

Analysis of Policing Student Violence on Temba Campus, South Africa

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ABSTRACT The aim of this study was to investigate student violence and the factors affecting their attitudes at Temba Campus, South Africa. This study utilised an exploratory, descriptive and contextual qualitative design. Seventeen participants, comprising 10 students, 6 lecturers, and 1 support staff member, identified for this study utilising a snowball sampling technique. Semi-structured interviews conducted to gather data and content analysis was utilised to identify themes from the results. The findings highlighted that the participants highlighted a wide variety of emotional discomfort regarding the manifestation of student violence on Temba Campus in the form of harassment and victimisation by fellow students, as well as of lecturers. It also emerged that bullying due to loyalty to a one's social group is prevalent, followed by sexual harassment, stalking, vandalism, physical fighting, and substance abuse. Furthermore, the findings highlighted that campus restrooms were considered dangerous places.

INTRODUCTION

Violence is a global phenomenon and the adverse effects of violence on a country are harmful not only to its citizens, but also to the wellbeing of the community and country as a whole (Safer-spaces 2021). South Africa is not immune to this problem. Research shows that mass shootings, bullying, damage to property, and gender-based violence and femicide (GBV&F) on university and college campuses are escalating, despite the measures put in place to address these problems Department of Higher Education and Training [DHET] 2020; Lohrmann et al. 2020; Hassett and Kim 2021). In support of the above statement, Madfis (2014) and Allnock and Atkinson (2019) posit that many violent incidents go unreported as a result of some of the challenges with student reporting protocols. The campus thus becomes an unsafe terrain where both educators and students reasonably fear victimisation. The findings of a study conducted by Cunningham et al. (2016)

highlighted challenges in the monitoring and evaluation of some programmes, including, but not limited to, antibullying programmes due to a lack of supporting evidence, insufficient training, inadequate time to implement antibullying initiatives by administrators, and lack of longer-term maintenance that limited the impact of potentially effective initiatives.

Violence is an intense and destructive occurrence of a feeling of hostility and anger towards people and objects (Sağlam and İkiz 2017). It is a multifaceted incident with no clear definition; as a result, it is normally understood differently in different contexts by different people, particularly those who are from different nations, tribes, cultures, and systems of belief (Safer-spaces 2021). While there is no standard definition of the concept of violence, it is important, when developing effective prevention strategies, to have a clear understanding of violence and the context in which it occurs (Safer-spaces 2021). The World Health Organisation (2002:4), in its World Report on Violence and Health (WRVH), proposes a definition of violence that has since become a working term for many international and South African organisations working in the criminal justice system field: "[T]he intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in

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injury, death, psychological harm, maldevelopment, or deprivation.”

The Violence Prevention Alliance (2021: 1) submit that the WRVH also presents a typology of violence that, while not uniformly accepted, can be a useful way to understand the contexts in which violence occurs and the interactions between types of violence. This typology distinguishes four modes in which violence may be inflicted: physical; sexual; and psychological attack; and deprivation.

As the presence of law enforcement agencies on campuses has been controversial (James et al. 2011; Na and Gottfredson 2013; Devlin and Gottfredson 2016; Javdani 2019) and campus safety officers the world over grapple with public health guidelines, protocols are constantly changing and police and campus safety officers work around the clock to keep up. The above view is supported by Tufts University (2021) that the supremacies and accountabilities given to campus safety officers are considerable; due diligence is therefore essential to ensure that all actions of campus safety officers are consistent and judicious.

In general, the constant and dominant presence of the South African Police Service (SAPS), as well as that of heavily armed private security companies, during student public protests is losing support and communities are demanding reforms. Reforms regarding how and when these law enforcement agencies could be involved are often uncertain. Violence at places of learning can come from different sources, take on many forms, and involve different actors (Duma 2013; Masike and Mofokeng 2014, 2017; Hall 2016; Mncube and Harber 2013; Sadiki et al. 2017), including, but not limited to, bullying, shootings, GBV&F, arson, damage to property, bombing, cyber-attacks, and terrorist acts that might be cultured outside the college but spread inside the campus and affect students and educators (Mkhize 2012) either because administrators and policymakers turn a blind eye to it or because they do not deal with it satisfactorily (Hall and Chapman 2016a, b).

