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Student Self-Policing, Safety and Security Consciousness in Nigerian Schools: Crime Prevention Through Environmental Design for University of Jos Plateau State.

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Abstract

In 2014 Boko Haram kidnapped 300 Chibok girls in Borno State and 110 Dapchi girls in Yobe State in 2018, and thus the current insecurity in Nigerian Schools began. Zamfara, Niger, Kaduna, Kogi, and Plateau schools have been victims. Atthe University of Jos, Plateau State, three students were killed in August 2021 and seven were kidnapped in 2023. Often, the university depends mainly on the security agents who use arms for security. However, this study synthesizes and recommends how students of UNIJOS can practice self-policing using the principles of Crime Prevention Through Environmental Design (CPTED).We used a gender-sensitive qualitative/quantitative research methodology: in-depth individual interviews and questionnaires. We administered seven semi-structured individual questions, and 46questions questionnaire to 100 postgraduate students of UNIJOS. 58.3% /41.7% of respondents were male and female respectively. The students indicated 30 places that are unsafe for students, especially during a crisis in Jos. A small percentage know of crime generators, crime attractors, and crime facilitators around UNIJOS. Moreover, an average percentage do not agree with CPTED principles of personal territory, surveillance, access control, activity support, target hardening, social cohesion, community connectivity/culture, and participation. We recommend principally that the university community: Develop pamphlet(s) that educate students on self-policing according to CPTED principles and hold an annual student inauguration summit on CPTED on safety and security consciousness. This recommendation will ensure that student self-policing is the first line of defense in school safety and security proactive policy. We have also added the practical participation of the student in school security and also a concept of explaining CPTED, the use of animal behaviours. Our study is innovative, we hear of community-policing, but not student-policing. This research may be replicated in other schools to reduce school insecurity in Nigeria and Africa.

Keywords: Students, Self-Policing, Security, Safety-Consciousness, University, Schools

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Introduction

The current trend of insecurity in Nigerian schools began in 2014 when Boko Haram kidnapped 300 female students of Government Girls Secondary School, Chibok, Borno State;[1]and 110 girls were abducted in Dapchi School Yobe State in 2018.[2] Subsequently, students from Zamfara, Plateau, Niger, Kaduna, and Kogi states have been kidnapped and killed in Nigeria. In August 2021, the killing of 22 travelers along Rukuba Road on 14 August 2021 of Plateau State, Jos North LGA led to the killings of three students at the University of Jos (UNIJOS). This led to panic and fear as a result there was an evacuation of students by various state governments. Recently, on 3 June 2023, seven students of UNIJOS were kidnapped in a private hostel.[3] What do we do about insecurity in UNIJOS?

The 1999 United Nations Declaration and Programme of Action on a Culture of Peace (resolution A/53/243) called for everyone – governments, civil society, the media, parents, teachers, politicians, scientists, artists, NGOs, etc. – to assume the responsibility of culture of peace. Moreover, The Nigerian Federal Ministry of Education[4] policy on safety, security, and violence-free schools assigns roles to the Federal, State, and Local government education authorities, school administrators, school management committees, parent-teacher associations, Ministry of Defence, Learners, etc., on how to secure schools before, during and after violent conflicts. Thus, we have mapped out a security eco-system for securing UNIJOS that involves all stakeholders with the students at the centre(Figure 1): Armed Security Agents: The Army, Police, Civil Defense, Hunters, etc.; University Structures: Academic and Non-Academic Staff; Communities Around the University: Political, Traditional, Religious and Business leaders/institutions; University Afflicts: Alumni that are politicians, traditional, religious, business, and security leaders, and parents and students guardians; and the Students: Student Union Government, Scouts, Man of Obey, Religious Students Groups, etc.

Consequently, safety and security in UNIJOS require all the stakeholders in Figure 1. Nonetheless, UNIJOS turns to armed security agents who use arms and the judicial system to protect it by deterring criminals and punishing offenders. However, the UNIJOS community especially students generally remain passive towards self-protection.

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[1]Iyabo Lawal "Beware! Kidnappers of students on the prowl," *The Guardian,*28 June 2023, accessed 20 September 2023, https://guardian.ng/sunday-magazine/newsfeature/beware-kidnappers-of-students-on-the-prowl/.
[2]*PUNCH,* 24 February 2018, accessed 20 September 2023, https://punchng.com/105-girls-missing-after-dapchi-school-attack-parents-say-compile-list-plan-meeting-with-yobe-gov/.
[3]Lawal, "Beware!"
[4]Federal Ministry of Education (FMD),"National Policy on Safety, Security, and Violence-Free Schools with its Implementing Guidelines, Nigeria Education in Emergencies, Working Group,"(2021),accessed 29 September 2023, https://education.gov.ng/wp-content/uploads/2021/09/National-Policy-on-SSVFSN.pdf. p. 15.

