Approaches to Crime Control in Public Universities: A Case Study of South-South Geo-political Zone of Nigeria

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Abstract:

Crime control is a critical component of ensuring a safe and secure environment, especially in public universities. As institutions of higher learning, public universities in Nigeria's South-South Geopolitical Zone are not immune to crime-related concerns that might impede access to excellent education. To successfully address these concerns, numerous crime control strategies have been devised and implemented. The purpose of this study is to examine and assess these approaches, taking into account their success and consequences for public university campuses in Nigeria's South-South geopolitical zone. The study aims at making a critical analysis of the crimes that occur in universities in south-south Nigeria. The objectives are to; find out the various types of crimes committed in public universities in South-South Geo-political zone of Nigeria and also to determine the strategies used in controlling crimes for sustainable development in public Universities in South-South Geo-political zone of Nigeria. The study looked at the concept of crime, crimes in universities, types of crime, causes of crime, consequences of crime and approaches to crime control. The instrument for data collection was a researcher designed 65-item questionnaire. The questionnaire was used to measure the relationship between policing and crime control in the universities in South-South Geo-political zone. The study concludes that, the ways various crimes committed could be controlled in the Universities in South-South Geo-political zone of Nigeria were warning against Alcoholism, punishing the misuse/unauthorized use of university documents, reporting illegal possession of fire arms, discouraging violent demonstrations and prosecuting armed robbers. Hence, the study recommends that surveillance cameras are a good start to ensuring that all activities are watched as this will deter perpetrators of crime from even thinking of committing a criminal act within the institution.

Keywords: crime control, public universities, drug abuse, cultism, South-South Nigeria.

1. Introduction

Ensuring crime control is essential for creating a safe and secure atmosphere, especially in public universities. Public universities in the South-South Geo-political Zone of Nigeria, like higher education institutions, have crime-related concerns that might impede the delivery of excellent education. Various strategies for crime control have been suggested and put into practice to effectively deal with these concerns. This research will analyse and assess these methods, examining their efficiency and consequences for public university campuses in the South-South Geo-political Zone of Nigeria.

One method for controlling crime at public universities is to enforce strict security measures. This involves hiring and training security staff, setting up surveillance systems, implementing access control measures, and installing alarm systems along with

emergency response teams [1]. The procedures are designed to prevent illegal actions, swiftly identify and address occurrences, and guarantee the safety of students, personnel, and property on campus. Another method emphasizes preventive and intervention tactics, specifically targeting the root causes that lead to criminal activities in university environments. These approaches often include educational initiatives, workshops, and awareness campaigns designed to encourage responsible conduct, dispute resolution, and ethical values among students [2]. Creating a pleasant and inclusive campus culture can greatly decrease the occurrence of criminal acts.

Community participation and collaboration are important factors in controlling crime in public universities. Establishing robust collaborations with local law enforcement agencies, community leaders, and other stakeholders can improve the exchange of information, mobilization of resources, and collaborative efforts to comprehensively tackle crime [3]. Public universities can enhance their crime control measures by collaborating with other players that provide knowledge and support.

1.1. Aim and objectives of the study

The aim of this study is to make a critical analysis of the crimes that occur in universities in south-south Nigeria with a view to effectively police the environment for effective teaching, learning and research to take place. The specific objectives of this study are to;

1) Find out the various types of crimes committed in public universities in South-South Geo-political zone of Nigeria.
2) Determine the strategies used in controlling crimes for sustainable development in public Universities in South-South Geo-political zone of Nigeria.

1.2. Research questions

The following research questions are formulated to guide the study:

1) What are the various crimes committed in public universities in South-South Geo-political Zone of Nigeria?
2) In what ways can the various crimes committed be controlled in public universities in South-South Geo-political Zone of Nigeria?

2. Theoretical Framework

2.1. Strain theory

Strain theory is a sociological and criminology theory developed in 1938 by an American sociologist, Robert K. Merton. This theory is rooted in the functionalist perspective on deviance and connected to Emile Durkheim's theory of anomie. Merton [4] argued that society can encourage deviance to a large degree. Merton believed that socially accepted goals put pressure on people to conform. His theory was largely developed due to the social and economic circumstances occurring in the United States society during the early 1900s.

Robert Merton's strain theory stems from a fundamental question that he posed on why the rates of deviance were so different among societies. He thought that there could be deviance where there is a difference between what defines success and what the proper means are to achieve these goals. He found the United States is a prime example of high levels of deviance because there is a high value on achieving success, primarily monetary success, but there are contradictions for the means of achieving success. The college educated worker is respected, but the robber barons who stole their money was also admired, showing success is seen as more important than the means to achieve success. In addition, he also saw how minority groups were unable to get good education,

and if they could then, they could not get a good paying job with it, but the same high standard for success is set for everyone even though not everyone could reach those standards through conventional means.

2.2. Concept of crime

In ordinary language, a crime is an unlawful act punishable by a state or other authority. The term crime does not, in modern criminality law, have any simple and usually accepted definition, though statutory definitions have been provided for certain purposes. The most popular view is that crime is a category created by law; in other words, something is a crime if defined as such by the relevant and applicable law. One proposed definition is that a crime or offence (or criminal offence) is an act harmful not only to some individuals but also to a community, society or the state (a public wrong). Such acts are forbidden and punishable by law.

According to Oxford Dictionary of English, a crime is an action or omission which constitutes an offence and is punishable by law. The British Criminal Law defined crime as any wrong which the government deems injurious to the public at large, and punishable through a judicial procedure in its own name. Also, Hardis (1985) defined crime as any act or conduct of an individual or group in violation of criminal law of the society, otherwise the act does not constitute a crime.

More so, Curzon [5] defined crime as "those act or omission resulting from human conduct which is condemned in itself or in its outcome to be harmful and which the state wishes to prevent and which renders the person responsible liable to some kind of punishment as a result of the crime". "Similarly, crime is related to time and place which means, what constitutes crime today in Nigeria may not be regarded as crime tomorrow in Nigeria. Emile Durkheim developed this argument with his discussion of crime in" "The Rules of Sociological Method" [6].

Durkheim [6] argued that crime is an inevitable normal aspect of social life. Crime is present in all types of society. Indeed, the crime rate is higher in the more advanced industrialized countries. According to Durkheim, crime is "an integral part of all healthy societies". It is inevitable because not every member of society can be equally committed to the collective sentiments (the shared values and normal belief) of society. Since individuals are exposed to different influences and circumstances, it is 'impossible for all to be alike'. Therefore, not everyone is equally reluctant to break the law.

Crime is not only inevitable; it can also be functional. Durkheim [6] argued that "it only becomes dysfunctional (harmful to society) when its rate is unusually high or low". He argued that "all social change begins with some form of deviance and in order for change to occur, yesterday's deviance must become today's normality". "Since a certain amount of change is healthy for society (so that it can progress rather than stagnate), so is deviance (crime). The collective sentiments must have 'moderate energy' so that they do not crush originality, both the originality of the genius.

2.3. Crime in universities

Universities are valued institutions of higher education that help build upon the nation's foundations and serve as an arena where the growth and stability of future generations begins. Crime and aggressive behaviors in universities are therefore the most troublesome social problems in the nation today. Not only does it affect those involved in the criminal incident, it also hinders societal growth and stability and adversely disrupt academic calendar and stagnates educational pursuit. Due to lack of awareness of students about the extent to which crime actually occur on university campuses, many students have become victims of campus crimes. Assaults, rapes, homicide, aggravated assault, robbery, kidnapping, sexual harassment, murder, and drug related crimes, among others are not new and various forms of 'high-tech' offenses such as: cyber

stalking or illegal showing copyrighted material such as video and music occur in higher educational institutions in the United States and other foreign countries. FBI found data on campus crime that include numbers for murders, assault, rape, robbery as well as smart properly crimes [7].

The antecedent literature relating to campus crime is largely behavioral in nature, and the very few studies that have been conducted have been either merely descriptive or regionally based. Utilizing an econometric model, McPheters [8] was the first to attempt to examine the relationship between campus crime and security activity as well as a number of other campus and off-campus variables. Crime data for the study were taken from the FBI's 1975 Uniform Crime Report (UCR). McPheters found that campuses with higher levels of security expenditures tended to have higher rates of crime. McPheters (1978) also discovered that the proportions of students living in dormitories and campuses that were located in close proximity to urban areas with high unemployment seemed to contribute to reported crime. Being located in an urban area above was not significantly correlated with campus crime. His theory suggested that the insignificance of location as an indicator of campus crime could be partially explained by an exchange of risk factors. For instance, a small dormitory population could be seen as a cow-risk factor since there is a tightly knit community, however, if this small dormitory population is in a large city, it has a high risk factor and it is theorized that the location effects would be neutralized. The McPheters study was seriously limited by the small sample size and its generalizability is limited today as the college landscape is much larger and diverse than in the time of the study.

Fox and Hellman [9], utilizing the 1980 FBI Uniform Crime Report, conducted a study on the factors that influence campus crime rates. Their study used data from 222 campuses and was published several years prior to the explosion of media attention to campus crime following the case of Jeanne Ann Clery. The researchers found that colleges and universities have less crime than their surrounding communities, and that location had no influence on the ratio of campus to community crimes. They also discovered positive and significant correlations between campus crime and tuition cost, the percentage of male students, population density, and campus police staffing levels.

Volkwein, Szelest and Lizotte [10] drew upon merged national database containing federal crime statistics, community demographic data, and campus characteristics in order to examine the relationship of campus crime to campus and students' characteristics. Their study found that there are major differences in crime rates between two-year colleges and four-year universities due to the residential nature of four-year universities that changes the campus landscape. Another finding was that campus mission, wealth, and student characteristics (such as the percentage of African American students and the per student revenues) are the best predictors of campus crime. They also found a significant positive relationship between campus property crime and campus police staffing.