Research indicates that “involvement in bullying as perpetrators, victims, bully-victims, and bystanders has been linked with deleterious outcomes by both cross-sectional and longitudinal studies” (Hall 2017:46). It may also involve different actors at different times inside the campus where learners, parents, and principals may bully educators, or get bullied by them (Mncube and Harber 2013). Langford (2012) offers a possible solution to the

above challenges based on the social ecological model: campuses must seek to minimise the broad spectrum of factors that contribute to violence, as identified through a local assessment of campus conditions. Effective teaching and learning can only occur in a safe and secure environment. In support of this assertion, Sui (2018) posits that campus safety management is a prerequisite for the normal development of all university work. Without a safe educational environment, the development of colleges and universities will not be guaranteed. In this regard, colleges and universities should attach great importance to the safety management of the campus and all safety guarantees must be put in place.

As campus security measures are increasing, including the use of campus security officers throughout South African higher institutions of teaching and learning, there is a concern that these officers are reminding society of the atrocities brought by the then apartheid security forces, rather than being on campuses to ensure student safety. Bruce (2012: 3) asserts that discussions of “the police” in the post-apartheid (post-1994) period in South Africa usually focus on the SAPS and its key predecessor, the South African Police. There is, however, a diverse range of police agencies in South Africa. These include traffic police, metropolitan police services, and municipal security guards, which mainly fall under the jurisdiction of local government. There is also an extensive private security industry, which outnumbers the members of the SAPS. Very little research has investigated the policing of violence at institutions of higher learning in South Africa. To address this issue, this paper provides perspectives on factors that contribute to campus violence based on semi-structured interviews conducted with participants and observations conducted to gain insight into the roles and the shortcomings of current measures to mitigate the challenges.

Objectives

The aim of this study was to solicit the perceptions and experiences of students, faculty, and staff regarding campus life and safety, which was guided by the following research objectives:

- To determine factors that contribute to violence on Temba Campus;
- To ascertain the areas on the campus where violent/criminal incidents mostly occurred; and

- To determine current strategies to improve campus safety.

MATERIAL AND METHODS

Methodology

This study used a descriptive phenomenological qualitative design. A snowball sampling technique was adopted in this study. The authors of this study therefore aimed to understand how the participants experienced student violence as staff members and students. Furthermore, the paradigmatic viewpoint that the authors followed in this study was that of interpretivism (Barkhuizen et al. 2015). Seventeen participants, comprising 6 lecturers (P11 to P16), a staff administrator (P17), and 10 students (P1 to P10). The ages of the participants ranged between 18 to 50 years and the majority were female ($n = 10$). Participants' level of education ranged from high school to Magister Educationis. The Human Sciences Research Council (HSRC) code of conduct was observed, the interviews were conducted on a voluntary basis, and all information was treated confidentially. To ensure that the ethical requirements of the Tshwane University of Technology (TUT) were adhered to, a letter of permission from the Faculty of Humanities' Research and Ethics Committee was obtained.

Data Collection

The data were collected utilising semi-structured interviews, based on an interview schedule, for two months. Participants' readiness in terms of their general emotional state to participate in the interviews was determined with the assistance of a qualified campus psychologist. It was important to create a comfortable atmosphere and to maintain the privacy of the participants by conducting the interviews in a closed room or where the participants felt comfortable. An audio recorder was prepared to record the conversation during the interview, as well as stationery to record the non-verbal language of the participants. The audio recorder was appropriately positioned at approximately 50-100cm in order to clearly record all of the conversations during the interview (Ritanti et al. 2017).

The collected data were transcribed into subjects for analysis by coding and grouping the data.

Furthermore, the authors recognised the noticeable, grounded grouping of meaning held by the study's participants in the setting. This involved decreasing the data to a practicable set of subjects to write into the final storyline (Creswell 2013, 2014; Flick 2014). Similar subjects were clustered together.

All the participants understood the questions. The interview schedule contained special questions based on the research objectives. A general description associated with the core question was provided. If the participants did not understand any of the questions, efforts were made to explain them in accordance with the interview guide. Furthermore, the interview was conducted in such a way that no judgment is passed based on the participants' understanding or experience (Ritanti et al. 2017).

The interview process in this study was terminated when the necessary information was obtained according to the research objectives based on data saturation. Field notes were taken containing important details related to the research objectives and coupled with transcripts. These notes were referenced in cases where natural data was forgotten during the interview process. The field notes documented the atmosphere, facial expressions, behaviour, and non-verbal responses of the participants during the interviews. Interviews were closed by thanking the participants for their participation and cooperation. Participants were engaged with in the next meeting to validate the data (Ritanti et al. 2017).

Data Analysis

Content analysis was used to evaluate the data (Barkhuizen et al. 2015). After collecting the data, the audio recordings were transcribed in order to analyse the transcripts by reading and identifying the keywords related to this study. A thematic analysis procedure was used to identify the experiences and meanings of the views in each participant's transcript (Clarke and Braun 2017). In the phenomenology approach, the meaning of a participant's life experience comprises the key thematic points in the findings (Hall et al. 2013; Polit and Beck 2010; Ritanti et al. 2017).