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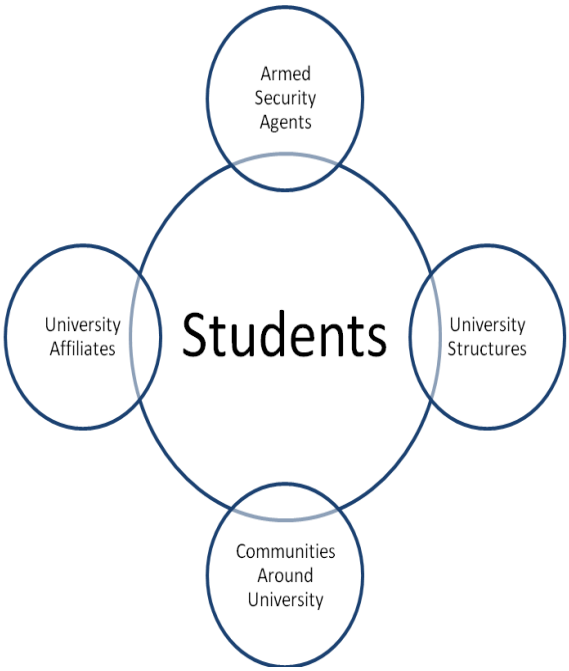
Figure 1:Security Eco-system for Securing UNIJOS[5]



Source: Authors

We argue using the CPTED theory that crimes take place when three elements are fulfilled; desire, ability, and opportunity … we may not be able to control desire and ability but we can reduce/prevent crimes by reducing/controlling opportunities for offenders.[6] Hence, this research on students' self-policing using CPTED principles to secure themselves and the UNIJOS community. This research wants each student empowered to say, "I am watching my back and the back of other students:" be aware of their surroundings take precautions, and be proactive in identifying and responding to potential threats or dangerous situations to contribute to a safer environment for themselves and others in UNIJOS. Student self-policing should be the first line of defense in school safety and security proactive policy.

Methodology

Three research questions were examined: (1) Where and what are the places/activities on campuses and Jos metropolis that are considered unsafe to the students? (2) How sensitive are students to self-police their security? (3)

[5] Figure 1 is created by the authors.
[6]Areen Phuntarakit and Nij Tontisirin, "Crime Prevention Through Environmental Design: A Case Study of Thammasat University Rangsit campus,"*Journal of Architectural/Planning Research and Studies:* JARS, 18 (2: 2021): 119.

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What do the students want to do about insecurity in and around UNIJOS? Using CPTED principles this research answered the three questions. We selected the post-graduate students (PGS) of the Centre for Conflict Management and Peace Studies of UNIJOS. We chose the students, arguing that who amongst the students apart from the PGS of conflict management and peace studies would be more sensitive to their safety and security. So, what we find with them might be the best knowledge amongst the student population on student self-policing. We used a gender-sensitive qualitative/quantitative research methodology: in-depth individual interviews of the Dean of Student Affairs, and the Students Union Government (SUG) members, of UNIJOS. We administered seven semi-structured individual questions on the areas in and around Jos that are unsafe for students and crime opportunists' activities around these areas, and 46 questions questionnaire according to CPTD principles to 100 postgraduate students of UNIJOS. 58.3% of the students were male and 41.7% female.

Statement of the Problem

In the last eight years, 1,591 students, and 61 members of the National Youth Service Corps (NYSC) were abducted in Nigeria.[7] In 2023 alone, several students were kidnapped from Federal Universities in Northern Nigeria: 24 students and eight NYSCs from Zamfara state, five students from Kastina state, and seven from UNIJOS Plateau state. The Nigerian Senate describes this situation thus, Nigerian academic communities are being thrown into a panic in Northern Nigeria.[8] Why? For instance, UNIJOS' vision is to be globally rated and provide an excellent educational experience for students and its mission is to serve the people of Nigeria and humanity at large (University of Jos Website—Home, 2023).The kidnapping and general insecurity make UNIJOS unattractive to Nigerians outside of Plateau State, humanity, and a global audience. Therefore, it is a necessity to study and empower students to participate actively in securing UNIJOS. It is difficult to guarantee safety and security in UNIJOS without students active participation; students' behaviour and attitudes affect safety and security.

Theoretical Framework

The University of Jos turns to armed security agents to protect it by deterring criminals. However, it generally remains passive towards self-protection which arises mainly from the lack of knowledge of the means of protection. Nonetheless, Crime Prevention Through Environmental Design (CPTED) asserts that communities, homeowners, planners, developers, and architects can play a greater role in protecting their homes, communities and themselves. They deter crimes by integrating CPTED principles and concepts into the design and

[7]Henry Tyohemba and Ejike Ejike,"1,591 Students, 61 Corps Members Abducted in 8 Years," *LEADERSHIP,* 9 October 2023, accessed 9 October 2023, https://leadership.ng/1591-students-61-corps-members-abducted-in-8-years/#:~:text=The%20kidnappers%20demanded%20N800%20million,new%20motorcycles%20to%20the%20bandits.

[8] Fadehan Oyeyemi, "Incessant Kidnappings have thrown Nigeria's academic communities into panic-Senate," *Daily Post,* 5 October 2023, accessed 6 October 2023, https://dailypost.ng/2023/10/05/incessant-kidnappings-have-thrown-nigerias-academic-communities-into-panic-senate/.

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management of their physical/social environment. Proponents of CPTED argue that "For a crime to occur, three elements must coincide; desire, ability, and opportunity. Therefore, crime prevention methods can be done by reducing crime opportunity as other factors; desire and ability cannot be controlled by an external party".[9] We argue that the CPTED principles elaborated below are essential for students' participation in securing the university.

