

UNIVERSITY OF TWENTE

BACHELOR MANAGEMENT, SOCIETY AND
TECHNOLOGY

**Thesis Community Policing and
Participation of Students in
Enschede**

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03-07-2024 // final version

Words: 10655 // Ethical Approval 240618

Summary

This paper examines the concept of community policing, which involves regular police-citizen interactions and responsiveness to community needs [Fielding, 2005]. It specifically investigates students' willingness to participate in community policing efforts in Enschede. The main research question is: "What influences students' willingness to collaborate with community policing efforts in Enschede?". To gain comprehensive insights, the study will employ textual analysis of existing literature, in-depth interviews with students, and a survey among students in Enschede. Currently, students in Enschede exhibit reluctance due to a perceived lack of necessity and engagement with community policing. To increase participation, enhancing accessibility to information about its benefits is crucial. This study shows that incentives such as improving neighbourhood safety, fostering altruism through community service, and enhancing perceptions of police effectiveness and trust are central for students in Enschede to collaborate more with community policing efforts. Understanding these factors is essential to encourage greater student engagement in community policing initiatives in Enschede. The study aims to uncover insights that can significantly enhance students' active involvement in community policing efforts by addressing the aforementioned barriers effectively.

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1 Introduction

1.1 Community policing

Community policing has become more and more popular [Cordner, 1997]. The need for the transition from traditional policing to community policing is evolving and predominant. [Moore, 1992]. Moore [1992] points out that policing has to become proactive and community-oriented, in contrast to the reactive, incident-driven traditional policing.

The effects of the integration of community policing and several dimensions along with their most common elements will be discussed later in this report. Even though the effects of community policing are positive [Cordner, 1997], determinants that complicate the concept of community policing and its effects need to be accounted for. Community policing namely has a programmatic complexity. This meaning there is no single definition of community policing, but that it can be interpreted as an extremely broad concept. There is a variation in the program scope of community policing and multiple effects result from the implementation of community policing [Cordner, 1997]. In general, community policing is characterised by the interaction between the public (community residents) and the police. Police officers are close to citizens, know their concerns and act on those in favour of the community [Fielding, 2005].

According to Pelfrey [2004], community policing has creditable principles but due to the organizational reward structure, has not been implemented completely. Even though the transition to community policing is not accepted by all police officers, higher job satisfaction and more motivated and efficient police personnel is reported by the police officers that are assigned to community policing.

Community policing could be assigned in the form of neighbourhood watches, like WhatsApp Prevention Groups. A study on this type of community policing indicate that community policing has a positive influence on the work of police officers. In addition to this, the WhatsApp Prevention Groups do not increase the amount of pressure from citizens on the police work [Verkade, 2017].

1.2 Research questions

This research will be about the citizens part of community policing. In specific, there will be looked at students' participation in community policing efforts in the Netherlands. In this section, the research questions will be explained and presented. The main research question of this study is the following: "What influences students' willingness to collaborate with community policing efforts in Enschede?".

To be able to answer the research question and in order to clarify the research objective, the following sub questions were created:

- What is the general viewpoint of students regarding (community) policing and what factors influence this viewpoint?

This first sub question is answered via a literature review and will be examined in the section theory. Here, multiple studies regarding students' participation in community policing will be evaluated. These studies analyse students' viewpoint regarding community policing and key factors that influence these viewpoints and their willingness to participate. With this, a general overview of students' perception of (community) policing is formed and an explanatory scheme regarding the key concepts influencing participation, according to the literature review, is created.

- How do students in Enschede perceive the police (in relation to topics such as trust, efficacy, legitimacy, past interactions)?

To formulate an answer to the second sub question, in-dept interviews with students in Enschede are conducted. Additional information to answer this sub question is gathered via a survey among students in Enschede. The results of the in-dept interviews and the survey will be presented in a series of figures to provide insights in the perception of students in Enschede regarding the police.

- What is needed for students in Enschede to actually participate in community policing efforts?

For the third sub question, again in-dept interviews with students in Enschede are conducted, as well as the additional information via the conducted survey among students in Enschede. Once more, the results of the in-dept interviews and the survey will be presented in a series of figures, to provide insights. For this sub question, insights regarding incentives for students in Enschede to participate in community policing efforts are presented.

In this research paper, there will be looked at why students participate in community policing, or why they do not. Also the concept of community policing and its different types will be discussed. Finally, there will be looked into what incentives might be needed for students to actually participate. How the students perceive the police might influence which incentives are effective. And in order to determine whether students participate in community policing, first, its efforts and types need to be elaborated. The main research question has a explanatory form and will be answered by the use of different theories, surveys and in-depth interviews with students in Enschede. An analysis of the literature, the interviews, and the results of the survey will be conducted to gather information, which will formulate a conclusion.

1.3 Scientific and societal relevance

Plenty of research is already done on community policing. However, previous research on community policing mainly focuses on the effectiveness of community policing [Cordner, 1997], what the results of implementing community policing are, what different types of community policing exists [Fielding, 2005], how this works in practice and what influence it has on the work of police officers that engage in community policing [Verkade, 2017], [Pelfrey Jr, 2004].