The data-analysis process employed in this study followed the steps described by Colaizzi (in Speziale and Carpenter 2003) and Ritanti et al. (2017) as follows: (1) Participants' life experiences were described by compiling a literature survey of

the theory and research related to the experiences of educators and students with violence at institutions of higher learning; (2) An overview of the experiences of living with victimisation and violence by students against fellow students and educators based on in-depth interviews with the participants and the field notes were compiled; (3) The transcripts of the interviews were read to obtain an overall view of the life experiences of educators and students experiencing violence and criminality in places of teaching and learning; (4) The transcripts were also read to select significant statements that were meaningful for this research's purposes; (5) The meanings of any significant statements were articulated by choosing keywords before categorising the participants' statements; (6) The statements were categorised into sub-themes and themes; (7) The in-depth descriptions were written; and (8) The findings were validated based on the feedback from the 17 participants. The data analysis yielded textual and structural descriptions of the narrative or story about the events as objects that could be studied. The qualitative research information was presented in text or picture format of a life experience. The textual descriptions used in this qualitative study included: (1) using the categories mentioned by each participant; (2) the transcripts of the interviews; (3) using the statements that varied among the participants; (4) a narrative or story; and (5) establishing keywords based on the interpretations of the researchers and participants (Creswell 2014; Colaizzi in Speziale and Carpenter 2003; Ritanti et al. 2017).

RESULTS

The aim of this study was to solicit the perceptions and experiences of students, faculty, and staff regarding campus life and safety. The data analysis generated six themes. These themes were: (1) contributing factors; (2) areas on the campus premises where criminal incidents mostly occurred; (3) current strategies to improve campus safety; (4) feelings about safety; (5) the role of the relevant stakeholders; and (6) possible solutions for safety improvement. These themes (including sub-themes) are discussed below.

The findings, as highlighted below, on aspects of campus safety on Temba Campus, can be loosely grouped into four categories. First, the findings highlighted that the participants raised a challenge

of *fear of crime* as highlighted in Theme 1, which is the subjective perception that an individual is at risk.

Theme 1: Contributing Factors

For this category or theme, it emerged from the findings that the majority of the participants acknowledged that violence did occur on the campus and that it manifested in the form of ill-disciplined and uncooperative students bullying lecturers in class during lessons. The participants also highlighted that violence has a negative impact as it affects both the students and lecturers where some were subjected to, but not limited to, stalking, vandalism of college property, sexual violence towards female lecturers, and physical fighting with fellow students. Furthermore, the participants lamented about the frequency of fights and assault among the students on the campus premises, which are exacerbated by the availability of weapons. Some participants said:

"Verbal abuse is rife in the campus. Students use swearwords and insulting language towards other students. This form of moral decay may lead to deterioration of relations between lecturers and students. The use of vulgar[ity] to students becomes normal and using insulting language in the campus" (P12).

"Sexual harassment happens both in the campus and mostly it is male students who are the perpetrators. But sadly, it is not only male students who are implicated in sexual harassment – some male lecturers are also guilty of this misdemeanour. Certain lecturers are alleged to have impregnated female students, with the exchange of marks and to pass their courses to complete their studies. This attacks the dignity of these girls and may have an adverse effect on their health and scholastic progress" (P13).

"Vandalism, it is also rife in the campus, especially during the protest. Students vandalise classrooms, being stripped of their doors, copper handles being stolen from classroom windows, cabling and wiring being stolen, and taps being removed. Some includes use of graffiti to insult one another, by writing comments on the restrooms' walls and sometimes target lecturers. Such thievery leaves the college of decay and disrepair" (P16).

Whether grounded in reality or not, the participants' perception was that a particular time or place on campus is *risky*, as highlighted in Theme 2, and can generate sufficient fear to alter behaviour.

Theme 2: Areas on the Campus Premises Where Criminal Incidents Mostly Occurred

The participants highlighted that restrooms were considered dangerous places. The restrooms are nefarious places for perpetrators, who value their secluded location. The restrooms are usually hidden from the eyes of the campus authorities. The participants indicated that many students were bullied physically and emotionally while in the restrooms. This environment featured graffiti, which vilified other students, as well as lecturers. It also emerged from the findings that some students used the restrooms as a place of gambling and for using drugs. Some participants said:

"A lack of professionalism from lecturers, which manifests in lecturers not attending classes and being absent or tardiness in coming to college, encourages violence in the campus" (P1).