CPTED Principles

Natural surveillance means putting windows to solid walls; changing fences with iron ones; blocking access to, and removing people-attracting features; for instance, benches that draw people to, hidden areas. These enable an environment for people to watch over one another.[10] Some studies show that these measures reduce crime and enable authorized people's safety.[11] Students need these measures to watch over their spaces, but they may face a challenge in implementing this structure; however, students in their numbers can act as a pressure group and ensure such measures are taken by appropriate authorities.
Access control refers to locks, gates, doors, traffic controls, etc. It implies that students regulate the entry and exit of visitors and commuters; this reduces the possibility of criminal activities within their spaces.[12]Empirical research[13] shows that crimes occur more often in freely accessible areas and houses. Access control tools do not operate themselves; hence, students must be part of its operation as they are direct beneficiaries as they go and come at will.

Maintenance and management refer to students maintaining a pleasant image of their areas to protect ownership and improve their quality of life. This habit empowers students' attachment to their neighbourhood and to strive for its safety.[14]Otherwise, a study[15] indicates that poor environments, garbage, graffiti, and broken fixtures, attract criminal activities in an area. If students are empowered, they can maintain a pleasant environment in the places where they

[9]Phuntarakit and Tontisirin, "Crime Prevention," 119.
[10]Derek Johnson, Victoria Gibson and Megan McCabe, "Designing in Crime Prevention, Designing Out Ambiguity: Practice Issues with the CPTED Knowledge Framework Available to Professionals in the Field and its Potentially Ambiguous Nature,"*Crime Prevention & Community Safety,"* 16(3: 2014), 147–168, accessed 5 February 2024, doi:10.1057/cpcs.2014.3.
[11]Rachel Armitage, "Predicting and Preventing: Developing a Risk Assessment Mechanism for Residential Housing," *Crime Prevention and Community Safety,"* 8(3: 2006), 137–149,accessed 29 October 2023, doi:10.1057/palgrave.cpcs.8150024. Danielle M. Reynald, "Environmental Design and Crime Events,"*Journal of Contemporary Criminal Justice,"* 31(1: 2015), 71–89. doi:10.1177/1043986214552618. Brandon C. Welsh and David P. Farrington, *Making Public Places Safer: Surveillance and Crime Prevention,(*New York, NY: Oxford University Press, 2009).
[12]Diane Zahm, *Using Crime Prevention Through Environmental Design in Problem-Solving*(Collingdale. PA: DIANE Publishing, 2007).
[13] Shane D. Johnson and Kate J. Bowers, "Permeability and Burglary Risk: Are cul-de-sacs safer?" *Journal of Quantitative Criminology,* 26(1: 2010): 89–111, accessed 20 October 2023. doi:10.1007/s10940-009-9084-8.
[14]Johnson, Gibson and McCabe, "Designing in Crime Prevention."
[15] Danielle M. Reynald, "Factors Associated with the Guardianship of Places: Assessing the Relative Importance of the Spatio-Physical and Socio-Demographic Contexts in Generating Opportunities for Capable Guardianship," *Journal of Research in Crime & Delinquency,* 48 (2011): 110–142,accessed 20 October 2023, doi:10.1177/0022427810384138.

live, but they can also contribute to a dirty environment due to a lack of knowledge of its consequences—insecurity.

Territoriality refers to students defining their property and restricting intruders' access using physical barriers (e.g., fences and hedges) or symbolic barriers (e.g., signage and landscaping). Armitage[16] found that the act of territoriality discourages crimes; however, Reynald's[17] studies show that excessive use of restrictions can invite unlawful activities. Hence, there is a need for a balanced use of territoriality. Students can be part of maintaining and owning the territory in which they live at personal and cooperate levels.

Activity support refers to increasing student community interaction using a variety of passive and active strategies. The passive elements for students are proper landscaping, and gathering areas and active elements involve holding cultural events, which increase the presence of people – making students' areas less desirable for offenders.[18] Students are an active group and thus should be encouraged to carry out their activities to secure their community.

Social cohesion refers to students recognising, supporting, and celebrating diversity: as Cozens and Love state, "A socially cohesive community values diversity, shares a common vision and a sense of belonging, and works to develop positive relationships between people from different backgrounds."[19] The student population is a diverse group that interacts for academic/social purposes; thus, they can do it for their security's sake too. Community connectivity refers to student activities that coordinate governmental, non-governmental, and individual programmes for community security. For instance, belonging to vigilante groups or having personal phone numbers of community leaders, and police officers to be called in case of crimes. This connectivity empowers students' self-policing to potentially discourage crimes.[20] Students are sons and daughters, brothers and sisters, nephews and nieces, and friends of soldiers, the police, government, and non-governmental officials; they should be empowered to use these connections for the security of the university.