Fisher [11] provided a discussion of the legal, legislative and administrative responses to victimization and fear on campuses. The passage of the Crime Awareness and Campus Security Act of 1990 mandated post-secondary schools to publicly report certain crime statistics and security policies, and has led to the media's attention towards crime data of universities worldwide. She posited that schools that were in compliance with the Campus Security Act would offer at least one crime awareness or prevention programme in an effort to both reduce crime rates and make the campus safer by informing students. The researcher notes that many campuses had already installed blue-light emergency telephones or alarms in an attempt to complement the efforts of the university police.

Lin [12] analyzed the deterrent effect of police on crime utilizing state-level data from the Uniform Crime Report issued by the FBI. Within this analysis, tax rates were used as instrumental variables to estimate the effects of police pre-service on crime, under the notion in which; a change in tax rates leads to a change in revenue which changes the

local government revenue from the state and in turn, this is related to a change in number of police which are related to a change in crime. Using OLS and 2SLS, the researcher found that the police presence was a negative impact on crime. The 2SLS model resulted with estimated elasticity of -0.9 for property crimes and -1.1 for violent crimes indicating that there is indeed a decrease in crime when police are increased. This study serves as a valuable asset for understanding the importance in utilizing police in an effort to decrease crime rates, even within a campus setting. Although the study was not done with respect to college campuses and therefore the impact of police should have at least a comparable impact of college campuses as well as in the society.

Recently, Cook, Gottfredson and Nah [13] published a paper that discussed the steps necessary for crime control and prevention. Their study provides numerous policy implications that can further be studied once an understanding of the empirical relationship between campus crime and such variables as enrollment levels, police staffing, regional factors, and campus type is developed. Such policy implications that need empirical verifications are: Campuses will experience lower levels of crime when the schools monitor students (through such activities as employing large police staff) and control access to campus; and that cohesive, communal and personalized environment will have the lowest crime rates.

The importance of policing a college campus stems from the assumption that an increase in police presence results in a decrease in crime. An increase in police should increase the marginal cost of crime and criminals would thus find it more costly to engage in criminal behavior. Police are valuable in deterring crime for a variety of reasons, but the very basic one is that by being seen, they act as a deterrent to crime because they increase the probability of getting caught for the criminals.

It is expected that the incidence of each of the types of crime will be lessened by an increase in the police force. The incidence of pre-meditated crimes (such as murder or rape) will be affected less by an increase in policing than the opportunistic crime (such as burglary or motor vehicle theft). Police lessen the opportunity criminals have to commit crimes. Therefore, the larger the opportunity cost of the crime, the more impact police will have on reducing crime. This can help in determining how to utilize police force depending on the area of patrol. A university, for instance, will have more opportunistic crimes than pre-meditated and therefore an increase in police on campus should have a very significant impact on crime rates.

2.4. Types of crime in public universities in South-South geo-political zone of Nigeria

University students experience a wide variety of crime that includes sexual assault, sexual harassment, stalking, hazing, murder, celebratory violence, dating violence, racial/ethnic and gender-based violence and homicide [14,15].

1) **Sexual Assault:** To Carl [14], "sexual assault refers to 'the acts of rape or attempted rape.' Wikipedia defines sexual assault as an act in which a person intentionally sexually touches another person without that person's consent, or coerces or physically forces a person to engage in a sexual act against their will. It is a form of sexual violence which includes rape (forced vaginal, anal, or oral penetration or dry facilitated sexual assault) groping, child sexual abuse or the torture of the person in a sexual manner [16].

2) **Sexual Harassment:** "Sexual harassment involves inappropriate sexual advances or conduct that is related to employment or students' performance (e.g. unwarranted sex:related comments/graphics or unwelcomed touching).

3) **Stalking:** Stalking is 'the willful, malicious, and replicated following or harassing of another person that threatens his or her safety'. Illegally following and watching someone over a period of time [17].

4) **Violence:** Any activity expected of someone joining a group (or to maintain full

status in a group) that humiliates, degrades, or risk emotional and/or physical harm regardless of the person's willingness to participate could be likened as crime.

5) **Racial/Ethnic and Gender-based Violence:** Racial/ethnic and gender-based violence is a bias crime that the Federal Hate Statistics Act defines as an offence that is initiated by hatred against a victim based on race, religion, sexual orientation, ethnicity, nationality or disability [14].

6) **Celebration Violence:** This involves riots that occur after sporting events, at parties, and other school events.

7) **Campus Dating Crime:** This is the exertion of physical, sexual or psychological harm towards a current dating partner.

8) **Homicide:** Homicide refers to the non-negligent murdering of a human being [14].

9) **Kidnapping:** This is a criminal offense consisting of the unlawful taking and carrying away of person by force or fraud or the unlawful seizure and detention of a person.

10) **Hazing:** Hazing refers to the practice of rituals, challenges and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group including a new fraternity, sorority, team, or club.

11) **Cultism:** Cultism is one of the worst type of crime at the university. A cult is a religious or social group with socially deviants or novel believe and pattern.

12) **Murder:** Murder is the unlawful premeditated killing of one human being by another. Murder is the unlawful killing of another human without justification or valid excuse, especially the unlawful killing of another human with malice aforethought.

13) **Rape:** This is a type of sexual assault usually involving sexual intercourse or other forms of sexual penetration carried out against a person without that person's consent.

14) **Plagiarism:** This refers to the practice of taking someone else's work or ideas and passing them off as one's own.

15) **Examination Malpractice:** This is a deliberate wrong doing contrary to official examination rules designed to place a candidate at unfair advantage or disadvantage.

16) **Assault:** An assault is the act of inflicting physical harm or unwanted physical contact upon a person or, in some specific legal definitions, a threat or attempt to commit such an action. It is both a crime and a tort, and therefore, may result in either criminal and/or civil liability.

17) **Unlawful Conduct:** This is any conduct by a student which violates any local, state or federal law or regulation, or violates any district or school policy, or violates the legal rights of another person.

18) **Picketing:** This is a form of protest in which people congregate outside a place of work or location where an even is taking place often in an attempt to dissuade others from going in; it can also be done to draw public attention to a case.

19) **Intimidation:** Intimidation (cowing) is intentional behavior that 'would cause a person of ordinary sensibilities' to fear injury or harm. The action of frightening or threatening someone, usually in order to do something that you want them to do.

In specificity, common offences/crimes that frequently occur in universities in Nigeria especially those in the South-South include: kidnapping, cultism, murder, rape, plagiarism, examination malpractice, alcoholism, theft, stalking, hazing, sexual assault, drug crime (possession, use of, distribution of drugs), demonstration, picketing, armed robbery, illegal possession of fire arms, unlawful conduct, verbal or written abuse/threats, intimidation, academic dishonesty, disruption of university activities, possession of substances/drugs, misuse/unauthorized use of university documents,

actions that adversely affect the university community's interest, fabrication/falsification of information, complicity in academic dishonesty, and violation of local state and federal laws, etc. [18].

2.5. Causes of crime in public universities in South-South geo-political Zone of Nigeria

As violence within Nigeria increases and filters into adolescent and young population, and as the number of students registering at universities rise, there will inevitably be an upsurge in the rates of crime in its institutions. This has been evident in the nature and incidences of crime that have been depicted in several studies. The crime of rape, theft, assault, vandalism and murder that take place nationwide are beginning to affect university institutions dramatically.

Due to financial assistance, more students make the choice of registering for tertiary education, which means that the number of students from lower socio-economic backgrounds, who live in societies challenged by crime, will also increase. There are common factors that contribute to the ever-increasing crime rate of different institutions. Many of these students from crime challenged communities were taught beliefs, attitudes, and behaviours which may predispose, enable and reinforce violence [19].

The goals of university education as enunciated are critical for national development. However, research by scholars such as Emaikwu and Eba [20], Nwagwu [21]; and Okebukola [22] have shown that many of the Nigerian tertiary educational institutions are finding it increasingly difficult to achieve the stated goals because of the problem confronting them. One of such is the problem of student's insecurity [23,24,25,26,27]. Although students' insecurity is a global phenomenon which has ravaged countries across the length and breadth of the world, its occurrence in Nigeria in the recent past is on the high side.

A number of factors have been adduced as the causes of crimes in Nigeria's tertiary institutions. Like other social problems, it has led to loss of lives and properties. Nobody knows who the next victim will be.

The following factors are responsible for crime in schools:

1) **Family economic background:** The root of deviant behavior is the issue of family wealth and poverty. The low socio-economic status of most parents has some negative effects on their adolescents. The fact that poor parents cannot adequately cater for the material and physical needs of those young boys and girls, they are most likely to deviate [28]. The boys go into stealing while the girls go into promiscuous life. According to Ifedi, as cited in Elechi and Ogbondah [28] "it has been established by criminologists that majority of crimes committed by students arise from poverty". Only the morally minded students can resist the temptations associated with poverty.

2) **Societal factors:** "The Nigerian society is materialistically-oriented; thus, the value system has been relegated to the background." Parents have no time to take care of their children, both spiritually and morally, the resultant effect is that children are involved in one social vice or the other [28].

3) **Lack of family up-bringing:** Parents of most children fail in their parental responsibility. Most children suffer from the inadequate upbringing from parents as a result of broken homes, the transfer of their God-given duties to house-helps; nannies or grandmothers. The children have freedom to do anything, go anywhere, read any book and watch any movie [28].