"Most violent incidents occur in classrooms in the absence of educators. By arriving late, lecturers not only abdicate their duty of teaching students, but they also expose students to violence such as assault, robbery, and many other violent acts" (P5).

"Most of the physical fights that happened in classes were due to the absence of lecturers" (P9).

"Some lecturers often argue that they are only absent during free periods, or when they attended departmental workshops. Nevertheless, their absence from class provides the perfect breeding ground for violence and violent incidents and that much cannot be disputed" (P11).

The responses above, regarding areas where safety on campus was compromised, revealed the participants' actual experiences with campus-based criminal victimisation and, in some cases, experiences with disorderly and uncomfortable circumstances. Of importance here is the idea that the participants' perceptions were not simply a function of experiences with criminal acts; students, faculty, and staff may experience fear based on encountering situations that simply make them uncomfortable, such as female educators having to walk to a parking lot, where they must pass inadequately lit places, or where there is a group of male students congregating near a parking lot after dark, or a student being assigned to live with a roommate who routinely drinks to excess. Experiences with uncomfortable and disorderly events can be difficult to measure. Analogously, measuring actual crime on campuses is also quite challenging.

Thirdly, the findings of this study also highlighted what *protective measures* are taken by members of Temba Campus, as reflected in Theme 3, as well as the sub-themes.

Theme 3: Current Strategies to Improve Campus Safety

It emerged from the findings that the college left the safety responsibility to the security staff at the main gate of the campus, which has very little impact within the campus.

"Though they tried to strengthen the security to minimise violence, it is still occurring. They have tried by strengthening security and they even changed the security company to prevent this violent..." (P17).

The campus was supposed to take the initiative and address this issue but nothing had been done. A safe campus is a campus that is free of danger and where there is an absence of possible harm; a place where lecturers and students can work and study without fear of ridicule, intimidation, harassment, humiliation, or violence. On this campus, there are no secure walls, fencing, or proper gates. Some participants declared that the campus does not take safety seriously.

"This campus is not recognised at all; most of our grievances are not dealt with professionally" (P2).

"Safety in Tshwane North College [TNC] is very poor due to the fact that students are able to get inside the campus with dangerous weapons" (P6).

"However, TNC is trying as they changed the security company and even held a campus safety programme" (P3).

Sub-theme 1: Role of Stakeholders to Reduce Violence and Criminality

It emerged that all the lecturers concurred that the college does not have any formal partnership with the local SAPS. Some said:

"From my perception we don't have any partnership with SAPS, they come to our campus only when they are requested to offer physical training in our campus for the students of Safety in Society" (P11 and 13).

"Yes, we do have a partnership and other non-governmental organisations that are dealing with campus safety. We also train lecturers and our

students to stay away from crime and also to assist the college to solve crime since they study SIS [Safety in Society]. We are also planning to come up with cadets to be deployed in different campus to deal with campus violence" (P17).

Participants 1 and 10, who were students, concurred with Participants 11, 13, and 17, who were lecturers, that the college did not have a formal partnership with the SAPS. However, some of the participants perceived that there was some form of collaboration between the college and the local SAPS.

Sub-theme 2: Efficiency of Campus Security at the Campus

All the lecturer participants said that the security was not efficient at all and only one participant said that since the campus had changed the security, there has been an improvement. A participant said:

"Previously, the security was not that efficient as compared to the current security; so far I would say security has improved" (P15).

Only two student participants raised concerns regarding the efficiency of the security, while others indicated that the security at the main gate was efficient. The student participants said:

"The security check whether you have an access card and they don't search if you might be having a dangerous weapon or not" (P10).

"The security should monitor the whole premises, they should supervise students in common areas, monitor visitors around the campus, and require that visitors report to main entrance, sign in, and wear a visitor badge. Students and staff members should be aware of those who are strangers and not wearing badges of visitors. However, this doesn't happen in Temba Campus. A visitor cannot be identified in the premises, a visitor just sign[s] a book but when you leave the premises, you are not signing out and this is happening in all the campuses of TNC, which include[s] the head office" (P4).

Sub-theme 3: Role of Educators and Campus Management

One lecturer participant said:

"The management is not involved at all and they only involve themselves during protest when they are called. The management supplies the policy and this policy is not well followed,

especially when the students have to face the disciplinary hearing" (P16).

One student was of the view that the management was not involved, and another one held the view that lecturers were trying and said:

"Lecturers are trying with all their power to deal with violence and managing it" (P7).

Theme 4: Feelings about Safety

It emerged from the findings that some of the lecturers mentioned that the campus was not safe at all. Only two lecturers said that the college environment was safe. One of the participants said he/she did not feel safe, while another gave reasons why he/she felt unsafe. They said:

"It is not; we have instances where weapons like knives have been confiscated from students, and the question is how many students enter the premises carrying them" (P12).