Community culture refers to students participating, in and creating festivals, cultural events, and youth clubs, and commemorating significant local community events so that they can develop a strong sense of belonging to their community. As Cozens and Love illustrate "a strong sense of community can encourage the neighbourhood to adopt positive outlooks and behaviours,

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[16] Rachel Armitage, *An Evaluation of Secured by Design Housing Within West Yorkshire*(Home Office Briefing Note, 7, 1–4, 2000).
[17]Danielle M. Reynald, Danielle, "Environmental Design and Crime Events. Journal of Contemporary Criminal Justice," 31(1:2015), 71–89, accessed20 October 2023, doi:10.1177/1043986214552618.
[18]Fritz, A. *Crime Prevention Through Environmental Design.* (Portland, OR: Office of Neighborhood Involvement Crime Prevention Program, 2009).
[19] Paul Cozens and Terence Love, "A Review and Current Status of Crime Prevention through Environmental Design (CPTED)," (2015), accessed 2 October 2022, https://www.researchgate.net/publication/281604957_A_Review_and_Current_Status_of_Crime_Prevention_through_Environmental_Design_CPTED, p. 5.
[20]Cozens and Love, "A Review and Current Status."

including self-policing."[21] Students belong to several clubs and societies; they should be empowered to carry out their activities in their communities to create a culture that makes their communities unattractive to criminals. Community participation refers to students being able to generate and implement practical ideas for enhancing their neighbourhoods: being part of decision-making on managing the neighbourhood, [22]and having equal access to amenities and services.[23]It implies a problem-solving approach for school safety that involves conflict resolution to nurture peaceful living.[24] The student community is innovative and energetic such that it is primed for a security problem-solving approach if they are included in the safety and security policy of UNIJOS.

Criminal opportunist activities: Cozens & Love[25] explain that first, crime generators/activities are large places where people congregate in large numbers for good purposes but because of the share size criminals use these areas to commit crimes, e.g., shopping areas, transport hubs, festivals, and sporting events. Second, crime attractors are areas well known to criminals for the opportunity they present them to commit crimes, e.g., bars, drug markets, prostitution areas, etc. Third, crime facilitators' activities enable and assist, criminals to circumvent existing crime prevention measures, but empower criminals to act, e.g., trucks for transporting stolen goods/people, phones for crime planning, and firearms for over-powering others to commit crimes. Students' victims of crimes are often from these opportunist activities and we believe many students know these areas; hence students can be empowered to educate other students especially new students on how to trade carefully in these areas.

In general, De Silva et al., [26] review of 10 works on CPTED from 2015 to 2020 concluded that CPTED strategies of territoriality, natural surveillance, activity support, access control, etc., empower residents to gain territorial control of areas and reduce crime; reduce victimisation, deter offender decisions, and build community among residents; and can reduce crime fear and incidence, and improve quality of life for residents. Hence, we argue for its application in Schools so that students can be the first line of defense in schools' safety and security policy since they are now the primary target of criminals.

Safety and Security Review in Schools

[21]Cozens and Love, "A Review and Current Status," p. 6.
[22] Anna Brassard, "Integrating the Planning Process and Second Generation CPTED," *The Journal of the International Crime Prevention through Environmental Design Association* 2 (1: 2003): 46–53.
[23] Wendy Sarkissian, Andrea Cook and Kelvin Walsh, *Community Participation in Practice: A Practical Guide* (Perth, Australia: Institute for Sustainability and Technology Policy, Murdoch University, 1997).
[24] Gregory Saville and Gerry Cleveland, "2nd Generation CPTED: An Antidote to the Social Y2 K Virus of Urban Design," Paper Presented at the 2nd Annual International CPTED Conference, Orlando, FL, 3–5 December, (1997).
[25]Cozens and Love, "A Review and Current Status."
[26] Banuka De Silva, Nuruddhika Buddhadasa, K. S. Dharmasiri, and K. G. N. U. Rannaweera, "Crime Prevention Through Environmental Design (CPTED): A Brief Review," *Academia Letters,* Article 2337, (2021), accessed 21 October 2023, https://doi.org/10.20935/AL2337.

CPTED has been used and recommended for use in schools in the USA,[27] Canada, Europe, Latin America, New Zealand, Asia, and South Africa.[28] Studies have also indicated that learners' lifestyle and routine activities, such as their relationship behaviours and alcohol-drinking habits, are important determinants of their victimization.[29] Historically, Siegel and Raymon's[30] studies of 400 U.S. institutions showed that ecological factors on campus, combined with learners' behaviours are correlated with campus violent crimes.

Additional scholars[31h]ave researched the level of fear of crimes in universities concerning CPTED based on three determinants, prospect, refuge, and escape; they find a higher level of fear of crime in the universities associated with locations' poor visibility, victims' lower chance of escape, and areas offering more hiding places for criminals. More recently, Cozens and Sun[32]examined learners' perception of safety about the level of CPTED and found that lower levels of CPTED principles were associated with higher fear of crime.

In Nigeria, Ajala and Kilaso[33]studiedthe safety and security of 19 private schools of 190 pupils in Ogun State Nigeria based on the school's location near to neighbourhood; and examined the home-school travel patterns of the pupils considering their mode of transit. They found high mobility of school pupils

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[27] Auzeen Shariati and Rob T. Guerette, "Resident Students' Perception of Safety in On-Campus Residential Facilities: Does Crime Prevention through Environmental Design (CPTED) Make a Difference?," *Journal of School Violence,* (2019), accessed 12 October 2023, DOI: 10.1080/15388220.2019.1617721. Tod Schneider, Hill Walker and Jeffrey Sprague, "Safe School Design: A Handbook for Educational Leaders, Applying the Principles of Crime Prevention through Environmental Design," Eugene, Oregon: ERIC Clearinghouse, (2000), accessed 20 October 2023, http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/29/c8/de.pdf.

[28]Cozens and Love, "A Review and Current Status."