4) **Peer group influence:** The provision of early tools of socialization for children is the sole responsibility of parents. This is because they have fundamental influence on their children and are models to their children. The value system of a family has enormous implications on the character of the children. Another source of delinquency is the influence of peer group. The spoilt children within a peer group

exert much control and influence on other members of the group. These groups are hardly ever supervised by knowledgeable adults. Some children who have good family training often derail into the web of bad groups, friends, classmates or course mates in school. They learn anti-social behavior when they flagrantly violate norms, rules and regulation of schools and the society at large [28].

5) **Maladjusted personality:** The individual personality of the child matters so much in the school settings. It could either make or mar the well-being of the school. The adolescent period is a challenging one that needs adequate guidance and counselling. Some children develop maladjusted personalities and become frustrated, anti-social, lonely, isolated, sickly and fearful. Their relationships with fellow students and teachers are always harsh and negative [28].

6) **Broken home and instability of the home:** The home where children are brought up and raised can be responsible for cases of deviant behavior exhibited by such children. Houses experiencing death of one parent or prolonged absence of a parent, cases of single parenthood and incessant fighting are likely to have more delinquents and children of alcoholics are more often than not deviant, because such parents can hardly take adequate care of them. Such children even practice the use of alcohol and drugs at an early age [28].

2.6. Consequences of crime in public universities in South-South geo-political zone of Nigeria

Young people are being arrested in ever increasing numbers. It is an observable fact that young people are the main perpetuators of crime within university campuses and residences. While students and staff at tertiary institutions engage in their routine activities on campus, in an attempt to maintain this idealistic view of a tertiary institution, they are not immune to becoming victims of crime on campus.

According to Tseng et al. (2004, as cited in Jennings et al. [29]), "criminal activities on campus not only undermine the quality of the learning environment but also reduce the positive activities of people associated with higher education institutions". High campus crime rates may discourage prospective students from attending certain universities, and may similarly dissuade parents from paying tuition to send their children to institutions that could be regarded as unsafe [30].

Crime and insecurity on campuses negatively affects the learning process, it breads fear and feelings of insecurity amongst students and staff of tertiary institutions and sometimes leads to disruption of the academic calendar. The ensuing impairment of learning on the campus threatens the development of the nation because no nation can rise beyond the capacities of her education. Moreover, cult clashes often lead to wanton destruction of infrastructure and waste of resources [31]. Also, members of secret cults risk losing their lives during the extremely dangerous and rigorous process of initiation or during intra and inter-cult clashes or face off with law enforcement agents; while the lives of people on campus and its environs are threatened by these campus insecurities.

The dangerous nature and far-reaching implications of insecurity can be summarized in the words of Awe [32]. Insecurity in the campus results to liberal consumption of alcohol, drug abuse, employ intimidation by threats, or use of violence, extortion, stealing, arson, arm robbery, sexual abuse and rape, examination malpractice, fierce defense of what each opposition considers its domain of operation and maiming, man slaughter and murder. Crime and aggrieved behavior in universities are therefore the most troublesome social problems in the nation. Not only does it affect those involved in the criminal incident, it also hinders societal growth and stability and adversely disrupts academic calendar and stagnates educational pursuits. Crime in university is undeniably a serious issue of concern for current university students, parents of prospective students, campus law enforcement personnel, and the campus community as a whole [29]. As such, the under-reporting of campus crime becomes a large problem. As Fisher [11] notes, under-reporting leads in turn to a distorted picture of crime on

campus.

Gover et al. [33] identified two major categories of crime that occur on tertiary institutions campuses. The first type referred to as the 'low-probability, multiple-death incident', where consequences are widespread and long-lasting. This can be the effects of rape or murder within an institution. Cases of rape are commonly overlooked and not dealt with accordingly. The respondents used the words sexual assault interchangeably with rape. However, rape is a more serious offense and is becoming more frequent on campuses. The second category includes crimes such as robbery, sexual assault, assault, theft, burglary or fraud, and has a much higher rate of occurrence in contrast to the first. Both these types of crime have entered into university institutions leaving many students victims of crime. As much as that differs in impact, they both leave behind a footprint of trauma, fear and destruction in the institution.

Below are some of the consequences of crime in universities:

1) It has also been discovered that high crime rates result in poor academic performance from students. This is caused by fear invoked in students that makes them refrain from being active in school, campus life and also from trauma caused by victimization.

2) Another way students are impacted is that they lose their sense of autonomy and safety.

3) School violence has serious effects on the aggressor as well as the victims and witnesses [34].

4) Perpetrators of school crime are at risk of developing a maladaptive social life at school that reduces one's ability to forge a sense of belonging [35].

5) The aggressor will also face disciplinary actions when caught that may negatively affect his or her quality of education and future advancement in school [34].

6) Consistent exposure to crime in campuses may possibly harm students' cognitive and intellectual ability, physiological functioning, and their ability to create close attachments.

7) Campus crime and violence yields direct and indirect consequences that impact students, staff and family in several ways [14].

8) The impact of crime on university campuses and associated consequences on a victim are often long-lived and cause the degradation of an individual's wellbeing [15].

9) As a result of victimization, students may leave school temporarily to recover or permanently. Victims that remain on campus may have difficulty concentrating, studying and attending classes due to fear of being in proximity of the violence perpetrator. Therefore, university life may become extremely stressful and the victim may develop severe psychological symptoms [14].

10) Victims of sexual assault report significant higher rates of physical and mental health problems than non-victims such as chronic pain disorders (e.g. chronic pelvic pain); gastrointestinal disorders (e.g. irritable bowel syndrome); somatic complaints (e.g. vomiting and seizures); rape trauma symptoms, fear, anxiety, depression, post-traumatic stress disorders (PTSD); sexual dysfunction, eating disorders, social adjustment, lowered self-esteem, and suicidal ideation [15,36].

11) Victims of sexual harassment may experience elevated levels of anxiety, elicit avoidant behaviour (e.g. absenteeism and withdrawal), increased emotionality (e.g. insecurity), psychological symptoms (e.g. depression), negative social and interpersonal reactions and PTSD [15].

2.7. Fear of Crime

The fear of crime is independent from crime even though closely related [37] and

many researchers assert that the fear of crime has become a major social problem, perhaps, bigger than crime itself [38,39]. Sallo [40] defined fear of crime as a form of psychological distress reducing the quality of life, restricting access to social and cultural activities, impairing social interaction within community. With devastating impact on quality of life of an individual, fear of crime, as a social problem, can have many adverse effects on individual, society, economy and social cohesion. Negative impacts on individuals such as withdrawal, being introverted and social alienation was observed [37]. It also has negative influence on individuals such as anxiety, stress, insecurity, incompatibility, alienation and even psychological disorders [41]. Damaging social peace and shared sense of trust within community, the fear of crime reduces human inter-relationships, weakens and may severe ties [37]. Ferraro [42] defined fear of crime as "an emotional response of dread on anxiety to crime, or symptoms that a person associates with crime". Also, Ward, LaGory and Sherman [43] described fear of crime as "a sense of security and/or teachings of vulnerability".

There are four major theoretical perspectives to fear of crime: The victimization and vulnerability perspectives at the individual level, and the social control and social problem perspectives at the social level [44]. The victimization perspective suggests that personal as well as vicarious experiences with crime influence fear [45,46]. According to vulnerability perspective, physically weaker groups of people such as women, the elderly and children experience fear of crime more intensely than the young ones and men [47,48,49].

According to social control perspective, individuals perceive certain characteristics in the immediate environment as signs of social disorganization and instability indicating that there is something wrong with the neighborhood and that the community's capacity to regulate people's behavior is impaired [44]. The social problem perspective argues that the presentation of abundance of crime news and versus stories with the advanced communication can lead to an increased level of fear by individuals [50,51].

Several studies on fear of crime have been conducted especially including college students. The most significant reason is because the female university students are at higher risk of being raped and assaulted. Thus, females ages 16-19 are most likely to be victims of rape and sexual assault. It is followed by women aged 20-24 years. Such age groups are therefore four times more likely to be victims of sexual assault or rape than among the general population [52].

Previous studies with a sample of university students posit that university students are more likely to become victims due to their lifestyles (going out at night, consuming alcohol, using illegal drugs, frequently partying, etc [53,54,55]. On the other hand, female university students are more vulnerable to sexual victimization compared to men [52,56,57]. A number of studies also revealed that female students are more fearful of crime; believe they are more likely to be victimized, and more likely to engage in self-protective behaviors than male students [58,59].

2.8. Approaches to Crime Control in Public Universities in South-South Geo-political Zone of Nigeria

Ad-hoc Crime Prevention

Ad-hoc crime prevention operations usually focus on visible policing during period of insecurity or security apprehension in the university environment. This is done for the purpose of intimidating the criminal to know that the security forces are ready to curb their excesses and maintain conducive atmosphere in the university community for the existence of serenity for academic work. This type of security may be regarded as "show of force approach" in law maintenance and enforcement. The use of ad-hoc system of crime prevention in the university community is seen as the most reliable means to curb the frequency of the crime occurrence especially to check the incidence of cult attack. The use of show of force is a strategic tool at the front burner of the Chief Security Officers to control crime in

the community which is based on the threat need analysis of campus security requirements for crime prevention.

Supporting this view, Orange [60] opined that ad-hoc crime control in the university environment must align with the national and state crime prevention policies framework. This implies that policing of university environment must be seen from the perspective that, the university community is part of the larger society. The members of the university community should share and promote common collective vision against offenders, through proper coordination of intelligence gathering and sharing for participants of their entire educational programmes. This approach becomes necessary for the sustainability in dealing with broken windows or zero tolerance for minor offences. This type of extreme policing is embraced in order to enhance the safety and security of members of the university community for the sustainable development of their academic programme, teaching and conducting research which is the purpose of establishing the university.

