mishandling of cases (Murphy, 2018; Axon, 2016; Matter, 2015). These patterns demonstrate that insecurity on campuses is multifaceted ranging from property crime and sexual victimization to organized violence and terrorism. Such conditions not only undermine students' well-being but also erode institutional credibility, disrupt learning, and diminish the overall quality of academic and social life.

2.5 Causes of Students' Unsafety and Insecurity on Campus

The causes of insecurity on university campuses are multifaceted and should be examined holistically rather than attributed to a single factor (Capozzoli & McVey, 2020; Dulmus & Sowers, 2014). Corruption, poverty, and weak governance are central issues, with poor funding, infrastructural decay, and lack of staff motivation undermining institutional stability (Ajibade, 2013; Onyenoru, 2016). Autocratic

leadership styles, inadequate amenities, and poor communication between administrators and students further fuel tension and unrest, as seen in student protests over inadequate facilities (Daily Trust, 2013). Broader economic challenges, brain drain, and political influences also exacerbate insecurity in higher education (Aderinto, 2012; Adeyemi, 2019).

Individual-level factors such as gender, age, and past victimization shape both vulnerability and fear of crime. Women are more frequently targeted for sexual harassment and report greater fear of assault, while men often experience higher rates of non-sexual victimization (Jennings et al., 2017; Fisher & May, 2019). Age differences also matter: younger students tend to have higher exposure to risky lifestyles, while older individuals report lower fear of crime (Lane & Meeker, 2013; Ziegler & Mitchell, 2013). Prior victimization has been consistently linked to heightened fear and perception of insecurity (Reid & Konrad, 2014).

Cultism remains one of the most persistent and destructive causes of campus insecurity. Rival cult groups have been linked to violence, loss of life, property destruction, and prolonged academic calendars, thereby undermining the educational mission of universities (Denga, 2018; Dominic, 2018). Cultism continues to be a major source of insecurity in tertiary institutions, instilling fear and anxiety among students and staff (Onete, 2012). Secret cults have spread across many campuses, luring new members through deceptive invitations to parties or by forceful recruitment (Denga, 2018). Their activities, often carried out at night, involve violent initiation rituals and the use of dangerous weapons such as guns, cutlasses, and charms, which not only endanger members but also create widespread panic and insecurity (Adebayo, 2013; Umanah, 2018).

The family environment also plays a critical role in shaping students' behavior. Poor supervision, exposure to domestic violence, or observing aggressive behavior at home can predispose children to delinquency and violence in school (Dehns, 2013; Bukoye, 2012). Such students may bring negative behaviors into campus life in the form of bullying, aggression, or criminal activities (Rothing & Stine, 2010; Pellegrin, 2012). Studies show that permissive or violent parenting styles significantly increase the likelihood of students adopting antisocial tendencies (Faloye & Marakinyho, 2020; Kepling & James, 2017). Research in Jordan similarly revealed that domestic violence and family dysfunction are key contributors to student violence, with additional causes including tribalism, poor social circumstances, and lack of fear of university sanctions (Okour & Hijazi, 2019; Al-Louzi & Farhan, 2019). Such violence damages university property, fosters insecurity, and tarnishes institutional reputation.

While some scholars argue that campuses are generally safer than their surrounding communities (Flannery & Quinn-Leering, 2010), students often encounter threats as victims or perpetrators of violence. Environmental factors also influence perceptions of safety: neglected infrastructure, poor lighting, deserted spaces, and obstructed visibility create conditions that heighten fear and anxiety (Loukaitou-Sideris & Fink, 2019). The design and maintenance of campus environments therefore play a crucial role in shaping students' feelings of security.

Studies on students' perceptions of safety and security consistently show that insecurity remains a challenge within higher education institutions. At the University of Cape Coast in Ghana, Owusu et al. (2016) found that students felt safer during the day but perceived insecurity to be high at night, with non-residential students reporting greater fear than their residential counterparts. Similarly, Chekwa et al. (2013) reported that many college students in the United States felt unsafe on campus and attributed this to

rising insecurity incidents, recommending stronger physical security measures. L'eveque et al. (2015), analyzing York University, observed that insecurity incidents were concentrated in certain campus locations, particularly central areas, and that many students had witnessed at least one crime within a year. In Kenya, Odhiambo et al. (2015) highlighted the vulnerability of Garissa University College to terrorism, noting that radical groups such as Al-Shabaab embedded themselves within student populations. They also criticized the government's largely reactive counter-terrorism strategies, which inadvertently heightened tensions with Muslim students who felt unfairly targeted.

Beyond these direct threats, environmental and contextual factors strongly shape perceptions of campus safety. Research shows that the physical condition and location of a campus can either heighten or reduce fear of crime. For example, rural campuses tend to be perceived as safer (Patton & Gregory, 2014), while well-maintained urban vegetation and clean surroundings foster positive safety perceptions (Li et al., 2015; Wood et al., 2018). Conversely, poorly lit areas, abandoned spaces, and obstructed visibility are strongly associated with insecurity (Loewen, 2013). Natural surveillance, such as the presence of pedestrians, has been found to reduce fear, particularly among women (Paydar, 2017).

Context also plays an important role in shaping fear of crime. Time of day is a consistent predictor, with students reporting higher fear levels at night than during the day (del Carmen, 2020; McConnell, 2017). Gender differences are also significant: while most male students may perceive campuses as safe after dark, only about half of female students share this view (Brantingham & Brantingham, 2014). Certain campus locations, such as parking garages, have been identified as high-risk areas due to low

visibility and the potential for offenders to hide (Fisher & Nasar, 2012). Students often avoid such places altogether to reduce their risk of victimization.

Finally, campus security measures influence safety perceptions in complex ways. Interventions such as improved lighting and increased visibility in vulnerable areas generally increase students' sense of security (Maier & De-Prince, 2019), while Crime Prevention through Environmental Design (CPTED) strategies are positively linked with perceived safety (Shariati & Guerette, 2019). However, heavy-handed measures such as metal detectors may backfire by serving as reminders of potential violence, thereby increasing students' fear (Perumean-Chaney & Sutton, 2012). The physical environment surrounding campuses also matters: institutions located near residential areas often enjoy higher safety perceptions than those bordering industrial zones prone to disorder and crime (Gargiulo, 2020).

Alcohol consumption has been consistently identified as a major contributor to crime and violence on university campuses. Each year, an estimated 151,914 college students aged 18 to 24 die from alcohol-related injuries (Hingson, 2017). Statistics show that over half (52.5%) of full-time students in this age group drink alcohol monthly, with fraternities and sororities reporting the highest levels of use (Center for Behavioral Health Statistics and Quality, 2019). A well-known Harvard study revealed that 75% of fraternity members and 62% of sorority members engaged in binge drinking, compared to 49% and 41% of the general male and female student populations, respectively (Wechsler & Nelson, 2018). The consequences of such widespread use are alarming, ranging from declining academic performance to increased incidents of antisocial behavior (Carrico, 2016; Porter & Pryor, 2017). The National Council on Alcoholism and Drug Dependence (2015) estimates that alcohol is involved in 95% of

violent crimes on campus, including sexual assault, with over 90% of acquaintance rape cases linked to drinking (Cantalupo, 2019; Murphy & Shafir, 2021).

One way alcohol use interacts with campus security is through **constrained behavior**, a concept referring to the adjustments students make to minimize their risk of victimization. These behaviors are often shaped by perceptions of safety and fear of crime (Jennings et al., 2017; Maier & De-Prince, 2020). Examples include avoiding night classes, requesting escorts, or carrying defensive tools such as pepper spray or even firearms (Fisher & Sloan, 2013; Tewksbury & Mustaine, 2013). Interestingly, drug and alcohol use does not appear to significantly alter whether students adopt such precautions, suggesting a broader culture of insecurity on campuses. Fear levels are further heightened by factors such as inadequate guardianship and students' own lapses, such as leaving dorm rooms unlocked (Volkwein, 2015).

Several structural and environmental factors also influence campus crime rates. Studies highlight that dormitory residence, campus size, student population, and proximity to urban areas with high unemployment are strong predictors of crime (McPheters, 2018; Fisher, 2015). Institutional wealth, mission, and student demographics also play a role (Volkwein, 2015). In Jordan, researchers have attributed student violence to weak faculty-student relations, ineffective administrative policies, social and political tensions, and lack of extracurricular activities (Almakhreez, 2016; Mahafza, 2014). Other factors include the admission of underqualified students, rivalry during student elections, and disregard for institutional regulations. Tawalbah (2013) emphasizes that inadequate enforcement of disciplinary measures exacerbates violence, and proposes remedies such as stronger collaboration between universities and families, the establishment of behavior records, and student forums to address the issue.

Alshoraty (2015) classified the causes of violence in universities into two broad categories: those linked to students and those rooted in society. Student-related causes included weak adherence to moral and religious values, limited access to counseling services, kinship-based group formations, and frustration arising from poor academic performance. On the other hand, society-related causes were connected to tribal loyalty, peer influence, family honor, and interference by influential individuals who shield violent students from punishment. In the Nigerian context, Odidison (2014) highlighted inadequate training of campus security personnel as a major factor contributing to insecurity.

Similar challenges have been documented in Ghana, where Amoatema et al. (2017) found that the majority of students at the University of Cape Coast felt safer during the day than at night. Poor lighting, isolated areas, bushy surroundings, and the absence of CCTV surveillance or emergency communication systems were identified as key contributors to insecurity. Chekwa et al. (2013) reported burglary as the most common crime on campuses in their study, with students ranking the presence of officers, cameras, emergency call boxes, and proper lighting as the most effective deterrents. Likewise, Ozmen et al. (2010) emphasized that lack of family involvement, inadequate facilities, and disruptive school environments worsened insecurity, recommending that institutions develop emergency response systems and improve communication with security agencies.

Other research has shown that institutional conditions also shape campus safety. For example, Oladipo et al. (2018) established links between unsafe school environments and factors such as overstretched facilities, poor security infrastructure, lack of training for personnel, inadequate funding, and weak student-staff awareness on safety issues. Broader social changes also play a role. UNESCO (2016) observed that political

transitions, rising unemployment, family breakdown, and social exclusion create instability that spills into educational institutions. Technological advancement and rapid globalization further alter social dynamics, sometimes intensifying feelings of insecurity (Spearman, 2020).

Within schools themselves, organizational culture and poor administration can fuel violence (Moore et al., 2013). Failure to enforce disciplinary policies or prevent aggressive behaviors allows violence to take root. Bullying is a common form of aggression that often escalates into more severe acts of violence. It can be physical, verbal, psychological, or social, usually involving a power imbalance between aggressor and victim (Dulmus & Sowers, 2014; Nesor et al., 2015). Left unchecked, bullying can have lasting effects, either pushing victims toward retaliation or enabling perpetrators to commit more violent acts (Govender & Dlamini, 2010).

Other scholars point to cultural and behavioral factors. Pezza (2015) linked indecent dressing among female students to rising cases of harassment, theft, and sexual crimes, while Onohwosaafe (2015) and Lennox & Cerchim (2018) highlighted drug and alcohol abuse as drivers of deviance. Iyeke (2013) warned that tertiary institutions have increasingly become breeding grounds for violent youth behaviors that later spill into society. Omede (2012) added that overcrowded campuses with inadequate facilities push students toward criminality, noting that unemployed graduates are often implicated in armed robbery, election violence, kidnapping, and vandalism.

A recurring theme in the literature is the threat of cultism. Cult groups, often armed with dangerous weapons and empowered by drugs and mystical practices, instill fear among students and staff (Omede & Omede, 2015; Udeh et al., 2013). These groups are responsible for crimes ranging from robbery and extortion to sexual violence,

blackmail, arson, and even murder (Oladipo et al., 2018). They also disrupt academic life through violent clashes for supremacy, which frequently lead to casualties (Ibrahim, 2013). As such, universities that should serve as centers of intellectual and moral development are, in some cases, transformed into battlegrounds where cult groups terrorize their communities.

2.6 Effects of Insecurity on Students and Institutions

Discipline, safety, and security remain fundamental priorities in building conducive learning environments. Mathe (2018) emphasizes that these elements are essential for effective school management, while Squelch (2011) identifies safety as one of the most pressing concerns facing schools. Stephens (2014) cautions that schools can no longer be regarded as “islands of safety,” as violence and crime have infiltrated educational spaces. Traditional fistfights, he notes, are increasingly being replaced with more severe forms of aggression, such as gun-related incidents, while safety drills now extend beyond fire preparedness to crisis simulations.

The South African Democratic Teachers’ Union (SADTU) has stressed the urgency of addressing the root causes of school violence (Mohlala, 2016). Similarly, Kollapen of the South African Human Rights Commission observed that violence in schools has escalated from bullying to more severe assaults, sometimes resulting in fatalities (Sapa, 2016). Hoffman (2016) distinguishes between safety and security, noting that security entails processes to minimize risks, while safety reflects a long-term, well-managed security framework. Campbell (2017) further argues that though few administrators prioritize it, establishing a safe environment is vital for sustaining teaching and learning, given the wide-ranging threats from disciplinary breakdowns to bio-terrorism.

Security measures play an indispensable role in deterring and mitigating violence in schools. Hylton (2016) observes that while such measures cannot guarantee a crime-free environment, they reduce risks and opportunities for violence. Importantly, the scope of school security has evolved over time—from safeguarding property against vandalism and theft to protecting students and teachers from direct harm (Lawrence, 2017). Consequently, comprehensive security plans and regular risk assessments are now indispensable for institutions.