[29] G. W. Dowdall, "The Role of Alcohol Abuse in College Student Victimization," in *CAMPUS CRIME: Legal, Social, and Policy Perspectives,* eds. Bonnie. S. Fisher and John. J. Sloan III, (Springfield, IL: Charles C. Thomas Publisher, 2013), 184-210. E. E. Mustaine and R. Tewksbury, "The Routine Activities and Criminal Victimization of Students: Life Style and Related Factors," in *CAMPUS CRIME: Legal, Social, and Policy Perspectives,* eds. Bonnie. S. Fisher and John. J. Sloan III, (Springfield, IL: Charles C. Thomas Publisher, 2013), 158–183.

[30] D. G. Siegel and C. H. Raymond, C. H., "An Ecological Approach to Violent Crime on Campus," *Journal of Security Administration,* 15(2: 1992): 19–29.

[31]Bonnie S. Fisher and David May, "College Students' Crime-Related Fears on Campus: Are Fear-Provoking Cues Gendered?"*Journal of Contemporary Criminal Justice,* 25(3: 2009), 300–321, accessed 2 October 2023, doi:10.1177/1043986209335013. Nathan Petherick, "Environmental Design and Fear: The Prospect-Refuge Model and the University College of the Cariboo Campus," *Western Geography,* 10(11: 2000), 89–112, accessed 6 February 2024, http://www.geog.uvic.ca/wcag/petherick.pdf.

[32] Paul Cozens and M. Y. Sun, "Exploring Crime Prevention Through Environmental Design (CPTED) and Students' Fear of Crime at an Australian University Campus Using Prospect and Refuge Theory," *Property Management* 37(2: 2018): 287–306.

[33] A. T. Ajala, and M. O. Kilaso, "Safety and Security Considerations of School Pupils in the Neighbourhood,"*FUTY Journal of the Environment,* Vol. 13 No. 2 (2019), accessed 29 September 2022,https://www.researchgate.net/publication/353702472_Understanding_School_Safety_and_Security_Conceptualization_and_Definitions.

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across the Abeokuta metropolis leading to 83.7% safety risk and 82.1% security risk because the elementary schools are not located near neighbourhoods to ensure the safety and security of pupils. Similarly, Gbesoevi et al.[34] research on safety and security in 225 public secondary schools based on security planning and effective management of schools finds that safety and security promote the effective management of the public secondary schools in Lagos State Nigeria. They recommend that paramilitary officers like civil defense be deplored in the schools to ensure the safety and security of students.

Consequently, the above studies reveal attempts to secure Nigerian schools, but their findings and recommendations are not about learners, but about school infrastructural design and the deployment of security agents in the schools. Hence, there is a gap in direct learners' involvement in the planning and execution of safety and security in Nigerian schools.
Current research

This research includes student participation in schools' planning and execution of safety and security in Nigeria. The Nigerian Federal Ministry of Education[35] insists that learners participate in safe schools: they learn disaster risk reduction (DRR), from the planning stage, in proffering solutions, and implementing safety and security responses, etc. Therefore, this research identifies unsafe places on campuses and the Jos metropolis to students; analyses the sensitivity of students to the use of CPTED for safety; synthesizes the students' knowledge; and proposes how they can effectively use CPTED principles as self-policing for their safety and security in UNIJOS.

Research Findings and Analysis

We sent a questionnaire to 100 post-grads of the Directorate of Conflict Management and Peace Studies UNIJOS. 56students responded:41.7% female and 58.3% male; 83.3% lived in private accommodation, 11.1% in an outside hostel, 2.8% in family houses, and 2.8% in personal houses. These are our findings per our research questions.

[34] Emannuel Semako Gbesoevi, Bolanle Adeyemi Ola and Simeo Adebayo Oladipo, "Safety and Security Planning and Effective Management of Public Secondary Schools in Lagos State, Nigeria," *African Journal of Education Management, Teaching and Entrepreneurship Studies (AJEMATES),* Vol. 7(1: 2022),accessed 29 December 2023, https://www.researchgate.net/publication/365852389_SAFETY_AND_SECURITY_PLANNING_AND_EFFECTIVE_MANAGEMENT_OF_PUBLIC_SECONDARY_SCHOOLS_IN_LAGOS_STATE_NIGERIA.

[35]Federal Ministry of Education (FMD),"National Policy," 15.11.

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1. Where are the places on campuses and Jos metropolises that you consider unsafe to students?

Table 1: Summary of Places and Areas Reported as Unsafe for Students[36]

Junctions	No of the times mentioned
Junction A	20
Junction B	3
Junctions C, D, & E	1
Roads	
Road A	16
Road B	2
Hostels	
Hostels A & B	1
Places	
Place A	11
Place B	7
Places C & D	4
Place E	3
Places F, G, H, & I	2
Places J, K, L, M, N, O, P, Q, R, S, T, U, & V	12

Source: Authors

The post-grads indicated 30 areas: junctions, roads, hostels, and places that they consider unsafe to students on campuses and Jos metropolis especially when there are crises in Jos North LGA. Additionally, they reported crime generators, attractors, and facilitators as area boys, a large number of idle youths in the areas, cultists, miscreants in overcrowded areas indicated, and small places for the sale of alcohol and illicit drugs. The activities that often take place in these areas are robbery, pickpocketing; snatching of phones; serial peoples' physical attacks, alcoholism, thuggery, harassment, and people doing nothing—idleness. Moreover, there are arguments over incidents; dealings in illicit drugs and their use; abducting of children; religious fanatism; use of knives for phone/money snatching; prostitution; and blocking of roads. The students have reported a notable list of crime threat places and crime attractors and activities, but they failed to report crime generators like the motor parks, markets, and festival activities; and crime facilitators like the J-5s Buses, Keke, and Motor Bikesthat are used in the areas around UNIJOS campuses.