Hard and Soft Approach

Security management in the university environment may not be very visible to the general public to witness but it is tactically planned and implemented through a covert-imbedded operation jointly carried out by state security apparatus in conjunction with the university security departments. The soft and hard approach of security control is tactical in nature for crime prevention in the university environment due to the nature of security breaches that are presently affecting the peace in most university especially those in South-South Geo-political Zone of Nigeria. The infractions ranging from simple safety issues such as drunkenness, drug abuse and traffic violations in the campus do occur to a more serious crime such as rape, examination malpractice, gun possession and kidnapping; and these crimes might not be within the jurisdiction of the university internal security but requires the intervention of the Nigerian police force.

In the event of breach of State and Federal laws, the university management should adopt the hard-core approach to security management strategy in order to eliminate the threat based on zero tolerance to rime. In the event of serious breach of the law, security policies should be put in place for the process of activating the invitation of the state security apparatus immediately to take action as a proactive measure. This procedure is based on reliable intelligence gathering made by staff and students' moles or undercover agents. This approach is best used to reduce the incidence of cultism, drugs, gun running, rape, sexual harassment, financial fraud, armed robbery, attempted murder, hazing, stealing, riot, arson, extortion, corruption and copy-right violation and unauthorized entrance into restricted environment with intent to commit crime.

Reactive and Proactive Approach

Crime prevention is everybody's business and not restricted to the security agents alone; it involves a corporate approach since a society that is crime ridden is not a stable society and may stagnate development in all its areas. Reactive crime control is a process whereby the security forces successfully stop the crime in progress. The justification for the proactive approach is that when offenders are apprehended, and the laws they broke by offending are enforced by punishing them appropriately, it will send a deterrence signal to the offender, criminals, and potential ones. When the police are able to apprehend and punish crime perpetrators, it will help to make them and others to refrain from violating the law [61,62].

Friedmann [63] offered the following definitions of community policing as a policy and strategy aimed at achieving more effective and efficient crime control,

reduce fear of crime, improve quality of life, improve police services and legitimacy through a proactive reliance on community resources that seek to change crime causing situation. The proactive stance as held by Community Policing, embrace for more comprehensive perspective where emphasis is given to achieving more than just crime control, but include giving hope to the community dwellers. Also, non-traditional issues such as fear of crime, quality of life, improved services, and the police legitimacy are included.

However, the starting point of this definition lies not in a greater inclusiveness of its policy objectives but in its focus on crime producing conditions as the likely potential source for reducing crime and achieving other objectives." In Nigeria, police are faced with a lot of challenges involving training, fleet management, equipment, funding, communication, coordination, and poor road situations. These problems seem to have put the Nigerian Police in a difficult situation to be able to use and manage the reactive crime preventive approach effectively and efficiently.

Crime management as a means of sustainable development in Nigerian universities requires the application of new initiatives in crime prevention and policing methods in the management of university environment. In this regard, the proactive crime prevention initiative becomes a strategic security inventory tool at their disposal for implementation in the university campus. Proactive crime control strategy requires members of the university community to "buy in" security agents and university management proactive policies in crime control for the safety objectives of sustainable development in the university to be accelerated in meeting the goals of higher education in Nigeria.

Proactive crime control approach is the systematic management of security situation in terms of information gathering, analyzing and management through effective and efficient intelligent mechanism for the prevention of crime before its occurrence; it involves the near zero tolerance for the breach of law by members of the society. The proactive crime control applies the principles of rule of law and the members of the community see it as their own product. Consequently, they cooperate with security agents to provide vital intelligent information required for effective policing in checking window breaking.

While the research evidence seems to indicate that the mere presence of uniformed officers in an area does little to deter crime, the same cannot be said of more aggressive patrol strategies. Proactive patrol operations shift from random to targeted, specific types of offenders, specific places, and specific types of victims can be considered. Myriad tactics fall under this general philosophy, undercover operations, the use of informants, using decoys, saturating problem areas, and frequent patrols of 'hot spots' are just a few examples.

An important argument in how to better utilize patrol is that random patrols do not work well because crime is not a random phenomenon. While it may seem fair, giving every neighborhood in a city an equal amount of police time and resources is horribly inefficient. A smarter use of resources is to concentrate police resources in high crime areas, and limit resources in areas that experience very little crime. Research evidence suggests that this strategy does indeed have a positive impact on crime. Researchers found that the 911 system received a heavy number of calls for service from a small number of locations. Brief periods of intensive patrolling in those high crime areas effectively reduced robberies and other crimes. Other strategies, such as those used in the San Diego Field Interrogation Study, have shown that aggressively interrogating suspicious persons can lead to a reduction in both violent crime and disorder. The New York City Street Crimes Unit has had success using decoys to apprehend repeat offenders. By having an undercover officer play a 'perfect victim,' officers were able to increase dramatically arrests of muggers.

In the university system, every member of staff and students become non-commissioned intelligent officer and assist the security department of the university in providing useful information for the prevention of criminal activities in the campus and the informants identify is highly protected. The intelligence gathering is decentralized within the structure of the university ranging from porters, hall warders, lecturers, departments, faculties, etc. In addition to the hard approach currently adopted by universities in tackling crime, it is important that they provide the soft approach of education, orientation and intensify awareness regarding crime prevention and the process of reporting crime. Also, support programmes at the eradication of poverty in the campus environment by providing student job opportunities and counselling sessions that are geared towards campus crime eradication as part of the proactive crime approach.

2.9. Education for Sustainable Development

Sustainable development is the organizing principle for meeting human development goals while simultaneously sustaining the ability of natural resources and ecosystem services upon which the economy and society depend. Sustainable development is the overarching paradigm of the United Nations. The concept of sustainable development was described by the 1987 Bruntland Commission Report as "development that meets the needs of the people without compromising the ability of future generations to meet their own needs." In essence, sustainable development could be described as lasting improvement on the quality of life.

Su [64] explained that "sustainable development involves materials, aesthetics, ecological systems, agriculture and forest and human health". Moreover, sustainable development appears to be all encompassing as it covers diverse areas such as population and human development, cultural, social and security, financial, political, economic, ecological resources, ecosystem services and non-renewable energy, pollution, climate change and global environmental management. It equally covers food security, water, deforestation, gas flaring and desertification.

Furthermore, Briggs [65] described sustainable development as a socio-ecological process characterized by the fulfillment of human needs while maintaining quality of life and the natural environment indefinitely. It takes into consideration human welfare and the long-term effects of today's activities including global cooperation to reach viable and long-lasting solutions. Sustainable development also entails that resources need be explored and exploited with regard to the future such that they would not be totally depleted hence sustainable development is the development that is not truncated, aborted or short termed but is long lasting and affects the present and future.

UNESCO [66] has it that "education for sustainable development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future". It also requires participatory teaching and learning methods that motivate and empower learners to change their behavior and take action for sustainable development. Education for sustainable development consequently promotes competencies like virtual thinking, imagining future scenarios and making decisions in a collaborative way.

According to UNESCO [67], education for sustainable development 'empowers people to change the way they think and work towards a sustainable future'. It therefore involves making access to good quality education available at every stage of life. More specifically, education for sustainable development involves educating students on the necessity of sustainable development by integrating sustainable development issues into all aspects of teaching, research and service. This means re-orienting the education system at all levels to help people think and behave in ways that foster a more sustainable planet (for example, global citizenship, recycling, climate change, biodiversity, renewable energy and social responsibility.

2.10. The Sustainable Development Goals

The Sustainable Development Goals (SDGs) were born at the United Nations Conference on Sustainable Development in Rio de Janeiro in 2012. The objective was to produce a set of universal goals that meet the urgent environmental, political and economic challenges facing the world. The SDGs replaces the Millennium Development Goals (MDGs), which started a global effort in 2000 to tackle the indignity of poverty. The MDGs established measurable universally agreed objectives for tackling extreme poverty and hunger, preventing deadly diseases and expanding primary education to all children, among other development priorities.

All the 17 goals interconnect, meaning success in one affect success for others. Dealing with the threat of climate change impacts how we manage fragile material resources, achieving gender equality or better health, help eradicate poverty and fostering peace and inclusive societies will reduce inequalities and help economies prosper. The SDGs are unique because they cover issues that affect us all. They reaffirm Nigeria's international commitment to end poverty permanently, everywhere. They are ambitious in making sure no one is left behind. More importantly, they involve us all to build a more sustainable, safer, more prosperous planet for all humanity" [68].

The Sustainable Development Goals (SDGs) include:

1) "No poverty – Economic growth must be inclusive to promote sustainable jobs and promote equality.

2) Zero hunger – The food and agriculture sector offer key solution for development, and is central for hunger and poverty eradication.

3) Good health and wellbeing – Ensuring healthy lives and promoting the wellbeing at all ages is essential to sustainable development.

4) Quality education – Obtaining quality education is the foundation to improving people's lives and sustainable development.

5) Gender equality – This is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous sustainable world.

6) Clean water and sanitation – Clean and accessible water for all is an essential part of the world we want to live in.

7) Affordable and clean energy – Energy is central to almost every major challenge and opportunity.

8) Decent work and economic growth - Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs.

9) Industry, innovation and infrastructure – Investment in infrastructure are crucial to achieving sustainable development.

10) Reduced inequality – To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized population.

11) Sustainable cities and communities – There need to be a future in which cities provide opportunities for all, with access to basic services, energy, housing, transportation, etc.

12) Responsible production and consumption – Recycle paper, plastic, glass and aluminum.

13) Climate action – Climate change is a global challenge that attracts everyone, everywhere.

14) Life below water – Careful management of this essential global resource is a key feature of a sustainable future.

15) Life on land – Sustainably manage forest, combat desertification, halt and

reverse land degradation, halt biodiversity loss.