These are all important themes in community policing, but on the contrary to the topics mentioned above, not so much research is done on the citizens participation in community policing yet. It is the interaction between the public (citizens) and the police that make community policing possible [Fielding, 2005]. Without citizens, community policing would not even exists. Since the 2014/2015 academic year, the student population in the Netherlands has experienced a 17 percent increase. While there was a slight decline in the 2022/2023 academic year, the overall increase over the past eight years indicates that students are becoming an increasingly significant part of society [Landelijke Monitor Studentenhuisvesting, 2023]. Therefore, this research paper will focus on the students aspect of community participation. It will look into why students would, or would not participate in community policing. What different aspects influence this willingness to participate and what is expected from students in community policing will be researched. The specific target group of this research is students, as they are an important group and increasing among citizens [Landelijke Monitor Studentenhuisvesting, 2023]. Specifically, the target group of this research in students in Enschede. Despite the some research being conducted on students in Enschede, there has been a notable absence of studies examining their engagement with the police, particularly in the context of community policing. This gap in the literature is particularly striking given the city's status as a university hub, with numerous educational institutions, including university (WO), higher education (HBO) and secondary schools (MBO), located within its boundaries [KeystoneEducationGroup, nd]. Consequently, Enschede is home to a significant student population, representing a crucial demographic within the city. Aside from the scientific and societal relevance that come with this research, it would therefore be beneficial for the police in Enschede to ascertain which factors and incentives influence or promote the willingness of students in Enschede to cooperate within the concept of community policing.

2 Theory

As already shortly touched upon in the introduction, the effects of the implementation of community policing are overall positive [Cordner, 1997]. Citizens participation does have a positive influence on the work of police officers [Verkade, 2017] and it improves the satisfaction of police officers with their work [Pelfrey Jr, 2004]. In this section the effects will be elaborated more detailed, but first different concepts and theories of community policing will be provided.

Community policing is an extremely broad concept. There does not exist a single definition, which makes it somewhat inconsistent [Cordner, 1997]. Community policing aims to improve community's safety through collaboration and problem-solving [Pelfrey Jr, 2004]. It is the process by which solving crime is shared with citizens. The police force maintains a close relationship with the public, engaging in regular, daily contact. Additionally, the community is consulted in the problem-solving process [Fielding, 2005]. Important with community policing is the building of trust, legitimacy, decentralizing decision-making and fostering collaboration between the community, government agencies and other stakeholders. It tries to address and solve underlying factors of crime and disorder. A partnership oriented approach that focuses on problem assessment, implementation of tailored interventions and ongoing evaluation should contribute to this. Community policing is proactive and community-oriented [Moore, 1992]. Community policing strategies stress the importance of law enforcement working together with community members, gives attention to little problems and is an organizational philosophy that can reduce issues [Cole et al., 1992].

According to Cordner [1997], community policing consist of four dimensions: the philosophical dimension, the strategic dimension, the tactical dimension and the organizational dimension. These dimensions and its concepts form community policing. Within the philosophical dimension, community policing can be seen as a philosophy, where a shift from traditional policing is central. It consist of three concepts: citizen input, broad police function and personal service [Cordner, 1997]. The strategic dimension translates the philosophy of community policing into action, which is done via three concepts: re-oriented operations, geographical focus and prevention emphasis [Cordner, 1997]. The third dimension of community policing is the tactical dimension, where ideas, philosophies and strategies are translated into concrete programs, practices and behaviour. Again, three concepts are used to visualise this: positive interaction to build trust, familiarity and confidence. Partnership and problem solving form the other two concepts related to the tactical dimension [Cordner, 1997]. The final dimension is the organizational dimension, where structure, management, and information are central concepts. [Cordner, 1997].

Looking at these different dimensions, several effects have been measured. Because of complicating factors like programmatic complexity, multiple effects, variation in the program slope and research design limitations, it is difficult to determine the effectiveness of community policing. Therefore, not all dimension are influenced by the effects. The effects that are measured for are crime, fear, disorder, call for service, community relations, police officer attitudes, and police officer behaviour. Community relations has a positive influence on both the tactical and the organizational dimension. The effects of crime, fear, calls for service, and police officer behaviour are mixed for the tactical dimension. Disorder and police officer attitudes have positive effects on the tactical dimension of community policing [Cordner, 1997].

Some research implies that job satisfaction of police officers has raised because of community policing [Verkade, 2017], while others state that there is no clear finding on the work satisfaction of police officers yet [Crowl, 2017]. Community policing however does improve citizens trust and satisfaction with law enforcement. It can also assist with reducing citizens fear of crime and improve the quality of life for citizens living in communities where community policing is implemented. In order to be seen as a legitimate authority, police officers must embrace the transition to community policing. [Crowl, 2017].