"The security does not do a proper search, and they are also not doing full patrol around the campus. Some of the students [are] smoking dagga in the premises and if they were doing patrol, hopefully they were going to discover this kind of behaviour" (P1).

Protective measures are various strategies such as actions taken by individuals in the hope of reducing the likelihood of experiencing criminal victimisation. The participants' responses reflected what could be done by the administrators, as well as what measures are in place towards avoidance, such as awareness programmes to advise vulnerable groups such as female staff or students to take precautionary steps, not going out at night or avoiding certain areas, taking efforts to ensure personal security such as carrying pepper spray, and guardianship enhancement actions intended to make a target less desirable.

Sub-theme 1: Current Strategies and Plans to Implement for Creating a Safe Environment

The findings indicated that the majority of the participants concurred that there were no strategies or any implementation that they were aware of. Some said:

"Management has thus far not pronounced their future plan to make the campus safe except the promise to put a new fence in the campus" (P13).

"Enough security personnel must be deployed to prevent violence in the campus as the present

security is not enough to deal with the violence in the college" (P12).

Finally, the responses from the participants also highlighted their attitudes toward a variety of critical incident responses and policies by various stakeholders towards ensuring that Temba Campus is a safe place for teaching and learning. Their responses are discussed below.

Theme 5: The Role of the Relevant Stakeholders, Communities and Parents

The lecturers highlighted that they did receive support from the police, but only during the protests, and they responded very well, even when they were called to facilitate the SIS course. However, the students' responses differed from the lecturers as they claimed that they did not receive support at all. The students were of the view that more visibility by the SAPS was a necessity. Some said:

"The police only intervene during the strikes and we cannot call that a support. We need to see the police doing the campaign in the college to develop peace between student[s] and the police" (P9).

"Parents and the community play no role to bring the discipline in the college" (P5).

"Parental involvement is very minimal because we don't even have the parents' meeting; they are only involved during disciplinary hearing" (P15).

Theme 6: Possible Solutions for Safety Improvement

The majority of the participants concurred that, in order to foster safety and security within the campus environment, the campus security programme should provide students and employees with an atmosphere that is free from fear of personal harm or property loss. To accomplish this goal and to comply with requirements, the college should develop a campus security programme and train students and personnel on campus crime prevention measures, organise a campus security department, perform security surveys and patrols on campus, and institute an access control programme for the campus and student housing. Some participants said:

"Police need to be invited for random drug search operation and learners that lead bunk classes need to be reported to parents" (P1).

"Enough security personnel with enough backup structures must be deployed. Vehicles for patrols purpose need to be enough" (P2).

"If we can have psychologist in campuses to assist us in dealing with behaviour of the students" (P3).

DISCUSSION

In this study, the purpose of the interviews was to reveal tendencies towards violence on Temba Campus, and to analyse the relation of the data with the attitude towards campus violence, challenges brought by violence, as well as possible strategies to mitigate these challenges. It was determined through the participants' responses that there is a wide variety of feelings regarding the manifestation of violence on Temba Campus in the form of harassment and victimisation by students of fellow students, as well as of lecturers. Furthermore, the findings highlighted that students had been stalked during the academic year and that the perpetrators are known to their victims. This might create distress and fear of intimidation and, apart from these psychological consequences, those who are stalked might face physical harm. From the responses, it was clear that the college management or administrators have an obligation to protect both the students and the lecturers on the campus. The literature review provided some reasons why certain programmes earmarked to reduce violence on the campus were not adequately addressed as administrators and policymakers turn a blind eye to some forms of violence, such as stalking and bullying, or perhaps these programmes do not deal with manifestations of violence satisfactorily (Hall and Chapman 2016a,b).

"Satisfactorily" means many things to many people. It could also mean that, in some cases, a rigid and zero-tolerance strategy by the campus administrators might not address the challenges adequately. A rigid policy could also inadequately offer an enabling environment for both students and/or the educators and administrative staff. These measures could be seen as a catalyst towards an effective approach in the extreme. Chastisement might be too punitive for a campus population and could lead to indignation and hostility. Because of punitive discipline, students might not report undesirable behaviour for fear or anxiety that the instigators of the behaviour might be subjected to punitive measures.