The consequences of insecurity in tertiary institutions are wide-ranging. They include brain drain, increased operational costs, destruction of infrastructure, disruption of academic calendars, reduced student enrollment, and loss of manpower. According to NOUN (2019), insecurity has been a major driver of brain drain, as qualified academic staff migrate to better-resourced institutions abroad. This migration weakens institutional capacity and undermines recruitment efforts. Ogunode and Ishaya (2021) further highlight that insecurity affects both academic and non-academic staff across African universities, while Jimada (2020) links Boko Haram attacks in Nigeria to widespread school closures, displacement of teachers, and the destruction of over 800 school buildings. These realities exacerbate staff shortages and weaken institutional stability.

Academic programs also suffer significant setbacks due to insecurity. Musa (2018) reports that recurrent terrorist attacks forced the University of Maiduguri to suspend classes multiple times. Similarly, Ogunode et al. (2021) describe how persistent attacks against higher institutions disrupt teaching, research, and examinations, leading to prolonged closures and academic stagnation. Incidents such as the closure of Federal University Wukari in 2019 and University of Jos in 2021 due to communal and security

crises illustrate the broader impact on institutional calendars and students' academic progression.

The psychological toll of insecurity is particularly pronounced among female students. Mamaru et al. (2015) observed that victims of harassment often experienced psychological distress, while Julie (2013) linked sexual harassment to reduced academic performance. Other studies (Norman et al., 2012; Kheswa, 2014; Bennett et al., 2017) confirm that harassment contributes to trauma, anxiety, depression, loss of trust, and even heightened vulnerability to sexually transmitted infections. Victims may withdraw from participation in academic and social life, which undermines their performance (Quaicoe-Duho, 2010; Abuya et al., 2012). Okeke (2011) similarly highlights how hostile learning environments reduce concentration and discourage student engagement.

Beyond harassment, general insecurity breeds fear, disrupts teaching and learning, and weakens the role of tertiary institutions in national development (Okeke, 2011). Cult-related violence compounds this problem, often resulting in property destruction, prolonged clashes, and loss of life (Opaluwa, 2020). Okafor and Okafor (2011) summarize the broader consequences of insecurity in higher institutions, ranging from substance abuse, extortion, robbery, and arson to sexual violence, examination malpractice, and in extreme cases, murder.

Bullying is another manifestation of campus insecurity, with both immediate and long-term consequences. Aluede (2016) identifies outcomes such as depression, anxiety, suicidal tendencies, poor academic performance, and enduring feelings of insecurity among victims. Bystanders, too, are not immune, often experiencing trauma comparable to direct victims (Beran, 2019; Smokowski & Kopasz, 2015). Thorberg

(2010) and Thombery (2013) add that students affected by bullying are more likely to develop mental health challenges, poor social adjustment, and health complications.

Perpetrators of violence are equally affected. Sharp (2013) and Baker (2018) note that aggressors often struggle with maladaptive social development and face disciplinary consequences that may derail their education. Witnesses of violence, on the other hand, risk cognitive, emotional, and behavioral challenges due to repeated exposure (Fiester et al., 2016). The National School Boards Association (Sharp, 2013) further reports that campus violence is linked to absenteeism, fear-driven weapon carrying, and diminished academic performance. Victims may either drop out permanently or continue schooling under constant psychological stress (Waits & Lundberg-Love, 2018; Carr, 2015). In all, insecurity in educational institutions produces profound and far-reaching consequences for students, staff, and the institutions themselves.

Violence in educational institutions generates a “climate of fear and insecurity” that undermines the fundamental purpose of schooling (Smith, 2013). Security measures are therefore introduced to evaluate vulnerability to risks and to implement strategies that foster a stable and predictable environment where teaching and learning can take place without disruption (Lombaard & Kole, 2018). Traditionally, schools were designed as open spaces for knowledge exchange and respect rather than fortified environments. However, due to the growing prevalence of insecurity, modern school designs increasingly incorporate safety and security features to guarantee a conducive learning environment (Philpott & Kuenstle, 2017).

Akintunde and Musa (2016) emphasize that unsafe school environments hinder learning outcomes, often exposing children to trauma and toxic stress that impair cognitive and emotional development. Insecurity also affects attendance and

enrollment, as some parents withdraw their children from unsafe schools. In extreme cases, institutions are forced to shut down entirely, as seen in Borno State where insurgency led to the closure of several schools (Ameh, 2015). Such attacks often result in vandalism and the destruction of facilities, discouraging the establishment of new schools and draining government resources that could have been used for development projects. Ultimately, insecurity undermines the quality of education and weakens national development.

Rising crime rates within universities have placed immense pressure on campus security services, which must constantly adapt and upgrade their systems to meet evolving threats (du Toit, 2015). Failure to provide adequate security discourages students from attending institutions and causes parents to lose confidence in the safety of campuses. This not only tarnishes institutional reputations but also affects the work of campus security officers and reduces the quality of students' academic and social experiences (Sewpersad & Van Jaarsveld, 2012).

In Nigeria, Okwe (2013) found that frequent armed robberies and kidnappings negatively impacted students' welfare and academic performance, while Ekpoh et al. (2020) identified kidnappings by bandits as a major security challenge in universities. Similarly, Oladunjoye and Omemu (2013) revealed that insurgency activities such as killings and abductions reduced school attendance in northern Nigeria. Ukpoh (2014) further highlighted that kidnapping for ransom severely strained school finances and complicated institutional management.

Cultism is another significant contributor to insecurity in higher education. Udoh and Ikezu (2015) reported that cult activities result in loss of lives and property, spread of diseases through blood-related initiation rituals, and declining academic performance

among cult members. Chibuzor (2013) also found that student recruitment into cult groups poses serious threats to both education and society. Enumba (2012) observed that cultism promotes indiscipline, including examination malpractice, staff intimidation, violent clashes, and disruptions of school calendars, which foster fear and instability within institutions. Supporting this, Ushe (2019) argued that rivalry between cult groups and other campus actors severely undermines peace, stability, and academic excellence.

2.7 Ensuring Students' Safety and Security on Campus

Johnson (2019) emphasized that the social environment within universities, shaped by interactions and prevailing norms among students and staff, significantly influences student behavior both individually and collectively. On the individual level, a student's beliefs, level of commitment, and sense of belonging determine their conduct, while at the collective level, campuses that promote cohesive social norms encourage collective responsibility and action. According to Onwurah (2020) and Alabi (2012), institutional responses to student crises often involve drastic measures such as abrupt closures, eviction of students from residence halls, and suspension or dissolution of student unions. In situations where crises escalate nationally, governments have at times gone as far as banning student organizations altogether.

Currie (2014) argued that physical security measures, particularly "target hardening" strategies like improved campus lighting, play a vital role in reducing crime opportunities. However, Pain (2020) suggested that social environments may exert even greater influence on safety perceptions and fear of crime than the physical setting. Thus, both social and physical dimensions must be considered in order to comprehensively address campus safety. Research on risk perception shows that students often adopt personal safety strategies such as avoiding isolated areas, not walking at night, moving

in groups, or carrying defensive objects (Brown & Andy, 2017; Currie, 2014; Pain, 2020). Notably, gender differences exist in these practices: men are more likely to carry weapons, while women prefer avoidance strategies, though many male students choose to take no precautions at all (Currie, 2014). In contrast, Starkweather (2017) found that some students adopt bold, proactive strategies to counter perceived insecurity, often as a way of regaining a sense of control.

Coping strategies also extend to organized safety provisions on campuses. Kelly et al. (2016) observed that some students prefer to act assertively against miscreants to create a sense of safety. Meanwhile, most institutions provide formal security measures, including foot patrols, escort services, and emergency communication systems such as “blue light” phones. Fletcher and Bryden (2017) discovered that while many students were aware of these services, relatively few actually used them, preferring instead to rely on avoidance strategies, companions, or improvised weapons like keys. This raises questions about how institutions can make campus security services more effective and approachable for students.

Franzosa (2019) proposed that fostering communication between students and campus security services is crucial. Clear communication assures students that security personnel are proactive, well-prepared, and responsive. Equally, students must be made aware of risks without instilling unnecessary fear. According to Franzosa, effective safety management involves making resources visible and accessible, raising awareness of potential threats, and ensuring open communication channels between students and campus authorities.

In addition to physical and social threats, the digital environment of universities has also emerged as a safety concern. Ochieng and Abuonji (2016) examined cybercrime

in Kenyan universities and found that while incidents were relatively low, spamming was the most prevalent issue. The researchers noted that most institutional responses were reactive, focusing on expensive curative tools such as antivirus software and firewalls, while preventive measures such as blacklisting suspicious IP addresses were often neglected.

Borham et al. (2016) explored ways of improving physical security in Malaysian higher institutions and found that the most prioritized security measures included CCTV surveillance, access control systems, and perimeter protection for both buildings and open spaces. The study emphasized the need for universities to strengthen existing systems in order to effectively reduce insecurity. Similarly, Owusu et al. (2016), in their research at the University of Cape Coast in Ghana, reported that students perceived the university's security infrastructure as inadequate. Respondents recommended strategies such as increasing the number of halls of residence, installing CCTV cameras, improving campus lighting, enhancing security patrols, and controlling access to the campus as effective ways to minimize insecurity. Frilander et al. (2014) also argued that digital technologies can play a significant role in enhancing security in educational institutions, a view supported by Mwathi (2019), who found that integrating digital technology improved campus safety in Kenyan universities. Mwathi further observed that private universities had more effective security measures than public ones.

In the context of libraries, Golwal and Kalbande (2013) assessed the effectiveness of security measures against vandalism in engineering college libraries in the United States. They concluded that biometric systems and CCTV were the most efficient tools for safeguarding resources, stressing the need for a holistic security strategy that combines human, physical, and technological elements. Similarly, Osayande (2011)

examined Nigerian university libraries and reported that most lacked effective electronic security systems, leaving them vulnerable to theft and vandalism.

Effective communication has also been identified as a critical component of security management. Rajkumar (2010) argued that many higher learning institutions fail to establish adequate communication networks that can support safety measures. Bologna et al. (2011) emphasized that security communication strategies should be designed to align with institutional goals and remain adaptable to the dynamic needs of the target audience. Abdullah (2015) highlighted the low levels of security awareness among students, noting that some neglected their responsibilities in reporting or preventing crimes, which weakens the overall security framework. Odu (2014) similarly observed that ineffective communication contributed to student crises in Nigerian universities, while Uzuegbu-Wilson (2019) linked student unrest to poor communication between students and authorities. These findings suggest that strengthening communication channels can reduce insecurity incidents and foster cooperation between students and administrators.

Environmental design also plays an important role in shaping perceptions of safety. Tseng et al. (2014) and Marzbalia et al. (2016) noted that increasing outdoor lighting reduces opportunities for crime by discouraging offenders and making students feel less vulnerable. Xu et al. (2018) confirmed that well-lit areas on campus are associated with fewer crime incidents compared to poorly lit ones. Currle (2014) further reported that students often restrict their movement at night due to safety concerns, highlighting the importance of adequate lighting along pathways. According to Cam (2014), outdoor lighting not only improves security but also enhances navigation and comfort for students. Miller et al. (2013) added that well-illuminated pathways reduce risks such as

accidents, vehicle collisions, and crime by allowing pedestrians to detect suspicious behavior from a safe distance.

Merianos et al. (2017) conducted a study at the University of Cincinnati to assess students' perceptions of campus safety. The research examined two central questions: the proportion of students reporting low levels of perceived safety and high seriousness of crime, and whether perceptions differed according to factors such as type of crime, sex, grade level, housing location, grades, or involvement in student organizations. Findings revealed that more than half of the respondents perceived campus crime as highly serious, while many students expressed low perceptions of safety, particularly at night. Lighting emerged as a major concern, with participants recommending the installation of more lighting to enhance safety on campus.

Building on such insights, Roark (2017) emphasized that violence prevention in higher education must be holistic, requiring collaborative, interdisciplinary planning across multiple stakeholders including students, faculty, administrators, housing officials, campus police, mental health professionals, and local law enforcement. Similarly, LaVant (2011) highlighted that reducing campus violence necessitates joint action across the campus community, while Pezza and Bellotti (2015) stressed the importance of education and training as essential strategies for reducing both victimization and the likelihood of offending. Deisinger et al. (2018) further asserted that although prevention strategies may vary, each institution must tailor approaches to fit the unique characteristics of its environment.

Roark (2017) proposed a three-tiered framework for campus violence prevention modeled after the Response to Intervention (RTI) approach. Primary prevention focuses on eliminating risk factors and promoting values that discourage violence before it

occurs. Examples include assessing physical vulnerabilities on campus, conducting workshops on conflict resolution and social skills, and enacting legislation to deter violent acts (Carr, 2015; LaVant, 2011; Pezza & Bellotti, 2015). Secondary prevention targets at-risk populations already exposed to violence, emphasizing awareness programs such as education on substance abuse, clear policies on acceptable behavior, crisis intervention strategies, early-warning systems, and campus-wide communication (Carr, 2015; Flannery & Quinn-Leering, 2020; LaVant, 2011).

Tertiary prevention focuses on responding to and supporting individuals directly affected by violence, including victims, perpetrators, witnesses, and their families. Interventions may involve counseling, crisis management, legal assistance, substance abuse treatment, and personal protection services (LaVant, 2011; Pezza & Bellotti, 2015; Roark, 2017). For instance, Purdue University reported that the most frequent campus police interventions involved providing information and responding to minor crimes or accidents (Miller & Pan, 2017). Some institutions also adopt “hardening” measures to improve security, such as installing CCTV cameras, alarm systems, increasing lighting, hiring additional guards, offering night escort services, and restricting access to buildings (Flannery & Quinn-Leering, 2020). Alongside these measures, prevention programs often focus on alcohol and drug awareness, given the strong association between substance abuse and violent or sexual crimes on campus (Jennings et al., 2017).