The Dutch police force has undergone significant changes in recent years, with a notable shift in focus towards problem-solving, collaboration with other agencies, crime prevention, fostering self-reliance among citizens, and the reinstatement of early social control mechanisms in public life, including schools, transportation, and the introduction of "town patrols" on the streets [Punch et al., 2002]. This indicates a shift in the Dutch police force to community policing. Also, according to Landstra [2021], community policing officers in the Netherlands play a central role within the National Policing Organisation, with a particular focus on addressing safety concerns

within their respective communities. Rather than responding to incidents in isolation, they adopt a preventative approach, which involves problem-oriented policing. Due to society becoming increasingly interconnected, these officers frequently find themselves in the position of having to collaborate with a multitude of parties and organisations. This is particularly evident in the context of complex safety issues, where they engage in executive local safety networks. Despite the potential benefits of this preventive and collaborative approach, community policing officers frequently encounter challenges and obstacles when cooperating with other entities in practice. Since a few decades, community policing has been a central concept for the Dutch police. Again is emphasized that with the implementation of community oriented policing practical and conceptual challenges arise. However, this does not indicate that police forces in the Netherlands have not adopted the concept of community policing [van Os, 2010]. For example, the introduction of community policing has among other things led to the concept of the neighbourhood teams [Aronowitz, 1997]. The results of a case study conducted in Enschede among community policing officers engaged with executive local safety networks indicated that there was no uniform impact of network formalisation on the capacity to adopt a problem-oriented policing approach [Landstra, 2021]. A comparison study between Twente (rural area around Enschede) and Rotterdam, regarding community policing in the Netherlands has been conducted by Harks [2021]. The findings indicate that the decentralisation of Dutch community policing is hindered by centralisation and standardisation. Despite the absence of local decisiveness, community involvement has not increased, as centralisation did not obstruct it. In contrast, centralisation diminished effectiveness in problem-solving, whereas local decisiveness and standardisation enhanced it [Harks, 2021].

In the next part of the theory, the first sub question "What is the general viewpoint of students regarding (community) policing and what factors influence this viewpoint?" will be answered via a literature review and results of previous studies regarding this topic.

A number of studies have already been conducted on students' perceptions of the police. One such study, conducted in South Africa [Bello and John-Langba, 2020], investigated the extent of influence of students' confidence in the police as an institution on their perception of the police. The study demonstrated that students' negative attitudes towards the police were a consequence of various personal encounters and observations of police misconduct. A considerable number of students had either witnessed or experienced instances of police corruption and brutality, which significantly eroded their trust in the police, portraying the institution as ineffective and untrustworthy. Furthermore, the escalating crime rates in South Africa heightened students' sense of fear and insecurity, leading them to perceive the police as unable to protect them effectively. The combination of personal negative experiences and rising crime led to a pervasive distrust in the police. To address these issues, the study recommended that the police adopt more proactive and engaging methods, including community outreach and transparent communication. It also emphasised that students should be more open to engaging with police initiatives, fostering mutual respect and understanding. Through these efforts, the strained relationship between students and the police could be significantly improved, leading to enhanced confidence in the police as an institution.

A further study [Mbuba, 2010], examined the impact of higher education on police-community relations, focusing on the influence of race and other factors on college students' attitudes towards the police. While the study primarily concentrated on racial backgrounds, the results indicated that individuals with higher educational levels were more likely to view the police as providing an important service to the community. These individuals were also more likely to have been exposed to factual information about the police. The findings indicate that education plays a pivotal role in fostering positive perceptions of the police, underscoring the significance of informed perspectives in enhancing police-community relations.

A study cited as [Lai, 2016] investigated the satisfaction of college students with police services in Taiwan. This study examined the incidence of police-college student confrontations in Taiwan, the correlations of satisfaction with police services among college students, and the introduction of 'benevolent sympathy' to assess citizen satisfaction with police work. Benevolent sympathy, a Chinese cultural value, plays an important role in shaping students' satisfaction with police services. The study also identified several other factors that significantly impact satisfaction levels. These include neighbourhood disorder, collective efficacy, fear of crime, voluntary contact experience, and the nature of the locality. For instance, higher levels of neighbourhood disorder and

fear of crime were found to negatively affect students' satisfaction with the police. Conversely, areas with strong collective efficacy, where community members work together effectively, saw higher satisfaction levels. Positive voluntary contact experiences with police also contributed to better perceptions among students. The study's findings led to the formulation of several public policy implications. It was recommended that police agencies should pay greater attention to their behaviour and services, particularly in neighbourhoods that are affected by disorder and high fear levels. The improvement of police conduct and services in these areas could enhance overall satisfaction and trust in the police. With regard to students, the study emphasised the necessity for police departments to capitalise on the Internet's efficacy in engaging with the student population. The utilisation of digital platforms for communication and information dissemination can facilitate the establishment of more constructive relationships and enhance satisfaction with police services among college students. These measures could foster a more positive perception of the police, thereby enhancing overall police-community relations in Taiwan.

A comparison between Nigerian and US college students' views on community policing revealed notable differences and similarities. According to the study, Nigerian students exhibited a slightly higher level of support for a partnership between the community and the police compared to their US counterparts. The foundation for this support among both groups was attachment to conventional society and general confidence in the police. For US students, factors influencing support for community policing included perceptions of civil policing, effectiveness of police operations, and support for community oversight of police activities. In contrast, Nigerian students did not significantly associate their support for community policing with perceptions of crime as a problem, public support for the police, or academic level. Instead, gender played a significant role among Nigerian students, whereas age was more relevant among US students. It is noteworthy that while punitive orientation (favoring strict punishment for crimes) negatively influenced support for community policing among US students, this factor did not significantly predict support among Nigerian students. This indicates that cultural contexts influence attitudes towards law enforcement and community engagement in different ways. The study demonstrates that while both Nigerian and US college students generally support community policing partnerships, the factors influencing this support differ between the two groups. Understanding these nuances is crucial for developing effective community policing strategies tailored to specific cultural and societal contexts. [Lambert et al., 2012].

