CAMPUS CRIME AND SECURITY: AN ASSESSMENT OF THOMAS ADEWUMI UNIVERSITY, KWARA STATE, NIGERIA

PROJECT

Submitted By

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21/15SCS008

Submitted to the
DEPARTMENT OF SOCIOLOGY

IN PARTIAL FULFILLMENT OF THE AWARD OF B.Sc. IN CRIMINOLOGY AND SECURITY STUDIES AT THOMAS ADEWUMI UNIVERSITY. OKO IRESE, KWARA STATE

JULY 2025

DECLARATION

I, Fonahanmi Idris OPEYEMI, with Matriculation number 21/15SCS008, hereby declare that this dissertation, titled "Campus Crime and Security: An Assessment of Thomas Adewumi University, Kwara State, Nigeria", is my original work. This research has been undertaken in the Department of Sociology (Criminology and Security Studies), Faculty of Management and Social Sciences, Thomas Adewumi University, Oko-Irese, Kwara State.

I affirm that this work has not been previously submitted, in part nor in full, to any other university or institution for the award of any degree or diploma. All sources used have been duly acknowledged and referenced in accordance with academic conventions.

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CERTIFICATION

This is to certify that this dissertation was written by FONAHANMI IDRIS, OPEYEMI. M. with Matriculation Number 21/15SCS008 to the Department of Sociology (Criminology and Security Studies), Faculty of Management and Social Sciences, Thomas Adewumi University, Oko-Irese, Kwara State.

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DEDICATION

This project is humbly and reverently dedicated to the Lord of Lords, and the Messiah, King of Kings, Almighty God. To Him alone be all the glory, honour, and adoration for His divine guidance, strength, and wisdom throughout the entirety of this academic endeavour.

ACKNOWLEDGEMENT

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ABSTRACT

This study investigates the nature, causes, and implications of campus crime at Thomas Adewumi University, a private institution in Kwara State, Nigeria. Using a mixed-method approach combining structured questionnaires (n=297) and semi-structured interviews (n=3), the research explores students' experiences, perceptions of security, and the effectiveness of existing preventive measures. The findings reveal that theft is the most common crime on campus, with 77.8% of respondents affirming awareness of stolen personal items. Physical assault was reported by 46.5% of participants, while only 19.2% acknowledged incidents of sexual harassment, suggesting possible underreporting or social stigma. All respondents lived on campus, and a majority (74.4%) were female, with most aged between 18–24 years. Contributing factors to campus crime include poor lighting (identified by 64% of respondents), insufficient security personnel (46.1%), peer influence, overcrowded hostel conditions, and lax monitoring in shared spaces. Additionally, cyberbullying, verbal harassment, and unauthorised hostel entries emerged as less visible but impactful issues. Routine Activity Theory and Social Learning Theory guided the interpretation of results, emphasising that opportunity, peer influence, and inadequate guardianship contribute to campus crime. Although Thomas Adewumi University maintains a security unit, limited personnel, a lack of coordination with local law enforcement, and minimal student engagement hinder crime prevention. The study recommends the installation of CCTV systems, improved campus lighting, increased security staffing, and the promotion of student-led safety initiatives. Findings contribute to existing literature by highlighting the peculiarities of campus crime in Nigerian private universities, an area previously underexplored. It advocates for a multidimensional, proactive security policy tailored to private university settings to foster safer academic environments.

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Campus security is an important matter for institutions of higher education worldwide because of its direct influence on students, teachers, and administrative staff's safety, health, and scholarly performance (Jennings, Gover, & Pudrzynska, 2007). Secure learning environments are most important in fostering intellectual development, socialisation, and institutional development. But campus crime is a deeply rooted issue that dissolves these basic functions and embraces anything from theft and violence to cybercrime and sexual harassment (Ekpoh, Edet, & Ukpong, 2020). In Nigeria, institutional reputation as well as the broader social consequences of the criminalisation of the activities of crime multiplication within higher institutions. Public and private universities face security issues, for which ongoing research and deterrent crime activities suitable to their setting are necessary. Funding, facilities, student population, and administrative customs variations tend to influence campus crimes' frequency and nature. Targeted security planning and student-centred interventions are hence necessary to effectively meet vulnerabilities (Fisher & Sloan, 2013).

Campus crimes are a combination of criminal acts that interfere with academic processes and endanger students' and employees' safety (Khade & Patil, 2018). Asiyai and Oghuvbu (2020) have determined such joint crimes as examination malpractices, plagiarism, sexual harassment, certificate forgery, and every form of assault in Nigerian universities. These offences not only soil the integrity of the academies but also develop a culture of fear and mistrust that scares away participation by the students and learning. Furthermore, there has been a growing number of cybercrimes, among them financial scams and identity theft, complicating security in universities (Badiora, 2014).

Campus crime causes are deeply rooted in a complex interplay of individual, social, and environmental factors. Akinyoade and Ogunmola (2018) held the view that peer, poor moral direction, and economic poverty were major determinants of students' criminality in private universities. Their findings depict that vandalism, drug addiction, and alcoholism crimes have a tendency to be encouraged by poor management systems within institutions and the absence of disciplined intervention. Similarly, crimes such as cultism, sexual harassment, and physical assault

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It has been associated with inbuilt societal problems such as joblessness among youth, family instability, and availability of violent material online (Agberagba, 2024). In other cases, environmental concerns drive campus crime, particularly where there is a lack of security infrastructure in universities.

According to Ekpoh et al. (2020), aside from the poor lighting conditions, the scarce security personnel and advanced monitoring devices created a wide gap of security lapses in Nigerian universities. Therefore, according to Ekpoh et al. (2020), the application of principles related to Crime Prevention Through Environmental Design, which includes amendments in the physical environment that minimise crime opportunities, is recommended. For instance, crime control initiatives such as increased lighting, enhanced natural surveillance, and limiting access to university premises have been able to reduce crimes significantly in city centre neighbourhoods (Badiora, 2014). Students' direct participation in campus security initiatives is also essential in the prevention of crime.

Agberagba (2024) noted that the perception of safety among students plays a crucial role in overall campus safety. By self-policing activities, such as reporting suspicious activities and adhering to the institution's security procedures, crime frequency declines. Nevertheless, in Nigerian universities, student participation in security is not widespread because most students see crime prevention as the responsibility of school administrators and security personnel alone (Ekpoh, Edet, & Ukpong, 2020). Due to the distinctive structure and mode of administration of the private universities in Nigeria, there is a necessity for special research on the specific nature and factors influencing campus crime in the institutions.

Private universities are distinct from public universities because they endure stricter control procedures and admission guidelines, smaller student enrollment, and more regulated access points (Ajayi, 2021). Nevertheless, security matters remain paramount in the arena of violation of academic integrity, cyberbullying, and drug abuse (Akinyoade & Ogunmola, 2018). Crime trend identification of private universities will help the concerned authorities to determine security loopholes to be filled urgently and inform the development of a crime prevention policy that reflects reality. The aim of this research, therefore, is to examine campus crime in Thomas Adewumi University in Kwara State.

1.2 Statement of the Problem

Private institutions in Nigeria, including Kwara State, are struggling to adequately secure their buildings. Ojo and Ogunyemi (2022) posited that the majority of these institutions do not have adequate resources, which restrict their investment in security equipment such as surveillance systems, illumination, and certified security officers. In turn, campuses remain susceptible to criminal activities that could be prevented with increased security.

Social interactions within the university also contribute significantly to the perpetration of campus crime. According to Ekpenyong and Okon (2020), peer influence among students, minimal strong moral standards, and poor student involvement programs lead students to commit crimes. Drug and substance abuse, stealing, and vandalism are just some crimes that could also be led by peer pressure, which is prominent in the university environment. These acts agitate the educational and social life of universities and create an unsafe atmosphere for students as well as for employees.

Yet another pressing issue is the growing incidence of cybercrime among students in Nigerian universities. Ushe, M. U. (2019) found that the majority of students in both private and public Nigerian universities are becoming more and more engaged in online fraud, hacking, and identity theft. The growing popularity of digital platforms has presented new avenues for criminal activities, and students make use of such opportunities for their own advantage. Cybercrimes not only threaten individuals but also damage the reputation of the universities, highlighting the essence of proper crime prevention.

Despite the availability of security offices in most private universities, their effectiveness is always stifled due to a scarcity of resources, ineffectual training, and the absence of coordination between them and local law enforcement agencies. Similarly, as much as crimes on campus and their effects have been studied widely among Nigeria's public universities, relatively little empirical research has been undertaken regarding the research area among private universities. Hence, the present study investigates campus crimes within private universities in Kwara.

Despite the existence of security departments in most private universities, they are largely ineffective because of limited resources, a lack of proper training, and a lack of coordination with national law enforcement agencies. Similarly, despite extensive studies on campus crime and its related implications among Nigerian public universities, very limited research has been conducted on the subject area among private universities. As such, this study examines campus crimes in private.

Universities in Kwara State, Nigeria.

1.3 Research Questions

The research questions for this study are as follows:

1. What types of crimes frequently occur on Thomas Adewumi University Campuses?

2. What factors contribute to campus crime on Thomas Adewumi University Campuses?

3. What is the perception of students, faculty, and staff regarding campus safety and security protocols?

4. What actionable strategies can be recommended to improve campus safety in Thomas Adewumi University?

1.4 Research Objectives

The objectives of this study are:

1. To identify and categorise the types of crimes that commonly occur on Thomas Adewumi University campus in Kwara State.

2. To examine the factors contributing to campus crime on Thomas Adewumi University Campus.

3. To assess the perceptions of students, faculty, and staff regarding campus safety and security protocols in Thomas Adewumi University.

4. To recommend actionable strategies for improving campus safety at Thomas Adewumi University.

1.5 Scope of the Study

The ambit of this research centres on the evaluation of campus security and crime in private universities in Kwara State, Nigeria. The research will centre on Thomas Adewumi University (TAU). It will evaluate the nature, cause, and effect of different crimes being committed on such campuses, violent as well as non-violent. In addition, it will examine social, economic, and environmental causes of crime and survey the perception of students, staff, and faculty toward campus safety and security.

Practices. Lastly, the study will determine the effectiveness of current security procedures and suggest effective measures to enhance campus safety.

1.6 Significance of the Study

This study is significant not only for its practical utility in helping to make campuses safer but also for its theoretical contribution to the research literature on crime prevention on college campuses.

Practically, this study provides enlightening information on the specific security challenges of private universities in Kwara State, namely Thomas Adewumi University (TAU). By establishing the types of crime that recurrently occur on this Campus and understanding the underlying causes of these crimes, university managers can embark on targeted interventions to address the underlying causes of campus crime. The findings will also inform the development of more robust security policies, keeping students, staff, and faculty safer. Moreover, by proposing actionable suggestions, this study can help foster collaboration between universities and local police departments, leading to more comprehensive and effective crime reduction initiatives. Thus, one of the most significant aspects of this study is that it can be utilised to maximise campus security, protect the university community, and provide a safer and more nurturing educational environment.

Theoretically, this study will contribute to the knowledge of campus crime and security in Nigerian universities. While the majority of the literature has focused on public universities or general crime trends, this study fills a gap as it focuses on private universities, particularly in Kwara State. The research will analyse the interplay between social, economic, and environmental factors in the causation of campus crime, with contributions to the theoretical explanations of crime causation and prevention in institutions of higher learning. Additionally, through an exploration of campus security and safety perceptions, the study will provide a better understanding of the relationship between security measures and the general perception of safety in university communities. This theoretical contribution will be beneficial to researchers and policymakers who want to have a better understanding of the dynamics of campus security in the Nigerian context and beyond.