Furthermore, the findings highlighted that some of the participants concurred that violence in the form of bullying, due to loyalty to a one's social group, sexual harassment, stalking, vandalism, physical fighting, and substance abuse, was prevalent on the campus. The results of this study are consistent with the findings of a study by Hassan and Ageed (2015) conducted at the University of Zalingei, which found that violence is caused by tribalistic beliefs among students. A manifestation of violence among students is a form of youth violence that may arise early in life and continue into adulthood if it goes unchecked. Student violence may include slapping, beating, bullying, rape, and weapon usage. Ritanti et al. (2017) posit that the negative views of society meant that some of the participants received unfair treatment, as can also be witnessed from the participants' responses in relation to Theme 1. These views could be due to negative attitudes and the views of the community or parents towards some of the students, as well as their views of the self and social discrimination (Ritanti et al. 2017). The results of this study support the concept proposed by Jones et al. (1984) and corroborate those by Ritanti et al. (2017), namely that dishonour is due to an unreasonable public appraisal of behaviour or character.

Furthermore, it emerged from the findings that the majority of the participants concurred that bullying, sexual harassment, stalking, vandalism, physical fighting, and substance abuse were prevalent on the campus. Some students see drug abuse as one of the major concerns on the campus, as well as claims that some students take drugs during breaks and attend classes under the influence. This is consistent with Kerachio's (1994) findings that bullying behaviour was common among students who are addicted to drugs. This mostly causes disruption of classes and learning. The most prominent drug is marijuana, which is readily available. The problem is that communities contribute to the escalation of drug abuse as law enforcement agencies not often informed about illegal activities. Alcohol abuse plays a major role as a source of violence on the campus. According to King et al. (2006), heavy substance use can lead to problems with working memory and attention due to changes in adolescent brain activity, which may lead to decreases in academic performance and engagement in school and, ultimately, increase the risk for school problems and dropout. This is an

indictment on the part of communities from whom the students copy certain societal values.

Regarding areas on the campus premises where violent/criminal incidents mostly occur, the participants indicated that restrooms were considered dangerous places. The restrooms are nefarious places of perpetrators, who value their secluded location, and the restrooms are usually hidden from the eyes of the campus authorities. The participants indicated that many students were bullied physically and emotionally while in the restrooms. This environment featured graffiti, which vilified other students, as well as lecturers.

It also emerged from the findings that some students used the restrooms for gambling and using drugs. The responses indicated that the physical environment of the campus premises and grounds is a key factor in the overall health and safety of students, staff, and visitors. In support of this assertion, Xaba (2006) posits that the physical environments of places of learning need more attention in terms of ensuring that the basic features of safety and security are in place. In this way, campus management would be able to engage in overall safety and security in terms of campus environments as entities comprising both physical and social aspects.

With so many people living on campus, attending classes, or using the library, one cannot assume that everyone has good intentions. The implications for management are that campus buildings and grounds must be designed and maintained to be free of health and safety hazards and must promote learning. Students' achievements can be affected either positively or negatively by the campus environment. The effects of substance use on academic outcomes may have motivational, social, and behavioural components, in addition to effects on cognition and cognitive development (King et al. 2006). It is the view of the authors that when it comes to being on campus or in the community at night, students should never be alone. While many areas of college campuses and community streets are well lit at night, there are also areas that probably are not.

Policies and protocols must be in place to ensure food protection, sanitation, safe water supply, healthy air quality, good lighting, safe recreational areas, violence prevention, and emergency response, among other issues that relate to the physical environment of the campus. It is important that

security departments or divisions within institutions of higher learning take into consideration the views of students because their experiences can offer valuable insight into their security needs. Campuses have for a very long time been seen as reflecting microcosms of society (Bickel in Hardeo 2013). Hardeo (2013) asserts that this may still be true, although the colleges of the past were very different from the institutions of today. They were standardised, narrowly defined, and more easily protected. There has been increasing support from the public to broaden the campus in terms of its programmes, research, and physical composition. This has given rise to improved security controls in an effort to create a more impermeable campus without compromising or hindering access for bona fide staff and students. Without such controls, the campus becomes vulnerable. This is particularly vital when the role that the institution plays in society grows and the security obligation becomes more essential.

As for the participants' views regarding Temba Campus' safety, it emerged from the findings that the college administrators left the responsibility of safety to the security at the main gate of the campus, which has very little impact within the campus. The campus should have taken the initiative and addressed this issue, but nothing has been done. Ensuring safety within a campus requires a concerted effort by everyone in the campus community. This, according to Jacobs (2017), proved to produce positive results. This should include proactive positioning of officers and increased visibility and presence, regular security assessments of campus and community buildings, and ongoing education of officers and the entire university community. A safe campus is a campus that is free of danger and where there is an absence of possible harm; a place where lecturers and students may work and study without fear of ridicule, intimidation, harassment, humiliation, or violence.