The introduction of community policing was designed to reassure the public about addressing disturbances and misbehaviour. At Bangor University, students demonstrated a high level of engagement with this initiative. However, trust in community policing among students was influenced by several factors. Those who perceived fair treatment from the police were more likely to trust them, contrasting with those whose trust was diminished due to negative past experiences or information from friends and family. The study indicates that the mere visibility of community policing is not sufficient for building trust; instead, effective communication efforts by police authorities are essential. Many students lacked confidence in the effectiveness of community policing and were uninformed about police powers. Providing detailed information about these aspects could foster greater trust in community policing among students. Students who had direct experiences with community policing were more inclined to trust it, feeling they were treated fairly. A key finding was the significance of fairness in interactions with citizens for the success of community policing. Gender differences were notable, with male students exhibiting less trust in community policing compared to their female counterparts. This suggests the necessity for tailored approaches to address varying perceptions and concerns among different student demographics. It is of the utmost importance to address any negative perceptions and ensure fairness in every encounter if a positive relationship between students and the police is to be established in the context of community policing initiatives. [Heenan et al., 2008].

In light of the aforementioned studies, an explanatory scheme is proposed [Figure 1]. This scheme encompasses all the key concepts that could influence students' participation in community policing. It elaborates the either positive or negative influences of these key concepts on the willingness of students to participate in community policing efforts and is based on the analysis above.

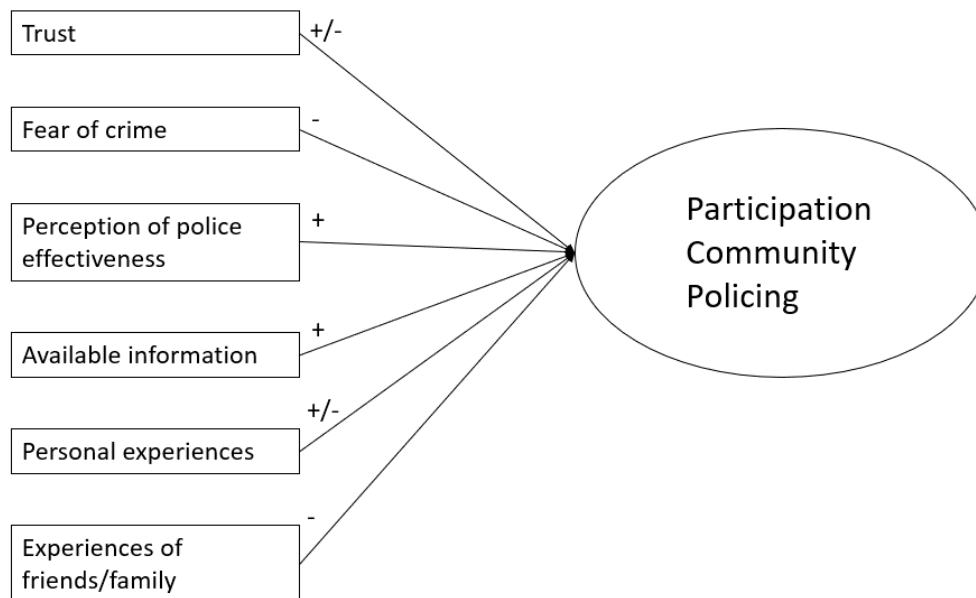


Figure 1: Explanatory Scheme Key Concepts Participation Community Policing

The influence of trust on participation in community policing can be either positive or negative. To illustrate this, the symbol +/- is employed. In neighbourhoods where there is a high level of fear of crime, students do not participate to the same extent as they indicate a need for a change in police behaviour and services. Consequently, a - symbol is used to represent the key concept of fear of crime. With regard to the key concept of perception of police effectiveness, the symbol + is employed, as the more effective students believe the police to be, the more willing they are to participate in community policing. This also applies to the availability of information. Here, the more and better information available, the higher the willingness of students to participate in community policing efforts. In addition, personal experiences may influence willingness to participate in community policing efforts. These experiences may be positive or negative, depending on the nature of the interaction and the student's subsequent perception of the police. Therefore, the symbol +/- is used to indicate the effect of personal experiences on willingness to participate in community policing efforts. The experiences of friends and family members had a negative impact on students' willingness to participate in community policing efforts. Consequently, the symbol - was introduced to facilitate this process.

The explanatory diagram above [Figure 1] is based on previous studies on students' perceptions and general views on community policing. These studies have been conducted in countries around the world, which have different demographics, different education systems, different traditions and characteristics, and different police and law enforcement agencies. Therefore, it is difficult to ascertain whether these key factors also apply in the same way to the general viewpoint or students in Enschede on the concept of community policing. It is also unclear whether these key factors can be translated into the Dutch context. In order to ascertain this, another explanatory framework will be created utilising the findings of the in-dept interviews and the survey. Thereafter, a comparison can be made between the key factors identified in previous studies on the general perspective of students on community policing and the perception of students in Enschede.