1.7 Operational Definitions of Key Terms

Campus Crime: Any criminal activity that occurs on the physical campus of a university, including theft, assault, vandalism, drug abuse, and cybercrime. Campus crime in this study will be used to describe cases presented at Thomas Adewumi University (TAU) in Kwara State, Nigeria.

Campus Security: The procedures and policies put in place to protect and secure the university community (students, staff, and visitors). These encompass physical security features such as CCTV cameras, security personnel, and emergency response services within TAU.

Environmental Conditions: These are physical and social factors that enable or promote crimes within the university environment. These can include the location of the campus, infrastructure, lighting, accessibility, and provision of adequate security factors and technologies.

Faculty: The teachers who are employed by the university to teach as well as guide students in their research.

Perceptions of Safety: the personal judgment by members of the university community (students, staff, and faculty) of their sense of safety or lack thereof on campus. It will encompass perceptions of the TAU university community regarding crime and the effectiveness of existing security measures.

Private University: A higher educational institution that is privately owned and operated, as opposed to a public university. TAU is a private university in Kwara State, Nigeria, and the subject of this research.

Security Protocols: The established procedures and policies that guide the management of security on campus, including crime reporting, emergency response, and crime prevention strategies. These protocols will be assessed at TAU to determine their effectiveness in addressing campus crime.

Students: Individuals enrolled at a university to pursue academic courses and programs. In this study, students refer to individuals enrolled in undergraduate programs at TAU.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Preamble

This chapter offers a critical appraisal of campus crime and security literature. It explains the conceptual frameworks of campus crime, security, and crime prevention strategies based on both international and national research. The chapter also explains the prevalent types of campus crime in Nigerian universities, causal factors behind such crimes, and perceptions about campus security by the public. In addition, it also reviews empirical studies on campus security and takes into consideration theoretical models that provide the foundation of knowing crime trends in institutions of higher learning. Finally, it identifies gaps in existing literature to justify this research.

2.1 Conceptual Review

2.1.1 Campus Crime

Campus crime is a growing phenomenon in universities across the world, including Nigeria, where public and private institutions are grappling with various forms of criminality. Campus crime, in the Nigerian university setting, is an overarching category of offences ranging from theft, sexual assault, drug abuse, and vandalism to cybercrime. These offences not only pose a threat to the safety of students, workers, and lecturers, but they also disrupt the academic climate to the extent that the quality of education and overall university experience are adversely affected (Ogunyemi, 2020). It is therefore crucial to examine the causes and types of campus crimes and the effectiveness of crime prevention measures, so that the learning and social environments can become safer.

Socio-economic status of the students is one of the major contributing factors to campus crime. Poor students are likely to become involved in crime due to economic constraints, peer influence, and lack of social support. These could find expression in criminal behaviours such as theft, robbery, and substance abuse, which are common in campus reports.

As posed by Ekpenyong and Okon (2020), socio-economic tensions such as unemployment and poverty have the tendency to drive students into criminal behaviour in a bid to alleviate their challenges. Also, institutions with poor support mechanisms are likely to experience high levels of

Campus crime may occur because students may resort to illegal means of survival.

Another causal factor is poor security arrangements on campus. All the universities in Nigeria, particularly the private institutions like Thomas Adewumi University, usually have the challenge of offering security due to meagre budgets and resources (Ojo & Ogunyemi, 2022). With insufficient infrastructure, such as poor lighting, poorly trained security officers, and no surveillance system, there are avenues for crime. Without any security precautions, the universities are easy prey for criminal elements, who take advantage of the loopholes to commit various offences.

Peer pressure also plays a significant role in campus crime. Being that colleges and universities are very social environments, they provide opportunities for the students to become tight-knit groups where behaviour and norms are established. Some of these peer groups will condone criminal behaviour, and such members will engage in criminal behaviour such as the use of drugs, bullying, or cheating. Ekpenyong and Okon (2020) also argue that peer pressure, especially in the early years of university life, heavily influences students' choices, with a resulting increase in criminal activities. The peer interactions, together with the absence of strong moral guidance, are determinants that contribute to the prevalence of crime on campus.

Cybercrime is yet another new type of campus offence that has gained vigour in the past decade, especially with the increased application of online platforms for educational and social life. Nigerian university students, such as those based in TAU, have been accused of engaging in online fraud, hacking, and identity theft of other individuals, exploiting the anonymity afforded by the internet. Ushe, M. U. (2019) mention the growing phenomenon of cybercrime that has been discovered to be on the rise among university students, since it is stated that most people utilise their technical know-how for illicit purposes such as phishing and online scams. Rising cybercrime among university students can be better related to the necessity of digital campus policies.

2.1.2 Security

Security, in the context of university campuses, refers to the range of measures and systems put in place to protect the university community from threats in the form of crime, violence, and natural disasters. Effective campus security is a combination of physical, technological, and social measures that strive to offer safety and well-being to the students, faculty, and staff. According to Komer et al. (2019), campus security must react to threats from outside and also to internal matters such as student behaviour, institutional policies, and the university's physical environment. A safe campus offers an

An enabling environment for learning removes fear among members of the campus community and guarantees that criminality does not disrupt academic activities.

A key aspect of campus security is the physical environment, which includes security cameras, security personnel, lighting, and access control points. Physical security in the form of CCTV cameras and highly professional security personnel acts as a form of deterrence to crime, say Braithwaite and Johnson (2017). These not only help prevent crime but also act to give valuable evidence in the event of any untoward incidents. In the majority of universities across the globe, for instance, in Nigeria, security guards and modern surveillance devices have been found to reduce crime greatly because criminals are more likely to be apprehended or deterred by these systems.

In addition to physical protection, there is an increasingly important role played by technological innovation in enhancing campus security. Use of computer-based security equipment, such as emergency response systems, cellular security apps, and campus monitoring software, has become prevalent in many universities. For instance, US and European universities have adopted mobile applications in which students can report unusual activities, call emergency services, and receive real-time safety alerts (Taylor et al., 2020). Such technologies improve response times and give students and personnel instant access to aid in emergencies. But in Nigerian universities such as Thomas Adewumi University (TAU), the adoption of such technologies is in its infancy stage, showing a gap to be filled.

Besides, social factors such as the involvement of the campus community in security initiatives are instrumental in creating a culture of security. As Nwogwugwu and Nwachukwu (2018) discuss, campus security is not only for security agents but requires the contribution of students, staff, and lecturers. Awareness drives, security training, and community policing are some of the initiatives that can contribute significantly toward making efforts at security effective. Universities that encourage collaboration between campus security and the community have lower crime rates and increased security measures. An organised campus security plan, in which everyone is involved in making the campus safe, is key to long-term success.

2.1.3 Crime Prevention Strategies

Crime prevention programs are strategies and interventions aimed at reducing or stopping criminal activity in chosen settings, such as university campuses. Crime prevention programs are necessary to construct a safe and secure environment for the faculty, staff, and students. Clarke (2018) recommends

Crime prevention programs can be categorised into situational and social prevention strategies. Situational crime prevention addresses the physical and social setting to reduce opportunities for crime through, for example, enhancing illumination on campuses, the installation of closed-circuit television, and securing entrances. Social crime prevention, addressing the root causes of crime such as poverty, illiteracy, and alienation, seeks to reverse these through initiatives that promote positive attitudes and civic engagement.

A well-tested situational crime prevention strategy is the use of environmental design, or Crime Prevention Through Environmental Design (CPTED). This entails modifying the built environment to avoid crime by promoting natural surveillance, access control, and territorial reinforcement. Good examples include lit walkways, open lines of sight, and restricted building access that can decrease opportunities for crimes like theft, assault, and burglary. It has been proven that CPTED applications on university campuses are reducing crime to a great extent (Jeffery, 2019). In Nigerian universities like Thomas Adewumi University (TAU), their use in campus planning can successfully counter the security issues.

The second pillar of crime prevention is the adoption of community policing programs. Community policing, as Kelling and Wilson (2020) posit, is the creation of intimate relationships between the campus community and law enforcement to facilitate trust, cooperation, and communication. Some of the strategies for community policing in colleges could involve including students, faculty, and staff in crime prevention forums, instituting neighbourhood watch programs, and spurring people to report suspicious activity. By establishing a collective sense of responsibility for campus security, community policing promotes an awareness and solidarity attitude that makes it more difficult to commit crimes and go undetected.

Prevention efforts could also include educational and sensitisation programs meant to transform attitudes and behaviour in the direction of crime. Colleges and universities, for instance, have orientation programs, workshops, and campaigns to expose students to the dangers of drug abuse, sexual harassment, and other crimes. They depend on being able to engage staff and students in realising the value of safety and how they can help prevent crimes (Sampson & Laub, 2017). By integrating such education programs with other crime prevention programs, higher education institutions are able to tackle both the body and the mind of crime, making it difficult for crimes to occur.

2.2 The Prevalent Types of Campus Crimes in Nigeria

Campus crimes in Nigerian universities are a great threat to the security and safety of students,

lecturer, and staff members. They do tend to destabilise the academic scene as well as establish an atmosphere of fear and insecurity. Among the offences, the most prevalent offence is theft, and small-scale thefts spread out as stealing phones, laptops, as well as other personal effects. Petty theft is prevalent, Oloyede and Akinpelu (2019) argue, due to socio-economic reasons, including economic hardships and the lack of efficient security systems within institutions of learning. The transience of university populations and the lack of surveillance systems offer room for theft to occur daily. Students, at times, steal to meet their needs, and therefore, the problem is further compounded.

Yet another very common offence on Nigerian university campuses is sexual assault, rape, sexual

harassment, and other gender-based violence. Ushe, M. U. (2019) refer to the prevalence of sexual

violence on Nigerian university campuses, and how female students tend to be the principal victims. The variety of reasons for this crime is vast, varying from a limited understanding of consent to campus security measures. The victim-blaming culture on campuses further hinders victims from reporting such incidents. The failure to implement stringent legal frameworks in universities also continues to fuel the sexual assault culture. As a result, the majority of the students experience emotional trauma and distress, and the perpetrators are not brought to book as a result of poor reporting mechanisms and institutional laxity.

Cultism is a very rampant problem at Nigerian universities. Cult organisations, which on occasion have been able to partake in violent activities such as initiation rites, attacks, and extortion, have a long history on the majority of university campuses. Olajide and Balogun (2021) have contended that the prevalence of cults on university campuses is driven by social identity, protection, and peer pressure tied to membership. Members are known to assault other students with violence, harass other students, and extort other students on the pretext of giving protection. Poor security measures in universities, such as dark alleys and open gates, provide ample space for cult operations, and it is difficult to restrict their activities by the authorities.

Drug abuse also exists at Nigerian universities because the majority of the students have turned to using drugs such as marijuana, cocaine, and other hard drugs. According to Ofoegbu et al. (2021), drug availability and use are linked to a very broad spectrum of criminal activities, including

Examination malpractices, theft, and assault. Students primarily use drugs as a coping strategy against pressure, stress, or to be part of peer groups that consume drugs. Drug abuse among students not only presents a threat to the health and safety of the students but also aggravates the incidence of crime on university campuses. Lack of an efficient drug prevention program and peer pressure are some of the reasons why drug abuse has been a persistent issue in Nigerian universities.