2. How sensitive are students to self-police their security?

While the students responded to our questionnaire giving totally agree, somewhat agree, unsure, somewhat disagree, and totally disagree, we present in Chart1CPTED first-generation principles that respondents disagree because these give us the worst possibilities of insecurity: one student being kidnapped or injured can lead to students' chaos and the closure of UNIJOS.

[36] Table 1 is created by the authors.

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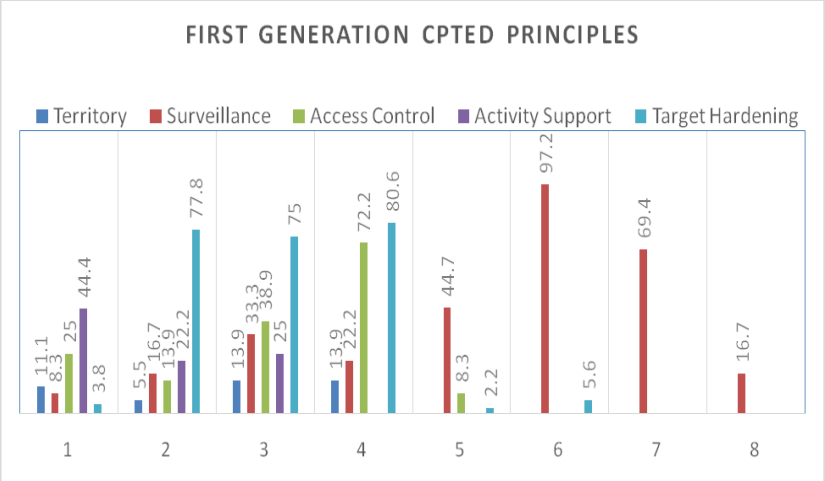
Figure 1: Summary of CPTED First Generation Principles Disagreed Responses by Percentage[37]



Source: Authors

Personal territoriality implies that students insist on visitors to their door knock before entering; however, an average of 8.88 % of respondents disagreed with latching the door, having a well-organised and clean room, and having a refuse bin inside or outside the room. These students need CPTED territoriality explained that a territory marked and maintained reinforces ownership to the legitimate user and discourages illegitimate users in return for safety and security guarantees. It works in the animal world, for instance, a critical study of African lions38illustrates39cooperative territorial defence serves as the foundation of their sociality. They share the cost of territorial maintenance to win intergroup contests, territory expansion, high-quality territories, and territorial inheritance. We believe that students will be stimulated by the lions' behaviours to adopt personal territoriality.

Personal surveillance refers to students having a good view of the outside from their rooms and looking out for themselves at all times, but 18% live in rooms with blocked views from the outside, and are still on their digital devices while

[37]Chart 1 is created by the authors.
[38] Anna A. Mosser, Margaret Kosmala, and Craig Packer, "Landscape heterogeneity and behavioral traits drive the evolution of lion group territoriality," *Behavioral Ecology*, 26(4: 2015): 1051–1059, accessed 21 October 2023, doi:10.1093/beheco/arv046. Teambuilding, "9 Examples of Animals That Work Together in Nature," (2022), accessed 20 October 2023, *teambuilding.com*.https://teambuilding.com/blog/animal-team-building.
[39]Our use of animal behaviours to explain CPTED comes from the experience of one of the authors: as a child whenever I was digging Crickets from their holes, some of these small animals would continually close the holewith sand, once they sensed the vibration of digging, an attack. Sometimes, I would stop digging because I could no longer find the hole. This was surveillance and hardening in practice. Thus, our research on animal behaviours exemplifiesCPTED principles in this article.

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on public transport: Keke or car; do not tell anybody when they go or come so that they can watch out for them; do not give a phone number to be called in case of emergency; and have their digital devices out in the open in Keke or public transport rather than in a bag (but this is a crime attractor activity).Hence, they may not understand that natural surveillance overan environment reduces the possibility of crime taking place because offenders know that there is the likelihood that they can be observed with the possibility of intervention, apprehension, and prosecution. Moreover, leaving digital devices in the open on public transport serves as a crime attractor activity. The students can learn from a flock of Arctic terns that travels the longest distance 59, 000 miles every year practising surveillance for survival. Their surveillance enables them to gang up to scare or attack their enemies with noise and pecking; and they look out for and identify their prey, mostly fish in deep waters for survival on their long journey.[40] Certainly, students will be encouraged by what these birds do.

Personal access control asked how students control access to their environment. We found an average of 48.6% live in places without CCTV; go out alone no matter what time; live in accommodations that have no access control to slow down intruders; live in houses with no fence or access control; live in places where everybody goes and comes as they like; and live in places with no security guard. These respondents should understand that access control leads to success in life as it helps a pack of African wild dogs with a hunting success rate of 80%. They practice consistency running at a given rate, communication techniques, using high-pitched calls, and barking, where the alpha pair leads the pack.[41]These controls keep them safe. However, access control may be beyond the provision of students, but empowered students of its lack and consequence for safety and security may arise in them the need to pressure their landlord to provide access control in their residence.

