



**University of Fort Hare**  
*Together in Excellence*

AN EXPLORATORY STUDY ON LIFESTYLE AND ITS CONTRIBUTION  
TO PERSONAL VICTIMIZATION AMONG STUDENTS AT UNIVERSITY  
OF FORT HARE IN ALICE CAMPUS.

By

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DECLARATION

I, Yanga Yandisa Vaphi (student number 200901242) hereby declare that this thesis is the result of my own research and has not been submitted in part or in full, for any other degree and/ or any other institution for assessment purpose.

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.....

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Date

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## DEDICATION

This thesis is dedicated to my grandmother Mrs Nombeko Elizabeth Vapi who has given me an opportunity of an education from one of the prestigious institutions in Africa and support through my life.

## **Abstract**

This study is based on student lifestyle and its contribution to personal victimization at University of Fort Hare in Alice campus. Social Science researchers such as Fisher, Sloan, Cullen, and Lu (1998) claim that there are many incidents of criminal victimization occurring on and off university campuses. The main purpose of this study is to find out whether there is any correlation between student lifestyle and personal victimization. There are many theories, concepts and available information regarding the issue of personal victimization among students, however, this notion is thriving, especially in higher institutions. The study examined the research objectives through lenses of theories such as lifestyle exposure theory, routine activities theory, rational choice theory which serve to elaborate more about the research topic.

In this study data was collected using interviews and self-administered questionnaires for triangulation purposes. Some of the findings in this study were that there is vast majority of students who suffer from personal victimization on and off-campus due to students' different lifestyles and lack of legal responsibility by the institution. First year females were found to be the majority of students who suffer from personal victimization due to their vulnerability in their residences. Based on these findings, recommendations such as tightening security measures around campus, educating students regarding victimization, and collaboration of the university with police officials were made.

**Key terms:** Lifestyle, University students, and personal victimization.

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# CHAPTER ONE

## ORIENTATION TO THE STUDY

### 1. INTRODUCTION

This chapter introduces historical development of personal victimization, motivation for the study, research problem, preliminary literature review, aim and objectives of the study, theoretical framework, research methods, data analysis, and ethical considerations.

#### 1.2 HISTORICAL DEVELOPMENT OF PERSONAL VICTIMIZATION

Hindelang, Gottfredson, and Garofalo (1978) were among the first to systematically detail the non-random nature of personal victimization. Victimization are not evenly distributed among the population; different groups suffer different rates of victimization. What's more, personal victimizations occur disproportionately in particular circumstances, such as at night, when victims are alone, and when there is a victim and offender. Lifestyle stands as the centrepiece of the theory personal victimization because it is the patterned routines of a person's everyday activities that predict chances of exposure to criminogenic situations.

### 1.3 MOTIVATION FOR THE STUDY

Crime and violence have dominated everyday life in South Africa since the end of apartheid and civil war in the 1990s, permeating conversations, filling newspaper headlines, and shaping people's thoughts and actions (Thaler, 2011). Although there have been a quite number of studies conducted with regards to students lifestyle, social science researchers claim that there are many incidents of criminal victimization occurring on campus (Sloan, Fisher, and Cullen, 1997).

Krejny (1999) reported that "despite decreasing crime rates and increased efforts to control and prevent it, crime continues to be a serious problem. Unfortunately, most crime studies have focused on trying to understand what personal characters or social structures might lead someone to become a perpetrator of crime, not a victim. Due to the continued problem of crime, however, it is apparent that policies aimed criminals are not having the desired effect.

Fisher (1998) asserted that claims of increased crime against college or university students have successfully converged to define on campus student victimization as violent and as a widespread social problem in need of institutional and governmental intervention. When students are on campus, they come in contact with many other students in a variety of situations such as in classes, in the library, in the recreational facilities, and in the student center (Fisher, 1998).

The fact is that college or university students are generally safer than same-aged individuals who are not on college or university. However, there are many issues related to personal and violent victimization of college students that warrant the

attention of researchers, policy makers, service providers, and the general community (Johnson and Kercher, 2009) available from [www.crimevictimsinstitute.org](http://www.crimevictimsinstitute.org).

In order to better understand the extent and nature of personal victimization among students at University of Fort Hare the researcher will attempt to explore lifestyle factors and demographic factors associated with personal victimization. Therefore this research will seek to explore how students' lifestyle contributes to personal victimization. The study will focus on what is meant by student lifestyle and personal victimization and will also concentrate on practices that can be taken to reduce risk factors.

#### 1.4 RESEARCH PROBLEM

There are many incidents of personal victimization that occur at the University of Fort hare (Alice campus). Every time there is an event you find many reported incidents of different forms of victimization from campus control which occurred on campus however, the situation does not get better instead it just become a norm. This is due to the fact that usually students' festivity took place at night and students also have access to alcohol beverages which violent outbursts mostly occur.

An individual's chance of personal victimization depends on the extent to which the individual share demographic characteristics with offenders (Schurink, Snyman, Krugel, and Slabbert 1992). The research will also seek to find out

about demographic characteristics that are shared by the students which lead them to be victims of crime.

## 1.5 PRELIMINARY LITERATURE REVIEW

While researchers have been successful in socially constructing on campus university student victimization as violent and widespread social problem, there are still few studies concerning student victimization on campus for several reasons (Fisher, 1998). In some respects the research into student victimization is still in the infancy stages of scholarly development and thus has many theoretical and empirical gaps (Fisher, 1998). Much of the published research on student victimization for example, research has heavily anecdotal evidence, based on case studies (Fisher, 1998).

Victimization studies that had been conducted had narrowly focused on a single scale category of victimization e.g. violence, a single type of crime or limited range of victimizations for example, only some forms of violence, such as assault, robbery, and date rape (Fisher, 1998).

A position proposed by Schurink, Snyman, Krugel and Slabbert (1992) argues that the probability of suffering personal victimization is directly related to the amount of time that a person spends in public places for example on the streets, in parks and particularly in public places at night. With regard to the places where personal victimization occurs, various researchers have found that most robberies and assaults take place on the streets or in other public places. The above explanation will assist the researcher to look at what places do students often go to during the day or night time.

Social contacts and interactions occur disproportionately among individuals who share similar lifestyle for example; communities are often separated by race and income, apartment complexes by age and marital status. These demographically segregated social interactions occur in the school and work environments as well as leisure hours (Schurink et al, 1992). This postulation will assist the researcher to find out if there are any students who share similar lifestyle that contribute to personal victimization.

An individual's chance of personal victimization depends on the extent to which the individual share demographic characteristics with offenders.

Being a college or university student is usually unlike anything before or after life on campus, and most of the experiences are helpful in shaping young adults' maturity. However, many of the circumstances inherent in the typical college or university experience are ideal for violent personal crime (Fisher, 1998). Many of the daily activities, lifestyles, and demographic characteristics associated with college or university students are also associated with a higher risk for violent victimization (Fisher, 1998).

There are many theories, concepts and available information about the issue of criminal behaviour that wanted to overcome the problem of student victimization however this notion is increasing in higher institutions. The study will put much emphasis on theories such as lifestyle exposure theory, routine activities theory and rational choice theory which will elaborate more about the research topic.

Another position proposed by lifestyle theory and routine activities theory (Hindelang, Gottfredson, and Garofalo, 1978), individuals' risk of criminal victimization depends on their exposure or proximity to offender populations, and in turn depends on individuals' lifestyle and routine activities. The above statement gives us a clear picture in that students are most likely to interact with those who are similar to themselves, and their victimization risk is directly proportional to the number of characteristics they share among themselves.

Fisher (1998) further argues that, not only is the proximity to likely offenders potentially much closer than someone who does not live on campus, but the amount of property that an offender could steal is also abundant. The researcher is pursuing this study because; there is a need for an immediate intervention with regards to lifestyle of students and its contribution to personal victimization at University of Fort Hare in the Alice campus.

## 1.6 AIM AND OBJECTIVES OF THE STUDY

The aim of the study is to examine the connection between students' lifestyle and personal victimization.

The objectives of this study will be as follows:

- To establish whether lifestyle of students contribute to their victimization
- To ascertain the impact of student victimization on their day to day work.
- To find out the modus operandi of the security management on their proactive measures.

## 1.7 THEORETICAL FRAMEWORK

The theoretical approach of the research will be employed in critically reviewing three theoretical frameworks of lifestyle and victimization namely: lifestyle exposure theory, routine activities theory, rational choice theory (Hindelang, Gottfredson, and Garofolo, 1978).

Burrow (2008), postulate that lifestyle exposure theory by Hindelang et al, (1978) is based on the dual premises that the risk of predatory victimization varies as a function of an individual's exposure to crime, and that some groups of individuals are more exposed to crime than others (see also Gottfredson, 1984). His theory proposes that socio-demographic differences in the risk of predatory victimization are explained by differences in lifestyle, or the way in which individuals allocate their time to vocational and leisure pursuits (Burrow, 2008).

Lifestyle, in turn influence an individual's exposure to predatory crime depending on the way in which they put potential victims into direct contact with those times, places, and persons that are associated with elevated risk of victimization (Hindelang, Gottfredson, and Garofalo, 1978). Exposure thus constitutes an intervening link between individual lifestyle and victimization risk (Apel and John, 2008). The above explanation of the theory is directly linking with the research topic because; it will examine the lifestyle of the students, socio-demographic differences and the risks of victimization. The researcher will also look at places, times and persons who are associated with risk victimization.

Fisher, Sloan, Cullen, and Lu (1998) reported that the lifestyles led by university students generally put them at risk for personal as well as property-type crimes for several reasons. First, the close living arrangements expose students to a greater number of motivated offenders.

Burrow (2008) further argued that compatible with lifestyle exposure theory is the routine activity theory of Cohen and Felson (1979). Routine activities are defined as 'any recurrent and prevalent activities which provide for basic population and individual needs'. The theory proposes that there are three necessary elements for the occurrence of direct contact predatory crime the convergence in time and space of (1) a motivated offender with (2) a suitable victim (3) in the absence of a capable guardian. The absence of any one of these elements is sufficient to prevent the occurrence of crime. An explicit integration of lifestyle exposure and routine activity theories was undertaken in the course of developing the structural choice theory of (Miethe and Meier, 1990).

Agnew (1990) posited that most individuals, dependent on the perceived severity of the offense, would commit a crime if given the opportunity. Theft, in particular, is a crime of opportunity and the choice in carrying out such action is reasoned on the basis of cost and benefit factors, individual commitment to social standards, and extrinsic affects.

Osgood, Wilson, Malley and Bachman (1996) coupled routine activities with behaviour patterns among young adults to explain deviance. They conjectured that "unstructured and unsupervised socializing" among adolescence perpetuates wrongful actions because there is a greater probability of gain resulting from the

delinquency, proper role models are not present, social responses are insufficient, and the idle time present.

Rational choice perspective edited by Cornish and Clarke (1986) explains offender's motivation as an attempt to meet common places. Rationality is the decision making process of determining the opportunities to meet those needs. The potential cost the action and anticipated benefits. For the perspective full rationality is not required, it is also not assumed that the offender is very sophisticated.

The rational choice perspective put much focus on individual motivation to be involved in criminal behaviour. Rational choice perspective also asserts that one conduct crime due to decision that he or she makes (Cornish and Clarke, 1986). Therefore student lifestyle is also determined by choices that an individual takes which then lead to his or her potential victimization however, all the variables will be verified by the researchers findings. The perspective also focuses on the action and anticipated benefits that the offender aspires.

It also asserted that these theories focused typically on the occurrence of crime events rather than criminal motivation. They emphasized routine activities of victims as sources of opportunity for motivated offenders (Contor, and Lynch, 2000). The above statement is of the view that different lifestyle influence individuals to be exposed to various criminal victimization. Unique lifestyle and routine activity characteristics of the students create an environment in which different type of victimization may frequently occur at different places on campus or at the same place.

These theories are related to each other in such a way that students have different lifestyle that expose them to potential victimization, and due to different choices that they make others become vulnerable than others and the fact that students have to do their routine activities such as attending classes, going to town and going to their residences also increase the probability of being victimized.

## 1.8 RESEARCH METHODS

The research methods focuses on the research process and the kinds of tools and procedures to be used, and also it focuses on the individual steps in the research process and the objective procedures to be followed. There are two approaches of a research process namely: quantitative and qualitative approach. This study is going to use both of quantitative and qualitative approach.

Qualitative approach is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the world in which we live and why things are the way they are (Hancock, 1998). It is also concerned with finding the answers to questions which begin with: why? how? In what way?

Quantitative approach on the other hand, is more concerned with question about: how much? how many? how often? to what extent? The objective of quantitative research is to develop and employ mathematical models, theories and/ or hypotheses pertaining to phenomena (Hancock, 1998).

Research questions	<p>1. How does student lifestyle contribute to personal victimization?</p> <p>2. What measures can be taken to minimize risk factors?</p>
Method	<p>This study will use qualitative and quantitative approach as it will allow subjects being studied to give much richer answers to questions put to them by the researcher, and it will give valuable information to the research topic.</p> <p>De Vos, Strydom, Fouche, and Delpont (2007) assert that in qualitative research participants beliefs and values that underlie the phenomenon are identified.</p> <p>This is an exploratory study; it will be based on triangulation research approach as it focuses on interactive processes and events (i.e., the lifestyle of the students together with their interaction with one another). This will help the researcher to explore the types of characteristics displayed by the people and events.</p> <p>This exploratory research will assist the researcher to provide a better understanding of students' lifestyle and its contribution to personal victimization and it will also provide insights about the research topic.</p> <p>This study is going to use multiple methods (triangulation research approach) in order to provide confirmation and completeness of findings through convergence of different perspective (Yeasmin and Rahman, 2012).</p>

	<p>In this study data will be collected using interviews, and use of self-completion questionnaires. Open ended questionnaires will be utilized hence the goal of the study is to obtain more information about research problem. Semi-structured interviews will be utilised since the researcher seeks to gain a detailed picture of the participants' beliefs about the research problem. Semi-structured interviews are especially suitable when one is particularly interested in complexity or process, when an issue is controversial or personal (De Vos et al., 2007). Participant observation can be described as a qualitative research procedure that studies the natural and everyday set-up in a particular community or situation. Participant observers do not generally test predetermined ideas.</p>
<p>Sample</p>	<p>There are two types of sampling methods, probability and non-probability method.</p> <p>Probability sampling: Mouton (2006) this occurs when the probability of including each element of the population can be determined and possible to estimate the extent to which findings are based on the sample are likely to differ from what would have been found by studying the whole population. Therefore a researcher can estimate the accuracy of the generalization from sample to the population.</p>

	<p>This study will use probability sampling method that utilises some form of random selection to ensure that the different units in the population have equal probabilities of being chosen.</p> <p>It is impossible to study the whole population (i.e., all the students) therefore, by selecting part of it makes it possible for the researcher to continue with the study. Although a subset of the population must have properties which make it representative of the whole.</p> <p>Sample size of hundred students will be selected randomly.</p>
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## 1.9 DATA ANALYSIS OR PRESENTATION

The obtained data will be analyzed and interpreted through theory testing, together with responses of the participants. Hence, the focus of the study is on furthering the understanding of student victimization in comparing with the theories' propositions. Moreover, graphs and tables will be used to analyze information according to findings.

Grounded theory is thus important to this study, as its main feature is to develop new theory through the collection and analysis of data about a phenomenon. Therefore the researcher will utilise grounded theory so as to develop new interventions with regards to student lifestyle and personal victimization. Various data collection techniques are used to develop grounded theory, particularly interviews and observation although literature review and relevant documentary analysis make important (Glaser and Strauss, 1967).

## 1.10 ETHICAL CONSIDERATIONS

The following ethical issues will be considered in the study:

Avoidance of harm, informed consent and violation of privacy/anonymity/confidentiality.

## CHAPTER TWO

### LITERATURE AND THEORETICAL REVIEW

#### 2. INTRODUCTION

This chapter is a continuation of chapter one hence, the focus here is on the literature and theoretical review of the study. A literature review for a research serves essentially the same purpose as a road map and travel plan for a journey (Adams and Schvaneveldt, 1991). The purpose of literature review is to provide the reader with an up to date account and discussion of the research findings in a particular topic. In other words a literature review is basically a review that accounts and expands on the views of a subject matter that has been researched.

In South African universities there is a high rate of crime that affects the student which leaves them being the victims of crime (Simelane, 2001). Previous studies have shown that poor security services in institutions, unsafe residences, the kind of lifestyle the students live and the use of alcohol and drugs play a major role in student's victimization globally (Dekeseredy and Schwartz, 1997).

The students are experiencing victimization physically like they are being sexually assaulted, others are psychologically victimized by experiencing trauma when they are raped and robbed. This research consists of subheadings of discussion such as, the background of victimization and personal victimization, contribution of lifestyle on personal victimization and impact of personal victimization on students.

## 2.1 BACKGROUND OF VICTIMIZATION

According to Daigle (2013) the term victimology was coined in the mid-1900s and crime existed before this time, people were being victimized long before the scientific study of crime victims began. Even though they were not scientifically studied, victims were recognized as being harmed by crime and their role in the social justice process has changed over time. About 15<sup>th</sup> throughout the 16<sup>th</sup> century the burden of the justice system, informal as it was fell on the victim. If there was a harmed person it was up to the victim and his family to seek for justice. There was a revenge in the middle Ages that was achieved instead of seeking for justice. Justice was done through the norm of an eye for an eye. A criminal was punished because he or she deserves so and the punishment was made to be the same as the harm caused. The punishment based on the understanding was the same with retribution (Dussich, 2006).

Daigle (2013) states that in 1900s a crime was considered to harm against victim, not government. The terms of restitution and retribution governed action against criminal. Criminals were expected to pay back victims through compensation. During that time if the criminal had stolen a sheep, he was supposed to compensate the owner that is the victim by giving him back the sheep and the second one for the stealing. The criminal codes incorporated the above principles. There was a code of Hammurabi that was for order and certainty in Babylon (Dussich, 2006). In this code there was a restoration of the offender and victim that was stressed. The response was expected from the victim not from government.

The focus on victims focused until the Industrial Revolution when criminal law moved to consideration of crime violations against the state rather than the victim. Once the victim ended as the entity by the crime, the victim became secondary. The movement benefited the state by allowing it to collect fines and monies from these newly defined harms the victim charge as well. Instead of being the focus, the crime victim was effectively excluded from the formal aspects of the justice system. Since then the state-centered system has largely remained in place but attention at least from researchers activists returned to the crime victim during the 1940s. Beginning in this time period, concern was shown for the crime victim, but this concern was not entirely sympathetic. Instead scholars and others became preoccupied with how the crime victim contributes to his or her own victimization. The researchers work by this time focused not on the needs of crime of victims but on identifying to what extent victims could be held responsible for being victimized. In this way the damaged caused by the offenders was ignored. The ideas of victim precipitation, victim facilitation and victim provocation emerged (Daigle, 2013).

The criminologists writers of the word “victim” are Beccaria, (1764), Lombroso (1876), Ferri (1892), Garofalo (1885), Sutherland (1924), Hentig (1948), Nagel (1949), Ellenberger (1955), Wolfgang (1958) and Schafer (1968), the concept of science to study victims and the word “victimology” had its origin with early writings of Benjamin Mendelsohn (1937;1940) available from [www.unafei.or.jp](http://www.unafei.or.jp).

