UNIVERSITY OF CAPE COAST

CONTROLLING CRIMINAL ACTIVITIES FOR PEACE AND

SECURITY OF UNIVERSITY OF CAPE COAST STUDENTS LIVING IN

HOSTELS OUTSIDE THE CAMPUS

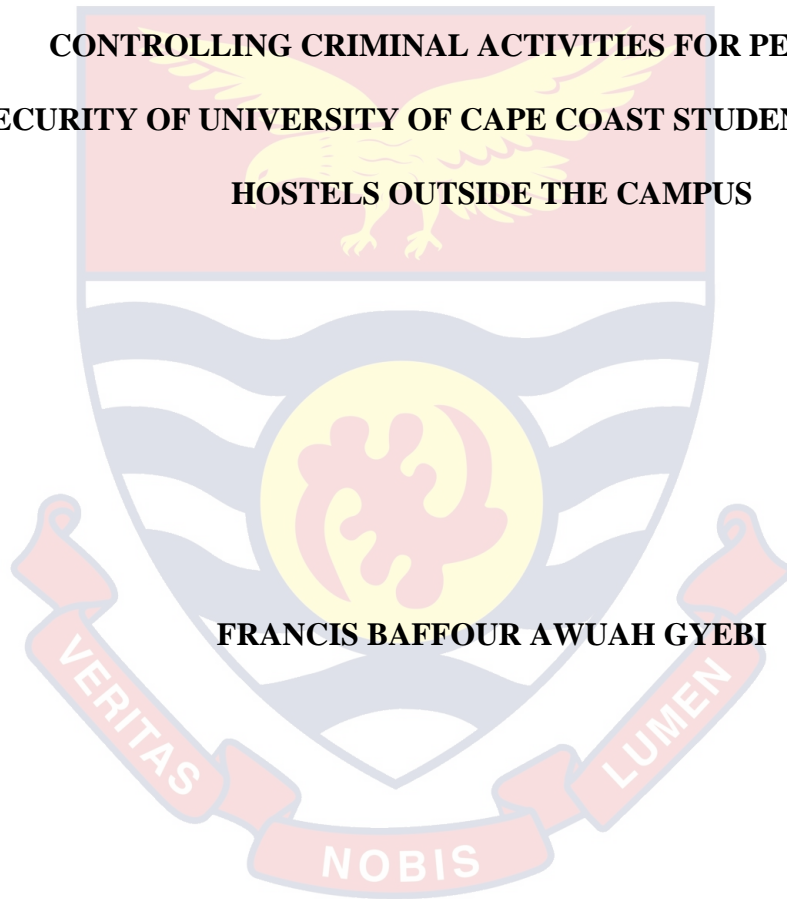**FRANCIS BAFFOUR AWUAH GYEBI**

2021

UNIVERSITY OF CAPE COAST

CONTROLLING CRIMINAL ACTIVITIES FOR PEACE AND SECURITY OF

UNIVERSITY OF CAPE COAST STUDENTS LIVING IN HOSTELS
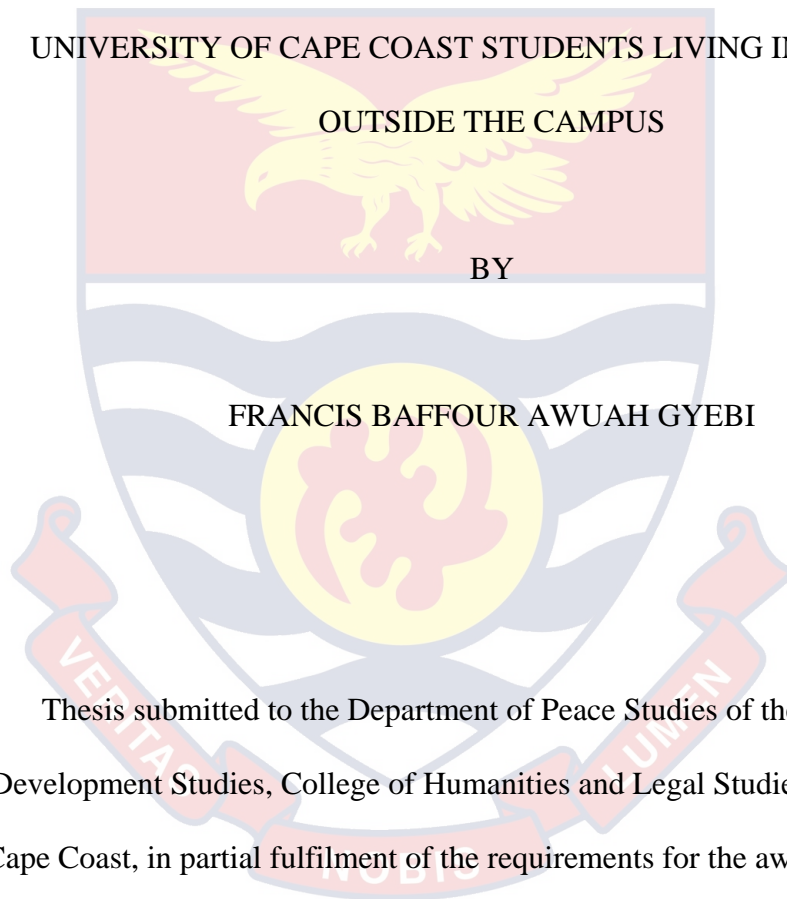
OUTSIDE THE CAMPUS

BY

FRANCIS BAFFOUR AWUAH GYEBI

Thesis submitted to the Department of Peace Studies of the School for

Development Studies, College of Humanities and Legal Studies, University of

Cape Coast, in partial fulfilment of the requirements for the award of Master of

Philosophy degree in Peace and Development Studies.

APRIL 2021

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's   Signature……………………….

Date…………………………

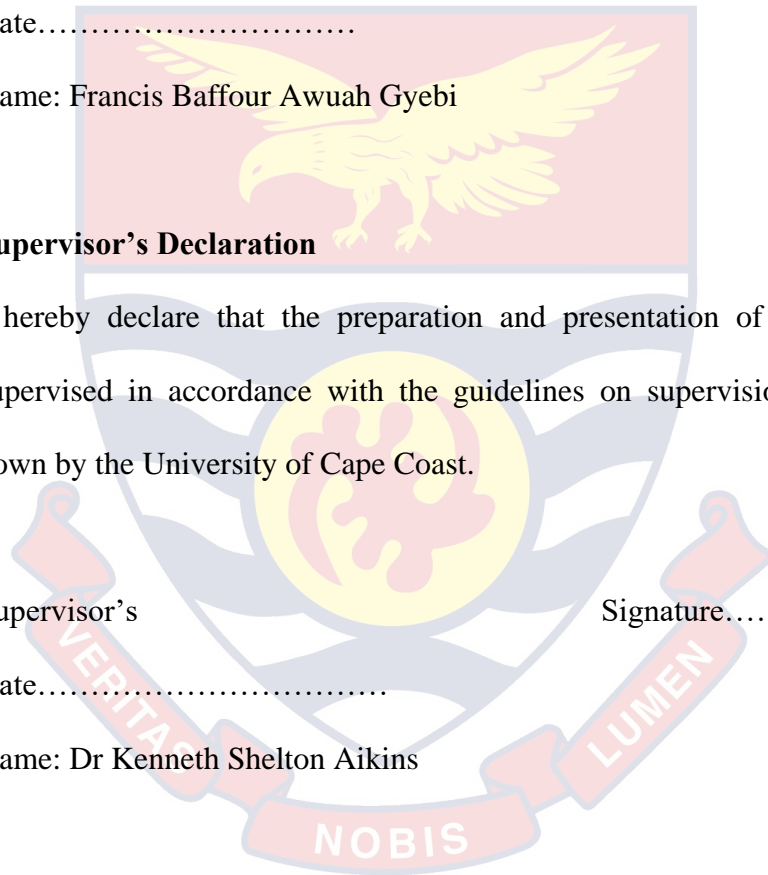Name: Francis Baffour Awuah Gyebi

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's   Signature…………………….

Date……………………………

Name: Dr Kenneth Shelton Aikins

ABSTRACT

In higher educational institutions, peace and security of people predominantly students, who reside on school campuses continue to be topical. The scant research on university students' experiences in Ghana reflects a scarcity of literature on peace and security on Ghana's university campuses, where such issues have been overlooked. However, burglary and other sorts of criminal activities have put students' academic, religious, and social lives in jeopardy on numerous occasions. As a result, the subject of campus peace and security is critical, and it must be addressed. The focus of this study is on students' perspectives on crime and how it relates to peace and security on the University of Cape Coast (UCC) campus. The findings revealed that students are dissatisfied with the overall security on campus, particularly in the communities surrounding the University, using a qualitative approach that used a descriptive study design to obtain a comprehensive picture of students' perceptions about their peace and security in the communities surrounding the University. The study recommends that, if University of Cape Coast management builds more halls of residence, improves the security system in the communities surrounding the University, and provides logistics to campus security agencies, intensifies security presence in the communities surrounding the University as well as ensures that private hostel managements provide adequate security measures in their hostels, it will be sure ways to ensure peace and security of students residing in the communities surrounding University of Cape Coast.

KEY WORDS

Criminal Activities

Peace

Security

University of Cape Coast

ACKNOWLEDGEMENTS

I owe thanks to a number of people who helped make my thesis a success. First and foremost, I express my gratitude to the Almighty God for His direction and protection throughout my time on campus. Space will not permit me to mention everybody, but I am very appreciative of my lecturer and supervisor, Dr. Kenneth Shelton Aikins for his objective supervisory role that led to the completion of this work. In fact, I appreciate every bit of his critique which has been a major contribution to this masterpiece. To Dr. Patrick Osei-Kufuor and Dr. E. T. Akonor, I owe you much gratitude. God richly bless you!

I'd also want to thank Sir Lay & Sons for their unwavering support from the beginning. Thank you to Miss Cynthia Ameworwor, Miss Vera Fiawornu, Mr. Kingsford Brakye, Mr. Joseph Appiah and to Mr. Paul Fosu Sarkodieh for their immense support from day one. To my dearest and love, Miss Mercy Darkwah, you owe it all. I love you, MeDark!

I also want to express my heartfelt gratitude to all my respondents for their quality time and assistance. To my patron, Dr. Baah Sefa-Ntiri, School of Physical Sciences and madam, Mrs Juliana Audria Dankwa, Centre for International Education, all of University of Cape Coast, I say thank you for your consistent check-ups on the progress of this thesis. I appreciate your kindness.

Finally, I owe my family a huge debt of gratitude for their unwavering love and support. To my uncle, Francis K. Fordjour (Italy), I will be much ungrateful to ignore your appreciation. In fact, you were the human pillar to my entire university education. God richly bless you bountifully!

DEDICATION

To my wonderful family and a most cherished friend and partner.

TABLE OF CONTENTS

APPENDIX H: Interview Guide for Local Residents   158

x

LIST OF TABLES

LIST OF FIGURES

LIST OF ACRONYMS

CCTV	Closed-Circuit Television
COP	Commissioner of Police
FAO	Food and Agriculture Organisation
FM	Frequency Modulation
JCR	Junior Common Room
PTSD	Post Traumatic Stress Disorder
SRC	Student Representative Council
SU	Soviet Union
UCC	University of Cape Coast
UK	United Kingdom
UNDP	United Nations Development Plan
USA	United States of America
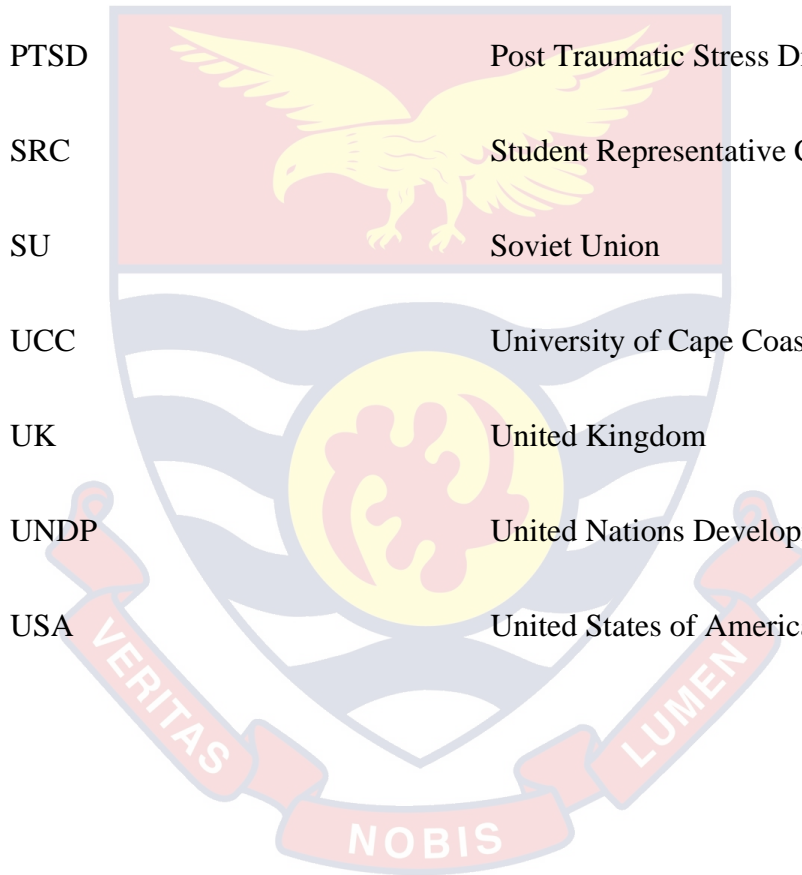
CHAPTER ONE
INTRODUCTION

Within the context of educational settings, specifically university campuses, peace and security of students remain a great concern. The University of Cape Coast as an educational institution has had instances where students' academic, religious and social activities had been threatened by criminal activities such as burglary, thefts, robbery among others. The research problem was that, despite the presence of the University of Cape Coast's peace and security architecture, which includes campus security organizations such as the Ghana Police Service and the University Security Section, criminal activities are still on the rise on campus. As a result, the subject of student peace and security on campus is critical and requires immediate action.

Background to the Study

Educational institutions are important institutions that build on a country's foundations and serve as a springboard for future generations' prosperity and stability. An educational environment should be a secure and peaceful environment, devoid of threats of any form and emotional frustration, which allows for a free exchange of ideas (Sanford, Emmer, & Clements, 1983). It is that, which is task-oriented and predictable, and enhances academic work among students (Sanford, et. al, 1983).

In recent times, peace and security of university campuses have become an issue. The university learning experience is changing, with security in the academic setting becoming more important. (Amoatemaa, Arthur & Kyeremeh, 2017; Abnory, Akoto & Owusu 2016). It is possible that the problem stems from students' perceptions of risk as a result of multiple high-

profile examples and realities of potential weaknesses that have been publicized by the media in recent years. It could also be due to the fact that the number of students enrolled in our universities is outpacing the number of security officers provided by university officials on our campuses. (Amoatemaa et al., 2017; Abnory, et. al., 2016). Whatever the cause, a calm and secure learning environment has long been recognized as a requirement for effective learning. (Maslow, 1970; Piaget, 1952). Increase in entertainment activities, high use of expensive learning equipment, flashy lifestyle of students among others, have made educational institutions a target for crime (Barnes, 2009). The insecurities that come with it such as fears of loss of life and property, among other things, impair the learning environment and impede academic growth and stability, as well as campus peace and security. (Abnory, et. al., 2016).

It has been defined as an institutional responsibility to create and maintain a peaceful and secure learning environment, which needs cooperation and commitment from many parties inside the institution. (Rund, 2002). Franzosa (2009) also mentioned that making tools available, raising awareness, and maintaining open lines of communication are the most effective ways to promote a pleasant and secure learning environment. Engaging police officers, rigorous disciplinary policies, as well as the usage of security cameras and metal detectors are ways of providing security to ensure secure and peaceful campuses (Kitsantas, Ware & Martunez-Arias, 2004; Schreck & Miller, 2003).

It is not unusual in Ghana to hear about criminal behaviors that prompt student leaders to petition university authorities. For example, in 2016, a group

of University of Ghana students petitioned the Vice Chancellor to express their dissatisfaction with the security situation on campus. They mentioned incidents in which a level 100 student's laptop was stolen, and another student was slapped for refusing to hand over her laptop and other belongings when she was attacked by unknown assailants. They stated at the end of their petition: "campus is not secure." (Abnory, et. al., 2016). Amoatemaa et al., (2017) also stated that, a number of students on the Kumasi campus of the University of Education, Winneba have raised concerns about criminal activities on campus and insecurities such as loss of properties especially when they play some specific routes at night. This, they complained has affected their movement and peace of mind.

Peace in an academic institution may be considered as a "public good" as it is devoid of physical attacks, chaos, violence, and instability among others that creates an atmosphere, which is suitable for movement and participation of academic work and development. It may also be regarded as the serenity of the academic community as it translates to the minds of members of the academic community to embark on any work deemed necessary for their development and progress. Academic environments such as universities thrive perfectly when there is a peaceful atmosphere (Amoatemaa et al., 2017). Peace enhances academic performance and ensures a stable mind for greater academic achievement (Abnory, et. al., 2016). Peace is a key component of sustainable development and it enhances growth and development in any given setting (Kimanuka, 2018).

On the other hand, security on an educational campus such as a university, may also refer to the state of being free from fear and want,

3

victimisation and potential harm and resilience against any threat that can affect the dignity and movement of people within the parameters of the academic institution. Security on a university campus may also be described as the measures that are taken such as provision of security posts, streets lights, security patrol systems among others to protect the academic environment. Security in an academic institution such as a university should be centered on members of the university like students in the protection of their dignity and their ability to express their freedoms without fear or want.

For an academic environment to thrive, a peaceful and secure atmosphere must be ensured in the environment in order to foster agreement and harmony (Amoatemaa et al., 2017). However, there are other factors, which constrain the existence of peace and security on university campuses. Among these are conflicts between students affiliated to different halls of residence, unhealthy student demonstrations, campus political unrests among others. One of these factors, which critically affect peace and security on campus is criminal activities.

Legally, criminal activities are commonly described as illegal acts or omissions that are punishable by jail and/or a fine. (Amoatemaa, et. al, 2017). Within the setting of university campuses, criminal activities may be seen as acts of commission and omissions, which disrupt the free movements and peaceful livelihood of students and staff to effectively engage in sound and conducive academic related activities. These may include murder, robbery, burglary, rape, theft, arson, break-ins among others. Criminal actions on campus, according to Tseng, Duane, and Hadipriono (2004), include not just acts that degrade the quality of the learning environment, but also acts that

lower the positive activities of people linked with campus. For criminal activities to occur within educational institutions such as universities, there are certain motivating factors, which encourage them. Such factors include weak security systems, which could be characterised by weak security institutions within the educational setting (Amoatemaa et al., 2017). Other factors that also influence criminal activities are poverty and unemployment, which means that if the population of the area surrounding the institution is primarily unemployed, there will likely be more crime since these poor people will turn to criminal acts such as robbery and theft to make ends meet. (Sandbox Networks, 2016). Poor lighting systems, isolated student residences and unfenced university campuses with numerous illegal entrances and exits also account for criminal activities on university campuses (Amoatemaa et al., 2017; Squelch, 2001). Physical condition of hostel facilities or buildings also influence the attitude and behaviour of criminals in the commission of crimes on campus (Nimako & Bondinuba, 2013).

Criminal activities on university campuses have negative impacts on the overall well-being of students living on campus (Estell & Hutchinson, 2007). They affect academic performance of students. In addition, students who are exposed to criminal activities are more likely to suffer from attachment problems, regressive behavior, anxiety and depression. Other effects of criminal activities on students on campus include loss of life, trauma and loneliness (Farmer, Farmer, Estell & Hutchinson, 2007). In universities where criminal activities are high, it indicates that the security of such academic environment is weak and hence that directly affect the peace of

students to engage in any legal activity within the academic environment (Amoatemaa et al., 2017).

While there may not be one solution to be employed in the prevention of theft and other criminal activities in universities, there are several things that can be taken to lower their risk. Such include: expensive valuables should be kept out of sight; window blinds should be pulled down and strong locks should be fixed on doors and windows. Fixing of streetlights on most routes across campus may also be a way to reduce crime on university campuses.

There are several theories that explain why criminal behaviors occur in a certain setting. These theories support the relationship between criminal activities and peace and security within settings such as university campuses. Among these theories include routine activity theory, human needs theory and social disorganisation theory.

According to the routine activities' theory (Cohen & Felson, 1979), a criminal activity occurs when a motivated perpetrator, an attractive target, and a lack of capable guardianship collide in time and location. The concept behind it is that in the absence of a capable supervision, criminals will prey on easy targets. The presence of a motivated perpetrator and a suitable target, as well as the absence of capable supervision, does not imply that criminal conduct will occur. Instead, the theory contends that the presence of these three variables determines whether a criminal behavior would rise or decrease (Argun & Dalar 2016). Furthermore, Cohen and Felson (1979) proposed that an individual's routines may put them at a higher or lower risk of being victimized, depending on the likelihood of crossing paths with motivated offenders' patterns. It is also worth noting that Felson and Cohen (1979)

6

employ the term "target" rather than "victim," implying that people and things are treated the same way, with a physical location and a sense of time. The importance of proximity and exposure to criminal activities is also highlighted.

Proximity to a criminal activity is maximised when targets and offenders collide in place and time, and when people have regular contact with or live with relatively unknown people (Fisher, Sloan, Cullen & Lu, 1998; Miethe & Meier, 1994). The period of time within which certain crime related activities occur also influences how people go about their activities. According to the routine activity theory, criminal actions are influenced not only by the availability of offenders, targets, or guardianship, but also by the factors that influence the regularity with which they collide in space and time (Sherman, Gartin and Buerger 1989). Because of the emphasis on situational factors, notably time, criminality has been ingrained in our societal structure. (Degarmo, 2011).

Exposure to a criminal activity involves being involved in high-risk or vulnerable situations that enhance the likelihood of being victimized. (Barnes, 2009). In university campuses, situations that increase exposure to a criminal activity include going to church or returning from an academic related activity at night especially at the latter part of the semester. People are exposed to crime victimization when they engage in public activities late at night in places like bars, clubs, carnivals, and movie theaters (Kennedy & Forde, 1990; Miethe & Meier, 1994), as well as situations involving the use of alcohol and drugs (Schwartz & Pitts, 1995; Mustaine & Tewskbury, 1999).

Capable guardianship might be viewed as the campus' "eyes and ears" metaphorically. The ability of humans or physical objects to prevent the occurrence of a criminal event by social, interpersonal, or physical methods is known as guardianship (Miethe & Meier, 1994). Situational or target hardening measures such as surveillance and closed-circuit television (CCTV), are implemented as part of physical guardianship as well as street lights, strong burglary proofs, security posts at vantage points, security escorts, security patrols, security checkpoints, facility/residence hall alarms and access controls, to strengthen capabilities in order to lessen the chances of criminal conduct. Improved recruitment, effective communication and specialized training of campus security officers may be some of the ways to strengthen guardianship.

The motivations of offenders vary tremendously. Understanding and awareness of varied offender motivations can help security personnel respond more effectively and efficiently. People's daily routine activities may affect the likelihood that they will be attractive targets who encounter a motivated offender in a situation where no effective guardianship is present. There are a variety of elements that can have an impact on a motivated offender to engage in criminal activities. These may include unemployment, drugs, mental illness, poverty, hatred, and greed among others.

Human needs theory takes a perspective akin to frustration-aggression and relative deprivation theory. The core concept is that all humans have basic human needs that they aim to satisfy, and that denial and frustration of these needs by other groups or individuals may have an immediate or long-term impact on them, resulting in conflict. (Rosati & Coate, 1990). When people

8

wallow in poverty which could be as a result of unemployment and other factors, their basic need for survival are denied which increases their frustrations hence the possibility of causing crime.

The notion of social disorganization establishes a direct link between criminal activity and neighbourhood ecological factors. In other words, a person's residence plays a significant role in determining the possibility that he or she will engage in unlawful acts (Shaw & McKay, 1942). According to the hypothesis, youths from poor neighbourhoods participate in a subculture that encourages delinquency, and that these youths acquire criminality as a result of this social and cultural environment. Gaines and Miller (2015) go on to say that crime is largely a result of unfavourable community conditions. High school dropout rates, unemployment, declining infrastructure, and single-parent households are all linked to these problems.

University of Cape Coast (UCC) is an academic institution, which embraces a wide variety of students from different backgrounds. The University is situated in the Central Region of Ghana and covers a vast area of land and is surrounded by five communities: Apewosika, Kwesi Pra, Kwaprow, Amamoma and Kokoado. The University has two main campuses; north and south. University of Cape Coast has a general policy of providing accommodation for all undergraduate newly admitted students. After the first year, the University is no longer responsible for the accommodation needs of these newly admitted students. As such, the laws of the University require that students seek accommodation outside the University's halls of residence. Currently, the University has about 24,000 regular graduate and undergraduate students (UCC Student Records, 2019). Due to inadequate facilities to absorb

9

the entire student populace, the University currently accommodates about 7,600 newly admitted students including a limited number of continuing students at the traditional halls of residence (UCC Student Records, 2019). Officially, the University campus covers regions within the "old site" and the "new site" territories. However, the remaining 16,400 continuing students are currently accommodated within the surrounding communities which are not officially recognised by the University. Nevertheless, by virtue of students residing in these communities implies that by extension, these communities form part of the University campus. There are several private hostels within walking distance located within these communities. The hostels within these communities are scattered around with very close distances between them. Some are very distant from the academic facilities of the University such as the main library and the lecture theatres. Some hostels are well fenced which provide a sense of security for residents. Others are not fenced which also serve as easy targets for criminals.

Even with the presence of security agencies located within the heart of the University campus like the University Security Section and the Ghana Police Service who are mandated to maintain peace and security for all students and staff of the University, criminal activities still occur frequently within the student resident communities surrounding the University. Security agencies in University of Cape Coast are expected to provide adequate security for all students of the University including those in the surrounding communities of the University. It is intriguing to see all these security agencies with their security apparatus who serve as hubs for receiving crime related complaints on University of Cape Coast and criminal activities against

10

students specifically those in the surrounding communities will keep occurring; a reason for selecting University of Cape Coast as a case in this study.

The peace and security architecture of University of Cape Coast according to the Operations Officer of the Security Section consists of the main Security Section of the University, Junior Common Room (JCR) security units at the halls of residence and the campus Private Hostels Management Committee. It also includes the newly formed watchdog groups by the Students' Representative Council (SRC) and the Ghana Police Service. The District Police Headquarters of the Ghana Police Service, which is situated at the south campus of the University, is set to control crime and maintain peace and security on the University campus and its neighbouring communities. On the other hand, the Security Section has the sole mandate of protecting all students, staff and properties of the University. The Operations Officer continued by saying that all the above sections of the peace and security architecture are mandated to help fight criminal activities on campus.

Highlighting on the state of security on campus, there are 300 security personnel employed by the University to help maintain peace and security and protect lives and properties on campus (UCC Security Section, 2019). There are security posts stationed at some vantage points of the University, which include checkpoints at the two main entrances of the University that is West Gate (Old site) and East Gate (New site) and another at the Farm Gate (route to SRC Hall). The table below shows the breakdown of the staff of the University Security Section.