Cybercrime is a new looming threat among Nigerian university students. As the internet keeps growing in prominence as a primary source of intellectual and social endeavours, some of them engage in criminality such as phishing, identity theft, and cyber fraud. Ushe, M. U. (2019) reveal that university students, with their technical savvy and online platforms' availability, have a high likelihood of utilising the anonymity affordance of the internet to engage in crime. These crimes have severe consequences for the criminals as well as the victims because they can lead to losses, negative reputation, and prosecution. University cybercrime is also a concerning aspect because it is difficult to monitor cybercrime and profile criminals on time.

Violent crimes, such as physical fights and confrontations, are also common on some Nigerian university campuses. These are typically caused by issues like bullying, student conflict, graffiti, or cultism. Sampson and Laub (2017) state that the prevalence of violent crime in universities is a consequence of the breakdown in social order, ineffective conflict resolution channels, and a lack of proper preventive measures by university management. This violence not only attacks the victim but also frightens other students, diverting their attention from focusing on study and social life.

Finally, initiation rituals and cult group-related hazing in Nigerian universities pose a very real security threat. These rituals, such as physical attack and psychological harassment, are expressions of organised crime in university campuses. Cult members employ the exercises as a form of exercising control over potential members and asserting control over their group. Olajide and Balogun (2021) posit that not only is hazing a violation of the human rights of the victims, but it also contributes to the development of a wider culture of threats and violence on the campuses of the universities. Efforts at curbing cultism notwithstanding, such operations still flourish in some universities, engendering a culture of violence and fear on campus.

2.3 The Causal Factors of Campus Crimes in Higher Institutions

The causal determinants of university campus crimes are diverse and can be linked to a multitude of individual, social, economic, environmental, and institutional factors. Social and peer pressure is one.

Of the principal determinants of campus crimes. Peer influence, according to Eck and Maguire (2000), is among the primary factors responsible for the majority of crimes committed on college campuses. The students can engage in delinquent activities, such as drug use, cultism, or theft, to fit into a social group or be accepted by their peers. In Nigerian universities, this is particularly reflected in the spread of cultism, whereby students join secret societies to gain social power or protection (Olajide & Balogun, 2021). The need to fit into peer expectations causes most students to engage in activities that they would not otherwise do, and this serves to perpetuate the occurrence of campus crime.

Poor socioeconomic conditions are yet another major cause. Economic adversity can create conducive grounds for crime to flourish. Siegel (2015) explains that students from economically disadvantaged backgrounds could turn to stealing, fraud, or drugs as a means of coping with economic adversity or attaining material possessions. In Nigerian universities, where a vast majority of students live in dire financial challenges, petty theft and other criminal activities are continually being reported. Oloyede and Akinpelu (2019) further point out that economic disparity among students triggers campus crimes as some students are driven by the urge to meet their basic needs, while others engage in crime due to a feeling of entitlement or inequality in wealth.

Availability of alcohol and drugs is also a top cause of campus crime, particularly about drug and alcohol abuse. According to a study conducted by Ofoegbu et al. (2021), alcohol and drug abuse on the college campus is common, and such drugs have a strong effect on criminal behaviour, including violence and robbery. Such students can do things they would not otherwise do, such as physical battles and robbery, which lead to more crime on campus. Lack of stringent regulation to bar the sale and use of the substances further contributes to the problem, leading to more crime among the students.

Inadequate campus security and poor implementation of the law are institutional causes for campus crimes. Institutions with insecure security systems and equipment and whose workers have poorly trained security guards tend to have high crime rates, Koper (2004) contends. There are few surveillance cameras, inadequate lighting, and few security officers at vulnerable spots where such offences can be carried out more easily without detection. Such problems in Nigerian universities are also exacerbated by shortages of resources and security officers' inadequate training, leading to a lack of ability to curb or act on offences like burglary, rape, and cultism Ushe, M. U., 2019).

Psychological factors are stress, depression, and alienation. Wang et al. (2015) say students who have a high level of stress and mental health conditions are likely to become criminals. The pressure of academism, compounded by the inability to cope with university life, might drive several students into criminality as a means of coping. In the poorly developed university mental health services in Nigeria, students would likely employ drug abuse, stealing, or violence as their coping strategies (Ofoegbu et al., 2021).

Campus silence culture and lack of reporting mechanisms also facilitate the occurrence of crimes on campuses. Ushe, M. U. (2019) write that students are afraid to report crimes because they will be stigmatised, retaliated against, or because they do not believe the university will intervene effectively. This applies particularly to sexual assault, where the victims remain silent because they fear social and academic sanctions for what they do. Secondly, institutions lack adequate grievance procedures, and therefore, underreporting takes place, and criminals get away, thus leading to more crime being perpetrated.

Physical conditions such as the physical design of the campus, the availability of secluded spots, and crowding can also facilitate campus crimes. Criminology theory, as expounded by Cohen and Felson (1979), states that crime will occur more often in a context where there is no guardianship and no direct access to a potential victim. Low-lit areas, secluded buildings, and overpopulated hostels in Nigerian campuses offer a haven where the incidence of drug abuse, theft, and sexual harassment can take place. The environmental condition, when combined with other economic and social factors, gives the environment an impetus that leads to the growth of crime.

Finally, the inadequate crime prevention strategies also help sustain the rate of campus crime. Sampson and Laub (2017) state that institutions that do not have advanced crime prevention strategies, such as awareness campaigns, security analysis, and community policing, tend to experience an elevated crime rate. In Nigerian universities, the lack of properly designed crime prevention schemes and cooperation with the local law enforcement authorities makes the security in universities more reactive than proactive in character (Olajide & Balogun, 2021). Failure to invest in crime prevention programs allows for the continuity of the crimes.

2.4 The Public Perception of Campus Safety and Security Protocols in Higher Institutions

In the majority of universities, especially in developing countries like Nigeria, one of the sectors of mistrust of security arrangements is noted. Ajayi and Ojo (2020) conducted research that established

The fact that the majority of Nigerian university students do not feel secure, even when security personnel and equipment are present. They attributed this insecurity to the perceived ineffectiveness of the campus security staff, inadequate training of the workers, and inadequate security coverage in certain areas of the campus. If the general public sees the security forces as not being able to or refusing to respond, then it can lead to a failure of confidence in the effectiveness of the security measures and even to campus criminality becoming tolerated.

Moreover, the openness of security policies impacts the perception. According to Chukwuma and Ogunniyi (2017), there is a wide communication gap between students, academic staff personnel, and staff within the university, and the security officers in universities. Most people in the university community are not informed about the measures taken in terms of security, for example, the emergency response policy, campus-wide warning, and reporting. It will lead to an aspect of fear and confusion, especially in the case of failure. The public trust is enhanced when individuals feel that they have open channels of communication through which they can bring up matters and incidents that will be listened to and responded to within a given timeframe.

Another major influencing factor is the way crime cases affect people's perception. Where there are frequent cases of crimes such as theft, assault, or even worse cases such as cultism and sexual violence, they create an atmosphere of fear and tension. There is greater insecurity if these crimes are not reported or given attention. Ushe, M. U. (2019), in their study, discovered that the prevalence of violent crimes in Nigerian universities would lead to erosion of trust in the security mechanisms available. This is even escalated in cases where the criminals committing crimes on the campuses are not apprehended or when the victims feel they are not given a serious hearing by the authorities.

On the other hand, good security practices and proactive measures can indeed influence the perception of security. When universities actively strive to make students, teachers, and staff feel secure, for example, by carrying out regular security drills, spending on better surveillance systems, and installing sufficient lighting in poorly lit places, they end up scoring better on safety ratings. Koper's (2004) research observed that universities that involve the entire campus community in awareness campaigns and provide regular crime trend reports have fostered more positive public images of security. Such collaboration can establish an atmosphere of shared responsibility and improve reporting of suspicious activity, hence improving campus security.

There are also cultural and environmental elements in the perception of campus safety. In some

In countries where crime is more common or where universities are located in high-crime areas, students and faculty may have a more cynical or fatalistic view of campus safety. University students in Nigeria, according to Oloyede and Akinpelu (2019), are also wary of the ability of university authorities to provide security, particularly in areas of the campus where there is no presence of security personnel or CCTV cameras. The socio-political climate, including whether or not there is political instability or whether or not there are student unions with a record of violence, can also influence overall perceptions of safety on campuses.

Last but not least, one cannot overlook the role of the media in shaping public perception of campus safety. Media coverage of campus crime, or lack thereof, significantly affects public perception of security policies. In most cases, overemphasis by the media on violent crimes or attacks, which are seldom indicative of the overall level of safety on campus, skews perceptions and incites fears beyond what is reasonably supported by facts. However, when the universities themselves publicise success stories in crime prevention and stipulate positive outcomes of security measures, they will be in a position to foster public confidence in their security measures (Sampson & Laub, 2017).

2.5 The Possible Strategies to Improve Campus Safety and Security in Higher Institutions

Improving safety and security in college campuses within institutions of higher learning is a process that requires both reactive and proactive approaches. One of the approaches is improving physical security elements. These include the installation of surveillance cameras, adequate lighting in dark areas, and the design of secure entrance points that can prevent unauthorised access. Anderson (2019) states that surveillance systems have been known to reduce crimes on campus by a significant percentage. Security measures that are visible not only deter potential criminals but also reassure students and staff, encouraging a sense of safety. Security staff also need to be well-trained and equipped to respond quickly to security incidents of any nature. Building campus community engagement is another important strategy.

Engaging students, staff, and faculty so that they feel they are part of security processes can enhance perception and quality of campus security programs. Students who are told about steps taken for safety and feel accountable to assist in maintaining security are more likely to report suspicious activity. Johnson et al. (2018) found in research that college campuses with active crime prevention programs, such as neighbourhood watch groups and student safety patrols, have lower crime rates. Community policing systems, where the security team engages students in open spaces, also help create a

higher.

Levels of cooperation and trust between the students and the security agencies. Coordination with the local police is also important.

Most of the offences that occur on campuses are extended beyond campus to the communities around campuses, and with cooperation with local police, institutions can extend their reach and respond more rapidly in the case of an emergency. Local police can provide additional resources, intelligence, and personnel to support campus security programs. A study conducted by Carmichael and Huff (2020) identified that American colleges, which operated in collaboration with the police, saw a reduction in on-campus crimes such as drug dealing and violent attack. In Nigeria, collaboration can be especially helpful to reduce the amount of violence involving cultism in campuses, Ushe, M. U. (2019). Computer security software and technology contribute even more significantly to improving campus security.

The deployment of cell phone safety applications, emergency alert systems, and online reporting systems can endow staff and students with the ability to report effectively and safely. Lee and Kim (2021) report that South Korean universities, which instituted digital platforms for safety notices and incident reporting, lessened crime and enhanced students' satisfaction with campus security. They enable instant response to threats and enable the campus security officers to watch over potential threats. In Nigerian universities, such technology would help complete the vacuum that currently exists between security men and university members, especially in huge campuses. Another effective approach is applying preventive education and sensitisation programs.

Student, staff, and lecturer preventive education on crime prevention, personal safety procedures, and reporting crime can go a long way in suppressing campus crime. Kenyan universities that incorporated safety training, crime prevention workshops, and sensitisation in the orientation programs have registered drops in gender-based violence and cases of petty theft, states Tanyi (2020). Anti-cultism, anti-sexual violence, and anti-drug abuse campaigns are most applicable in Nigerian universities. Regular seminars, workshops, and student organisations can play a key role in instilling security awareness and responsibility amongst the university community. Finally, policy development and application play a significant role in campus security improvement.