Mendelsohn in his seminal work proposed the term victimology in his article also a “new Branch of Bio-psycho Social Science, victimology” (1956). In this

article Mendelsohn suggested the establishment of an International Society of Victimology which has come to fruition with the creation of the World Society of Victimology, the establishment of a number of victimological institutes (Including the creation in Japan of the Tokiwa International Victimology Institute); and the establishment of journals which are now a part of this institute available from [www.unafei.or.jp](http://www.unafei.or.jp). Thus Mendelsohn is the father of victimology.

In the mid 1970 the victim assistance programs in America had no professional corps of people with special training in dealing with crime victims. The professionals who were working in the programs were a mixture of social workers, psychiatrists, psychologists, medical doctors, nurses, ministers, persons outside the helping professions and volunteers with all levels of training. There was absence of International and National professional standards. There were no specific requirements such as certificate or degree to prepare someone to do the work of enhancing the recovery of victims. However, before the professional evolved in the victim assistance programs, there were some people who were trained to work with the victims' problems, especially people who had been helping child abuse and family violence victims. The social workers were part of those professionals who were trained for that work (Dussich, 2006).

There was an improvement in the victim services where many professionals and non-professionals were working with victims. These include the above mentioned professionals who were awarded their degrees in other field but were trained to assist the victims in the numerous training schools which are both part and

independent of academic settings and volunteers (who also received their training in the numerous training schools which are part and independent of academic settings many of which are 40 hour training modules offered by the victim service agencies where they work) available from [www.unafei.or.jp](http://www.unafei.or.jp).

Nowadays the field of victim assistance is the major career field in victimology for persons wanting to help victims of crime directly. The largest University that offers a bachelor's degree in victimology and a victim services certificate is the California State University, Fresno, worldwide and there is an estimation of about 20 000 victim service programs now operating, reducing the suffering and facilitating recovery (Dussich, 2006).

Fattah (2000b) postulates that transformation from an academic discipline into a humanistic movement, though assisting victims by alleviating their plight and affirming their rights, has however, resulted in a decrease in theoretical developments. Moreover, not much literature on victimization (especially explanations) has originated in Africa.

Similarly to the 'mother' discipline of criminology (and theories explaining criminal behaviour), theories of victimization formulated in other regions (particularly in North America and Europe) are not always applicable to the local context (Peacock, 2013). In a diverse society such as South Africa with its many different cultures and beliefs, unique socioeconomic factors and political history, it is furthermore, unlikely that a single theory or paradigm will ever offer the ultimate answers to the complexities of victimization (Peacock, 2013).

Peacock (2013) further argues that in some instances a theory or perspective is not applicable nor compatible with the features of a phenomenon, with no necessity of integration. But considering the urgency to reduce the high risk of personal victimization in South Africa, any possible explanations based on empirical research should be encouraged.

## 2.2 DIFFERENT TYPES OF VICTIMS EXPOSED TO PERSONAL VICTIMIZATION.

Although there are various types of victims exposed to personal victimization, males are more likely to be victims of murder, aggravated assault, simple assault and robbery, females are more likely to be victims of sexual assault and stalking (Johnson and Kercher, 2009) available from [www.crimevictimsinstitute.org](http://www.crimevictimsinstitute.org). However, for the purpose of this study the following will be the types of victimizations to be discussed:

- Rape
- Sexual Exploitation
- Sexual Harassment
- Stalking
- Physical Assault/Battery
- Dating/Relationship/Domestic Violence
- Theft
- Threat of Harm
- Robbery

Victims of Rape – suffer a sexual penetration (however slight) of the victim's vagina, mouth, or rectum without consent.

Rape involves penetration with (a) the use of force/fear or the threat of force/fear; or (b) with a person who is otherwise incapable of giving consent, including situations where the individual is under the influence of alcohol or drugs and this condition was or should have reasonably been known to the accused.

Victims of Sexual Exploitation – sexual exploitation is the taking advantage of a non-consenting person or situation for personal benefit or gratification or for the benefit of anyone other than the alleged victim for example prostituting another person.

Victims of Sexual Harassment – suffer from any unwelcome sexual conduct or behaviour that creates an intimidating, hostile or offensive working or educational environment.

Victims of Stalking – this occurs when malicious and repeated following of a person or harassing behaviours against another person, putting the person in reasonable fear for his or her personal safety, or the safety of his or her family. This includes the use of notes, mail, gifts, communication technology (e.g. voicemail, text messages, internet and social networking sites – using any electric or telecommunication is also known as cyber-stalking) to harass or convey a threat.

Victims of Dating/Relationship Violence – these are the victims who suffer from violence that might be emotional, verbal, physical and/or sexual abuse by an intimate partner, family members or parties in dating relationship.

Victims of Theft – suffer from unlawful and removal of any personal property for one's own use.

Victims of Threat of Harm – Conveyances of threats, which result in, or may result in, harm to any person by wilful and deliberate means is prohibited.

Victims of Robbery – this occurs when something is taken by force or an attempt. Types of victimization, 2011 available from: [www.pacific.edu/Campus-Life/Safety-and-Conduct/Victims-Advocacy-Program/Types-Of-Victimization.html](http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Victims-Advocacy-Program/Types-Of-Victimization.html).

## 2.3 FACTORS LEADING TO PERSONAL VICIMIZATION

### 2.3.1 LIFESTYLE

Students, demographic characteristics are only one component to understand the risks for on-campus violent and theft victimization (Fisher, 1998). When students are on campus, they come in contact with many other students in a variety of situations as in classes, in the library, and in the student centre (Fisher, 1998). These situations may actually increase the probabilities of victimization.

Another point proposed by lifestyle theory and routine activities theory (Hindelang, Gottfredson, and Garofalo, 1978), individuals' risk of criminal

victimization depends on their exposure or proximity to offender populations, and exposure in turn depends on individuals' lifestyle and routine activities. The above statement gives us a clear picture in that students are most likely to interact with those who are similar to themselves, and their victimization risk is directly proportional to the number of characteristics they share among themselves.

Being a college or university student is usually unlike anything before or after life on campus, and most of the experiences are helpful in shaping young adults' maturity. However, many of the circumstances inherent in the typical college or university experience are ideal for violent personal crime (Fisher, 1998).

Many of the daily activities, lifestyles, and demographic characteristics associated with college or university students are also associated with a higher risk for violent victimization (Fisher, et al, 1998).

Study conducted by Siegel and Raymond (1992) reported that close to 80% of victimizations committed against students were by fellow students. Rickgarn (1989) reported that violence in residence halls is neither unknown nor uncommon; rather it appears to be far more pervasive than most administrators or students would care to admit. Koss, Gidycz, and Wisniewski (1987) many studies have documented the high frequency of date rape and acquaintance rape among university women on campus.

One of the most consistent and well-established findings regarding crime victims is that victims and offenders share overwhelming similarities in demographics.

This is an important point for understanding victimization risks for this suggests that victims and offenders can be expected to be frequently found in the same settings at the same times. And, for some, this can be taken yet one step further, for it suggests that criminal offenders themselves are among the most likely persons to be victimized (Jensen and Brownfield, 1986; Mustaine and Tewksbury, 1998; Sampson and Lauritsen, 1990; Singer, 1981; Wolfgang, 1958).

Siegel and Raymond (1992) further argued that, not only is the proximity to likely offenders potentially much closer than someone who does not live on campus, but the amount of property that an offender could steal is also abundant.

Social contacts and interactions occur disproportionately among individuals who share similar lifestyle for example; communities are often separated by race and income, apartment complexes by age and marital status. These demographically segregated social interactions occur in the school and work environments as well as leisure hours (Schurink et al, 1992). This postulation will assist the researcher to find out if there are any students who share similar lifestyle that contribute to personal victimization.

The probability of personal victimization, particularly personal theft, increases as a function of the proportion of time that an individual spends among non-family members. Variations in lifestyle are associated with variations in the ability of individuals to isolate themselves from person with offender characteristics. The nature of the vocational activity in which an individual is

involved also affects one's ability to isolate oneself from persons with offender characteristics (Schurink et al, 1992).

The researcher will also look at aspects that constitute personal victimization within the campus and if there are any precautionary measures that are taken by the institution. The above proposition give the researcher a clear understanding that the type of work done by an individual also affects one's ability from potential victimization and this will help the researcher to determine social roles played by the students on and off campus.

### 2.3.2 DRUGS AND ALCOHOL

There is little existing research on the extent to which being under the influence of drugs and/or alcohol impacts the likelihood of personal victimization in general (Johnson and Kercher, 2009) available from [www.crimevictimsinstitute.org](http://www.crimevictimsinstitute.org). However, their study indicated that victims were more likely to be under the influence during attempted sexual assault and completed aggravated sexual assault as compared to robbery.

Prior research has found that drug/alcohol consumption (particularly for females) is a risk factor for sexual assault victimization (Daigle, Fisher, and Cullen, 2008) available from [www.crimevictimsinstitute.org](http://www.crimevictimsinstitute.org). As alcohol consumption increases, so does the likelihood of suffering a personal attack. It is both the physiological and social effects of alcohol that bring about the increased risk of victimization.

Mustaine (1998) asserted that significant body of literature exists addressing the relationship between alcohol and violent crime, leading to some strong benefits concerning the association of drinking and criminal victimization and offending. Mustaine (1998) further argued that clearly, alcohol consumption leads to significant impairment of information processing and motor performance, a specific set of physical sensations, general improvements of mood, and increase aggression (see also Hull and Bond, 1986). Another explanation for the relationship between alcohol use and victimization is found in routine activity theory which indicates that ingestion of alcohol lowers inhibitions and self-guardianship capabilities, thereby making one more susceptible to victimization (Mustaine, 2008).

Fisher (1998) posited that several studies have consistently found that the most vulnerable groups for violent victimization are those who engage in public activities at night, such as frequenting bars or going to movies (see also Felson, 1997; Kennedy and Forde, 1990; Miethe and Meier, 1994; Sampson and Lauritsen, 1990; Sampson and Wooldredge, 1987). The above exposition will assist the researcher to see whether, there is any correlation between night-time activities and personal victimization of students.

Fisher (1998) further argues that regardless of whether they have reached the legal drinking age, students often couple on-campus and off-campus parties and activities with alcohol and/or drug use. Despite the fact that alcohol possession and consumption are illegal for most undergraduates, several studies have shown that heavy drinking and binge drinking are common among college or

university students (see also Engs and Hanson, 1994; Rivinus and Limer, 1993; Siegel and Raymond, 1992; Wechsler et al., 1994).

Several researchers have also reported that student drinking behaviour, as well as the amount of drinking by the student body as a whole, plays an important role in predicting physical and sexual victimization (Belknap and Erez, 1995). Wechsler et al. (1994) reported that those who are binge drinkers at schools with high binge rates are more likely than students at schools with lower binge rates to experience problems, including being hit, pushed, or assaulted, and or experience unwanted sexual advances.

Sampson and Lauritsen (1990) reported that a “deviant lifestyle” minor forms if illegal behaviour, such as marijuana use or theft of services is a significant predictor of violent victimization. Schwartz and Pitts (1995); Smith and Fossey (1995) postulated that college or university years are notorious for recreational use of, and experimentation with, alcohol and drugs. This research will investigate if there are any students at University of Fort Hare who are using narcotics and alcohol, and what age group is more vulnerable to such substances.

#### 2.4 THE IMPACT OF PERSONAL VICITIMIZATION ON STUDENTS ACADEMIC PERFORMANCE

Personal victimization on students can have a major impact on their academic performance for example if a student has been physically assaulted, he or she might be afraid to go outside and attend classes and that might constitute negative effect on his or her academic performance. The impact of crime is

generally measured in terms of financial loss that has been incurred and the negative effect it has on the quality of life of the members of society (Le Roux, 2003).

Students who have been victims of personal crimes are more likely to do things to protect themselves, for example if a student has been robbed and severely injured he or she could try by all means to avoid such behaviour to happen again. Avoidance of behaviour is some of the way that people use to protect themselves against becoming victims. This in itself reduces people's mobility (Le Roux, 2003).

People's reactions to the threat of crime are generally aimed at reducing the risk of becoming victims. They curtail the normal activities and sometimes isolate themselves and erecting barriers (Glanz, 1991; Liska, Sanchirico and Reed, 1988). The above assertion can also be applied to students for example when they have suffered any kind of personal victimization they can limit themselves in academic activities that took place at night out of their residences such group discussions.

Many students at University of Fort Hare live in residences, often sharing a room with one or more people they do not initially know. People leave home for college or university; they also leave many of the protections against being victimized, instead of having parents and other guardians around to protect these young people from harm, new students are left largely to their own strategies at universities (Johnson and Kercher, 2009) available from [www.crimevictimsinstitute.org](http://www.crimevictimsinstitute.org).

Walking away from their belongings or leaving the door to a residence room open, an office door unlocked, or the door to a building propped open are common for students. Research reveals that students, in general, routinely fail to engage in simple guardianship activities that could reduce their risk of becoming victims of theft (Fisher, 1998).

Fisher (1998), for example, found that one-half of the students in their case study reported leaving their property unattended while on campus, thus making them ripe for theft victimization. It may be that students are not knowledgeable as to crime prevention measures. Fisher (1998) further argues that guardianship may further be increased or reduced for students living on campus. If a student has a roommate, he or she may act as potential guardian. However, a roommate may also be a potential offender.

The above expositions clarify that students are at the brink of being victimized because; they meet other students from different backgrounds hence they have to protect themselves and their property from potential offenders. This could influence poor academic performance in such a way that students will have to look after their property instead of attending classes and other academic activities.

Hindelang, Gottfredson, and Garofalo, (1978) asserted that, as different lifestyles imply different probabilities that individuals will be in particular places at particular times, under particular circumstances, interacting with particular kinds of persons, lifestyle affects the probability of victimization. It is also argued that these postulations are interdependent and victimization risks can be

derived from a given proposition only when the other propositions are taken into account (Schurink, Snyman, Krugel, and Slabbert 1992).

The probability of suffering personal victimization is directly related to the amount of time that a person spends in public places for example on the streets, in parks and particularly in public places at night. With regard to the places where personal victimization occurs, various researchers have found that most robberies and assaults take place on the streets or in other public places (Schurink et al, 1992). The above explanation will assist the researcher to look at what places do students often go to during the day or night time.

The probability of being in public places, particularly at night varies as function of lifestyle. Younger people and single people are more likely to spend time outside the home than females, older people and married people (Schurink et al, 1992).

## 2.5 THEORETICAL REVIEW

Elias (1986) asserts that most criminological theories attempt to explain why certain individuals decide to engage in illegal activities. Yet it is what insight these theories yields into an understanding of crime victims that is of main importance to the present study. In terms of the cultural theory, the existence of sub-cultures of violence 'may prevent people and communities from being able to help protect themselves against crime or exert enough power to secure better law enforcement available from [www.rri.wvu.edu](http://www.rri.wvu.edu).

Elias (1986) further argued that the structural theory, which explains that many perpetrators of property crimes, for example, are driven to steal because they are poor, is useful in that victims themselves are not to be blamed for their own victimization. Victims according to structural theorist are only marginally responsible for their own victimization and, as a result, ought to hold the system as responsible for crime as the offenders. Yet neither of these theories convincingly explains why some people are victimized and others are not available from [www.rri.wvu.edu](http://www.rri.wvu.edu).

However, the theoretical approach of this research will be employed in critically reviewing three theoretical frameworks of lifestyle and victimization namely: lifestyle exposure theory, routine activities theory, rational choice theory (Hindelang, Gottfredson, and Garofolo, 1978).

Sherman, Gartin, and Buerger (1989) defined lifestyle as the 'routine daily activities, both vocational activities (work, school, keeping house, etc.) and leisure activities'. It is these everyday activities that unwittingly lead to victimizations, as criminal events often 'result from likely offenders, suitable targets, and the absence of capable guardians against crime converging non-randomly in time and space available from [www.rri.wvu.edu](http://www.rri.wvu.edu).

Hindelang et al, (1978) asserted that in order to be a well-functioning member of society, an individual must adapt to certain role expectations and social structures. These role expectations and structural constraints differ among individuals according to each person's combination of demographic characteristics available from [www.rri.wvu.edu](http://www.rri.wvu.edu).

Although the study is focusing on three above theories, there are also a various number of theories that seeks to explain the issue of criminal victimization such as victim precipitation theory and conflict/critical/feminist theory.

### 2.5.1 LIFESTYLE EXPOSURE THEORY

Burrow (2008), postulate that lifestyle exposure theory by Hindelang et al, (1978) is based on the dual premises that the risk of predatory victimization varies as a function of an individual's exposure to crime, and that some groups of individuals are more exposed to crime than others (see also Gottfredson, 1984). The theory proposes that socio-demographic differences in the risk of predatory victimization are explained by differences in lifestyle, or the way in which individuals allocate their time to vocational and leisure pursuits (Burrow, 2008).

Lifestyle, influence an individual's exposure to predatory crime depending on the way in which they put potential victims into direct contact with those times, places, and persons that are associated with elevated risk of victimization (Burrow, 2008). One might also expect residence within a highly populated area to contribute to an individual's risk of being victimized Krejny, (1999) available from [www.rri.wvu.edu](http://www.rri.wvu.edu). Sherman, et al., (1989) note that 'predatory stranger offenses, in particular, seem dependent on places where offenders converge with vulnerable victims and low surveillance' (1989) available from [www.rri.wvu.edu](http://www.rri.wvu.edu).

Because the lifestyle hypothesis states that crime requires not only criminals and victims, but lack of guardians, it is reasonable to assume that in larger places, where police have more responsibilities or where there are fewer police

officers per capita, crime is likely to be more widespread. Also, in more densely populated areas, criminals have a greater pool of potential victims and can more easily disappear into a crowd and have a better chance of getting away (LaFree and Birkbeck, 1991).

Exposure thus constitutes an intervening link between individual lifestyle and victimization risk. The above explanation of the theory is directly linking with the research topic because; it will examine the lifestyle of the students, socio-demographic differences and the risks of victimization. The researcher will also look at places, times and persons who are associated with risk victimization.

Even though research relevant to student victimization is sparse, it remains mixed as to which characteristics specific to the population make them more or less prone to victimization than individuals in larger society. For instance, Bromley (1994) found that on-campus resident populations are positively correlated with campus crime. He argued that the larger the residence community, the higher the campus crime rate.

Fisher, (1998) reported that the lifestyles led by university students generally put them at risk for personal as well as property type crimes for several reasons. First, the close living arrangements expose students to a greater number of motivated offenders. He argued that the type of resident hall may impinge on the student's risk of victimization. Second, given the transitory nature of university settings willing to commit crime often find an infinite number of unsuspecting students and suitable targets. Fisher, (1998) further postulated that students come into regular contact with a variety of individuals they do not know

personally making theft crimes a faceless incident. Lastly and more simply, students tend to be poor guardians of their valuables.