16) Peace, justice and strong institutions – Access to justice for all and building effective accountable institutions at all levels.

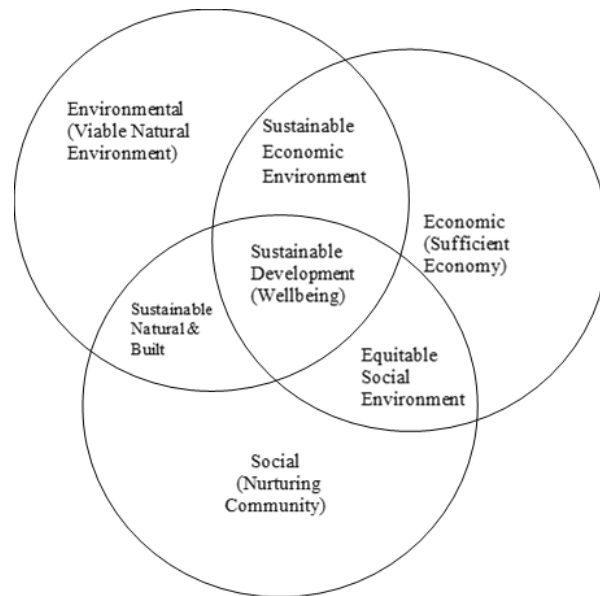17) Partnership for the goals – Revitalize the global partnership for Sustainable development" [68].

Figure 1. Sustainable development

2.11. University as a Catalyst for Sustainable Development

Sustainable development which indicates an all-round development of a nation and its resources depends on quality university education that transforms a relatively unskilled person to skilled human capital and inquire into various fields of knowledge for the benefit of mankind. The position of the university as a catalyst for sustainable development seems to have been long recognized since the inception of the enterprise during the medieval era [69]. The university does it through the generation of advanced knowledge for the improvement of the socio-economic and physical environment of the nation through intellectual investigations and discourse. The importance of the university as a catalyst for sustainable development is heightened now that knowledge as against physical capital is changing the world economy "as the source of present and future wealth. Therefore, the wealth or poverty of nations depends on the quality of higher education and knowledge generated within them [70].

Consequently, in this era of knowledge explosion and innovation economy, universities are expected to continuously improve in generating skills, resourcefulness and creation of public knowledge, as well as exchange of skills between industries and academia and come up with better technologies that support sustainable development. University education is a manpower industry that produces the knowledge and skills necessary for development; therefore, the university must prevent human capital deficiency especially in critical areas of the economy that promote sustainable development.

Due to the nature of their activities and their mission, universities have an important responsibility in transforming societies, and in particular, in contributing to the development of a more sustainable university [71]. Universities can implement sustainability concepts and translate them to practice in different domains: e.g. education and curricula, community outreach, organizational change management/institutional

framework and assessment and reporting [67,72]. They can achieve this either by applying just one or more of these domains or by adopting a whole institution approach [67]. Indeed, efforts are being made by universities worldwide to make sustainable development (SD) part of their institutional framework by proposing new teaching and pedagogical approaches and curricula, collaborating with higher education institutions, encouraging campus sustainability, life experience and running educating-the-educators programmes [72,73].

The university as the bedrock of national development and integration, a leading light and a beacon of scientific breakthrough and technological development and a congregation of intellectuals" constantly reproducing itself tends to confirm the assumption that sustainable development is dependent on human capital. The unique characteristics of the university makes the future possible through the kind of research knowledge generated and disseminated to the other members of the society and these in turn enhance the present and future which sustainable development entails.

The UNESCO [74] and World Bank [70] in agreement reported that universities are founded for the promotion of endogenous capacity, sustainable development, the building and strengthening of peace, understanding among human beings and democracy. Universities also promote freedom and human rights, changes in work processes and in the nature of economic activities and the extra-ordinary development of the new information technologies. They reported that university education must be relevant to individual and community needs and aspirations to be called quality education; as it is only quality education that would ensure sustainable development.

These observations appear similar to the result of the work of Orwig and Caruthers [75] which indicated that university's credibility is enhanced or reduced by the extent to which results are achieved or not, even in a situation where money is never available in unlimited quantity. Therefore, the central task of university education is to train and educate from a long-term perspective, short term adaptation to the labour market, personal development and contribution by individuals to social and economic development through education in citizenship and lifelong training [74]. Thus, the development of the nation's human capital to explore and exploit Nigeria's natural resources tends to depend on the university's ability to generate knowledge, transfer knowledge and apply knowledge. This has necessitated the statement of objectives of teaching, research and community service that are explicitly geared towards the sustainable development of the nation in all ramifications [76].

Globally, the realization of universities as agents of sustainable development appears to have led to the formation of the Commission on Service and Technology for Sustainable Development in the South (COMSAT) in 1994 after the 1992 Earth Summit. The Commission remarked that a vital measure for promoting sustainable development is in developing the capacity of all stakeholders through education. Moreover, the United Nations introduced Education for Sustainable Development (ESD) spanning 2005 – 2015. The eight point Millennium Development Goals (MDGs) include the eradication of illiteracy to solve problems that affect man and his environment.

The IIEP emphasized the importance of university education to nation building when it reported that national competitiveness today depends on the capacity to produce and absorb knowledge. Knowledge itself promotes economic growth and development and has become an international service traded between countries that attracts capital investment, invites competition and produces profit that is sometimes higher than the other sector. Accordingly, Nwokolo [77] asserted that a country is said to be technically advanced when it has acquired the scientific, technological, and industrial infrastructure to manufacture and sell enough goods and expertise to sustain economic growth and is able to feed her people." However, Ogomudia [78] and Ajayi [79] revealed that the problem of university education in Nigeria ranged from ineffective planning and implementation of policies arising from ineffective policy decision making, inconsistency of policies, inadequate funding and inadequate infrastructure probably occasioned by

financial impropriety. Other identified problems include sub-standard admission system, distressed product of secondary schools, interference from government, and non-adherence to carrying capacity by the universities, bureaucratic bottlenecks and poor management among others.
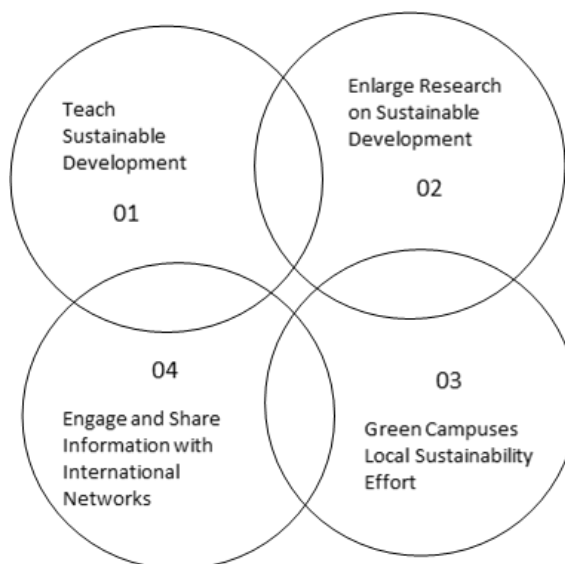

Figure 1. Integration of sustainable development in higher education

Higher education has played an important role in promoting sustainable development during the past decades and continues to do so. The vision of education for sustainable development is "a world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future for positive society transformation" [67]. Scott and Gough [80] stressed that "it is not the job of the universities to promote particular orthodoxy (in the form of sustainable development), it is their job to educate students to examine critical policies, ideas, concepts and systems, then to make up their mind in thinking about the direction and nature of sustainable human development."

Hence, an education that seeks to balance human and economic wellbeing with culture, and respect for earth's natural resources should be the focus of universities for developing the required behaviour towards sustainability. In this vein however, all the stakeholders (educators, learners, and the community) need to reflect on their communities and be empowered to fulfill this vision of sustainability. UNESCO in Palmer [81] while considering the role and functions of the university in promoting sustainable development stated these issues should be properly addressed:

1) Increasing the relevance of teaching and research for the societal process leading to more sustainable development and discouraging unsustainable patterns.

2) Improving the quality and efficiency of teaching and research.

3) Bridging the gap between science and education, and traditional knowledge and education.

4) Strengthening interactions with actors outside the institution, in particular local communities and business, and

5) Introducing decentralized and flexible management concepts".

UNESCO [66] further posited that, "societal problems are almost complex problems that seek for multidisciplinary approaches". The challenge for universities therefore is to create rich learning environment that prepare learners for their roles in the society. Finally, universities vary considerably in how they approach sustainability: Some can

concentrate on minimizing their ecological impact through changes in campus operations, others emphasize sustainability in their curricular; also, others concentrate on outreach programmes and/or embedded "sustainable development principles in their overall development strategy.

2.12. *Ways of Controlling Crimes for Sustainable Development*

As the popular saying goes – Prevention is better than cure. Same rule applies to crime, as prevention of crimes or control of crimes has been proven to be productive and helpful. The Thirteenth Crime Congress being held in Doha, Qatar, from 12-19 April 2015 marks the 60th anniversary of these meetings and is set to consider how best to integrate these important areas into the United Nations' global work in addressing social and economic challenges. The Crime Congress is the world's largest and most diverse gathering of Governments, civil society, academia and experts in crime prevention and criminal justice. For the past six decades the congresses have had an impact on policies and strengthened international cooperation against the global threat of transnational organized crime. As a global forum, UN Crime Congresses enable the exchange of information and best practices among States and professionals working in this field. This year, the Crime Congress will focus on four areas:

1) Successes and challenges in implementing comprehensive crime prevention and criminal justice policies and strategies to promote the rule of law nationally and internationally and to support sustainable development;

2) International and regional cooperation to combat transnational organized crime;

3) Comprehensive and balanced approaches to prevent and adequately respond to new and emerging forms of transnational crime; and

4) National approaches to public participation in strengthening crime prevention and criminal justice.