3 Methods

3.1 Research design

For this research, the willingness of students participation in community policing efforts is investigated. In order to provide an answer to the main research question and the sub research questions, a textual analysis is conducted. This research design was used, since textual analysis is a research method that examines texts via a trans-disciplinary method [Smith, 2017]. The purpose of a textual analysis is to describe and interpret the characteristics of textual data [Frey et al., 2000]. The willingness of students to participate in community policing efforts can be understood by intensively analysing characteristics, content, structure and functions of the messages provided by the students of the community and police. Via textual analysis the qualitative textual data should be described and interpreted in such a way that an answer to the research question and its sub questions can be formulated.

The qualitative textual data that was used in this research, is available literature and interviews. Interviews are conducted, as the researcher needs in-dept information about students willingness to participate in community policing efforts, which can be collected through in-dept interviews. The literature that is already available is used to ascribe different elements and types of community policing efforts and to provide an overview of the knowledge that is already available on students willingness to participate in community policing efforts. The process, data collection and data analysis of these interviews and available information will be further elaborated in the section method of data collection and method of data analysis. Additionally to the interview and literature review, a survey has been conducted. This is to gather a general overview aside from the in-dept information coming from the interviews. Therefore, aside from the qualitative textual analysis research method, also a small quantitative research method will be conducted. The survey is mainly used to support the interview results and to create a general overview of the willingness of students in Enschede to participate in community policing efforts.

With the information provided by the literature review, an explanatory scheme is created [Figure 1]. This scheme provides key factors that, according to the literature, influence students' willingness to participate in community policing efforts. With the in-depth interviews and the survey, an empirical attempt was made to find out whether these key factors also apply to the students in Enschede. The results of the in-depth interviews and the survey were then used to create an additional explanatory scheme [Figure 15]. It shows the key factors that influence the willingness of students in Enschede.

3.2 Method of data collection

To formulate an answer to the research question, available data and studies on the topic community policing was analysed. This data has been found on google.scholar and at the university library and is consisting of research done before on the participation and interaction of students and community policing efforts, general information about the concept community policing and the implementation of community policing in the Netherlands. Another type of data that was used for this study, is qualitative textual data in the form of interviews. These interviews have been held with students in Enschede. The purpose of these qualitative research interviews is to conduct conceptual and theoretical knowledge based on information and data that the interviewees have been given. The data gathered by these interviews, is then analysed via qualitative content analysis, as mentioned in the section research design. Since, interviews are textual documents, this method of data collection fits the research design of textual analysis, specifically qualitative content analysis. The data, researches and studies that already are available too fit in this method of data collection.

Individual in-dept interviews have been conducted among nine students in total. The age of the students varies between 19 years old and 28 years old. Five of the nine interviewees were female, the other four interviewees were male. All of the students studied at the University of Twente. The interviews lasted six to twelve minutes on average. The interviews were quite short, as most of the participants did not know much on the topic of community policing, and they also did not have much experiences with the police in the Netherlands. Specific results will be discussed in the section Analysis. The interviews were held in Dutch. The interview questions can be found in Appendix B. First, a few general questions are asked to understand the background of the interviewees. This, because when implementing an in-dept interview, a relatively homogeneous group is needed

[DiCicco-Bloom and Crabtree, 2006]. Then more specific questions regarding the main research questions have been asked, with the assistance of the sub questions. This to ensure in-dept information on the topic of willingness of the student to participate in community policing can be conducted.

The implementation of individual in-dept interviews allows for social and personal matters of the interviewees to be identified in regard to the research questions [DiCicco-Bloom and Crabtree, 2006]. This is necessary to reveal extensively why the students do or do not want to participate in community policing, and what different factors, interactions or viewpoints are influencing this willingness. A semi-structured form of interview has been used. This means that there are predetermined open-ended questions, while other questions could emerge from the dialogue between the interviewer and the interviewee [DiCicco-Bloom and Crabtree, 2006]. With this, additional data that may not be accounted for by the predetermined questions can still be gathered. The most frequent topic that was not accounted for with predetermining the questions, was accessible information and awareness about the concept community policing. Since it is such an extremely broad concept, it was thought that the students would have some knowledge about this topic. However, almost all students were not familiar with the concept, which led to questions about improving the awareness of the concept of community policing. For the quantitative part of this study, a survey among students in Enschede has been conducted. This in order to create a general overview about students perception of participating in community policing, additional to the interviews. The surveys has been spread out via social media (Instagram and WhatsApp), since this is where the target groups spends much of their time, which indicates a high response rate. The response rate for this survey was 56, with 50 percent of respondents being male and 50 percent female [Appendix A, Figure 16]. The majority (64 percent) of respondents were aged between 19 years old and 22 years old, with 33 percent being aged between 23 years old and 26 years old and a few being aged between 15 years old and 18 years old or between 27 years old and 30 years old [Appendix A, Figure 17]. All respondents are enrolled in educational institutions in Enschede [Appendix A, Figure 18]. The majority of respondents (75 percent) were enrolled in university studies (WO), while 25 percent were pursuing higher professional education (HBO). A small number of respondents (1.8 percent) indicated that they were enrolled in a vocational education program (MBO) [Appendix A, Figure 19]. The questions in the survey were very similar to those in the interview. First, some general questions were set out, then respondents were asked to answer questions that were more related to the concept of community policing. They mainly had to scale their opinions from 1 (low) to 5 (high). The final question asked for statements about factors that might influence their willingness to participate or provide an incentive to increase their willingness to participate.