Osgood et al, (1996) supported the Fisher, (1998) statement stipulating that deviant behaviour is heightened in unstructured environments, in the presence of peers, and in the absence of authorities excluding social control. For example most parties at University of Fort Hare are likely to be held without campus control (safeties) which leads to high incidents of student victimization. Fisher, (1998) noted that 20 to 24 year olds, had the highest rates of theft victimization followed by 16 to 19 year olds and 25 to 34 year olds, respectively.

### 2.5.2 ROUTINE ACTIVITIES THEORY

Compatible with lifestyle exposure theory is the routine activity theory of Cohen and Felson (1979). Routine activities are defined as any 'any recurrent and prevalent activities which provide for basic population and individual needs'. The theory proposes that there are three necessary elements for the occurrence of direct contact predatory crime the convergence in time and space of (1) a motivated offender with (2) a suitable victim (3) in the absence of a capable guardian. The absence of any one of these elements is sufficient to prevent the occurrence of crime. An explicit integration of lifestyle exposure and routine activity theories was undertaken in the course of developing the structural choice theory of (Miethe and Meier, 1990).

As role expectations and structural constraints change, individual and groups acquire new skills and attitudes that have particular significance to this study, individuals acquire new attitudes and beliefs about crime, including the fear of crime. Further, 'once learned, these attitudes and beliefs are often incorporated into the routine activities of the individual frequently as limitations on behaviour Hindelang et al, (1978) available from [www.rri.wvu.edu](http://www.rri.wvu.edu).

Fazari (2003) posited that, "another variable measured by students with regard to routine activities involved societal changes". Particular changes whether longitudinally advantageous or detrimental can generate periods of social disorganization, which in turn spawns criminality. For example, a dormitory fire (societal change) may require its residents to relocate to another already occupied dwelling. In the interim, the displaced students are forced to leave many of their belongings in the dilapidated structure (social disorganization).

Opportunities for theft increase as property is left in the vacated building a greater number of potential victims begin living together in cramped quarters. This happens when other students attended classes and those who are left took chances of stealing others' properties.

Agnew (1990) posited that most individuals, dependent on the perceived severity of the offense, would commit a crime if given the opportunity. Theft, in particular, is a crime of opportunity and the choice in carrying out such action is reasoned on the basis of cost and benefit factors, individual commitment to social standards, and extrinsic affects.

Gender also plays an important role in a person's routine activities. Traditionally, males and females have been subjected to different forms of sex role socialization, with most females spending more time inside the home. Some argue that females are more closely supervised than males, and as adults they are more likely than males to assume housekeeping responsibilities Hindelang, et al., (1978) available from [www.rri.wvu.edu](http://www.rri.wvu.edu).

Whether this is true for the most women today may be a topic of disagreement, but other than for crimes such as rape and domestic violence, most data tends to agree that women are less likely than men to be victims of violent crimes Kurtz, (1983) available from [www.rri.wvu.edu](http://www.rri.wvu.edu).

Osgood et al, (1996) coupled routine activities with behaviour patterns among young adults to explain deviance. They conjectured that “unstructured and unsupervised socializing” among adolescence perpetuates wrongful actions because there is a greater probability of gain resulting from the delinquency, proper role models are not present, social responses are insufficient, and the idle time present.

Their contention seems opposite to the university setting and its rate of particular crime typologies given the high number of young adults, many of whom are experiencing the “unsupervised and unstructured” way of life for the first time.

Given the new outsider culture and the divergence of normative behaviours and values, an accurate assessment regarding the number of motivated offenders on University campuses is difficult is difficult to estimate; therefore, policy and

practice relative to on-campus theft should be instituted with victim typologies as the intervening priority.

Krejny (1999) asserted that it is evident that the lifestyle or routine activities theory has some validity, but it does not conclusively explain an individual's risk of repeat victimization. The only variable that was significant and had the expected sign in both regressions was that of age available from [www.rri.wvu.edu](http://www.rri.wvu.edu). However, the insignificance and/or unexpected signs of the other independent variables leads one to question the validity of the lifestyle or routine activities theory of victimization, particularly how it relates to repeat victims available from [www.rri.wvu.edu](http://www.rri.wvu.edu).

Other research supported the above conclusions finding that networking among students for the purpose of social or recreational benefit enhances victimization risks (Jensen and Brownfield, 1986; Sampson and Lauritsen, 1990). Membership in associations draw constituents away from home-centered activities (negative association to victimization), whereby increasing their contact with motivated offenders (Agnew, 1990). Moreover, routine activities theory affords the administration with university environmental data, which can impinge upon the overall campus crime rate.

### 2.5.3 RATIONAL CHOICE PERSPECTIVE

Rational choice perspective edited by Cornish and Clarke (1986) explains offender's motivation as an attempt to meet common places. Rationality is the decision making process of determining the opportunities to meet those needs. The potential cost the action and anticipated benefits. For the perspective full

rationality is not required, it is also not assumed that the offender is very sophisticated. Adequate information is not necessary or even accurate information, it assumes a limited. Rational choice separates decision making into two areas:

Involvement decision: it involves the choice made to get involved in a crime, continue with an offence or withdraw. Secondly weigh the cost and benefit of action. Event decisions refer to actual tactics actions to carry out the offence. If the tactics are easy, the decisions to join gain benefit. There are also crime specific decisions to be made due to the fact that the demands for committing an offence vary. One can assume that rational choices themselves are crime specific. The needs of the offender may also vary as do the needs the offence will meet. Thus the needs or demands choices are crime specific and the focus are on the prevention of individual crime types. Each form of crime offers different choice structures where the combination of availability and attractiveness and appeal to certain individuals. Crime prevention under this model is based on decreasing opportunity and attractiveness of specific crime. People are assumed to have the capacity to make their own decisions but are restricted because of the effects of social structures and environment (Cornish and Clarke, 1986).

The rational choice perspective put much focus on individual motivation to be involved in criminal behaviour. It asserts that one conduct crime due to decision that he or she makes therefore, student lifestyle is also determined by choices that an individual takes which then lead to his or her potential victimization however, all the variables will be verified by the researchers findings. The

perspective also focuses on the action and anticipated benefits that the offender aspires.

However, people can take similar precautions to help prevent violent victimizations as well. For example, university or college, especially women, are warned not to use unlit paths at night, and if they must, to move in groups. There is safety in numbers because they change the cost-benefit analysis for would be victimizers (Myrstol and Chermak, 2005).

Myrstol and Chermak (2005) further stated that with more people comes the increased probably of guardianship, detection, and perhaps apprehension. Intimate partner abusers often seek first to isolate their victims from others, both geographically and socially, so that their will go undetected. Particularly for women involved in potentially abusive relationships, maintaining social contact with family and friends is an important means of preventing personal victimization.

Cornish and Clarke (1986) also asserted that rational choice theory focuses typically on the occurrence of crime events rather than criminal motivation. Cornish and Clarke further emphasized routine activities of victims as sources of opportunity for motivated offenders (Contor and Lynch, 2000). The above statement is of the view that different lifestyle influence individuals to be exposed to various criminal victimization. Unique lifestyle characteristics of the students create an environment in which different type of victimization may frequently occur at different places on campus or at the same place.

Mustaine (1998) posited that important contribution from rational choice theory presents a model for explaining predatory criminal victimization relying on individuals' alcohol consumption routines (see also Lasley, 1989). Mustaine (1998) argued that a combination of demographic attributes sex (male) and age (young) and particular patterns of alcohol use and night-time social activities converge to significantly increase an individual's risk of being a victim of robbery and assault (completed and attempted).

This is because young people and men are more likely to live lifestyles that take them out into the vicinity of potential offenders. Persons who frequently go out at night for entertainment would be influenced similarly. Finally, persons who drink a lot render themselves vulnerable due to the alcohol impairment. The risk of victimization is highest when individuals engage in what are defined as high exposure drinking routines (Mustaine, 1998).

Although the study is focusing on three above theories, there are also a various number of theories that seeks to explain the issue of criminal victimization such as victim precipitation theory and conflict/critical/feminist theory.

#### 2.5.4 VICTIM PRECIPITATION THEORY

Another line of thought in trying to understand victimization is the idea that victims may precipitate or provoke their own victimization. The classic criminological statement on this perspective was provided by Marvin Wolfgang in 1958 available from [www.sagepub.com](http://www.sagepub.com). Wolfgang exposition is of the view that at some point victims can increase the probability of being victimized by inflaming actions that attract offenders.

Wolfgang's analysis of homicide in Philadelphia found that a substantial percentage of murders analyzed (approximately 25%) resulted from a victim-offender interaction that actually began with aggressive actions on the part of the eventual homicide victim. Wolfgang implied, therefore, that many victims are not merely innocent victims but sometimes suffer violence that is precipitated by their own violent or threatening actions. The victim's actions are presumed to provide criminal motivation for the offender available from [www.sagepub.com](http://www.sagepub.com). The above explanation can be associated with a situation where by students engage in risky behaviour such as partying on weekends or going out to bars and clubs that may provoke potential offenders to take action against them.

Furthermore, (Farazi, 2003) postulates that rational component involves the decisions or choices that are acted out by individuals, which may expose them to certain risk factors. An elderly person, for example, is not likely to partake in 'risky' behaviour whereas young people are more inclined to make conscious decisions that involve a greater risk of victimization Farazi, (2003). Lifestyles where students' abuse alcohol may affect their reasoning to the extent that they become more vulnerable to motivated offenders; in view of that, his exposition inferably shows personal responsibility linked to one's actions can be related to their susceptibility to theft and campus crime in general.

Smith (1995) referenced that universities can be held accountable if a history of criminal incidents at a location prompts reasonable "foreseeability of criminal harm"; in such case, "the institution has not only a duty to use care to provide

reasonably adequate security protection”. However, foreseeability may not always be grounded in the history of campus events.

For example, in *Mullins v. Pine Manor College* (1983), foreseeability was judged on the basis of the campus’s proximity to transportation lines connected to a precarious area of the city and on college policies regarding resident hall visitation. Under typical circumstances, however, where the risk of injury is distinct and substantive administrative action palpable, university officials can be held liable.

With regards to the above statement, in Alice campus which is the main campus of the University of Fort Hare one could argue that the issue of transportation is not considered because there is a residence outside campus where students are walking from and to the campus, at some point they have to go off-campus at night due to their academic work and there are many incidences of robbery and assault occurring in that route however, there is still no solution until now.

The university policies regarding resident hall visitation argues “a student may have personal visitor overnight in a residence, but the university shall not be responsible for any injury or loss of property belonging to such a visitor”. Students are expected to report the fact that they have visitor(s) to the Community Co-ordinator.

### 2.5.5 CONFLICT/CRITICAL/FEMINIST THEORY

This perspective is most commonly applied to victimization in which obvious power differences are found between the offender and victim, including sexual

assault, child abuse, family violence, and intimate partner violence. Even though there are various brands of conflict theory, the overarching theme is that an offender's victimization of another is an expression of domination and control available from [www.crimevictimsinstitute.org](http://www.crimevictimsinstitute.org).

Such expressions of domination and control are presumed to stem from broad structural inequalities based on age and gender, for instance and corresponding patriarchal societal values emphasizing dominant males and subordinate yet manipulative (especially sexually) females. Thus, crimes like sexual assault, intimate partner violence, and stalking are viewed as expressions of traditional gender role socialization and methods of maintaining the status quo regarding power and control in interpersonal relationships and society more broadly (see also Brownmiller, 1975; Russell, 1975) available from [www.sagepub.com](http://www.sagepub.com). The above paragraph will assist the researcher to see whether crimes like sexual assault, stalking and intimate partner violence are mostly suffered by females.

The conflict perspective is not only helpful in understanding why some victimization may occur, but also it is useful in understanding responses to victimization. Sexual assault and domestic physical assaults, for instance, are crimes that have been notoriously underreported by victims to police available from [www.sagepub.com](http://www.sagepub.com).

South Africa is characterized by high levels of gender based violence and its tertiary education institutions are not exempt from this violence or gender inequalities.

Shefer and Strebel (2013) in their research explored the narratives of transactional sex amongst male and female students at a university in South Africa. 'Female students reported having sexual relationships with older men or sugar daddies' so they could pay for photocopies or fees and even gain a level of social status amongst their peers (Shefer, 2013). Also in the study of Clowes, Shefer, Fouten, Vergnani, and Jacobs (2009) 'amongst male and female students at the University of Western Cape found that coercive and unequal practices are reportedly common in heterosexual relationships'.

Various studies conducted by Heise, Pitanguy, and Germaine (1994) as well as Jewkes, Penn-Kekana, Levin, Ratsaka, and Schrieber (2001) about patriarchy argued that many male students in dating relationships espouse a set of attitudes and beliefs that are supportive of familial patriarchy. For example, mostly dating may command that it is the male's responsibility to initiate a date, where the male partner plan where the couple would go as well as to pay for whatever expenses are incurred during the date (Muehlernhard and Linton, 1987).

This type of situation is proving a point that a relationship based on power where the male takes up an active role as an initiator and the female's role as the receiver. Such an attitude may be conducive to sexual victimization as a male for example, feel rightfully deserving of sexual gratification and be prepared to obtain it forcibly as a way of recurring his expenses (Dekeseredy and Schwartz, 1997).

Patterns of association can also be linked to income. Family income reflects an individual's position in the economic structure, which is an important constraint on behavioural options. Income is positively related to an individual's flexibility to adjust one's lifestyle to one's, including the ability to choose where one lives, the mode of transportation used, the proportion of time spent in public places, and the nature of leisure activities Hindelang, et al, (1978) available from [www.rri.wvu.edu](http://www.rri.wvu.edu).

Often, an 'income-linked, race segregation' results in housing, transportation, and other patterns. Thus, like income, race is closely connected to a person's lifestyle. Although Hindelang and colleagues note that 'some of the importance of race as an indicator of lifestyle derives from its association with family income, 'they also admit that' whites and blacks of the same socio-economic stratum live in quite different worlds' available from [www.rri.wvu.edu](http://www.rri.wvu.edu).

These differences are most apparent in housing patterns and educational and recreational opportunities. For example, whites are more likely to attend private schools, belong to private clubs, and live in more economically homogeneous areas than non-whites, hence the life chances and life experiences of these two groups are markedly different (Hindelang, et al, 1978).

From the above discussion, one can also infer that education levels will have an influence on a person's lifestyle. Individuals with less than a high school education will be employed in different types of jobs than high school graduates available from [www.rri.wvu.edu](http://www.rri.wvu.edu). Examining the effect of labour stratification on crime rates, Crutchfield (1989) claims that neighbourhoods comprised mostly of

people employed in such 'secondary sector' occupations have higher crime rates 'not because they are composed of poor people, but because of relatively large number of persons who have unstable employment and perhaps weak bonds to the society.

As a result of their uneven employment, they are frequently idle in a 'situation company' that is conducive to crime' (Hindelang, et al, 1978). Although Crutchfield (1989) is referring to the effect on criminals, his statement is equally applicable to victims. Thus individuals who have relatively low levels of formal education will be more likely to be victims of crime because of the way education is believed to influence income and lifestyles available from [www.rri.wvu.edu](http://www.rri.wvu.edu).

Furthermore, another form of victimization occurring mostly among females is that of harassment, the researcher relates this to responses to sexual harassment and safety on Rhodes University Campus have often been driven and influenced by student action and protest. What the following outline clearly conveys is that the problems being addressed in 2004 are hardly new or unique in some cases they are sickeningly similar to problems raised ten years ago.

What follows is a snap shot of students' activities and responses to broader issues of harassment (sexual, racial and religious) and sexism, as well as event specific responses. The time-period covered is 1989 – 1995, a time of change both nationally and locally (Tsampiras, 2004).

Tsampiras (2004) further argues that, University of Rhodes has, however, agreed that there is bad lighting system within the campus and warns all students that

they should be aware that date rape and sexual harassment do exist on campus even they do not hear about it. The results from the survey conducted by Gavey, (1991) in Auckland University undergraduate students, reported that 52% of 347 women revealed that they had experienced some form of sexual victimization, and 25% had either been raped or experienced attempted rape (Gavey, 1991).

It was also found that most of the sexual victimization was perpetrated within legitimate heterosexual relationships. The current article presents more detail on the forms of sexual victimization experienced by women and perpetrated by men (Gavey, 1991).

The above assertions create a room for the researcher to make a comparison between the previous research outputs with the current studies. As it had been noted at the Auckland University in 1991 it becomes an advantage to the researcher, since will be having much information to review.

## 2.6 SUMMARY

At university campuses there are high density of people. Students, lecturers, administrators and visitors. It is hardly impossible to know who belongs there or not therefore it is the same as shopping centers and malls where frequently visit on daily basis. Shopping malls are fast becoming the new centers for entertainment. All people need to buy goods and services and these are readily available to the public at the shopping malls. People frequent these places and unbeknown to them there are many nooks where criminal activities occur (Le Roux, 2003).

Lifestyle exposure theory, victim precipitation theory, routine activities theory, rational choice perspective, and conflict/critical/feminist theory clearly explains how students become victims of crime on and off campus. Most of the incidents that occur depend on security conditions of the institution and routine activities of students for example the route from University of Fort Hare (Alice campus) to KwaNtu Shopping Complex students usually use that way, late after classes when moving from and to the campus and increase the risk of being victimized.

Moreover, different student lifestyle also has a huge impact on student victimization for example those (students) who associate themselves with excessive drinking they lose ability to look after themselves, and become potential victims of crime.

These theories are related to each other in such a way that students have different lifestyle that expose them to potential victimization, and due to different choices that they make others become vulnerable than others and the fact that students have to do their routine activities such as attending classes, going to town and going to their residences also increase the probability of being victimized.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3. INTRODUCTION

The researcher reviewed relevant literature on the previous chapter which made him to be much informed on the concerned study phenomena. The researcher also included empirical inputs and argument from various theorists which enabled him to gain an insight and better understanding on personal victimization.

This chapter focuses on research methodology, where the researcher will give a detailed explanation on how the research was conducted as it had been summarized in chapter one. Therefore, the researcher will discuss the methodological approach applied for the purpose of this study, which include, but not limited to the following: research design; study population; sampling and its method(s); selection of participants; data collection method(s) and data analysis.

#### 3.1 RESEARCH DESIGN

Bless, Smith and Kagee (2006) stipulated that research design relates directly to the testing of hypothesis and it is a specification of the most adequate operations to be informed in order to test the specific hypothesis under given conditions. In other words a research design can be thought of as the structure of research that holds all of the elements in a research project together and can often describe a design using a concise notation that enables us to summarize a complex design structure efficiently (Bless, Smith and Kagee, 2006).

In Mouton's view (2009) a research design is defined as a set of guidelines and instructions to be followed in addressing the research problem and the main function of a research design is to enable the researcher to anticipate what the appropriate research decisions should be so as to maximize the validity of the eventual results.

Sarantakos (2005) also indicates that the purpose of the research design, among others, is to help introduce a systematic approach to the research operation, thereby guaranteeing that all aspects of the study will be addressed and that they will be executed in the right sequence.