11

Table 1: Breakdown of Staff of UCC Security Section

Status	NO.
Head of Section	1
Principal Security Officer	2
Senior Security Officer	3
Security Officer	12
Ass. Security Officer	101
Bindery Assistant II	1
Technician Assistant I	1
Senior Life Guard	1
Senior Campus Guard	128
Campus Guard I	46
Campus Guard II	4
Total	300

Source: UCC Security Section, UCC, 2019

The Operations Officer of the University Security Section highlighted that, the District Police Command and the University Security Section, provide periodic night patrol services in some solitary locations of the University. The University organises security awareness programmes annually for newly admitted students. He continued that, periodic campus security conferences and seminars are also held in partnership with both internal and external security stakeholders to help raise the awareness of security on campus.

12

In University of Cape Coast, victims of criminal activities cut across through teaching and non-teaching staff and students at all levels. However, the most affected are students (District Police Headquarters, UCC, 2019). On university campuses, students are five times more likely than staff to be victims of criminal conduct (Hart & Colavito, 2011); nevertheless, data reveals that students frequently fail to report less serious crimes to the authorities (Archer, 2014).

Statement of the Problem

Higher education institutions must develop learning environments that are both favourable to learning and devoid of criminal activity (Oluwajana, 2017). People's quality of life is typically defined by how tranquil and secure they feel while carrying out their daily tasks. (Ratti, 2010). Criminal activities on University of Cape Coast campus have been one of the most talked about topics in recent times (Abnory, et. al., 2016). Reports from campus media and a section of students (regular continuing graduate and undergraduate students), resident specifically in the communities surrounding the University indicate that, criminal activities frequently occur and students are wallowing in fear of their security (Abnory, et. al., 2016).

According to the Criminal Investigations Department of the District Police Headquarters of the Ghana Police Service, University of Cape Coast, there were 1,000 criminal cases, between the years 2016 and 2018 which were reported from the University population precisely from continuing graduate and undergraduate students within the surrounding communities. Below is the breakdown of these reported cases.

13

Table 2: Crime Statistics Associated with Continuing Graduate and Undergraduate Students in the Surrounding Communities of University of Cape Coast

Cases Reported	2016	2017	2018
Murder	-	-	1
Stealing	201	100	400
Assault	40	102	20
Robbery	-	10	37
Threat of Harm	15	10	12
Threat of Death	21	5	20
Being on Premises for Unlawful purpose	1	5	-
Sub Total	278	232	490
Grand Total			1000

Source: District Police Headquarters, UCC, 2019

According to the Operations Officer of the Operations Unit of the Security Section of the University, the statistics of crime reported cases from their outfit differ from the Ghana Police Service, UCC. The reason being that the latter has the mandate to prosecute. According to him, only 22 cases were reported between the period January 2017 and September 2018. Out of that, thirteen were theft cases, three were robberies, three burglaries, two traffic accidents cases and only one rape case.

There have been various reports of rape, murder, burglary and most predominantly robbery and theft and the likes in recent times (Abnory, et. al., 2016). There have been occasions where continuing graduate and

14

undergraduate students have been attacked in their hostels and on campus streets even at gun and knife points and their assets being taken from them (Abnory, et. al., 2016). Most of these students that ply the school-bus road; a route which connects the North and South campuses, at nights have been victims of aggravated assaults and other criminal attacks (Abnory, et. al., 2016). Some inhabitants of the surrounding communities disguise themselves as students and engage in criminal activities, and as a result pose threats to the security of students of the University (Abnory, et. al., 2016). In addition, criminals take advantage of the more intense learning environment during examination periods to attack and raid students of their valuables (Abnory, et. al., 2016). Most routes to students' hostels in the neighbouring communities are not well lit, a situation, which encourages criminals to cause crime. It is very rare to encounter security checkpoints and posts at vantage points with security guards on duty in the surrounding communities of the University.

The rampant nature of these criminal activities has caused anxiety among students, who find it incredibly difficult to carry out their typical academic responsibilities, particularly as exams approach. (Abnory, et. al., 2016). Regardless of the presence of the University of Cape Coast's peace and security architecture, which includes campus security organizations like the Ghana Police Service, and the University Security Section, criminal activities most predominantly thefts and robbery are still on the ascendency on campus specifically within the surrounding communities of the University. This explains that, the role of the peace and security architecture of University of Cape Coast which is to maintain peace and security on campus is not effective as expected and as a result, this has created deficiencies such as absence of

street lights, low number of patrols within among others which have encouraged criminal activities on campus specifically the surrounding communities of the University. Despite the seriousness of criminal activities on campus, it has not received much attention with respect to its threat to students' peace and security. Studies conducted by earlier researchers (Amoatemaa et. al., 2017; Oluwajana, 2017; Abnory, et. al., 2016) focused on students' perceptions on safety and security on university campuses. This study however, fills the gap by assessing criminal activities and their relationship with peace and security in University of Cape Coast.

Objectives of the Study

The general objective of the study was to assess the effects of criminal activities on peace and security of students living in hostels surrounding University of Cape Coast.

The specific objectives were to;

1. Evaluate the state and architecture of peace and security of UCC

2. Investigate the causes of criminal activities in the communities surrounding UCC

3. Examine the effects of criminal activities on students living in the communities surrounding UCC

4. Analyse the effectiveness of security measures employed by the University authority to curb criminal activities in the communities surrounding UCC

Research Questions

In order to direct the study, the following research questions were formulated:

1. How is the state and architecture of peace and security of UCC?

2. What are the causes of criminal activities in the communities surrounding UCC?

3. What are the effects of criminal activities on students living in the communities surrounding UCC?

4. How has the school authority's security measures improved peace and security in the communities surrounding UCC?

Significance of the Study`

Criminal activities have become a threat to the peace and security of most university communities in Ghana. The relevance of this study cannot be overemphasised. The findings of this research contribute to empirical knowledge by broadening our knowledge on criminal activities and their relationship with peace and security. It will fill the empirical gap of criminal activities and their relationship with peace and security on university campuses.

The findings of this research will serve as a basis for policy makers like University of Cape Coast authorities to identify any weaknesses in the existing security systems and design proactive programmes and measures to check these criminal activities and if possible, strengthen her security base to suit the current trend of crime.

The findings will also create awareness about the key measures to adopt to discourage criminal activities on university campuses in Ghana to promote a peaceful and a more secure academic environment to foster national growth and development.

Delimitations of the Study

The study was done in University of Cape Coast. The scope of this study was limited to criminal activities and the relationship with peace and security. Furthermore, the study focused on regular continuing graduate and undergraduate students, resident specifically in the communities surrounding the University.

Limitations of the Study

There are certain drawbacks to the study's research design that is qualitative research design which may restrict the ability to draw general conclusions. This is because, qualitative researches are not generalised due to the fact that the whole population is not statistically covered. The subjective nature of the research design makes the study bias due to the researcher's personal perceptions and thoughts which may influence the outcome of the study.

Definition of Terms

Peace: refers to the serenity of the academic community as it translates to the minds of members of the academic community to embark on any work deemed necessary for their development and progress.

Security: refers to the state of being free from fear, want, victimisation and potential harm and resilience against any threat that can affect the movement of people within the parameters of the academic institution. Security also refers to the measures that are taken to protect the academic environment.

Criminal Activities: refer to acts of commission and omissions, which disrupt the free movements and peaceful livelihood of students and staff to effectively engage in sound and conducive academic related activities.

Residents in the surrounding communities of the University: Refer to all continuing graduate and undergraduate students of the University who do not live in the traditional halls of residence but reside in hostels outside main campus

Hostel: Any facility or property owned or controlled by a student organization or an individual that is officially or unofficially recognized by the school but is utilized in direct support of or in relation to the school's educational objective, and is regularly used by students as a place to stay.

Murder: The deliberate killing of another person as a result of extreme negligence.

Theft: means unlawful taking of someone's item or object that has a monetary value without prior permission from the person.

Robbery: Taking, or attempting to take, anything of value from one person by another, with the use of force or the threat of violence by the offender.

Aggravated assault: An attack on another person in which the offender threatens the victim with a weapon or the victim suffers severe injuries such as evident fractured bones, tooth loss, suspected internal harm, or loss of consciousness.

Burglary: Entrance into a building or other structure without permission with the aim to steal.

Victim of crime: refers to one who suffers a crime or one who a criminal act is directed to.

Indigenes: refer to all local residents of the surrounding communities of the University who are not students of the University.

Organisation of the Study

The research is divided into five sections. The background to the study, statement of the problem, aims of the investigation, research questions, significance of the study, delimitation and constraints of the study, and how the study is organized are all covered in chapter one, the introductory section. The second chapter examines related concepts and theories, as well as the conceptual framework and empirical literature pertinent to this research. The methods used in the study is described in Chapter 3. The research findings are discussed in Chapter 4, and the study's summary, conclusion, and suggestions are presented in Chapter 5.
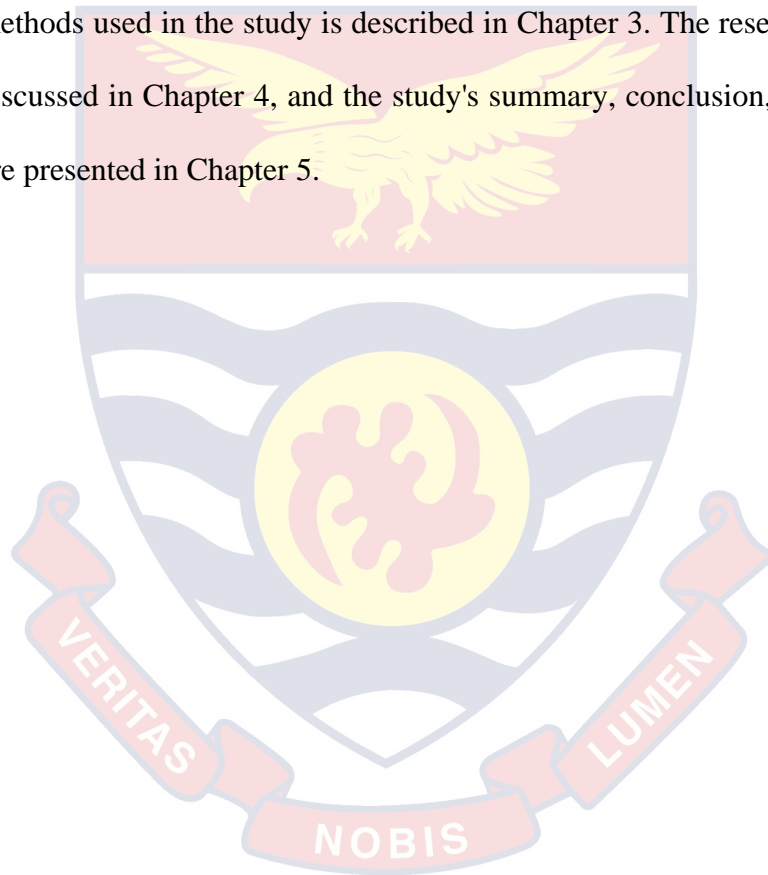
CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter discusses various concepts and issues arising from criminal activities and their relationship with peace and security. In the presence of a strong and viable security system, there is a low level of criminal activities, which directly creates a peaceful environment. The theoretical and empirical literature relevant to the subject are reviewed in this chapter. Theories of crime and peace such as routine activities theory, as used by Cohen and Felson (1979) explain the factors, which contribute to a criminal activity. However, the main theory (routine activity theory) underlining this study is limited by the belief that people should stay at home more to avoid becoming victims, despite the reality that certain groups (particularly women and children) appear to be considerably more vulnerable at home than anyplace else. The chapter concludes with the conceptual framework.

Theoretical Underpinnings of the Study

Beginning in the late 1970s, some research began to move away from emphasizing the role of offender motivation, instead focusing attention upon factors that increase the opportunities for criminal activities to occur. Two perspectives emerging from this transformation were the lifestyle/exposure-to-risk theory (Hindelang, Gottfredson, & Garofalo, 1978) and routine activity theory (Cohen & Felson, 1979). Both perspectives can be seen as falling under a more general opportunity model and are highly complementary with one another. Furthermore, both believe that crime is a non-random occurrence, with possible victims' lifestyles and routines increasing the possibility of contact with likely offenders, therefore increasing the risks of victimization.

21

As will be explained below, several researchers have based their conclusions on a "lifestyle-routine activities" approach (Fisher et al., 1998).

Routine activity theory

In comparison to other criminological methods, routine activity theory is distinctive in its conceptual underpinnings (Barnes, 2009). The theory behind it is that in the absence of adequate safeguards, such as guardianship, motivated offenders will prey on attractive or suitable targets when these elements collide in time and space. As such, it is a micro-level explanation, emphasizing that the absence of any one element is sufficient to prevent a violation (Cohen & Felson, 1979).

Cohen and Felson (1979) are recognized with formally defining, coining, and identifying "routine activity theory" and with being the first to apply Hawley's theory of human ecology to the investigation of criminal infractions (Barnes, 2009). They're particularly interested in direct contact predatory violations, which are characterized as "illegal acts in which someone takes or harms another's person or property in a deliberate and malicious manner" (Cohen & Felson, 1979, pp 589). It's worth noting that they use the phrase violation rather than crime to ensure that they're referring to a specific incident and to avoid the ambiguity of the term "crime" (Barnes, 2009, pp 243).

Their arguments on the nature of crime, the identification of target appropriateness elements, and modernity, however, are worth noting. First, they point out that they treat criminal proclivity as a given and instead focus on crime as an event that occurs as part of everyday life (Barnes, 2009). In this way, they agree with Durkheim's (1965) evaluation of crime as a typical occurrence. Barnes (Barnes, 2009). Second, they define value, visibility,

22

access, and inertia as four components of target suitability. In following investigations, these aspects of target appropriateness are further elucidated and refined (Barnes, 2009). They also use Hawley's (1950) work to explain the dependency between perpetrator and victim as a predatory symbiotic relationship (Barnes, 2009).

Finally, they include a good discussion on the concept of modernity as a whole, and how technology advancements benefit both offenders and appropriate targets or guardians. They explain how modernization contributes to the rising convergence of the three essential parts of criminal events: a motivated perpetrator, a suitable target, and a lack of effective supervision in time and place (Barnes, 2009). They also point out the irony of predatory crime as a by-product of freedom and prosperity, as seen in everyday activities. With this in mind, routine activity theory, as analyzed by Cohen and Felson (1979), can be viewed as an alternative modernization theory that can be compared to other theories (LaFree, 1999).

In University of Cape Coast, the theory plays the role those routine activities of continuing graduate and undergraduate students in the surrounding communities of the University such as going to study at night, walking alone at obscure places especially at night, residing at hostels where there are no fenced walls among others, place these students at risk when there are motivated offenders such as criminals to prey on their availability within time and space to attack them. Vulnerable students are seen as preys by criminals within time and space in the absence of capable guardianship such as security posts and checkpoints, streets lights among others.

23

Lifestyle/exposure approach

While we will not go into great depth about the lifestyle approach and its unique framework, it is vital to recognize how lifestyle research findings (Hindelang et al., 1978) complement Cohen and Felson's work. In essence, the lifestyle approach predicts that younger people, men, and singles are more likely than older people, women, and married people to frequent places outside the house where guardianship is low and closeness to criminals is high, raising the risk of victimization. In some ways, Cohen and Felson's (1979) work on routine activity theory confirms their belief that the home is safer than other places. They do observe, however, that houses that have been victimized, or households where another family member has been victimized, have a higher risk of being victimized than homes that have not been victimized. This data implies that personal and household victimization are linked.

The study by Fisher et al. (1998) is an outstanding example of how the lifestyle-routine activities approach may be used to investigate the level and sources of victimization among students. They discovered that proximity to crime, target attractiveness, exposure, and a lack of capable guardianship all raise the chance of property victimization. Violent victimization is mostly predicted by a lifestyle that emphasizes late-night partying on campus and recreational drug use. In University of Cape Coast, students' lifestyle activities such as usage of flashy and expensive electronic gadgets, cars among others expose them to criminal attacks. Most of these students who use such expensive items in most cases frequent places such as clubs, cinema centres which have less guardianship. These lifestyles put these students at risk of been attacked.

24

While the lifestyle approach is significant in analyzing victimization, the routine activity theoretical framework is the primary theoretical framework examined in this study.

As seen in the preceding discussion, the literature on the lifestyle approach, which is linked to the routine activity hypothesis, contains a number of limitations, criticisms, and inconsistencies. To begin with, one fault in this viewpoint is that it assumes that people should stay at home more to avoid becoming victims whereas, in fact, certain groups (particularly women and children) appear to be far more vulnerable at home than anyplace else. The issue of the function of offender motivation is even more apparent. When considering criminal motivation, Gottfredson (1981) points out that all persons and items throughout space and time, with absolute exposure, are unlikely to be equally appealing. Others raise concerns about the theory's validity when demographic variables explain more than routine activity variables (Massey et al., 1989; Sampson & Wooldredge, 1987).

Social disorganisation theory

Criminal behavior is linked to ecological features, according to the social disorganization theory. It claims that a person's likelihood of becoming involved in criminal behavior is closely proportional to the location or settlement of a neighborhood. According to Sutherland (1939), societal disorganization produces conflict, which leads to deviant behavior.

The explanation of variations in criminal offending and delinquency across time and geography as a result of institutional collapse is at the heart of social disorganisation theory (Akers, 2008; Jensen, 2003). Family, school, religion, friendship, and other institutions have historically been important for the formation of organized and cooperative ties among groups within the local

25

community. These organizations are then related to a person's sense of belonging to their community, which reduces the possibility of them engaging in illegal or delinquent behavior that has a detrimental impact on that community. As a result, the individual's reciprocal attachment to the community may vary depending on the extent of collaboration organizations linked with these institutions. As a result, there is less social deterrent for crime/delinquency, and higher rates of such behavior are reported (Porter, Capellan & Chintakrindi, 2015).

The rise of individualism, fast societal change, and the disorganizing or disintegrative processes that followed are all linked to social disorganization as an explanation for crime differences (Thomas & Znaniecki, 1918). Faris (1955) contends that crime trends can be explained by the weakening of relationships, which he refers to as "bond communities." Furthermore, according to Bursik (1988), criminality contributes to the further breakdown of social organization.

The nature of settlements of indigenes in the surrounding communities of University of Cape Coast that is, how the settlements are clumsy with a lot of hideouts influence the possibility of such indigenes to become criminals according to the social disintegration theory. Such neighbourhoods have issues with parental controls among others due to poor education and disorganised relationships such as improper parental control which destroy the sense of belonging of youngsters to exhibit socially acceptable behaviours hence their ability to involve in criminal behaviours in the surrounding communities of the University. Students who reside at disorganised residences where there are deviants such as the case of those in the surrounding communities of the

26

University, are also more inclined to engage in criminal activity. In this light, some students also have the tendencies of indulging in criminal activities in the surrounding communities of the University alongside some of the indigenes who have less parental control.

It is worth noting that the reciprocal nature of crime and disorganization has been criticized for oversimplifying the explanation of crime fluctuations (Cohen, 1955; Merton, 1957). The main criticism is that structural factors cannot be held exclusively accountable for the existence of crime, and that they must be considered with the potential components of agency and action of persons who are prone to engage in such behavior. Some contend that the social disorganization hypothesis ignores the importance of relational networks in public governance (Bursik & Grasmick, 2011).

Human needs theory

Despite the fact that the ideas of human needs, conflict, and peace are intertwined and touch every area of human life, scholars and practitioners have traditionally approached them in a fragmented fashion (Danesh, 2011). Human needs theorists argue that all humans have certain basic universal needs that, if not addressed, will lead to conflict (Danesh, 2011). Maslow (1943) established a hierarchy of needs, starting with the basic needs of food, water, and shelter, then safety and security, then belongingness or love, self-esteem, and lastly personal satisfaction and self-actualization. Maslow (1973) proposed self-transcendence as a need above self-actualization in the hierarchy of wants later in his life. Because the theory lacks information regarding the motivators of extrinsically motivated persons, it is of dubious relevance to those who are motivated by external rewards.

27

Burton (1990) also defines a set of requirements that he believes are universal in occurrence but have no hierarchical relevance. Distributive justice, safety and security, sense of belonging, self-esteem, personal fulfillment, identity, cultural security, and independence are among his requirements. While Maslow and Burton focus on human, biological, psychological, and social needs, Danesh (2017) explores a new set of psycho-spiritual wants, including the desire for love integrity, joy and sorrow, and spiritual contact. Similarly, Neef and Kok (2007) introduced their own set of unique human needs, such as the desire for "creation" and "leisure and idleness." Hertnon (2005) posits the Universal Human Needs Theory, which is based on only two needs: survival and improvement. Physical and mental well-being, respect from others, and self-esteem (all necessary for happiness) are listed under survival needs, as are a safe and healthy environment, sensible reproductive methods, appreciation of life, and doing good things (all required for contentment).

Human needs theorists distinguish between human wants and interests, according to Danesh (2011), and suggest that human conflicts arise when people's efforts to meet their basic needs are frustrated. It is also said that disagreement and even bloodshed are unavoidable since human needs are non-negotiable, whereas human interests are amenable to compromise and negotiation (Kok, 2007). The distinction between necessities and interests, on the other hand, is hazy and subject to debate (Danesh, 2011).

There are also several limitations to the idea as it is now formulated. The attempt to find an objective foundation for socially and politically important requirements in human biology or unchangeable "human nature"

28

has been attacked as indefensibly essentialist, de-contextualized, and ahistorical (Avruch, 1999). The requirements that, if unmet, lead to violent conflict may thus alter over the length of human history, or even over the course of a single person's life (Rubenstein, 2001).

Within educational settings like University of Cape Coast, this theory plays a role in describing why criminal activities occur. Unemployment is an issue that may affect a number of the youth in the surrounding communities of the University. As these people are unemployed, the ability to afford basic human needs such as food, water and shelter, become a problem. This effect may put pressure on the livelihood of these youngsters and as result they may resort to criminal activities as a way to survive.

In summary, as the routine activities theory argue the occurrence of crime as triggered by the intersection of the three key elements thus motivated offender, suitable target and absence of capable guardianship within time and space which could be seen as a deficiency characterized by the ecological traits such as lonely places, bushes areas and hotpots, the social disorganisation theory also links the occurrence of crime to ecological deficiencies such as places with youth delinquencies who form subgroups with deviant subcultures and converge at certain hotspots. Routine activity theory and social disorganisation theory relate with each other with respect to how criminal activities occur. In this study, both theories argue the occurrence of crime within time and space as triggered by how victims become targets within hotpots locations. The routine activity theory argues the occurrence of crime as coordinated by the intersections of the three elements namely motivated offender, suitable target and absence of guardianship within time

29

and space, the nature and location of the settlements in the surrounding communities of the University also show how crime can occur. As people become deviant as a result poor settlement, they find it very appealing to attack any target which they come across within time and space when there is no capable guardianship.

Definition of Conceptual Issues

Education officials, peace and security agencies, parents, student groups, and other education stakeholders around the world are concerned about criminal activity among students at universities (Addington, 2008). Concerns about peace and security on university campuses have been linked to incidences of crime among the student population in a variety of institutions around the world, causing students and other education stakeholders to feel more fearful and insecure (Bartula & Bowen, 2015). These worries ran counter to society's expectations of the university as a place of study that is separate from the criminal activities that plague the wider community (Henderson, 2010). The definitions of the concepts of criminal activities and peace and security are necessary to understanding such issues within universities across diverse countries in the world. Though these definitions of concepts do not exhaust the true meanings of what these concepts appear, however, some do provide relevant perspectives that may be applicable to the issue of criminal activities and peace and security within an academic setting.

Concept of criminal activities

A variety of social, political, and economic elements all contribute to the definition of criminal activity in a given country. Paul Tappan (1960, pp 8) defines a criminal activity as an "intentional act or omission in violation of a criminal law committed without defense or justification and sanctioned by the

30

state as a felony or misdemeanour". Within the definition of Tappan, there are five key elements which when put together explain the relevant criteria for the establishment of the breaking of a criminal law. An unjustified act or omission; intent; a combination of the two: intent and action; the existence of a statute prohibiting the act and the existence of a prescribed penalty are all examples of these.

The Ghana Criminal Code (Act 2960) explains a criminal activity to involve both the act, or 'actus reus' and the intent to commit the act, or 'mens rea'. According to Fafa, (2010), criminal activities are the violations of rule(s) or regulation(s) for which a governing authority can superiorly set a verdict. A common aspect in characterizing a criminal behavior is the requirement for punishment. The social definition of a criminal activity is that it is a conduct, which violates the social code of a specific community (Fafa, 2010). Any action or omission that causes injury to a person or property, or in any way that violates the criminal law, is considered criminal activity (Essays UK, 2013). Illegal acts frequently, but not always, involve violations of moral rules followed by some amount of social condemnation; however, it is crucial to note that not all criminal behaviors are disliked by everyone (Akuamoah, 2014).

The concept of criminal activity also includes the idea of a public good as opposed to a private wrong, with an agency representing society as a whole intervening between the criminal and the injured party (Mahama, Akuamoah, Amedagbui & Dese, 2015). As a result, society takes steps to avoid it by enacting particular punishments for each criminal act (Fafa, 2010). The seriousness of the offense, the age of the offender, the punishment that can be

imposed, and the court that has jurisdiction over the case are all factors that influence how criminal actions are classified by law (Schaefer & Lahm, 1998).

In the literature, the term "criminal activity" also refers to the concept of a "hot zone." Hot spots are locations that elicit higher levels of insecurity among individuals than other locations due to the high frequency of criminal activity in those areas (Nasar & Jones, 1997). These could be hidden spots, dimly lighted areas, transit stops, or abandoned buildings. Hot spots have been studied in two methods, according to Nasar and Jones (1997): distal and proximate. The distant refers to places where people may be concerned about the possibility of becoming a victim of criminal activities, such as the park at night. Signals that suggest site-specific insecurity as a result of criminal activity, such as decaying buildings or gang-infested regions, are referred to as proximal (Nasar & Jones, 1997).

Concept of peace

Peace is the greatest and highest goal or hope that all and sundry aspire to accomplish individually and look forward to in society and in the world (Annan, 2006). According to Annan, the term 'peace' has undergone different discussions in diverse ways and has attracted different arguments with different interpretations that are different in accordance with the context of usage. To have an in-depth comprehension of the issue, it is vital to appreciate the true meaning of what peace is.

Originally, the Latin word 'pax' meant a pact, a compact, or an agreement between two people, two nations, or two antagonistic groups of people to end war, dispute, and conflict (Bloomsbury, 1995). According to Annan (2006), the term "peace" implies the absence of conflict. As a result, militaries either fight wars to win peace or employ force to keep peace,

according to their viewpoints. According to Vesilind (2005), peace is defined as a goal in and of itself rather than a means to an end in military terms. It is viewed as the primary goal to be achieved rather than a method to attain a separate goal. This could be explained by the fact that numerous types of wars were fought in the past. Peace became the only option for survival. People desire peace in such a situation, and the direct cessation of reciprocal hostilities is subsequently referred to as peace. However, a number of academic researchers have offered definitions of peace that differ from the traditional definition of peace as the "absence of war."