3.3 Method of data analysis

In this study, patterns and relationships between participation of students in community policing and attributes that influence the willingness to participate will be looked for. That means that a content analysis is the method that was used as a method of data analysis. Namely, with a content analysis, specific messages and characteristics that are embedded in texts can be identified, recognized and analysed [Frey et al., 2000]. A content analysis is a specific method of textual analysis that analyses qualitative textual data by categorizing it into conceptual clusters. With this, patterns and relationships are revealed [Given, 2008]. To gather in-dept information about the insights of students and police officers on the willingness of participation of students, a qualitative content analysis was used, which indicates that the meanings of the messages from the students and police are more important than the number of times a message variable occurs [Frey et al., 2000].

The research tool that is used to conduct the qualitative content analysis is Atlas.ti. This research tool allows to upload documents, after which the documents can be coded. Coding is used to categorize data by using codes [Saldaña, 2021]. The concept of coding can be completed via several ways. In this research, the codes used are based on the initial explanatory scheme [Figure 1]. The key factors influencing students' willingness to participate in previous studies were used to identify the key factors influencing students' willingness to participate in community policing in Enschede. Therefore, the available research on the topic of students and the participation in community policing efforts, has shown that themes like past personal experiences, experiences of friends and family, community policing experience and knowledge, recommendations for the future of community policing and concepts like trust and efficacy will be looked for. These key concepts are operationalized, so the interviewees will provide their own responses, rather than offering answers that they believe to be correct. Also, these key concepts are operationalized to provide clarity (the concept of trust, for

instance, may be interpreted differently by the interviewee and the interviewer. However, the question of whether the police will assist after a promise has been made is a matter of common understanding). Furthermore, the question of participation in community policing initiatives is posed during the interview. Those who participate in such initiatives are eligible for all forms of consideration.

The qualitative content analysis has been applied by looking at patterns and relationships that could influence the willingness of students to participate in community policing efforts. These patterns and relationships were found by using the coding scheme and the themes mentioned above. All the interviews were coded individually, however the same codes were used, so the patterns and relationships could be identified. This coding has been conducted in Atlas.ti. Some of the codes that were used are the following: 'Personal experiences Yes/No', 'Family/friends experiences Yes/No', 'Comments family and friends', 'Trust Yes/No/Doubt', 'Knows Community policing Yes/No/Knows WhatsAppNeighbourhoodPrevention', 'Suggestions information/Unavailable information/Information doubt/Information not necessary/Information out on the streets', 'Effectivity Positive/Negative/Doubt'.

For the quantitative survey, the analysis has been conducted by implementing graphs and data of the survey results. These graphs have been created by google-forms, which is used to collect the survey results. The graphs provide percentages and a clear overview of the results of the survey, which then can be used to provide support for the interview results and formulate a conclusion.

4 Analysis Perception Police

This section examines the answer to the second sub-question: 'How do students in Enschede perceive the police?'. In order to formulate an answer to this question, in-depth interviews and a survey were conducted. The results of the interviews and the survey are presented in the following categories: personal experiences, experiences of friends and family, trust and effectivity.

Personal Experiences As illustrated in Figure 2, the majority of the participants of the interviews indicated that they did had been in contact with the police on occasion. However, many of these interactions were relatively inconsequential, as almost all of the participants themselves reported. Incidents such as a broken bicycle lights, speeding, assisting with an accident or answering questions regarding a neighbourhood that had been burgled were among the most frequent interactions with the police. Only a few participants reported having any serious and unpleasant experience with the police.



Figure 2: Personal Experiences Interview

The results of the survey showed as well that the students in Enschede had personal experiences. Over half of the respondents indicated to have personal experiences with the police in the Netherlands [Appendix A, Figure 20]. However, more than 70 percent reported that they had never had contact with a neighbourhood police officer [Appendix A, graph 21].

The respondents of the survey were requested to evaluate their interactions with the Dutch police on a scale of 1 to 5, with 1 representing the most unfavorable and 5 the most favorable experience. As illustrated in Figure 3, the majority of interactions with the Dutch police are perceived as positive. 50 percent of the respondents graded the interaction 4 out of 5 and 25 percent graded the interaction 5 out of 5. This means that a total of 75 percent of the respondents is positive about their interaction with the police in the Netherlands. Only a small proportion of respondents reported negative experiences (6.3 percent), while a few indicated that their interactions with the police were neutral (18.8 percent). There were no respondents that graded their interaction with the police in the Netherlands 1 out of 5.