General Jan Eliasson [82] opined that sustainable development is seriously hampered where there is violence and crime, and where there are no means to resolve grievances. Insecurity, corruption and crime impede access to health to education and other basic services. They steal these services from the people who need them. This undermines trade and commercial relations, job opportunities and the protection of property. All these harms individuals and damage societies. A deeply worrying trend is the growing relationship between organized crime and terrorism, something we have to watch very, very carefully. What is called sustainable development is builds on an economic discipline that has changed in content, methodology and major objectives over time. Whether sustainable development will be the paradigm for future academic textbooks on economic development is as yet unclear, but it is true that the concept will seriously influence the future discourse and development science.

2.13. *Community Policing*

The concept of community is used in a variety of ways. Community may refer to the neighborhood in which people live; or refer to a group of people with common identity, such as race, ethnicity or religion; or refer to people with common profession, interest or needs. In Africa, communities can be formed on the basis of kinship and the extended family system. In traditional Africa, the family community is extremely important the family was the basic component of social structure. According to Shorter [83], many traditional African societies were construed on the principle of lineage segmentation, or experience a precarious unity, focused on the political symbolism of a ruling family, related through a final links to the clan of commoners.

In other words, the African village or settlement usually represented a convergence of loyalties that made for strong sense of community. In the early social science literature,

the concept of community was defined in terms of a part of the larger society, a geographical area with definite legal boundaries, occupied by residents engaged in interrelated economic activities and constituting a politically self-governing unit [84].

It is possible therefore to arrange the definition of community in groupings:

1) Those related to neighborhood
2) Those focus on social interaction
3) Those that highlighted feeling of belonging and social solidarity; and
4) Those based on rural or urban experience."

This is a strategy in which people/communities' role are actively involved to help prevent/identify crime. The police get crucial information about criminals and their activities from common citizens in this community. Community in this context involves School and its environment. However, some tools also have a role in community policing. They are:

1) Surveillance (close observation of a person or group)
2) Working incognito (by involving others)

Though several such tools like "surveillance" and "working incognito" are available, in most cases these tools are unable to make their presence felt. Policemen do believe that root cause for any crime is 'victim's own behavior'. Due to either irresponsibility or lack of interest or lack of time, many people are not closely observing ill behavior of their neighbors. Therefore, to keep an extra eye and ears open towards crime being committed within the community, technology can be integrated.

Osakede et al. [85] undertook a study with the objective focused on examining community policing and insecurity in Nigeria with reference to Ikorodu and Badagry Local government areas in Lagos State. The study made use of interview and cases of criminal activity reported by the community vigilante group in Ikorodu and Badagry local government area to the Nigeria Police force. The obstacles responsible for the abysmal performance of Nigeria Police are inefficient, corruption, extrajudicial killings, intimidation, poor welfare, inadequate personnel just to mention a few. The study adopts Spearman's Rank Correlation Co-efficient to analyze the cases of criminal activity reported by the community vigilante groups to Nigeria Police. The study reveals that there is a co-efficient correlation between Community policing and the Nigeria Police in protection of life and properties in Nigeria. The study concludes that grass root security, neighborhood watch, neighborhood town meetings, vigilante group and other security strategies to make the police common structured less central and continue engagement of public in security operation. The study recommends among others, that, community participation should involve joint working relationship and cross partnership, in close collaboration at state and local government levels through the state security council.

Numerous definitions of community policing exist, but a common thread runs through them. Wrobleski and Hess [86] defined community policing as an organization wide philosophy and management approach that promotes community, government and police partnerships; proactive problem solving; and community engagement to address the cause of crime, fear of crime and other community issues. The essence of community policing is to return to the day when safety and security are participatory in nature and everyone assumes responsibility for the general health of their community not just a selected few, not just the local government administration, not just the safety forces, but absolutely everyone living in the community [87].

Miller and Hess [88] defined community policing as a belief that working together, the police and the community can accomplish what neither can accomplish alone. Community policing is a collaborative effort between the police and the community that identifies problems of crime and disorder and involves all elements of the community in the search for solutions to these problems. It attempts to actively involve the community with the police in the task of crime control by creating an effective working partnership

between the community and the police. Under the community policing ideal, community members and the police are expected to share responsibility for establishing and maintaining peaceful neighborhoods.

According to Skolnick and Bayley [89] community policing involves at least one of the following elements:

1) Community based crime prevention.

2) The re-orientation of patrol activities to emphasizes the importance of emergency services.

3) Increased police accountability to the public

4) A decentralization of command

5) Greater use of civilians of all levels of police decision making.

Components of community policing according to Bohn and Haley [90], these elements or components contain in the community policing philosophy are identified differently by different scholars. According to Wrobleski and Hess [86] the two critical elements of community policing are partnership and problem solving. On the other hand, Bohn and Haley [90], in addition to the elements recognized by Wrobleski and Hess, included the element of change management. It was argued that achieving the goals of community policing requires successful implementation of three essential and complementary components or operational strategies, namely Community partnership, problem solving, and change management [90].

In a nutshell the key elements or components of community policing are commonly recognized to be community partnership, problem solving and change management. Firstly, community partnership is the first component or element of community policing and is often seen as the cornerstone of community policing. Establishing and maintaining mutual trust between citizen of a community and the police is the main goal of the first components of community partnership require police to always recognize the need for cooperation with the community and to encourage members of the community to come forward with crime fighting information.

While problem-solving requires a lot more thought, energy and action than traditional incident-based policing responses to crime and disorder. In full partnership, the police and a community's residents and business owners identify core problems, propose solutions, and implement a solution. Thus, community members identify the concerns that they feel are most threatening to their safety and well-being. Those areas concern then become priorities of joint police-community interventions [90]. However, for this problem-solving to operate effectively, the police need to devote time and attention to discovering a community's concerns, and they need to recognize the validity of those concerns. Police and neighborhood groups may not always agree on the specific problems that deserve attention first. In community policing both problems should receive early attention from the police, other government agencies and the community.

Some community policing advocates recommend a four-step problem solving process [86,90,91]. This process is popularly referred to as SARA literarily meaning Scanning, Analysis, Response and Assessment. By Scanning it simply entails identify problems; Analysis means understanding the underlying conditions, while Response means developing and implementing solutions; Assessment refers to determining the solutions effect [90]. Another component in community policing is the idea of change management. Forgoing community policing partnership and implementing problem-solving strategies necessitates assigning new responsibilities and adopting a flexible style of management. Traditionally, patrol officers have been accorded lower status in police organization and have been dominated by agency structures. Community policing in contrasts, emphasizes the value of the patrol function and the patrol office as an individual. This requires the shifting of initiative, decision making and responsibility downward within the police organization. Patrol officers are the most familiar with the

needs and concerns of their communities and are in the best position to forge the close ties with the community that lead to effective solutions to local problems. Under community policing, police management must guide rather than dominate, the action of the patrol officers and must ensure that patrol officers have the necessary resources to solve the problems in their communities. Management must determine the guiding principles to convert the philosophy of the agency to community policing and then to evaluate the effectiveness of the strategies implemented [86].

Essentially, community policing is a philosophy with operating principles based on the assumption that changes today will make communities safer and more attractive tomorrow, which is achieved by working together towards shared goals [92]. Community policing brings the police and community closer and offers a myriad of other benefits. Palmiotto explains the benefit of community policing to be:

> ...a game the Police can't lose. If coproduction through community participation leads to lower crime rates and higher arrest rates, the Police can take the credit for being foresighted agents of change. If community policing fails to increase public security, the public is hardly likely to reduce support for policing because a new gambit doesn't work out. Moreover, even if the police cannot actually deliver on the large goal of crime reduction, a heightened police presence is reassuring. Thus, community policing reduces fear of crime-and, from the perspective of political benefits to police, delivers the message that police care" [93].

Specifically, the imperatives for community policing include:
1) Improving police-community relationships and community perceptions of police;
2) Increasing community capacity to deal with issues;
3) Changing police officers' attitudes and behaviors;
4) Increasing perceptions of safety; and
5) Reducing crime, disorder and anti-social behavior [94].

Improving Police-Community Relationships and Community Perceptions of Police

Community policing enables police to develop improved police-community relationships [92]. This provides the police with the opportunity to meet the community's needs, while increasing public accountability over police through participation [93]. A number of initiatives have showed positive improvements in police-community relationships and community perceptions of police [95].

Increasing Community Capacity to deal with Issues

Building community capacity can mobilize and empower the community to identify and respond to concerns [92]. The benefit of an empowered community is a stronger community who want to participate in addressing issues [96]. Community policing offers the public a larger window into police activity and provides opportunities for 'grass roots' support for police [93]. However, communities with existing capacity are more likely to participate in community policing, but are less likely to benefit from it because, in general, they are already proactively addressing issues to increase community safety [97].

Changing Police Officers' Attitudes and Behaviors:

Strong anecdotal evidence suggests that community policing has positive effects on police through increased job satisfaction and improved interaction with, and confidence in, the community [98]. Mayhill [97] argued that community policing

'embeds' officers within the community where they become more understanding of the local situations and promote a positive image of police. This provides the officers with the opportunity to make positive community-police experiences and contacts, which is said to increase morale amongst police through the encouragement of a supportive and welcoming community [93].

Increasing Perceptions of Safety/Decreasing Fear of Crime:

It is widely accepted that community policing increases the perceptions of safety and decreases the fear of crime. Skogan [95] argued there is evidence to suggest that increasing community-police interactions are associated with lower levels in fear of crime. However, police and the community have differing levels of perceptions of safety and it has been suggested that police are more likely to perceive a reduction in the fear of crime than the community.