Colleges and universities need to have properly communicated, clear crime prevention policies, security measures, and offence sanctions. Properly enforced policy systems remind workers and students of the policies and the offence punishments. Nigerian universities that had good anti-bullying

And anti-cultism policies had fewer incidents of campus violence, according to Okafor (2017). They have to provide arrangements for the establishment of grievance redressal forums and provide safety and support to the victims of crime. Periodic reviews of policies are necessary to address changing security issues.

2.6 Empirical Review of Campus Crimes in Nigeria

Oluwaseun et al. (2020) conducted a survey of the cause and prevalence of campus crime in Nigerian universities, but with more focus on students' perception of safety in the University of Lagos. The study affirmed that most of the crimes involved theft, sexual harassment, and violence resulting from cultism. The authors note that poor security personnel, poor lighting, and no surveillance were some of the issues that contributed to the rising rates of crime. The study recommended increasing security devices and student sensitisation programs to address university crime.

Tanyi (2020) analysed university crime and security in Kenyan universities and emphasised prevention education programs. The research highlighted that although security systems like patrols and lighting were implemented, there was minimal interaction with students on awareness campaigns of crime prevention. Tanyi's research implied that the nature of campaigns would be capable of curbing cases of theft, assault, and sexual harassment by informing the student population on how to identify and report crime.

Ushe, M. U. (2019) conducted a study on cultism and its impact on gender security in Nigerian universities. From their research, the major perpetrators of violent crimes on campuses, like physical assault, kidnappings, and even murders, were cult groups. Peer influence and socio-economic pressure, the authors assert, were key drivers in the growth of cult groups. The writers promoted a more forceful law enforcement system and instituted support mechanisms against cult recruitment of vulnerable students.

Bogaerts et al. (2020) examined whether security cameras deter crime in American campuses. In an empirical study, they found that the occurrence of crimes such as theft and assault decreased considerably in areas where surveillance systems were installed. They concluded that public exposure to cameras acted as a deterrent and a tool for solving crime after the fact. The research called for technological intervention for campus security policy.

Anderson (2019) sought to examine the part played by security officers in the management of the campus.

Crime in South African universities. From the research, though the security officers played a crucial part in managing emergencies, they were inadequately visible and accessible. Anderson supported the use of more officers during rush hour and training sessions so they could enhance their capacity to manage diverse security matters, ranging from armed robberies to student protests.

Henderson and Hart (2021) evaluated student safety and campus crime in comparative research involving Australian and UK universities. They found that the two nations' universities applied the same security elements, such as campus patrols, alarm systems in case of emergencies, and crime-reporting hotlines. Yet, students from the two nations complained about campus security's response time, prompting the authors to suggest the inclusion of local police in an attempt to effectively combat the challenge.

Agwu and Odoh (2018) tested the effectiveness of crime prevention policy at Nigerian universities, specifically targeting the Federal University of Lafia. They concluded that measures taken by the university to secure itself by engaging security personnel and deploying crime-reporting systems were not adequate in preventing serious security issues such as sexual assault and theft. The paper emphasised the importance of improved infrastructure and a master plan with students and employees in security measures. Lee and Kim (2021) explained how computer security technologies affected enhancing campus security in South Korea. Findings from the study revealed that the use of mobile safety applications and emergency alerting systems in real time played a significant role in improving students' and staff's perception of safety. The authors explained how such technologies made timely reaction possible to security events, for example, suspicious individuals or emergencies and enabled more extensive communication between university members and security officers.

2.7 Theoretical Framework

2.7.1 Routine Activity Theory

Routine Activity Theory (RAT) was formulated by Lawrence E. Cohen and Marcus Felson in 1979. They formulated their theory based on their observation that patterns of crime are influenced not only by social conditions but also by individuals' everyday lives and activities. According to their theory, crime occurs when there are three components that converge: a motivated offender, a vulnerable target, and a lack of effective guardianship. It centres on the reality that crime is primarily an opportunity-based product and not entirely dependent upon social or environmental determinants.

(Cohen & Felson, 1979).

Routine Activity Theory also depends on three main assumptions: motivated offenders, accessible targets, and a lack of capable guardianship.

1. Motivated Offenders: The theory is dependent on the fact that potential offenders are always present in society. It assumes that people are inherently crime-prone whenever the opportunity arises, particularly where the likelihood of being caught is minimal (Cohen & Felson, 1979). It does not venture too far as far as the psychological or social forces that create individuals crime-prone are concerned, which can be regarded as the downfall of the theory (Tseloni et al., 2010).

2. Suitable Targets: A suitable target is a person, object, or place that is attractive and vulnerable to crime. Targets are ideal if they are easily accessible, valuable, and inadequately defended (Felson & Clarke, 1998). For instance, if students of a school leave their properties in open spaces or if a school premises is inadequately manned, it becomes an easy target for criminals.

3. Lack of Capable Guardianship: This is the absence of controls, individuals, or systems that will deter crime. Guardianship may be physical protection like guards and CCTV cameras, or social guardianship in terms of individuals who can get involved and prevent criminal activity if they witness it occurring (Cohen & Felson, 1979). The theory takes it on faith that the presence or absence of these aspects of guardianship may influence the occurrence of crime significantly.

Routine Activity Theory is particularly useful in accounting for campus crimes in private universities like Thomas Adewumi University (TAU). The daily routines of university students, staff, and faculty, such as attending classes, studying in libraries, or socialising in common areas, create opportunities for crime to be perpetrated. For example, if students habitually leave their bags in lecture halls or dormitories, they are prime targets for theft. The theory identifies that these crimes are more likely to occur when there is a lack of effective guardianship, such as the absence of security personnel at late hours or poor surveillance cameras at a location (Cohen & Felson, 1979).

Moreover, RAT can help authorities establish the times and places around campus where crime is most probable. For instance, crimes like vandalism, theft, or even drug use could be more prevalent during nighttime or weekends when fewer people are around to act as guardians. Such information allows universities to optimise their security efforts, such as increasing patrols or monitoring at times or places with low lighting. By aligning security measures with students' routines, colleges can pre-.

empt the occurrence of crimes by reducing opportunities for motivated offenders to strike (Felson & Clarke, 1998). Last but not least, Routine Activity Theory can guide policy recommendations in improving campus safety.

By calling attention to the lack (or presence) of effective guardianship, the theory suggests university administration invest in the creation of security hardware, for instance, surveillance systems, lighting, and campus patrols. The theory also encourages the inclusion of the entire campus community to assist in the prevention of crime because social guardianship, for instance, peer intervention or faculty vigilance, can be an important element in crime reduction (Felson, 2002). This approach can make the campus a safer environment and reduce the likelihood of campus crime by controlling the situational factors that enhance the likelihood of crime.

2.7.2 Social Learning Theory

Albert Bandura developed Social Learning Theory in the 1960s as a theory of human learning of behaviour based on observation, imitation, and reinforcement. The theory contends that crime and deviance are socially learned and not the result of environmental or individual causes (Bandura, 1977). The theory posits that individuals learn crime by observing role models, social interaction, and reinforcement by rewards or punishment. It is centred on peer influence, media exposure, and cultural norms in criminality construction.

Social Learning Theory is based on several underlying assumptions. To begin with, it's based on the assumption that individuals learn criminality from direct or indirect experience but primarily through observing and imitating others in their environment. Secondly, the theory assumes that positive or negative reinforcement is a determining factor in informing individuals whether to persist with deviant behaviour or not. If the reward for the behaviour of crime is either material or social, then the crime will more than likely be repeated (Akers, 1998). Third, the theory also assumes that crime is more likely to happen if one spends more time, more frequently, and with greater intensity in the company of criminal or non-criminal models. Another major advantage of Social Learning Theory is that it describes how crime is learned via social interaction, and that it works best when used for group crimes such as gang crime or cybercrime.

It gives an explanation of the way peer groups, family, and the media are sources of crime and, therefore, can inform policymakers on how to develop interventions in the form of education and socialisation (Akers & Jensen, 2006). The theory also gives a rationale for the prevention

of

Criminality through rehabilitation by highlighting that it is possible to change behaviour through positive reinforcement and exposure to good role models. Social Learning Theory can be applied in the study of campus crime and security in universities, especially in environments where students are exposed to peer groups that are delinquent or cultural norms that are deviance-permissive.

For example, higher education institutions like Thomas Adewumi University (TAU) can be affected by crime as students learn and adopt offending behaviour from their social groups. If criminal behaviour, i.e., drug use or stealing, is the norm among some student groups, other students will imitate them, particularly if they observe them being rewarded or punished. Further, university environments in which students may be exposed to deviant peers or are themselves unsupervised have the effect of normalising crime. To counteract crime, universities can reinforce positive role models, strengthen mentorship programs, and reward prosocial behaviour with rewards and sanctions, according to the model. Peer mentoring, leadership development, and academic advisement programs can nullify negative peer influences and reduce the spectre of criminality.

The last use of Social Learning Theory in this study is that interventions that change social interaction have a key role to play in the reduction of campus crime.

To this degree, a culture of legal behaviour can be established in colleges through positive student interactions, moral leadership, and strict rules against deviant behaviour. Through public service announcements, student engagement initiatives, and behavioural programs targeted at specific problems, universities can help prepare a setting where crime will not be learned and reenacted (Akers, 1998).

2.8 Gaps in Literature

The gaps in literature observed are: the majority of the previous research on university crime and security focused on the general public universities in Nigeria, but scarcely undertook any research on the private ones, particularly Thomas Adewumi University (TAU). Further, there is little research on the cumulative impact of social, economic, and environmental factors on university crime in Nigerian institutions. Additionally, studies on the relative studies of adequacy of security measures prevalent in such institutions are few. Furthermore, further study is necessary on students' attitudes, faculty attitudes, and staff attitudes concerning campus security, as well as the possible partnership with local police in crime prevention, being an under-researched topic.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Research Design

This study will employ a descriptive survey research design, which is suitable for identifying the nature, causes, and prevention of campus crime at Thomas Adewumi University in Kwara State. A survey design enables the measurement of quantitative and qualitative data from a representative sample, providing a comprehensive description of crime patterns, the causes leading to it, as well as security measures (Creswell & Creswell, 2018). This is appropriate as it facilitates systematic gathering of data from lecturers, students, and security officers in Thomas Adewumi University (TAU) through guided questionnaires and interviews. Descriptive research is appropriate for determining campus security experiences, perceptions, and trends and remains objective with generalizability of findings (Babbie, 2020).