Als je persoonlijke ervaringen met de politie in Nederland hebt, hoe heb je deze interactie ervaren? Heb je geen persoonlijke ervaringen, dan kun je deze vraag overslaan.
32 antwoorden

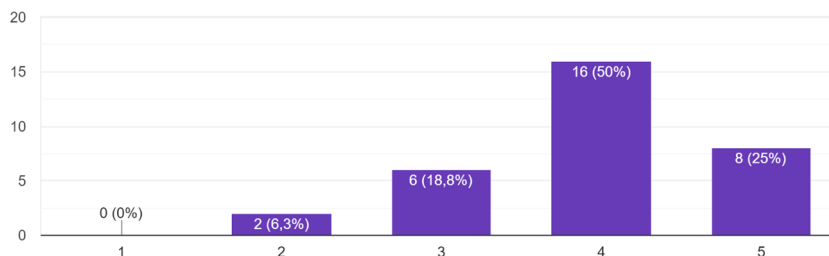


Figure 3: Personal Experience Interactions Survey

Experiences Family/Friends With regard to experiences of family and friends, there was not a significant divergence [Figure 4] in regard to the personal experiences within the interviews. Just over half of the participants indicated that they had heard stories from family or friends about interactions with the police in the Netherlands. However, many of these experiences were not particularly severe. For instance, they included fines for speeding or answering questions during a neighbourhood investigation for burglaries in the neighbourhood. Only a few respondents acknowledged that they had heard from family or friends stories that were unpleasant and quite serious. These experiences were, in fact, accounts they had themselves participated in, and thus they had already mentioned them when discussing their personal experiences. Furthermore, some participants indicated that they occasionally heard comments about the police from family or friends, but that these were intended as jokes and that there was no underlying significance.

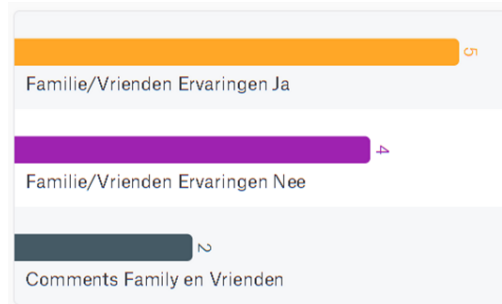


Figure 4: Experiences Family and Friends Interview

With the survey, a considerable proportion of respondents (about 68 percent) indicated that they had heard stories about experiences with the police in the Netherlands from friends or family members [Appendix A, Figure 22]. The other 32 percent did not know any stories of friends and family about their interactions with the police. Once more, respondents were requested to evaluate the experiences of family and friends on a scale of 1 to 5, with 1 being the most negative and 5 being the most positive. This resulted in a relatively divided set of experiences. Over half of the respondents indicated that the experiences of family and friends were neutral (51.3 percent). Overall, more than 30 percent of respondents indicated positive experiences of friends and family. Of these, 25.6 percent rated the experiences as 4 out of 5, while 5.1 percent rated them as 5 out of 5. Slightly less than 20 percent of respondents indicated negative experiences of family and friends. Of these, 15.4 percent rated the experience with a 2 out of 5, and one respondent indicated that they rated the experience with a 1 out of 5. [Figure 5].

Als je via vrienden of familie verhalen hebt gehoord over ervaringen met politie in Nederland, hoe waren hun ervaringen? Als je geen verhalen kent van vrienden of familie, kun je deze vraag overslaan.
39 antwoorden

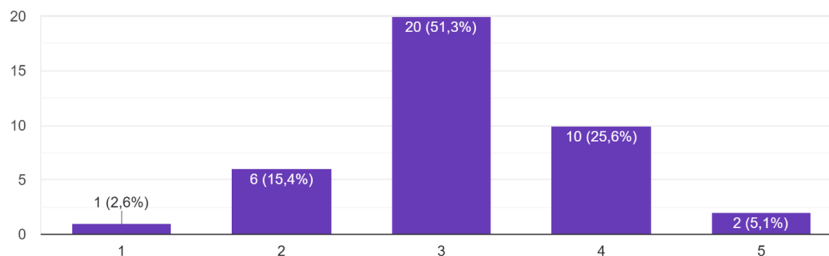


Figure 5: Experiences Friends and Family Interactions Survey

Trust Figure 6 illustrates the results of the interviews on students' trust in the police in Enschede. Among the participants, there was no individual who expressed complete distrust in the police. Instead, opinions on trust were divided between those who expressed complete trust and those who expressed questionable trust. Approximately half of the participants expressed complete trust in the police. They believed that the police were individuals who would always do their best to help them, as it was their obligation as a police officer. They had friends or people they were familiar within the police force who were like this, or had general trust in the rule of law. The remaining half of the interviewees exhibited a more ambivalent attitude towards their trust in the police. Many of them perceived trust as being contingent upon specific circumstances. A few individuals did express trust in the police, but felt that other factors and circumstances occasionally impeded the achievement of desired outcomes, for example due to evidence being insufficient. Others were uncertain of their trust in the police due to their personal experiences or indirect accounts. Some participants also tend to believe that non-urgent or frequent/normal cases like a stolen bicycle were not addressed at all. Other participants brought up this example as well, but mentioned that the police did indicate on forehand that these types of cases are likely to remain unsolved. Regarding the expressed questionable trust in the police, interviewees mentioned that appropriate assistance of police officers sometimes lacked, when there was no personal contact. When the police told personally they would help, the participants trusted them, but indirect contact, such as an e-mail it could easily be forgotten.