Reducing Crime, Disorder and Anti-social Behavior:

Community policing is beneficial as a policing approach to address a range of different crime, disorder and anti-social behavior. For example, community policing approaches have been used to address graffiti and property damage to gang violence and organized crime [95]. More recently it has been an approach adopted to deal with anti-terrorist activities in some communities. Sherman [99] argued that community policing needs clear objectives that focus on crime risk factors. While there is fairly strong evidence that community policing is able to reduce disorder and anti-social behavior, overall findings are mixed about the ability to reduce crime [97]. Reducing crime, although a benefit, is not always the main focus of the community policing programmes and often the principal outcome is to reduce victimization.

The police are termed to be fraught with so many problems that they engage in some activities which make the public lose confidence in the police and even distance themselves from the police. The public no longer see police as their protector of live and properties but rather as extortionist in the course of law enforcement. These therefore require certain consideration or measure to be taken in order to cement the relation between the police and the public. For cordial relationships between the police and the public facilitates police efforts at crime prevention and control, since the public provide most of the information about crime, otherwise most of the crimes committed will go unnoticed and unidentifiable.

2.14. CCTV Technologies

CCTV an acronym for Closed Circuit Television. CCTVs consist of video cameras to capture images/video of people's moves and actions. They are mostly useful in surveillance. With the increase in the innate abilities of CCTVs, developed countries have incorporated it into educational institutions. Traditional CCTV systems require a separate functionality that uses coaxial cable. This cable is to enhance point-to-point transmission of video from a camera to a recorder. The development of digital video allowed the advancement to fiber optic and twisted pair cables. These image streams are stored in a digital format on other computer or servers. So, the end users can view entire zone or a particular place by sitting at one system. Advanced CCTVs consists of microphone to record the audio along with video to give added advantage to the end users.

With the presence of CCTVs hidden and openly fixed, people are conscious of their actions thereby bring decorum in behavior. As a part of improving security system, CCTV can be used for surveillance for the controlling of crimes that may aid sustainable

development in universities. It is a fact that "there are around 4.5 million CCTV cameras in Britain, one for about every 14 people, which capture the average person around 300 times a day".

Police are the major users of these systems where as we can also find them in shopping malls, banks, restaurants and even in cinema theaters. Cases have shown that criminals also use such hidden cameras in ATM centers to keep track of passwords of the user accounts to steal money. It shows that CCTVs are vulnerable to such threats. But still they are widely used. CCTV opponents point out that CCTV does not reduce crime but displaces it. Many argue that CCTVs must not be placed in private places as it is nothing but invading privacy of respectable citizens. But they do appreciate the usage of those cameras only in public places to reduce evil activities.

Closed-circuit television utilizes video cameras in surveillance of a particular area using a limited number of surveillance monitors. Almost all video cameras fit in the usage as the CCTV cameras, although the ones used must have high definition for accuracy in monitoring mainly in banks, supermarkets, casinos, airports, military institutions, and convenience stores. In most cases, the cameras function in deterring crime from occurrence and minimizing the levels in places where it cannot stop completely. According to Jewitt [100], in many parts of America, Europe, and Asia, CCTV surveillance proved one of the best ways of crime prevention as the criminal cases decreased proportionately as more of the cameras came into existence. However, the comfort from their use lasted no long s the people soon went back to the old ways. Old crimes started to resurface thus a good number of people began to lose faith in the cameras. This paper evaluates how effectively CCTV can help deal with the criminal cases with the goal of determining the relevance and benefits of their application and use.

On one front, CCTV does a great job in prevention and reduction of the criminal activities committed throughout the economy. However, paradoxically, there are factors that reduce the effectiveness of the cameras. The surveillance prevents crime to high levels due to various factors. First, the cameras provide evidence of crime hence it deems easier to track the criminals [101]. Previously, proving crimes presented some of the greatest challenges to the courts in many countries thus many criminals did not face any charges for their crimes, which encouraged more crimes. However, security surveillance changed the whole game and as long as they installed them on scene before the occurrence of the crime, evidence tracking deems more specific and reliable due to the unity of direction in investigations. In tests for their efficiency, the cameras reduced theft and general crimes in the casinos and the parking lots in the United Kingdom by over 51% thus they proved efficient in crime prevention. The few people attempting crime with the cameras find themselves in court with clear evidence of their acts and mostly get conviction.

Alarm notification is the best way that the CCTVs can function in prevention and reduction of crime. According to Guha [102], in most of the stores where the surveillance security applies, the commodities or area covered deems specific and clear. The case withstanding, the security personnel can protect the main item or area of focus by connecting it to alarm notification in case of criminal moves. In this kind of protection, the activities and movements in a particular area must fit into a program from which deviation alerts the alarm. Items made of glass prove the best to secure using the automatic alarm connection because the breaking attempts fit into many alarm programs easily. Any attempt made to break the glass trickles the alarm hence the whole security detail gets the signal and action can follow faster. Using the automatic alarm notification prevents the crimes from occurrence by short intervals, although the protection cannot miss the attention of the security due to its attention demand and command.

The psychological effect of the presence of surveillance serves as the greatest step in crime reduction and prevention. CCTV protection serves to remind the people of their security measures that they would otherwise forget easily. Psychologically, people understand that a place under surveillance may deem insecure if the security did not

exist. In such cases, people walking, working, or operating in the protected areas take more measures to protect their property thus the CCTV psychologically prevents crime by influencing the potential victims. The potential criminals can also experience the psychological effect not to commit crime in places, which appear secured [103]. Robbery on moving trains in Brazil deemed so rampant before the trains started using the CCTVs because the criminals felt no pressure in executing the illegal activities towards the passengers. Immediately the CCTVs came to force, the cases disappeared. The criminals understand that any evidence beyond doubt of their activities may lead them to court. Due to experiences, the criminals also understand that the CCTVs maximally provide any evidence of crime in the areas targeted. Psychologically, the criminals fear executing their activities as the authorities can easily catch them. CCTVs thus affect the criminals psychologically to stop their activities.

The first cause of crime occurs as the fear that the crime will actually occur among the people. Most of the people living in insecure areas believe that they may fall under attack any time and become the next victims of the criminal losses. The CCTVs eradicate the fear among the people in order to deter crime occurrence. Presence of the surveillance services assures the people that the surveyed areas deem more secure than the areas under no surveillance hence more people access the protected areas compared to the areas with no CCTV [104]. When the number of people in a particular place increase, the criminal activities actually decrease, as there are more witnesses in case any crime would occur. More so, targeting particular people when the crowd deems large cannot happen easily thus the CCTV presence only can deter crime.

The CCTVs receive unlimited praise for their proven prowess in crime prevention and protection although they do not function to maximum prevention. Deterring crime using the CCTVs may deem tricky due to several factors. First, the criminals could easily change their target. The cost of making sure that all the avenues for crime seal using surveillance cameras deems too high to undertake. When a particular area attracts attention as prone too crime, security will likely beef up in the area and the next step likely falls to the CCTVs [105]. When the criminals observe the cameras from the one look of their installation, they can plan on new targets for their activities thus prove hard to track. The series of change in targets can go on changing for as long as the leadership appears determined to stop the criminals. Whenever the security agents cannot identify the exact place to put a trap for the criminals, catching up with them toughens. The criminals seem aware of the same fact thus they utilize it to the best that they can.

Strict observation of the monitors may become tough if the area under surveillance deems larger than expected. Some areas prove hard for the cameras and the observers to monitor and follow up easily. The toughness to observe and follow the areas appears due to the cat that the place has more cameras hence many screens' observation must take place at the same time. When the area watched over appears big and complicated with many people, confusions and misinterpretation of activities can easily occur thus provide loopholes for occurrence of crime. A person can hibernate before one camera and go unnoticed because the monitors deem a little many. Misinterpretation of the signals sent from different points can also create loopholes for advanced crimes in the area.

Lack of independence in the CCTV system gives a huge loophole to the criminals in case the gang may come when organized. Guthrie [106] infers that most of the criminals understand that the CCTVs function with electric power and that it takes them time to readjust after the lights go off. Consequently, an organized group of people with criminal intentions can easily undertake criminal activities and go unnoticed if they tamper with the power line first. The transfer of the video signals from the high-definition cameras to the monitor screens occurs through signals sent through straight transmissions. Due to advances in technology, the criminals can easily hack into the signals and tamper with them to facilitate their criminal activities.

CCTV helps in monitoring and not the actual eradication of crimes. According to Guha [102], most of the people wonder about those who commit intentional crimes

publicly. Some people know the repercussions of the activities they engage in, especially the criminal activities yet they still go ahead and do them. The CCTVs provide evidence that the people actually committed the crimes but do not deter them from the same. In fact, the people may get motivation to do more damage because they know that they get into the trap anyway. In this regard, as much as the surveillance creates a feeling of security in a particular area, some crimes go beyond the mere ability of surveillance thus the security agents cannot fall back and resign to the CCTVs. In advanced cases especially with the alarm-programmed CCTVs, some activities do not deem criminal to the CCTVs apart from the programmed crimes. People can thus commit unique mistakes and crimes and still get away with them because the crimes do not show in the CCTV cameras.

At the face of it, CCTV appears as one of the most effective ways to prevent occurrence of crimes. People with plans to undertake criminal activities cannot go ahead because they can appear on the monitoring screens and face trial. Evidence deems circumstantial and accurate when the CCTVs function in security. Crimes can also reduce due to the feeling of security among the people that eradicates fear thus CCTVs yield more results that are positive. However, the CCTV security can yield enormous setbacks especially where they do not have sufficient monitoring. Consequently, the CCTVs show the best protection and security beef although they should not function to replace but rather to supplement the existing security systems.