Avoidance strategies remain an important means of minimizing exposure to campus crime and violence. Such measures aim to reduce physical harm and include practices like limiting nighttime movement and avoiding isolated areas. Institutions have also adopted hierarchical logistic models to assess individual risk, as well as prevention strategies such as multi-session training programs and the installation of metal detectors

(Jonson, 2017; CDC, 2017). Building partnerships with law enforcement agencies has been identified as another critical safety strategy. For instance, Hope (2017) noted that close collaboration with police enhances campus security and cited the example of a Denver university that extended its library hours to 24 hours, five days per week, which significantly improved students' sense of safety. Zinzow (2018) emphasized that prevention strategies require rigorous evaluation to ensure effectiveness, while Dagogo's (2015) study revealed that training and retraining of security personnel significantly enhanced their performance in Nigerian universities. Similarly, in 2016 the Federal Government of Nigeria organized a workshop for student affairs administrators, stressing proactive planning to address persistent security challenges (Idoko, 2017).

Universities bear a fundamental responsibility to safeguard students, staff, and visitors. The National School Board Association (2013) underscored that institutions must provide adequate protection against disasters, injuries, and crime by establishing proactive safety measures and well-equipped security units. These units are tasked with surveillance, intelligence gathering, and overall protection of campus communities. Philpott and Kuenstle (2017) argued that schools must develop crisis response strategies that are continually reviewed and updated to deal with both small and large-scale emergencies. Campbell (2017) added that fear of crises is best managed through education, communication, and preparation, using an "all-hazards" approach that incorporates both natural disasters and human-made threats such as shootings, robbery, and sexual violence.

The human element remains central to effective campus security. Bitzer and Hoffman (2017) stressed that most technological measures cannot function without human intervention. Security officers, guards, and even community members provide essential

oversight, especially during patrols where risks can be identified and addressed. Lombaard and Kole (2018) outlined three layers of physical security: external perimeter defenses (e.g., fencing, lighting, alarms, patrols), inner perimeter measures (e.g., CCTV, access control, locks, barriers), and internal safeguards within buildings (e.g., safes, alarm systems, door reinforcements). Supplementary aids such as guard dogs, patrol vehicles, radios, and other equipment further strengthen protective measures (Rogers, 2019). Complementary technologies, including CCTV, intrusion alarms, metal detectors, and digital surveillance systems, not only deter potential offenders but also improve evidence collection for prosecution (Green, 2019).

Finally, many institutions have implemented “zero-tolerance” policies that strictly prohibit acts of violence, crime, and misconduct. These policies emerged in the 1990s in response to rising incidents of school violence and stipulate automatic punishment for offenders (McAndrews, 2011; Lawrence, 2017). While some studies report that zero-tolerance improves discipline and reduces violence, others argue that it does little to enhance school safety or climate when implemented in isolation. As Graves and Mirsky (2017) contend, such policies are only effective when combined with comprehensive security planning, violence prevention programs, and clear disciplinary procedures.

The effectiveness of zero-tolerance policies has been widely debated, with their success largely depending on whether they are comprehensively implemented and enforced fairly. Although many institutions have reported limited positive results, a few notable cases demonstrate their potential effectiveness. For instance, Henry Foss Senior High School in Washington, DC, recorded a 95% decline in violent behavior within one year of implementing zero-tolerance measures against fighting in 1991. Similarly, in New Jersey, the Lower Camden County Regional High School District experienced a 30%

reduction in disciplinary hearings and a 50% decrease in drug-related offenses after adopting such policies (McAndrews, 2011). Despite these successes, the American Psychological Association (APA) has argued that zero-tolerance policies are often ineffective in reducing school violence or fostering a conducive learning environment. Instead, APA recommends restorative practices, such as restorative justice conferences, which focus on repairing harm, reconciling offenders and victims, and fostering empathy and accountability (Graves & Mirsky, 2017).

Beyond disciplinary approaches, the physical environment of schools plays a critical role in ensuring safety and security. A well-maintained and secured environment reduces opportunities for crime by making schools less attractive targets for offenders, a concept referred to as “target hardening” (Taylor & Harrell, 2016). Measures such as limiting access points to one or two, closely monitoring entry and exit, eliminating hiding spots, and enhancing outdoor lighting help minimize risks. Personnel must remain vigilant and aware of all movements within school premises (Harber et al., 2019). In high-risk areas, the engagement of private security services, in collaboration with local law enforcement, further strengthens safety measures. Effective communication systems, such as two-way radios, landlines, or mobile phones, are essential for reporting suspicious activities and ensuring rapid response to incidents. Schools are also encouraged to engage security experts to conduct risk assessments, identify weaknesses, and recommend strategies for improvement (Harber et al., 2019).

2.8 Summary of Literature

The literature reviewed underscores that educational institutions are no longer isolated “ivory towers” but are increasingly vulnerable to insecurity and victimization. Since the early 1980s, reports of rights violations and insecurity in schools, colleges, and universities have risen significantly, fueled by complex social and environmental

factors. While theories such as Rational Choice Theory (RCT), Routine Activity Theory (RAT), and Crime Prevention Through Environmental Design (CPT) recognize that criminal decision-making may include nonrational elements, individuals are still accountable for their actions (Adeyemi, 2019; Ajibade, 2013; Jennings et al., 2017; Reid & Konrad, 2014; Volkwein, 2015). Insecurity impacts not only students but also institutions and society at large (Musa, 2018; Ohiare & Ogunode, 2021; Quaicoe-Duco, 2010; Thornberry, 2013; Waits & Lundberg-Love, 2018). Consequently, stakeholders, particularly universities, must prioritize defining insecurity clearly, developing grievance redress mechanisms, training students and staff, strengthening reporting systems, and implementing responsive interventions.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology employed for the study. It presents the research paradigm, its approach and design, study area, population of the study; sample and sampling techniques. It also discusses research instrumentation, its validity, piloting and reliability. The chapter finally presents data collection procedures, its analysis, and ethical issues.

3.1 Research Paradigm

This study is grounded in the positivist paradigm, which asserts that reality exists as an objective, observable entity that can be understood through scientific methods (Kroeze, 2012; Scotland, 2012). Positivism maintains that knowledge can be gained through objective observation, measurement, and statistical analysis, which allows for generalizable findings. In this context, positivism provides a suitable framework for understanding the safety and security of students at the University of Education, Winneba (UEW), where the aim is to identify effective strategies for enhancing campus security. As Mack (2010) notes, the positivist approach emphasizes scientific methods, where truth is determined through the verification of predictions and the use of empirical evidence. Thus, the researcher adopted a positivist perspective, believing that the most reliable way to ensure the safety of students is through objective, systematic inquiry supported by verifiable data (McGregor & Murnane, 2010).

Positivist epistemology suggests that science is the pathway to uncovering truth, with an emphasis on empiricism, where observation and measurement are central to the research process (Krauss, 2005). In this study, the researcher adhered to this principle by using questionnaires to collect data, allowing for objective analysis of participants' responses. The researcher remained independent and detached from the participants, ensuring minimal interaction during data collection. This approach aligns with the positivist belief that researchers should maintain an impartial distance from the research subjects (Tien, 2009). The use of questionnaires ensured that the researcher could focus on facts rather than subjective feelings or emotions, which is a distinguishing feature of the positivist paradigm. This objective approach enabled the study to explore safety and security measures at UEW from a scientifically grounded perspective.

The positivist approach in this study also reflects the belief that knowledge is independent of the researcher's subjective experience and that truth exists beyond personal bias (Crossan, 2016). The researcher aimed to uncover objective facts about student safety and security at UEW, relying on participants' responses to understand the relationship between various security measures and the overall safety of the campus. By separating themselves from the participants, the researcher maintained the impartiality required to uncover verifiable truths, adhering to the positivist view that reality can be studied without the influence of the observer's personal experiences or opinions (Creswell, 2009). This approach is central to the current study's objective of finding reliable, evidence-based solutions to improve student security at the university.

3.2 Research Approach

This study adopted a quantitative approach to investigate the safety and security of students at the University of Education, Winneba (UEW). The quantitative approach aligns well with the positivist paradigm, which asserts that reality is objective and

measurable (Johnson & Christensen, 2012). Researchers within this approach assume that there is an external reality that can be observed and understood through systematic and objective analysis. In the context of this study, the researcher aimed to gather factual, numerical data regarding student safety, allowing for the comparison and analysis of different security measures at UEW. A quantitative approach is particularly appropriate for this research because it facilitates the collection of data that can be analyzed numerically, providing objective insights into the state of student safety and security on campus (Creswell, 2003).

Quantitative research methods are characterized by the collection and analysis of data that can be numerically represented and manipulated, which makes them particularly effective for addressing questions related to the magnitude and scope of phenomena (Tewksbury, 2009). In this study, the researcher used questionnaires to gather data from students, which were then analyzed using statistical techniques such as mean scores and standard deviations. The use of these methods enabled the researcher to quantify students' perceptions of safety and security and present the findings in a way that could be easily interpreted and compared across different groups. This approach is consistent with Rasinger's (2008) assertion that quantitative data consists of measurable information, which is critical for understanding and explaining phenomena like campus security.

Furthermore, a quantitative approach allowed the researcher to explore the broader picture of student safety and security across different segments of the campus population. By collecting data from a larger sample of students, the study was able to quantify opinions, attitudes, and behaviors related to safety, providing a comprehensive view of how the entire university community perceives security measures (Hoy, 2010). The numerical data provided by this approach enabled the researcher to identify

patterns and trends, offering valuable insights into the effectiveness of current security strategies at UEW and contributing to the development of evidence-based recommendations for improving student safety. Thus, the use of a quantitative approach in this study was well-suited for its goal of systematically investigating and quantifying the state of student security on campus.

3.3 Research Design

This study employed a descriptive survey design, which was particularly suitable for investigating the safety and security of students at the University of Education, Winneba (UEW). According to Creswell and Creswell (2018), surveys are effective when a researcher aims to gather information, summarize, interpret, and present data to clarify a phenomenon. The nature of the current study, which sought to assess students' perceptions of their safety on campus, made a descriptive survey design an appropriate choice. Calderon (2006) further emphasized that descriptive research involves gathering, analyzing, and interpreting data about existing conditions. This aligns perfectly with the study's goal to document the current state of student safety and security on campus, providing a clear and systematic understanding of the prevailing conditions.

A key characteristic of descriptive surveys is their ability to provide detailed insights into specific phenomena without attempting to control or manipulate the situation under study (Jongbo, 2014). This study sought to capture the opinions, attitudes, and perceptions of students regarding their safety, which are subjective and personal in nature. The use of questionnaires in the descriptive survey design allowed for direct contact with individuals whose behaviors and experiences are central to the research. By employing this approach, the researcher was able to gather a large amount of data

in a structured format that could be analyzed to present an accurate picture of the current state of campus security. The descriptive survey design is especially useful for answering the “how,” “what,” “when,” and “where” questions, as highlighted by Fowler (2009), which were critical in exploring the conditions of student safety on campus at a particular point in time.

Moreover, descriptive surveys are advantageous in identifying relationships between variables and comparing existing conditions with established standards (Cohen et al., 2011). This design allowed the researcher to explore various aspects of student safety and security, such as the effectiveness of existing security measures, students’ perceptions of these measures, and the overall security climate on campus. The systematic nature of the descriptive survey design ensured that the researcher could provide an objective, comprehensive description of students’ experiences, perceptions, and concerns regarding their safety at UEW. This approach was, therefore, well-suited for generating accurate, detailed data that could be used to inform potential improvements in campus security.

3.4 Study Area

The study was conducted at the University of Education, Winneba in the Effutu Municipality of the Central Region. The study was conducted in the Effutu Municipality of the Central Region of Ghana. Effutu Municipal District is one of the twenty-two districts in Central Region, Ghana. Originally it was formerly part of the then-larger Awutu/Effutu/Senya District in 1988, until the southwest part of the district was split off by a decree of President John Agyekum Kufuor on 29 February 2008 to create Awutu Senya District; thus, the remaining part was elevated to municipal district assembly status to become Effutu Municipal District on that same year. The

municipality is in the southeast part of Central Region and has Winneba as its capital town.

The University of Education, Winneba (UEW) was purposefully selected as the study area for this research. UEW is one of Ghana's leading public universities, with a large and diverse student population spread across multiple campuses. As noted by Saunders et al. (2007), selecting a site that offers rich, relevant, and diverse data is critical to achieving meaningful research outcomes. UEW provides an ideal environment for studying issues related to campus security due to its size, the complexity of its structures, and the nature of its academic community.

The choice of UEW is justified by the fact that recent reports (e.g., MyJoyOnline, 2019) and internal security briefs have highlighted rising concerns about various forms of insecurity on its campuses, including theft, violence, and drug-related offences. The large student population, variety of academic programs, and multiple residential and non-residential arrangements create conditions where security challenges are more likely to manifest, making it a suitable setting for examining perceptions, causes, and solutions to campus insecurity. Furthermore, UEW's strategic focus on providing quality education to future teachers, administrators, and leaders places a high premium on ensuring a safe and secure learning environment. As Udeh et al. (2013) and Pain (2020) suggest, studying environments that directly impact national development goals (such as education) adds value to research by aligning academic inquiry with societal needs.