3.2 Study Area
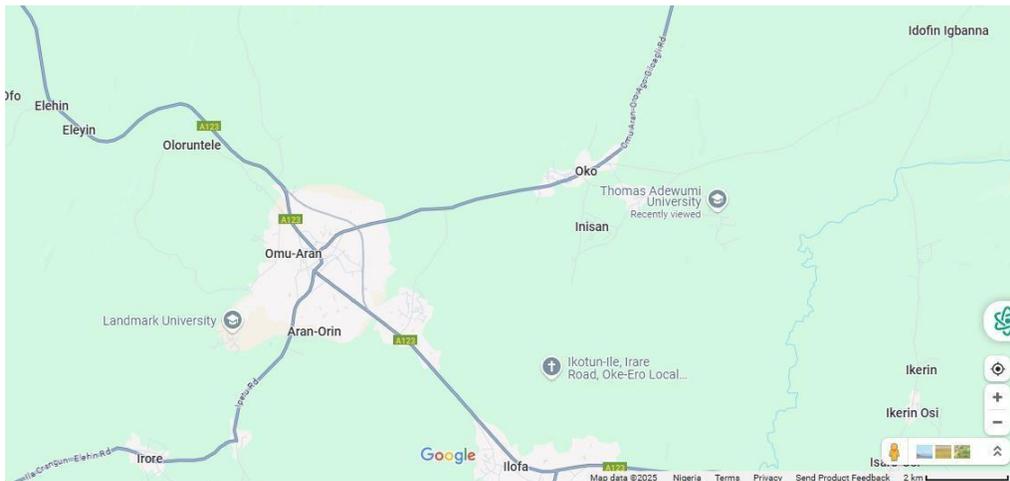
The study area for this research is Kwara State, being one of the states located in the North-Central region of Nigeria that has become a central location for public and private institutions of tertiary education.

Kwara is rapidly developing a student population due to the increase in the number of universities, one of which includes Thomas Adewumi University (TAU), where this study is based. Kwara State

has a total of about 3.6 million inhabitants (National Population Commission, 2022), and a considerable percentage of its residents are academically involved. Thomas Adewumi University (TAU) has approximately 1,300 students as of 2025 (National Universities Commission [NUC], 2020).

Thomas Adewumi University (TAU), established in 2021, has grown very rapidly and has specialty areas such as social sciences, humanities, and business. The university is relatively small, thus the campus security is more personalized to deal with, but this implies that criminal activity will have a disproportionate impact on students. Thomas Adwumi University West Campus and East Campus are a suitable combination of campus environments and security management systems and are therefore suitable case studies to utilize in this study (National Universities Commission [NUC], 2020).

3.3 Population of the Study

The study population are the ones directly interested in university life at Thomas Adewumi University (TAU), Kwara State, Nigeria. The study centers on a multi-group of stakeholders, that is, the principal actors in campus security, crime prevention, and safety management in general. Because the study is interested in the examination of the nature, causes, and prevention of campus crime, the study population is made up of students, lecturers, administrative staff, security officers, and university administrators. These units were chosen in order to gain a complete overview of campus crime from a wide variety of viewpoints, so the study can account for both the conditions of prospective victims as well as the reaction of those in charge of security.

The study population is divided into three broad categories. The students form the first category, who are the largest and most exposed population in the universities. Their orientation plays an important role in the incidence, type, and causation of crimes on the campus and their perception of security measures. The second category is administrative and faculty staff who typically are the reporters or observers of crime and also are responsible for helping to formulate institutional policy regarding security. Their feedback will be utilised to gauge the effectiveness of existing security regimes and identify areas of concern. The third category is security officers and university administrators who are responsible for enforcing security protocols and crime prevention programs. Their feedback will offer vital information on security policies, crime prevention matters, and interactions with the local police. Incorporating such subtopics, the research guarantees an

exhaustive.

Investigation of campus crime and security at Thomas Adewumi University in Kwara State.

3.4 Sample Size and Sampling Techniques

For this study, the sample size will be determined using the Krejcie and Morgan (1970) table, which is a widely accepted method for calculating sample sizes based on a known population.

Table 3.0 Determining Sample Size Formula

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	>100000	>384

According to the Krejcie and Morgan table, 297 sample participants will be sufficient for 1,300 people of the population at a 95% confidence level and 5% margin of error. The findings of the research with this sample will be statistically significant and representative of the population. For qualitative data, 3 participants will be selected, and thus a total of 300 participants will be utilised in the research.

In terms of sampling strategies, the study will utilise stratified random sampling for the quantitative strand. Stratified random sampling will be used to ensure equal representation of various groups within

The population, such as students, teachers, and staff. Strata will be formed on the basis of relevant categories, such as academic level (e.g., undergraduate, postgraduate), faculty (e.g., science, humanities), and gender. This technique ensures the sample is proportionally representative of diversity within the population to allow for more confident generalisations from the data.

Table 3.2 Sample Distribution for Questionnaire

University	Estimated Student Population	Proportion (%)	Sample Size
Thomas Adewumi University (TAU)	1,300	**100%**	**297**

For the qualitative section, purposive sampling will be applied. It involves the selection of participants with unique knowledge, experience, or understanding related to the research. For this study, purposive sampling will aim at 3 key stakeholders, such as university administrators, security personnel, and students who have either directly participated in or been affected by campus crime. This approach allows space to collect wide data from individuals who can give wide insights on campus security, safety practices, and shortcomings.

Table 3.3 Sample Distribution for Interview

University	Category of Participants	Number of Participants
Thomas Adewumi University (TAU)	Security Personnel	1
	University Administrator	1
	Student Representative	1
Total		**3**

The combination of stratified random sampling for the quantitative part and purposive sampling for the qualitative part will ensure that the study covers general trends and detailed, accurate information on campus crime and security. Both will provide a general overview of the issues TAU has regarding campus safety.

3.5 Methods of Data Collection

The data gathering will be quantitative and qualitative. The quantitative study will use the structured questionnaires. The questionnaires will be distributed to a randomly drawn sample of TAU students, employees, and faculty members. These will elicit respondents' experience of campus crime, perceptions about security measures, as well as demographic characteristics. Closed-ended questions will enable statistical analysis, while open-ended questions will enable comprehension of the individual experience and perception of participants. Pretesting is also to be conducted to assess clarity and relevance. Also, the qualitative method entails semi-structured interviews. Semi-structured interviews are to be conducted with the key informants, including university administrators and campus security personnel. These will give us a qualitative wealth of information regarding the performance of security, issues being encountered by the university, and measures that can add to increased campus safety.

3.6 Instruments of Data

For the aim of this study, two primary data collection instruments will be utilised: structured questionnaires and semi-structured interviews, both of which will yield quantitative as well as qualitative data to sufficiently capture issues of campus crime and security at Thomas Adewumi University (TAU).

The structured questionnaire will obtain quantitative data using a combination of closed-ended questions such as multiple-choice, Likert-scale, and yes/no questions. The questions will obtain information about respondents' experience of campus crime, sense of security initiative, and demographic characteristics. Closed-endedness of questions will allow trends and generalizable findings to be statistically analysed. Pretesting will determine that the instrument is understandable and trustworthy before full administration.

Semi-structured interviews will be utilised to collect qualitative information. Open-ended questions will aid the researcher in probing deeply into the participants' experience and knowledge of security on campus. The main informants, including university administrators, campus security officers, and students selected through sampling, will be interviewed. The semi-structured approach will be adaptable enough to enable the researcher to delve deeper into certain issues, eliciting depth of insight into the strengths and weaknesses of current security strategies. Blending quantitative with qualitative approaches will yield more balanced and realistic findings.

3.7 Methods of Data Analysis

For this study, both quantitative and qualitative data analysis methods will be employed.

3.7.1 Quantitative Data Analysis

The quantitative data from the structured questionnaires will be analysed using descriptive statistics such as frequencies, percentages, and mean scores. This will summarise respondents' demographic information, their experiences with campus crime, and perceptions of security.

3.7.2 Qualitative Data Analysis

Thematic analysis will be applied in analysing the qualitative data that will be collected through semi-structured interviews. Interviews will be coded and transcribed to identify key themes and patterns related to campus crime and security. This will allow meticulous examination of attitudes, experiences, and advice by participants on how security controls can be improved.

The qualitative and the quantitative will be merged during the interpretation stage to have a balanced analysis. The statistical findings will be supplemented with the rich data of the interviews, an effort to disclose not only trends, but also why they are occurring.

3.8 Ethical Considerations

Respect, confidentiality, and voluntary consent principles will govern ethical issues in the present research. The participants will be briefed on the intent of the research and consent before data collection. The participants' answers will be assured of confidentiality by making their personal details anonymous and ensuring safe storage. They will also be allowed to withdraw from participation at any time without negative repercussions. In addition to that, ethical issues about how the participants are treated will be upheld to the level that the research does not damage anything and does not disrupt the participants' rights and dignity. Application for ethical clearance was made from the Students' Care Services before gathering data. In guarantees of voluntariness and confidentiality of response, written informed consent from the participants was secured. Data were safely archived, available only to the research team, and destroyed after analysis according to institutional policy.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Preamble

This chapter discusses the major findings that emerged from the data gathered through questionnaires and interviews. The discussion is structured according to key thematic areas derived from the research objectives, including demographic patterns, students' awareness and experiences of campus crime, contributing factors to insecurity, perceptions of safety, and preferred safety interventions. The findings are critically examined in relation to the theoretical frameworks that guided the study, Routine Activity Theory and Social Learning Theory, as well as relevant empirical literature.

4.1 Section A: Socio-demographic Information of Respondents

This section presents the socio-demographic information of the respondents, including age, sex, level of study and student residential arrangement. The result for this section is presented in Table 4.1 below.

According to the gender distribution results, the majority of the research participants were females (74.4%), and only 25.6% were males. This result suggests either a higher female enrollment in the university programs or a higher female response rate to the survey. This imbalance needs to be noted, especially when analysing awareness and experiences of crimes like sexual harassment, which often have gendered implications. Furthermore, the table illustrates the age of the respondents. Accordingly, the results indicate that the majority of the respondents are between 18 and 24 years old (62.5%). The result also shows that 36.7% of the respondents are less than 18 years old, and only 4.6% are 25 years old or older. The minimum age of respondents is 16, the maximum age is 34, and the average age of the respondents is 19.2 with a standard deviation of 3.17. The age distribution of the respondents suggests that the majority of the students were young people, mostly teenagers and young adults.

Table 4.1 further shows the respondents' current year of study. According to the result, the majority of respondents were in their 100 level (49.5%), indicating that nearly half of the surveyed students are in their first year at university. The second-largest group of respondents were 200-level students (22.6%), followed by 500-level students (10.4%). Very few respondents were in the 300 level (9.8%) and

400 levels (7.7%). The high population of 100-level students could be due to the larger population of 100-level students in the university.

Table 4.1: Percentage Distribution of the Socio-economic and Demographic Information of Respondents

Variable		Frequency (N=297)	Percent (100%)
Age	Less than 18	97	36.7
	18-24	186	62.5
	24 and Older	14	4.6
	Total	**297**	**100**
	$\alpha=19.21$ (±3.17), Min =16, Max =34		
Sex	Male	221	74.4
	Female	76	25.6
	Total	**297**	**100**
Current year of study	100 level	147	49.5
	200 level	67	22.6
	300 level	29	9.8
	400 level	23	7.7
	500 level	31	10.4
	Total	297	100
Residential arrangement	On Campus	297	100
	Off Campus	0	0
	Total	297	100

Source: Field Survey, 2025

Finally, the results in Table 4.1 indicate the residential arrangement of the students. As shown in the table, all the respondents lived on campus. This result reflects the nature of living arrangements available in the study area, as the university is residential and students are only allowed to live on campus.

4.2 Experience and Awareness of Campus Crimes

This section discusses the experience and awareness of campus crime among students at Thomas Adewumi University, Oko, Kwara State. The result for this section is presented in Table 4.2. below.