Grounded theory is thus important to this study, as its main feature is to develop new theory through the collection and analysis of data about a phenomenon. Therefore the researcher will utilise grounded theory so as to develop new interventions with regards to student lifestyle and personal victimization. Various data collection techniques are used to develop grounded theory, particularly interviews and observation although literature review and relevant documentary analysis make important (Glaser and Strauss, 1967).

### 3.2 RESEARCH DESIGN AND METHODOLOGY

The research methodology focuses on the research process and the kinds of tools and procedures to be used, and also it focuses on the individual steps in the research process and the objective procedures to be followed. Research is a diligent and systematic inquiry or investigation into a subject in order to

discover or revise facts, theories and application available from:  
<http://dictionary.reference.com/browse/serach>.

It is necessary for a researcher to design a methodology for the problem chosen. One should note that even if the methods considered in two problems are same the methodology may be different. It is important for the researcher to know not only the research methods necessary for the research undertaken but also the methodology. For example, a researcher not only needs to know how to calculate mean, variance and distribution function for a set of data, how to find a solution of a physical system described by mathematical model, how to determine the roots of algebraic equations and how to apply a particular method (Chinnathambi, Philominathan, and Rajaseker, 2013).

Mouton (2009) postulates that research methodology refers to knowledge of how things that a scientist employs in reaching his or her goal of valid knowledge and this definition must have these elements:

- Methods of definition: theoretical and operational definitions
- Sampling methods: probability and non-probability methods
- Measurement methods: scales, questionnaires and observation schedules
- Data collection methods: participant observation, interviewing, unobtrusive measurement and systematic observation.
- Data collection methods: statistical methods, mathematical methods and qualitative methods.

This study will use qualitative and quantitative approach as it will allow subjects being studied to give much richer answers to questions put to them by the researcher, and it will give valuable information to the research topic.

### 3.3 POPULATION

Population refers to a set of elements that the research focuses upon and to which the results obtained by testing the sample should be generalized (De Vos 2011). It essential to describe accurately the target population and this can effectively be done by clearly defining the properties to be analyzed using and operational definition (Bless, Smith and Kagee, 2006). In Mouton's view (2009) it emphasized the fact that the population is a collection or set of elements which meet a certain definition and this implies that the population is defined.

The researcher used the students of University of Fort Hare (Alice campus) as his population for the purpose of this study as the core issue is to study personal victimization amongst them. Since qualitative researchers are primarily interested in the meaning subjects to give to their life experiences, they have to use some form of case study to immerse themselves in the activities of a single person or a small number of people in order to obtain an intimate familiarity with their social words and actions in the context of the case as a whole (De Vos, 2011). The use of explanatory study will be employed since the research is based on both theory building and testing and it involves a detailed investigation of a complex entity or process, it can generate theoretical insight closely grounded in real experience.

### 3.4 SAMPLING

Bless, Smith and Kagee (2006) postulated that sampling theory is the scientific foundation of this everyday practice and it is a technical accounting device to rationalize the collection of information, to choose in an appropriate way the restricted set of objects, persons, and events and so forth from which the actual information will be drawn. In agreeing with this theory of sampling it is impossible to study the whole population therefore by selection part of it makes it possible. Although a subset of the population must have properties which make it representative of the whole. The sample size will consist of one hundred participants.

There are also various kinds of sampling that the researcher will explain below:

- Probability sampling: this occurs when the probability of including each element of the population can be determined and possible to estimate the extent to which findings are based on the sample are likely to differ from what would have been found by studying the whole population (De VOs, 2011). Therefore a researcher can estimate the accuracy of the generalization from sample to the population.
- Babbie (2013), indicated that probability sampling consist of the following: simple random sampling; systematic sampling; stratified sampling and multistage cluster sampling.
- Non-probability sampling: this refers to the case where probability of including each element of the population in a sample is unknown and it is not impossible to determine the likelihood of the inclusion of all

representative elements of the population into the sample. In other words non-probability sampling is almost cheaper which it is an advantage.

- Babbie (2013) also asserted that non-probability consist of the following: purposive or judgemental sampling; snowball sampling and quota sampling.
- Mouton (2005) suggested that sampling is a familiar notion in everyday life therefore it refers to the selecting of things or objects when it is impossible to have knowledge of a larger collection of these objects.

The researcher will utilise purposive sampling in which the units to be observed are selected on the basis of the researcher's judgement about which ones will be the most useful or representative.

### 3.5 RESEARCH INSTRUMENT AND DATA COLLECTION

Mouton (2009) suggested that data collection involves applying the measuring instrument to the sample selected for investigation. The instrumentation to be used in this study will be open-ended and likert scale questionnaire that will be carefully structured and distributed to the participants to bring out the anticipated responses and also the participants will not be assisted neither supervised when answering the questions. A mutual respect of their time and own space will be afforded in terms of the code of conduct, although they will be reminded of their date of submission.

Bless, Smith and Kagee (2006) stipulated that collection consists of facts that are empirically verifiable observations and consists of measurements collected as

scientific observations. In other words data are facts expressed in the language of measurement.

The research variable will be measured using a 5-point Likert scale-type, with a score of 1 representing strongly disagree and a score of 5 representing strongly agree.

A Likert scale questionnaire survey was the main instrument providing quantitation data, and was designed around opinion statements as a means of exploring respondents' perceptions of a wide range of socio-cultural impacts. Questionnaire household surveys using the Likert scale have been used widely by researchers measuring perceptions of the impacts of tourism on residents (Allen et al, 1998; Ap, 1992; Ap and Crompton, 1993; Getz, 1994; Lankford, 1994; McCool and Martin, 1994).

In this study data will be collected using interviews and use of self-administered questionnaires. However, there are also advantages and disadvantages of utilizing interviews, participant observation and self-administered questionnaires such as the following:

- Advantages of Interview Surveys

A properly designed and executed interview survey ought to achieve a completion rate of at least 80 to 85 percent.

The presence of an interviewer also generally decreases the number of "don't knows" and "no answers."

The interviewer can observe respondents as well as ask questions. For example, the interviewer can note the respondent's race if this is considered too delicate a question to ask (Babbie, 2013).

- Disadvantages of Interview Surveys

Interruptions distract participants, so that thoughts are lost and time must be spent regaining the level of intimacy established prior to the interruption.

The use of the tape recorder as well as the use of an open-ended question can make the participants feel vulnerable.

Frequently interviews are too shallow because the researcher moves the participant along too quickly. No attention is given to non-verbal cues and no time is spent getting to know the participant (De Vos, 2011)..

- Advantages of Self-administered questionnaires

They are more cost effective to administer than personal (face-to-face) interviews.

They are relatively easy to administer and analyze.

Most people are familiar with the concept of a questionnaire.

They reduce the possibility of interviewer bias.

They are perceived to be less intrusive than telephone or face-to-face surveys and hence, respondents will more readily respond truthfully to sensitive questions (Eiselen, Uys, and Potgieter, 2005).

- Disadvantages of Self-administered questionnaires

The most important disadvantage of self-administered structured questionnaires that are disseminated by hand, post, e-mail or the Web is that the response rate tends to be low, especially when the questionnaire is too long or is complicated to complete, the subject matter is either not interesting to the respondent or is perceived as being of a sensitive nature.

Another disadvantage is that the researcher does not have control over who fills in the questionnaire even though it may be addressed or delivered to the intended participant (Eiselen, Uys, and Potgieter, 2005).

Open-ended questionnaires will be utilized hence the goal of the study is to obtain more information about research problem. It is generally assumed that the real world of the participants of a research project can only be understood if the words and expressions they use in specific situations are revealed. In the observation of participation the emphasis is thus both on one's own participation and that of others (Schurink, 1998).

- Advantages of Open-ended questionnaires

With open-ended questions, no pre-coded answers, i.e. response categories are provided.

These questions are particularly useful when it is important to avoid influencing respondents by providing a list of possible answers to choose from, for example, reasons for a particular behaviour or an opinion (Eiselen, Uys, and Potgieter, 2005).

Open ended-questions thus may be best if the researcher wants to learn how the respondents think, to discover what is really important to them, or to get an answer to a question with many possible answers (De Vos, 2011).

- Disadvantages of Open-ended questionnaires

Open ended questions can only be coded after the survey has been conducted and are thus time-consuming.

An open question often yields unusable information due to the fact that the responded does not understand the question.

The responded should have the necessary skills to record his or her own response, i.e. the respondents or those who have difficulty expressing their thoughts and ideas, often avoid answering open ended questions (Eiselen, Uys, and Potgieter, 2005).

### 3.6 QUALITATIVE RESEARCH METHOD

According to Creswell (2008) qualitative research is an enquiry approach useful for exploring and understanding a central phenomenon. To learn about this phenomenon, the researcher asks participants broad, general questions, collects the detailed views in the form of words. It is also a general way of thinking about conducting qualitative research.

It describes either explicitly or implicitly, the purpose of the qualitative research, the role of the researcher, the stages of research, and the method of data analysis available from: <http://www.socialresearchmethods.net/kb/qualapp.php>. The researcher will interpret meaning of the information drawing on personal

reflections and past research. The structure of the final report will be flexible, and displays the researcher's biases and thoughts.

De Vos (2007) describes that the qualitative paradigm produces descriptive data in the participants own written or spoken words and by this it means participants beliefs and values that underlie the phenomenon are identified. Qualitative research allows the subjects being studied to give much richer answers to questions put to them by the researcher, and may give valuable information to certain research questions in its own right but there is a strong case for using it to complement qualitative research methods.

This study is going to be exploratory; it will be based on qualitative research approach as it focuses on interactive processes and events which will determine the lifestyle of the students together with their interaction with one another, and how it is undertaken when a researcher want to answer questions like "what or how" a topic needs to be explored (De Vos, 2011).

This will help the researcher to describe the types of characteristics displayed by the people and events without comparing the events in terms of measurements of amounts.

However, Mouton and Marais (1990) argue that, as opposed to quantitative, in qualitative research the procedures are not as strictly formalized, the scope is likely to be undefined, and a more philosophical mode of operation is adopted. They conclude that the quantitative approach is more formalized and explicitly

controlled than the qualitative approach, which it is more exact than that of the qualitative approach, and is relatively close to the physical sciences.

### 3.7 CONTENT ANALYSIS

Bless, Smith and Kagee (2006) postulated that once data collection and checking have been completed the researcher should begin the process of analyzing the data and this analysis is conducted so that the researcher can detect consistent patterns within the data, such as the consistent of one or more variables. Tables and graphs are methods used in analyzing data and by so doing this is also a process of bringing order and structure to the mass of collected data. In other words data analysis is a way of interpreting the information.

The obtained data will be analyzed and interpreted through theory testing, together with responses of the participants. Hence, the focus of the study is on furthering the understanding of student victimization in comparing with the theories' propositions. Moreover, graphs and tables will be used to analyze information according to findings.

### 3.8 ETHICAL CONSIDERATIONS

History has repeatedly demonstrated that hideous violence can occur without proper ethical guidelines and enforcement. Using historical landmarks in human research, several parallels between research involving humans and research involving avatars can be seen during the 20<sup>th</sup> century. Much of the work towards a set of universal moral codes in terms of human medical and behavioural research bore out a series of infamous events, the most distressing being the

eugenics movement in the United States, the Tuskegee Syphilis study, and the Nazi human experiments during World War II (Justin, Fleischman and Jaeger, 2009).

Bless, Smith and Kagee (2006) suggested that the word ethics is derived from a Greek word “ethos” meaning ones character and it is related to the term morality derived from a Latin term “moralis” meaning ones manner. A moral issue is concerned with whether behaviour is right or wrong, where as an ethical issue is concerned whether the behaviour conforms to a code of set principles.

Ethics in a research brought about how people be considered in the study and this applies to the fact that humans are valuable and therefore should be respected and the researchers of social sciences as a discipline, ethical issue are pervasive and complex. When dealing with the study the researcher must not ignore those personal values of people. The researcher will explain in detail the ethics research confidentiality and informed consent form before participating in the study.

The following ethical issues will be considered in the study:

### 3.8.1 AVOIDANCE OF HARM

The fundamental ethical rule of social research is that it must bring no harm to participants (Babbie, 2007). The reason for this is that subjects can be harmed in a physical and also emotional manner. Babbie (2007) stipulated that everything we do in life can possibly harm someone and therefore researchers should weigh

the risks against the importance and possible benefits of the specific research project. In this study there will be no form of harm to the participants.

### 3.8.2 VOLUNTARY PARTICIPATION

In a research it is imperatively important to make sure participants are voluntary and may be informed about the research. In an event participants decide to withdraw from the research they must be free in doing so. According to Rubin and Babbie (2005) participants should at all times be voluntary and no one should be forced to participate in a project. In other words participants must be informed of what the research is about, the advantages and the disadvantages of the research project.

### 3.8.3 INFORMED CONSENT

Informed consent is the voluntary agreement of an individual, or his or her authorized representative, who has the legal capacity to give consent, and who exercises free power of choice, without undue inducement or any other form of constraint or coercion to participate in research. The individual must have sufficient knowledge and understanding of the nature of the proposed research, the anticipated risks and potential benefits, and the requirements of the research to be able to make an informed decision (Levine, 1998).

Respect for persons requires that subjects be given the opportunity to choose what shall or shall not happen to them (Grinnell and Unrau, 2008). Obtaining informed consent implies that all possible information on the procedure which will be followed during investigation, the possible advantage, disadvantages and

dangers to which respondents may be exposed as well as credibility of the researcher, be rendered to potential subjects (Royse, 2004; Williams, Tutty and Grinnell, 1995).

#### 3.8.4 VIOLATION OF PRIVACY/ANONYMITY/CONFIDENTIALITY

Seiber (1982) defines privacy as that which normally is not intended for others to observe or analyze and the right to privacy is the individual's right to decide when, where to whom and to what extent his or her attitudes, beliefs and behavior will be revealed. This notion can be violated in so many ways and it is very important that a researcher may observe and safe guard the privacy of participants.

Every individual has a right to privacy and it is his or her right to decide when and to what extent the beliefs and behavior will be revealed. Privacy implies the element of personal privacy, while confidentiality indicates the handling of information in a confidential manner. Babbie (2001) argues that anonymity or confidentiality implies that only the researcher and possibly a few members of his or her staff should be aware of the identity of participants and that the staff should make a commitment with regard to confidentiality.

Since the study is based on student lifestyle in association with criminal victimization there could be some emotional or physical discomfort however, the researcher will inform the participants beforehand about the potential impact the research might have. Before distributing questionnaires, permission from the respondents will be asked, no one will be forced to participate. For the study to

commence, consent from authorities (residence officials) will be asked. The purpose of the study will be clearly explained to the participants there will be no deception. The issue of privacy or anonymity will be controlled e.g. names of the participants. Moreover, covering letter will be attached to the questionnaires.

### 3.9 SUMMARY

In conclusion this chapter has outlined some methods and instruments used, and should be considered for a researcher to implement in a research. Therefore, it is imperatively important that these guidelines may be used as measures' in order to conduct a meaningful research without transgressing and breaking any law of principles according to social science matters research laws.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

#### 4. INTRODUCTION

This chapter will focus on the analysis of the collected data and it also provides an overview of the responses of the research participants in terms of their knowledge and understanding of student lifestyle and its contribution to personal victimization. The obtained data will be analysed and interpreted through theory testing together with responses of the participants. Since, the focus of the study is on furthering the understanding of student victimization in comparing with the theories' propositions. Moreover, graphs and tables will used to analyse information according to findings.

Grounded theory is thus important to this study, as its main feature is develop new theory through the collection techniques are used to develop grounded theory, particularly interviews (Glaser and Strauss, 1967).

## **SECTION A (BIOGRAPHICAL INFORMATION)**

### **4.1 GENDER OF THE PARTICIPANTS**

Out of hundred one hundred participants in the study females were the majority which they made up (67%) of the respondents than males who only made up (33%) hence they were the ones who were keen to participate.

Burrow (1998) argues that a combination of demographic attributes sex (male) and age (young) and particular patterns of alcohol use and night-time social activities converge to significantly increase an individual's risk of being a victim of robbery and assault (completed and attempted).

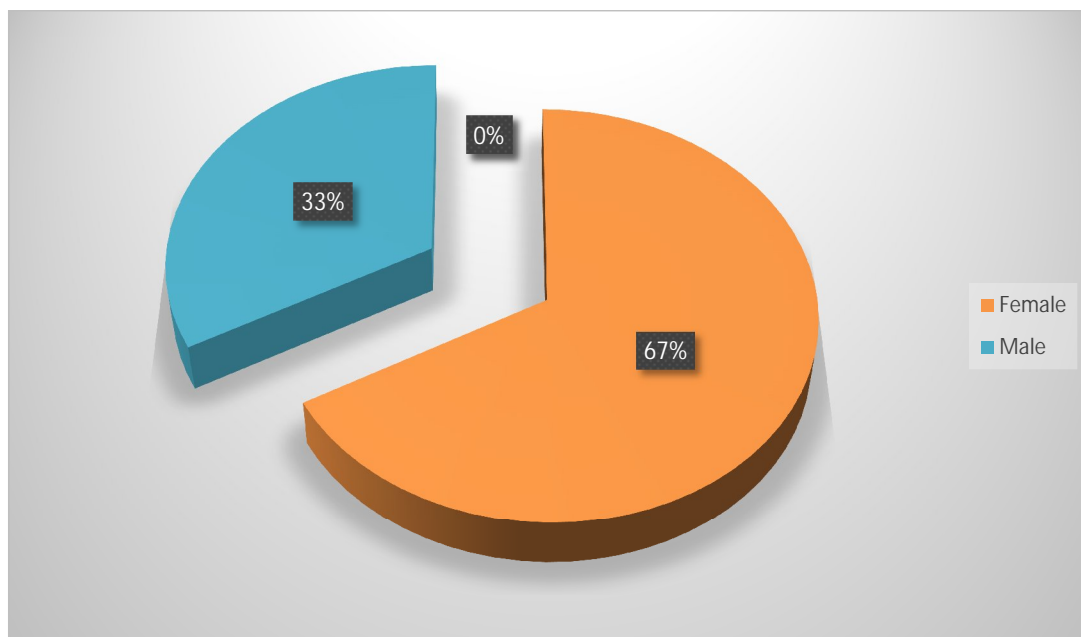
This is because young people especially males are more likely to live lifestyles that take them out into the vicinity of potential offenders. Persons who frequently go out at night for entertainment would be influenced similarly. Finally, persons who drink a lot render themselves vulnerable due to the alcohol impairment (Burrow, 2008).

#### **4.1.1 GENDER OF THE RESPONDENTS**

The majority of participants in the study were females which made up 67% and males 33%. The percentage is clearly stipulated in the above graph in figures. Pie Chart 4.1.1 below illustrate the gender of the respondents

Source: Survey Data 2014

#### **PIE CHART 4.1.1 GENDER OF THE RESPONDENTS**



## 4.2 AGE OF THE RESPONDENTS

Figure 4.2.1 show those who participated 2% are students from 16 to 20 years; 90% from 21 to 30 years; 8% from 31 to 40 years. None of the older age groups were keen to participate. The above pie chart shows the percentage of the ages of participants.