Given my familiarity with the institution as a security officer, I was also able to access credible information, navigate the environment effectively, and engage participants meaningfully without compromising research ethics or objectivity, as recommended by

Gall et al. (2017). Thus, the University of Education, Winneba, provided a contextually rich, practically significant, and academically appropriate setting for this study.

3.5 Population

According to Saunders et al. (2007), a population is a clearly defined group of individuals sharing similar characteristics. For the purpose of this study, the population consisted of all students within the University of Education, Winneba (UEW) community. However, considering accessibility and feasibility, the target population was narrowed down to all undergraduate students on the Winneba campus. Focusing on undergraduate students was appropriate because they represent the majority of the university's student body and are directly affected by campus safety and security measures, which are the central focus of the study.

3.6 Sample and Sampling Procedure

Amoah and Eshun (2015) define a sample as a subset of the population selected for participation in a study. In this research, a sample of 275 undergraduate students from the Winneba campus was selected to represent the larger student population. Simple random sampling was employed to ensure that every student had an equal chance of being selected, thereby minimizing sampling bias. The sampling process involved creating two sets of papers marked "YES" and "NO," which were placed in a bowl and thoroughly mixed. Each prospective participant was invited to draw a slip; those who picked "YES" were included in the final sample. This method, as Creswell (2009) asserts, is beneficial because it guarantees that each member of the population has an equal probability of selection, thereby enhancing the representativeness and generalizability of the study's findings on campus safety and security at UEW.

3.7 Instrumentation

A structured Students Campus Safety and Security Questionnaire (SCSASQ) was the research instrument designed by the researcher to gather data for the study. The structured questionnaire was personally administered by the researcher and the assistants in order to reduce errors and to ensure high response rate. The questionnaire consisted of Five Sections thus, A, B, C, D, and E. Section A dealt with demographic data of respondents and Section B considered Forms of Students' Unsafety and Insecurity on Campus. Section C highlighted the Causes of Students' Unsafety and Insecurity on Campus, Section D presented Effects of Insecurity on Students and Universities, whilst Section E considered Measures to Ensure Students Safety and Security on Campus. The instrument was designed using a 5-point Likert-type scale with responses made of Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, And Strongly Disagree = 1. The primary reason for using a Likert scale is that it enables researchers to code data with ease (Colosi, 2006). Questionnaires are suitable for a wider coverage, produce reliable information, and help to reduce bias in research (Gall et al., 2017). Jankowicz (2020, p. 222) asserted that questionnaires are particularly useful when researchers want to contact relatively large numbers of people to obtain data on the same issue or issues often by posing the same questions to all such as this study. With hand-delivery as used in this study, the researcher was able to check to find out who actually responded to the questionnaire at the collection point (Saunders et al., 2012). Finally, the questionnaire enabled the researcher to collect data in a pre-arranged form which can be readily analyzed (Kumar, 2015).

3.8 Validity, Piloting, and Reliability

The researcher embarked on the process of validation to ensure that the instrument measures what they ought to measure and reliability to ensure the consistency of the instrument.

3.8.1 Validity of Instrument

Validity is essential for evaluating the quality and acceptability of research. Validity refers to the extent to which an instrument measures what it purports to measure (Agyedu et al., 2013). Generally, researchers use different instruments during data collection. Therefore, the quality of these instruments is very crucial since the conclusions' researchers' draw are based on the information they obtain using these instruments (Frankel & Wallen, 2003). Thus, it is imperative that the instrument used in data is to be validated. The questionnaire was taken through face and content validity procedures. In ensuring face validity, the questionnaire was given to my supervisor and two lecturers at the Department of Conflict, Human Rights and Peace Studies (CHRAPS) to comment on it. They scrutinized the questionnaire thoroughly to find out whether the statements were simple and clear. They also checked whether the statements were ambiguity free. The content validity of the questionnaire was checked by these experts by examining the research questions alongside each item of the questionnaire in order to determine whether the questionnaire actually measured what they were supposed to measure. Comments from them were used to make the necessary corrections before administering it to the actual respondents because validity of any instrument is determined by expert judgments (Punch, 2005).

3.8.2 Piloting of Instrument

Accidental sampling was employed to select twenty (20) respondents from the University of Cape Coast (UCC), an institution with a similar academic and social environment to that of the University of Education, Winneba (UEW). The selection of twenty respondents for the pilot study was justified based on recommendations from scholars such as Hertzog (2008), who noted that pilot studies typically require 10 to 30 participants to effectively identify potential weaknesses in the research instrument.

The pilot testing was carried out by first seeking permission from the authorities at UCC to engage some of their students. After approval was obtained, students who were readily available and willing to participate were approached on campus. Each selected respondent was given a copy of the questionnaire under conditions similar to those intended for the main study. Respondents were allowed to complete the questionnaire independently, without external assistance, to simulate the actual data collection environment.

During the pilot phase, participants were encouraged to note any questions they found confusing, unclear, repetitive, or difficult to answer. In addition, informal follow-up discussions were held with the participants after they completed the questionnaire to gather qualitative feedback about their experiences with the instrument. Respondents provided feedback on aspects such as the clarity of instructions, the relevance of questions, the time it took to complete the questionnaire, and any ambiguities encountered.

The researcher carefully reviewed the completed questionnaires and participants' feedback to identify recurring issues. Common problems such as ambiguous wording, lengthy questions, and unclear instructions were noted. Based on these observations,

necessary modifications were made to the questionnaire to improve clarity, simplify language, and ensure logical flow between sections. These adjustments were essential to enhance the reliability and internal consistency of the instrument before its administration to the main sample, as emphasized by Bryman (2012) and van Teijlingen and Hundley (2002), who argue that pilot testing is critical for refining data collection tools and improving overall research quality. Thus, the pilot test helped the researcher to perfect the instrument, minimize potential errors, and ensure that the final version would accurately capture information about students' safety and security concerns on UEW campuses.

Conducting the pilot study at UCC also aligns with the advice of Creswell (2012), who emphasized that piloting in a context similar to the target study area increases the likelihood that adjustments made will be relevant and effective. Through this pilot testing, the researcher was able to ensure that the final instrument would yield accurate, reliable, and meaningful data needed to explore students' safety and security issues on UEW campuses.

3.8.3 Reliability of Instrument

Reliability refers to the extent to which results are consistent over time and an accurate representation of the total population under study can be reproduced under a similar methodology (Joppe, 2020). This attribute of the instrument is referred to as stability. A high degree of stability indicates a high degree of reliability implying that the results are repeatable. After the piloting, the result was computed by using Version 26 of Statistical Package of the Social Sciences (SPSS) by employing Cronbach Alpha and a co-efficient value of 0.72 was obtained. This researcher therefore, considered the instrument to be reliable enough for data collection since its value falls within the acceptable hallmark all reliable instruments (McMillan & Schumacher, 2010).

3.9 Data Collection Procedures

Permission from the respondents was sought using an introductory letter from the Head, Department of Conflict, Human Rights and Peace Studies (CHRAPS), University of Education, Winneba and the UEW security Directorate. In collecting data from the security personnel, the researcher visited them at 5:30 pm across the various campuses because that is the time they all assemble. During the researcher's visit to each of these campuses with his assistants, they establish positive rapport with them and also explain the purpose of the study to them. Thereafter, the researcher solicited for their views concerning the time and duration they should come to administer the research instrument. After they had given their consent, the researcher went ahead to personally administer the questionnaire to them to ensure maximum response rate. With the aid of the research assistants, the instrument was successfully administered to the undergraduate students. Before the instrument was administered, the instructions and the various items on the questionnaire were explained to the respondents when they arose in certain situations. This helped the researcher to obtain desired responses. An average of 27 minutes was used by respondents to respond to the items and were retrieved the same day. The administration of questionnaire was completed in six (6) weeks.

3.10 Positionality

As a security officer at the university, the researcher acknowledged his professional affiliation with the institution. However, he declare that his position did not negatively affect the conduct of this research. In line with Neuman (2015), who emphasizes that researchers must strive for neutrality and minimize personal biases, he consciously maintained a professional boundary between his security role and his academic work

throughout the study. The researcher adhered to ethical principles such as objectivity, informed consent, confidentiality, and respect for participants (Gall, Gall, & Borg, 2017; Punch, 2005), ensuring that participants felt safe and free to express their genuine views without fear of repercussions. As Colosi (2006) asserts, acknowledging and managing one's positionality is crucial to maintaining the integrity and credibility of the research process. Additionally, he was mindful of the power dynamics that could arise due to his official status and adopted reflexive strategies, as recommended by Crossan (2016), to constantly evaluate and address any potential influence my position could have had on the research process. This approach helped promote transparency, trustworthiness, and validity in both data collection and interpretation. Thus, the researcher's role as a security officer did not compromise the authenticity, ethical rigor, or academic quality of the research findings.

3.11 Data Analysis Procedures

Data analysis is important for interpreting raw data in order to obtain its meaning and pattern (Bell, 2010). The filled questionnaires were grouped according to the categories of respondents. The demographics of the respondents were analyzed using simple frequency counts and percentages. Questionnaires for the respondents were numbered serially to ensure easy coding and checked for non-responses to specific statements. The coding of the items was done in line with the scale provided as follows; In section B, C, D and E, a Five (5) Point-Likert scale was given: Strongly Disagree (Sd) =1, Disagree (D) = 2, Uncertain (U) = 3 Agree (A) = 4, Strongly Agree (SA) = 5. The coded responses were fed into the computer using version 26 of SPSS for Windows and the data was summarized into descriptive statistics (means and standard deviations). Means and standard deviations are advantageous because it enables researchers to measure the level of dispersion thus; the tendency for the researcher to determine how the values

from each of the responses were able to scatter away from the mean or midpoint (Eboh, 2019). Finally, the researcher's views based on the data gathered from the respondents were elaborated on and backed with related literature.

3.12 Ethical Considerations

Ethical considerations were essential to this study due to the nature of the research problem, the data collection methods, and the involvement of human participants. Ethical issues often arise from the sensitive topics that social scientists investigate and the methods used to gather valid and reliable data. Recognizing the sensitivity of investigating students' safety and security, the researcher strictly adhered to ethical procedures throughout the study. Following McLeod's (2011) guidance that researchers must protect participants from any potential physical or psychological harm, the researcher took deliberate steps to safeguard participants' well-being. Participants were fully informed about the purpose and objectives of the study, and their informed consent was sought prior to their involvement. The researcher verbally assured participants that their identities would remain anonymous and that the information they provided would be treated with strict confidentiality. Participation was entirely voluntary, and only those who consented were included in the study. To further ensure confidentiality, all data collected were securely stored. Hard copies of completed questionnaires were locked in a secure cabinet, while soft copies were saved in password-protected files accessible only to the researcher. These measures were taken in line with international best practices in educational research to maintain the privacy and protection of all participants throughout the research process.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The chapter presents results and the discussion of the data collected from the respondents for the purpose of answering the research questions and hypotheses. It is in two Sections, A and B. Section A presents the demographic information about the respondents whilst Section B presents the analysis and discussion of the research questions.

4.2 Section A: Demography of Respondents

Table 4.1: Demographic Information of Students

Demography	Categories	Frequency	Percentage (%)
Gender	Male	152	55.3
	Female	123	44.7
Age (in years)	Less than 30 years	197	71.6
	31-40 years	42	15.3
	41-50 years	23	8.4
	51-60 years	13	4.7
Place of Residence	Hall	86	31.3
	Hostel	134	48.7
	Rented House	55	20.0

Source: Researchers Fieldwork Data (2023)

Data in Table 4.1 points out clearly that out of the 275 students who took part in the study, majority of them 55.3% (n=152) are males and the remaining 44.7% (n=123) are females. It suggests that male students dominated the study. The age distribution of the respondents validated that that majority, 71.6% (n=197) were less than 30 years. Also, 15.3% (n=42) are between 31-40 years, 8.4% (n=10) were between ages 41-50 whilst the remaining 4.7% (n=13) are between ages 50-60. Since majority of the students are less than 41 years, it is anticipated that they usually hang around with their peers in and around the various campuses; hence they may be well vexed with security issues on the various campuses. Finally, the students' place of residence as outlined in 4.3 portrays that majority of them 48.7% (n=134) reside in hostels, 31.3% (n=86) live in halls on campus, whereas the remaining 20.0% (n=55) live in rented houses.

4.3: Section B: Analysis of Research Questions

4.3.1: Research Question One: What forms of Students' Insecurity are Prevalent within the University of Education, Winneba Campuses?

The primary aim of this study is to examine the widespread insecurity problems among students at the University of Education, Winneba campuses. In determining the potential security threats, mean and standard deviation analysis was carried out to establish it. The result is presented in Table 4.2.

Table 4.2: Forms of Students' Insecurity

Premise	M	SD
Violent actions by students leaving innocent ones injured	4.07	1.20
Snatching of students' cell-phones and laptops	4.20	1.17
Rape and sexual harassment by students, lecturers, and other members of staff	3.53	1.40
Violation of drug offences by students which cause them to injure innocent students	3.47	1.51
Vandalism and stealing of students' properties	4.13	1.03
Robbing of students	4.17	0.98

Source: Researcher's Fieldwork Data (2023) **Key:** M= Mean SD=Standard Deviation

Table 4.2 shows respondents' perceptions of different forms of insecurity affecting students at UEW campuses, based on the mean (M) and standard deviation (SD) values recorded. The statement "Violent actions by students leaving innocent ones injured" recorded a mean score of $M = 4.07$ with a standard deviation of $SD = 1.20$. The high mean indicates that most respondents agreed that violent acts resulting in injuries to innocent students are common on campus. The standard deviation suggests a moderate spread in responses, meaning while most students agreed, there were slight differences in how strongly they perceived this issue.