"Peace is not just the absence of war, but the presence of justice, of law, of order, in short, of government," Einstein (1968, pp 371). Peace, according to Albert Einstein, is more than the absence of war, which is defined as the physical exchange of hostilities in the form of lethal chemical weapons, nuclear weapons, bullets, and the like, but also the presence of justice, law, and order, which the United Nations' Sustainable Development Goal 16 also emphasizes as "to promote peace, justice, and strong institutions" in all societies. "True peace is not only the absence of tension: it is the presence of justice," says Coretta (2008, pp 83). According to this viewpoint, peace in society must involve fairness. According to Johan Gultung, a Norwegian peace expert, the term "peace" refers to a peaceful climate that should be promoted as a social goal (Gultung, 1969). Peace, according to Gultung, is another word for equality, equity, equal rights/dignity, symmetry, reciprocity, diversity/symbiosis, and so on (Gultung, 1996).

Other scholars have maintained that peace includes the intellect. They define peace as something important to the mental stability of humans, which

governs our emotions and bodies. Peace, according to Jawaharlal Nehru (1954), is not a relationship between nations. It's a mental state brought on by spiritual serenity. Peace is more than just the absence of war; it is also a condition of mind. Only peaceful individuals can achieve lasting peace. Nehru extends the argument for peace beyond the physical realm, explaining that peace is tied to human soul tranquillity.

Peace, according to Francis (2006), is defined as the absence of war, fear, conflict, anxiety, human suffering, and violence, as well as the harmonious coexistence of humans and the environment. According to Francis (2006), peace is concerned with the creation and maintenance of a just order in society as well as the nonviolent settlement of conflict. In sociology, peace refers to a state of social concord in which no social animosities exist. To put it another way, peace is a state in which social conflict is absent and individuals and groups are able to achieve their needs and aspirations.

Internal peace, according to Sulaiman (2014), is a state of mind or soul. It is a mental state of calm, serenity, and tranquillity that results from the absence of mental disturbances such as worry, anxiety, greed, desire, hatred, ill-will, delusion, and/or other defilements. Internal peace is a state of being at peace with oneself (Sulaiman, 2014). Internal peace is critical; it is widely recognized as true peace and a solid foundation for societal peace (Sulaiman, 2014). According to Sulaiman (2014), external peace is defined as the absence of all social ills as well as the existence of all social virtues. Internal and exterior peace are inextricably linked. Both are interrelated and mutually beneficial. Internal peace is the state of mind of a person, whereas external peace is the state of mind of a society. It is commonly understood that society

is a culmination of each individual's contributions (Sulaiman, 2014). The way a person is affects society. In conclusion, society has an impact on an individual. If society is excellent, it is beneficial to the individual's quality of life (Sulaiman, 2014).

The relevance of these explanations to the concept of peace falls within the context of an academic setting such as the University of Cape Coast. The explanation of peace as to the serenity of the environment which translates to the calmness of the human mind as being devoid of fear, anxiety, depression, pain among others is applicable to what members of the University community such as students should experience. Within University of Cape Coast campus, both internal peace which the literature explains as the peace within oneself and external peace as the absence of all social evils and the presence of all social virtues are very much absorbable within the academic community. These explain the nature and kind of peace expected to be present to foster academic growth and development of members of the University community.

Concept of security

Every culture need a sense of security. One of the most well recognized aspects of a happy existence is the ability to feel safe (Herington, 2015). The right to security, according to Shue (1980, 1996), is the first of our basic rights. The word is commonly used to help raise awareness of the significance of specific situations, which are subsequently labeled as such in the minds of the general public (Buzan 1991). Security, on the other hand, is a "basically contested term" (Gallie 1956, pg 167; Buzan 1983); a concept on which there is no agreement. It is difficult to identify a common basis for debate because of the conceptual ambiguity. Most definitions share some type

35

of threat to treasured values (Williams 2008), particularly dangers that jeopardize the survival of a specific referent object in the near future. As a result, concern for survival implies a concern for safety (Art 1993).

Security is not a stand-alone idea. It is usually linked to a person's or a society's value system (Brauch 2003). Every person who speaks about security gives the term a different connotation. When dangers to security can be avoided or at least handled, security is achieved (Nye 1988). The traditional definition of security, which places the state as the primary referent, has been the subject of heated discussion (Stone, 2009). Security is the most important concern for nations, according to the realist theory's assumptions. The realist view of security (Buzan, 1991), which sees it as a derivative of power, reduces the complicated idea of security to a simple synonym for power (Buzan, 1983). This viewpoint could have been useful during the World Wars, when states appeared to be in a perpetual struggle for dominance. The concept of security has become much more multidimensional and sophisticated in the post-Cold War age (Stone, 2009).

Security has been interpreted in a variety of ways. In general, security has come to be associated with the acquisition of power (Van-Buuren, 2010). The termination of the systematic antagonism between the Soviet Union (SU) and the United States of America (USA) has transformed the way people think about security (Allenby, 2000). Traditional goals included defending national sovereignty in terms of territory, population, and governance system. Within the United Nations' organizational framework, the emphasis has evolved from a state-centered to a more human-centered approach (UNDP, 1994; FAO, 2003). Despite a broadening of the concept of security, a considerable number

of states still adhere to a state-centered, militarized approach, according to Moller (2003). The state-centered security paradigm's significant flaws were highlighted, particularly the fact that it did not provide an explanation for states harming their own population or for state collapse (Mack, 2004). As a result, the necessity for a human-centered viewpoint became apparent (UNDP, 1994). The focus of human security shifts away from states and toward individuals. It promotes human rights, violence prevention, and long-term development (Paris, 2001).

Since the United Nations Development Programme (UNDP) published the Human Development Report in 1994, the concept of human security has piqued the interest of academics and practitioners alike (Shinoda, 2004). Human security, according to Thakur (2004), is human-centered because it focuses on individuals as well as groups of persons or communities; and it is security-oriented because it emphasizes freedom from fear, danger, and threat.

Thomas and Wilkin, (1999) maintains that, "human security describes a condition of existence in which basic material needs are met, and which human dignity, including meaningful participation and the life of the community, can be realised. Therefore, human security is indivisible; it cannot be pursued by or for one group at the expense of another (p.108-109)". According to Owen (2004), "Human security is the protection of the vital core of all human lives from critical and pervasive threats that emanate from both direct as well as structural violence. (p. 348)"

The concept of human security is based on the idea that the primary goal of security is to protect people from fear and hunger (Shinoda, 2004). According to the United Nations Development Programme, there are three

pillars of human security, one of which is freedom from fear, which protects human beings' bodily integrity. Freedom from desire is defined as the ability to obtain the things and services required to meet one's material and non-material requirements, as well as the ability to live in dignity (Annan 2000; Owen 2004).

Within the context of University of Cape Coast as an academic institution, the paradigm of human security plays a vital role in ensuring that all members of the academic community such as students move about without any fear or want. The freedom from fear should enable members of the academic community to move about freely within the University community without any victimisation. This would be possible when there is an effective security set up such as security posts, streets lights among others at vantage points of the University. The presence of this removes fear and encourages students to move about freely. The freedom from want as to the University making available security services to be accessed by all members of the University. Students should be able to receive services from the appropriate authorities such as the security section of the University and the Ghana Police Service in order to have a comfortable stay in the University. Freedom to live in dignity implies that students in the University should have that boldness and esteem without shame to do what is legally acceptable by the University.

Empirical review

The literature on the more specific issues of criminal activities on university campuses exist and present a strong case for recognition of these activities and their impact on peace and security.

Working within the context of a case study that used a survey design and a practical sampling technique to generate a comprehensive picture of

students' perceptions of security on University of Cape Coast campus, Abnory, Akoto and Owusu (2016), found that, majority of students live in rented private apartments off the University's campus (surrounding communities of the University) where the safety of students cannot be assured. As a result, because these private hostels lack security professionals, these students may have increased concerns about their safety in the University community. They went on to say that students' perceptions of safety on campus are heavily influenced by the time of day and whether they live in residential (conventional halls) or non-residential housing (private hostels). Darkness, desolation, lack of other people in the surrounding region, and poor maintenance were also revealed as variables that influenced feelings of dread in a public context, though not notably in a learning environment, by Abnory et al., (2016). Their research also found that, while rare, severe crimes do occur within the University, such as the 2014 assassination of a Nigerian student on campus.

Using questionnaires and interviews and accidental sampling technique to obtain 250 respondents, According to Flannery and Quinn-Leering (2000), students in the communities where colleges are located have a 10 times higher rate of violent crime than students on university campuses (halls). Perhaps this explains why many university students view threatening behavior as victims or have significant feelings of insecurity during their time on campus. Flannery and Quinn-Leering also discovered that the majority of students who felt unsafe on campus at night were non-residential students who lived in the University's neighboring areas.

Chekwa, Thomas, and Jones (2013), who surveyed 20 local Troy University students in the United States of America using a quantitative research design, discovered that university students were concerned about their security as they walked around campus and recommended that university institutions create a secure environment. In their study, McCreedy and Dennis (1996) found that around 86 percent of students polled had a high level of fear about becoming a victim of crime. In light of this, Akiba (2010) concluded that educators, policymakers, and administrators have a responsibility to establish a secure and tranquil learning environment for all children.

Using a convenient sample of 564 undergraduate students at Southeastern University, Jennings, Gover, and Pudrzynska (2007) used a descriptive study to provide an empirical examination of issues related to campus security, including university students' perceptions of fear and perceived risk of crime. They stated in their analysis that campus security and related issues cannot be overlooked. Educators, campus administrators, campus law enforcement, and the entire campus community must give security education, encourage awareness, and design and implement effective measures to address the obvious sources of crime or insecurity, according to them.

Dobbs, Waid, and Shelley (2009) conducted study on "fear of crime as dread of rape among university girls" using a purposive and convenient sample technique. They discovered that students used precautionary strategies such as walking with others at night, carrying keys as a defensive tool, using campus escort services, or avoidance strategies such as isolating oneself from situations perceived to be unsafe in order to protect themselves from potential

harm. Hilinski (2010) discovered that some limited behaviors and victimization experiences have a link with fear, but that these correlations are qualified by temporal contexts and the victim-offender relationship, using a sample of 224 university women via an internet survey. At the University of Nairobi, Muasya (2014) looked into the impact of sexual harassment on female students' access to chances. According to the study, which used a descriptive research approach, there was a high prevalence of sexual harassment among female students.

According to the findings of Amoatemaa, Arthur, and Kyeremeh (2017), who used a convenient sampling technique and questionnaires to collect data on students' perceptions of security at the University of Education, Winneba's Kumasi campus, 87.5 percent of respondents were most concerned about security on campus. On campus, it became clear that spots or paths that were dimly lighted, secluded, and not commonly traveled, especially after dark, were risky. Furthermore, students felt safer on campus during the day than at night, particularly girls. Bushy regions, a lack of closed circuit television (CCTV), the absence of police patrols, and emergency phones to call security were also recognized as important factors contributing to students' feelings of fear on campus.

The findings of the study conducted by Amoatemaa et al., (2017) corroborate what Fisher and Nasar found in their investigation (1992). Fear of crime on campus, according to their research, originates from a fear of low prospect, lack of escape, and high shelter. This indicates that students on campus will be more afraid of crime when there is a low likelihood (such as a

lack of a clear open view of the area), a lack of escape from a potential offender, and a high likelihood of hiding for offenders.

Kirk (1988), who surveyed 567 university students using a quantitative research design, discovered that particular regions and routes on campus are considered as unsafe by students and demonstrated how students felt in various areas on the university campus. According to the findings, the regions students most frequently identified as unsafe did not precisely match to areas where sexual assaults were recorded to police. According to Kirk (1988), feelings of insecurity in a certain area are a combination of the appearance of a place, popular misconceptions about the place, and human traits, particularly sex, rather than personal experience of the place. Kirk's findings are related to portions of the difficulties investigated by Ratti (2010), who showed that people feel very unsafe in particular parts of the environment when compared to other parts.

The assessment of literature reveals that there has been minimal research on criminal activities on university campuses and their relevance to peace and security. A number of the studies that were evaluated in the literature focused on students' safety, security, fear, or sexual victimization rather than peace and security in relation to criminal activities. Furthermore, the majority of other researchers' studies were conducted using quantitative and mixed research designs. The value of this research, which attempts to assess the relationship between criminal activities and peace and security in University of Cape Coast using a qualitative approach, stems from the above deficiencies, which are that those works did not focus on the relationship

between criminal activities and peace and security with a priority of using a purely qualitative approach.

Conceptual Framework

The conceptual framework was based on Cohen and Felson's (1979) routine activities theory, which explains how crime occurs through time and space. According to the theory, crime occurs when three factors, namely a motivated offender, a suitable target, and a lack of capable guardianship, connect in time and location (Cohen & Felson, 1979), as depicted in Figure 1. According to the hypothesis, the absence of one ingredient, such as a motivated perpetrator, a suitable target, or a lack of appropriate guardianship, can prevent crime (Cohen & Felson, 1979).
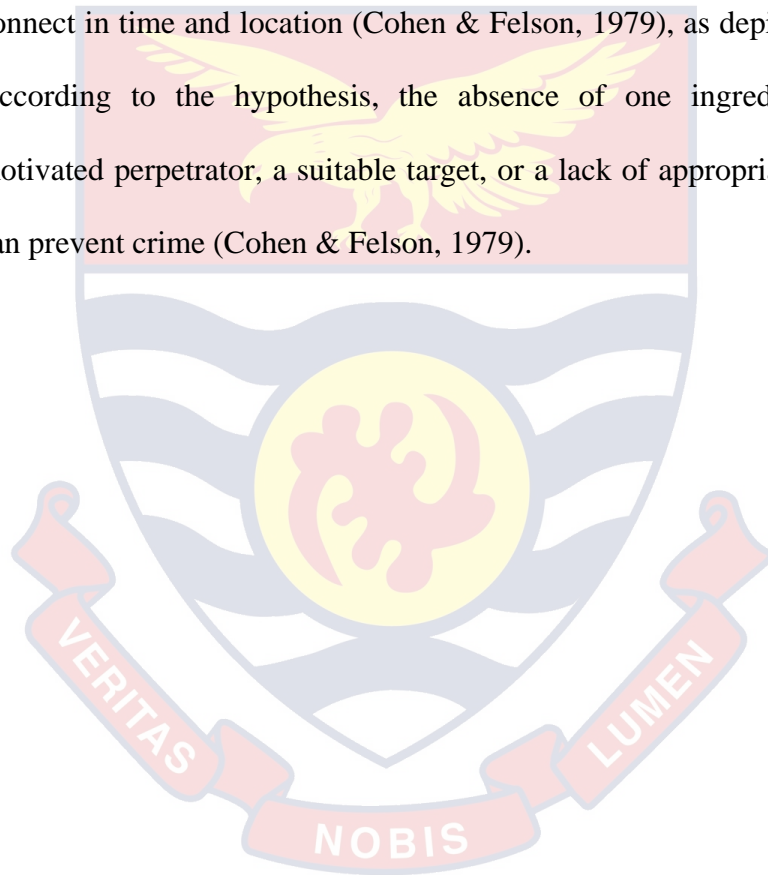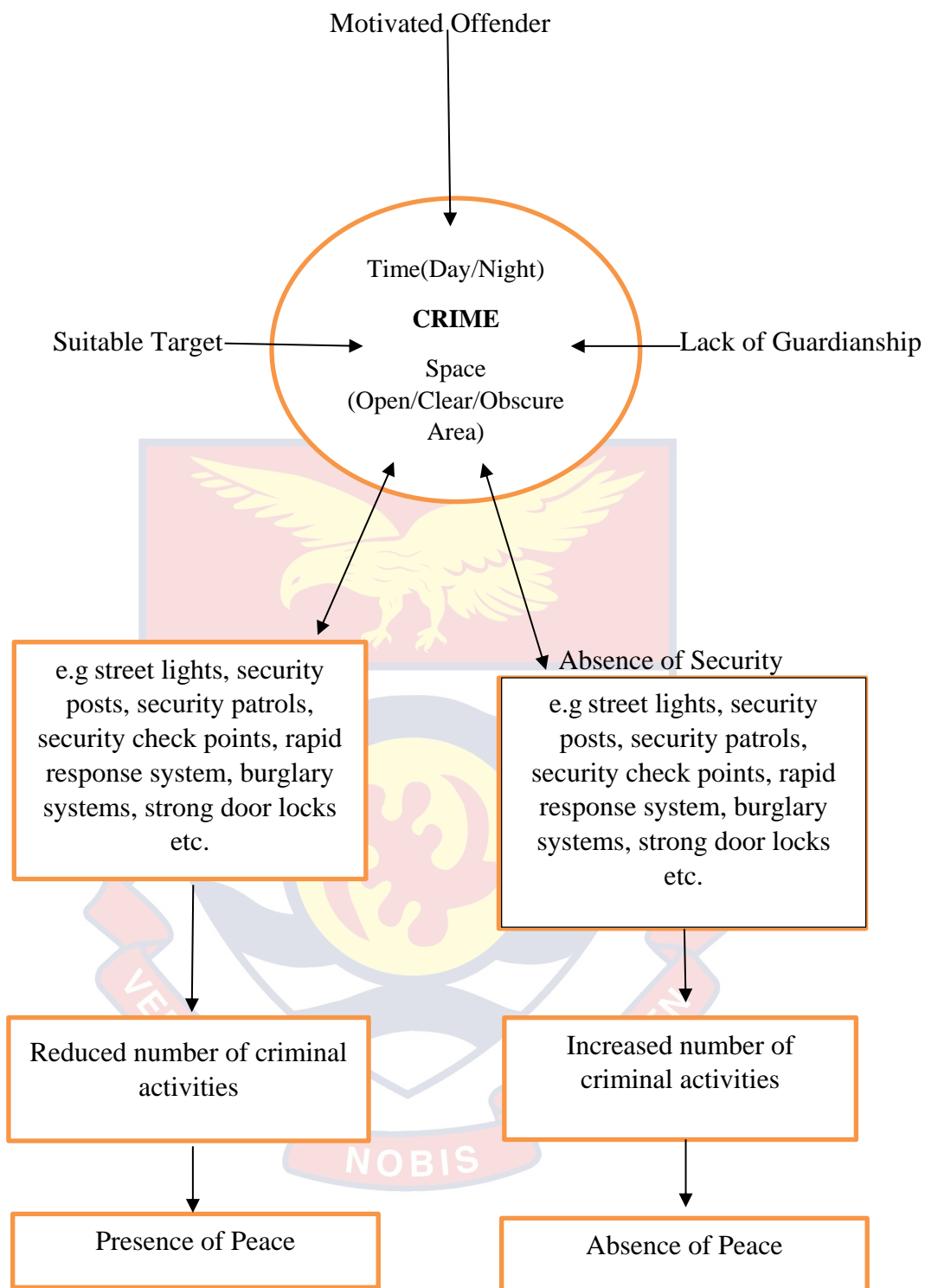
Figure 1: Conceptual Framework for Crime and Peace and Security

Relationship

Source: Author's Construct (2019), Based on Cohen and Felson's (1979)

Theory

The conceptual framework describes the components of the concepts of this study which include criminal activities and peace and security. The routine activity theory in the framework highlights the main components of criminal activities on campus namely a motivated offender, a suitable target and a lack of capable guardianship within time and space. The framework also highlights the components of peace and security which also form part of the items within the peace and security architecture of University of Cape Coast. Preventive measures (security) in the framework are street lights, security patrols, security posts, watchdog committees, burglary systems among others. Furthermore, the presence of security in the framework shows an existence of peace.

According to Figure one, the occurrence of a criminal activity on campus begins with the intersection of the components of criminal activities which are a motivated offender, a suitable target and a lack of guardianship within time and space. The time and space could connote day or night, an obscure area, an open or a clear area among others. The framework depicts that, for peace to occur, there should be the presence of security within time and space, which decreases criminal activities. The associated effect directly reduces criminal activities, which then promotes peace. Among some of the security components thus crime preventive measures, which influence decline in criminal activities are street lights, security posts, security patrols, security check points, rapid response system, burglary systems, strong door locks, public view, walled/fenced apartments, CCTV systems, watchdog committees, security alarms and so on. In the presence of a number of these crime preventive measures within time and space, criminals are discouraged to commit crime.

On the other hand, the diagram shows that when there is the absence of security within time and space, criminal activities will increase and as a result lead to the absence of peace on campus.

Summary

The purpose of this chapter was to present in detail the theories underpinning this research and empirical review of related research. There are several theories such as routine activity theory, social disintegration theory and human needs theory among others which explain the emergence of criminal activities. This study however employs the routine activity theory as the main underlining theory which best explains criminal activities and how they relate with peace and security on University of Cape Coast campus. The theory argues that, criminal activities occur on campus as a result of the intersection of three conditions namely; a motivated offender, availability of a suitable target and a lack of a capable guardianship within time and space. The empirical literature also points out some methodological issues and findings of other works related to this work. Finally, the conceptual framework depicts the relationship which exists between the variables of the study which are criminal activities and peace and security. The framework shows that in the presence of a viable security system, these criminal activities are reduced and that translates to peace of students to embark on their activities. The reverse of this situation holds.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter explains the study's methodology, or the techniques that guided the investigation. The research design, study area, target population, sample and sampling technique(s), data sources, data collection instruments, data collection procedure, as well as data processing and analysis are all covered in this chapter.

Research Design

To analyze criminal activity, tranquillity, and security on campus, the study used a qualitative technique and a descriptive study research design. A descriptive design, according to Hakim (2000), provides extensively descriptive descriptions of persons' perceptions, perspectives, and attitudes toward events and things. Because criminal activities and issues of peace and security are human-related issues, people's views of them are socially created, and comprehension of people's preferences for resolving these issues cannot be validated objectively.

The constructivist epistemology, which denies the concept that truth and meaning exist in some external world, underpins the descriptive study design (Abnory, et. al., 2016). The individual's interactions with the world, according to this paradigm, produce truth and meaning. Individuals construct their own meaning in different ways, even in respect to the same occurrence, according to this orientation. As a result, there can be various techniques, as well as contradicting but equally legitimate explanations of the world (Starkweather, 2007). These do not lend themselves to quantitative techniques of research. Thus, the descriptive design is suitable for this study since it aims at sampling the views of various stakeholders on the issue; criminal activities and peace and security in University of Cape Coast.

Among the constraints of this design, however, include subjectivity. Qualitative researches are highly critiqued because of their subjectivity. Personal feelings and emotions of researchers influence the findings of the research and hence make them bias.

A second constraint of this design is over concerns of the accuracy of interpretations of the meanings of responses. As a general critique of qualitative research, the point is often raised that there is no way to know if the researcher accurately caught the genuine meanings and interpretations of respondents in this type of study. Furthermore, qualitative study findings cannot be generalized.

Study Area

The study was placed on the campus of the University of Cape Coast in Ghana's Central Region. Apewosika, Kwesi Pra, Kwaprow, Amamoma, and Kokoado are among the five communities that surround the University of Cape Coast. There are two campuses at the University: north and south. Abura and Pedu are the two main commercial centres in Cape Coast, and they share a border with the University to the northeast.

The main purpose of the University is teaching and research. Members of the University include students, teaching and non-teaching staff. There are academic facilities such as lecture theatres, libraries, laboratories among others which aid the activities of the members of the University.

The University has traditional halls of residence which accommodate primarily newly admitted students of the University and a limited number of continuing students. After the first year, continuing students of the University are to seek for accommodation within the surrounding communities of the University. There are several private hostels situated within the surrounding communities which are within walking distances from the University. The hostels are scattered

48

around campus with very close distances between them. Some are very distant from the academic facilities of the University such as the main library and the lecture theatres. Some hostels are well fenced which serve as a security for student residents. Others are very open; a target for criminals to invade easily. There are indigenes in the surrounding communities of the University. The main occupation of the indigenes of the surrounding communities of the University are petty trading and farming.