A research was conducted in seven Texas Universities on property victimization of university students. It was designed to examine the prevalence and frequency of property and personal victimization; and explore the contexts in which it is most likely to occur. University students were selected because, according to previous studies, persons in their mid-teens to mid-twenties have a higher rate than do other age groups (Johnson and Kercher, 2009).

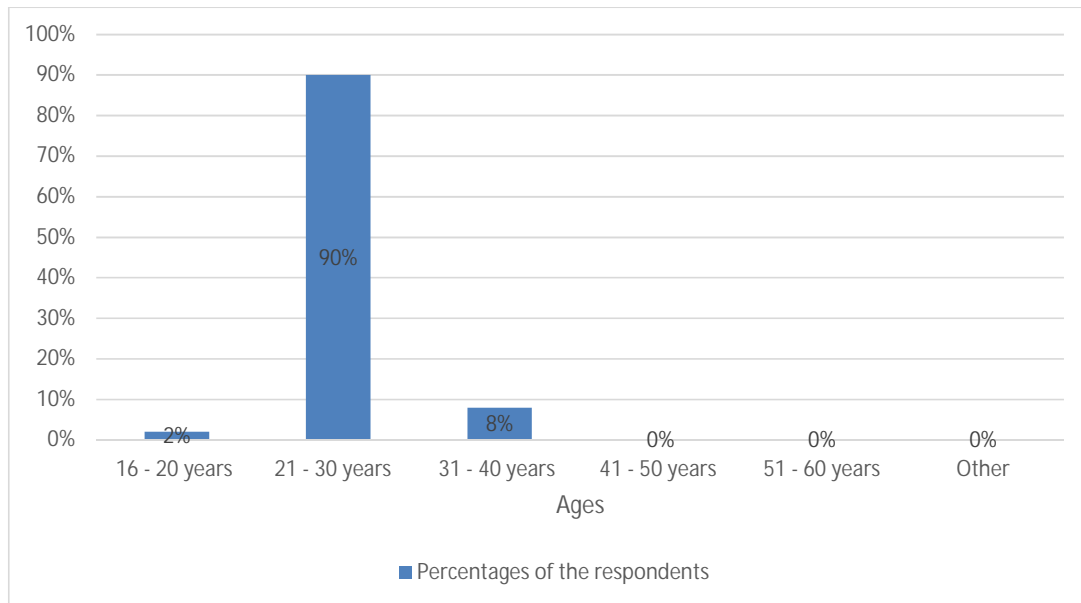
The study of Johnson and Kercher (2009) is one of only a few published reports on university student victimization. The results are important in identifying who

is at the highest risk and under what circumstances. This information has implications for university administrators, law enforcement, and victim services providers.

The ages of the respondents will be portrayed in figure 4.2.1 below

Source: Survey Data 2014

**FIGURE 4.2.1 AGE OF THE RESPONDENTS**



### **4.3 MARITAL STATUS OF THE RESPONDENTS**

Marital statuses reflected in figure 4.3.1 shows that 85% is majority of those participants who are not married; followed by 11% of those who are cohabitating; 4% comprise of those who are married; and 0% are those who are widowed; divorced.

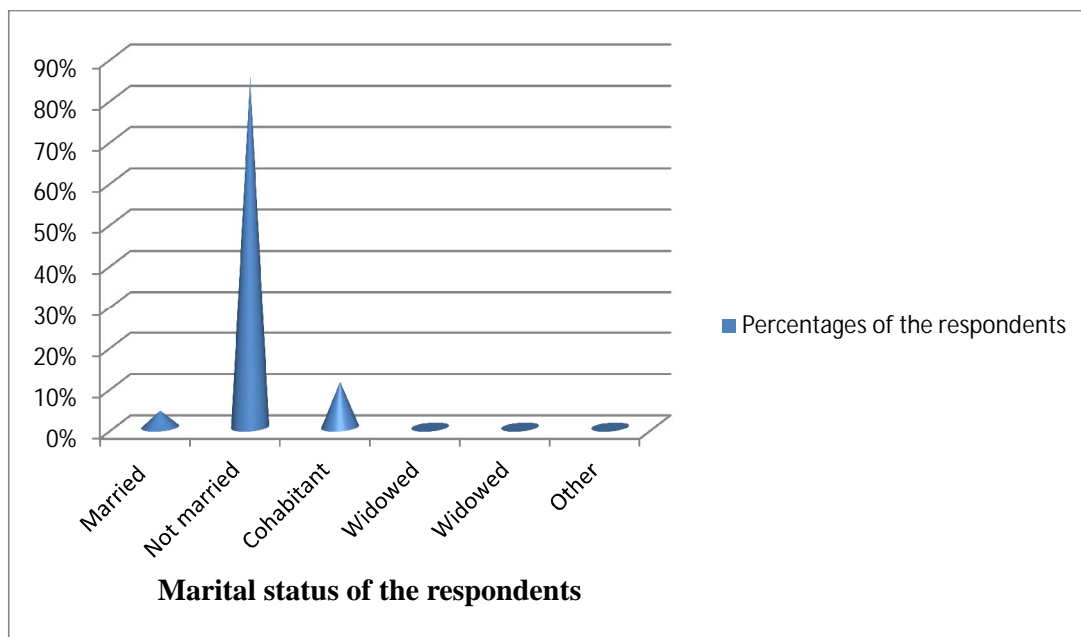
Hindelang et al., (1978) suggested that marital and family ties also result in more time spent in the home for both men and women. As the numbers of at-home are responsible increase, married persons can be expected to spend more time within the home than single persons, especially if children are present. Also, leisure activities outside of the home are more time is likely to take place with both partners present or with other married couples available from [www.rri.wvu.edu](http://www.rri.wvu.edu).

Finally, because marriage creates a larger extended family, more time is likely to be spent with other family members. As a result of these factors, married persons are less likely to be alone in public, and thus can be expected to have lower rates of victimization than single persons Hindelang, et al., (1978) available from [www.rri.wvu.edu](http://www.rri.wvu.edu).

Marital status of the students is illustrated in figure 4.3.1

Source: Survey Data 2014

**FIGURE 4.3.1 MARITAL STATUS OF THE RESPONDENTS**

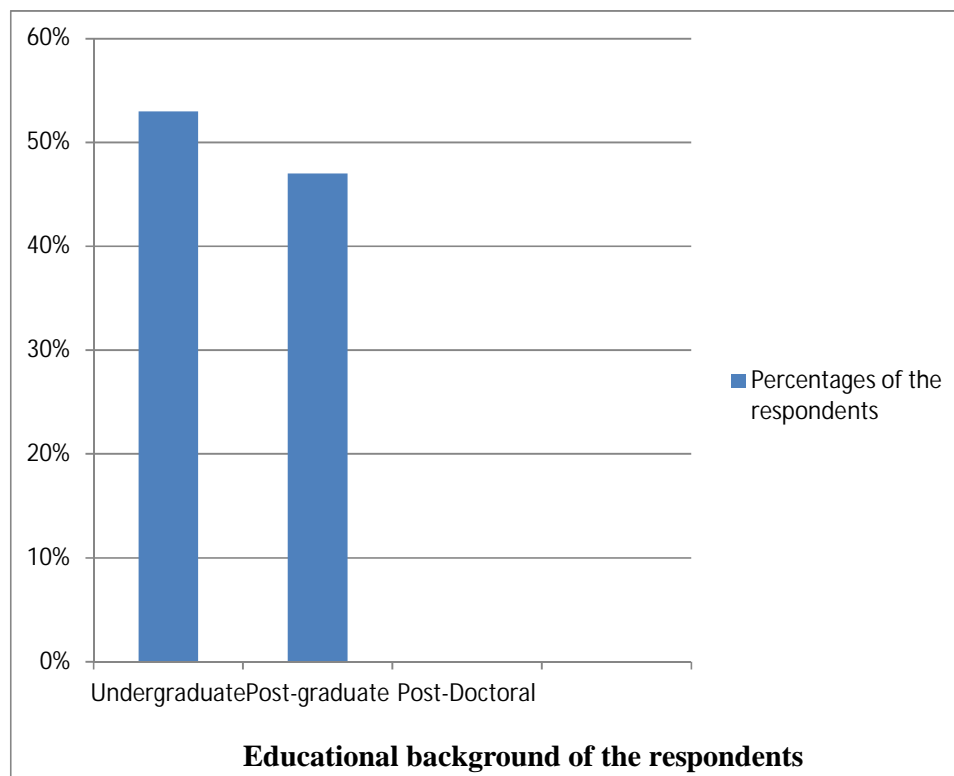


#### 4.4 EDUCATIONAL BACKGROUND OF THE RESPONDENTS

From the collected data according to the education background of the respondents, 53% consisted of Undergraduate students' i.e. 1<sup>st</sup> years; 2<sup>nd</sup> years; 3<sup>rd</sup> and 4<sup>th</sup> years; 47% is from Post-graduate students i.e. Honours and Masters and 0% for Doctoral students

Academic background of the respondents is shown in figure 4.4.1 below

**FIGURE 4.4.1 EDUCATIONAL BACKGROUND OF THE RESPONDENTS**

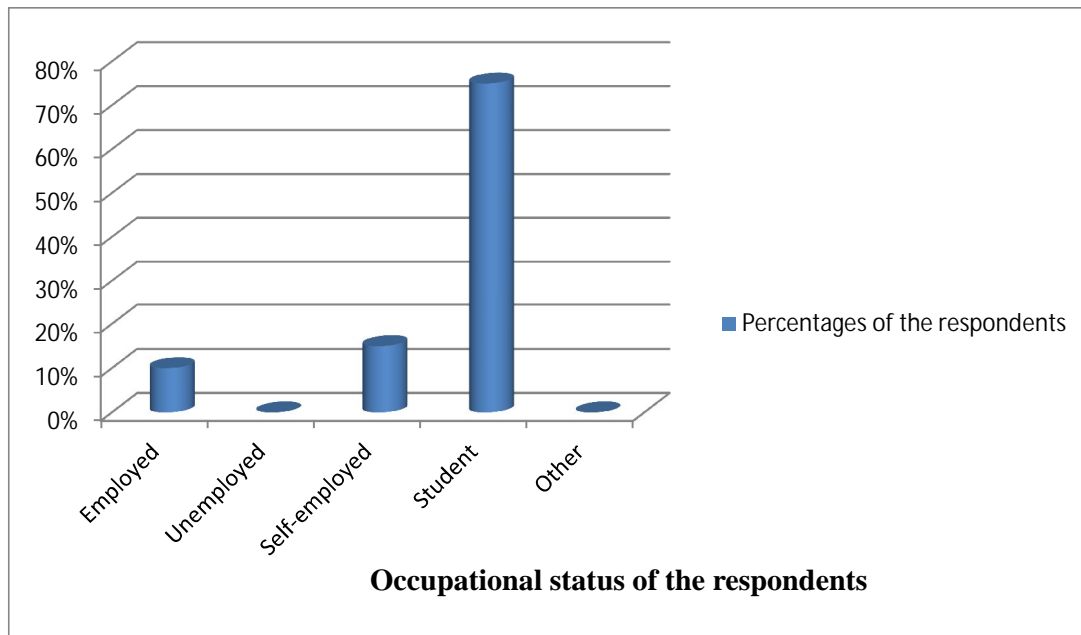


#### **4.5 OCCUPATIONAL STATUS OF THE RESPONDENTS**

Figure shows the occupational status of the respondents of which 75% of them were full-time student and they were not involved in any vocational work; while 15% of the respondents maintained that they are self-employed; and 10% is

comprised of respondents that are full-time employees and they are part-time students. Occupational status of the students is illustrated in figure 4.5.1 below

**FIGURE 4.5.1 OCCUPATIONAL STATUS OF THE RESPONDENTS**



## **SECTION B (THE CONTRIBUTION OF LIFESTYLE TO PERSONAL VICTIMIZATION)**

### **4.6 The contribution of lifestyle to personal victimization**

Most of the respondents strongly agreed that student lifestyle does contribute to personal victimization. A significant body of literature exists addressing the relationship between alcohol and violent crime, leading to some strong benefits concerning the association of drinking and criminal victimization and offending (Mustaine, 1998).

As alcohol consumption increases among university students, so does the likelihood of suffering a personal attack. It is both the physiological and social effects of alcohol that bring about the increased risk of victimization (Mustaine, 1998). The above paragraph can be associated with reports of personal victimization to the campus control (security office) due to alcohol consumption when there is an event at the University of Fort Hare

The contribution of lifestyle to personal victimization is illustrated in table 4.6.1 to 4.6.4 below

Source: Survey Data 2014

**Table 4.6.1**

Questions	Responses				
1. Student lifestyle contribute to personal victimization.	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
Percentage of the respondents	65%	19%	10%	5%	1%
<b>Total Percentage</b>				<b>100%</b>	

The majority of participants strongly agreed that student's lifestyle leads to victimization, while other reported that they neither agree nor disagree. Mustaine

and Tewksbury (1998) found that victims and offenders often share characteristics and frequently at the same setting at the same time when victimizations occur.

Mustaine and Tewksbury (1998) utilized statistics from the Bureau of Justice and referenced that while students are often the most likely to be victimized, they are also the most likely age group to engage in criminal wrongdoing. For instance, they found that students whose use narcotics are more likely to be victimized by minor theft.

Smith (1995) referenced that universities can be held accountable if a history of criminal incidents at a location prompts reasonable ‘foreseeability of criminal harm’; in such case, ‘the institution has not only a duty to warn, but also a duty to use due care to provide reasonably adequate security protection’. However, foreseeability many not always be grounded in the history of campus events.

Source: Survey Data 2014

**Table 4.6.2**

	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
2. Student’s lifestyle interaction with people who shares more or less lifestyle leads to victimization					
Percentage of the respondents	50%	20%	30%	0%	0%

<b>Total Percentage</b>	<b>100%</b>
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Analysis of the respondent's response when they were asked if whether their age belonging exposes them to personal victimization or not, 50% of them strongly agreed; 45% tended to agree; while 5% neither agree nor disagree; and none who tended to disagree or strongly disagree.

Fisher et al, (1998) hypothesis stipulated that deviant behaviour is heightened in unstructured environments, in the presence of peers, and in the absence of authorities excluding social control. Fisher et al, (1998) noted that twenty to twenty four year olds, had the highest rates of theft victimization followed by sixteen to nineteen year olds and twenty five to thirty four year olds, respectively.

Source: Survey Data 2014

**Table 4.6.3**

3. The age belonging of individuals exposes them to personal victimization	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
Percentage of the respondents	50%	45%	5%	0%	0%

<b>Total Percentage</b>	<b>100%</b>
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Most of the respondents (60%) strongly agreed that the amount of time an individual spends in public places contribute to personal victimization; others (20%) tended to agree; (10%) neither agree nor agree; (5%) tended to disagree; and another (5%) strongly disagreed.

Schurink et al, (1992) argued that the probability of suffering personal victimization is directly related to the amount of time that a person spends in public places for example on the streets, in parks and particularly in public places at night. With regard to the places where personal victimization occurs, various researchers have found that most robberies and assaults take place on the streets or in other public places.

Some respondents reported that university students spend much of their time without their parents' supervision therefore, they become victims of crime because they moving around campus socializing with other students at night, meeting acquaintances or going out to party with their dates.

Source: Survey Data 2014

**Table 4.6.4**

The amount of time an individual spends in public places contribute to personal	Strongly agree	Tend to	Neither agree nor	Tend to disagree	Strongly disagree
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victimization		agree	disagree		
Percentage	60%	20%	10%	5%	5%
<b>Total Percentage</b>				<b>100%</b>	

**SECTION C (THE IMPACT OF STUDENT VICTIMIZATION ON THEIR DAY TO DAY WORK)**

**4.7 The impact of student victimization on their day to day work**

The impact of student victimization on their day to day work is shown in table 4.7.1 to 4.7.3

The majority of respondents (73%) strongly agreed that being a victim affect ones academic performance, (15%) of the respondents tended to agree; (5%) neither agree nor disagree; and (7%) of the respondents tend to disagree.

Some respondents reported that some students are severely injured by known and unknown perpetrators especially females and some of them end up not attending classes due stigma that will be imposed to them by their peers or other students. Other students spend long periods in hospital therefore missing academic progress which it becomes a problem during examination period or at the end of the year.

Source: Survey Data 2014

**Table 4.7.1**

Being a victim affect ones academic performance	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
Percentage	73%	15%	5%	7%	0%
<b>Total Percentage</b>				<b>100%</b>	

From the data that was collected from the respondents (45%) of participants strongly agreed that services provided by security company has an in impact on students' daily activities, (35%) of them tended to agree, and (15%) of them neither agree or disagree, while (5%) tended to disagree and there were none for strongly disagree.

Source: Survey Data 2014

**Table 4.7.2**

Services provided by security company have an in impact on students' daily activities.	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
Percentage	45%	35%	15%	5%	0%

<b>Total</b>	<b>100%</b>
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The majority of respondents (63%) claimed that personal victimization reduces student mobility, (20%) of them tended to agree, and (17%) of the participants they neither agree nor disagree, and non who tended to disagree nor strongly.

To support the above results Le Roux (2003) asserts that students are a mobile group since they have to attend lecturers, engage in practical work, internships and some even have part time work. They are always travelling and exposed to the threat of crime. Students are at the brink of economic independence. It is typical for students to frequent bars, discos, movie, theatres, etc.

Source: Survey Data 2014

**Table 4.7.3**

Personal victimization reduces student mobility	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
Percentage	63%	20%	17%	0%	0%
<b>Total</b>					<b>100%</b>

## SECTION D (PREVALENCE OF PERSONAL VICTIMIZATION AMONGST STUDENTS)

### 4.8 Prevalence of personal victimization amongst students

Prevalence of personal victimization amongst students is presented in table 4.8.1 to 4.8.10

The majority (56%) of participants reported that they were physically assaulted by friend, acquaintance and a stranger on campus; while others (44%) claimed that they were never physically assaulted.

Barberet, Fisher, Farell and Taylor (2002) in their of university student safety obtained that personal crimes included assaults, robbery and sexual offences. Of the 8% of 315 participants who reported experiencing personal crime, 32% were repeat victims. The most victimized participants (1%) experienced 38% of all personal crimes. The above assertion indicates that even though students are being victimized the situation keeps on going because they become repeat victims instead of being protected by the security authorities. Source: Survey Data 2014

**Table 4.8.1**

<b>Prevalence of personal victimization amongst students</b>	<b>Yes</b>	<b>No</b>
Physically assaulted by friend, acquaintance, or stranger on campus	56%	44%
<b>Total Percentage</b>	<b>100%</b>	

The majority (61%) of respondents reported that they were never physically assaulted by friend, acquaintance, or stranger off-campus, however (39%) of the respondents stated that they were physically assaulted by friend, acquaintance, or stranger off-campus. These results suggest that the majority of student at University of Fort Hare (Alice campus) are physically assaulted on campus rather than off-campus.