This campus has no secure walls, fencing, or proper gates. Regarding the findings on stakeholder engagement, the participants were of the view that the DHET and the SAPS should be major role players in the campus environment and must form a cooperative partnership protocol that will set out the framework for close interdepartmental coordination to create a safe, caring, and friendly campus where quality learning and teaching can take place. This should inform the implementation of school-based crime prevention programmes, which must aim to

link the campus with local police institutions such as Temba Community Service Centre (which is often referred to as a police station). While most lecturers feel that what happens in their classroom is their only responsibility, some lecturers do take the time to see what goes on outside their classroom. For example, in between classes, lecturers should be at their doors monitoring the halls and keeping their eyes and ears open. These structured periods of time allow them to learn a lot about themselves and the students. They must ensure that they are enforcing college policy, even though this can be difficult. Educators and the management must not turn a blind eye when they hear students cursing or teasing one another; they should intervene. Those who turn a blind eye to problems are indirectly approving bullying behaviours, for instance.

The partnership protocol between the DHET and the SAPS should set out the framework for close interdepartmental coordination to create a safe, caring, and friendly campus where quality learning and teaching may take place. This should inform the implementation of school-based crime prevention programmes, which must aim to link the campus with local police stations such as Temba Police Station. This has proven to work in the case of the New Jersey Institute of Technology, which saw a nine-year low in many Uniform Crime Reporting categories after the introduction of a new certified 9-1-1 public safety system (Jacobs 2017). It is very disturbing, judging from the participants' responses, that relevant stakeholders did not assist adequately to instil discipline in the teaching and learning environment.

In education, the term "stakeholder" normally denotes to everyone who is invested in the welfare and accomplishment of an institution of higher learning, such as colleges and universities. Stakeholders, for the purposes of this study, comprise students, administrators, lecturers, parents, families, community members, local business leaders, and elected officials such as the Student Representative Council (SRC), city councillors, and state representatives. It is the view of the researchers that stakeholder engagement strategies are also widely considered central to successful college improvement by many individuals and organisations that work with the college where this study was conducted (The Glossary of Education Reform n.d.).

As the findings of this study highlighted, some communities were relatively uninformed

about or disconnected from their local college. The implications for college administrators are that, for reforms to take place, there is a need for more inclusive, community-wide involvement in a college-improvement process. The general theory is that by including more members of a college community in the process, college leaders can foster a stronger sense of ownership among the participants and in the broader community. In other words, when the members of an organisation or community feel that their ideas and opinions are being heard and when they are given an opportunity to participate authentically in a planning or improvement process, they will feel more invested in the work and in the achievement of its goals, which will in turn increase the likelihood of success (The Glossary of Education Reform n.d). It is very important that the college be encouraged to have a long-term relationship with stakeholders in order to identify and address underlying problems, which may lead to disorder, ill-discipline, and crime, and to implement strategies to overcome these problems to make the campus and its immediate surroundings safer. The support of the police on the campus is to make students feel safe in their learning and to create a positive relationship between policing staff, with the goal of reducing crime and violent behaviour committed by students around the campus.

It emerged from the findings that parents and community members lack knowledge about the importance of their involvement in classroom life. Coordinated planning of such involvement could benefit all concerned at colleges, enhance learner achievement, and ensure learner cooperation. The actions of the parents and the community affect student behaviour and it influences how they interact with other people. The main reason for such a partnership is to aid students in succeeding in their studies. Other reasons include improving the school climate and programmes, developing parental skills and leadership, assisting families in connecting with others in the school and the community, and assisting teachers with their work (Đurišić and Bunijevac 2017).

Parents should contact schools to learn about the behaviour of the students and visit the school once or twice a year. It is important that the college engages with parents and the community members, as violence is a general problem. Through workshops and surveys, community members can provide feedback and suggest ideas about how to solve the

problem of violence on campus. This feedback, coupled with the use of accurate community violence and housing data, will be used to help develop action plans that make safety a priority.

The findings regarding current strategies employed by Temba College highlighted that the participants were of the view that there were no safety and security strategies in place on the campus. It is important that the college develop strategies to enable an environment where students can learn to think critically, solve challenging problems, and prepare to take their place in the community as productive citizens without any form of disruption. Part of this process should therefore involve educating students about social issues such as sexual assault, domestic violence, and stalking, while influencing them to make informed and positive choices. As with any difficult issue, in order to solve the problem, college administrators should start by acknowledging that violence, not only against women but also against men on campus, exists. It is the researchers' view that it is high time that society should learn how to separate the myths from the facts; understand the scope and implications of sexual assault, domestic violence, and stalking on campuses today; and seek to involve both women and men in solutions to prevent violence. The development of policies and procedures is one of the least expensive security measures, yet it is often overlooked. They are extremely important in any college in South Africa. Policies and procedures set guidelines and provide direction as to how situations should be managed and handled. The following policies and procedures should be drafted in all schools: lecturer and student codes of conduct, a code of ethics, a security plan, and an emergency preparedness plan.