The respondents' awareness of theft was first examined. According to the result, the majority of respondents (77.8%) agreed or strongly agreed that theft of personal items occurs on campus. This result suggests that theft of personal items commonly occurred the within the school environment. Only 8.8% disagreed or strongly disagreed, indicating that relatively few students deny the occurrence of such incidents, while 13.5% were neutral, possibly reflecting uncertainty or lack of personal experience.

Table 4.2: Percentage Distribution of the Experience and Awareness of Crimes on Campus

Variable		Frequency (N=297)	Percent (100%)
I am aware of incidents of theft of personal items occurring on campus	Strongly Disagree	10	3.4
	Disagree	16	5.4
	Neutral	40	13.5
	Agree	145	48.8
	Strongly Agree	86	29.0
	Total	**297**	**100**
I am aware of incidents of physical assault or violence occurring on campus	Strongly Disagree	27	9.1
	Disagree	44	14.8
	Neutral	88	29.6
	Agree	106	35.7
	Strongly Agree	32	10.8
	Total	**297**	**100**
I am aware of incidents of sexual harassment or assault occurring on campus	Strongly Disagree	32	10.8
	Disagree	105	35.4
	Neutral	103	34.7
	Agree	44	14.8

	Strongly Agree	13	4.4
	Total	**297**	**100**
I am aware of incidents of property damage occurring on campus	Strongly Disagree	12	4.0
	Disagree	75	25.3
	Neutral	97	32.7
	Agree	71	23.9
	Strongly Agree	42	14.1
	Total	**297**	**100**
I am aware of incidents involving substance use or distribution on campus	Strongly Disagree	21	7.1
	Disagree	124	41.8
	Neutral	64	21.5
	Agree	49	16.5
	Strongly Agree	39	13.1
	Total	**297**	**100**
Are you aware of other kinds of crimes that happen on your campus that have not been mentioned above?	No	263	88.6
	Yes	34	11.4
	Total	**297**	**100**

Source: Field Survey, 2025

Regarding physical assault or violence, 46.5% of respondents either agreed or strongly agreed that such incidents occur on campus. However, 29.6% of the students remained neutral, while 23.9% disagreed or strongly disagreed. The result indicates that the majority of respondents are aware of the occurrence of physical assault and violence on campus.

The result further showed that only a small portion of the respondents (19.2%) are aware of sexual assault and violence on campus, while a combined 46.2% disagreed or strongly disagreed. A notable 34.7% chose a neutral stance. For awareness of property damage, the study showed that about 38% agreed or strongly agreed that such incidents occur, 32.7% remained neutral and 29.3% disagreed or strongly disagreed. This result suggests that property damage may not be a prominent issue on campus, or that it occurs less frequently compared to other types of crime.

Regarding substance use or distribution, the majority of respondents disagreed or strongly disagreed (48.9%) to its occurrence on campus. Only 29.6 agreed or strongly agreed, and 21.5% were neutral.

Finally, when asked about the presence of other types of crime not listed in the questionnaire, 11.4% of the respondent's confirmed awareness of additional criminal activities, while 88.6% said no. This result implies that the types of crime highlighted in the table do not exhaust all possible threats to safety and order on campus. Other forms of violations or minor offenses mentioned by the respondents include: (1) cyberbullying through social media, (2) unauthorized hostel entries, (3) verbal harassment, (4) noise disturbances during quiet hours, and (5) illegal sales of unapproved products on campus. While these offenses may not be classified as severe crimes, they contribute to a climate of insecurity and discomfort for students.

Results from the quantitative analysis were corroborated by results from the qualitative data. According to the qualitative data, most participants perceived theft and cyberbullying as a major crime on Thomas Adewumi University campuses. A participant from the counselling unit asserted that:

> *Over two years of my appointment at the counselling unit, I have mostly experienced and recorded issues like theft and online harassments among students on both campuses*

(Participant A/ Female/ 34/ University Counsellor)

Also, the Student Representative Council (SRC) President explained his experiences over his four years stay on campus, he revealed that:

> From my experience, the most commonly reported issues are theft related. While serious crimes are rare on campus, students often complain about missing phones, chargers, or personal items especially in the hostel, cafeteria, and sometimes even inside faculty buildings. *There are also occasional cases of fights or verbal confrontations among students*

(Participant B/ Male/ 21/ SRC President).

Transcript excerpt from interview with the security unit further supports the results presented above. The university's Chief Security Officer (CSO),

> *We handle series of violations across campuses with the sophisticated gadgets provided to the unit by the school management. But talking about the most common violation as you asked, our records show that minor theft or missing item as mostly reported cases*

(Participant C/ Male/ 64/ CSO)

4.3 Factors Contributing to Campus Crime

This section identifies and discusses the factors associated with campus crime on Thomas Adewumi University campus. Responses were measured on a five-point Likert scale and the results are presented in Table 4.3 below.

One major issue identified through the survey is insufficient campus security personnel. The majority of respondents (46.1%) agreed or strongly agreed that insufficient security presence contributes to campus crime. Meanwhile, 22.2% remained neutral (uncertain or indifferent) and 31.6% disagreed or strongly disagreed, suggesting a portion of the respondent group do not believe that personnel shortages are a major factor. The results indicate that inadequate security contributes to campus crime.

The above finding is supported by insights from the interview with the Student Representative Council President. According to the participant,

> *...a mix of carelessness and lack of strong monitoring in certain areas contributes to it* [Campus crime]. *In places like the cafeteria or classrooms, people leave their things unattended, and that creates opportunities for theft. In the hostel, overcrowding or poor roommate matching can also lead to tension or petty theft. Sometimes, outsiders find their way onto campus too, which adds to the problem*

<div align="right">(Participant B/Male/21/SRC).</div>

Poor lighting in campus areas also emerged as a factor contributing to campus crime. A majority of respondents, 64% (36.4% agree and 27.6% strongly agree), identified inadequate lighting as contributing to crime. Only 18.9% disagreed or strongly disagreed, while 17.2% remained neutral. This highlights how environmental design, especially lighting, plays an important role in shaping perceptions of safety and the likelihood of criminal activities on campus.

Table 4.3: Percentage Distribution of the Factors Contributing to Campus Crime

Variable		Frequency (N=297)	Percent (100%)
Insufficient campus security personnel contribute to crime on campus	Strongly Disagree	22	7.4
	Disagree	72	24.2
	Neutral	66	22.2

	Agree	84	28.3
	Strongly Agree	53	17.8
	Total	**297**	**100**
Poor lighting in campus areas contributes to crime	Strongly Disagree	15	5.1
	Disagree	41	13.8
	Neutral	51	17.2
	Agree	108	36.4
	Strongly Agree	82	27.6
	Total	**297**	**100**
Unrestricted access to campus contributes to crime	Strongly Disagree	23	7.7
	Disagree	74	24.9
	Neutral	82	27.6
	Agree	82	27.6
	Strongly Agree	36	12.1
	Total	**297**	**100**
Alcohol or drug use among students contributes to crime	Strongly Disagree	144	48.5
	Disagree	36	12.1
	Neutral	84	28.4
	Agree	33	11.1
	Strongly Agree	0	0.0
	Total	**297**	**100**
Financial hardship among students contributes to campus crimes	Strongly Disagree	2	0.7
	Disagree	39	13.1
	Neutral	44	14.8
	Agree	113	38.0
	Strongly Agree	99	33.3
	Total	**297**	**100**

Source: Field Survey, 2025

When asked about the impact of unrestricted access to the campus, responses were relatively mixed. While 39.7% of the respondents agreed or strongly agreed that open access contributes to crime, a

sizable portion (27.6%) remained neutral, and 32.6% disagreed or strongly disagreed. This distribution suggests some uncertainty among students about how access policies affect campus security, though a significant number still view it as a contributing factor.

Interestingly, when asked whether alcohol or drug use among students contributes to campus crime, nearly half of the respondents (48.5%) strongly disagreed, and only 11.1% agreed. A large percentage, 28.4%, remained neutral, and just 12.1% disagreed. Notably, no respondent strongly agreed. The low level of agreement may point to a disconnect between actual behaviour and perceived risk or to a cultural minimization of the dangers associated with drug and alcohol abuse. It could also reflect students' reluctance to implicate peers in criminal framing.

In contrast, financial hardship among students was widely seen as a key contributor to campus crime. A large majority (71.3%) either agreed (38.0%) or strongly agreed (33.3%) that financial difficulties can lead to criminal activities. Only a small minority (13.8%) disagreed or strongly disagreed, while 14.8% chose a neutral response. This suggests that students are highly aware of the socioeconomic pressures that may push individuals toward crime.

Also, a participant from the counselling unit reinforces the above assertions, by stating thus:

> *For theft, I believe one of the main causes is financial inequality. Some students do not have enough, and they get attracted to things they cannot afford. Out of that temptation, they may steal. Sometimes, they sneak out the stolen items. In some cases, they don't even have the confidence to use them openly. But because they want to belong, look good, or impress others, they resort to stealing.*

<div align="right">(Respondent A/Female/34/Counselling Unit).</div>

Additionally, some of the participants believe that aside from poor socio-economic status, students' family background contributes to involvement in criminal or deviant behaviours on campus. According to the president of the SRC,

> *…Their parents might not be aware. That's why they find it hard to stop. If they are not properly guided, it could lead to inappropriate behaviour*

<div align="right">(Respondent C/Male/64/SRC).</div>

Similarly, a participant commented on factors responsible for cyberbullying on campus. As recounted by the participant

> *… physical bullying is rare, but verbal bullying is more common. Students sometimes ridicule others, make them feel inferior, or mock how they dress or speak. These actions affect others' psychological well-being*

(Respondent A/Female/34/Counselling Unit).

Put together, the results in this section show that environmental factors such as poor lighting, inadequate security personnel, financial problems/ socio-economic challenges and family background are the most potent factors contributing to campus crime.

4.4 Section D: Perceptions of Safety and Security Protocols

This section discusses students' perceptions of safety and the effectiveness of security protocols on campus. Responses were measured on a five-point Likert scale and the results are presented in Table 4.4 below.

When asked if they had ever been in a situation on campus where they felt frightened or anxious, 38.7% of the respondents said yes, while 61.3% indicated no. This suggests that while a majority of students generally feel secure, a significant portion have experienced moments of fear or anxiety, indicating the need for improved security measures.

Similarly, 43.1% of respondents reported that there are areas on campus that feel unsafe to them, while 56.9% disagreed. These close response percentages suggest that while more than half of the respondents feel generally safe in all parts of campus, a large minority perceive certain areas, possibly isolated or poorly lit spots, as dangerous. This aligns with earlier findings related to poor lighting and inadequate security.

In terms of time-specific perceptions of safety, students feel significantly safer during the day than at night. According to the results, 73% either agreed or strongly agreed that they feel safe on campus during the daytime, while only 8.4% expressed disagreement. However, at night, perceptions shift.

noticeably: only 39.4% of respondents felt safe (agree or strongly agree), while 22.5% disagreed or strongly disagreed, and a notable 38% were neutral. This highlights a clear gap in perceived safety based on the time of day. This is an important finding that campus security enforcement agents may need to pay attention to. The perception of safety during the day may also relate to the active campus movement and activities that correlate with a sense of safety or security. The presence of visible staff and students during these periods also provides natural guardianship.