Source: Survey Data 2014

**Table 4.8.2**

<b>Prevalence of personal victimization amongst students</b>	<b>Yes</b>	<b>No</b>
Physically assaulted by friend, acquaintance, or stranger off-campus	39%	61%
<b>Total Percentage</b>	<b>100%</b>	

Out of 100 participants (71%) of them reported that they were robbed on campus, while other (29%) of the respondents conveyed that they have not been victims of robbery on campus. These results suggest that there are incidences of robbery on campus therefore; one can assume that there is a need for immediate intervention with regards to this situation.

Source: Survey Data 2014

**Table 4.8.3**

<b>Prevalence of personal victimization amongst students</b>	<b>Yes</b>	<b>No</b>
Robbed on campus	71%	29%
<b>Total Percentage</b>	<b>100%</b>	

From the data collected the majority (65%) of the respondents stated that they have been victims of robbery off-campus, whereas (35%) of the participants reported that they have never been robbed off campus. Baum and Klaus (2005) indicated that the most violent victimizations are reported to be committed by strangers at night without a weapon and off-campus. Hart (2007) also postulate that college or university students experience violent victimization off-campus at 20 times the rate they experience them on campus.

Source: Survey Data 2014

**Table 4.8.4**

<b>Prevalence of personal victimization amongst students</b>	<b>Yes</b>	<b>No</b>
Robbed off campus	65%	35%
<b>Total Percentage</b>	<b>100%</b>	

Table 4.8.5 shows that the majority (79%) of participants has been victims of theft on campus, and other (21%) of the respondents reported that they have never been victims of theft on campus. Farazi (2003) postulates that lifestyles where students' abuse alcohol may affect their reasoning to the extent that they become more vulnerable to motivated offenders; in view of that, the theory inferably shows personal responsibility linked to one's actions can be related to their susceptibility to theft and campus crime in general.

Source: Survey Data 2014

**Table 4.8.5**

<b>Prevalence of personal victimization amongst students</b>	<b>Yes</b>	<b>No</b>
Being a victim of theft on campus	79%	21%
<b>Total Percentage</b>	<b>100%</b>	

The majority (67%) of participants stated that they have never been victims of theft off-campus, while other (33%) of the respondents stated that they have been victims of theft off-campus. According to the collected data there are few students who are residing off-campus and the majority are staying on campus therefore, there are less incidences of theft off-campus.

Source: Survey Data 2014

**Table 4.8.6**

<b>Prevalence of personal victimization amongst students</b>	<b>Yes</b>	<b>No</b>
Being a victim of theft off-campus	33%	67%
<b>Total Percentage</b>	<b>100%</b>	

Table 4.8.7 shows that the majority (56%) of participants has been victims of vandalism on campus, and other (44%) of the respondents reported that they have not been victims of vandalism on campus.

Sloan (1994) postulates that more frequently addressed, though, are the locations or settings where vandalism is more likely to occur. For example, colleges and universities where institutional property, as well as that of students, faculty, and staff, may be willfully damaged or destroyed is a frequent research focus. Vandalism is a common offense reported to campus police or security, accounting for nearly 19% of all reported offenses, vandalism ranks second only to thefts or burglaries on university campuses (Sloan, 1994).

Source: Survey Data 2014

**Table 4.8.7**

<b>Prevalence of personal victimization amongst students</b>	<b>Yes</b>	<b>No</b>
Victim of vandalism (property damaged on purpose) on campus	56%	44%
<b>Total Percentage</b>	<b>100%</b>	

The majority (73%) of participants reported that they have never been victims of vandalism off campus, while (27%) of the respondents stated that they have been victims of vandalism off campus. Stevenson, Lind, and Weatherburn, (1999) has shown a correlation between higher rates of vandalism in a community and increased sales of alcohol (also a possible characteristics of college and university campuses).

The clear implication here is that while vandalism does occur in a variety of types of communities, it is most associated with urban communities and communities with college and university campuses. Furthermore, it is assumed that neighbourhoods with much vandalism (and other forms of physical property deterioration) facilitate and attract other forms of criminal activity (Kelling and Coles, 1996).

Source: Survey Data 2014

**Table 4.8.8**

<b>Prevalence of personal victimization amongst students</b>	<b>Yes</b>	<b>No</b>
Victim of vandalism (property damaged on purpose) off campus	27%	73%
<b>Total Percentage</b>	<b>100%</b>	

Most (69%) respondents reported that they have been sexually assaulted on campus, and other (31%) of the participants stated that they have never been sexually assaulted on campus. Several researchers have also found that student drinking behavior, as well as the amount of drinking by the student body as a whole, plays an important role in predicting physical and sexual victimization (Fisher, 1998) see also (Belknap and Erez, 1995).

Source: Survey Data 2014

**Table 4.8.9**

<b>Prevalence of personal victimization amongst students</b>	<b>Yes</b>	<b>No</b>
Sexually assaulted on campus	69%	31%
<b>Total Percentage</b>	<b>100%</b>	

From the collected data most (78%) of the respondents reported that they have not been sexually assaulted off-campus, whereas, (22%) of the respondents indicated that they have been sexually assaulted off-campus. Gavey (1991) in his research of Auckland University undergraduate students reported that 52% of 347 women revealed that they had experienced some form of sexual victimization, 25% had either been raped or experienced attempted rape.

These prevalence data were almost identical to those found in a comparable United States study. It was also found that most of the sexual victimization was perpetrated within legitimate heterosexual relationships (Gavey, 1991).

Source: Survey Data 2014

**Table 4.8.10**

<b>Prevalence of personal victimization amongst students</b>	<b>Yes</b>	<b>No</b>
Sexually assaulted off-campus	22%	78%
<b>Total Percentage</b>	<b>100%</b>	

**SECTION E (THE MODUS OPERANDI OF THE SECURITY MANAGEMENT ON THEIR PROACTIVE MEASURES)**

**4.11 The modus operandi of the security management on their proactive measures.**

The modus operandi of the security management on their proactive measures is shown in table 4.11.1 to 4.11.4 below.

From the survey most (70%) of the participants indicated that they neither agree nor disagree that security management provide sufficient services; while (15%) strongly disagree; (7%) tended to disagree; (5%) tended to agree; and only (3%) of the respondents who strongly agreed that the security management provide sufficient services. To supplement the above results it is clear that there is a need for urgent intervention with regards to services that is provided by the security management.

The university community needs to be educated about the victimization of students. This includes dormitory directors, student advisers, and the campus police. Outreach to students may include new student orientation, dormitory meetings, fraternity and sorority meetings, programs sponsored by the student union, and feature articles in the campus newspaper (Johnson and Kercher, 2009) available from: [www.crimevictimsinstitute.org](http://www.crimevictimsinstitute.org).

Source: Survey Data 2014

**Table 4.11.1**

Questions	Responses				
1. Security management provide sufficient services	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
Percentage of the respondents	3%	5%	70%	7%	15%
<b>Total Percentage</b>				<b>100%</b>	

Table 4.11.2 illustrate that the majority (45%) of the participants tend to agree that there are measures that are taken by University of Fort Hare to minimize personal victimization, (23%) percent of the participants reported that they neither agree nor disagree, while (19%) strongly disagree, other (7%) of the respondents strongly agree, and (6%) of the participants tend disagree.

Barberet et al., (2002) asserted that crime prevention programmes and advice should be tailored to take into account student lifestyles. Universities should provide information to students about taking simple security precautions to help prevent them from being victims of the property crime occurring where they live. Knowledge about local crime could help them decide where to live. Students should be encouraged, through campaigns sponsored by university security

departments or the police, to purchase the most secure brands of portable goods and to mark their property.

Source: Survey Data 2014

**Table 4.11.2**

2. There are measures that are taken by the institution to minimize personal victimization.	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
Percentage of the respondents	7%	45%	23%	6%	19%
<b>Total Percentage</b>				<b>100%</b>	

The majority (85%) of participants neither agree nor disagree that policy makers formulate policies that directly, and more efficiently reach potential victims, (7%) stated that they strongly disagree, (4%) of the respondents tended to agree, while (2%) strongly agree and another (2%) tended to disagree.

Recent research conducted by Thomas (2004) on the reducing student crime initiative has achieved much in its first year of operation. As students will probably continue to be an 'at risk' group in terms of property and street crime, it is important that the initiative continues and evolves, rather than being seen as a one-off 'initiative' that can be terminated after a fixed term of resourcing.

It is important to remind ourselves, as some students pointed out that preventing crime against people and property should entail more than just opportunity reduction. For durable solutions we need to tackle the roots of crime causality such as damaged childhoods, disaffected youth, relative inequality and social exclusion – conditions that can precipitate individuals into deviance, offending and addiction. Although this is well beyond the remit of the student crime reduction initiative, there is no reason why students cannot get involved in tackling some of these issues through voluntary social service and community projects, as indeed many of them do (Thomas, 2004).

Source: Survey Data 2014

**Table 4.11.3**

3. Policy makers formulate policies that directly, and more efficiently reach potential victims	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
Percentage of the respondents	2%	4%	85%	2%	7%
<b>Total Percentage</b>				<b>100%</b>	

The majority (56%) of participants strongly agreed that students also play a role to protect themselves against student victimization, (41%) tended to agree, (3%) of the respondents neither agreed nor disagreed, while none of them tended to disagree nor strongly disagree.

A study conducted by Patterson (2005) indicates that students need to be alert and implement their own crime prevention tips for example locking their doors and windows when leaving, no matter how long or short the time span. Many times the burglar enters the residence through an unlocked door or window.

Also students should keep a close eye on valuables such as laptop computers and other high tech items. And they sure that they have serial numbers of each items written down and kept in a safe place.

Thomas (2004) on his research on crime reduction initiative in Bristol University indicated that many students have a realistic understanding of their risk and the precautions they can take. A minority of students appear to have become fearful either of what they have (correctly or incorrectly) found out about the nature of crime in Bristol. On balance, it looks as though the crime reduction initiative has raised awareness, without causing unreasonable alarm.

Recent research conducted by Johnson and Kercher (2009) available from [www.crimevictimsinstitute.org](http://www.crimevictimsinstitute.org) reveals that students may be reluctant to speak to their parents about victimization experiences out of fear of being blamed or not believed and not wanting to worry or disappoint them. Therefore, parents need to be good listeners and non-judgmental in their interactions with their

adult children. Community agencies need to be aware of student victimization so that appropriate resources are brought to bear in assisting victims. These include: \*

- \* Hospitals and clinics
- \* Community mental health centers
- \* Victim service organizations (rape crisis centers, shelters, etc.)
- \* Faith based organizations
- \* Police department
- \* Prosecutors' office
- \* Legal services agencies

Source: Survey Data 2014

**Table 4.11.4**

Students also play a role to protect themselves against student victimization.	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
Percentage of the respondents	56%	41%	3%	0%	0%
<b>Total Percentage</b>					<b>100%</b>

## SECTION F (ATTITUDES AND BELIEFS)

### 4.12 Attitudes and beliefs of the participants on student lifestyle and personal victimization.

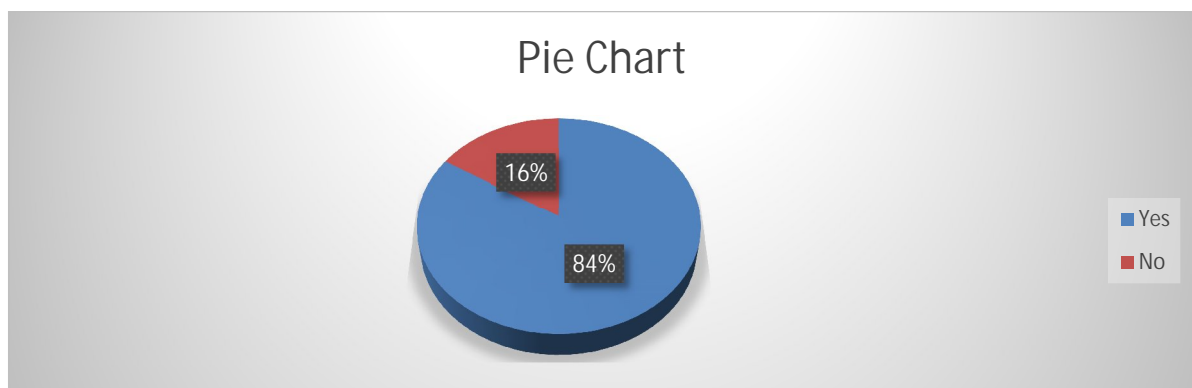
#### 4.12.1 What is your opinion on students' lifestyle and personal victimization?

The general (97%) understanding of participants about students' lifestyle that contribute to personal victimization is that there is still more that needs to be done especially with regards to student conduct and legal responsibilities of the institution. They also suggest that the issue of student victimization involves many participants such as students, campus security services, liability management, and public safety procedure and institution policy.

#### 4.12.2 Do you think student victimization needs urgent attention?

If yes or no why do you think so?

Pie Chart 4.12.3 Student victimization needs urgent attention



Source: Survey Data 2014

The majority (84%) of respondents suggested that the current situation with regards to student victimization needs urgent attention because some students end up being drop outs due to fear of being victimized again or unattended to, while others (16%) stated that it will not make any difference because no one take any actions about it. For the purpose of this study following remarks were also recorded from the respondents:

- \* 'Yes, because it has a negative impact on students especially academically'.
- \* 'Yes, it is affecting student academic and social life'.
- \* 'Yes, because of its severe effects on the victim and negative consequences from both the victim and perpetrator which may include reduced self-esteem, imprisonment and stigmatization which may possible lead suicide'.
- \* 'Yes, there is a need for immediate upgrade for security services'.
- \* 'Yes, so that students can discuss what they need in order to be safe on and off campus'.
- \* 'Yes, because students need to be protected so that they can be able to do what they came to do here freely'.
- \* 'Yes, because victimization at University of Fort hare is too high, students need to report such and urgent attention must be considered'.
- \* 'Yes, so that students can be safe'.
- \* 'Yes, it is important that it is ensured that all students are free and safe so that their academic performance is not disturbed'.

- \* 'Yes, because victimization can lead to anxiety and depression and it has also emotional and social effects'.
- \* 'Yes, because if this issue continues the campus will have bad reputation'.
- \* 'Yes, because this is affecting students in such a way that some even drop out of school due to stigma or injuries of suffering from any victimization'.
- \* 'Yes, since we are affected by this problem'.
- \* 'Yes, because we are not safe at all here'.
- \* 'Yes, because if a person is victimized it tends to affect the persons studies which equals to failure'.
- \* 'Yes, since it affects our academic progresses.
- \* 'Yes, to avoid repetition because once it is repeated, it will result to trauma'.
- \* 'Yes, students who are victims tend not concentrate on class thus, their performance drops dramatically'.
- \* 'Yes, because students lives are at stake of being victimized'.
- \* 'Yes, because we are suffering'.
- \* 'Yes, because if it let to take a root it will tend to a bigger problem like gangs'.
- \* 'Yes, because a lot of students are complaining about it and often someone is getting victimized or almost and managed to escape'.
- \* 'Yes, because it affects the performance and attitude of students'.

\* 'Yes, because it affect them academically, they may pretend as if nothing happened but it does have an impact on their lives'.

\* 'Yes, the security system needs to be upgraded. It seems that the robbers enter the gate without being noticed'.

\* 'Yes, there are students being harmed daily and nothing is being done about it because it still carries on'.

\* 'Yes, because at any given time a student may be harmed and there is no help nearby which leaves the victimized student not only physically but emotionally strained'.

\* 'Yes, because students seem rejected'.

\* 'Yes, because victimization or being victimized can affect ones academic performance and development of a student'.

\* 'Yes, so as to help students to continue their studies'.

\* 'Yes, because many students become victims of crime unaware'.

\* 'Yes, it is because other students are being bullied on campus'.

\* 'Yes, since I feel it's best to attend to factors that makes one uncomfortable before it is too late'.

\* 'Yes, because we are losing a lot of things or our property that our parents bought for us'.

- \* 'Yes, students are being victimized frequently, which means it is happening a lot and needs attention to prevent it'.
- \* 'Yes, so that it may come to an end'.
- \* 'Yes, because when students are victimized they can be affected'.
- \* 'Yes, because it's a bad habit amongst students'.
- \* 'Yes, it affects students' performance at the end'.
- \* 'Yes, students are scared to leave their rooms because their belongings will be stolen'.
- \* 'Yes, they need guardians such as the police, security guards, and adequate security measures e.g. locks, alarm system and cameras'.
- \* 'Yes, so that student's problem can be solved immediately, so that the student would not be a victim again'.
- \* 'Yes, most students are living with fear, yet before coming to school they are promised to be protected yet crime continues which affect them and their studies'.
- \* 'Yes, because I am also a victim of crime here on campus'.
- \* 'Yes, so that student can be safe and protected'.
- \* 'Yes, we are victims of theft, assault, rape'.
- \* 'Yes, it does especially to students on student victimization'.

\* 'Yes, because students tend to label themselves as victims for example rape, the students have an experience of being raped. Having experienced a thing can lead you to assist others on how to reduce the existence of such bad thing, you can become a counsellor or a motivational speaker'.

\* 'Yes, because victimization can lead to psychological effects on a victim'.

\* 'Yes, because every student has a right not to be assaulted or rather has a right to be safe both physically and mentally'.

\* 'Yes, it is needed with immediate effect other the institution will have bad reputation about student victimization'.

\* 'Yes, there has been a lot of cases which have not been attended to and thus has an effect on the academic life of the students'.

\* 'Yes, most students who are victimized, they end up failing their degrees or some modules, this needs special or urgent attention on that matter'.

\* 'Yes, to create a safe environment of education'.

\* 'Yes, if the student is being raped she or he should get urgent attention to prevent HIV and STI's and pregnancy by a stranger'.

\* 'Yes, because it is happening continuously yet not much action has been taken'.

\* 'Yes, to avoid and prevent students from running away from school hence education is what matters most'.

\* 'Yes, because usually students are the most individuals who are victims of crime so it does needs attention'.

\* 'Yes, firstly the university should stop providing tenders to people who are not assisting to the university community (security)'.

However, some participants stated that:

\* 'No, there is nothing anyone can do except for the students themselves, to avoid being in public places like taverns and night clubs in order to prevent victimization as most cases happen out there'.

\* 'No, I feel it only happens when there are certain things happening on campus'.

\* 'No, university students are usually comprised of adult people who know how to take care of themselves and protected themselves'.

\* 'No, students need to up their game and take responsible'.

\* 'No, they drink too much'.

\* 'No, they must take care of their selves'.