On personal security activity support, an average of 30.5% live in places with no community seating areas for residents; in accommodations that have never talked about security; and in places where they do not celebrate the birthday of one another. Whereas, these activities support and attract legitimate owners' use of residents; they reduce the possibilities of criminals' use because the owners are often in place. For example, Teambuilding [42] illustrates that a waddle of penguins, a highly social group, practice support in almost all their activities: they take turns standing at the edge of the flock to act as a shield from the cold winds; the female lays eggs and the male nurture the eggs until the chick hatches, and they co-parent to raise their young ones. Its activity supports and guarantees their security; students can surely be inspired by these beautiful animals.

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[40] Teambuilding, "9 Examples of Animals That Work Together in Nature," (2022), accessed 20 October 2023, *teambuilding.com.*https://teambuilding.com/blog/animal-team-building.

[41] Teambuilding, "9 Examples of Animals." Scott Creel and Nancy Marusha Creel, "Opposing effects of group size on reproduction and survival in African wild dogs," *Behavioral Ecology*, Volume 26, Issue 5, September-October 2015 (2015): 1414–1422, accessed 21 October 2023, https://doi.org/10.1093/beheco/arv100.

[42] Teambuilding, "9 Examples of Animals."

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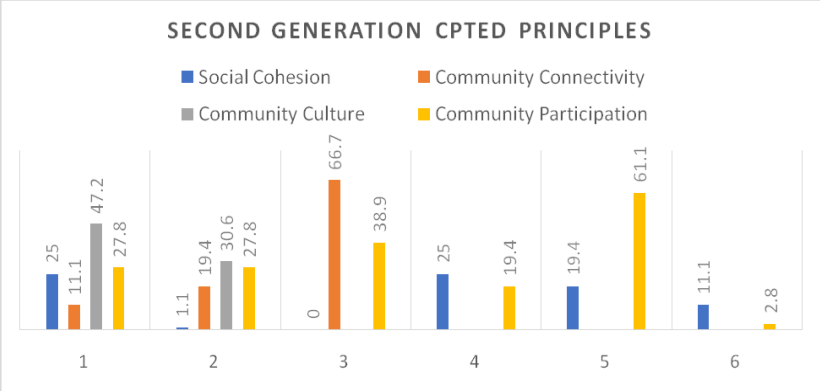
On personal target hardening, an average of 88.8% do not have good and difficult locks on their doors, or any security alarms in their residence, or carry a self-protecting tool; or, know how to make self-protecting too, but they would like to know how to make it, and would like to teach others how to make it. Personal target hardening may raise issues of whether individuals should be carrying self-protecting tools, but in matters of life and death, they can be lifesaving. As target hardening raises the risk for criminals and reduces cheap rewards for criminals; they help owners get away from criminals or give them time to attract help. The Cape buffalos[43] exemplify the use of target hardening by segregating places for feeding, drinking, and resting; and they combine tools of intonation, grunts, bellows, and snorts for common communication to make it hard for other animals to penetrate their defence. It seems to us that the behaviour of these giant animals will motivate students to practice personal hardening.

Figure 2: Summary of CPTED Second Generation Principles Disagreed Responses by Percentage[44]



Source: Authors

On personal social cohesion (chart 2),25% do not have a friend of another race;6.8% do not have a friend of another religion; and 0 do not have a friend of a different political view. The respondents understand the need for having friends of different political persuasions but fail to understand the same in the cases of race and religion which will provide an integrated and more secure student community. Teambuilding[45] illustrates that a colony of ants, up to a million, practice social cohesion by planning and organizing; delegating duties, and showing commitment from each ant; they even subdivide their nests for

[43] Teambuilding, "9 Examples of Animals."Daniel Cornelis, Simon Benhamou, Georges Janeau, Nicolas Morellet, Moumouni Ouedraogo and Marie-Noel de Visscher, "Spatiotemporal Dynamics of Forage and Water Resources Shape Use of West African Savanna Buffaloes," *Journal of Mammalogy,* 92(6: 20211): 1287-1297, accessed 21 October 2023, DOI: 10.1644/10-MAMM-A-397.1.
[44]Chart 2 is created by the authors.
[45] Teambuilding, "9 Examples of Animals."

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social connectivity[46] to thrive given all challenges and competition in their environment. There is strength in numbers, and consequently, the students will be challenged to follow the examples of these small animals.

On personal security connectivity, an average of 32.4% of respondents do not have any connection to a security person, or any connection with a community, youth, or social group leaders; and any godfather or godmother for security protection. Educate these students that connectivity is the foundation for a coordinated safety and security arrangement between the students and security agencies. Moreover, it helps community self-policing to reduce the possibility of criminals taking advantage of non-sensitive security-connected communities. Teambuilding[47] exemplifies animal security connectivity: A swarm of honey bees survives by practising connectivity in a hive of about 50,000 bees. The bees practice disaster management, if they sense danger, they send signals to other bees to prepare for an attack and defend the hive. We suggest that this example may empower students to accept the concept of connectivity for security purposes.