For the statement "Snatching of students' cell-phones and laptops," the mean was $M = 4.20$ and the standard deviation was $SD = 1.17$. The relatively high mean reflects strong agreement among respondents that snatching of personal devices is a frequent

insecurity issue. The slightly lower standard deviation shows more consistency among students' responses compared to violent actions.

The assertion "Rape and sexual harassment by students, lecturers, and other members of staff" had a mean score of $M = 3.53$ with a standard deviation of $SD = 1.40$. The lower mean compared to the earlier issues suggests that fewer students agreed strongly with this statement, although it still indicates that rape and sexual harassment are recognized concerns. The relatively high standard deviation points to greater variability in students' perceptions about this sensitive issue.

Regarding "Violation of drug offences by students which cause them to injure innocent students," the results showed a mean of $M = 3.47$ and a standard deviation of $SD = 1.51$. This was the lowest mean recorded, suggesting that while drug-related offences leading to injury are acknowledged, they may not be seen as common as other forms of insecurity. The large standard deviation indicates significant differences in respondents' views on this issue.

The statement "Vandalism and stealing of students' properties" yielded a mean of $M = 4.13$ and a standard deviation of $SD = 1.03$. The high mean demonstrates that many students agreed that vandalism and theft are prevalent, and the relatively low standard deviation shows that their opinions were fairly consistent.

Lastly, the statement "Robbing of students" had a mean of $M = 4.17$ and a standard deviation of $SD = 0.98$, the lowest spread among all the forms of insecurity listed. This high mean with a low standard deviation indicates a strong and consistent agreement among respondents that robbery is a significant and frequent threat on campus.

Overall, the high mean scores across most insecurity forms indicate that students perceive insecurity as a serious problem on UEW campuses. The variation in standard deviations shows that while some issues like robbery and vandalism had consistent agreement, others like drug-related offences and sexual harassment showed more divergent opinions. The findings highlight those multiple forms of insecurity, particularly theft, robbery, and violent student actions are prevalent and concerning to students.

4.3.2: Research Question Two: What are the causes of Students' Insecurity in the University of Education, Winneba Campuses?

Central to this research was to examine the causes of students' insecurity on University of Education, Winneba campuses. The outcome is presented in Table 4.3.

Table 4.3: Causes of Students' Insecurity

Premise	M	SD
The use of hard drugs amongst students	4.47	.83
The rights of students such as women and the elderly are easily abused	4.33	0.89
Outdated security framework used by the university	4.40	.66
Absence of police patrols and emergency phones to call security officers	3.90	1.40
Insufficient training of security personnel	4.50	.57
Poor illumination on certain areas on campus	3.47	1.67
Bullying of students	3.20	1.42
Indecent dressing among youths especially female students	4.53	0.76

Students' walking alone in desolated places with no people near the surrounding areas	4.50	1.06
Past victimization of students	3.43	1.60
Corruption and poverty	3.80	1.37
Campus size, size of the student body, and the number of buildings	3.46	1.21
Students are more likely to become victims due to their lifestyles (going out at night, consuming alcohol, frequently partying and etc.)	4.12	1.09
Students who witness physical and verbal aggression at home have a positive view of this behavior	3.65	1.17

Source: Researcher's Fieldwork Data (2023) M= Mean SD=Standard Deviation

Table 4.3 presents students' perceptions of the causes of insecurity on UEW campuses, using mean (M) and standard deviation (SD) values. Generally, causes with higher means indicate stronger agreement among respondents, while lower standard deviations suggest greater consistency in responses. The results show that the use of hard drugs among students is seen as a major cause of insecurity, with a high mean score of $M = 4.47$ and a low standard deviation of $SD = 0.83$. This suggests strong agreement among students with minimal variation in their responses. Similarly, the rights of students, particularly women and the elderly, being easily abused recorded a high mean of $M = 4.33$ and a standard deviation of $SD = 0.89$, indicating widespread agreement that rights abuse contributes to insecurity. Furthermore, the outdated security framework used by the university had a mean of $M = 4.40$ and a very low SD of 0.66, showing that many respondents strongly agreed that ineffective security structures are a key cause of insecurity.

Inadequate security measures were further highlighted by the cause “insufficient training of security personnel,” which recorded one of the highest mean scores at $M = 4.50$ with a very low $SD = 0.57$. This reflects strong consensus among respondents that poorly trained security personnel significantly contribute to campus insecurity. Similarly, “students walking alone in desolate places” yielded a high mean of $M = 4.50$ and an SD of 1.06 , suggesting that most students agreed that isolated movement without nearby support increases their vulnerability. Another critical issue was “indecent dressing among youths, especially female students,” which recorded the highest mean of $M = 4.53$ and a relatively low SD of 0.76 , indicating strong agreement that indecent dressing is perceived as a major factor influencing insecurity.

Conversely, some factors showed moderate levels of agreement. For instance, the absence of police patrols and emergency phones had a mean of $M = 3.90$ and a larger SD of 1.40 , indicating mixed views among students on how much the absence of visible security affects campus safety. Similarly, corruption and poverty produced a mean of $M = 3.80$ and $SD = 1.37$, reflecting that while many students agreed on its influence, opinions were somewhat divided. The cause “students becoming victims due to lifestyles such as frequent partying, alcohol consumption, and staying out at night” recorded $M = 4.12$ and $SD = 1.09$, showing a strong recognition that student lifestyle choices contribute to their insecurity.

Meanwhile, some causes recorded relatively lower mean scores, suggesting less agreement among respondents. Poor illumination in certain areas of campus had a mean of $M = 3.47$ and a high SD of 1.67 , suggesting that while some students see lighting as an issue, many others do not perceive it as a major concern. Similarly, bullying of students showed a lower mean of $M = 3.20$ and $SD = 1.42$, indicating more variability

in students' views about its role in causing insecurity. Other factors like past victimization of students ($M = 3.43$, $SD = 1.60$), campus size and infrastructure ($M = 3.46$, $SD = 1.21$), and witnessing aggression at home ($M = 3.65$, $SD = 1.17$) also received moderate ratings, suggesting mixed perceptions regarding their influence. The findings indicate that drug abuse, insufficient security personnel training, indecent dressing, and students' movement in isolated places are the most strongly agreed-upon causes of insecurity at UEW, with minimal variation in opinions. In contrast, issues like poor illumination, bullying, and past victimization were seen as causes but with less consensus among respondents.

4.3.3: Research Question Three: What are the Effects of Campus Insecurity on Students and the University of Education, Winneba?

The primary aim of this research question was to examine the effects of campus insecurity on both students and the University of Education, Winneba (UEW). Table 4.4 presents the mean (M) and standard deviation (SD) values for the different perceived effects, providing important insights into students' experiences and opinions.

Table 4.4: Effects of Campus Insecurity

Premise	M	SD
Makes students' feel sad, angry, and embarrassed	3.50	1.44
It has a significant psychological effect on the academic performance of students	4.47	.83
Lead to severe injuries	4.07	.83
Damages an individual's socio-emotional development	4.40	.91

Weakens the freedoms available to students and other staff in general	3.67	1.53
It causes anxiety, stress, incompatibility, and alienation among students	4.47	.83
Results in students withdrawing, being introverted, and social alienation	4.33	.89
It reflects a negative image about the university	4.07	1.22
The school finds it increasingly difficult to achieve its stated goals	4.40	0.83
It leads to the close-down of the school which in turn does not guarantee sustainable development of tertiary education	4.10	0.96
Lead to vandalization and outright destruction of school properties	4.41	0.85
Discourages students from meeting up their educational expectations	3.54	1.80

Source: Researcher's Fieldwork Data (2023) M= Mean SD=Standard Deviation

The results in Table 4.4 reveal that campus insecurity has a strong psychological and emotional impact on students. The statement “It has a significant psychological effect on the academic performance of students” recorded a very high mean of $M = 4.47$ with a low standard deviation of $SD = 0.83$. A mean close to 5.0 (on a 5-point scale) indicates that the vast majority of respondents agreed or strongly agreed that insecurity affects their academic performance. The relatively low standard deviation shows that there was little variation in responses, meaning most students shared similar views on this issue.

Similarly, the statement “Campus insecurity causes anxiety, stress, incompatibility, and alienation among students” also recorded a mean of $M = 4.47$ and a standard deviation of $SD = 0.83$. This high mean value confirms that a large number of students

consistently experienced emotional problems such as anxiety and alienation as a result of insecurity. Again, the low SD implies that these experiences were common and widely shared among the respondents.

The study further found that campus insecurity damages students' socio-emotional development, as indicated by the mean of $M = 4.40$ and a slightly higher SD of 0.91. Although most students agreed with this statement, the slightly larger SD suggests a little more variability in the extent to which different students felt affected.

The mean value for the effect "Students withdrawing, being introverted, and socially alienated" was $M = 4.33$ with an SD of 0.89, indicating a high level of agreement that insecurity drives students into social withdrawal. The small spread in responses also suggests that students had relatively similar experiences regarding withdrawal and isolation.

When it comes to physical harm, the premise "Campus insecurity leads to severe injuries" recorded $M = 4.07$ with $SD = 0.83$. The high mean indicates that students generally agreed that injuries are a common consequence of insecurity on campus, while the low SD suggests consistency in how respondents viewed this risk.

The perception that insecurity "reflects a negative image about the university" had a mean score of $M = 4.07$ and a slightly higher SD of 1.22. Here, although the average student agreed with the statement, the relatively larger SD indicates greater variability: some students might have strongly agreed while others were slightly less convinced.

Similarly, respondents agreed that insecurity affects the university's ability to meet its goals, with the statement "The school finds it increasingly difficult to achieve its stated

goals” recording $M = 4.40$ and $SD = 0.83$. The high mean shows strong consensus about the operational challenges insecurity causes, and the low SD once again shows agreement among respondents.

In a more extreme outcome, the statement that “Campus insecurity could lead to the close-down of the school, thereby hindering sustainable development of tertiary education” had a mean of $M = 4.10$ and SD of 0.96. This suggests that most respondents agreed with this possibility, although the moderate standard deviation shows some differences in how strongly respondents felt about this risk.

Another severe effect highlighted was the “vandalization and outright destruction of school properties”, which recorded a mean of $M = 4.41$ and a relatively low SD of 0.85. The high mean confirms that most students have witnessed or heard of incidents of vandalism, while the small spread shows that these experiences were widely shared among the students.

On the emotional side, the statement “Campus insecurity makes students feel sad, angry, and embarrassed” recorded a mean of $M = 3.50$ and SD of 1.44. While the mean shows moderate agreement, the large SD reflects high variability in responses: some students might have felt strong emotional reactions while others might not have been significantly affected.

1. Lastly, the effect that “Campus insecurity discourages students from meeting their educational expectations” recorded a mean of $M = 3.54$ and a notably high SD of 1.80. This relatively lower mean and large variation suggest that students’ experiences differ greatly on this issue, with some feeling strongly discouraged while others did not experience a major effect. High mean values (mostly above

4.30) show strong agreement that proactive strategies such as better security technology, proper lighting, intensified patrols, education, and communication are essential. Low standard deviations (mostly below 1.0) indicate strong consistency in students' opinions. The only area with more divided views was the suggestion to minimize entrance-and-exit access points, where the mean was lower and the standard deviation higher, showing diverse opinions.

4.3.4: Research Question Four: What Measures can be put in Place to ensure Students Safety and Security in University of Education, Winneba Campuses?

The primary aim of this research question was to assess the measures that can be put in place to ensure students safety and security in University of Education, Winneba campuses. In establishing it, mean and standard deviation analysis was carried out. The result is outlined in Table 4.5.

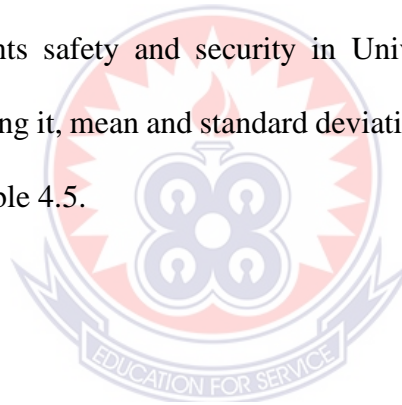


Table 4.5: Measures to ensure Students Safety and Security

Premise	M	SD
The school security should employ the use of well-developed security and safety plans as well as proper risk management	4.40	.83
The school should adopt the use of digital technology	4.53	.83
Awareness should be increased through educating students about substance abuse and campus violence	4.47	.74
The school should initiate effective security programs for security personnel	4.33	.90
Every aspect of the universities premise should be properly illuminated	4.53	.64
Security personnel should intensify security patrols and students' safety escort services when the need arises	4.47	.83
School administrators should encourage communication between students and campus security services	4.30	.94
Administrative heads should ensure security presence as well as to control the number of people that enter the campus	4.33	.82
School administrators should communicate to all students on acceptable and unacceptable social behaviour	4.47	.81
Entrance-and-exit access points to the school need to be minimized to reduce the chances of strangers entering the school grounds freely	3.48	1.22

Source: Researcher's Fieldwork Data (2023) M= Mean SD=Standard Deviation

The findings from Table 4.5 reveal students' perspectives on various measures to enhance safety and security at the University of Education, Winneba (UEW). The measure "The school should adopt the use of digital technology" emerged as one of the most strongly endorsed strategies, receiving a mean score of $M = 4.53$ and a standard deviation of $SD = 0.83$. This suggests that most respondents believed the incorporation of digital tools such as surveillance cameras, security apps, and real-time monitoring would greatly improve campus security. The relatively low standard deviation highlights that there was little variation in responses, emphasizing a strong consensus on the value of technological advancements in campus security.