MAP OF UNIVERSITY OF CAPE COAST

LEGEND

- Church
- Mosque
- Campus Security Post
- Health Facility
- Taxi Station
- Bus Terminal
- Bank
- Market
- Road
- Meteo Station
- Zoo & Botanical Gardens
- Teak Plantation
- Communities
- Residential Facility
- Administration, Faculties & Lecture Halls
- University Schools
- Fire Station
- Police Station
- Sports field
- Restaurants
- Drain
- Cape Coast Stadium
- Forest Reserve
- UCC. Goil Station

ADMIN. FACULTIES & LECTURE HALL

1	Central Administration Block	C5
2	Adow Obeng Building	B3
3	Old Library/Printing Press	C5
4	Sam Jonah Library	B3
5	S.K. Adjepong Lecture Theatre	B3
6	New Examination Center	A3
7	Cafetaria	C3
8	Transportation & Maint. Yard	D4
9	Faculty of Education	C4
10	C.A Ackah Lecture Theatre	B3
11	Faculty of Science	A3
12	Faculty of Social Sciences	B3
13	Faculty of Arts	B3
14	Music Department	A3
15	Institute for Development Studies	B3
16	Institute of Education	A3
17	Sch. of Medical Science	A3
18	Albert Koomson Building Complex	A3
19	Sasakawa Center	B3
20	School of Business	A3
21	A.G. Carson Technology Area	B1
22	H.S. Amonoo Kuofi Medical Village	C1
23	University Primary School	D5
24	University J.H.S.	C4
25	University Practice S.H.S.	C2
26	Nursery School	D5
27	Development Office	D5
28	Credit Union Office Complex	E3
29	Amissah-Arthur Language Center	A3
30	Senior Club House	C3

RESIDENTIAL FACILITIES

1	Vice Chancellor's Lodge	C4
2	Registrar's Lodge	D4
3	Staff Residence	A2,B2,C2,C4,D4,D5
4	Adehye Hall	C5
5	Oguaa Hall	C5
6	Atlantic Hall	C5
7	Casely Hayford Hall	D3
8	Valco Hall	D3
9	Kwame Nkrumah Hall	D3
10	Graduate Hostel	B3
11	SSNIT Hostel	C3
12	Sasakawa Chalets	B3
13	SRC Hostel	C1
14	Institute Of Education Guest House	B3
15	PSI Hostel	C1
16	Medical School Hostel	C1
17	Superannuation Hostel	B1
18	Business School Guesthouse	B3
19	Alumni Hostel	B3

FINANCIAL INSTITUTIONS

1	Zenith Bank	C3
2	Prudential Bank	B3
3	Agric Development Bank	C3
4	Ghana Commercial Bank	E3
5	Fidelity	B4

SOURCE: DEPARTMENT OF GEOGRAPHY AND REGIONAL PLANNING, UCC: JULY, 2010
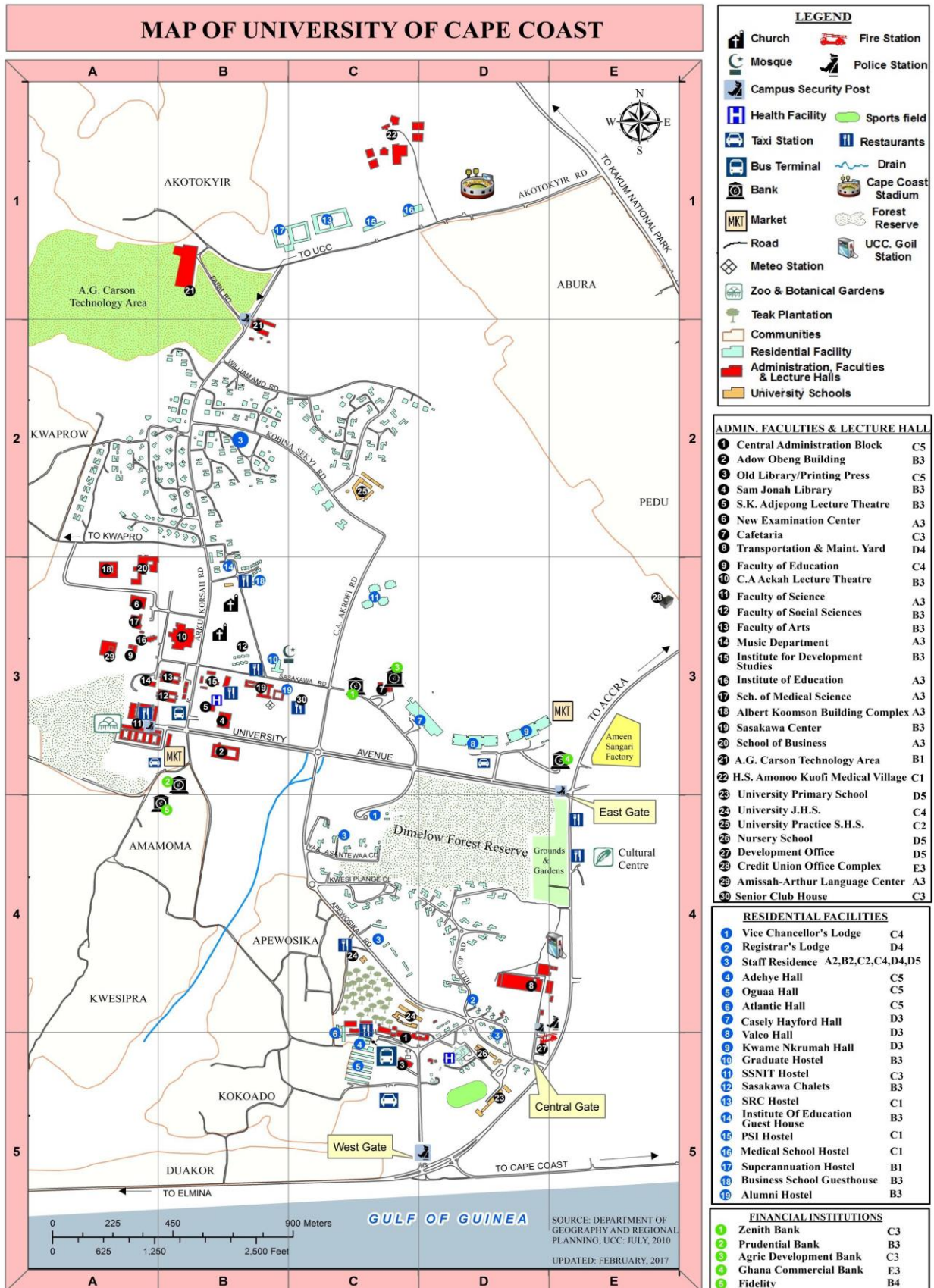
UPDATED: FEBRUARY, 2017

Figure 2: Map of the study area

Source: Department of Geography and Regional Planning, UCC, 2019

Target Population

The target population for this study was normal ongoing graduate and undergraduate students at the University of Cape Coast who live in the university's neighbouring areas. The University's regular continuing graduate and undergraduate students were chosen from the whole student population because they experience or are victims of the bulk of criminal incidents on campus because they live in the University's surrounding neighbourhoods. The population also included a representative of the Student Representative Council, security officials that is personnel from the Ghana Police Service and the University Security Section, a representative from the office of the Dean of Students, local residents of the surrounding communities and private hostel managers. Residents in the surrounding communities of the University meant all graduate and undergraduate students who are living in private hostels in the surrounding communities of the University. The reason for this target group is that, continuing students living in the surrounding communities of the University mostly fall victim to criminal activities on UCC campus as compared to residents in the traditional halls (Abnory, et. al., 2016). In this study, the total number (population) of regular continuing graduate and undergraduate students residing in the surrounding communities of the University was about 16,400. Table 2 is the breakdown.

Table 3: Statistics of Regular Continuing Graduate and Undergraduate Student Population of UCC Resident in the Surrounding Communities of the University for the Year 2019

Category of Students	Population
Regular Continuing Undergraduate Students	16,000
Regular Continuing Graduate Students	400
Total	16,400

Source: UCC Student Records, 2019

Table 4: Breakdown of the Surrounding Communities and their Relative Continuing Students' Population

Communities	Distance to Campus (meters)	Relative Population
Amamoma	200	8,300
Apewosika	500	2,400
Kwaprow	500	3,200
Kwesi Pra	450	1,700
Kokoado	600	800
Total		16,400

Source: UCC Student Records, 2019

Sample and Sampling Techniques

The sampling frame included all regular continuing graduate and undergraduate students who have been on campus for at least one year. They may have witnessed or encountered the prevailing criminal problems on campus. The frame as well included a representative from the Student Representative Council, security officials, a representative from the office of the Dean of Students, local residents of the surrounding communities and private hostel managers. The study

used both convenient also known as accidental and purposive sampling techniques to select 60 respondents who agreed to respond willingly to interviews that are well-structured and in-depth. The convenience sampling strategy was chosen because it is quick, simple, and cost-effective, and members may easily be approached to be a part of the sample. Moreover, purposive sampling technique also helped the researcher to gain much information from the requisite source.

Convenient sampling technique was used to select 10 private hostel managers, 10 local residents and 4 security guards. Purposive sampling technique was also used to select 36 respondents from the Ghana Police Service, University Security Section, a representative from the office of the Dean of Students, a representative from the Student Representative Council and graduate and undergraduate continuing student residents in the surrounding communities of the University to engage in some in-depth interview discussions. Purposive sampling technique was used to select these students because the study sought to gather requisite information from students who have at least been victims of criminal activities on campus. The number of respondents selected across the communities was uneven based on the relative population densities and the perceived menace of criminal activities. Below is the breakdown of the sample size.

Table 5: Breakdown of Sample and Sample Size

RESPONDENTS	STATUS	NO.
Ghana Police Service (UCC)	Operations Officer	1
	CID Officer	1
Student Representative Council (SRC)	P.R.O	1
University Security Section (UCC)	Operations Officer	1
	Intelligence Officer	1
	Guard	4
Office of the Dean of Students	Representative	1
Private Hostel Managers	Amamoma	4
	Apewosika	2
	Kwaprow	2
	Kwesi Pra	1
	Kokoado	1
Continuing Graduate and Undergraduate Students	Amamoma	11
	Apewosika	5
	Kwaprow	7
	Kwesi Pra	4
	Kokoado	3
Local Residents	Amamoma	4
	Apewosika	2
	Kwaprow	2
	Kwesi Pra	1
	Kokoado	1
TOTAL		60

Source: Author's Construct, 2019

Sources of Data

For this study, the main data was primary which was solicited from a section of the University, which included continuing graduate and undergraduate students, student leadership, security officials, a representative from the office of

the Dean of students, local residents of the surrounding communities and private hostel managers from the University of Cape Coast campus.

Data Collection Instruments

Interview guide and observation were the instruments for data collection. Separate interview guides were used to collect data from students, security officials including guards, reps from the office of the Dean of Students and office of the student leadership (SRC), private hostel managers and local residents who were ready to give out information. These interviews were structured under various themes in correspondence with the research objectives (except the background session which did not have any link with the research objectives) which directed the researcher to ask questions that were relevant to the study. The themes included: state and architecture of peace and security, causes of criminal activities, effects of criminal activities and lastly effectiveness of campus security measures in curbing criminal activities. Observation checklist was used to capture certain key information relevant to the study.

Open-ended questions were asked because of the advantages it offered both the researcher and respondents. These questions allowed freedom of expression, feelings and thoughts on the issues under study. This also helped the researcher to solicit views from respondents independently without any influence. Since some of the respondents could not express themselves in the English language, some sessions of the interviews were conducted in the Akan language.

Data Collection Procedures

The researcher conveniently or accidentally interviewed respondents who happened to be readily available and accessible at their posts and residence. The researcher also booked convenient appointments with the interviewees who were selected purposely for in-depth interviews serving them prior notice and arranging

55

to meet them. The data was collected during the day and in the night. The data was collected by the researcher and assisted by a field assistant. Discussions during the interview sessions were recorded using an audio recorder and later transcribed. The use of an audio recorder allowed for easy retrieval of information where some details had not been captured in writing by the interviewer. The challenge here was that some respondents who have really been victims of criminal acts were not willing to be interviewed; a situation, which to some extent affected the requisite information needed for the study.

Data Processing and Analysis

In this research, the qualitative procedure of analysis was used that is phenomenological and narrative analysis of interview data. This procedure of analysis was essential, as it served as basis for drawing conclusions from the study. Even though the data analysis were phenomenological and narrative analysis, the background characteristics of respondents such as length of stay in the community (surrounding communities of the University)/length of stay in office/length of providing accommodation services in the surrounding communities of the University; educational background; sex; age; rank; and residence were also described based on closed and open-ended questions.

Ethical Considerations

The maintenance of privacy and confidentiality with regard to the information provided by respondents was closely guarded. Data collected was anonymous thus the researcher did not require any names.

56

Summary

The goal of this chapter was to present the research methods in depth. A research can be guided by a variety of designs. This study, on the other hand, used a descriptive study design to gather in-depth information on the topic and created a detailed profile of it. The study was entirely qualitative, and all data collection, processing, presentation, and analysis were done with qualitative tools.

57

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The study's findings and comments are presented in this chapter. In accordance with the study's specific aims, the findings are organized into four categories. Regardless, the chapter begins with a description of the respondents' backgrounds. The first portion examines the condition and architecture of peace and security at the University of Cape Coast, as well as how this affects criminal activity on campus. The second half of this chapter looks into the reasons of crime and how they occur. The third segment looks at the impact of criminal activity on campus, particularly on students' life, and the fourth component examines the effectiveness of campus security measures in reducing criminal activity on campus.

Background Characteristics of Respondents

There were four senior ranked members from the two security units on campus namely the campus Security Section and the Ghana Police Service. All the respondents from the security units on campus had served at least five years in office. All private hostel managers had provided accommodation services to students for at least seven years. Student respondents for this study had stayed on campus for at least one year. The respondents from the offices of the SRC and the Dean of Students had also been in office for at least one year. All indigene respondents for this study had been in the communities for more than 15 years.

State and Architecture of Peace and Security in UCC

Architecture of peace and security in UCC

Maintaining peace and security of students is one of the primaries aims if not the most essential of any well organised and notable university across the globe. Organised and notable universities require proactive peace and security

structures capable of safeguarding the peace and security of its students by way of curbing or mitigating criminal activities within their campuses. The peace and security architectures developed by universities for this purpose do not suffer from lack of relevance. However, some adjustments remain necessary for the established peace and security architecture to be functional and operational. Whether for response, interposition or simple observations, the availability of campus peace and security architecture is vital. As such, mechanisms are put in place to bring together and activate the components within the architecture whenever necessary.

Although many universities in Ghana face various forms of crimes, they do not have the requisite capacities and well organised architecture to adequately deal with them. Tongeren (2011) describes peace and security architecture as a dynamic network of interconnected structures, methods, resources, values, and skills that contribute to crime prevention and peacebuilding in a society through communication and consultation. Clearly, this definition highlights a structure and a system for a more secured and peaceful society.

Out of the discussions which ensued between the researcher and the Operations Officer of the Security Section of the University, it was gathered that University of Cape Coast has a well-defined structure for ensuring peace and security on campus. Officially, the peace and security architecture of the University include   Office of the Vice Chancellor, Office of the Registrar for General Administration, University Academic Board, University Security Committee, University Security Section, The Ghana Police Service, Security units of all the halls of residence and Private hostel management committee. It also includes the security measures put in place like security posts and checkpoints

59

situated across campus, security patrols embarked upon by the security agencies on campus as well as the watchdog committees initiated by the SRC of the University. These security measures are to an extent seen as the security components thus crime preventive measures which show the physical existence of the architecture. The findings also showed that, the Security Section of the University is mandated to control crime and maintain law and order in the University. The police service is solely mandated to prosecute offenders on campus.

An architecture represents the framework for ensuring how information and standards of a particular unit or agency are managed. The presence of the peace and security architecture within the University paints the picture of the University to be that the University is a human institution and as such is vulnerable to issues of crime which could endanger the livelihood of the members of the University community. In view of that it is necessary to have a system to handle these threats such as criminal activities. An example of well organised peace and security architecture could be likened to the African Peace and Security Architecture (APSA) of the African Union which encompasses a complete peace and security agenda for Africa, and is constructed around structures and objectives, as well as decision-making procedures, linked to the prevention, management, and resolution of crises and conflicts on the continent, among other things. The APSA has five pillars which include the Peace and Security Council (PSC) with various mechanisms, including the Panel of the Wise (PoW), the Continental Early Warning System (CEWS), the African Standby Force (ASF), and the Peace Fund (PF), assist it in carrying out its purpose. Juxtaposing the peace and security architecture of the University to that of the APSA, The Peace

and Security Council (PSC), which is the African Union's (AU) permanent decision-making body for conflict prevention, management, and resolution, could be compared to the University Security Committee, which is in charge of debating all security-related issues at the University before submitting them to the Registrar's Office in charge of General Administration for implementation. The African Standby Force (ASF), a peacekeeping force comprised of military, police, and civilian contingents that undertakes observation and monitoring missions as well as other types of peace support missions in order to restore peace and security in the region, could be linked to the University Security Section, the Ghana Police Service on campus, and all the security cadet units of the halls of residence whose aim is to fight crime and maintain campus peace and security for students and staff of the University to engage in their academic activities thus these are mandated to help protect lives and properties of the University. Furthermore, the Panel of the Wise (PoW), a consultative body composed of five appointed members tasked with providing opinions to the Peace and Security Council on issues related to conflict prevention, management, and resolution, could be linked to the University's Academic Board, which is in charge of analyzing security issues submitted to them by the University Security Committee. The Continental Early Warning System (CEWS) is in charge of providing timely information, data collection, and analysis, as well as collaborating with relevant international organizations and key institutions to anticipate and prevent potential conflicts and threats to peace and security on the continent. This is comparable to the Ghana Police Service's CID department and the Intelligence Unit of the University Security Section which work hand-in-hand with the Dean of Students of the University to identify acts that endanger the

peace and security of students and report them to the appropriate University entities.

The peace and security architecture is made up of the office of the Vice Chancellor, Office of the Registrar for General Administration, University Academic Board, University Security Committee, University Security Section, The Ghana Police Service, Security units of all the halls of residence and Private hostel management committee. The objective of the University Security Section basically is to protect lives and properties of the University, then prevention and detection of crime on the University campus. Apprehension and prosecution of offenders is done by the police department. Security initiatives from the office of the SRC are sometimes recognised in our architecture like the case of the community watchdog committee organised by the SRC. Even though such are not formally recognised on paper by the University but so far as they help to maintain security in the surrounding communities of the University, we liaise with them. (Operations Officer, Security Section, UCC, Dec. 12, 2019)

A formidable and an all-inclusive peace and security architecture in a university setting overshadows criminal activities and creates a peaceful and secure atmosphere for students' development. Nevertheless, University of Cape Coast peace and security architecture appears to be present on campus but its function within the surrounding communities of the University is not felt. It appears that there is a gap in making the purpose or role of the University's peace and security architecture come to reality in ensuring peace and security of all regular students including continuing graduate and undergraduate students who for lack of accommodation space in the traditional halls of residence reside in the surrounding communities of the University. The University's peace and security

architecture is expected to play a part in ensuring that security posts and checkpoints are present at all vantage points in the University's surrounding areas. This is because, by extension, the surrounding communities of the University forms part of the University campus due to the limited accommodation facilities in the traditional halls of residence to absorb all students of the University. These posts and checkpoints are to be manned by security guards on duty throughout the day/night period. Other components of security thus crime preventive measures as espoused in the conceptual framework of the study like streets lights, security patrols among others which also constitute the peace and security architecture of the University should be visible and functional in the surrounding communities of the University.

State of Peace and Security in UCC

In discussing the security components thus crime preventive measures within the peace and security architecture, the state of these components within the surrounding communities of the University, came up. The researcher asked the various respondents whether there are security posts and checkpoints within the surrounding communities and the need for such. Moreover, the researcher also asked the respondents whether campus security personnel patrol the surrounding communities of the University at night. These questions were directed to continuing graduate and undergraduate students living in the surrounding communities of the University and security officials on campus. These questions attracted mixed reactions from these stakeholders. It was discovered that, there are no security posts at vantage points within the surrounding communities. With the few checkpoints which are erected at some routes that connect main campus to the surrounding communities of the University, you hardly see security guards on duty. It was emphatically stressed that there is the need for security posts and

63

checkpoints within the surrounding communities with security guards on duty throughout the day/night period. The researcher also found that, security patrols within the communities are rare to be encountered. The few patrols which are done last within a short period.

The purpose of security components thus crime preventive measures such as security posts, checkpoints and patrols are to deter criminals from advancing their evil course. However, when these components are absent, the likelihood that a criminal activity will occur in the surrounding communities of the University is very high. As the conceptual framework of the study shows, the absence of security components in the surrounding communities of the University clearly shows that criminal activities will increase and that will definitely translate into affecting the peace of continuing graduate and undergraduate students, resident in the surrounding communities of the University to embark on their daily activities. The routine activity theory of the study also confirms this, that when there is an absence of a capable guardianship (security) within time and space, an attractive target which could be a human or an object suffers a crime. Security components within an architecture such as that of the University mainly aims at reducing criminal activities. However, if such components are not rigorous enough, the security of these continuing graduate and undergraduate students would be at risk and hence their peace to embark on any activity deemed relevant to their stay on campus.

Even though sometimes you see some police men trying to patrol in the surrounding communities of the University, it is not frequent. Hardly do you see security posts located at vantage points on campus especially within the surrounding communities of the University. Even the ones that we see within the

main campus, you hardly see guards on duty. You may see guards on duty in the night but they may be asleep. (UCC Continuing Graduate Student, Nov. 17, 2019)

An undergraduate student also expresses her opinion in this manner,

There are no security posts within the surrounding communities and even those on the routes that connect main campus to the surrounding communities of the University are not enough. I think there is the need for that a lot. Because you realise that at Kwaprow stretch since the security checkpoint was put there, hardly do you hear about theft cases along that route. Even at SRC hostel, along the route where the security post is, you can also see that armed robbery cases do not really occur but do occur at areas where there are no security posts. (Nov. 19, 2019)

The responses from the security officials to the above questions partly confirm and partly stand contrary to that of the students,

Sometimes we patrol within the surrounding communities of the University to ensure that the place is safe. If we had the men, we would have extended our checkpoints at certain vantage points within the communities. But we do not have the men, so what we do is that we patrol. (Operations Officer, UCC Security Section, Dec. 12, 2019)

Another security official expresses her opinion in this way,

We cannot be at everywhere at the same time. Almost every evening we patrol the surrounding communities of the University. (CID Officer, Ghana Police Service, UCC, Dec. 6, 2019)

The state of security in general in the surrounding communities of the University also came up during the interviews. The researcher asked how frequent crime occurs and what types of crimes do occur in the surrounding communities

of the University. The researcher also asked at what time do these crimes happen. To further the discussion, the researcher also asked who are mostly victims of crimes in the surrounding communities of the University. These questions were directed to specific respondents which attracted different reactions from them. The researcher gathered that, from the views of continuing students and other stakeholders like the private hostel managers, hardly a week passes that you do not hear of crime incidence in the surrounding communities of the University. Mostly, these crimes have been thefts and robbery. It was gathered that these criminal activities mostly occur in the night except for a few ones which occur during the day. On the part of security officials and the Dean of Students, campus criminal incidents are normal. These reactions created a friction in what is truly the reality.

The occurrence of these criminal activities in the surrounding communities of the University make the communities within which they occur difficult to live. This data is consistent with that of Flannery and Quinn-Leering (2000), who found that students in the neighbourhood where colleges are located have a 10 times higher rate of criminal activity than students on university campuses (halls). According to the conceptual framework of this study, when criminal activities increase, they have a direct effect on the movement of continuing graduate and undergraduate students residing within the surrounding communities of the University. As a result, the peace of these students to embark on any academic and non-academic related activities is affected. The expressions of the various stakeholders of campus peace and security seem to conflict. From the perspectives of students, criminal activities are rampant in the surrounding communities of the University and those who mostly fall victim to such incidents

are female students. Other stakeholders like some private hostel managers and personnel from the Ghana Police Service located on campus confirm that criminal activities on campus especially in the surrounding communities of the University have become rampant. However, officials of the security section of the University and the Dean of Student see campus crime to be normal and hence very low. The expressions of the students could be highly taken into consideration due to the fact that they experience the menace on the grounds and could better explain its occurrence. According to Flannery and Quinn-Leering (2000), non-residential students felt the least safe on campus at night, and they had a greater understanding of the situation because it affects them.

At Kwaprow, it is like at least in a week you will hear something about criminal activities. It is about somebody who they entered into the person's room unaware, stole from the person or is about the person walking and the phone was snatched from him. Some of these things happen in very unusual ways. For example, a friend of mine was robbed at the main road leading to Kwaprow. She was just walking with her phone in her hands and it was snatched and the person run into the bush. It was 7:30pm in the evening. Mostly these crime issues happen in the night and females are mostly victims. It is very sad. (Continuing Undergraduate Student, UCC, Nov. 17, 2019)

Another undergraduate student also said this,

Crime in the surrounding communities of the University is very prevalent. There is hardly a week I do not hear of a crime incident on campus. Last week there was this incidence that happened to my friend. She was attacked in her hostel and almost for three days she could not sleep so she always came to class sleeping and there is also this friend of mine who has actually moved out of her hostel to a

different place because of fear of been a victim of crime again. Mostly these crimes that we experience are theft and robbery. And I think females do experience such crimes more. Sometime ago, I was walking at night with someone and they came out of the bushes with cutlass. They made us stop and they asked us to bring our phones. My friend did not have his phone with him but I did. But I also told them I do not have my phone. They hit my back with the cutlass. I had some money on me and other items and they took them away and left. I had a lot of back pains few days after. (Nov. 20, 2019)

A private hostel manager also reacted to the above questions this way

I think crime levels are high in the surrounding communities of the University. Some of them happen outside the hostels and some within the hostels. The one outside the hostel mostly occurs in the night especially when students go to the library to study and they are returning. These criminals attack them with cutlasses especially the ladies so they give out their valuables to save their lives. (Nov. 14, 2019)

The reactions from the security officials and the office of the Dean of Students partly differed from and partly confirmed what have been narrated above,

In general crime level on campus is normal. Because one thing you should understand is that as the student population is increasing, activities of crime are also increasing. Definitely there will be deviants, and deviants as you are aware will definitely go contrary to the rules and the regulations. There cannot be any society without deviants. So, you can never say that you have a society which is free of crime. So, crime rate on campus is normal. (UCC Security Section, Dec. 12, 2019)

The Dean of Students also adds his voice by saying this,

Oh, I think it is very low, we do not experience it often and mostly it centres on simple theft like mobile phones and to a larger extent, laptops. We cannot go round to find out whether the insecurity is rampant or whatever but the complains that we receive based on that we see.

Another security official also says this,

Criminal activities occur mostly in the night. Criminals monitor students and take advantage of their first 30minutes of sleep. I don't believe the students are drugged with chlorophyll. Crime rate has increased especially between October and December. Even within this period it has been normally robbery. They come in the night and attack students with weapons in the rooms (CID office, Ghana Police Service, UCC, Dec. 6, 2019).

The above reactions from the different stakeholders of campus peace and security agree with the data collected from the District Police Headquarters located on University of Coast campus. The data show a trend of how criminal activities occur in the surrounding communities of the University and the variations of these occurrences over the years from 2016 to 2018. The table below shows the trend.

Table 6: Crime Statistics Associated with Continuing Graduate and Undergraduate Students in the Surrounding Communities of University of Cape Coast

Cases Reported	2016	2017	2018
Murder	-	-	1
Stealing	201	100	400
Assault	40	102	20
Robbery	-	10	37
Threat of Harm	15	10	12
Threat of Death	21	5	20
Being on Premises for Unlawful purpose	1	5	-
Sub Total	278	232	490
Grand Total			1000

Source: District Police Headquarters, UCC, 2019

In general, it could be appreciated that criminal incidents in the surrounding communities of University of Cape Coast are rampant and security measures aimed at reducing their impact are not rigorous enough to combat them. This predisposes that continuing graduate and undergraduate students in the surrounding communities of the University are left to solely take care of their own security when plying certain routes or embarking on their activities in the night.

As the interviews on security in the University's surrounding towns progressed, the topic of the University's security jurisdiction came up. The issue as to whether the surrounding communities of the University falls under the surveillance of the security agencies on campus especially the security section of

70

the University surfaced. The finding showed that, officially, campus is seen to be limited to a very small portion of the University entire land size. It is officially seen to cover main academic, administrative and residential centres that are owned and recognised by the University. The University recognises that these places are official because the University has its properties on them. However, most continuing graduate and undergraduate students live outside the main official campus of the university due to limited accommodation spaces at the traditional halls of residence and by extension those places have been part of the school's campus.

Analysing these findings, it is very obvious that continuing graduate and undergraduate students living in the surrounding communities of the University are temporarily owned by the University within 4 to 6 years' period for undergraduate students and 2 years for graduate students. 16400 continuing graduate and undergraduate students of the University find themselves in the surrounding communities of the University. These continuing graduate and undergraduate students reside in the surrounding communities of the University as a result of limited accommodation spaces in the traditional halls of residence. In this light, it is the University's responsibility to provide suitable security services to such students in order to provide a calm living environment. According to McCreedy and Dennis (1996), around 86 percent of non-residential students surveyed in their study had a strong fear of becoming a victim of crime. In light of this, Akiba (2010) argued that educators, policymakers, and administrators have a responsibility to promote a safe and secure learning environment for all students.