#### **4.12.4 Are there any places associated with risk victimization? If yes specify**

Participants' views on places that are associated with risk victimization respondents claimed the management knows about those locations especially those on campus, with regards to lighting system because it is one of the factors that put students at risk. The majority (91%) of participants stated that most

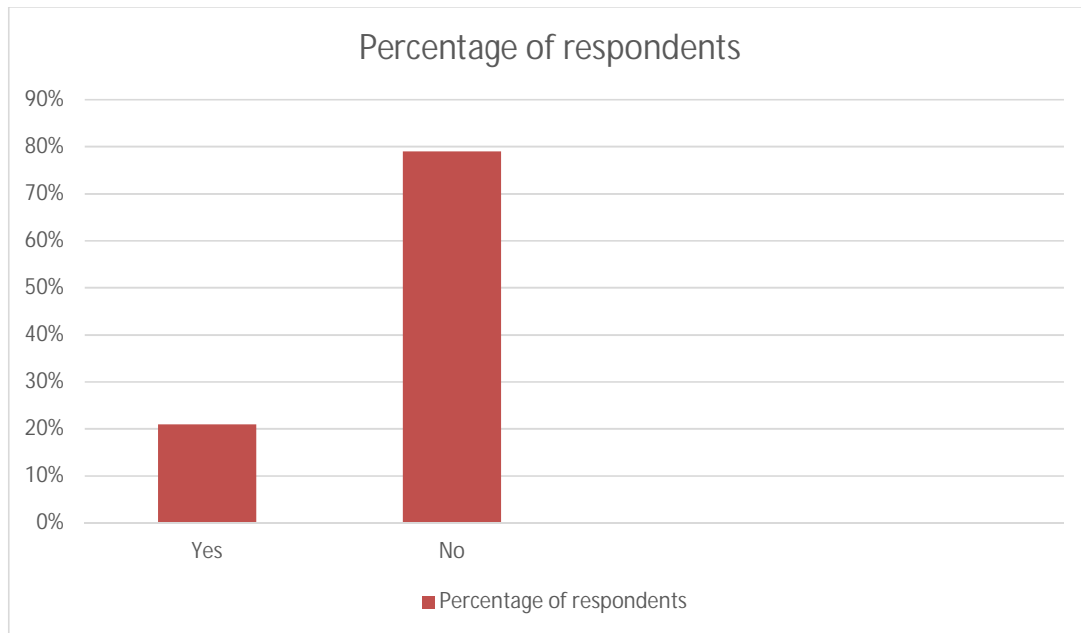
dangerous places are female residences especially in the evening, east camp residences and the route to and from town.

**4.12.5 Are you satisfied with the current security services? If no or yes why?**

From the data that was collected respondents attitudes towards victimization are different because the majority (79%) are not satisfied with the current security services because they had experienced victimization and they want to bring change, while other (21%) participants are satisfied because they had never been victimized or they are the perpetrators so they do not want the situation to change.

Source: Survey Data 2014

**Figure 4.12.6 Current security services at University of Fort Hare**



**4.12.7 Do you think University of Fort Hare has sufficient security services? If no or yes why?**

The majority (89%) of participants disagreed that University of Fort Hare has sufficient security services, whereas (30%) of the respondents agreed. Because of the importance of this section of the research and its connection of attitudes of students about victimization, it was felt that views should be expressed best in their own words. Regarding sufficient security services, the following remarks were recorded from the participants:

\* 'No, because in this academic year only nearly hundred laptops were stolen from our residences especially in female residence it doesn't matter if you locked the door or not and some of these offenders are known because they are students who are friends with the victims.'

\* 'No, even the securities themselves give access to people who are not eligible to be on campus, then how can one be safe on such situations?'

\* 'No, every time when there is a bash or street parties there are incidents of theft, assault and sexual related offences.'

\* 'No, everyone has access to any irrespective of whether he or she is a student it's just the matter of enter and exist we just being exposed to danger that's all.'

\* 'No, because you will find that there are people who are residing permanently on campus that are not registered in the system of the institution.'

\* 'No, some students are even smuggling drugs around campus and it is surprising that some of them are known but there are no further steps that being about such issues.'

\* 'No, how can you say there is sufficient security services whilst, the campus is 70% dark at night lighting system needs to be improved.'

\* 'No, because every hostel must be guarded and there are no records of who is getting in or visiting'.

\* 'No, the incidents, especially in females residences theft is huge (cell phone and laptops)'.

\* 'No, it doesn't reasonable is that prevalence of victimization is high'.

\* 'No, when always there is a problem we call upon assistance and always late of emergencies'.

\* 'No there is still a lot to be done'.

\* 'No, the only places that are more protected and given even the guards are the offices of the managers'.

\* 'No, there are always students having their belongings being stolen in their residences'.

\* 'No, strangers coming in the campus steal our belongings and rape us but there are securities nothing they do'.

\* 'No, the security personnel are not provided with enough equipment to carry out their duties'.

\* 'No, because in residences there is still theft, people from inside and outside the campus enter the university premises even during weekend, even though they do not have anything to do. Moving up and down our corridors.

\* 'No, security is not well orientated about their job description'.

\* 'No, because now and then one will hear a crime committed within campus'.

\* 'No, better strategies are urgently needed to ensure that University of Fort Hare is safe'.

\* 'No, because crime still occurs'.

\* 'No, there are people who are not students but they are residing on our residences'.

\* 'No, there are high incidences of student victimization reported nor unreported'.

\* 'No, everyone is a victim of crime at University of Fort Hare'.

\*No, our residences do not have any security. Those are security gates which are usually left wide open by students'.

\* 'No, they do not have the cameras around the campus'.

\* 'No, suppose every residence has its own securities so that the students will be safer'.

- \* 'No, in terms of figures they are a lot, but in terms of service it's very poor'.
- \* 'No, because there is high rate of theft'.
- \* 'No, I do not because they are not watching over us only the property of University of Fort Hare'.
- \* 'No, I do not like the securities they are so mean to the students'.
- \* 'No, because students are being robbed and raped every weekend'.
- \* 'No, resident do not have securities'.
- \* 'No, students are still complaining about security'.
- \* 'No, it is because we are afraid of to go out even around 08:00 pm as it is not safe'.
- \* 'No, there should be securities on main doors in residences'.
- \* 'No, here at University of Fort Hare we not safe, there's no difference between students and non-students, we are sharing everything with them'.
- \* 'No, so far people or students complain for their materials being stole by robbers or thieves'.
- \* 'No, because a lot of things are happening on campus and are not being prevented from happening'.
- \* 'No, because there are still students getting victimized on campus'.
- \* 'No, stolen items are never recovered'.

- \* 'No, because they let strangers walk into gates and some are left un-guarded'.
- \* 'No, they only flock at the gates, they patrol at residences occasionally and the cameras are not working'.
- \* 'No, because if there was sufficient security services people or students wouldn't be robbed in and out of their rooms'.
- \* 'No, we are still victims of crime'.
- \* 'No, there are so many thing that needs to be implemented starting from policy makers'.
- \* 'No, high prevalence of victimization'.
- \* 'No, the campus scattered for the service that are rendered by the security services'.
- \* 'No, because there would be a security guard at every entrance of each residence'.
- \* 'No, laboratories are frequently broken down to get computers, especially in the department of agriculture
- \* 'No, students at University of Fort Hare are not safe their residence are not locked, everyone have access to school property'.
- \* 'No, there is a need for some upgrades'.
- \* 'No, because students material is being stolen on daily basis'.
- \* 'No, because securities are not well trained'.

\* 'No, because victimization occurs in school while the university has employed securities'.

\* 'No, everyone has access to our residences'.

\* 'No, because it is not safe to walk around the campus at night'.

\* 'No, because everyone do enter the premises of University of Fort Hare, there are no restrictions at all'.

\* 'No, securities themselves are acquaintances of perpetrators and for some reasons they are being bribed'.

However, some respondents said the following:

\* 'Yes, there are safety gates on our main entrances in our residences'.

\* 'Yes, but some of the services are not working'.

\* 'Yes, but the security are too lazy to do their job'.

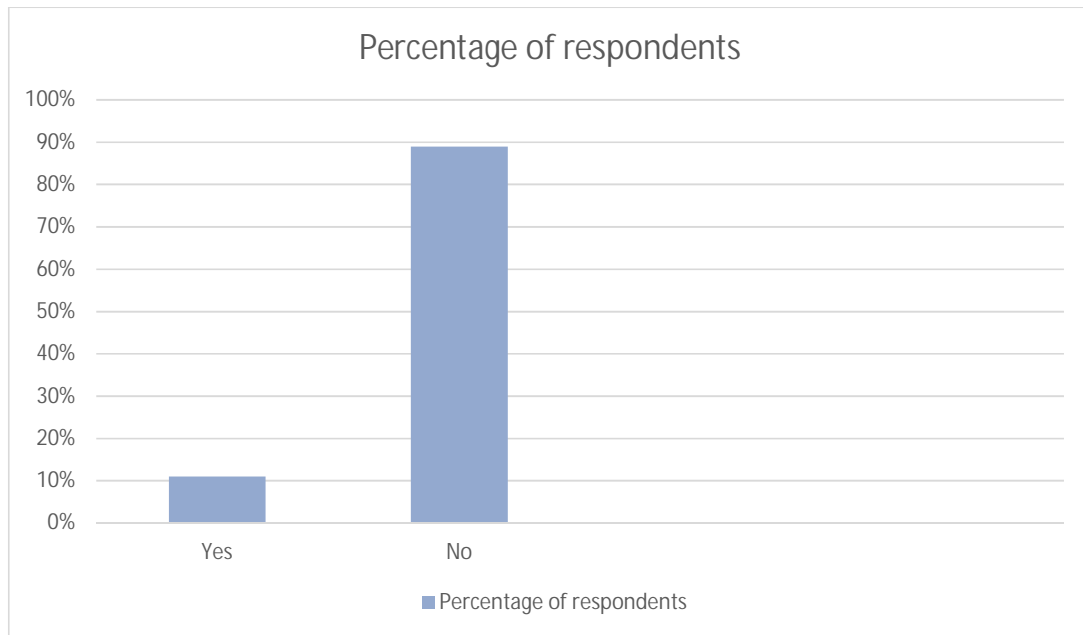
\* 'Yes, security is available, cameras, security gates are also there'.

\* 'Yes, because each and every car is searched at the main gate.'

\* 'Yes, the new fingerprint locking system has been introduced in some residences and it will cover the whole campus after renovations has been done in all residences.'

\* 'Yes, because now student and staff identification card must be visible at all times so if there is someone you not certain about it's easy to report such person.'

**Figure 4.12.8 University of Fort Hare has sufficient security services**



## SECTION G (ORIENTATION PROGRAMME)

**4.13 This section is based on the role played by orientation programmes at the beginning of the year to prospective students.**

**4.13.1 Do you think orientation programme is effective with regards to student victimization? If yes or no why?**

From the obtained data the results shows that the majority (61%) of participants agreed that orientation programme is effective with regards to student victimization whereas, other (39%) of the respondents disagreed that orientation programme is effective with regards to student victimization.

On this section out of hundred participants the majority (45%) of respondents were freshman (1<sup>st</sup> years) reported that issues related to student victimization are not discussed or exposed to them during orientation and that's where the failure of the institution begins because, they are the ones who become more at risk of victimization for example one might assault another student not knowing that he or she may end up being expelled.

Fisher, et al. (1998) on their research on '*the victimization of college students*' using a structured telephone interview modelled after the redesigned National Crime Victimization Survey (NCVS). Their results from the 1993 NCVS showed that members of younger age categories had among the highest rates of personal victimization (violence and theft) compared with other age categories. For example, 16-19 year olds and then by 25-34 year olds (12-15 year olds had the highest rate). Barberet, et al. (2002) also argued that private landlords should

be encouraged to provide adequate security for student accommodation. University administered landlord accreditation schemes could assist with this process.

Also on this section of orientation programme for the purpose of this research it was felt that views should be expressed best in their own words. Therefore, regarding orientation programme the following remarks were recorded from respondents:

\* 'Yes, in some cultures theft and violence is a norm so they do those things to others who don't even understand them because according to their culture what they are doing is a crime.'

\* 'Yes, people from different cultures have different values, hence they behave differently.'

\* 'Yes, if one ethnic group hates the other one violent outburst can occur.'

\* 'Yes, because students don't have the same beliefs due to different cultures.'

\* 'Yes, because we tend to look down on other people's cultures.'

\* 'Yes, some cultures think they are superior to others and that leads to victimization to the weakest ones.'

\* 'Yes, cultural difference at times cause attitudes towards one other, consequently leading to victimization of certain group of students.'

\* 'Yes, they are effective as they provide well awareness to students'.

\* 'Yes, at least students get to know about these things during such programmes.'

\* 'Yes, because it influences the behaviours of individuals.'

\* 'Yes, because student become aware of victimization and how to protect themselves'.

\* 'Yes, it helps other students to be able learn about university'.

\* 'Yes, because during orientation to students can spot the safe and not unsafe areas on campus'.

\* 'Yes, it is effective because it helps the students to choose the path that will lead them to better future'.

\* 'Yes, it is because students will be aware of incidents of student victimization'.

\* 'Yes, it provides students with information they need'.

\* 'Yes, because it helps students to be aware of crime that occurs within the institution'.

\* 'Yes, because not everyone in the campus is aware of where to report or to run to, especially new comers'.

\* 'Yes, if properly implemented'.

\* 'Yes, it will minimize victimization and University of Fort hare should make sure that wireless is in good condition in all residences so every student can be safe and not staying in Great hall (computer lab) till midnight'.

\* 'Yes, but it does work to all students because as the time goes by change their behaviour'.

\* 'Yes, they can know where the venues are (such as lecture venues).

\* 'Yes, so that different ideas could be shared'.

\* 'Yes, so that students can know as to where they can report an incident '.

\* 'Yes, they have some websites where they give students to access some preventative measures that can help them to stay away from being victimized'.

\* 'Yes, it can help students to be alert at all times especially at night'.

\* 'Yes, because it helps prospective students to be of aware of what is happening'.

\* 'Yes, because it helps other students to know which places to get help from'.

\* 'Yes, it can help students to be aware of potential student victimization'.

\* 'Yes, it would help students to know their environment'.

\* 'Yes, I have personally learned a lot from the orientation programme'.

\* 'Yes, because they do teach them how to stay safe and give them some advices to stay away from being victimized'.

However, some participants stated that:

\* 'No, because not everything is discussed at the programme and not all the ground are covered when showing students around'.

\* 'No, there is not much said about student victimization'.

- \* 'No, because most students do not even attend orientation programme'.
- \* 'No, because there are many reports on campus control of theft, sexual assault, physically assault'.
- \* 'No, students never be interested in positive activities, so it would be useless'.
- \* 'No, they don't teach them or give them some preventative measure that can help to reduce crime'.
- \* 'No, because there are no orientation programmes that are implemented to empower people about victimization'.
- \* 'No, they are showed places and not taught how to survive'.
- \* 'No, I never attended one'.
- \* 'No, people who are selected to facilitate in that programme always focus on academic side and targeting the benefits of the programme.
- \* 'No, it is too general it never really addresses issues of victimization'.
- \* 'No, because students are orientated by other students who may hide or not even know some factors that contribute student victimization'.
- \* 'No, because it is all about having fun and being toured around campus'.
- \* 'No, complains and reports are from different students e.g. South African and Zimbabwean students.'
- \* 'No, in a diverse community it unlikely to have violence.'

\* 'No, because in the 21<sup>st</sup> century people are no longer associate them with cultural diversity.

\* 'No, I think here everyone is a potential victim irrespective of ethnicity.'

\* 'No, I do not think there is any impact it just depends on who you are.

\* 'No, victimization involves everybody'.

\* 'No, because it is just put the students in a state of fear'.

\* 'No, because we are not taught anything about student victimization and how to protect'.

\* 'No, because it only teaches you about the whereabouts of classes and offices you may need to know'.

\* 'No, because student can be easily identified that they are new comers and familiar with the buildings on campus'.

\* 'No, it is just a waste of money'.

\* 'No, because they are only told about the places that they can utilise on academics only'.

\* 'No, Orientation programme do not teach, instead they provide students with access to crime prevention'.

\* 'No, because it teaches nothing about student victimization'.

\* 'No, because the orientation programme informs you about University of Fort Hare and informs you of all the places on campus'.

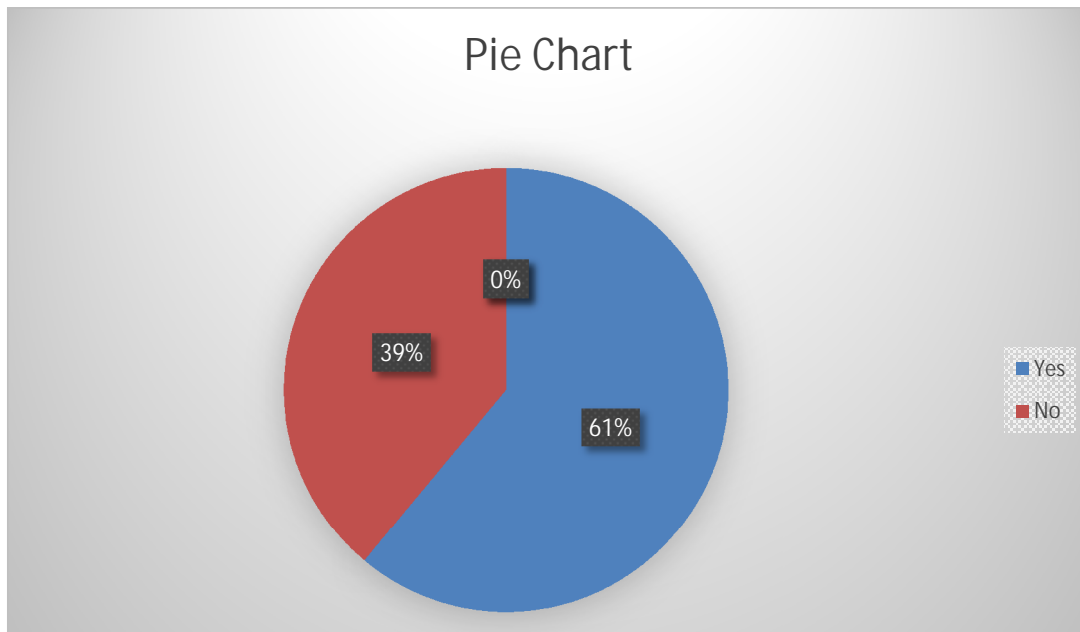
\* 'No, if it was effective, the victimization rate was going to decrease'.

\* 'No, I have never heard of any orientation programme in regards to student victimization'.

\* 'No, there is no information about student victimization'

Source: Survey Data 2014

**Pie Chart 4.13.2 Orientation programme**



#### 4.13.3 Does sub-culture influence students to be victims of crime on and off-campus? If yes or no why?

The above data reveal that the majority (98%) of the participants agreed that sub-culture influence students to be victims of crime on and off campus while, other (2%) of the respondents argued that it does not.

To support the above results Bedenbaugh (2003) indicated that alcohol is a significant factor in campus crime hence, the university campuses have 'hot spots' for crime, as well as 'hot times' for criminal activity. Violent crimes that occur on campus, and which are spotlighted by the media, leave people with the idea that universities are becoming increasingly more dangerous (Fisher, 1995). As a result, legal, legislative and administrative actions have occurred to respond to victimizations and fear of crime on campus (Fisher, 1995).

Regarding sub-culture and its influence to students the following remarks were recorded from the participants:

- \* 'Yes, due to ignorance and failing to understand that one should always respect the human being first at all times'.
- \* 'Y, it influences the through media sources such as radio, television, and internet'.
- \* 'Yes, students often change their behaviour at the time goes by'.
- \* 'Yes, through peer pressure from friends or acquaintance'.
- \* 'Yes, through aspiring material things such as clothes that one might not have'.