Another strategy that received high support was "Every aspect of the university's premises should be properly illuminated", also scoring $M = 4.53$, but with an even lower standard deviation of $SD = 0.64$. The almost identical mean scores and the very low standard deviation indicate near-unanimous agreement that well-lit campus spaces are crucial for ensuring student safety, reinforcing the importance of visibility and deterrence of criminal activities.

The importance of preventive education was highlighted through the statement "Awareness should be increased through educating students about substance abuse and campus violence", which garnered a mean score of $M = 4.47$ and a standard deviation of $SD = 0.74$. This suggests that students recognize the significance of educational programs in preventing violence and substance abuse on campus, with the low standard deviation indicating that there was a consistent belief among respondents regarding the effectiveness of such programs.

The measure "Security personnel should intensify security patrols and students' safety escort services when needed" received a similarly high mean of $M = 4.47$ and $SD =$

0.83, demonstrating strong agreement among respondents that increased physical security presence would make students feel safer. This was echoed by the item “School administrators should communicate to all students on acceptable and unacceptable social behavior,” which scored $M = 4.47$ with $SD = 0.81$, suggesting that respondents believed clear communication about behavioral expectations is essential for maintaining a safe environment.

Further, the strategy “The school security should employ well-developed security and safety plans as well as proper risk management” received a mean score of $M = 4.40$ and a standard deviation of $SD = 0.83$, indicating that students strongly supported the idea of having a comprehensive, well-thought-out security framework in place to address potential risks on campus.

Another notable result was for the statement “Administrative heads should ensure security presence as well as to control the number of people that enter the campus”, which also scored highly with $M = 4.33$ and $SD = 0.82$. This indicates that students recognize the importance of limiting unauthorized access to the campus and ensuring consistent security oversight. Similarly, the item “The school should initiate effective security programs for security personnel” received a mean of $M = 4.33$ and $SD = 0.90$, emphasizing that students see well-trained security personnel as integral to a safer campus environment.

While most measures received positive ratings, the statement “Entrance-and-exit access points to the school need to be minimized to reduce the chances of strangers entering the school grounds freely” scored significantly lower, with $M = 3.48$ and a high standard deviation of $SD = 1.22$. This suggests that while some respondents supported the idea of restricting access points, others were less convinced, resulting in a wider

variation in opinions. The higher standard deviation indicates less consensus on this measure, possibly due to concerns about accessibility and the practical implications of limiting entry points. The findings demonstrate that students overwhelmingly support various security measures, particularly those related to technology, education, lighting, and security presence. The low standard deviations across most items indicate a strong alignment in respondents' views on the importance of these measures. However, the variation in responses to the restriction of entrance-and-exit points suggests that some students may be concerned about the potential drawbacks of such a strategy, highlighting the need for further discussion on balancing security with accessibility.

4.4 Discussion of Research Questions

4.4.1 Forms of Students Insecurity

The findings revealed that students on UEW campuses have been victims of various types of crimes such as robbery, theft, and or sexual assault. The findings corroborate Jennings et al. (2017) who found that 22 percent of respondents in their study had been victims of at least one type of crime (robbery, sexual assault, assault, theft, burglary or fraud) since enrolling at their university. Similarly, Leach (2013) reported that sexual harassment in education is higher in countries with weak educational systems, low levels of accountability, high levels of poverty, and gender inequality. Taiwo et al.'s study (2014) also reported the occurrence of sexual harassment. Indeed, in Zimbabwe, students are sexually exploited by lecturers in many of the universities (Dhlomo, 2012). Norman et al. (2013) reported that women are 61% more likely than men (39%) to be sexually harassed in medical schools in Ghana. The numerous security threats in university campuses ranging from cult activities, gang-raping of female students, kidnapping for ransom, students' riots, religious mayhem, stealing, assassinations, and money rituals are worrisome (Abiodun et al., 2018).

Badiora (2017) also assessed patterns of crime on campuses: A spatial analysis of crimes and concerns for safety at a university. Findings showed the five most occurring crimes on campus to be; stealing and pilfering, room break-in, sexual harassment, cultism, and drug offences. In another study by Paul and Igwebuike (2018) on security challenges and management strategies in schools, it was found that kidnapping, armed robbery, militancy, drug abuse, vandalism, theft and cultism were some of the security challenges experienced in the schools studied in Aba Education Zone, Abia State.

Ohio University publicly posts records for crimes of arson, aggravated assault, burglary, criminal homicide, motor vehicle theft, robbery/burglaries, and sexual violence offenses (Ohio University, 2018). Cultism is another security challenge that affects the security of students in universities. Cultism is ritual practice by a group of people whose membership, admission, policy and initiation formalities as well as their mode of operations are done in secret and kept secret with their activities having negative effects on both members and non-members alike. The issue of cultism has in spite of many efforts at reducing it, soared up in university institutions and has cast gloom over the educational sector (Udoh & Ikezu, 2015).

Sloan (2014) found that 64 percent of campus crimes consist of burglaries and theft whereas about 10 percent of crime was violent in nature. Drinking and drug related offenses and vandalism offenses are fairly high on university campuses (Sloan, 2014). Finally, a national survey of 10,000 undergraduates conducted at an American university, the most common crime reported by these students was theft, followed by vandalism, fights or physical assaults, sexually related violence (date or acquaintance rape) and robbery (Fisher, 2015).

Routine Activity Theory (RAT), proposed by Cohen and Felson (1979), emphasizes that crime occurs when three key elements converge: a motivated offender, a suitable target, and the absence of capable guardianship. This theory explains the insecurity issues identified in the findings. The high mean scores across forms of insecurity, particularly theft, robbery, and violent student actions, align with the Routine Activity Theory. These forms of crime are likely occurring because motivated offenders (e.g., students engaged in criminal behaviour) are targeting suitable victims (e.g., students with valuable items like phones and laptops) in environments where there is a lack of effective guardianship (e.g., inadequate security measures). The prevalence of such crimes reflects the routine activities of students, who may be walking alone, engaging in risky behaviours, or unaware of potential threats, thus making them easy targets.

According to Crime Pattern Theory, the patterns of criminal activity, such as theft and robbery, likely emerge from the routine movements of students across the campus. The predictable locations, times, and situations (e.g., students walking alone, carrying expensive items like laptops) create hotspots where criminal behaviours are more likely to occur. These patterns become ingrained in the environment, and offenders tend to target places that are familiar to them and offer opportunities for crime, such as isolated areas or poorly lit locations.

4.4.2 Causes of Students Insecurity

The findings established that the rights of certain caliber of students such as the elderly and women are usually violated. Consistent with this finding is Chadee and Ditton (2013) and Sutton and Farral (2015) who stated that according to vulnerability perspective, physically weaker groups of people such as women, the elderly, and children experience crime more intensely than the young ones and men. In contrast,

some studies have shown that younger respondents tend to have a higher level of risk of crime (Lane & Meeker, 2013). Several studies have demonstrated that women are more fearful of crimes such as rape and assault, and correspondingly, this elevates their fear of other victimizations, as well (Ferraro, 2015; Fisher & Sloan, 2013).

The findings also indicated that past victimization of students is a major cause of students' insecurity in UEW. The finding agrees Reid and Konrad (2014) who anticipated that past victimization of can be a strong predictor of victim of crime or risk of crime. Indeed, violent victimization caused an increase in fear whereas being a victim of nonviolent burglary did not have a significant effect (Rountree, 2018).

Moreover, the unhealthy lifestyles of UEW students were found to probe them into the hands of bad people on campus. Consistent with this finding is Fisher et al. (2018), Mustain and Tewksbury (2012), and Schwartz and Pitts (2015) who posited that university students are more likely to become victims of victimization due to their lifestyles (going out at night, consuming alcohol, using illegal drugs, frequently partying and etc.). Indeed, certain activities such as hanging out with friends and going out at night and frequent and close interaction among students are often linked with increased stalking victimization risk against students (Mustaint & Tewksbury, 2012; Fisher et al., 2018).

Poor security management and training were also established as factors contributing to the phenomenon. The findings agree Ratti (2010) who observed that insecurity incidents are attributed to poor security management arising from low investment in physical security equipment in institutions of higher learning across the world. Most campus security officers in Ghana are often poorly trained, ineffectively led, and

unprepared to effectively respond to many turbulent and unanticipated events (Amadu, 2021).

Moreover, corruption and poverty were found to be influencing the security issues on campus. Parallel with this finding is Ajibade (2013) who stated that corruption and poverty have been identified as a challenge threatening security in higher institutions. Furthermore, the study revealed that UEW students who witness physical and verbal aggression at home have a positive view of this behavior. The finding is similar to Dehns (2013) who purported that a child's upbringing at home has a lot to do with his future characteristics. Parents have a crucial role to play in issue related to child upbringing. Children who observed parents and siblings exhibiting violent behavior, or who are themselves victims, are likely to develop these behaviors (Dehns, 2013). Similarly, Bukoye (2012) revealed that the family is a predisposing factor for school violence. Notwithstanding, Pellegrin (2012) also observed that children who witness physical and verbal aggression at home haven a positive view of this behavior and so it tends to be aggressive towards other people including adults. Personalities and parenting styles of parents may affect a child's personality characteristics. The influence of home environment is usually most important in childhood stage of development. Loukaitou-Sideris and Fink (2019) explored the campus physical environment, stating that certain environmental factors in public settings and their immediate neighborhoods are generally associated with greater perceptions of fear.

Poor illumination and walking alone in desolated places were also found to be major causes of students' insecurity in UEW. Consistent with this finding is Loukaitou-Sideris and Fink (2019) who found a strong correlation between a run-down physical environment and a perceived fear of that environment. They discovered some factors

such as darkness, desolation, lack of other people in surrounding areas, and poor maintenance as variables that influenced perceptions of fear about a public setting though not particularly in a learning environment. Indeed, Loukaitou-Sideris and Fink (2019) described the specific design characteristics of public space which can influence perceptions of fear, such as places where there are obstructions in one's line of sight, where there are many spaces in which someone could hide, and where one would feel trapped, without possible escape routes. Similarly, L'evenue et al. (2015) analyzed security incidents in York University. The findings indicated that insecurity incidents were associated with certain locations, with insecurity incidents generally high in the center of the campus and most students expressing that they had witness at least one form of insecurity incident over the past one year. The study suggested the need for improved security management in the campus.

Notwithstanding, contextual considerations have also been found to be influential in conditioning fear of crime. These factors included things such as specific areas on campus or specific times of day, and students' perceptions of them (Kaminski, 2010). Also, del Carmen (2020) found that time of day was one of the most significant predictors of fear of crime on campus for their sample. Results indicated that 68% of students were more fearful of crime during nighttime hours.

Moreover, the use of hard drugs amongst UEW students was also established as a major cause of their insecurity on the various campuses. Similar finding was established by Hingson (2017) who established that alcohol use has been shown to be one of the main contributors to crime and violence on campuses and that 52.5 percent of full-time college students between the ages of 18 to 22 consume alcohol on a monthly basis. In 2001, the Harvard School of Public Health conducted a study that found 75% of

fraternity members partook in excessive drinking, a higher rate than seen for male student populations overall (49%). They also found that 62% of sorority members did the same, compared to 41% of non-sorority members (Wechsler & Nelson, 2018). According to the National Council on Alcoholism and Drug Dependence (2015), 95% of all violent crimes on campus settings involve some component of alcohol use, either by the victim, assailant, or both (Murphy & Shafir, 2021). One specific violent crime that alcohol has been shown to play a role in is sexual assault. Over 90% of acquaintance sexual assaults on campus involved some form of alcohol use (Cantalupo, 2019). Similarly, Onohwosaafe (2015) echoed that in Nigeria, college students abused drugs including traditional drugs and others such as heroin, cocaine, and amphetamines. A strong association existed between drugs and alcohol use and rebelliousness and deviant behaviors (Lennox & Cerchim, 2018; Onohwosaafe, 2015).

Campus size, size of the student body, and the number of buildings was also revealed to be having a major bearing on students' insecurity on UEW campuses. This finding agrees McPheters (2018) concluded from his research that the proportion of students living in dormitories and the proximity of the campus to urban areas with high unemployment were strong predictors of campus crime. Fisher (2015) noted factors such as campus size, size of the student body, the number of buildings as related to campus crime rates. Furthermore, Fisher (2015) concurs with McPheters (2018) findings that campus with high crime rates are close to urban areas with high unemployment. Similarly, Volkwein (2015) found that campus mission, wealth, and student characteristics are the best predictors of campus crime. Oladipo et al. (2018) examined institutional factors that served as threats to personnel security in University of Lagos and found a strong positive relationship between school location, school

culture, school facilities and personnel security, while a weak, positive correlation existed between school climate and personnel security.

Moreover, insufficient training of UEW security personnel was also having a direct bearing with insecurity amongst students. The finding is similar to Odidison (2014) who found out a potential factor responsible for insecurity in tertiary institutions in Nigeria was insufficient training of security personnel.

Indecent dressing among youths especially female students in UEW also possess them to all sorts of being victims of crime. The finding corroborates Pezza (2015) who attributed the alarming rates of crimes in the Nigerian society and tertiary institutions to indecent dressing among youths especially female students. The author emphasizes that sexual harassment, stealing, lying, HIV/AIDS explosion and ritual killings on campuses were as a result of the provocative dress trends of female students.