You know, officially, when we are talking about what campus really means to the University, it is limited to places where UCC has its offices and structures like old site, new site, science, SRC area and the University bungalows etc. The University sees these places officially to be part of campus and not the surrounding communities of the University. However, there are about 70% of the students of the University residing in the surrounding communities of the University and you know students form part of the properties of the University so even though the surrounding communities of the University officially does not form part of the main campus, by way of the University students living there which is not really by their own reasons but by the lack of accommodation spaces in the halls of residence, the surrounding communities of the University is seen as part of campus but that has not been officially documented. (Dean of Students, UCC, Nov. 17, 2019)

The view that the surrounding communities of the University is seen as part of the University campus was also confirmed by the Operations Officer of the Security Section of the University,

You know the University has a very big land that the University Security Section patrols and then ensures that people are prevented from encroaching on the lands. You see, even though the surrounding communities of the University is not officially recognised by the University as being part of the University campus, so far as we have most of the students living there, by extension, we have the surrounding communities of the University as part of our jurisdiction. (Dec. 12, 2019)

Even though the security section of the University accepts that students in the surrounding communities of the University are properties of the University

within the period of their academic programmes and hence the surrounding communities of the University unofficially falls under their jurisdiction, the section still does not see it as a high responsibility to provide full security services to students within the surrounding communities because accommodation apartments in the surrounding communities of the University belong to private individuals.

You see, now the students that live in the surrounding communities of the University, it is not the University that has built the hostels. It is private individuals who have built their hostels and taken so much from the students. So, if you look at it, they must provide security for their clients because you do not build your hostel, charge so much and put it in your pocket, then I should come and provide security for you. It does not make sense. (UCC Security Section, Dec. 12, 2019)

The unresponsive attitude of the University Security Section towards security issues in the surrounding communities of the University due to the fact that private hostel managements should be responsible for the security of their clients (continuing graduate and undergraduate students), is somewhat the reality. However, the basic institution to take care of the security of students in the surrounding communities of the University is the University Security Section before any other agency. This is because as it has been stated above, students living in the surrounding communities of the University are temporarily owned by the University and as such their welfare should be fully taken care of by the University. Students in the surrounding communities of the University qualify to receive equal security services from the University. As the SRC secretary expresses, there is a quota that each student pays for campus security services.

73

Such services as a result need to be extended to students in the surrounding communities of the University.

Some amount of funds is channeled to security services which is not much to create much of their presence on campus. Though student leaders come into such matters, you get to a point where you can only advocate but you cannot force its implementation so we do our best to advocate that if we are paying this amount towards security just let it go to the security section and let them use it for the purpose for which it was generated. (Nov. 22, 2019)

The above statement from the SRC secretary confirms that it the responsibility of the University to provide security services to continuing graduate and undergraduate students in the surrounding communities of the University.

This discussion about the jurisdiction of the University Security Section prompted other connected items within the scope of the interviews such as security schemes which regulate the activities of student private hostel managements in the surrounding communities of the University. Firstly, it was found that most continuing graduate and undergraduate students in the surrounding communities of the University live in hostels which barely have fences. It is very rare to see a student hostel with a security guard on duty. Most hostels do not have burglar-proof metals on their windows.

Continuing graduate and undergraduate students in the surrounding communities of the University do not live-in isolation. They reside within accommodation apartments provided by private individuals. These students in this view have become clients or members of accommodation spaces located within the surrounding communities. The findings of Abnory, Akoto, and Owusu (2016), who conducted research on the University of Cape Coast campus, agree that the

majority of continuing students reside in rented private apartments off the main campus, where their security is not assured. As a result, as they empirically conclude, these students may have increased concerns about their security in the University's surrounding areas because these private hostels lack security personnel. To this end, ensuring adequate security in the surrounding communities of the University is not solely the responsibility of the University management. Security services in the surrounding communities of the University as a result become a shared responsibility between management of the University and that of the private hostels. In view of this, the University is expected to partner with these private hostel managements and ensure that adequate security services are provided to continuing students residing in the surrounding communities of the University.

Private hostels are under the office of the Dean of Students so I know that there is a rule that each hostel is supposed to have at least a security guard and I know that there are certain standards that they are to meet which I am not in the known. So, in most of the cases we give the Dean of Students pressure to give private hostel managers pressure and you know most of these hostels are owned by senior lecturers and the rest so this issue is quite dicey to handle. (Office of the SRC, UCC, Nov. 22, 2019)

From the University management level, the researcher asked whether the University has any scheme to regulate the security of continuing graduate and undergraduate students in private hostels. This was to reveal how the University management handles security issues in the surrounding communities of the University with respect to private hostels ensuring adequate security for continuing graduate and undergraduate student residents in the surrounding

75

communities of the University. The finding showed that there is a security scheme in other words an association of private hostel managements which aim is to ensure the welfare of continuing graduate and undergraduate students in the surrounding communities of the University. The purpose of such associations should at all cost be realised provided the security of continuing graduate and undergraduate students is a priority to the University management.

The University realizing that students are much more accommodated in the surrounding communities of the University; a committee has been set to regulate the activities of private hostels but it is not even effective. Last year somewhere I was even a competent member and attended meetings about three or four times. All these security visibilities, vulnerability, assessment and all those things were done and we drew the report. And even when you call for meetings, they would not come. When you look for those who manage the hostels you cannot even see them. We hear some are senior members of the University. But you see, if we want to improve security in the surrounding communities of the University, those people who have built their hostels must have security guards. We even said that they should recruit, we will give them training for free. At least we are helping to improve the security there. Some of them, you go to some of the hostels simple burglar-proofs they do not even have, not to talk of fences and all that. Even caretakers some do not have. The situation is very complex. (Intelligence Officer, University Security Section, Dec. 13, 2019)

The Dean of Students' response to the above issue was very intriguing,

Yes, we have an association, Private Hostels Association, UCC but we have not met this year where we will tell them what to do in providing comfortable place for students to live. For checking their activities, we have not. We just talk to

them. Checking will be when students come and complain. (Nov. 17, 2019)

The study also found that, the security scheme initiated by the University management to regulate the activities of private hostels in the surrounding communities of the University with the aim of ensuring adequate security for continuing graduate and undergraduate student residents was not something that has been fully welcomed by most private hostel managements. It was also revealed that, the University management has not put in much efforts to enforce security measures as expected from private hostel managements in the surrounding communities of the University. Moreover, it was discovered that, the issue with regulating private hostel managements in ensuring maximum security in the surrounding communities of the University was a very complex situation due to certain factors like bureaucracy and the involvement of some senior members of the University in the private hostel business.

The bureaucratic nature of decision making and the involvement of some senior members in the student accommodation business tell the complexity of the situation to really standardise security in the surrounding communities of the University. To standardise security in private hostels in the surrounding communities of the University, each hostel is supposed to at least be fenced. There should be at least one security guard stationed at each hostel and other security components thus crime preventive measures be put in place. This can only become a reality when the University which is responsible for the welfare of continuing graduate and undergraduate students, resident in the surrounding communities of the University ensure that private hostel managements accept such security regulations. Even though on the part of the security agencies of the University, it is seen as steps have been taken to beef up security measures in the

77

surrounding communities of the University. However, such steps have not been well enforced by the University and as a result not really absorbed by the private hostel managements. The University does not seem to see the enforcement of security measures at hostels in the surrounding communities of the University as an institutional responsibility and that clearly shows that, private hostel managers in the surrounding communities of the University have less supervision from the University administration.

We have told the University management a whole lot of things to be put in place to ensure maximum security in the surrounding communities of the University but they have not responded to any. The University is too bureaucratic. We have insisted that the Dean of Students should ensure that every single hostel in the surrounding communities of the University should have at least a security guard and wall fence but that has not yielded any fruit. (CID Officer, Ghana Police Service, UCC, Dec. 6, 2019)

One private hostel manager, when asked that is there any scheme that he knows of that the University uses to regulate the activities of private hostels on campus said this,

No. They have not done that. It was this morning I learnt they now taking steps to serve us with letters. I learnt they want to know the hostels and categorise them to ensure maximum security of the place and all that. That is what my friend said they said in the letter but me for instance, I have not received a letter yet. However, I am ready to cooperate. (Nov. 11, 2019)

It was certainly confirmed that there is an association which regulates the activities of private hostels in the surrounding communities of the University. However, the argument that a security scheme was established to regulate the

activities of private hostels in the surrounding communities of the University was somewhat new to some private hostel managers which would definitely mean that enforcing such an initiative would be difficult. In view of this, the security at hostels in the surrounding communities of the University appears to be weak and does not meet the requisite standard to combat criminal activities against continuing graduate and undergraduate students of the University residing in such hostels.

The issue of watchdog committee operation as a means in fighting crime on campus surfaced in the researcher's interviews with his respondents. Watchdog committees were seen as a partial antidote for fighting crime in the surrounding communities of the University. Their operations were seen as a necessary evil. The finding showed that even though the activities of the watchdog committees were not officially recognised by management of the University, their activities were seen to have helped reduced criminal activities in the surrounding communities of the University.

The recognition of the activities of such groups which help in the reduction of criminal activities in the surrounding communities of the University should not be a problem to the University since the University is not in full capacity to provide adequate security services to students in the surrounding communities of the University. The lack of institutional support to initiatives such as these hampers steps to reduce criminal occurrence in the surrounding communities of the University. According to the conceptual framework of the study, watchdog committees as components of security within the framework help reduce criminal occurrence and as a result creates the atmosphere for the peace of

79

continuing graduate and undergraduate students in the surrounding communities of the University to embark on any activity that concerns their development.

We recognise their operations which have been very helpful. Since their operations started, crime incidence reduced significantly. Crime increased again when they stopped work as a result of absence of motivation and the rest. The problem that we have with them is sometimes when they arrest some criminals, they beat them up before bringing them. We have cautioned them to refrain from such acts because sometimes culprits die later in the course of the proceedings as a result of that. (CID office, Ghana Police Service, UCC, Dec. 6, 2019)

The recognition of the operation of watchdog committees on campus especially in the surrounding communities of the University was also affirmed by the SRC secretary,

In our administration we came up with the SRC watchdog committee. The SRC informed the office of the Dean of Students. The processing began but was not officially approved by Council so the office of the Dean of Students gave an informal go ahead of it to continue while the official process was ongoing. (Office of the SRC, UCC, Nov. 22, 2019)

The Dean of Students of the University confirmed this to be that the operation of the watchdog committees is really supportive in fighting crime on campus,

Even though their operations have not been officially accepted by the University, the office of the Dean of Students and SRC are working with the watchdog committees in the communities and then the University security to go round as well as the police. I think we are trying our best to help students to have their

peace and security to do whatever they want to do. In that light my office

accepted the watchdog committee operation to be helpful. (Nov. 17, 2019)

As the interviews with the respondents progressed, it became clear that the watchdog committees' activities could jeopardize the peace and security of ongoing graduate and undergraduate students, whom the program aims to safeguard. The security authorities on campus were concerned about the harm that their activities posed. However, the findings revealed that security services on campus, particularly the Ghana Police Service, have put in place security measures to limit their susceptibility to the peace and security of ongoing graduate and undergraduate students in the University's surrounding communities.

To every good initiative, there is the demerit of it. The presence of watchdog committees could be of much benefit to continuing graduate and undergraduate students in the surrounding communities of the University. However, it is possible that criminals could take advantage of the situation to cause crime. As a way to reduce the potential threats that these watchdog committees might pose, rigorous checks and screening during the selection process must be a regular routine to shape their activities and prevent adding more injury to the prevailing menace so that such initiative can achieve the basic purpose for which it was initiated.

You see the issue of the watchdog committee is a good idea and is a good consent

for them to also assist us because once they are within the community, they know

the criminals and can recognise them so their presence in the community is good.

However, criminals might be part and instead of patrolling they will end up being

a threat to the students so we suggested that there is the need to do a background

check on them so that we ensure that the bad ones are taken out. (Operations Officer, UCC Security Service, Dec. 13, 2019)

The Operations Officer of the Ghana Police Service on campus reechoed the possible threats that the activities of the watchdog committees can pose to campus peace and security. He further highlighted steps their office has taken to ensure proper selection of watchdog committee members,

Information reaching us is some of them wield long-barrel guns and other weapons like machetes which they are not supposed to have so we have decided to call them to order through their leaders. Actually, we do screen them after their recruitment. We take their finger prints and do a background check if any of them have criminal records and forward the information to our head office in Accra before we make them start operation. (Dec. 6, 2019)

The significance of the operation of the watchdog committee as a way to help fight crime in the surrounding communities of the University also seemed very welcoming by a section of continuing graduate and undergraduate students in the surrounding communities of the University. The finding showed that the influence of watchdog committees in fighting crime in the surrounding communities of the University was applauded by most students. Seasonal decrease in criminal activities was highly attributed to the presence of watchdog committees in the surrounding communities of the University. The watchdog group served as escorts to most students during examination period where criminal activities are known to be very high. However, private hostel managements show less responsibility regarding financial commitment to the advancement of their operation and as a result member of the watchdog committees have been demotivated to provide their services.

Generally, in analysing the entire initiative, the operation of the watchdog committees in the surrounding communities of the University seem very welcoming by the different stakeholders of campus peace and security. Sustainability of the operations of the watchdog committees becomes a major concern. Even though key stakeholders of campus peace and security applaud the initiative, its sustenance is weak. The University officially does not recognise the initiative hence less financial responsibility toward it. In view of that members of the watchdog committees have relented to continue providing such services to the communities and that could explain its seasonal operation. Motivation of people is a factor to the development of every initiative. People seem to give their best when they are motivated. The watchdog initiative is purely voluntary. However, there is the need to get a few supporting things to give it life.

Last academic year I really felt their presence. I do not even know whether they are still in operation because actually that accounted the decrease in crime over that period. Around that time, when you are walking late at night you would meet them and they would escort you to your hostel. I have heard of a few times that people were robbed that they had come through for them. (UCC Undergraduate Students, Nov. 16, 2019)

Another undergraduate student also narrates her experience with the activities of the watchdog committees in the surrounding communities of the University. She describes their operation to be helpful in reducing criminal activities in the surrounding communities of the University,

Honestly, I have not seen them this semester. But we mostly see them during examination period. Their presence reduces crime because last semester I did not hear of any crime incident. They take a group of people like four and will make

the other people wait like in Amamoma and they will escort them to their destinations. I think when they worked it was better than when they were not present and I am calling that this semester they should work again. (Nov. 20, 2019)

The edge to see the operations of the watchdog groups running was something that some hostel managers exhibited. It was asserted that the presence of the watchdog committees really helps to reduce crime incidents in the surrounding communities of the University. However, financial commitment to see the running of the initiative was not well supported. One hostel manager puts it this way,

I first paid Ghc5.00 and others were not paying. These days I do not see their activities. The times that they were in operations, the security condition in the surrounding communities of the University was better as compared to now. I think they stopped because they are not well motivated. You know that it is a risky job and anything can happen to you if you don't take care. (UCC Private Hostel Manager, Nov. 14, 2019)

One member of the watchdog committee who is a resident of one of the communities in the surrounding communities of the University also narrates his view regarding the sustenance of this initiative,

We put together a watchdog committee that every month at least every indigene should pay GHC2.00 or more and the hostel managers too should pay GHC10.00 and those times the crime issues drastically reduced. It got to a time; the hostel managers were not paying so since such service was voluntary, we stopped considering the risk involved. (Community Indigene, UCC, Nov. 12, 2019)

The issue of crime victimisation reportage from continuing graduate and undergraduate student residents in the surrounding communities of the University to the appropriate sections and how these sections respond to them also came up during the discussions with some of the respondents. The issues prompted questions including whether these students ever report criminal incidents that occur in the surrounding communities of the University to the appropriate quarters and whether the response to such reports were satisfactory to these students considering the urgency of the situations. The findings showed that continuing graduate and undergraduate students were not satisfied with the urgency to which the Security Section and the Ghana Police Service respond to criminal incidents in the surrounding communities of the University when they are reported. The finding also showed that, the delay on the part of the security agencies on campus in responding to urgent criminal issues involving these students in the surrounding communities of the University was due to lack of logistics like vehicles to rapidly respond to such cases especially in the night. Moreover, the findings showed that students in the surrounding communities of the University failed to report certain crime issues to the security agencies because of the lack of seriousness attached to them.

The confidence of students to report criminal issues to the appropriate quarters in an academic environment is highly dependent on how such appropriate quarters respond to such cases. In situations where continuing graduate and undergraduate students in the surrounding communities of the University lose trust in the security agencies on UCC campus, rarely will they report criminal cases to the agencies responsible for handling such issues. According to Archer (2014), most students fail to report most offenses to the police owing to a variety

of factors including the urgency of responding to such concerns and the Ghana Police Service's or Security Section's inability to bring the perpetrators to justice. This would definitely affect the ability of the University to know and monitor crime trends in the surrounding communities of the University and how to resolve them.

I think that is one of the biggest issues on campus. A lot of continuing students in the surrounding communities of the University get robbed but they do not report to the security or the police because they do not respond with seriousness. And even sometimes, it comes to a point that security personnel will even blame you the student for the crime that has been committed. They will say you are careless that is why you are robbed. I quite remember in Kwaprow there was a robbery case in the night close to my hostel. When the police were called, they came around 4 hours later. So most at times when students experience these things, they do not even call the police because they know that as for the police when you call them, either they will not answer or the urgency with which they will respond is not there. (UCC Graduate Student, Nov. 17, 2019)

Another undergraduate student also expresses his view on the urgency to which security agencies on campus respond to criminal issues in the surrounding communities of the University when they are reported,

The one that happened in my hostel, the management called us to answer some questions at the police station and after that, that was all, nothing was done about it so we did not worry ourselves to do any follow ups. Not at all! The incident happened around 3am and it took several hours before the UCC security officials came around. (Nov. 15, 2019)

The security officials on campus especially the University security blamed their inability to respond to urgent issues on the fact that they are under resourced even though students from the surrounding communities of the University do call to lodge criminal complains to them,

Oh yes, we have given them our numbers, so when there is emergency, they call us. Sometimes the challenge is that, they might call the patrol car in the night. Mostly our patrol cars are busy at Ankaful and since we do not have more on standby when students call us from the surrounding communities of the University, we would have to call the patrol team from Ankaful to move in there. So that might delay the response from the security section when such case arises. (UCC Security Section, Dec. 12, 2019)

The response from the Ghana Police department on campus also explain why most continuing graduate and undergraduate students do not really bother to report criminal cases to their outfit when such happen because they do not get the expected results,

We do receive crime reports from students in the surrounding communities of the University. For the urgency we respond but to get the criminals is the issue. (Nov. 6, 2019)

In the surrounding communities of University of Cape Coast where continuing graduate and undergraduate students reside, the realisation of a peaceful and secure atmosphere for students' development is possible only when there is a formidable peace and security architecture to champion that cause. Well organised structures are essential in fighting crime in the surrounding communities of the University to promote peace and security. It is crucial to keep in mind that the entire discourse on security should be centred on the upholding of

the dignity of members of the academic community such as students to embark on any activity without fear or want. The security set up of the University should be that students can freely move about without fear of any form and also their ability to access any services from institutions within the University such as the Ghana Police Service and the University Security Service with an immediate response to their needs.

Causes of Crime in UCC

Crime is an act that violates the criminal code and is subjected to negative sanctions. No matter the level of political and socio-economic development of society, the commission of crime will feature as part of overall life of people. People have sought to explain what causes anomalous social behaviour, including crime, throughout history (Sarfo, 2012). People who engage in antisocial behaviour must be dealt with according to a set of laws in order to maintain societal order. To explain why people, commit crimes, criminologists have looked at a variety of reasons. Biological, psychological, societal, and economic factors all have a role.

The causes of crime on university campuses take various forms and they cut across all universities. In the surrounding communities of University of Cape Coast, various crimes are prevalent. Some crimes are invasions, armed robbery, fraud and rape among others. Criminals may sometimes use weapons like guns, machetes, knives etc. to embark on criminal operations. All these crimes which occur are inspired by certain factors. The motivation behind crime is therefore important to be studied so as to be able to deal with the crime situation in the surrounding communities of University of Cape Coast. According to Fisher et al. (1998), demographic and routine activity variables have an impact on the risk of victimization. There is evidence to support the notion that student demographics

and daily activities increase their chance of being victimized. They go on to say that proximity to crime, target attractiveness, exposure, and a lack of capable guardianship all contribute to property victimization.

During the interviews with the respondents, there were several reasons which were attributed to the occurrence of crime in the surrounding communities of University of Cape Coast. The reasons differed from one respondent to the other based on their backgrounds. To begin with, the findings showed that, ignorance of some continuing graduate and undergraduate students on the issue of fraud or activities of persons known as confidence tricksters has been seen as a great factor to the occurrence of crime in the surrounding communities of the University. It has been seen as a tool which criminals use to rob continuing graduate and undergraduate students in the surrounding communities of the University of their properties without physical violence. When it comes to the issue of fraud, criminals could disguise themselves and appear as people who offer certain "helps" to relief students from certain pressures they are going through. They might pose themselves as "spiritualists" with assumed mysteries about one's future. These criminals just play smart on the ignorance of innocent continuing graduate and undergraduate students in the surrounding communities of the University and rob them. Such criminals lure these students to give their properties out without these students knowing the consequences of their actions until later on. These criminals appear to be very kind and caring but with the intention of luring these students to fall into their traps. In most cases, their targets are female continuing students, resident in the surrounding communities of the University who appear to be naive. It is believed among some continuing graduate and undergraduate students in the surrounding communities of the University that

89

such criminals use "juju" in their operations. However, such activities of criminals cannot be linked to any spiritual ability, but rather they merely instil fear in their victims through natural intelligence. One female continuing undergraduate student narrates her experience with this type of criminal activity,

I met this nicely dressed gentleman around 9pm who said he was looking for an ICGC program somewhere. After a few interactions, he then told me I should take care of myself and started this kind of prophecy something. Another man who was passing by intruded the conversation and convinced me to listen to whatever the so called "seer" was saying to me. I decided to wait and in fact they kept me from 9pm to around 11:30pm. They then asked me if I had a laptop. At that time, my laptop had been stolen so I told them I have lost my laptop. So, they convinced me to call people I knew who had laptops which I did. They told me I should not inform those I have called about what is happening. I knew if I had struggled with them maybe they could have hurt me so I just played along and then they asked me to go for the laptops and luckily, they did not ask me to leave my belongings behind. So, when I got to my hostel, I just locked my door. In fact, I was scared. I could not come out of my room. I could not even go for lectures because I was scared, they will still be around waiting for me to bring the laptops. (UCC Student, Nov. 21, 2019)

This kind of crime on campus in general may seem ridiculing but it is so real that you may wonder how on earth an intellectual could fall prey to such. Nevertheless, such criminals get their ways out on some continuing graduate and undergraduate students. The respondent went on to say something which really got the researcher shocked,

90

They told me that they were going to use the three laptops to represent me and my parents so I should not get old laptops. They asked me if my parents were old and I said no. They told me I should get new ones to represent my parents because they are young. They said they were going to pray and put a Bible on a money and blood will come from the middle of the laptop and it will be revealed to me who is disturbing my life and some plenty stuff. (UCC Student, Nov. 21, 2019)

The experience of this continuing undergraduate student looks very interesting. The Dean of Students of the University when asked about why criminal activities are rampant in the surrounding communities of the University also alluded ignorance of some students in the surrounding communities of the University as a cause and added his voice concerning this particular fraudulent act,

We have individuals who are criminals who have come from town and other places like Accra and Kasoa to steal here. One story I heard whether it is true or not is that criminals use "juju" but for me I see it as fraud because it is funny that someone will just walk to you and assume he is a student or prophet or something and he tells you to go and get your laptop plus additional ones. I do not know how you managed to do that, somebody I do not know, you pretend to be a student or whatever and you were able to convince me to go and bring another laptop I brought it then you say this is not good and all that and can you get another from your friend and when you came back, I am gone with your laptops. This I do not understand. (Nov. 17, 2019)

Another common cause of crime in the surrounding communities of the University which was found is that most continuing students in the surrounding communities of the University are really negligent of their personal security by

91

showing of their assets. The finding also show that some students mostly ply routes which have been tagged as hotspots for crime like the Science gardens, school-bus road and the Ayensu road and even go to the extent of making calls while walking especially in the night. It is clearly seen that, most continuing graduate and undergraduate students in the surrounding communities of the University fail to adhere to basic security tips. Showing off with their assets could invite criminals to cause crime. The findings of Amoatemaa et. al, (2017) confirm this that student who expose flashy and expensive gadgets especially at solitary places fall victim to criminal attacks on campus. Furthermore, the findings of Hindelang et al., 1(978), combined with Cohen and Felson's (1979) work, essentially predict that the lifestyles of younger people, men, and singles who frequent places outside the home where guardianship is low and proximity to offenders is high, increase the likelihood of victimization. Criminals might certainly take advantage of ongoing graduate and undergraduate students' irresponsibility of exposing their possessions and attacking them in solitary areas.

The whole thing here is when you try to show off as a victim you give criminals the chance to use you as their prey. I think negligence on the part of most students in the surrounding communities of the University is a key reason. So as a matter of fact, we do not pay attention to incidents where people were harmed as a result of their own irresponsibility, such as making phone calls while walking along the street or alone at night. By our investigations through the reported cases, we have realized that some students are not really interested in their personal security. They walk at night. Mostly we meet them alone when on patrol in the surrounding communities of the University. We sometimes offer help to escort them to their

hostels and some of them do refuse the help. (CID Officer, Ghana Police Service, UCC, Dev. 6, 2019)

Another common cause of crime in the surrounding communities of the University that was reported is the issue of unemployment within the surrounding communities of the University. It was discovered that, criminal activities are high in the surrounding communities of the University because of high unemployment rate on the part of indigenes and even most residents in Cape Coast. The idea that unemployment causes criminal activity is intuitively tempting, according to Raphael and Winter-Ebmer (2001), and is based on the idea that people respond to incentives and are wired to struggle for their basic necessities. When such individuals are denied of such incentives and basic needs, they are motivated to cause crime. This explanation aligns with the human needs theory as espoused in the literature which says that when people are denied of their basic needs, they get frustrated and become aggressive thereby causing crime.

Employment could be seen as a need or incentive which could encourage people to exhibit good and acceptable social behaviors. However, in the surrounding communities of University of Cape Coast, unemployed people are mostly seen as perpetrators of crime in the surrounding communities of the University. Most of the indigenes in the surrounding communities of the University do not have jobs and those who have are not paid well. Such people especially the youth in the communities surrounding the University could resort to stealing from these students to make ends meet. These unemployed people see students as a "ready harvest" to explore to get what they want. An undergraduate student in the surrounding communities of the University narrates her ordeal this way,

It is mainly lack of work, there is no employment for them and nothing to live on. And they feel like they will not get anything to do so all that they have to do is to steal. They do not work so every day they will be stealing us. I do not know what they get from us. I think they enjoy it because for my case, why would you have to take three laptops from me? At least take one and go. They are cruel, God will not even forgive them. They think it is nice that is why they do not stop. (Nov. 15, 2019)

The frustrations on the face of this respondent when she was narrating her experience was very touching. You could understand that most continuing graduate and undergraduate students in the surrounding communities of the University have come to the conclusion that these criminals do what they do because they enjoy the act. They have the motivation to persist in their criminal activities because it pays them off and for that matter they refuse to seek for good and socially acceptable ventures for livelihood.

A hostel manager and an indigene of one of the surrounding communities also confirm unemployment and financial issues in Cape Coast especially the surrounding communities of the University as main causes of high criminal occurrences in the surrounding communities of the University. He further added that, some students are also involved in stealing from their colleagues. He mentioned that, even though most of the criminal issues could be caused by some indigenes. However, there have been cases where students have been caught in these types of situations.