\* 'Yes, people come from different backgrounds so perpetrators might see other cultures as better targets than others'.

\* 'Yes, staying out late going to places where more crime occurs'.

\* 'Yes, students who belong to some particular subculture are more likely to spend their time on public places where they can be victims of crime'.

\* 'Yes, others are used to being out at night'.

\* 'Yes, it influence them through adapting to a new environment and trying to explore new things'.

\* 'Yes, because a person tends to practise a culture that he or she is not used to and that may not be right for him/her which result to victimization'.

\* 'Yes, sub-culture influence students because those who belong to that sub-culture they are more likely to be violation on others'.

\* 'Yes, sub-culture and gang formation maybe due to cultural variation increase propensity and vulnerability of individual towards personal victimization'.

\* 'Yes, less fortunate students are in need of better resources owned by fortunate ones'.

\* 'Yes, through alcohol abuse, wanted to be accepted by a certain group of people'.

\* 'Yes, it will be ignorance on the part of the offender'.

\* 'Yes, students do what others are doing and think that is a good thing'.

- \* 'Yes, in order to get respect from other students'.
- \* 'Yes, students try to fit in with a group in order to feel accepted'.
- \* 'Yes, being owners of valued materials or equipment such as laptops'.
- \* 'Yes, students are coming from different backgrounds some they never even tasted alcohol, but when they are here in the university, they start drinking and meeting new friends who introduce them in many new styles'.
- \* 'Yes, some students become victims through the use of alcohol and drug'.
- \* 'Yes, by attractive and expensive properties (value belongings)'.
- \* 'Yes, because some cultures are undermined'.
- \* 'Yes, subculture has an influence because we all have different values and norms therefore, where I may come it may be different'.
- \* 'Yes, it lead students to undermine each other'.
- \* 'Yes, through peers one might be influenced'.
- \* 'Yes, by the fact that you are not leaving a certain lifestyle then you are the odd one and therefore, you become a target'.
- \* 'Yes, students tend to follow the wrong crowd'.
- \* 'Yes, through creating a status among other students'.
- \* 'Yes, students in subculture are more likely to go in public places and spend their time outside school they can meet strangers'.

\* 'Yes, through one's lifestyle'.

\* 'Yes, those who like to go outside of the campus at night increase victimization'.

\* 'Yes, subculture of alcoholics every weekend they like to go out, they do not care even if they have lost many valuable things during each weekend they are out

However other participants stated that:

\* 'No, I don't think it affects students that much'.

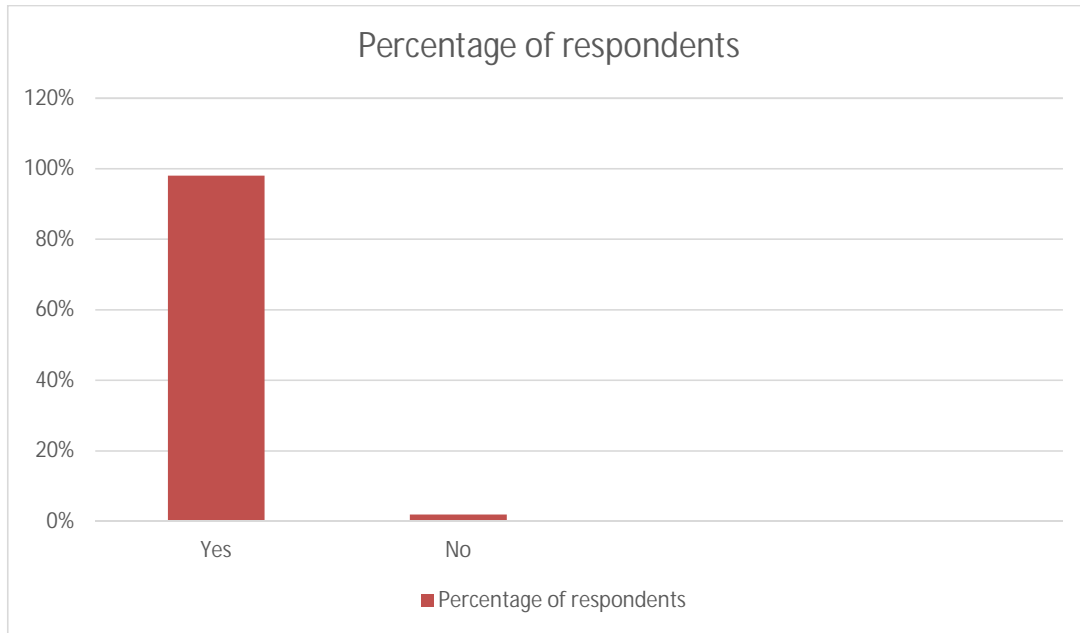
\* 'No, because on campus it has a positive impact'.

\* 'No, it just depend on an individual social upbringing'.

\* 'No, I do not know much about it.'

Source: Survey Data 2014

**Figure 4.13.4 Sub-culture influence students to be victims of crime on and off campus**



**4.13.5 How can students protect themselves from being potential targets of victimization?**

From the obtained data the results shows that the majority (33%) of the participants prefer to avoid public places at especially at night, followed by (25%) who stated that student should attend group counselling, other (22%) of the respondents proposed that it would be better if students work together with the management, (13%) argued that students should report any incident that occurs, while (5%) of the participants said that students should reduce the use of alcohol beverages, and only (2%) of the respondents who claimed that students should carry weapons on the campus.

Patterson (2005) suggested that students should report any suspicious activity to the police. Hence, there is no police department can operate effectively without the cooperation of the people it serves. The concept of crime prevention invites all segments of the community to actively participate in the reduction of crime. Whenever possible, students should travel in well-lit areas. Avoid dark streets, high shrubbery, short cuts, and dark doorways.

For the purpose of this study the researcher felt it was imperative to record the views of the respondents hence, the focus of study is on furthering the understanding of student victimization in comparing with the theories' propositions. The following were recorded remarks on how students can protect themselves from being potential targets of victimization:

\* 'By staying indoors especially at night, by not spending much of their time outdoors with strangers'.

\* 'I, personally think that students should carry knives on school premises'.

\* 'Students can protect themselves through working together with security management'.

\* 'By attending student group counselling to discuss ways in which a person may be victimized because not everyone knows that they are being victimized'.

\* 'Reduce the rate of using alcohol beverages'.

\* 'Students should avoid environments conducive to violent'.

- \* 'Students can protect themselves by working together as University of Fort Hare community against crime'.
- \* 'Reduce time spent in public places that are vulnerable by crime'.
- \* 'By not drinking too much alcohol when they are with strangers'.
- \* 'Students should have programmes and resources to reduce student victimization'.
- \* 'Students should work together and help each other and try to catch these thieves'.
- \* 'By trying to avoid places associated with victimization'.
- \* 'Keep an open eye and don not just live lifestyles that attract criminals or make them potential victims'.
- \* 'Students have to implement new ways of campus safety if the current ones are not in action'.
- \* 'By not walking alone in dark places, formulate task groups and enhance patrol security'.
- \* 'Findings and keeping in mind the person of being at school and avoid night involving incidents'.
- \* 'By not going to public places at night. Students should not drink too much so that they can stay alert'.

- \* 'Posters could periodically be placed on campus alerting students to victimization risks'.
- \* 'By all standing behind one principle which is a zero tolerance for complacency when it comes to security on campus, biding to conduct that is set by the respective security company'.
- \* 'Students should report every incident that occurs around campus so that the management could because'.
- \* 'Students can protect themselves by disassociating themselves from people who might lead them to be victims'.
- \* 'By staying central to hot issues like politics'.
- \* 'By reporting criminal activities that occur within the campus not only to security but also to the police'.
- \* 'By staying in their rooms all the time which is not possible'.
- \* 'By forming groups within or outside the campus'.
- \* 'By looking after one another in terms of watching each other's rooms'.
- \* 'Changing the lifestyle they are living'.
- \* 'Report any incidence that is prohibited on-campus'.
- \* 'Students need to join the karate programme'.
- \* 'Living lifestyle that is not going to lead them to be potential targets'.

- \* 'Students should stop wandering off campus during late hours more especially when drunk'.
- \* 'By organizing groups campaigns to fight victimization'.
- \* 'Building and facilitate relationships between all partners involved in the Student Crime Reduction Initiative'.
- \* 'At night time students should always go in groups'.
- \* 'By not expose their lifestyles and cultural differences publicly'.
- \* 'Since most students who get victimized are those who like to party they minimize the extent'.
- \* 'Students should stay in their rooms, not go at night and they should also lock their doors when they at bashes'.
- \* 'One should not walk alone at night in areas where they can be victimized'.
- \* 'Students must know their rights and always stay on safety measurers with the university premises'.
- \* 'They should keep their rooms in their residences shut at all times'.
- \* 'By educating themselves on their rights'.
- \* 'By keeping up with what they have been taught long by their parents, and know why they are on the university'.
- \* 'Be responsible of their rooms 24/7'.

\* 'We as students cannot protect ourselves, not unless we can group ourselves but it is not easy'.

\* 'By being responsible, and reduction of poverty level through employment'.

\* 'Take things in advance'.

\* 'Find group that you best fit in'.

\* 'Creating a friendly environment within each other so that they work together even during crime times'.

\* 'All students should have contact details of the security company'.

\* 'By sitting together as one and share ideas to overcome crime'.

Source: Survey Data 2014

**Table 4.13.6 Measurers taken by students to protect themselves.**

Protection tactics	Number of Participants	Percentage
Avoid public places at night	33	33%
Reduce use of alcohol beverages	5	5%
Attend student group counselling	25	25%
Work together with	22	22%

management		
Carrying a weapon	2	2%
Report any incidence	13	13%
<b>Total</b>	<b>100</b>	<b>100%</b>

## CHAPTER FIVE

### RESEARCHING FINDINGS, RECOMMENDATION AND COCNLUSION

#### 5. INTRODUCTION

This is the final chapter of the study. In the previous chapter the researcher dealt with the presentation of data, and the interpretation and analysis. In this chapter the researcher will need to make the recommendations that he sees suitable to be implemented with regards to students' lifestyle and its contribution to personal victimization at University of Fort Hare (Alice campus) based on the findings of the research.

#### 5.1 RESEARCH FINDINGS

The researcher re-examines the aims as set out in chapter one draws necessary conclusions as to whether the aims were sufficiently met and discussed in the thesis.

##### 5.1.1 RESEARCH FINDINGS IN ASSOCIATION WITH THE AIMS OF THE STUDY

THE AIMS OF THE STUDY WERE AS FOLLOWS:

5.1.2 To establish whether lifestyle of students contribute to their victimization.

This aim was met successfully as shown on (table 4.6.1) whereby the majority of participants strongly agreed that student lifestyle does contribute to personal

victimization. Analysis and interpretation of the data of this study was done effectively according to the use of triangulation method for exploratory purposes.

5.1.3 To ascertain the impact of student victimization on their day to day work.

This aim was achieved by conducting a thorough investigation on the impact of student victimization on their day to day work as illustrated on (table 4.7.1). The researcher found out that 73% of the respondents strongly agreed that being a victim affect ones academic performance. Participants gave unique, individual reasons however, these were the most common that students are severely injured by known and unknown perpetrators especially females and some of them end up not attending classes due stigma that will be imposed to them by their peers or other students. Other students spend long periods in hospital therefore missing academic progress which it becomes a problem during examination period or at the end of the year.

5.1.4 To find out the modus operandi of the security management on their proactive measures.

The researcher accomplished this aim through the use of five point Likert scale as shown in (table 4.11.1 to 4.11.4). Participants gave different views on this matter however; the majority of respondents were not satisfied with the operation of the security management.

## 5.2 RECOMMENDATION

It will be appropriate for the researcher to come up with recommendation based on the findings. The recommendation should be able to change the manner in which students interact with one another, moving away from immoral behaviour to socially acceptable upbringing. And also improve the way the institution act towards students' grievances with regards to student victimization. There is a need for further research in the study, as not much is not done on the topic.

The researcher has come up with the following recommendations which can be used for further research:

1. First and foremost during the orientation program at the beginning of the year, the prospective students should be told about the occurrences of student victimization so that even before the semester starts they already know that such things do occur.
2. Students should encourage each other to any occurrence with regards to criminal victimization so that further steps could be taken against the perpetrator.
3. With the issue of places reported to be associated with risk victimization the head of security should make sure security officers are visible at all times especially those on-campus.
4. The locking system in all residences should be in a proper manner where no one can enter except authorized person and also the installation of cameras in corridors can also be helpful.

5. For those students who are being apprehended for any criminal behavior disciplinary committee should deal the matter or hand it over to police if the matter is beyond the institutional disciplinary policy.
6. Student victimization workshops should be encouraged to all residences so as to what to do to prevent physical assault, robbery, sexual assault and date rape, vandalism, and property theft in residences.
7. Students should also try to go to town as a group especially in the evening hours in order to minimize potential victimization.
8. Campus control should also be precise on security services they offer to students.
9. The disciplinary coordinator should deal with reported instances on time and comply with the university prospectus with regards disciplinary hearing.
10. For those students who are residing in Lovedale residence the management should provide for proper transportation of such students at a specified time.
11. Moreover, all the above recommendations can only be effective when students work hand in hand with the institution officials.

### 5.3 CONCLUSION

The findings indicated that there is vast majority of students who suffer from personal victimization on and off-campus due to students' different lifestyles they choose and lack of legal responsibilities of the institution. 1<sup>st</sup> year females are the majority of students who suffer from personal victimization due to their vulnerability from their residences. However, due to numerous incidences that was being reported to campus control, the institution has implemented new innovations with regards to security and safety of the students in order to promote extraordinary multicultural and multidisciplinary learning environment that is conducive to students.

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## Appendix A

Title: An exploratory study on lifestyle and its contribution to personal victimization among students at University of Fort Hare in Alice campus.

Semi-Structured interview schedule.

### A: Biographical details of the respondents

1. Your gender?

1. Male	
2. Female	

2. Your age?

16-20	
21-30	
31-40	
41-50	
51-60	
Other	

3. Your marital status?

1.Married	
2.Not married	
3.Cohabitant	
4.Widowed	
5.Divorced	
6.Other	

4. Your educational background?

1. Undergraduate	
2.Post-graduate	
3.Post-doctoral	

5. Your occupational status?

1.Employed	
2.Unemployed	
3.Self-employed	
4.Student	
5.Other	

B: The contribution of lifestyle to personal victimization

B: The contribution of lifestyle to personal victimization	
Questions	Responses

	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
1. Student lifestyle contribute to personal victimization	[ ]	[ ]	[ ]	[ ]	[ ]
2. Student's interaction with people who shares more or less lifestyle leads to victimization	[ ]	[ ]	[ ]	[ ]	[ ]
3. The age belonging of individuals exposes them to personal victimization	[ ]	[ ]	[ ]	[ ]	[ ]
4. The amount of time an individual spends in public places contribute to personal victimization					
C: The impact of student victimization on their day to day work.					
5. Being a victim affect ones	[ ]	[ ]	[ ]	[ ]	[ ]

academic performance					
6. Services provided by security company have an in impact on students' daily activities.	[ ]	[ ]	[ ]	[ ]	[ ]
7. One might end-up dropping-out of school	[ ]	[ ]	[ ]	[ ]	[ ]
8. Personal victimization reduces student mobility.	[ ]	[ ]	[ ]	[ ]	[ ]
D: the modus operandi of the security management on their proactive measures.					
8. Security management provide sufficient services	[ ]	[ ]	[ ]	[ ]	[ ]
9. There are measures that are taken by the institution to minimize personal victimization	[ ]	[ ]	[ ]	[ ]	[ ]
10. Policymakers formulate policies that directly, and more efficiently reach potential victims	[ ]	[ ]	[ ]	[ ]	[ ]
11. Students also play a role to protect themselves against student victimization	[ ]	[ ]	[ ]	[ ]	[ ]

E: Attitude and beliefs.

12. What do you understand about students' lifestyle and personal victimization?

.....  
.....  
.....  
.....

13. Do you think student victimization needs urgent attention? If no/yes why?

.....  
.....  
.....  
.....

14. Are there any places associated with risk victimization? If yes specify

.....  
.....  
.....  
.....

15. Are you satisfied with the current security services? If no/yes why?

.....  
.....

.....  
.....

16. How much time do you spend in public places?

.....  
.....  
.....  
.....

17. Do you think University of Fort Hare has sufficient security services? If no/yes why?

.....  
.....  
.....  
.....

18. What security measures can be implemented to minimize the risk factors?

.....  
.....  
.....  
.....

19. Do you think orientation program is effective with regards to student victimization? If no/yes why?

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.....  
.....

20. Does cultural diversity have impact on student victimization? If no/yes why?

.....  
.....  
.....  
.....

21. Does sub-culture influences students to be victims of crime on and off-campus?

.....  
.....  
.....  
.....

22. How can students protect themselves from being potential targets of victimization?

.....  
.....

.....  
.....

23. What do you suggest about student victimization?

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.....

THANK YOU VERY MUCH FOR YOUR POSITIVE RESPONSE YOUR  
CONTRIBUTION WILL NOT BENEFIT ME ONLY AS A RESEARCHER, BUT  
THE ENTIRE NATION!!!!!!!!!!!!!!

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## Appendix C



**University of Fort Hare**  
*Together in Excellence*

### Ethics Research Confidentiality and Informed Consent Form

Please note:

This form is to be completed by the researcher(s) as well as by the interviewee before the commencement of the research. Copies of the signed form must be filed and kept on record

(To be adapted for individual circumstances/needs)

Our University of Fort Hare / Department is asking people from your community / sample / group to answer some questions, which we hope will benefit your community and possibly other communities in the future.

The University of Fort Hare / Department/ organization is conducting research regarding student lifestyle and personal victimization..... We are interested in finding out more about .....Different lifestyles that lead to personal victimization..... We are carrying out this research to help .....The students to become victims of crime on and off campus..... (adapt for individual projects)

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, we would really appreciate it if you do share your thoughts with us. If you choose not to take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally.

I will not be recording your name anywhere on the questionnaire and no one will be able to link you to the answers you give. Only the researchers will have access to the unlinked information. The information will remain confidential and there will be no "come-backs" from the answers you give.

The interview will last around (15) minutes (this is to be tested through a pilot). I will be asking you a questions and ask that you are as open and honest as possible in answering these questions. Some questions may be of a personal and/or sensitive nature. I will be asking some questions that you may not have thought about before, and which also involve thinking about the past or the future. We know that you cannot be absolutely certain about the answers to

these questions but we ask that you try to think about these questions. When it comes to answering questions there are no right and wrong answers. When we ask questions about the future we are not interested in what you think the best thing would be to do, but what you think would actually happen. (adapt for individual circumstances)

If possible, our organization would like to come back to this area once we have completed our study to inform you and your community of what the results are and discuss our findings and proposals around the research and what this means for people in this area.

#### INFORMED CONSENT

I hereby agree to participate in research regarding ...An Exploratory study on lifestyle and its contribution to personal victimization among students at University of Fort Hare in Alice campus... I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

.....

Signature of participant

Date: .....

I hereby agree to the tape recording of my participation in the study

.....

Signature of participant

Date: .....