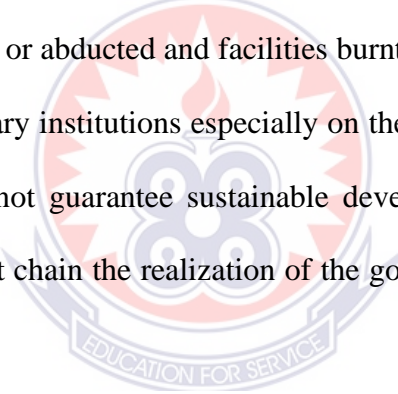
The factors highlighted in this finding support the theory's assertion that the presence of suitable targets and motivated offenders contributes to insecurity. Students' movement in isolated places, lack of proper security training, and engagement in activities like drug abuse create situations where opportunities for crime increase. Additionally, indecent dressing could be seen as a visible signal that attracts potential offenders. The absence of capable guardianship, in the form of insufficient security measures and lack of awareness, leaves students vulnerable to criminal activities.

The causes of insecurity identified in the study also align with Crime Pattern Theory. The movement of students in isolated areas or poorly illuminated parts of the campus could be seen as predictable paths where criminals are more likely to strike. Drug abuse and indecent dressing could contribute to establishing these areas as "risky" zones where criminal activity is more likely to occur. Moreover, the absence of proper

security measures, including untrained personnel, exacerbates the likelihood of these patterns of crime continuing.

4.4.3 Effects of Insecurity on Students and Institutions

The findings established that insecurity in UEW negatively affect the students likewise the university at large since it results to the ill-manned issues such as the destruction of infrastructural facilities and disruption of academic program. Parallel with this finding is Dominic (2018) who reported that insecurity in schools promotes calamity of human and development as thousands of students lost their lives and property worth millions are destroyed. Akor et al. (2021) observed that many schools, including tertiary institutions in North Nigeria have been closed as they are constantly attacked with students and staff killed or abducted and facilities burnt. Ogunode et al. (2021) posited that the attacks on tertiary institutions especially on the academic staff, non-academic staff, and students cannot guarantee sustainable development of tertiary education. Criminal activities short chain the realization of the goals and objectives of education (Ali et al., 2014).

The logo of the University of Education, Winneba, is a circular emblem. It features a central sun-like symbol with rays, surrounded by a wreath. Below the wreath, the motto "EDUCATION FOR SERVICE" is inscribed on a banner. The entire emblem is set against a light blue background.

Jimada (2020) observed that many schools have closed down due Boko Haram activities and lack of talented lecturers. Teachers have abandoned their schools for other schools in another peaceful states leading to brain drain in such regions. Additionally, Musa (2018) noted that the attacks on University of Maiduguri have led to suspension of teaching program several times. Higher institutions are closed down whenever there is an insecurity problem within the campuses caused by either internal or external actors. Ogunode et al. (2021) posited that the attacks on tertiary institutions in Nigeria and attacks on academic staff across the country are lead to disruption of academic activities of the institutions. Ohiare and Ogunode (2021) also submitted that the most

worrisome of the insecurity is the school closure which has affected the academic calendar of different higher institutions.

Ogunode et al. (2021) concluded that attacks on academic staff of tertiary institutions have led to the disruption of teaching program, research program, and displacement of academic staff. Indeed, 2019, the federal University of Wukari was closed down due to insecurity. In 2021 University of Jos was closed down as a result of insecurity all students were asked to vacate campus till further notice which affect the academic program and the calendar as well (Ogunode et al., 2021).

Insecurity issues were also established to induce fear, aggression, and anxiety into students on UEW campuses. The finding agrees Onete (2012) who found that insecurity causes a feeling of psycho-pathology concerns (fear or anxiety) in educational institutions. Also, negative impacts on individuals such as withdrawing, being introverted, and social alienation have been observed (Dolu, 2019). It also has negative influences on individuals such as anxiety, stress, incompatibility, alienation, and even psychological disorders (Stafford, 2017) and damaging social peace and shared sense of trust within community, insecurity reduces human inter-relationships, weakens, and may sever ties (Dolu, 2019).

Furthermore, insecurity was found to leave students in a psychologically distressed manner thereby disrupting their academic success. Consistent with this finding is Mamaru et al. (2015) who found that female students who were physically and nonverbally harassed suffered from psychological distress. Julie (2013) also reported that sexual harassment has a significant psychological effect on the academic performance of female students. Norman et al. (2012) in their study found that sexual harassment negatively affected the victim's health. Their respondents suffered

psychological trauma, depression, anxiety, and loss of trust. Furthermore, Kheswa (2014) observed that female victims of sexual harassment at universities in Africa suffer from PTSD, neuroticism, and are most likely to contract HIV and other sexually transmitted infections. Victims of sexual harassment may also develop intense anxiety, become melancholic, and exhibit irrational behaviors (Bennett et al., 2017; Nolen-Hoeksema, 2018). It is, also, not uncommon for the victims of sexual harassment to experience feeling of anger, as anger, sorrow, and embarrassment. They also suffer from fear and trauma (Taiwo et al., 2014). Sexual harassment can have a devastating impact on the education of the victims of sexual harassment.

Quaicoe-Duho (2010) also reported that the academic performance of the victims suffers because they find it very difficult to concentrate on their academic pursuits. This has resulted in victims' low participation to avoid unwanted attention from teachers. A study in Kenya shows that the females who experienced sexual harassment developed a careless attitude in class and no longer took their work seriously and became undisciplined (Abuya et al., 2012). According to Okeke (2011), a persistent hostile learning environment increases students' loss of focus in their study and contributes to distaste for learning, which results in less involvement in academic and social activities (p. 47).

Perpetrators of school violence are at-risk of developing a maladaptive social life at school that reduces one's ability to forge a sense of belonging (Baker, 2018). The aggressor will also face disciplinary actions when caught that may negatively affect his or her quality of education and future advancement in school (Sharp, 2013). Witnesses and victims of school violence are also negatively affected by violent experiences. Victimization can negatively affect psychological, physical, academic, social and

behavior outcomes (Waits & Lundberg-Love, 2018). As a result of violent victimization, students may leave school temporarily to recover or permanently. Victims that remain on campus may have difficulty concentrating, studying, and attending classes due to fear of being in proximity of the violence perpetrator. Therefore, college life may become extremely stressful and the victim may develop severe psychological symptoms (Carr, 2015). Therefore, campus crimes affect the image of institutions, as well as the security officers' jobs; thereby undermining the quality of learning and students' activities on campuses (Sewpersad & Van Jaarsveld, 2012). Notwithstanding, Okwe (2013) investigated the impact of armed robberies on students' welfare in Imo state of Nigeria. The study revealed that high frequency level of armed robberies discourages students from meeting up their educational expectations.

Routine Activity Theory underscores the importance of capable guardianship in reducing crime. High agreement on the need for improved security technology, better lighting, intensified patrols, and educational initiatives aligns with the theory's suggestion that increasing guardianship and surveillance can deter criminal activities.

Crime Pattern Theory suggests that improving the environment and the spatial patterns of a campus can disrupt crime patterns. The high support for strategies like better lighting, intensified patrols, and improved security technology indicates that students recognize the importance of altering these patterns. By increasing guardianship and surveillance in high-risk areas, the likelihood of crimes occurring in those patterns decreases. These proactive strategies help create environments that disrupt criminal activities by reducing opportunities for offenders to act without being detected.

4.4.4 Ensuring Students Safety and Security on Campus

It was established that better illumination across all areas on UEW campus can assist to resolve insecurity issues on campus. The finding agrees with Currie (2014) who stated that target hardening strategies which reduce opportunities for crimes to occur, such as better lighting becomes the primary means of alleviating concerns if only the physical environment of a campus is considered. Pain (2020) also argued that the social environment operating within particular spaces is more important to perceptions of safety and fear of crime than the physical environment. In any case, it is necessary to consider both the social and physical environment of a campus in order to completely address concerns for campus safety. An increase of outdoor lighting levels creates an environment unfavorable to a criminal because they no longer perceive their victim as an easy target (Marzbalia et al., 2016). It is crucial to understand students' perception of campus safety, so it can be compared and analyzed with crime locations and lighting levels. Areas with high outdoor lighting density during the night prove to have lower crime rates compared to areas with low light density (Xu et al., 2018). Another study shows students will restrict their campus travels during the night due to their perceived risk of crime (Curre, 2014). Adequate lighting of outdoor pedestrian paths provides students with safety, security and helps them navigate their travels during night time (Cam, 2014).

It was also found that students should desist from walking alone at desolated places on UEW campus to prevent them from being victims of crime. The finding corroborates Brown and Andy (2017) and Pain (2020) who found that most students take some type of safety precaution to protect themselves on campus. These include avoidance strategies (not walking at night, staying away from specific areas of campus), walking

with other students, carrying an object which could be used as a weapon, or carrying a weapon.

The provision of safety escort services by security personnel in UEW was also established to play a tremendous role in ensuring students security on campus. Consistent with this finding is Currie (2014) who stated that campus security services vary markedly among college campuses but most studies report campus security providing some form of security patrol, safety escort service, emergency phone system (also known as blue lights), and emergency phone numbers. Fletcher and Bryden (2017) also posited that students were much more likely to use avoidance strategies, walk with another person, or use some sort of weapon (including using keys in a defensive manner) than they were to contact campus security or use the foot patrol.

Effective communication between students the security personnel in UEW was also found to assist in resolving the situation. The finding agrees Franzosa (2019) who stated that the most effective way of ensuring students welfare on campus is through encouraging communication between students and campus security services. Franzosa (2019) argued that by communicating that campus security is alert and knows how to react in any situation, students are more likely to be informed and participate in campus safety measures. Rajkumar (2010) argued that most learning institutions have not set up communication networks that can improve the security and safety of the organizations. Designing effective communication systems that align with the organization's goals is of importance in ensuring effective security systems. Effective communication systems should recognize that the target audience are dynamic, and as such need to be modeled appropriately and leveraged on the audience for effective communication (Bologna et al., 2011).

Moreover, the utilization of digital technology was also revealed to have a significant improvement on the services of UEW security personnel to ensure students security. Parallel with this finding is Frilander et al. (2014) who stated that digital technology has the potential to enhance security and safety in institutions. This was supported by Mwathi (2019) who assessed information security threats faced by universities in Kenya. The study found out that integration of digital technology can contribute to reduction in insecurity incidents. In addition, it established that private universities' security mechanisms/controls were stronger compared to those of public universities. LaVant (2011) posited that the reduction of campus violence must target the entire campus community involving collaboration between campus police, students, administrators, faculty members, staff, residence housing officials, mental health staff, and local police.

Moreover, it was also revealed that the provision of adequate training for UEW security personnel can help curb the situation. This finding agrees Dagogo (2015) who carried out a study on the role of security agents in curbing crimes in higher institutions using four universities and three polytechnics. The sample was 900 respondents who were purposively selected for the study. The data were analyzed using population t-test and the result revealed that training and re-training of security personnel significantly affect their level of service delivery.

Finally, it was established that entrance-and-exit access points to UEW need to be minimized to reduce the chances of strangers entering the school grounds freely to prevent the situation. Consistent with this finding is Harber et al. (2019) who stated that entrance-and-exit access points to a school need to be minimized to reduce the chances of strangers entering the school grounds freely. Ideally there should only be one

entrance/exit point to a school or a maximum of two access points. Alternately access points are only opened and entry supervised for limited periods during a day, for the rest they remain locked.

The variation in responses regarding the restriction of entrance and exit points can be explained through Crime Pattern Theory. While some students may see the closure of certain access points as an effective way to reduce crime by limiting the entry of potential offenders, others might view it as an inconvenience or restriction to their routine patterns. This difference in opinion highlights how crime patterns are not only shaped by environmental factors but also by how individuals interact with and experience those spaces. Balancing security with accessibility is crucial in creating a secure yet functional environment for students.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the study and its key findings, conclusions, recommendations based on the results, and other suggested areas to be studied.

5.1 Summary of the Study

The study examined campus safety and security of students of the University of Education, Winneba.

The objectives of the study were to:

1. Identify the forms of students' insecurity on University of Education, Winneba campuses.
2. Determine the causes of students' insecurity on University of Education, Winneba campuses.
3. Examine the effects of campus insecurity on students and the University of Education, Winneba.
4. Ascertain measures that can be put in place to ensure students safety and security on University of Education, Winneba campuses.

The Routine Activity Theory by Cohen and Felson (1979), and the Crime Pattern Theory by Brantingham and Brantingham (2005) were adopted for the study to aids in the explanation of the causes, mechanisms, and identifiable effective preventative measures of crime. The study was hinged on positivism philosophy grounded within the quantitative approach. The study employed a descriptive survey design. The population comprised all Deans and Heads of Department, Security Personnel and Student Leaders. Multi-stage sampling technique was used in selecting respondents for

the study. Campus Safety and Security Questionnaire (CSASQ) with a reliability coefficient value of 0.72 was the research instrument designed to gather data for the study. Data was analysed using Version 26 of SPSS for Windows by using descriptive statistics (frequency counts, simple percentages, means, and standard deviations).