The reasons I think are economic that is unemployment. By this I mean financial reasons. You know Cape Coast is not industrialised so people need to survive for that matter they steal to make ends meet. Most people in the surrounding

communities of the University are unemployed. Moreover, some students are also thieving themselves even though most of these criminals are from the surrounding communities of the University. (UCC Private Hostel Manager, Nov. 13, 2019)

The community indigene also added this,

Most of these theft cases are caused by lack of jobs. There are no jobs. With the work I am doing if they had something like this, do you think they will engage in theft? No, they will not. If nothing at all I can get GHC10.00 even if its GHC5.00 it is not bad, right? Yes, but they do not even have the GHC5.00 so whatever they will do to get the GHC5.00 they will do. (Nov.14, 2019)

Another factor which fuels criminal activities in the surrounding communities of the University is the constant availability of money and gadgets such as expensive phones and laptops among others owned by continuing graduate and undergraduate students in the surrounding communities of the University. These items of students have been seen as soft spot for crime which pays off better for these criminals because of the constant availability of what attract these criminals to cause crime. In view of this, theft and robbery in the surrounding communities of the University have become an "employment" opportunity for these criminals to survive as claimed in the literature, Raphael and Winter-Ebmer (2001) argue that criminal conduct is viewed as a sort of work that demands time and money. In this view, rational offenders weigh the benefits of legal and unlawful actions and make judgments based on the results. If all other factors remain constant, the drop in income and potential earnings associated with criminals lowers the relative rewards to unlawful activities. This finding is especially relevant in the context of the routine activity theory, which holds that crime happens when an attractive target is available, a motivated criminal is

95

present, and there is a lack of security in time and place. The constant availability of attractive targets as owned by continuing graduate and undergraduate students, resident in the surrounding communities of the University is a key cause of crime. The Operations Officer of the Security Section of UCC attests that the surrounding communities of UCC are seen by criminals as a "ready market" to harvest what they want,

You see there is a motivating factor for these criminals to come here. If nothing motivates them, they will not come here and they will look for better jobs to do. The laptops are constantly here, big phones are here, students with a lot of money are in the surrounding communities of the University. You know this place is also a congregation of people within a particular area and once they know that students are here and when they come, they can get laptops that they can easily dispose and get money, they will still be stealing here. If there is nothing that motivates them if they come and they do not get anything they will go but once they come and get something they will always come. (Dec. 12, 2019)

A UCC security guard who the researcher interviewed while on duty in the night also confirmed what the Operations Officer of the University Security Section said during an interview with him,

You can see that this area is big. It is bigger than we can control due to our numbers. And the way the crime issues go on here, every criminal who commits crime around these villages sees UCC surrounding communities of the University as the first spot for crime. He knows that when he comes here, he would get a laptop, phone or something valuable so it has made every criminal taken advantage and entered UCC campus. We have gotten a lot of such cases. Even some enter the main library and do that. (Nov. 21, 2019)

The findings also revealed that, the nature of settlement around the University is another major cause of crime. The University's main campus is surrounded by five main native communities that is Apewosika, Kokoado and Kwesipra at the west, Kwaprow at the east and Amamoma at the north. These communities look more intertwined with the University. Almost every native of the surrounding communities accesses their homes through the University main campus when coming from the main commercial centres in Cape Coast. There are unlimited routes which link the surrounding communities to one another. This has paved way for a lot of non-academic activities at the environs of the University. Criminals have taken advantage of the situation to access the University community especially the surrounding communities of the University to cause crime.

The nature of native settlements around the University poses a security threat to the continuing graduate and undergraduate students of the University who are resident in the surrounding communities of the University. It is hardly that you walk through the surrounding communities of the University as a continuing student without encountering a native within at least every ten-minute interval. The reality of the issue is most continuing graduate and undergraduate students even stay at houses where natives of the communities belong. Such students are co-tenants with other people who are not students or even staff of the University. All these challenges are as a result of shortage in supply of accommodation facilities by the University. In the literature, the social disorganization theory explains criminal behaviour in terms of ecological variables. It asserts that a person's position in a neighbourhood is closely tied to his or her likelihood of becoming a victim of criminal behaviour. In view of this,

it is highly attributed that, the frequent spate of criminal activities in the surrounding communities of the University is as a result of the nature of settlement. It has become a complex challenge to control movement of people through the heart of the University. The Operations Officer of the University Security Sections explains this,

Then we are also looking at the open nature of the University. Look everybody can pass anywhere at any time. Look at the communities, when they are going to their homes they pass through the University. The University is the access to their communities. You cannot stop them from using the University to their communities. This is where they pass to their communities. The whole six or seven communities' access through the University before they go to their communities. (Dec. 12, 2019)

One continuing graduate student of the University puts it this way,

It is because of these communities in the school, that is the major cause of crime on campus because you might be living with indigenes from the community in a hostel and most of them are not educated and do envy the students around. I even learnt most of the children around are abandoned kids of students. So, if such communities where not in the University, I am not sure these theft cases will happen as we see them today. (Nov. 27, 2019)

Another main factor which was found that contributes to the high spate of criminal activities in the surrounding communities of the University is the nature of security system put in place in the surrounding communities of the University. Most of the hostels in the surrounding communities of the University do not have fences to even talk of security guards employed to man the place. Doors and windows of hostels are poorly fixed without burglar-proofs. It is very rare to

encounter security checkpoints or posts at vantage points in the surrounding communities of the University. The nature of settlement is very nucleated which makes it very difficult for security surveillance. Most routes that connect the main campus to the surrounding communities of the University are bushy and poorly lit. This poor security system in the surrounding communities of the University exposes continuing graduate and undergraduate students to a lot of criminal attacks. It was also discovered that places like the Kwaprow route, Ayensu road, Science gardens, Sasakawa road, school bus road and the chief's palace area in the Amamoma community are notable hotspots for crime.

The findings of Abnory, et. al, (2016) confirm this finding that the nature of security systems put in place in University of Cape Coast campus in general is a major factor to the reasons why criminal activities are high especially in the surrounding communities of the University. The surrounding communities of the University appears to be a "no man's land" area where everybody does anything he or she likes without any control from any authority. It appears to be a "survival of the fittest" community where everybody is solely responsible for his or her own security. As the conceptual framework of the study depicts that when the components of security which include street lights, burglar proofs, strong door locks, security checkpoints and posts and others are not present, criminal activities increase which directly affect the peace of continuing graduate and undergraduate students in the surrounding communities of the University to engage in their personal activities. The poor lighting system and bushy areas at certain known hotspots of crime in the surrounding communities of the University were also seen to expose continuing students living in the surrounding communities of the University to diverse criminal activities.

99

According to Nasar and Jones (1997), hotspots are areas that elicit higher levels of insecurity among individuals than other areas due to the high frequency of criminal activity in those areas. The findings of Amoatemaa et al. (2017) and Fisher and Nasar (1992) suggest that sites or routes that are relatively poorly lit, secluded, and not well trafficked, especially at night, encourage criminal activity. Bushy areas, a lack of closed-circuit television (CCTV), a low prospect, a lack of escape, and the absence of police patrols were also mentioned as important factors contributing to students' feelings of fear on campus.

You see looking at the complex nature of the surrounding communities of the University's settlement situation is also another factor. Right now, those who put up structures for accommodation purposes fail to provide proper security structures at their places and even the whole road network of the area is very bad. The place is not well demarcated, everybody does what he or she likes. Most hostels are not fenced and even students fail to lock their doors and windows well because such doors and windows are not strong enough to discourage criminals. Criminals take advantage of that to cause crime. (Intelligence Officer, UCC Security Section, Dec. 13, 2019)

One undergraduate student also puts it this way,

For these hotspots which are Kwaprow route, science gardens, school bus road, Sasakawa road and the chief's palace area, they are mostly disserted and lonely even during the day because there are times you pass by and you do not meet anybody on the road. And most of those areas are bushy, there are no lights. And you see of course you cannot necessarily force people to walk in a particular road but what I think they could have done was to mount security posts at these lonely known hotspots for crime or at least for the Kwaprow route for example,

encourage taxis to use those routes but instead they have blocked taxis not to use those places anymore. Yes, and it makes it even more lonely and the fact that there are no lights and that there are even bushes make them insecure. You know when there are bushes, criminals can get a place to hide. And let me also be quick to add that concerning the surrounding communities of the University, most hostels when it comes to security wise, they are lacking a lot. Some hostels are without burglar-proofs; they do not have security guards. So, I think the kind of hostels we have around also factor. I know we have hostels where they have security guards but there are just a few of them. (Nov. 15, 2019)

As the discussions ensued, the respondents were asked which people are mostly seen as perpetrators of crime in the surrounding communities of the University. They were also asked which community among the five communities surrounding the University is crime prevalent and which type of crime is most prevalent. The findings showed that, even though some students are also seen as criminals, non-students are seen to be mostly the perpetrators of crime in the surrounding communities of the University.

According to the Intelligence Officer of the Ghana Police Service situated on campus, there have instances where students have been arrested as being perpetrators of crime such as theft and rape. However, non-students have mostly been arrested as perpetrators of crime in the surrounding communities of the University. It was also seen that Amamoma and Kwaprow are the main communities which are crime prevalent. Robbery and thefts are the major crimes which do occur within these communities. The findings could be associated to the increased number of continuing graduate and undergraduate students, resident in these two main communities. According to the statistics provided in the study, the

continuing student population in Amamoma (8,300) alone is more than half of the total continuing student population (16,400) across the five communities surrounding the University. Kwaprow community (3,200) follows with the second highest continuing student populated community in the surrounding communities of the University. This predisposes that Amamoma followed by Kwaprow are likely to record high criminal cases as compared to the other surrounding communities.

Ratti's (2010) findings align with this notion that people are more likely to commit crimes in particular areas of the environment than in others. The nature of settlement in these places could also encourage crimes such as robbery and thefts. As the finding depicts, non-students could be mostly the perpetrators of crimes in these areas because of the unemployment issue in those surrounding communities of the University as earlier discussed. The SRC secretary expresses her view in this manner,

I think it is Amamoma then Kwaprow because most of the crime cases I hear happen to occur in those areas. Amamoma is quite a large community, I hear that even where we call Ayensu is part of Amamoma if that is the case then it means that the greater the population of a town, the more likely it is that crime will occur. In that case we have a lot of town folks there and then a lot of continuing students as well and then there are quite a number of big hostels in Amamoma as well and because it is quite open and because students tend to feel quite comfortable in Amamoma as well, they tend to go to their hostels late and all that and then they are robbed or something. (Nov. 22, 2019). Another respondent also adds this,

Theft and robbery mostly happen. I hardly hear of rape. For murder, they sometimes occur but once a while like the one that happened on the route to the University Practice Senior High School at night. A young man was attacked, robbed and stabbed to death. (UCC Security Guard, Nov. 16, 2019)

Criminal activity in the University's surrounding areas is a complicated phenomenon, with research indicating that a variety of variables contribute to its development and perpetration. The circumstances and history of criminals, such as their financial condition, family life and connections, as well as their employment and community experiences, can all play a role in explaining their acts. The stratified nature of campus and the formation of expanding divides between continuing students and non-students, as well as the effect of criminals' activities, can be potent catalysts for crime.

Effects of Crime in UCC

A victim of a crime may suffer a variety of consequences, ranging from direct costs and frustration caused by property theft or destruction to the bodily impacts of harm caused by violent crimes. Anger, depression, or fear, which can lead to sleeplessness, flashbacks to the crime or Post-Traumatic Stress Disorder (PTSD), and feelings of anxiety due to shock that such a thing has happened and fears of re-victimization, sometimes leading to feelings of loss of trust in one's community and society, are all possible psychological effects of crime on people.

It is nearly hard to forecast the impact of a continuous graduate or undergraduate student victim of crime who lives in the University's surrounding communities at the University of Cape Coast. People react to comparable offenses in completely different ways. Whereas one person may be severely affected, another may just be affected in a minimal or short-term way. Most continuing graduate and undergraduate students who had been previously victimized suffered from PTSD, according to the findings. This study is consistent with Nagao and Davis (1980), who observed that prior experience with crime in an academic

103

setting influences students' reactions to a subsequent incidence. In light of this, it is clear that a student who has been a victim of a crime in the past will undoubtedly be concerned about becoming a victim of a similar crime in the future. The consequences of crime on these students in the University's surrounding communities may be felt not only by the students who are treated as direct victims, but also by their family and friends.

The awareness of victimization, as well as the trauma associated with it, can travel across a neighbourhood, causing a ripple effect. Some of the discovered impacts were only temporary in nature. The psychological and social consequences, on the other hand, were shown to be highly long-lasting, lasting months or even years. Some of the University's ongoing graduate and undergraduate students who were most significantly affected, namely those who were victims of serious physical assaults, robberies, and especially rape, suffered PTSD and will require expert psychiatric or psychological assistance. The incidents of crime on some continuing graduate and undergraduate student victims in the surrounding communities of the University were so much worrying when they were interviewed. The effects could virtually be felt when they were narrating their experiences. The first victim of robbery had this to say,

I think I still feel scared as a result of it. I feel I may still encounter such on campus. For that reason, I am scared of going out at night. It was an examination week and I could not sleep and all that. I think still I even feel that there are days that still I wake up while feeling sleepy all because of the fear. There are days I am still very scared when I am going somewhere or when I have to do something. It has really deepened my fear of not going out at night. Getting money to buy another phone and laptop was something very stressful. And I know a lot of

104

people who experience crime issues. I remember one crime issue at Kwaprow with the shooting incidence. The person was somebody I actually know. After that we have to go and be sleeping at his place to comfort him for some time before he came back to normal. So, with criminal activities, the psychological issues are very serious. I think sometimes the loss of the thing is not even as painful as the kind of fear you experience and panic it causes to most continuing students in the surrounding communities of the University. For the item it may be replaced immediately but the kind of stress people go through sometimes. For instance, you being robbed at gun point or someone pointing a knife at you like the case of myself and my friend, sometimes the force with which they collect it is very traumatizing. (UCC Undergraduate Student, Nov. 19 2019)

One private hostel manager also had this to says,

Yes. It affects them a lot as far as they are human beings. The moment your items are stolen, psychologically you become affected. For example, when your laptop or tablet that has relevant data on it, it is very painful and disturbing. (Nov. 13, 2019)

Other effects of criminal activities on continuing students which the finding showed was decline in academic performance. Students who had been victims of crime were shown to have poor academic achievement as a result of the incident. Students who had been victims of crime on campus in prior years stated that their performance at the time they were victims of crime was significantly lower than when they were not. Milam, Furr-Holden, and Leaf (2010) discovered that kids who had been victims of crime in school had poorer academic results, which is consistent with this finding. Students who have been victims of crime may be eligible in the surrounding communities of the

University to perform very badly in their academic work is very high especially for those who experience these criminal incidents during the period of examination. The psychological effects have the tendency to reduce the focus and thinking abilities of student victims. Soundness in the mind of a student is directly related to academic performance.

It affects academic work a lot. Students have a lot of information of their studies on their laptops so when it is taken, that is all. Like my case, it was during my project. My supervisor had approved that I could submit my project work and my laptop was stolen. Where do I start from? I could not also tell my supervisor right away that I have been robbed. This is not an excuse. It would not be accepted as an excuse. I was really in trouble. So, I had to hurriedly put something up and go and present. Only God knows the kind of grade that I had. The other painful part of it was that by then examination was still ongoing. Anytime I sat behind the book to study, then that kind of flashes of that incident comes. I was scared to study so it also affected my papers a lot. You will not even have a good rest. You want to rest and prepare for the next day, in fact after that incident, my sleeping habit became some way. Whenever I lie down it was like somebody is coming upon me even sleeping closer to the window, I still feel same. The effect has been long. For almost three years now and I still experience the effect. Even now I sense the effect on your memory. (UCC Graduate Student, Nov. 17, 2019)

The trauma that is associated with being a victim of these criminal activities are so much alarming. It could take several days and even months to recover if such individuals are not given any psychological supports. Another victim of repeated sexual abuses in the surrounding communities of the University also narrates her ordeal,

I believe I am a strong girl even though I have perception of men when I see them. Even when you call me that you want to be just friends with me, I always think that you have an ulterior motive. For now, I do not see a guy trying to get closer without a negative mindset. I always feel like there is a negative mindset. Some people when they go through such trauma, they are like I do not want to have a boyfriend or any of those things. I have struggled and even when someone is showing me love I feel like the person has something in mind, so he buys me something and I ask him why did you buy this for me and that. This has spoilt relationships for me. (UCC Undergraduate Student, Nov. 16, 2019)

Other stakeholders of campus peace and security that were interviewed gave similar responses pertaining to the effects of criminal activities on continuing graduate and undergraduate students in the surrounding communities of the University. Almost all of these respondents mentioned that criminal activities either affect students psychologically, emotional, academically, economically or even spiritually,

If there are criminal cases of course there are psychological and emotional implications here. If a continuing student sees the way criminals come and attack and carry his or her laptop, psychologically or emotionally he or she will be affected and definitely it will affect them academically. (Operations Officer, UCC Security Section, Dev. 12, 2019)

In University of Cape Coast, there is a popular expression among students that "the academic system does not go through people but rather people go through the academic system". This expression explains that, irrespective of what happens to a student within the system, the system does not wait for that student. Students are expected to quickly catch up with the system to survive. The SRC

107

secretary who represents the interest of the general student body on campus also outlines some of the possible effects of criminal activities on continuing graduate and undergraduate students in the surrounding communities of the University,

It affects your state of mind, it will also take certain things from you say your stolen laptop may have your project work, assignments and all that on it, it just puts you in a state of bizarre for some time you will be off the academic scene and that is definitely going to affect you because the system does not care who is been robbed or not so you have to fight for your comeback. The comeback might not be immediate for you so it will affect your academic life, social life and then your state of mind. (Nov. 22, 2019)

Other effects that were discovered from the findings was financial drainage. Most victims of crime manage with financial loss swiftly, either on their own or with the assistance of friends and family. However, the case might not be so for some continuing graduate and undergraduate students due to their financial background. The financial effects that come with such situation is really disturbing. Most continuing graduate and undergraduate students might find it difficult to at least afford a 3-square meal a day while on campus. Such students may really struggle to survive on campus. When such continuing students fall victims to criminal activities the ability to replace those items becomes a problem,

Just imagine your father has bought you a brand-new laptop at Ghc2000.00 and it is stolen, just imagine the trauma. Probably the victim might come from a poor home. It is a lot of pain and trauma. (UCC Security Guard, Nov. 18, 2019)

Social effects such as victims of crime isolating themselves from people were also discovered. The social effect of these activities on continuing graduate and undergraduate students in the surrounding communities of the University is

also another factor to consider. Continuing student victims tend to disassociate themselves from people who they assume are criminals who in reality might not be so. Stereotyping and discrimination begin to set in. Such continuing students may have very cordial relationships with some colleagues or natives of the surrounding communities but because they assume that natives or some friends are criminals, they tend to discriminate against them.

Even if they want to rent hostels in the communities, they are afraid they will be robbed and because of that they do not want to even mingle with previous acquaintances around here. They assume natives are thieves and that also affect our businesses. (Community Indigene, UCC, Nov. 17, 2019)

The Dean of Students of the University also adds this to the discourse,

Definitely it will, why not? if you have your laptop or phone which are taken, now some of the phones are so complex that you have all your assignments, information, your notes there and if it is taken away from you, you become confused and it can affect you academically, socially, emotionally, spiritually etc. (Nov. 17, 2019).

Effectiveness of Campus Security Measures in Curbing Criminal Activities

Crime prevention systems on university campuses around the world must be open and accessible to initiatives from all trustworthy sources. On university campuses, effective crime prevention focuses on eliminating criminal actions that directly injure or endanger students. It also covers all coordinated or targeted activities against certain types of crime on campus, such as theft, robbery, and rape, among other things. There is also a need for programs and approaches that promote and mobilize students to improve their self-defence skills in order to better protect themselves from crime on campus. An effective crime prevention strategy also includes a set of goals for reducing the consequences of the

underlying causes of crime, lowering the danger of becoming a victim, increasing student security, and thereby improving the quality of life and satisfaction of all university community members.

Nevertheless, the opinions of stakeholders of University of Cape Coast campus peace and security through the conducted interviews provide a compelling evidence on the ineffectiveness of the role of the University authority as a medium for crime control in the surrounding communities of the University. This is because as stakeholders, they are beneficiaries of any mechanisms for crime control on campus in general. Their estimate of the University security system's ability to effectively suppress crime in the University's neighbouring localities is therefore central to the whole discourse on peace and security in the surrounding communities of the University.

Criminal activities in the surrounding communities of University of Cape Coast have taken a more compelling force which is affecting the very survival of continuing students, resident within these communities. This is attributed to the deficiencies in the existing security system in the surrounding communities of the University. In view of this it is high time to establish a more effective crime preventive measures to combat the menace. To achieve this, there is the need to increase the difficulty of offending by reducing opportunities to commit crime. Effective crime prevention programs or strategies in the surrounding communities of University of Cape Coast may target changes in the community infrastructure in order to reduce crime. The diversity of approaches includes but not limited to neighbourhood watch, campus policing, good lighting system among others. These strategies may seek to engage the UCC Security Section, native residents (watchdog committees) of the communities within which continuing students

abide, the SRC and government agencies like the police service on campus in addressing the factors that contribute to criminal activities in the surrounding communities of the University.

The knowledge of security systems on campus in general appears to be known to some stakeholders of campus peace and security but the very physical presence of this system is hardly felt within the surrounding communities of the University. During meetings with campus peace and security stakeholders, the subject of who is accountable for ensuring peace and security in the surrounding communities of the University, and whether those responsible are effective, came up. The finding showed that the responsibility to security issues in the surrounding communities of the University may cut across different stakeholders. However, the key stakeholders responsible for ensuring peace and security of continuing graduate and undergraduate students in the surrounding communities of the University are basically management of the University vis-a-vis the security agencies on campus (UCC Security Guard, Nov. 21, 2019 and Undergraduate Continuing Student, Nov. 18, 2019). This finding supports Jennings, Gover, and Pudrzynska (2007) findings that it is the responsibility of educators, campus administrators, campus law enforcement, and the entire campus community to provide security education, raise awareness, and develop and implement effective measures to address the apparent sources of insecurity on campus. Technically, the finding holds because even though security of these continuing students in the surrounding communities of the University is basically a personal responsibility, the basic institution responsible for the peace and security of continuing graduate and undergraduate students in the surrounding communities of the University is the University. The institution is responsible for

creating a peaceful and secure atmosphere for the livelihood of these continuing students to engage in their personal activities. The Dean of Students of the University confirms this,

Yes, the first place is the office of the Dean of Students then it boils down to the security agencies that is why we work as a team. Everybody is included those in authority we have delegation of powers that is why we have the office of the Dean of Students responsible for the welfare of students on campus whether residential or non-residential we need to ensure that. (Nov. 17, 2019)

The SRC secretary also argues that the responsibility to security issues in the surrounding communities of the University is all inclusive. However, the basic responsibility boils down to the individual,

I think we are all stakeholders of peace and security. Right from the Ghana Police, SRC, UCC security, students everybody so all these people are stakeholders of security. Ghana Police cannot be everywhere and even UCC security lacks the numbers and logistics so we cannot trust them 100% for our safety so it comes to you the individual to take care of your security. (Nov. 22, 2019)

This analogy was supported by the CID officer of the Ghana Police Service on campus,

Everybody is a police officer. It is a shared responsibility. Everybody should be security conscious. (Dec. 6, 2019)

As the South African Zulu expression of Ubuntu goes, "umuntu ngumuntu ngabantu" Which means that a person is a person through another person. You are because I am, and I am because you are. When it comes to security issues, continuing graduate and undergraduate students in the surrounding communities

112

of the University must be each other's keeper. The responsibility lies on all persons.

The researcher further interrogated some specific stakeholders on the effectiveness of those responsible for ensuring that the surrounding communities of the University is secured. The finding showed that those responsible for controlling crime in the surrounding communities of the University are not effective. It is prudent to supervise and check the activities of people who have been entrusted with a particular duty. From the evidence available, those who have been entrusted with security issues in the surrounding communities of the University are not seen to be discharging their duties as expected. A continuing undergraduate student put it this way,

If they were effective these issues would have reduced a little. I do not feel their presence at all. For the police they are even out totally. You do not even see them. (Nov. 18, 2019)

Another continuing undergraduate student also had this to say,

I do not believe they are effective, because the police post at Amamoma is empty. You see where Sterner hostel is, there is this police post that was built but it is not working and there are no security personnel there. (Nov. 17, 2019)

The above reactions from the respondents could be associated with the fact that security issues in the surrounding communities of the University have not been given the requisite attention they deserve.

The researcher's interactions with various campus peace and security stakeholders showed a number of barriers to the efficient execution of security measures to protect the peace and security of ongoing graduate and undergraduate students in the University's surrounding communities. Lack of logistics, lack of

113

strong institutional backing and responsibility to certain security initiatives put forward by some student security stakeholders, low number of security guards on duty and a few others contribute to the ineffective implementation of security measures in the surrounding communities of the University.

Effective security measures in the surrounding communities of the University cannot be achieved solely by the mere presence of campus security agencies. Raising their performance in terms of equipping them with the requisite logistics needed to ensure maximum security in the surrounding communities of the University is what matters to improve security in the surrounding communities of the University. The numerical strength of a security agency on campus such as the University security is paramount in fighting crime in the surrounding communities of the University. Limited number of security personnel affect the scope of their operations. To ensure effective security surveillance in the surrounding communities of the University, it is the role of the appropriate authority on campus to recruit more guards to achieve this aim. The Operations Officer of the University Security section cites a few reasons why security system in the surrounding communities of the University is not effective,

How will you expect campus security with only one car, patrol main campus, patrol the surrounding communities of the University, patrol the other key centres of the University which are outside the University environment like Ankaful and the rest. How will our patrols be effective if we have only one pick-up car used to patrol all these areas of the University including those outside? So, if that pick-up was in Amamoma, around the chief palace at 8 o'clock, before it will come back it will be around 2am to 3am. So, are the patrols effective? No! There is also this issue of limited checkpoints on campus in general. If we had the men, we would

114

have extended those checkpoints at certain vantage points within the communities. But we do not have the men, so what we do is that we patrol and that is not really making our security surveillance in the surrounding communities of the University very effective. (Dec. 12, 2019)

Weak institutional support to initiatives forwarded by other campus security stakeholders highly account for this deficiency in the fight against crime in the surrounding communities of the University. Security issues concerning continuing graduate and undergraduate students in the surrounding communities of the University are supposed to be a prime concern to management of the University but the available evidence shows the otherwise. The offices of the SRC and the Ghana Police Service on campus argue that management of the University barely support most initiatives of security surveillance in the surrounding communities of the University because of bureaucracy. It is very vital to give an institutional support to initiatives that aim at reducing criminal activities on students. Since the University sees students as properties, when such initiatives emanate from bodies that are recognised by the University such as the Ghana Police Service and the SRC, it is prudent that the University backs such initiatives. As result of this, security on campus in general could have been an effective one if such initiatives and calls for support from the University management have been given the requisite attention.