Table 4.4: Perceptions of Safety and Security Protocols

Variable		Frequency (N=297)	Percent (100%)
Have you ever been in a situation on campus where you felt frightened or anxious?	No	182	61.3
	Yes	115	38.7
	Total	**297**	**100**
Are there areas on campus that feel unsafe to you?	No	169	56.9
	Yes	128	43.1
	Total	**297**	**100**
I feel safe on campus during the daytime	Strongly Disagree	9	3.0
	Disagree	16	5.4
	Neutral	55	18.5
	Agree	145	48.8
	Strongly Agree	72	24.2
	Total	**297**	**100**
I feel safe on campus at night	Strongly Disagree	28	9.4
	Disagree	39	13.1
	Neutral	113	38.0
	Agree	98	33.0
	Strongly Agree	19	6.4
	Total	**297**	**100**
Security personnel are visible and accessible	Strongly Disagree	26	8.8
	Disagree	42	14.1

	Neutral	92	31.0
	Agree	106	35.7
	Strongly Agree	31	10.4
	Total	**297**	**100**
Campus emergency procedures are effective	Strongly Disagree	58	19.5
	Disagree	65	21.9
	Neutral	108	36.4
	Agree	51	17.2
	Strongly Agree	15	5.1
	Total	297	100.0
The university clearly communicates safety guidelines	Strongly Disagree	31	10.4
	Disagree	29	9.8
	Neutral	109	36.7
	Agree	99	33.3
	Strongly Agree	29	9.8
	Total	**297**	**100**

Source: Field Survey, 2025

The findings that campuses are safe in the daytime are also corroborated by insights from the qualitative data. A participant from the counselling unit in an in-depth interview recounted that:

> *To a certain extent, campus security is effective. We have CCTV cameras installed in strategic areas such as corridors, walkways, and classrooms. However, we are limited in placing cameras inside hostel rooms due to privacy concerns*
>
> (Respondent A/Female/34/Counselling Unit).

The finding about poor perception of safety during the nighttime aligns with previous concerns about poor lighting and insufficient security presence. It also signals the need for increased nighttime patrols and perhaps a campus transportation or escort system for late hours to enhance safety confidence after dark.

Conversely, a participant presented a contrary opinion regarding the poor perception of campus safety at night. According to the participant,

> *...the CCTV coverage has helped deter crime and has been useful in investigating incidents. In addition, security personnel are stationed in key locations to monitor activities on campus* **(Respondent B/Male/21/SRC).**

Regarding the visibility and accessibility of security personnel, 46.1% of respondents agreed, while 22.9% disagreed or strongly disagreed. A sizeable portion, 31.0%, remained neutral. This implies that although nearly half of the students acknowledge the presence of security officers, their overall visibility and approachability may still need enhancement to boost confidence in the campus security system. Similarly, the result suggests that while there may be effective visibility, other areas remain underserved or lack proactive engagement. The finding also supports earlier results about personnel numbers and deployment patterns and suggests that training on student interaction could also improve perceived accessibility.

Qualitative results also support the quantitative results on visibility and the lack of visibility in other parts of the campus. According to a participant:

> *...security is generally present, especially at the main gates, but within the campus, the presence isn't always strong. In areas like the hostels and cafeteria, there are times when you barely see any security personnel. I would say the current measures are helpful to an extent, but they're not very proactive. Things only tighten up after something happens*
>
> (Respondent C/Male/64/SRC).

Perceptions of the effectiveness of campus emergency procedures were less positive. Only 22.3% of respondents believed the procedures are effective (agree or strongly agree), while a larger portion (41.4%) disagreed or strongly disagreed. Additionally, 36.4% chose a neutral stance. This result reflects uncertainty or low confidence in the institution's ability to respond promptly and effectively in times of crisis. It indicates either a lack of awareness about emergency protocols or ineffective past experiences. Contrary to this result, qualitative insights show how the university responded to an emergency situation. Although this might be a rare occasion, the respondent noted that

… just last month, an outsider attempted to scam students by distributing an account number. Thanks to CCTV, we were able to trace how the person entered and interacted with students. These efforts show how vital CCTV is, even though it might be costly. It should be maintained and utilized effectively

(Respondent A/Female/34/Counselling Unit).

On the communication of safety guidelines, 43.1% of students agreed or strongly agreed that the university communicates safety policies clearly. However, 20.2% disagreed, and 36.7% remained neutral. These findings suggest communication efforts are insufficiently comprehensive or engaging. It also suggests that many students are unaware of where or how safety information is shared.

4.5 Section E: Recommendations for Improving Campus Safety

This section discusses the recommendations for improving campus security as provided by the respondents. The results for this section are presented in Table 4.5 below.

When making recommendations, the majority of students believe that increasing the number of security officers would improve campus safety. Specifically, 39.7% agreed and 18.5% strongly agreed, making a combined 58.2% in favor increasing the number of security personnel on campus. Only a small portion of the respondents (10.4%) disagreed or strongly disagreed, while 31.3% remained neutral. This result aligns with prior concerns expressed about insufficient campus security staffing and supports the notion that a more robust and visible security presence can deter crime, though such an increase must be paired with proper training, deployment, and student engagement strategies.

Table 4.5: Percentage Distribution of Factors Contributing to Campus Crime

Variable		Frequency (N=297)	Percent (100%)
More security officers would improve campus safety	Strongly Disagree	12	4.0
	Disagree	19	6.4

	Neutral	93	31.3
	Agree	118	39.7
	Strongly Agree	55	18.5
	Total	**297**	**100**
Better lighting and CCTV will help reduce crime	Strongly Disagree	13	4.4
	Disagree	22	7.4
	Neutral	60	20.2
	Agree	123	41.4
	Strongly Agree	79	26.6
	Total	**297**	**100**
Restricting access with ID checks would improve safety	Strongly Disagree	8	2.7
	Disagree	25	8.4
	Neutral	96	32.3
	Agree	113	38.0
	Strongly Agree	55	18.5
	Total	**297**	**100**
Safety awareness programs for students would be beneficial	Strongly Disagree	0	0.0
	Disagree	17	5.7
	Neutral	65	21.9
	Agree	147	49.5
	Strongly Agree	68	22.9
	Total	**297**	**100**
Installing more emergency contact points will enhance safety	Strongly Disagree	0	0.0
	Disagree	14	4.7
	Neutral	43	14.5
	Agree	146	49.2
	Strongly Agree	94	31.6
	Total	**297**	**100**

Source: Field Survey, 2025

Transcript extract from an interview with the president of a the SRC supports recommendations about

increasing the number and quality of security personnel on campus. According to the participant,

> … hostel porters should be better trained and more observant. They should try to monitor and understand the students better. That way, they can detect unusual behaviours early and report them appropriately…

> (Respondent C/Male/64/SRC).

The respondents expressed even stronger support for technological solutions such as better lighting and the installation of CCTV cameras. According to the result, 68% of respondents agreed or strongly agreed that these measures would help reduce crime, while only 11.8% disagreed. The remaining 20.2% were neutral. The relatively low disagreement suggests broad student endorsement for technological and spatial interventions to reduce insecurity. These findings align with previous results where poor lighting was identified as a significant contributing factor to campus crime. Better lighting can deter criminal activity by increasing visibility, while surveillance systems enhance monitoring and post-incident investigations.

On same note, participants in the interview sessions also acknowledged the role of the CCTV in facilitating campus safety. The respondent stated:

> …I think more CCTV cameras should be installed in hotspots like the cafeteria, lecture halls, and hostel hallways. Security officers should also do regular patrols not just during events or emergencies. It would also help to create a proper lost-and-found or complaint tracking system, so that students can follow up and feel that their issues are being taken seriously. Lastly, sensitization programs on personal safety and securing one's belongings could go a long way

> (Respondent C/Male/64/SRC).

> …To improve security, the school should continue monitoring CCTV footage actively. For example, when an item went missing at the reception, the CCTV helped identify the culprit. There is always a security officer monitoring the screens

> (Respondent B/Male/21/SRC).

Restricting access to the campus through ID checks was also seen as a potentially effective safety measure by a majority of respondents. About 38% agreed and 18.5% strongly agreed, totalling 56.5% in support. However, 32.3% remained neutral, and 11.1% disagreed or strongly disagreed. The high level of agreement suggests that students support a move toward managed entry points, digital ID scanning, or access gate protocols that balance safety with accessibility.

Furthermore, there was a high-level of support for the implementation of safety awareness programs targeted at students. Nearly three-quarters (72.4%) of respondents either agreed or strongly agreed that such programs would be beneficial, while only 5.7% disagreed and 21.9% were neutral. The complete absence of "strongly disagree" responses suggest broad consensus on the importance of preventive education in enhancing campus safety. The results show students' recognition that crime prevention goes beyond infrastructure, it also involves behavior, knowledge, and culture. This suggests the need for regular training, workshops, seminars, and campaigns addressing topics like self-defense, emergency responses, and bystander intervention.

During the interview, the university counsellor identified the importance of educating students on good behaviour and remining them that deviant behaviours have consequences as follows;

> *...students need to understand that university life is just a phase. Records are being kept, and their actions now could affect their future. We should encourage students to be content with what they have and assure them that better days are ahead, so they shouldn't resort to stealing.*
>
> (Respondent A/Female/34/Counselling Unit).

Finally, respondents reacted very positively to the idea of installing more emergency contact points like panic buttons and emergency phones to increase their sense of safety. A total of 80.8% (49.2% agreed, 31.6% strongly agreed) supported this intervention, while just 4.7% disagreed and 14.5% were neutral. The availability of emergency response systems provides psychological reassurance and practical functionality, potentially reducing response time during emergencies like assault, medical crises, or fire outbreaks.

A participant from the security unit emphasized the importance of parenting in improving campus security. According to the participant;

...I suggest that parents should play a stronger role. Before their children return to school, they should make sure the students are advised and trained properly from home

(Respondent C/Male/64/SRC).

4.6 Discussion of Findings

The demographic data showed a large percentage of 100-level students (49.5%) and female-dominated (74.4%) population. This population, as observed by A Ushe, M. U. (2019), is often more vulnerable to crime. According to Ushe, M. U. (2019), female students, particularly their early years of study, reported higher victimization and fear rates on Nigerian campuses. This population also fall within the definition of "suitable target" specified by the routine activity theory (RAT), especially in the absence of capable guardianship in the form of adequate security or surveillance.

Among the types of crimes occurring on campus, theft (77.8%) was most commonly cited followed by physical assault (46.5%). While sexual harassment occurred on campus, it was less frequently mentioned. As noted by Ekpoh et al. (2020), the majority of students in Nigerian universities are desensitized to harassment, such that they normalize or underreport the same due to stigma. The same trends were also followed in the interviews, with the students labeling some verbal abuse as what one could expect or not that big of a deal. This is in line with the hypotheses of SLT, where repetitive exposure and non-consequence lead to tolerant behaviour, thereby fostering destructive peer group behaviours.

Furthermore, the study identified the factors influencing the occurrence of crimes on campus. According to the result, inadequate lighting was the most cited cause of crime, followed by unrestricted access to the campus, and insufficient security personnel on campus. Interview results also identified poorly lit hostels and secluded pathways as places of greatest risk. These findings align with Ajayi and Ojo (2020), who found that environmental design played a significant role in perceived crime in Nigerian universities. Based on Routine Activity Theory, these physical vulnerabilities decrease capable guardianship and increase offender opportunities. The fact that such crime-permissive spaces exist means even minor crimes like theft or assault can be committed with reduced risk of detection.