On personal community culture, an average of 38.9% of respondents are not a member of a cultural group or youth club or participate in community festivals, cultural events, or local community events. A community culture fosters empathy and sympathy and generates the spirit of corroboration: A united community poses a higher risk for criminals while divided communities are crime attractors. Consequently, Teambuilding[48] shows that a colony of beavers practices community culture for survival: the ecological engineers, construct dams and lodges to enhance their survival. They use job shadowing to teach the young ones: beaver parents construct safety bunkers and the kids learn from their parents until they acquire their engineering skills. Similarly, the kids learn food preservation from the older beavers. We believe these engineering animals will inspire students to follow their examples.

On personal community participation, an average of 28.5% of participants do not attend community meetings, participate in community security meetings, or seek to have equal access to amenities and services in their neighbourhood or belong to communities that do not have a conflict mediation mechanism. However, 97.2% of those who do not have a conflict mediation mechanism would like to have one in their neighbourhood. Accordingly, Teambuilding illustrates that giant elephants practice conflict resolution through the use of dominance and hierarchies to settle conflicts; they have a clear social integration, kinship relationship, information transmission, and collective memory system leading to them being referred to as intelligent animals.[49]

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[46]Julie S. Miller, Emma Wan, Sean O'Fallon and Noa Pinter-Wollman, "Modularity and connectivity of nest structure scale with colony size," *Evolution*, Volume 76, Issue 1, 1 January 2022, (2022): 101–113, accessed 20 October 2023, https://doi.org/10.1111/evo.14402.

[47] Teambuilding, "9 Examples of Animals."

[48] Teambuilding, "9 Examples of Animals."

[49]Herve Fritz, "Long-term Field Studies of Elephants: Understanding the and Conservation of a Long-lived ecosystem Engineer," *Journal of Mammalogy,* 98(3: 2017): 603-611,accessed 20 October 2023, DOI:10.1093/jmammal/gyx023.

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Consequently, students should be educated with the example of the elephants on community participation.

3. What would students like to do about violent conflict in their areas?

The students reported that they would like to participate in peace negotiation, mediation, coaching, and advocacy; in public peace sensitization using social media platforms, prayer groups, and peace education. Additionally, they like to provide early warning signs of violence, work with vigilantes; assist in community surveillance, and meet politicians to talk about peace. One brave student wrote, "I want to be actively involved in the community policing architecture by providing relevant information on strange faces and movements in the neighbourhood." Yet another, "I can be part of the group or help in providing key information about students' affairs in the hostels, by being an undercover agent because most of these insecurities start from the hostel to the outside." Lastly, they like to join a peace club; become peace ambassadors, and be peace facilitators with the youth or children. Interestingly, only one student identified students as possible security risks but most of them did not. Nevertheless, the respondents have given this research a rich list of what they would like to do for safety and security in UNIJOS. Moreover, it confirms that learners are prepared to participate in safety and security measures in their communities. Consequently, student self-policing might be a starting point for students' involvement in the safety and security measures at UNIJOS.

Recommendations

The Directorate of Students Affairs (DSA), the University of Jos Security Division (SD),and the Student Union Government (SUG) should:

Hold an annual student integration security summit andeducate them to be the first line of defense in the safety and security of UNIJOS;

Develop pamphlet(s) that educate students on self-policing according to CPTED as suggested in the findings above, and if possible, place them at strategic places in the university; each student should be empowered to say, "I am watching my back and the back of my fellow students";

Organise cyclical student events(scouts, man-of-war, religious groups, etc.) to clean and watch their environment:

remove garbage and improve the appearance and use of public spaces in the neighbourhood;

conduct night watch during crisis time and identify new crime hot spots;
join neighbourhood watch groups;

visit new students to inform them of high-risk locations in their neighbourhood;
educate students on how to deal with problems in the hostels, between students and landlord that enhance security;

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Map all the major routes and transit points used by students and staff to reach the campuses highlighting crime danger or flash points to deter criminals; map all off-campus places of worship, cultural centres, celebrations, major local festivities, students' residences, and security agencies and create a directory with the contacts of the landlords and security agencies for students' integration in UNIJOS; and Create a communication platform where the DSA, SD, SUG, and students to share information with hostels and off-campus landlords directly.

Conclusion

Our research argued that the UN and the Nigerian Federal Ministry of Education agree that the safety and security of schools are the responsibility of security agents, NGOs, parents, teachers, politicians, learners, etc. Still, school managers turn to security agents, and armed users, in their proactive safety and security policy for the protection of schools. However, using Crime Prevention Through Environmental Design (CPTED) principles of personal territory, surveillance, access control, activity support, target hardening, social cohesion, community connectivity/culture, and participation, we have argued differently. We argue that students be empowered using CPTED principles to be the first line of defense in a proactive school safety and security policy. Our research has demonstrated that students know the places that are unsafe in and around school campuses and some students are prepared to participate in a proactive school safety and security programme. Nonetheless, there is a good percentage of students who do not understand the usefulness of CPTED principles.

Moreover, our research has illustrated how certain animals use CPTED principles in the animal world; the examples, we believe can motivate, inspire, and empower students about students self-policing strategy. Our research findings imply that students be empowered to be the first line of defense in a proactive school safety and security programme just like every animal takes itself to be the first line of defense. The animal CEPTD concept is a new development in the theory, but it might make applying CPTED in primary and secondary schools easy. The research on student self-policing is also a new proactive approach to school safety and security in Nigeria; hence more research must be done on what and how to empower students to say and act: I am watching my back and that of my fellow students daily in Nigeria and African schools.

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