A number of times, we have tried to call for support from the management to beef up the security deficiencies in the surrounding communities of the University but to no avail. The University is very bureaucratic. When it comes to the SRC we are short of support and other logistics so it comes to you the individual to take care of your security. (Office of the SRC, UCC, Nov. 22, 2019)

115

The Criminal Investigations Officer of the Ghana Police Service, UCC, adds this,

For the support they do not support us. Because we have told them a whole lot of things to be put in place to ensure maximum security in the surrounding communities of the University but they have not responded to any. The University is too bureaucratic. We cannot be at everywhere at the same time. We have only one car for patrol duty. We have told the administration to at least provide us with one car to support the patrol operations but they have not minded us. Almost every evening we patrol the surrounding communities of the University but it not that effective due to our lack of logistics. (Dec. 6, 2019)

As the temporal custodians of continuing graduate and undergraduate students in the surrounding communities of the University, University of Cape Coast management is considered a key stakeholder of campus peace and security. However, the University management's involvement in combating crime is generally reported to be ineffective. Management is seen as the key agent to champion the campaign against criminal activities in the surrounding communities of the University however less is seen of them. Lack of motivation to frontline security personnel also account for the ineffectiveness in ensuring adequate security in the surrounding communities of the University. The life of every institution lies with the motivation that members of the institution receive. In instances where motivation is lacking, work output reduces. A continuing undergraduate student expresses himself in this regard,

I believe it all boils down to management, because the kind of leadership you have will determine what the workers will do. So, if management was placing high standards on security, making sure that security personnel understand their

116

work and their mandate on campus, gives them the necessary logistics, gives them the remuneration that they need, everything and if they are satisfied, they will work. Security personnel do not have any motivation to work. So definitely they will be ineffective. (Nov. 16, 2019)

The shocking response from the Dean of students of UCC, even attests to what was generally said. It appears management does not really take the security of continuing graduate and undergraduate students in the surrounding communities of the University as a priority. When asked if the office of the Dean of students check the activities of private hostels to make sure they are doing what is right to ensure the security and peace of continuing students in the surrounding communities of the University, the Dean of students gave this response,

Checking we have not. We just talk to them; checking will be when students come and complain. (Nov. 17, 2019)

The response clearly shows management is not proactive toward continuing students' security concerns in the surrounding communities of the University. In this regard, it is obvious that there is weak institutional responsibility to ensure that private hostel managements in the surrounding communities of the University provide adequate security for these continuing student tenants.

The researcher in concluding with the different stakeholders, asked how best crime issues in the surrounding communities of the University could be resolved. The results show that security agencies on campus must be well resourced. The findings also show that, security in the surrounding communities of the University must be seen as a shared responsibility. Moreover, continuing graduate and undergraduate students in the surrounding communities of the

University must be suspicious of their environment and also take personal security very seriously.

Continuing graduate and undergraduate students may not always prioritize their own personal safety in the midst of a busy academic schedule and social life. If the university authorities want to ensure that these students remain as safe as possible, they must play a role. Getting these students involved in the promotion of personal safety as a grassroots responsibility is one highly effective method to do this. Continuing graduate and undergraduate students should also liaise with the campus security agencies to improve safety in the surrounding communities of the University. The whole responsibility should not be left in the hands of one entity.

Security is a shared responsibility, so everybody must play his or her role (Operations Officer, UCC Security Section, Dec. 12, 2019)

The CID officer of the Ghana Police Service on campus also confirms this,

Everybody should be educated about security issues on campus. People should know steps to ensure security on around them. Students sharing the same room should be aware who locks the door and at what time. It should not be an individual's responsibility. Suspicious movement should be questioned quickly to deter criminals from your environment. (Dec. 6, 2019)

From the other stakeholders such as the Dean of Students, security guards, and continuing students, security agencies on campus should be well resourced.

We are relying on the university security on campus but they are complaining of their numerical strength is not large enough so we need to increase it, then maybe we have to provide them with the necessary logistics to help them work effectively

118

both inside and outside campus and those watchdog communities if it will be possible for us to give them some incentives just to push them up to do what is expected of them, it is voluntary but sometimes you need to get them something to motivate them (Dean of Students, UCC, Nov. 17, 2019)

Firstly, I think our numbers should be added up. Our numerical strength is very low which is a key reason why crime is on the ascendency on campus in general. (UCC Security Guard, Nov. 23, 2019)

A continuing graduate student resident in the surrounding communities of the University also said this,

I think if the Ghana police and the security officers should come together and work as a team, so that they can patrol the campus in the afternoon and especially in the evenings because that is the time thief's work. (Nov. 18, 2019)

The finding also showed that creating more job avenues within the surrounding communities of the University could also be a way to mitigate crime in the surrounding communities of the University. This finding holds because when more people are employed within the surrounding communities of the University, the likelihood of criminal activities against continuing students in the surrounding communities of the University will be low. An indigene of one of the surrounding communities had this to say,

They should create jobs for us so that everyone will have something to do. If everyone wakes up, they are going to their work places so who will leave his work to come and steal.? (Nov. 13, 2019)

As part of the university's overall policy, it is the responsibility of the university to establish the fundamental, organizational, and technical conditions for crime prevention. This will necessitate responsible, equal-rank cooperation

among all stakeholders, strongly founded in academic and professional interests and values, and will necessitate the creation of proper organizational circumstances. To implement fruitful crime prevention measures that encourage and protect continuing students in the surrounding communities of the University in differentiated ways, the University vis-a-vis other campus peace and security stakeholders like the office of the Dean of Students and the security agencies on campus must constantly cooperate with private hostel managers and probably the watchdog committees in the surrounding communities of the University. To this end, maximum peace and security of continuing students in the surrounding communities of the University will not be an illusion but a reality.

Summary

The results of the study demonstrate that the University authorities in the study area are key players in both the provision of security services and maintaining a fear-free atmosphere for academic, social and religious movements of continuing students. As temporal custodians of continuing graduate and undergraduate students in the surrounding communities of the University, the University holds with the sole right to ensure that private hostel managements provide adequate security for continuing student tenants in the University's immediate surroundings. The roles of the University Security Section and the Ghana Police Service in campus peace and security issues have also been found to be relevant. However, their demonstrated ability to fight crime in the surrounding communities of the University are unsatisfactory; a reason for the increased spate of criminal activities in the surrounding communities of the University.

Criminal activities emerge, and because there are no strong institutional mechanisms for mitigating these activities, the campus peace specifically peace of continuing graduate and undergraduate students in the surrounding communities

120

of the University could be compromised as well as the peaceful and fear-free atmosphere for a better academic, social and religious lives. What remains is how to identify the avenues through which the prevailing criminal activities which have been persistent for decades can be resolved.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATONS
Introduction

Consequently, this study placed University of Cape Coast within the larger context of higher educational space to assess criminal activities and peace and security. To assess this idea, the study invoked four objectives. First, the study evaluated the architecture of peace and security on campus. Second, it investigated probable causes of criminal activities on campus. Next, the examination of the effects of these criminal activities on continuing graduate and

undergraduate students on campus were espoused. Finally, the study analyzed the effectiveness of security measures employed by the school authority to curb criminal activities on campus. To guide the investigation, the following research questions were formulated: the first question was to find how the state and architecture of peace and security is on campus; what are the causes of criminal activities on campus; what are the effects of criminal activities on students; and how has the school authority's security measures improved peace and security on campus.

The study used qualitative study design. The study focused primarily on continuing graduates and undergraduate students residing in the surrounding communities of University of Cape Coast as the target population as well as other stakeholders of campus peace and security. The surrounding communities of the University constituted a useful sample to investigate the variations of both the independent variable (criminal activities) and the dependent variables (peace and security). The total sample of the study comprised 60 respondents that is 24 campus peace and security stakeholders from the surrounding communities of the University comprising private hostel managers, security guards and indigenes of the surrounding communities and 36 campus peace and security stakeholders comprising officials from the security agencies on campus, the SRC, the office of the Dean of Students and continuing graduate and undergraduate student residents in the surrounding communities of the University who were interviewed intermittently. The researcher selected these respondents through convenient and purposive sampling techniques. The data collection method and instrument were interview and interview guide respectively.

Summary of Findings

The study revealed that, there was no clear architecture of peace and security in the surrounding communities of the University. The architecture that was seen is a pinch of the extension of security services from main campus which is supposed not to be so. The study revealed that state of security in the surrounding communities of the University is very poor and that clearly shows a translated evidence of the poor peace and security architecture in the surrounding communities of the University. Poor lighting systems on most of the major routes that link continuing graduate and undergraduate students from the main campus to their residence, bushy and obscure areas and the absence of security posts and checkpoints at vantage points all contribute to the poor state of security in the surrounding communities of the University.

The causes of criminal activities in the surrounding communities of the University varied according to the respondents. Crime is an indication of the breakdown of the security system. The findings clearly indicate that these criminal activities in the surrounding communities of the University were the result of 1) poor state of security that is poor lighting system, absence of standard security protocols or measures at most hostels, absence of security posts and checkpoints at vantage points, low number of security guards on campus in general and ineffective security patrol system, 2) negligence of personal security measures on the part of continuing graduate and undergraduate students also account for the rise in criminal activities in the surrounding communities of the University, 3) unemployment was also seen as a cause of crime in the surrounding communities of the University, 4) complex nature of settlement of natives intermixed with the University territory is also another major factor to why criminal activities in the surrounding communities of the University are high and

finally 5) the ignorance of the activities of fraudsters popularly known as confident tricksters was also revealed as another cause of crime in the surrounding communities of the University.

The findings of the study also revealed that these criminal activities have major effects on the lives of continuing graduate and undergraduate victims in the surrounding communities of the University. These effects include loss of focus, sleeplessness, trauma, heightened fear of crime, loss of properties, poor academic performance, limited movements especially at night and low confidence in the campus security system.

Furthermore, the findings of the study showed that lack of logistics, weak institutional backing to security initiatives put forward by some campus peace and security stakeholders account for ineffective implementation of security measures to curb the menace in the surrounding communities of the University. Low number of security personnel, lack of motivation and incentives among others contribute to the ineffectiveness of security agencies to help fight crime in the surrounding communities of the University.

Conclusions

The major conclusions drawn from the evidence so far are:

1. There is knowledge of a peace and security architecture at the University of Cape Coast, which strives to restrict criminal actions and ensure that the campus in general is safe for academic activities and development. However, this architecture is not clear in the surrounding communities of the University. The expected roles of this peace and security architecture are not much felt in the

124

surrounding communities of the University and as a result, the peace and security of continuing graduate and undergraduate students, resident in the surrounding communities of the University is jeopardized.

2. The complex nature of the entire University settlement as well as the absence of responsibility to ensure the peace and security of continuing graduate and undergraduate students in the surrounding communities of the University are major reasons why criminal activities are rampant in the surrounding communities of the University.

3. Effects of crime on continuing graduate and undergraduate students in the surrounding communities of the University could be economically psychologically devastating to some continuing graduate and undergraduate students in the surrounding communities of the University since every individual react differently to the impact of a criminal event on their lives.

4. In University of Cape Coast, management of the University appears not to be much involved in effectively fighting crime in the surrounding communities of the University. The increase in criminal activities in the surrounding communities of the University has come about because of the weak institutional backing to security initiatives in the surrounding communities of the University. Moreover, the key limitations to building a strong and effective scheme to regulate and standardize security systems of private hostels in the surrounding communities of the University are i) bureaucracy in handling security related initiatives by the University management ii) poor communication system between management of the school and private hostel managements iii) personal interests of some senior members involved in the private hostel business. It also appears that involvement of the watchdog committees in fighting crime in the surrounding communities of

the University is differentially accepted by a large number of campus peace and security stakeholders but less so with the University management since its official approval has not yielded results yet.

Recommendations

Following are some suggested resolutions that could inform policy measures and personal security of continuing graduate and undergraduate students residing in the University of Cape Coast's surrounding communities, ensuring that these students have peace of mind for better academic, social, and religious lives.

1. The researcher suggests that the university's peace and security architecture be made very functional in the university's surrounding areas. The University should build more accommodation facilities with high security control units. This initiative will help reduce student numbers in the surrounding communities of the University.

2. The researcher recommends that the University should ensure that all illegal encroachments on the University lands should be stopped to avoid the surrounding communities' residences being intermixed with the University settlement. All unofficial routes through the University land should be blocked to reduce the number of non-members of the University who access their homes through the University.

3. The researcher recommends that, the SRC in collaboration with university management should create a Student Relief Fund aimed at supporting victims of crime in the surrounding communities of the University.

4. The researcher recommends that the University should recruit more security personnel to fill the guard deficit at the Security Section of the University. More so, campus Security Section and the Ghana Police Department should be

supported with the requisite security logistics like patrol vehicles etc. to enhance their operations. More security checkpoints should be erected at vantage locations in the surrounding communities of the University. In addition, Management in collaboration with the SRC should partner with the local assemblies of the neighboring communities to help clear bushes at most plied routes and more streets lights should be fixed to aid clear visions especially at night.

Suggestions for Further Research

The researcher believes there is the need for more research to examine the extent to which criminal activities on campus could affect the quality of teaching as well as administrative work in the University. This research did not take into consideration the effects of crime on the larger university community. It would be interesting to see how members of the teaching and non-teaching staff of the University who form part of the management of University of Cape Coast react to criminal issues. It will also be interesting to replicate this research in other universities like University of Education, Winneba, Kwame Nkrumah University of Science and Technology and University of Ghana to examine the security systems put in place on such campuses to combat crime against students using a purely quantitative approach.

REFERENCES

Abnory, M. M., Akoto, J. S., & Owusu, A. G. (2016). *Is our safety and security guaranteed on University of Cape Coast Campus? Undergraduates' students' perceptions*. University of Cape Coast, Ghana: Sciedu Press.

Addington, L. (2008). Current issues in victimisation research and the NCVS's ability to study them. *Journal of Justice Statistics*, *2*(4), 1–11.

Akers, L. R. (2008). *Criminological theories: Introduction, evaluation, and application* (5th ed.). Los Angeles, US: Roxbury Press.

Akiba, M. (2010). What predicts fear of school violence among U.S adolescents? *Teachers College Record, 112*(1), 68-72.

Akuamoah, S. W. (2014), *Predator - prey model of security forces versus criminals in a contemporary Ghanaian community.* Accra, Ghana: Adwinsa.

Akuamoah, S. W., Amedagbui, K., Dese, G. S., & Mahama, F. (2015). Statistical analysis on the trend and causes of crime in Ho Municipality. *Journal of Advances in Mathematics and Computer Science, 1*(1), 1-14.

Allenby, B. R. (2000). Environmental security: Concept and implementation. *International Political Science Review*, *21*(1), 5–21.

Amoatemaa, A. S., Arthur, D. Y., & Kyeremeh, D. D. (2017). Students' perception of campus safety: A case of Kumasi campus of University of Education, Winneba, *ARJASS, 3*(1), 1-9.

Annan, J. (2006). The state of youth and youth protection in northern Uganda. Retrieved from http://www.christblattman.com

Annan, K. (2000). We the peoples: The Role of the United Nations in the 21st Century. Retrieved from http://www.un.org/press/en/2000/20000403

Archer, R. (2014). Examining the relationship between fear of crime, self-protective behaviour, and situational crime prevention among college students' intuition. Retrieved from http://fau.digital.flvc.org

Argun, U., & Dağlar, M. (2016). Examination of routine activities theory by the property crime. *International Journal of Human Sciences*, *13*(1), 1188-1198.

Art, R. (1993). Security, In J. Krieger (Ed.), *The Oxford Companion to Politics of the World* (pp. 820-822). Oxford, New York, U.S: Oxford University Press.

Avruch, K. (1999). *Culture and Conflict Resolution*. Washington DC, U.S: Institute of Peace.

Barnes, C. M. (2009). Examining campus crime at Virginia's Colleges and universities. In L.J. Moriarty and R.A. Jerin, (Eds.). *Current Issues in Victimology Research*, 2nd ed. (pp. 18-22) Durham, NC: Carolina Academic Press.

Bartula, A., & Bowen, K. (2015). University and college officials' perceptions of open carry-on college campus. *Justice Policy Journal*, *12*(2), 1–17.

Bedenbaugh, C. P. (2003). Measuring fear of crime on campus: A study of an urban university. Retrieved from http://www.semanticscholar.org

Bloomsbury (1995). *Dictionary of Word Origins: Buddhism and Peace.* Calcutta: Lazo Print.

Bonati, L. M., Krohn, D. M., & Massey, J. L. (1989). Property crime and the routine activities of individual. *Journal of Research in Crime and Delinquency*, *26*(4), 378-400.

Bondinuba, F., & Nimako, S. (2013). Relative importance of student accommodation quality in higher education. *Current Research Journal in Social Sciences*, *5*(4), 134-142.

Brauch, H. G. (2003). Security and environment linkages in the Mediterranean: Three phases of research on human and environmental security and Peace. In H. G. Brauch, P. H. Liotta, P. Marquina, R. Antonio, M. Selim, & El Sayed (Eds.), *Security and environment in the Mediterranean: Conceptualizing Security and Environmental Conflicts* (pp. 35-143) Heidelberg, Berlin: Springer.

Buerger, D. M., Gartin, P., & Sherman, L. W., (1989). Hotspots of predatory crime: Routine activities and the criminology of place. *Criminology*, *27*(1), 27-56.

Bursik, R. (1988). Social disorganisation and theories of crime and delinquency: Problems and prospects. *Criminology, 26*(4), 519-551.

Bursik, J. R., & Grasmick, G. H. (2011). Economic deprivation and neighbourhood crime rates, 1960-1980. In B. Cartwright (Ed.). *Sociological Explanations of Crime and Deviance* (pp. 135-153). Boston: Pearson Learning Solutions.

Burton, J. (1990). *Conflict: Resolution and prevention*. New York: St. Martin's Press.

Buzan, B. (1983). People, States & Fear. *The National Security Problem in International Relations.* Brighton: Harvester Books

Buzan, B. (1991). *People, States & Fear: The National Security Problem in International Relations*. New Jersey, U.S: Financial Times Prentice Hall.

Capellan A. J., Chintakrindi S., & Porter, J. R. (2015). *Social disorganisation theory*. New York, U.S: Free Press.

Chekwa, C., Jones, J. V., & Thomas, E. (2013). What are college students' perceptions about campus safety? *Contemporary Issues in Education Research, 6*(3). 325-332.

Clements, B. S., Emmer, E. T., & Sanford, J. P. (1983). Improving classroom management. *Educational Leadership, 40*(7), 56-60.

Coate, R. A., & Rosati A. J. (1990). *The power of human needs in world society*. Boulder, CO: Lynne Rienner

Cohen, A. K. (1955) *Delinquent boys: The nature of the gang*. New York, U.S: Free Press.

Cohen, E. L., & Felson, M. (1979). Social change and crime rate trends: A routine activity approach. *American Sociological Review*, *44*(2), 588-608.

Coretta K. S. (2008). *The words of Martin Luther King, Jr*. New York, U.S: Newmarket Press.

Cullen, F.T., Fisher, B. S., Lu, C., & Sloan, J. J. (1998). Crime in the ivory tower: The level and sources of student victimisation. *Criminology, 36*(3), 671-710.

Danesh, D. H. (2011). Human needs theory, conflict, and peace in search of an integrated model. Retrieved from http://www.onlinelibrary.wiley.com

Davis, H. J., & Nagao, D. H. (1980). The effects of prior experience on Mock Juror

case judgments, *Social Psychology Quarterly, 43*(2), 190-199.

Degarmo, M. (2011). Understanding the comparisons of routine activities and contagious distributions of victimisation: Forming a mixed model of

131

confluence and transmission. *International Journal of Criminology and Sociological Theory*, *4*(1), 584-603.

Dennis B. G., & McCreedy K. R. (1996). Sex-related offenses and fear of crime on campus. *Journal of Contemporary Criminal Justice*, *12*(1), 69-80.

Dobbs R. R., Shelley, O. T., & Waid, A. C. (2009). Explaining fear of crime as fear of rape among   college   females: An   examination   of   multiple campuses in the United States of America. *International Journal of Social Inquiry. 2*(2), 105-122.

Duane, J., Hadipriono, F., & Tseng, C. (2004). Performance of campus parking garages in preventing crime. *Journal of Performance of Constructed Facilities*, *18*(1), 21-28.

Durkheim, E. (1964). *The division of labour in society.* New York, U.S: The Free Press.

Durkheim, E. (1965). *The rules of the sociological method*. New York, U.S: The Free Press.

Einstein, A. (1968). *Einstein on Peace: Nathan and Norden,* New York, U.S: Schocken,

Essays UK. (2013). *The concept of crime criminology essay*. Uni   Assignment Centre. Retrieved   from   https://www.uniassignment.com/   essaysamples /criminology /the-concept of-crime-criminology essay.php?vref=1

Estell, B. D., Farmer, E. M., Farmer, T. W., & Hutchinson, B. C. (2007). The developmental dynamics of aggression and the prevention of school violence. *Journal of Emotional and   Behavioural Disorders*, *15*(4), 197-208.

Fafa, H. (2010). *High crime rate in Ghana*. Retrieved from http://www.ir.knust.edu.gh

Faris, E. L. R. (1955). *Social disorganisation* (2nd ed.). New York, U.S: The Ronald Press Company.

Fisher, B. S., & Nasar, L. J. (1992). Fear of crime in relation to three exterior site features: Prospect, refuge, and escape. *Environment and Behaviour*, *24*(2), 35-65.

Flannery, D. J., & Quinn-Leering, K. (2000). Violence on college campuses: Understanding its impact on student well-being. *Community College Journal of Research & Practice*, *24*(10), 78 – 92.

Food and Agriculture Organisation of the United Nations (2003). FAO trade reforms and food security conceptualizing the linkages. Retrieved from http://www.fao.org/docrep/005/y4671e/ y4671e06.htm#TopOfPage>

Forde, D. R., & Kennedy, L. W. (1990). Routine activities and crime: An analysis of victimisation in Canada. *Criminology*, *28*(1), 137-152.

Francis, D. J. (2006). Linking peace, security and developmental regionalism: Regional economic and security integration in Africa. *Journal of Peacebuilding & Development*, *2*(3), 7-20.

Franzosa A. (2009). Insecure? Keeping new England college campuses safe from violence. *New England Journal of Higher Education*. *2*(1) 20-21.

Furr-Holden, C. D. M., Leaf, J. P., & Milam, A. J. (2010). Perceived school and neighbourhood safety, neighbourhood violence and academic achievement in urban school children. *The Urban Review, 42*(5), 458-467.

Gallie, B. W. (1956). Essentially contested concepts. *Proceedings of the Aristotelian Society*, *56*(2), 167-98.

Gaines, K. L., & Miller, L. R. (2015). Criminal justice in action. *Nelson Education*, *1*(8), 15-21.

Gultung, J. (1969). Violence, peace, and peace research. *Journal of Peace Research* 6(3), 167.

Gultung, J. (1990). *International development in human perspective*. Retrieved from http://www.link.springer.com

Gottfredson, M. R. (1981). On the ethology of criminal victimisation. *Journal of Criminal Law and Criminology*, *72*(1), 714-726.

Hakim, C. (2000). *Research design: Successful designs for social and economic research.* (2nd ed.). New York, U.S: Routledge Press.

Hart, C. T., & Colavito, V. (2011). College student victims and reporting crime to the police: The influence of collective efficacy. *Western Criminology Review*, *12*(3), 1-19.

Hawley, A. (1950). *Human ecology: A theory of community structure*. New York, U.S: Ronald Press.

Henderson, C. E. (2010). *Keeping our campuses safe: Analyzing the influence of institutional characteristics on campus crime rates.* Unpublished manuscript.

Herington, J. (2015). The Concept of Security, Liberty, Fear and the State. Retrieved from http://www.philpapers.org

Hertenon, S. (2005). Hertenon's theory of universal human needs. Retrieved from http://universallyhumane.wordpress.com/relevant-research/simon

Hilinski C. M. (2010). The role of victim-offender relationship in predicting fear of rape among college women. *Criminal Justice Studies*. *23*(2):147–162.

Hindelang, M., Garofalo, J., & Gottfredson, M. (1978). *Victims of personal crime: An empirical foundation for a theory of personal victimisation.* Cambridge, Massachusetts, U.S: Ballinger Press.

Jennings, G. W., Gover, A. R. & Pudrzynska, D. (2007). Are institutions of higher education safe? A descriptive study of campus safety issues and self-reported campus victimisation among male and female college students. *Journal of Criminal Justice Education*, *18*(2), 191.

Jensen, F. G. (2003). Social disorganisation theory. In R. A. Wright (Ed.), *Encyclopaedia of Criminology*. (pp. 24-31). New York, U.S: Fitzroy Dearborn Publishers.

Jones, K., & Nasar, J. L. (1997). Landscapes of fear and stress. *Environment and Behaviour*, *29*(1), 291-323.

Kimanuka, O. (2018). *Why peace and security are essential enablers of development*. Retrieved from http://www.newtimes.co.rw

Kirk, L. N. (1988). Factors affecting perceptions of safety in a campus environment. Retrieved from https://www.brikbase.org/sites/default/files/EDRA Kirk 215-221.pdf

Kitsantas, A., Martinez-Arias, R., & Ware, H. W. (2004). Students' perceptions of school safety: Effects by community, school environment, and substance use variables. *The Journal of Early Adolescence, 4*(1), 412-430.

Kok, H. (2007). Reducing violence: Applying the human needs theory to the conflict in Chechnya. *Review of International Law and Politics*, *2*(117), 89-108.

LaFree, G. (1999). Declining violent crime rates in the 1990s: Predicting crime booms and busts. *American Review of Sociology*, *25*(1), 145-168.

Lahm, R., & Schaefer, R. T. (1998). *Sociology Manual*. Retrieved from http://www.mheducation.com

Leaning, J. (2006). *Definitions of human security*. Retrieved from http://www.hsph.harvard.edu/hper/ events/ hsworkshop /list_ definitions. pdf.

Lynn-Jones, S., & Nye, J. (1988). International security studies: A report of a conference on the state of the field. *International Security*, *12*(4), 5-27.

Mack, A. (2004). The concept of human security, In BICC (Ed.), *Promoting Security: But how and for Whom?* (pp. 47–50). Bonn: BICC.

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, *50* (4), 370 – 373.

Maslow, A. H. (1970). *Motivation and personality*. New York, U.S: Harper & Row Publishers Inc.

Maslow, A. H. (1973). *The farther reaches of human nature*. Harmondsworth, UK: Penguin Books.

McKay, D. H., & Shaw, C. R. (1942). *Juvenile delinquency and urban areas; A case study of rates of delinquents in relation to differential characteristics of local communities in American cities*. Chicago, U.S: University of Chicago Press.

Merton, R. K. (1957). *Social theory and social structure*. New York, U.S: Free Press.

Meier, F. R., & Miethe, D. T. (1994). Opportunity, choice and criminal victimisation: A test of a theoretical model. *Journal of Research in Crime and Delinquency*, *27*(2), 243-266.