CONCLUSION

The aim of this study was to solicit the perceptions and experiences of students, faculty, and staff regarding campus life and safety. This study was guided by three research objectives, namely (1) to determine factors contributing to violence on Temba Campus; (2) to ascertain areas within the campus where violent/criminal incidents mostly occurred; and (3) to determine current strategies to improve campus safety. The findings, as captured through the six themes, on aspects of campus safety on Temba Campus, can be loosely

grouped into four categories. Firstly, the findings highlighted that participants raised a challenge of *fear of crime*, as highlighted in Theme 1. Secondly, the participants' perception was that a particular time or place on campus is *risky*, as highlighted in Theme 2, and can generate sufficient fear to alter behaviour. Thirdly, the findings of this study also highlighted what *protective measures* are taken by members of Temba Campus as reflected in Theme 3 and the sub-themes. Finally, the participants' responses also highlighted the participants' attitudes toward a *variety of critical incident responses* and policies by various stakeholders, as reflected in Themes 4 to 6, towards ensuring that Temba Campus is a safe place for teaching and learning.

In this study, the phenomenon of violence on Temba Campus, as highlighted by the participants' responses, is a reality that needs all relevant stakeholders to assist the students to have a healthy perspective about themselves, fellow students, educators, and the wider communities. This study makes a contribution to knowledge for other studies that will build on this study towards the advancement of factors that contribute to violence on campus and the impact brought about by violence. Campus administrators, assisted by other relevant roleplayers, should provide adequate training, targeting the students, parents, and wider youth around the campus, to minimise violence. These interventions, in the form of training, can change individuals' perceptions of violence and are also important in gaining problem-solving skills. The educational role of the SAPS in determining and preventing violence is undeniable. In this regard, it is inevitable for the SAPS, in collaboration with the Department of Social Development and the DHET, to be in charge of the protection and improvement of community health and to take responsibility for the prevention of violence.

RECOMMENDATIONS

Based on the findings of this study, the following are recommended:

Security at the main gate must be improved, closed-circuit television (CCTV) cameras must be installed on campus, and security scanners should be used to detect weapons. Campus safety improvement is a complicated issue that affects lecturers, students, administrators, and the parents in a variety of ways, from the quality of learning to the risk of lawsuits.

However, is it also everyone's responsibility; it is therefore recommended that the campus management should remind stakeholders of their respective roles in promoting campus safety and security once the system that enables role playing is in place. Furthermore, the college can limit entry to campus buildings and clearly mark the main entrance to the campus. There should be consistent monitoring of parking lots and supervision of student common areas such as hallways, cafeterias, and recreational areas. If possible, CCTV surveillance should be added to these areas to record anything a monitoring person may miss. To deal with violence, students must serve on safety and security committees, which could equip them with the necessary skills to combat campus-based violence. Students should be engaged in sporting and social activities that will leave them with little or no spare time to indulge in potentially violent activities. The campus should investigate the possibility of providing the most basic sporting facilities.

LIMITATIONS

This study was based on voluntary participation by students and lecturers. They should have been on the campus on the dates when research data were collected. This means that only a handful of participants (lecturers, students, and one administrator) were used as a sample in line with qualitative research techniques, which can be seen as a limitation of this study. Conducting the study on only one campus is limited and the research results therefore cannot be generalised to the overall population. Obtaining data from the SAPS, community policing forums, participants, parents, and non-governmental organisations might have improved the validity of the data. Future studies should consider including such data to improve the scope of their research.

IMPLICATIONS

The purpose of campus administrators and all other role players at Temba College is to develop, facilitate, and coordinate a campus-wide programme for the campus population, and Temba College should be able to promote an atmosphere conducive for teaching and learning. The implications for administrators and relevant stakeholders are that violence on the campus could force students to leave Temba Campus and look for alternative

places with less violence or victimisation. It is therefore imperative that all stakeholders collaborate efficiently, or at least adequately, to identify and intervene with students perceived to be at greater risk for violent or disorderly conduct, what measures can work, and to reduce the violent behaviour on campus. To achieve this outcome, Temba Campus administrators, together with relevant stakeholders, should attempt to take a number of steps, including increasing communication and information sharing between public safety, student services, and the campus protection service.

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