3. Method

The research design used in this study is survey correlational design. It is associated with quantitative data that is designed to provide insights about the topic.

The population of the study is all the 342,810 undergraduate students in the thirteen public universities in South-South Nigeria, which include, the University of Uyo, Akwa Ibom State, the University of Calabar, Cross River State, Federal University, Otuoke, Bayelsa State, The University of Port Harcourt, Rivers State, Delta State University, Abraka, University of Benin, Edo State, Rivers State University, Nkpolu-Oroworuko, Port Harcourt, Cross River State University of Technology, Calabar, Ambrose Ali University, Ekpoma, Edo State and Ignatius Ajuru University of Education, Rivers State, Federal University of Petroleum Resources, Effurum, Delta State, Niger Delta University (NDU) Amasoma, Bayelsa State, Akwa Ibom State University of Technology, Uyo.

Table 1. Study population

SN	University	N
1	University of Benin, Edo State	68,824
2	University of Calabar, Cross River State	44,999
3	University of Uyo, Akwa Ibom State	25,676
4	Federal University, Otuoke, Bayelsa State	6,350
5	Delta State University, Abraka	36,720
6	Cross River State University of Technology	14,999
7	Ambros Ali University Ekpoma, Edo State	28,610
8	Ignatius Ajuru University, Rumuolumeni, Port Harcourt	15,825
9	University of Port Harcourt, Rivers State	39,999
10	Rivers State University, Port Harcourt	29,939
11	Federal University of Petroleum Resources, Effurum, Delta State	5,320
12	Niger Delta University (NDU) Amasoma, Bayelsa State	16,550
13	Akwa Ibom State University of Technology, Uyo	8,999
	Total	**342,810**

The instrument for data collection was a researcher designed 65-item questionnaire. The questionnaire was used to measure the relationship between policing and crime control in the universities in South-South Geo-political zone.

4. Results and Discussion

4.1. Results

<u>Research Question 1:</u> *<u>What are the various crimes committed in the Universities in South-South Geo-political zone of Nigeria?</u>*

Table 2. Summary of mean rating of the various crimes committed in the Universities in South-South Geo-political zone of Nigeria

SN	Various crimes committed in the Universities	N=1457 Mean	SD
1	Kidnapping	3.33	0.61
2	Cultism	3.34	0.52
2	Murder	3.26	0.61
4	Rape	3.41	0.67
5	Plagiarism	2.80	0.90
6	Examination malpractice	3.13	0.63
7	Alcoholism	2.93	0.83
8	Theft	3.42	0.61
9	Sexual assault	3.41	0.72
10	Drug crime (possession, use of, distribution of drugs),	3.15	0.73
11	Armed robbery	3.05	0.63
12	Violent demonstration	2.84	1.02
13	Illegal possession of fire arms	3.39	0.66
14	Unlawful conduct	3.43	0.60
15	Verbal or written abuse/threats	3.26	0.61
16	Intimidation/bullying	3.32	0.62
17	Academic dishonesty	3.09	0.61
18	Disruption of university activities	2.81	1.03
19	Misuse/unauthorized use of university documents	3.42	0.60
20	Actions that adversely affect the university community's interest	3.36	0.65
	Grand mean	**3.21**	**0.24**

The result from Table 2 shows the summary of mean rating of the various crimes committed in the Universities in South-South Geo-political zone of Nigeria. It shows that the grand mean rating of the respondents over crimes committed by the students in the universities in South-South Geo-political zone of Nigeria was 3.21, SD=0.24. Specifically, the most significant crime committed were unlawful conducts (M=3.43, SD=0.60), this was followed by misuse/unauthorized use of university documents (M=3.42, 0.60), theft (M=3.42, SD=0.61), rape (M=3.41, SD=0.67) and sexual assault (M=3.41, SD=0.72) among others. The least crime committed in the Universities in South-South Geo-political zone of Nigeria was plagiarism (M=2.80, SD=0.90).

Table 3. Summary of mean rating on the ways various crimes committed be controlled in the Universities in South-South Geo-political zone of Nigeria

SN	Crime control	N=1457	
		Mean	SD
21	Zero tolerance to kidnapping	3.18	0.67
22	Discouraging cultism	3.23	0.60
23	Control of murder	3.08	0.93
24	Minimizing the rate of rape	2.99	0.93
25	Discouragement of plagiarism	2.97	0.89
26	Minimizing examination malpractice	3.20	0.65
27	Warning against Alcoholism	3.49	0.73
28	Punishing cases of theft	3.02	0.62
29	Prosecuting sexual assault culprits	3.20	0.63
30	Tracking drug crime (possession, use of, distribution of drugs),	2.53	1.08
31	Prosecuting armed robbers	3.26	1.04
32	Discouraging violent demonstrations	3.33	0.63
33	Reporting illegal possession of fire arms	3.37	0.51
34	Discouraging unlawful conduct	3.10	0.46
35	Discipline verbal or written abuse/threat offenders	3.01	0.98
36	Discourage intimidation/bullying in strong terms	2.99	0.72
37	Discourage academic dishonesty	3.11	0.74
38	Prevent the disruption of university activities	3.01	0.94
39	Punish the misuse/unauthorized use of university documents	3.46	0.78
40	Punish actions that adversely affect the university community's interest	3.08	0.73
	Grand mean	**3.13**	**0.32**

The result from Table 3 shows the summary of mean rating on the ways various crimes committed can be controlled in the Universities in South-South Geo-political zone of Nigeria. It shows that the grand mean rating of the respondents over the ways various crimes committed can be controlled in the Universities in South-South Geo-political zone of Nigeria was 3.13, SD=0.32. Specifically, the most significant way in which these crimes could be controlled was warning against Alcoholism (M=3.49, SD=0.73) and this was followed by punishing the misuse/unauthorized use of university documents (M=3.46, SD=0.78), reporting illegal possession of fire arms (M=3.37, SD=0.51), discouraging violent demonstrations (m=3.33, SD=0.63) and prosecuting armed robbers (M=3.26, SD=1.04). The least way of controlling crime as rated by the respondents was tracking drug crime (possession, use of, distribution of drugs), (M=2.53, SD=1.08).

4.2. Discussion of findings

The various crimes committed in the universities in South-South geo-political zone of Nigeria

The result from Table 2 shows that the grand mean rating of the respondents over crimes committed by the students in the universities in in South-South Geo-political zone of Nigeria was 3.21, SD=0.24. Specifically, the most significant crime committed were unlawful conducts (M=3.43, SD=0.60), this was followed by

misuse/unauthorized use of university documents (M=3.42, 0.60), theft (M=3.42, SD=0.61), rape (M=3.41, SD=0.67) and sexual assault (M=3.41, SD=0.72) among others. The least crime committed in the Universities in South-South Geo-political zone of Nigeria was plagiarism (M=2.80, SD=0.90). The finding is in agreement with an earlier finding of Afolabi [107] which revealed that there was a relationship in the security outfit and control of crime.

The ways various crimes committed can be controlled in the universities in S0outh-South geo-political zone of Nigeria

The result from Table 3 shows that the grand mean rating of the respondents over the ways various crimes committed be controlled in the Universities in South-South Geo-political zone of Nigeria was 3.13, SD=0.32. Specifically, the most significant way in which these crimes could be controlled was warning against Alcoholism (M=3.49, SD=0.73) and this was followed by punishing the misuse/unauthorized use of university documents (M=3.46, SD=0.78), reporting illegal possession of fire arms (M=3.37, SD=0.51), discouraging violent demonstrations (M=3.33, SD=0.63) and prosecuting armed robbers (M=3.26, SD=1.04). The least way of controlling crime as rated by the respondents was tracking drug crime (possession, use of, distribution of drugs), (M=2.53, SD=1.08). The finding is in agreement with an earlier finding of Reinarman and Rela [108] which suggested that legalizing and regulating drug production and supply would lead to a dramatic decrease in crime at all levels, as legally regulated supplies of heroin and cocaine to active addicts do not necessitate fundraising offending and would therefore have the potential to reduce property-appropriated crime.

Summary of findings

1) The various crimes committed by students in the Universities in South-South Geo-political zone of Nigeria were unlawful conducts, misuse/unauthorized use of university documents, theft, rape and sexual assault among others. The least crime committed in the Universities in South-South Geo-political zone of Nigeria was plagiarism.

2) The ways various crimes committed could be controlled in the Universities in South-South Geo-political zone of Nigeria were warning against Alcoholism, punishing the misuse/unauthorized use of university documents, reporting illegal possession of fire arms, discouraging violent demonstrations and prosecuting armed robbers. The least way of controlling crime as rated by the respondents was tracking drug crime (possession, use of, distribution of drugs).

5. Conclusion

Students at the Universities in South-South Geo-political zone of Nigeria have been involved in crimes such as unlawful conducts, misuse/unauthorized use of university papers, theft, rape, and sexual assault. To control various crimes in the Universities in the South-South Geo-political zone of Nigeria, measures include warning against Alcoholism, punishing the misuse/unauthorized use of university documents, reporting illegal possession of firearms, discouraging violent demonstrations, and prosecuting armed robbers. According to the respondents, the least effective method of managing crime was monitoring drug-related offences such as drug possession, use, and distribution.

In light of these results, the research recommendation are as follows.

3) Surveillance cameras are a good start to ensuring that all activities are watched as this will deter perpetrators of crime from even thinking of committing a criminal act

within the institution.

4) There should be an effective drug regulation on Nigeria university campuses to minimize drug abuse.

5) The university serves a larger community of people other than just its students, access cannot be denied to people who wish to properly use the university's facilities just because others choose to misuse it. Thus, security measures to prevent crime needs to be upgraded and a proactive system needs to be put in place.

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