Miller, J., & Schreck, C. J. (2003). Sources of fear of crime at school: What is the relative contribution of disorder, individual characteristics and school security? *Journal of School Violence. 2*(4): 57-79.

Moller, B. (2003). *National, societal and human security: Discussion – case study of Israel-Palestine conflict, security and environment in the Mediterranean*. Retrieved from http://www.linkspringer.com

Muasya, J. N. (2014). Effects of sexual harassment on women students' access to opportunities and facilities; A case study of the University of Nairobi, Kenya. *Global Journal of Interdisciplinary Social Sciences, 3*(4), 83-90.

Mustaine, E. E., & Tewksbury, R. (1999). A routine activity theory explanation for women's stalking victimisations. *Violence Against Women*, *5*(1), 43-62.

Nehru, J. (1954). *Nehru's Speeches*. Retrieved from http://www.theguardian.com

Oluwajana, T. (2017), Student's perception of safety on campus vis a vis crime and violence–A case study of ECU. Retrieved from http://www.semanticscholar.org

Owen, T. (2004). Human security conflict, critique and consensus: colloquium remarks and a proposal for a threshold-based definition. *Security Dialogue*, *35*(3), 373-387.

Paris, R. (2001). Human security: Paradigm shift or hot air? *International Security*, *26*(2) 87-102.

Piaget, J. (1952). *The origins of intelligence in children*. New York, U.S: International Universities Press.

Pitts, V. L., & Schwartz, M. D. (1995). Exploring a feminist routine activities approach to explaining sexual assault. *Justice Quarterly*, *12*(1), 9-31.

Raphael, S., & Winter-Ebmer, R. (2001). Identifying the effects of unemployment on crime. *Journal of Law and Economic, 4*(1), 13-25.

Ratti C. L. (2010). Student perceptions of campus safety at the University of Mary Washington. Retrieved from http://www.yumpu.com

Rubenstein, R. E. (2001). Basic human needs: The next steps in theory development. *International Journal of Peace Studies, 6*(1), 51-58.

Rund, A. J. (2002). *The changing context of campus safety, new directions for student services.* Retrieved from http://www.onlinelibrary.wiley.com

Sarfo, A. J. (2012). *Illegal drug use and crime in the Kumasi metropolis.* Unpublished manuscript.

Sampson, J. R., & Wooldredge, D. J. (1987). Linking the micro and macro level of dimensions of lifestyle-routine activity and opportunity models of predatory victimisation. *Journal of Quantitative Criminology*, *3*(4), 371-393.

Sandbox Networks Inc. (2016). *Timeline of worldwide school and mass shootings.* Retrieved from http://www.infoplease.com/ipa/A0777958.html

Shinoda, H. (2004). Conflict and human security: A search for new approaches of peace-building. *IPHSU Research Report Series*, *4*(1), 5-22. Retrieved from http://www.ir.lib.hiroshima-u.ac.jp

Shue, H. (1980 [1996]). *Basic rights: subsistence, affluence, and US foreign policy*. Princeton, U.S: Princeton University Press.

Squelch, J. (2001). Do school governing bodies have a duty to create safe schools? An educational law perspective. *Perspectives in Education*, *19*(2), 137-149.

Starkweather, S. (2007). Gender, perceptions of safety and strategic responses among Ohio University students. *A Journal of Feminist Geography, 14*(3), 355-370. Retrieved from http://dx.doi.org/10.1080/096636907

Stone, M. (2009). *Security according to Buzan: A comprehensive security analysis*. New York, US: Columbia University Press.

Sulaiman, S (2014). *Crime trends, a study with reference with Madurai city*. Retrieved from http://www.shodhganga.inflibnet.ac.in

Sutherland, E. H. (1939). *Principles of criminology*. Philadelphia, U.S: J.B. Lippincott.

Tappan, P. (1960). *Crime, justice and correction.* New York, U.S: McGraw Hill

Thakur, R. (2004). A political world view, *Security Dialogue, 35*(3), 348-352.

Thomas, C., & Wilkin, P. (Eds.). (1999). *Globalization, human security, and the African experience*. New York, U.S: Lynne Rienner Publishers.

Thomas, W. I., & Znaniecki, F. W. (1918). The Polish peasant in Europe and America. *Monograph of an Immigrant Group.* Chicago, U.S: University of Chicago Press.

Tongeren, P. V. (2011), Increasing interest in infrastructures for peace. *Journal of Conflictology, 2*(1), 112-127.

United Nations Development Programme (1990). *Human Development Report, 1990.* New York, U.S: Oxford University Press.

United Nations Development Programme (1994). *Human Development Report 1994: New Dimensions of Human Security. New* York, U.S: Oxford University Press. Retrieved from http://hdr.undp.org /en /reports /global/hdr1994/

Van-Buuren, J. (2010). Security as a commodity: The ethical dilemmas of private security services. *International Peace Research Institute in Oslo*. Retrieved from http://shop.ceps.be /system /files /book /2010 /03 /INEX% 20PB6%20van%20Buuren.pdf>

Vesilind, A. P. (2005). *Peace engineering: When personal values and engineering careers converge*, Califonia, US: Lakeshore Press.

Williams, P. (2008). *Security studies: An Introduction.* London, U.K: Routledge

APPENDICES

APPENDIX A

INTERVIEW GUIDE FOR STUDENT RESIDENTS

Section A: Background Information

1. Age_____

2. Gender_____

3. Current academic level_____

4. Religion_____

5. Area of residence_____

6. Length of stay in your area of residence_____

Section B: State and Architecture of Peace and Security

7. Have you heard or witnessed any criminal occurrence on campus before?

8. For the period that you have been a student, would you say the level of crime on campus has increased, stayed same, or decreased?

9. Who are mostly victims of crime on campus?

10. What time do crime mostly occur on campus?

11. Do you sometimes go out at night on campus?

12. If yes, how safe do you feel going out at night on campus?

13. For what purpose do you leave your hostel?

14. Is there any security post in your area?

15. Do you think there is the need for security posts at vantage points on campus?

16. Do security personnel patrol campus at night?

17. How often do they patrol at night?

141

18. Have you ever reported crime you have witnessed or experienced to the nearest police station? Explain why?

19. Are you satisfied with the urgency with which the police and university security departments respond to distress calls on campus? Explain why

20. What is your take on the activities of the watchdog committees in the surrounding community in fighting crime in the surrounding communities of the University?

Section C: Causes of Crime

21. Which people do you think mostly perpetrate crimes on campus?

22. In your opinion, how prevalent is crime on campus?

23. What type of crime do you think is most prevalent on campus?

24. Among the five (5) main student resident communities on campus, where do you think is most crime prevalent?

25. In general which areas on campus do you think are hotspot for crime?

26. What account for the prevalence of crime in these areas?

27. In general, what are the possible causes of crime on campus?

Section D: Effects of Crime

28. Over the period of your stay, have you been a victim of crime on campus before? How many times?

29. What type(s) of crime did you fall victim to?

30. Did you experience the crime inside or outside your hostel?

31. At what time did you experience the crime?

32. Do criminal activities affect students on campus?

33. What are some of the effects of criminal activities on students on campus?

**Section E: Effectiveness of Campus Security Measures in curbing Criminal Activities**

34. In your opinion, who do you think are responsible for ensuring peace and security on campus? Why?

35. In your opinion, do you think the Ghana Police Service and the University Security section on campus are effectively fighting crime?

36. What factors do you think account for the effective or ineffective implementation of peace and security measures by the school authorities on campus?

37. What measures do you think should be put in place to control crime to ensure optimum peace and security on campus?

Thank you for your cooperation.

143

144
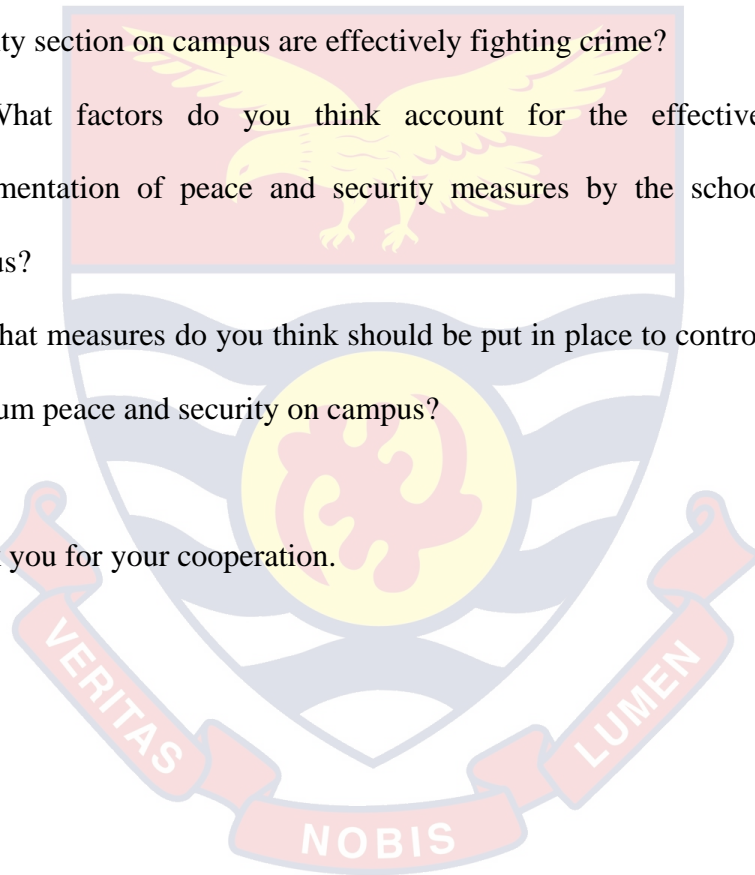
APPENDIX B

INTERVIEW GUIDE FOR UCC SECURITY PERSONNEL

(ADMINISTRATIVE)

Section A: Background Information

1. Gender_____

2. Rank_____

3. Current position _____

4. Length of service on campus_____

Section B: State and Architecture of Peace and Security

5. Are your privy to the occurrence of criminal activities on campus?

6. What type(s) of crime do mostly occur on campus?

7. Who are mostly victims of crime on campus?

8. What time do crime mostly occur on campus?

9. In general, how would you rate crime level on campus?

10. How would you describe the state of peace and security on campus?

11. Who and what constitute the peace and security architecture of the university?

12. For the period that you have been a security officer on campus, would you say the level of crime on campus has increased, stayed same, or decreased?

13. Does the university security section patrol campus at night?

14. How often do you patrol at night?

15. Does the school's security jurisdiction cover those in the surrounding communities of the University?

16. Does the security section receive crime reports from the students in the surrounding communities of the University?

17. How often does the security section receive crime reports from the student in the surrounding communities of the University?

18. Are students satisfied with the urgency with which the security section responds to distress calls on campus? Explain why

19. What is your take on the activities of the watchdog committees in the surrounding community in fighting crime in the surrounding communities of the University?

Section C: Causes of Crime

20. Among the five (5) main student resident communities on campus, where do you think is most crime prevalent?

21. In general which areas on campus do you think are hotspot for crime?

22. What account for the prevalence of crime in these areas?

23. What are the possible causes of crime on campus?

Section D: Effects of Crime

24. In your opinion, do criminal activities affect students on campus?

25. What are some of the effects of criminal activities on students on campus?

Section E: Effectiveness of Campus Security Measures in curbing Criminal Activities

26. In your opinion, who do you think are responsible for ensuring peace and security on campus? Why?

27. What factors do you think account for the effective or ineffective implementation of peace and security measures on campus?

28. How best do you think crime can effectively be controlled on campus?

Thank you for your cooperation!

APPENDIX C

INTERVIEW GUIDE FOR UCC SECURITY GUARD

Section A: Background Information

1. Gender_____

2. Rank_____

3. Length of service on campus. _____

Section B: State and Architecture of Peace and Security

4. Are your privy to the occurrence of criminal activities on campus?

5. What type(s) of crime do mostly occur on campus?

6. What time do crime mostly occur on campus?

7. At what time do you report to and close from duty post?

8. How many hours do you spend at duty post before the next guard takes over?

9. Have you encountered any criminal activity under your watch as a guard at duty post before?

10. If yes, how did you react to the crime?

11. Do you encounter any challenges in ensuring surveillance during your duty at post? Indicate

12. For the period that you have been a security officer on campus, would you say the level of crime on campus has increased, stayed same, or decreased?

13. What is your take on the activities of the watchdog committees in the surrounding community in fighting crime in the surrounding communities of the University?

Section C: Causes of Crime

14. What are the possible causes of crime on campus?

Section D: Effects of Crime

15. In your opinion, do criminal activities affect students on campus?

16. If yes, what are some of the effects of criminal activities on students on campus?


Section E: Effectiveness of Campus Security Measures in curbing Criminal Activities

17. In your opinion, who do you think are responsible for ensuring peace and security on campus? Why?

18. What factors do you think have hindered the effective implementation of peace and security   measures on campus?

19. How best do you think crime can effectively be controlled on campus?

Thank you for your cooperation!
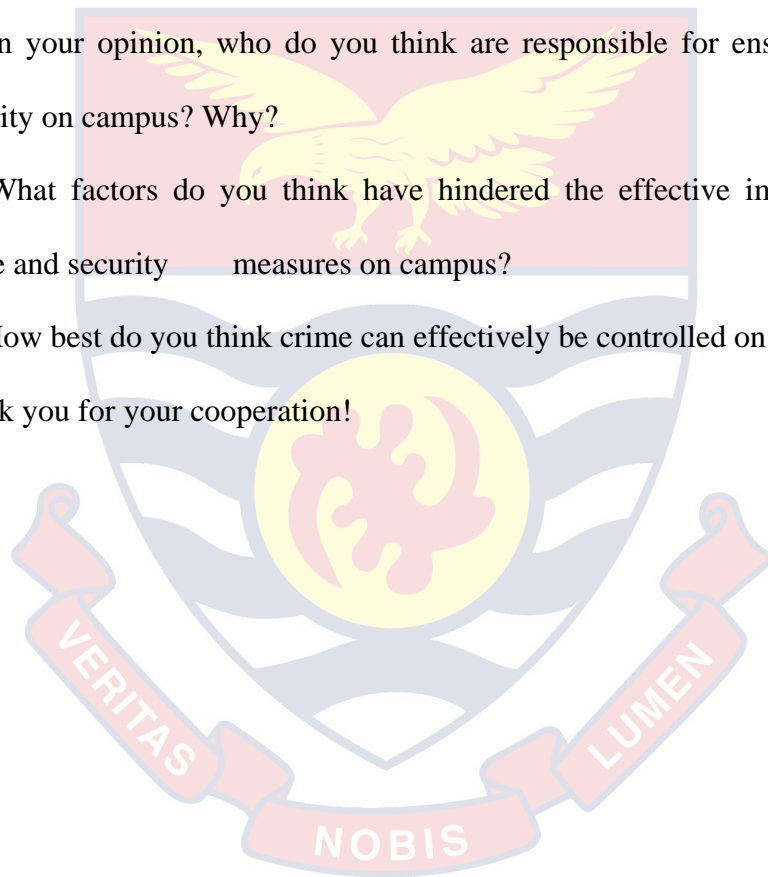
APPENDIX D

INTERVIEW GUIDE FOR GHANA POLICE SERVICE (UCC)

Section A: Background Information

1. Gender_____

2. Rank_____

3. Current position _____

4. Length of service on campus_____

Section B: State and Architecture of Peace and Security

5. Are your privy to the occurrence of criminal activities on campus?

6. What type(s) of crime do mostly occur on campus?

7. Who are mostly victims of crime on campus?

8. What time do crime mostly occur on campus?

9. In general, how would you rate crime level on campus?

10. How would you describe the state of peace and security on campus?

11. For the period that you have been a police officer on campus, would you say the level of crime on campus has increased, stayed same, or decreased?

12. Does the police department patrol campus at night?

13. How often do you patrol at night?

14. Does the police department receive crime reports from the student in the surrounding communities of the University?

15. How often does the police department receive crime reports from the student in the surrounding communities of the University?

16. Are students satisfied with the urgency with which the police department respond to distress calls on campus? Explain why

17. What is your take on the activities of the watchdog committees in the surrounding community in fighting crime in the surrounding communities of the University?

Section C: Causes of Crime

18. Among the five (5) main student resident communities on campus, where do you think is most crime prevalent?

19. In general which areas on campus do you think are hotspot for crime?

20. What account for the prevalence of crime in these areas?

21. In your opinion, what are the possible causes of crime on campus?

Section D: Effects of Crime

22. In your opinion, do criminal activities affect students on campus?

23. What are some of the effects of criminal activities on students on campus?

Section E: Effectiveness of Campus Security Measures in curbing Criminal Activities

24. In your opinion, who do you think are responsible for ensuring peace and security on campus? Why?

25. What factors do you think account for the effective or ineffective implementation of peace and security measures on campus?

26. How best do you think crime can effectively be controlled on campus?

Thank you for your cooperation!

APPENDIX E

INTERVIEW GUIDE FOR THE OFFICE OF THE DEAN OF STUDENTS

Section A: Background Information

1. Gender_____

2. Rank_____

3. Current position _____

4. Length of service on campus_____

Section B: State and Architecture of Peace and Security

5. Are your privy to the occurrence of criminal activities on campus?

6. In general, how would you rate crime level on campus?

7. How would you describe the state of peace and security on campus?

8. For the period that you have been in this office, would you say the level of crime on campus has increased, stayed same, or decreased?

9. Does the school's security jurisdiction cover those in the surrounding communities of the University?

10. Does your office receive crime reports from the students in the surrounding communities of the University?

11. If yes, how often does your office receive crime reports from the students in the surrounding communities of the University?

12. What steps does your office take to resolve reported criminal cases from students in the surrounding communities of the University?

13. Does the school have any scheme to regulate security of students in private hostels in the surrounding communities of the University?

14. What is your take on the activities of the watchdog committees in the surrounding community in fighting crime in the surrounding communities of the University?

152

Section C: Causes of Crime

15. Among the five (5) main student resident communities on campus, where do you think is most crime prevalent?

16. In general which areas on campus do you think are hotspot for crime?

17. What account for the prevalence of crime in these areas?

18. In your view, what are the possible causes of crime on campus?

Section D: Effects of Crime

19. In your opinion, do criminal activities affect students on campus?

20. What are some of the effects of criminal activities on students on campus?

Section E: Effectiveness of Campus Security Measures in curbing Criminal Activities

21. In your opinion, who do you think are responsible for ensuring students' peace and security on campus?

22. What factors do you think account for the effective or ineffective implementation of peace and security measures on campus?

23. How best do you think crime can effectively be controlled on campus?

Thank you for your cooperation!

APPENDIX F

INTERVIEW GUIDE FOR THE STUDENT REPRESENTATIVE COUNCIL

Section A: Background Information

1. Gender_____

2. Current academic level_____

3. Current position _____

4.Length   of   service   in   student   leadership   on   campus
_____

Section B: State and Architecture of Peace and Security

5. Are your privy to the occurrence of criminal activities on campus?

6. In general, how would you rate crime level on campus?

7. How would you describe the state of peace and security on campus?

8. Does the school have any scheme to regulate security of students in private hostels in the surrounding communities of the University?

9. What is your take on the activities of the watchdog committees in the surrounding community in fighting crime in the surrounding communities of the University?

Section C: Causes of Crime

10. Among the five (5) main student resident communities on campus, where do you think is most crime prevalent?

11. In general which areas on campus do you think are hotspot for crime?

12. What account for the prevalence of crime in these areas?

13. In your view, what are the possible causes of crime on campus?

Section D: Effects of Crime

14. In your opinion, do criminal activities affect students on campus?

15. What are some of the effects of criminal activities on students on campus?

Section E: Effectiveness of Campus Security Measures in curbing Criminal Activities

16. In your opinion, who do you think are responsible for ensuring students' peace and security on campus?

17. What factors do you think account for the effective or ineffective implementation of peace and security measures on campus?

18. What is your office doing to ensure optimum peace and security of students on campus in general?

19. How best do you think crime can effectively be controlled on campus?

Thank you for your cooperation!
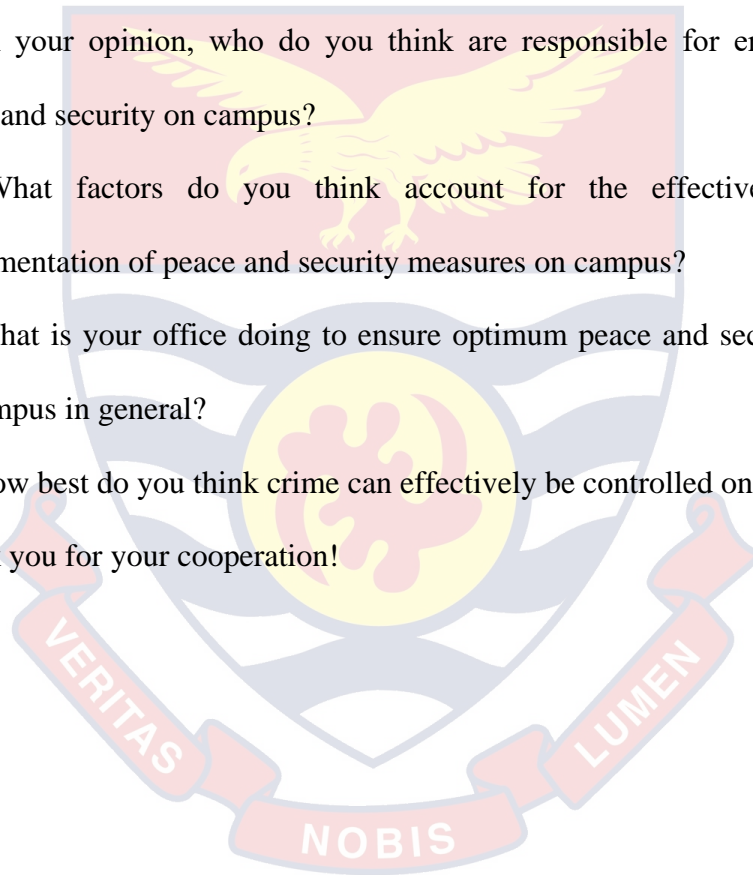
APPENDIX G

INTERVIEW GUIDE FOR MANAGEMENTS OF CAMPUS PRIVATE HOSTELS

Section A: Background Information

1. Gender_____

2. Location of hostel_____

3. Length of providing accommodation services on campus _____

Section B: Architecture of Peace and Security

4. Have you ever heard or witnessed any criminal occurrence in your area?

5. What type(s) of crime do mostly occur in your area?

6. What time do crime mostly occur in your area?

7. Where do crime mostly occur in your area?

8. Who are mostly victims of crime in your area?

9. Has there been any crime occurrence in your hostel before?

10. If yes, what steps did you take to resolve such crime occurrence in your hostel?

11. Does the school have any scheme to regulate security of students in private hostels in the surrounding communities of the University that you are aware of?

12. If yes, how do you cooperate with the school to ensure effective regulation of such security scheme of students in private hostels in the surrounding communities of the University?

13. What is your take on the activities of the watchdog committees in the surrounding community in fighting crime in the surrounding communities of the University?

156

Section C: Causes of Crime

14. In your view, what are the possible causes of crime in your area?

Section D: Effects of Crime

15. In your opinion, do criminal activities affect students in your area?

16. If yes, what are some of the effects of crime on students in your area?

Section E: Effectiveness of Campus Security Measures in curbing Criminal Activities

17. What measures have you put in place to ensure students' peace and security in your hostel?

18. How best do you think crime can effectively be controlled in your area?

Thank you for your cooperation!

157
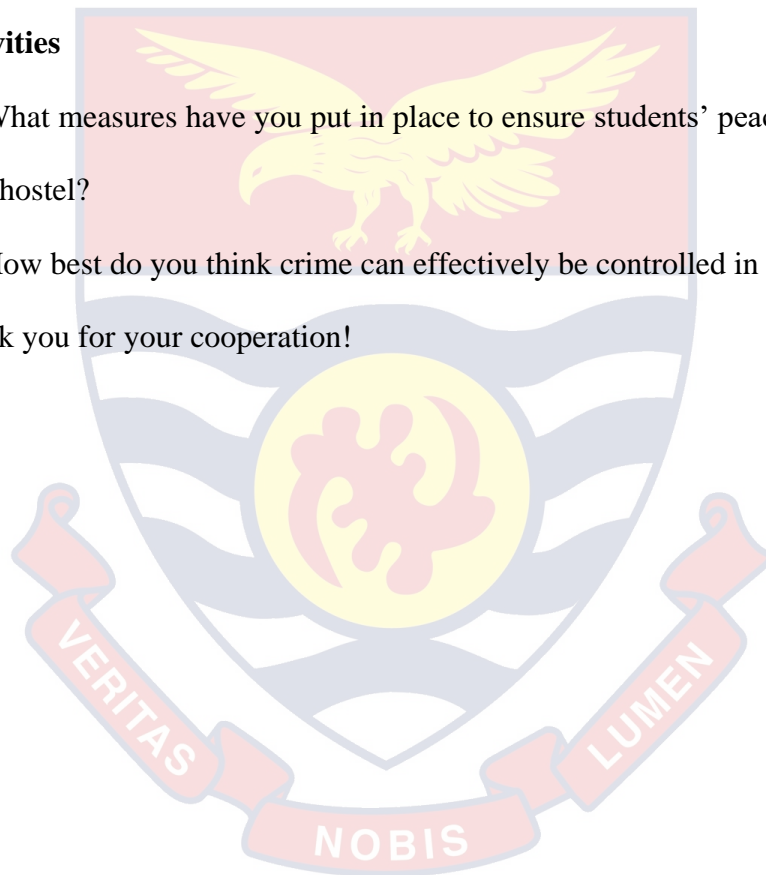
APPENDIX H

INTERVIEW GUIDE FOR LOCAL RESIDENTS

Section A: Background Information

1. Age_____

2. Gender_____

3. Occupation_____

4. Marital status_____

5.   Area   of residence_____

6. How long have you stayed in your neighborhoods? _____

Section B: State and Architecture of Peace and Security

7. Have you heard or witnessed any criminal occurrence in this locality?

8. What type(s) of crime did you hear or witness?

9. Who was/were the victim(s) involved?

10. In your opinion, how prevalent is crime in your neighborhoods?

11. Generally, in your opinion, who are the perpetrators of crime in your neighborhoods?

12. Are there any security measures put in place in your neighborhoods to control crime?

If yes, answer Q.13 or skip if no or can't tell

13. Indicate some of the security measures put in place in your neighborhoods.

14. What is your take on the activities of the watchdog committees in the surrounding community in fighting crime in the surrounding communities of the University?

158

Section C: Causes of Crime

15. What are the causes of criminal activities in your neighborhoods?

Section D: Effects of Crime

16. Do criminal activities affect students in your neighborhoods?

17. To what extent do they affect peace and security?

Section E: Effectiveness of Campus Security Measures in curbing Criminal Activities

18. In your opinion, who do you think are responsible for ensuring peace and security in your area? Why?

19. What factors do you think have hindered the effective or ineffective implementation of peace and security measures in your area?

Thank you for your cooperation!

159