5.2 Summary of Key Findings

1. A number of significant findings were established by the study. The high mean scores across most insecurity forms indicate that students perceive insecurity as a serious problem on UEW campuses. The variation in standard deviations shows that while some issues like robbery and vandalism had consistent agreement, others like drug-related offences and sexual harassment showed more divergent opinions. The findings highlight those multiple forms of insecurity, particularly theft, robbery, and violent student actions are prevalent and concerning to students.
2. The findings indicate that drug abuse, insufficient security personnel training, indecent dressing, and students' movement in isolated places are the most strongly agreed-upon causes of insecurity at UEW, with minimal variation in opinions. In contrast, issues like poor illumination, bullying, and past victimization were seen as causes but with less consensus among respondents.
3. High mean values show strong agreement that proactive strategies such as better security technology, proper lighting, intensified patrols, education, and communication are essential. Low standard deviations (mostly below 1.0) indicate strong consistency in students' opinions. The only area with more divided views was the suggestion to minimize entrance-and-exit access points, where the mean was lower and the standard deviation higher, showing diverse opinions.

4. The findings demonstrate that students overwhelmingly support various security measures, particularly those related to technology, education, lighting, and security presence. The low standard deviations across most items indicate a strong alignment in respondents' views on the importance of these measures. However, the variation in responses to the restriction of entrance-and-exit points suggests that some students may be concerned about the potential drawbacks of such a strategy, highlighting the need for further discussion on balancing security with accessibility.

5.3 Conclusions

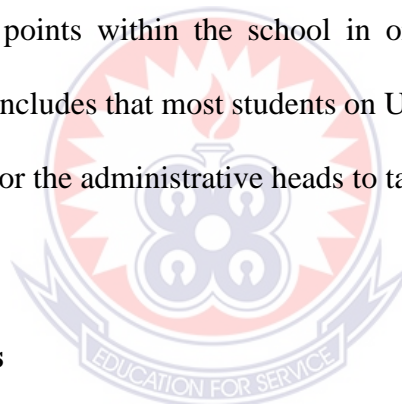
Recently, the occurrence of campus victimization is of concern to authorities on higher education and to the general public, since university campuses are recognized as places of learning inviting hundreds, and sometimes thousands of students, and faculty, staff, and administrators. Crime occurring on and around college campuses concerns many individuals, including students, faculty, parents, and administrators. In fact, all parents or individuals investigate into matters of security within every institution before securing admission for their wards and or themselves. Foremost, the findings indicated that because no institution can run successfully when students are unsafe, the prevalence students' unsafe nature makes them psychologically, mentally, and socially stressed which in turn prevents them from achieving their targeted aims. Indeed, the school and other staff are also not left out as it may result in property destructions which disrupts the schools' calendar whereas the other staff tends to leave in fear.

Notwithstanding, these awful situations compel parents and other guardians to enroll their children likewise themselves in universities in another countries. Indeed, the findings also established that because majority of UEW students' population consist of the youth they are likely to leave unhealthy lifestyles which they term "enjoyment". As

a result of the fact that certain areas within UEW campuses are poorly illuminated and the personnel also fail to patrol every aspect of the school, it makes these students susceptible to unscrupulous people because they usually monitor the movement of these students. In addition, the findings confirmed that the usage of hard drugs and alcohol amongst students is a major cause of students' insecurity in UEW. Indeed, the use of alcohol and hard drugs by the students leads to violence on campuses such as fights, theft, vandalism and sexual assault as reported in the study because the students' who consume them lose control of themselves. Though it is reported that the use of hard drugs and alcohol leads to sexual harassment but it is worthwhile to validate that rape and sexual harassment on UEW campuses is as a result of the indecent dressing amongst female students.

Furthermore, the findings indicated that because the security personnel are not adequately trained, they lack the necessary skills to cater for the needs of all students which in turn leaves female students' the elderly and those that are psychologically challenged at a disadvantage. Nonetheless, the insufficient training makes them unable to detect those who had been victims of crime before. As such, it makes them to display such act because the communication between the school and the students is poor. Meanwhile, the findings established that the outdated security framework of the school poses threat to students' insecurity. Now, technology plays a significant role in campus safety and security. Therefore, when UEW administrative heads resort to the use of digital technology into their security systems, it shall enable them to effectively track all activities happening on the various campuses. Furthermore, the study confirmed that addressing the physical environment of the school lays a firm foundation for dealing with various psychosocial threats that commonly plaque UEW campuses. Undoubtedly, the issue of safety on UEW campuses cannot be ignored and it is high time the

university management took steps to ensure that students felt safe on campus to go about their learning without fear. Therefore, the administrative heads should collaborate effectively with the security personnel to map out all security issues emanating from the school. University security heads should also begin to think about resourcing the security staff with the right kind of modern equipment necessary to fight crime. The findings also indicated that most perpetrators of crime on UEW campuses against students are not fearful because there is absence of police patrols and emergency phones to call security officers. When any individual is allowed to move to and from on campus anytime and anywhere without being questioned, it paves ways for criminal to carry out attacks on innocent students. As a result, the study reported on the need to minimize the entrance and exit points within the school in order to ensure students safety. Therefore, the study concludes that most students on UEW campuses are insecure and as such, it makes it keen for the administrative heads to take effective measures to ensure it.



5.4 Recommendations

The following recommendations were made based on the conclusions drawn.

1. The findings revealed that students perceive various forms of insecurity on UEW campuses, with high mean scores indicating serious concerns about robbery, vandalism, and violent actions by students. However, issues like sexual harassment and drug-related offenses showed more divergent opinions among students. It is recommended that the university implements targeted interventions to address the most prevalent forms of insecurity, such as increasing security personnel for frequent patrols and developing awareness programs to educate students on the risks of drug abuse and sexual harassment.

Additionally, conducting regular surveys could help better understand the varied perceptions on these issues.

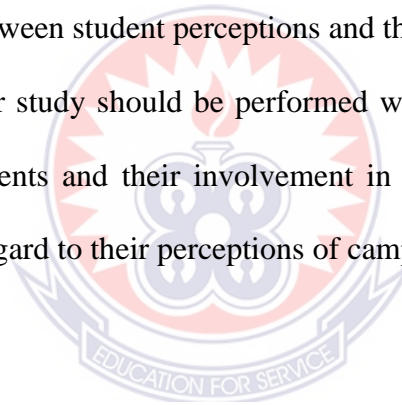
2. The study found that the primary causes of insecurity, such as drug abuse, insufficient security training, indecent dressing, and isolated movement by students, received the highest mean scores. Meanwhile, factors like poor illumination and bullying had less consensus among students. It is recommended that the university prioritize training security personnel and launching awareness campaigns on responsible behaviour, including the dangers of drug abuse. Furthermore, efforts should be made to improve lighting in key areas, as well as to address bullying through counselling and student support programs.
3. The results indicated strong support for proactive measures like security technology, improved lighting, intensified patrols, and education programs. The low standard deviations show that students are largely in agreement on these measures, except for minimizing entrance-and-exit points, which had more varied responses. Therefore, it is recommended that the university prioritize implementing advanced security technologies, enhancing lighting across campus, and providing ongoing safety education. Regarding the minimization of access points, it may be beneficial to hold consultations with students and staff to assess the pros and cons of such a measure and ensure a solution that balances security with accessibility.
4. The findings demonstrate that students strongly support security measures related to technology, lighting, security presence, and communication. However, the restriction of entrance-and-exit points garnered mixed opinions. It is recommended that the university focuses on increasing the presence of

security personnel, improving communication between students and security services, and using technology to ensure safety. For the access points issue, further discussions should be conducted with students to ensure any restrictions do not compromise the accessibility and inclusivity of the campus.

5.5 Suggestions for Further Research

The following areas can be investigated into:

1. The same study should be carried out within this setting but should be investigated using the pragmatism's philosophical stance to enable more generalizability of the findings.
2. Another study could be conducted at other public universities to compare the relationship between student perceptions and their campus safety.
3. Finally, another study should be performed which concentrates solely on the parents of students and their involvement in the university decision-making process with regard to their perceptions of campus safety.



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APPENDIX

QUESTIONNAIRE FOR STUDENTS

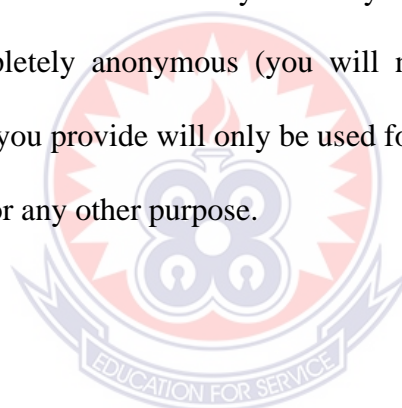
UNIVERSITY OF EDUCATION, WINNEBA

Topic: Students Safety and Security on University Campuses: A Case University of Education, Winneba.

This questionnaire is intended to solicit your view about “**Students Safety and Security on University Campuses: A Case University of Education, Winneba.**” I would appreciate it very much if you answer these questions frankly. The purpose of this study is purely academic. I assure you that your responses will be treated as confidential and completely anonymous (you will not be identified in any way). Whatever information you provide will only be used for the purposes of this study and thus will not be used for any other purpose.

Sincerely yours,

Anthony Atanga



SECTION A

Demographic Information of Respondents

1. Gender

Male []

Female []

2. Age

Less than 30 years [] 31-40 years [] 41-50 years [] 51-60 years []

3. Place of Residence

Hall [] Hostel [] Rented House []

SECTION B: Forms of Students’ Insecurity on University of Education, Winneba Campuses

In your view, what forms of students’ safety and insecurity are prevalent on University of Education, Winneba campuses?

Please indicate the extent to which you **Agree, Uncertain** or **Disagree** with the following statements. Kindly tick [√] the most appropriate Strongly Agree (SA) = 5, Agree (A) = 4, Uncertain (D) = 3, Disagree =2, and Strongly Disagree (SD) = 1

Forms of Students’ Insecurity on Campus

PREMISE	SA	A	U	D	SD
Violent actions by students leaving innocent ones injured					
Snatching of students’ cell-phones and laptops					
Rape and sexual harassment by students, lecturers, and other members of staff					
Violation of drug offences by students which cause them to injure innocent students					
Vandalism and stealing of students’ properties					
Ritual killings amongst students					
Robbing of students					

Others: Please specify

SECTION C: Causes of Students' Insecurity on University of Education, Winneba Campuses

In your opinion, what are the causes of students' insecurity on University of Education, Winneba campuses?

Please indicate the extent to which you **Agree**, **Uncertain** or **Disagree** with the following statements. Kindly tick [√] the most appropriate Strongly Agree (SA) = 5, Agree (A) = 4, Uncertain (D) = 3, Disagree =2, and Strongly Disagree (SD) = 1

Causes of Students' Insecurity on Campus

PREMISE	SA	A	U	D	SD
The use of hard drugs amongst students					
Physically weaker groups of students such as women and the elderly are easily probed to insecurity					
Outdated security framework used by the school					
Absence of police patrols and emergency phones to call security officers					
Insufficient training of security personnel					
Poorly illuminated settings within the school environs					
Bullying of students					
Indecent dressing among youths especially female students					
Students' walking alone in desolated places with no people near the surrounding areas					
Past victimization of students					

Poor communication between institutions, authorities, and students					
Precarious socio-psychological mental state of students					
Corruption and poverty					
Campus size, size of the student body, and the number of buildings					
Students are more likely to become victims due to their lifestyles (going out at night, consuming alcohol, frequently partying and etc.)					
Students who witness physical and verbal aggression at home haven a positive view of this behavior					
Walking on campus alone at specific areas or specific times during the day					

Others: Please specify

SECTION D: Effects of Insecurity on Students and University of Education, Winneba

In your opinion, what are effects of insecurity on students and on University of Education, Winneba?

Please indicate the extent to which you **Agree**, **Uncertain** or **Disagree** with the following statements. Kindly tick [√] the most appropriate Strongly Agree (SA) = 5, Agree (A) = 4, Uncertain (D) = 3, Disagree =2, and Strongly Disagree (SD) = 1

Effects of Insecurity on Students and UEW

PREMISE	SA	A	U	D	SD
Makes students' feel sad, angry, and embarrassed					
It has a significant psychological effect on the academic performance of students					
Lead to severe injuries					
Damages an individual's socio-emotional development					
Weakens the freedoms available to students and other staff in general					
It causes anxiety, stress, incompatibility, and alienation among students					
Results in students withdrawing, being introverted, and social alienation					
It reflects a negative image about the university					
The school finds it increasingly difficult to achieve its stated goals					
It leads to the close-down of the school which in turn does not guarantee sustainable development of tertiary education					
Lead to vandalization and outright destruction of school facilities					
Discourages students from meeting up their educational expectations					

Others: Please specify

SECTION E: Measures to be put in Place to ensure Students Safety and Security on University of Education, Winneba Campuses

In your view, what measures can be put in place ensure students safety and security on University of Education, Winneba campuses?

Please indicate the extent to which you **Agree**, **Uncertain** or **Disagree** with the following statements. Kindly tick [√] the most appropriate Strongly Agree (SA) = 5, Agree (A) = 4, Uncertain (D) = 3, Disagree =2, and Strongly Disagree (SD) = 1

Measures to ensure Students Safety and Security Campus

PREMISE	SA	A	U	D	SD
The school security should employ the use of well-developed security and safety plans as well as proper risk management					
The school should adopt the use of digital technology					
Awareness should be increased through educating students about substance abuse and campus violence					
The school should initiate effective security programs for security personnel					
Every aspect of the universities premise should be properly illuminated					
Security personnel should provide some form of security patrol and safety escort service for students when the need arises					

School administrators should communicate guidelines for acceptable and unacceptable social behavior to all students					
Entrance-and-exit access points to a school need to be minimized to reduce the chances of strangers entering the school grounds freely					

Others: Please specify

THANK YOU FOR YOUR PARTICIPATION