Socio-economic conditions such as the lack of finances were also identified as a common cause of student involvement in campus crime, while only a few respondents identified drug or alcohol use as

a factor. These findings are corroborated by Ekpenyong and Okon (2020) who found that while desperation economics may fuel crime like fraud and stealing, tolerance of drug use in culture holds no imagined connection to crime back. According to the social learning theory, when students observe individuals engaging in such activities with no institutional sanctions, the act is imitated and socially reinforced. This further supports Akinyoade and Ogunmola's (2018) finding that deviance within universities is more influenced by peer approval than formal deterrents.

Similarly, while the majority of students reported feeling safe in the daytime, very few students reported feeling safe at night. The respondents also reported low availability and proximity of security personnel and found emergency procedures to be ineffective. This concurs with Agberagba (2024), who referred to lack of trust in response systems on campus as one safety inhibitor. The interviews reinforced these perceptions by mentioning late responses and absent patrols. RAT adequately accounts for the way in which these institutional inefficiencies leave students vulnerable to harm, particularly where they are unpaged. Without an effective guardian system, deterrence will fail, and the potential for crime, and more especially opportunistic crime rises exponentially.

Regarding recommendable strategies, most respondents suggested more security staff (58.2%), increased lighting and CCTV (68%), ID checking access points (56.5%), and especially safety awareness schemes (72.4%). Interviews also placed emphasis among students on the need for further practical training and enhanced emergency protocols. These are preferences that place support behind Clarke's (2018) argument that situational crime prevention must combine infrastructure with awareness. The social learning theory also aligns with this because it argues that behaviour change comes from knowledge, modelling, and reinforcement, hence the vast preference for awareness programs. When used in conjunction with RAT, findings suggest that cultural reconditioning and environmental control must be implemented to reduce campus crime and improve security.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Summary

This research explored the pressing issue of campus crime at Thomas Adewumi University (TAU), a private institution in Kwara State, where the need for a safe learning environment remains critical to students' academic and personal growth. Despite being a private university, TAU is not immune to crimes such as theft, drug use, cyberbullying, and occasional physical or sexual harassment. Rooted in Routine Activity Theory and Social Learning Theory, the study revealed that crimes often arise when opportunities exist and behaviours are learned or reinforced by peers. Factors like peer pressure, financial hardship, inadequate lighting, and weak security structures were consistently cited as enablers of crime on campus. Through a combination of survey responses from 297 students and in-depth interviews with security officials and student leaders, the study captured both the statistics and the lived experiences of students who described unsafe areas, lack of trust in emergency systems, and feelings of fear, especially at night.

The findings paint a clear picture: while 73% of students felt relatively safe during the day, that number plummeted to 39.4% at night, with poorly lit areas and limited security patrols being the main concerns. Theft was reported as the most common crime (77.8%), followed by drug use (54.9%), and a low but likely underreported awareness of sexual harassment (19.2%). Many students expressed that poverty, ineffective security, and unrestricted access to hostels contribute to the insecurity they face. Despite the presence of CCTV and patrol services, less than half of the respondents felt that security personnel were visible or effective, and a notable portion questioned whether emergency systems would work in a crisis. Students offered strong and actionable suggestions such as improved lighting, increased patrols, better access control, and inclusion in safety initiatives to make their campus safer. Ultimately, the study highlights the importance of blending security infrastructure with a student-informed safety culture, reinforcing that safety isn't just about walls and cameras, but about trust, community, and collective vigilance.

5.2 Conclusion

This research aimed to examine the nature, causes, and prevention of crime within the Thomas Adewumi University, Kwara State, campus. The research confirmed that in the controlled setting of a private university, there is still prevalence of theft, bullying, and occasional assault. The study also confirmed that financial hardship, peer pressure, poor campus lighting, and insufficient security presence were the main drivers of the crimes. Most of the respondents indicated that they felt safe during the daytime but not so much during nighttime, especially in poorly lit and less-policed areas. These findings confirm the relevance of social learning theory and routine activity theory to explain crime on campus, where crimes occur due to the convergence of willing offenders, suitable targets, and absence of effective guardianship, as well as acquirable peer-supported learned behaviours.

The research concludes that though Thomas Adewumi University has performed remarkably well in installing surveillance cameras and deploying security officers, loopholes in crime prevention and safety awareness still exist. Problems here require a comprehensive approach, which is both environmental and social. Both increased lighting, additional security personnel, and restricted access to the campus form part of the environmental solutions, while student involvement in safety programs and education against crime constitute social solutions. Moreover, economic pressures on students will be addressed through provision of financial aid and counseling services to mitigate crimes driven by financial need, such as theft.

5.3 Recommendations

Based on the research findings, the study however recommends that Thomas Adewumi University should:

1. Improve lighting in dark and isolated areas to enhance natural surveillance and reduce opportunities for crimes, especially at night.

2. Recruit and deploy more trained security officers across the campus, ensuring their visibility in hostels, cafeterias, classrooms, and walkways.

3. Introduce ID-based entry points and gate monitoring to limit unauthorized access to campus premises.

4. Expand the coverage and functionality of CCTV cameras, ensuring real-time monitoring and timely responses to incidents.

5. Organize regular workshops and campaigns to educate students about personal safety, crime prevention, and reporting procedures.

6. Strengthen emergency protocols through training drills, clear communication channels, and faster response mechanisms during security threats.

7. Encourage students to take active roles in safety initiatives, such as forming peer safety committees and neighborhood watch groups.

8. Expand scholarship opportunities, financial aid, and welfare programs to reduce the economic pressures that may push some students toward crime.

9. Provide confidential and accessible means for students and staff to report crimes or suspicious activities without fear of victimization or stigma.

5.4   Limitations of the study

While this study provides valuable insights into campus crime at Thomas Adewumi University, several limitations should be acknowledged. Firstly, the research was originally designed to cover both Thomas Adewumi University and Landmark University, with the aim of offering a broader comparative analysis across private universities in Kwara State. However, Landmark University delayed their cooperation significantly and ultimately did not provide the necessary data or access, which limited the scope of the study to a single institution. This reduced the study's generalizability and prevented a richer, multi-institutional perspective on campus crime and safety.

Additionally, the reliance on self-reported data from students and interviews with key stakeholders introduced the possibility of response bias. Some respondents may have underreported sensitive issues such as sexual harassment or drug use due to fear, stigma, or distrust, despite assurances of confidentiality. The study was also conducted within a specific timeframe, meaning that emerging incidents or shifts in campus security practices after data collection were not captured. Despite these limitations, the research remains a useful and focused contribution to understanding crime trends and safety perceptions within the context of a private Nigerian university.

5.5 Suggestions for Further Research

Future studies on campus crime and security should expand beyond Thomas Adewumi University to include multiple private and public universities in Kwara State and other regions of Nigeria to enable broader comparisons of crime patterns and security practices. In addition, future research could focus on evaluating the long-term effectiveness of implemented security measures and student-centered safety programs. Qualitative studies involving more in-depth interviews with perpetrators, victims, and security personnel could provide more understanding on the root causes of campus crimes. Lastly, investigating the role of mental health, technology adoption, and social media influence on campus safety will further contribute to developing holistic crime prevention strategies in higher education environments.

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APPENDICES

APPENDIX 1: INTERVIEW GUIDE

Introduction

My name is Fonahanmi-Idris Opeyemi, a student of the Department of Criminology & Security Studies, Thomas Adewumi University.

Thank you for agreeing to participate in this interview. This session is part of a research study titled *"Campus Crime and Security: An Assessment of Thomas Adewumi University, Kwara State"* The purpose of this study is to explore the nature of crimes that occur on university campuses, understand the factors contributing to these incidents, assess perceptions of safety among campus members, and recommend effective strategies for improving campus security.

Your participation is entirely voluntary, and your responses will be kept strictly confidential. The information you provide will be used solely for academic purposes and will not be shared with any third party. You are free to skip any question or stop the interview at any time without any consequence.

This interview will take approximately 10–20 minutes. With your consent, I may take notes or record the conversation to ensure accuracy. There are no right or wrong answers; we are interested in your honest opinions and personal experiences.

Do you have any questions before we begin?

SECTION A: DEMOGRAPHIC INFORMATION

University _____

Position/Occupation _____

Age _____

SECTION B: QUESTIONS

1. From your experience, what types of crimes are most commonly reported or witnessed on your campus?

2. In your opinion, what are the main factors contributing to criminal activities on your university campus?

3. How would you describe the current state of campus security and the effectiveness of safety measures in place?

4. Have you or someone you know ever reported a crime on campus? If so, how was the response handled?

5. What specific strategies or improvements would you recommend to enhance safety and reduce crime on your campus?

APPENDIX 2: QUESTIONNAIRE

My name is Fonahanmi-Idris Opeyemi, a student of the Department of Criminology & Security Studies, Thomas Adewumi University. I am conducting a study on *"Campus Crime and Security: An Assessment of Thomas Adewumi University, Kwara State"*. The purpose of this study is to identify common types of campus crime, factors that contribute to these crimes, and perceptions of safety among the university community.

Your participation in this survey is voluntary, and all responses will be treated with strict confidentiality and used solely for academic purposes. The questionnaire comprises five sections and should take approximately **10 minutes** to complete. Please answer all questions honestly.

For questions on a 5-point Likert scale, please use: **1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree**

If you have any questions or concerns, you may contact me at: [crm.opeyemi.fonahanmi-contact idris@tau.edu.ng.

SECTION A: DEMOGRAPHIC INFORMATION

1. What is your current year of study?

    a.   100 Level   c.   300 Level   e.   500 Level

    b.   200 Level   d.   400 Level   f.   Postgraduate

2. What is your age?

_____

3. What is your gender?

    a.   Male   b.   Female   c.   Prefer not to say

4. Where do you currently reside?

    a.   On-campus   b.   Off-campus

SECTION B: EXPERIENCE AND AWARENESS OF CAMPUS CRIMES

	Question	SD	D	N	A	SA
6.	I am aware of incidents of theft of personal items occurring on campus.					
7.	I am aware of incidents of physical assault or violence occurring on					

	Campus.					
8.	I am aware of incidents of sexual harassment or assault occurring on campus.					
9.	I am aware of incidents of property damage occurring on campus.					
10	I am aware of illegal drug use or distribution on campus-distribution.					

SECTION C: CONTRIBUTING FACTORS TO CAMPUS CRIME

	Question	SD	D	N	A	SA
11.	Insufficient campus security personnel contribute to crime on campus.					
12.	Poor lighting in campus areas contributes to crime.					
13.	Unrestricted access to the campus contributes to crime.					
14.	Alcohol or drug use among students contributes to crime.					
15.	Financial hardship among students contributes to campus crimes.					

SECTION D: PERCEPTIONS OF SAFETY AND SECURITY PROTOCOLS

	Question	SD	D	N	A	SA
16.	I feel safe on campus during the daytime.					
17.	I feel safe on campus at night.					
18.	Security personnel are visible and accessible.					
19.	Campus emergency procedures are effective.					
20.	The university clearly communicates safety guidelines.					

SECTION E: RECOMMENDATIONS FOR IMPROVING CAMPUS SAFETY

	Question	SD	D	N	A	SA
21.	More security officers would improve campus safety.					
22.	Better lighting and CCTV will help reduce crime.					
23.	Restricting access with ID checks would improve safety.					
24.	Safety awareness programs for students would be beneficial.					

| 25. | Installing more emergency contact points will enhance safety. | | | | | |

Thank You for Your Participation