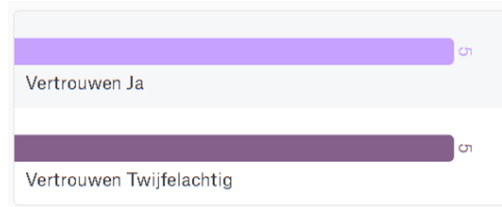


Figure 6: Trust Interview

The same question regarding trust was asked in the survey, namely the following: 'If the police promise to help you, for instance to come by if you are bothered by nuisance, to what extent do you think they actually do that?'. This question is an operationalization of trust and respondents were queried regarding their expectations of police assistance following commitment. Respondents had to rate their trust in the police on a scale from 1 to 5, where 1 meant no trust and 5 meant complete trust. In this regard, a minority of respondents indicated that they did not anticipate police assistance; a total of less than 15 percent voted for 1 out of 5 and 2 out of 5. The majority of respondents did express positive expectations, namely a total of more than 50 percent. Over 30 percent voted 4 out of 5 and more than 20 percent trusted the police completely and voted 5 out of 5. The remaining 33.9 percent of the respondents voted on a neutral trust in the police [Figure 7].

Als de politie toezegt om jou te helpen, bijvoorbeeld om langs te komen als jij last van overlast hebt, in hoeverre denk jij dat ze dat daadwerkelijk doen?
56 antwoorden

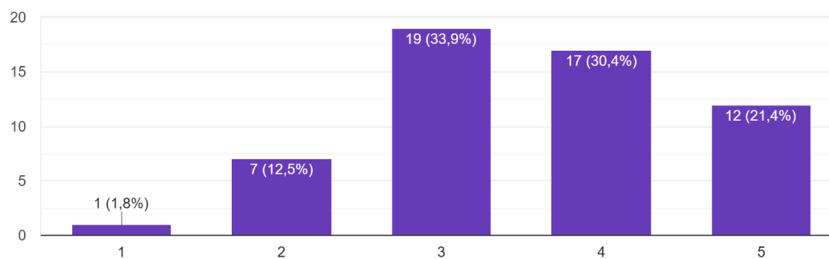


Figure 7: Trust Survey

Effectivity Following an explanation of the concept of community policing, participants of the interview were asked whether they believed this approach could reduce crime, and to what extent this can be considered to be the case. The majority expressed a positive view of the potential effectiveness of community policing [Figure 8]. They believed that community policing could help reduce crime, due to a number of reasons. As indicated by the participants, community policing fosters increased vigilance and awareness among the public, which could contribute to a reduction in crime rates by making it more challenging to perpetrate criminal acts. Community policing attributes to a reduction in complexity when reporting incidents to the police, and that a stronger bond is built between citizens and police, as mentioned by the participants. The participants believed that if the concept of community policing were more widely known, it would result in a reduction in crime. Some participants believed that while community policing could be effective, its efficacy depended on the nature of the contact within the neighbourhood. Others contended that it could be effective if close attention were paid to people and areas that needed it, that there was a need for those people and areas to feel understood and seen. They further argued that attention should be paid to equity of opportunity. If community policing could provide all of this, they felt it had a positive effect on crime. A small minority of participants expressed the view that community policing was an ineffective approach, as they believed there were potential negative consequences. They reasoned that implementing community policing efforts came with the risk of citizens adopting the role of the police themselves. According to them, citizens might become overly reliant on the police, seeking their assistance for all minor incidents, which could result in a controlled environment with limited freedom.

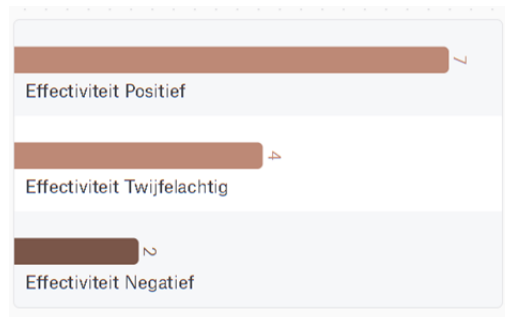


Figure 8: Effectivity Interview

The question whether the respondents believed that the implementation of the concept community policing would have influence on the reduction of crime was asked in the survey as well. There were again asked to rate this on a scale from 1 to 5, with 1 being no influence on the reduction of crime, and 5 meaning community policing efforts having a high influence on the reduction of crime. The respondents exhibited a divergence of opinions regarding the impact of community policing efforts on the level of crime. A total of 34 percent believed that the implementation of community policing efforts would have a positive influence on the reduction of crime. Almost 34 percent of the respondents was neutral about the influence of community policing efforts on the reduction of crime. And a little less than 33 percent believed that the implementation of community policing efforts would not have an influence on the reduction of levels of crime [Figure 9].

In welke mate denk jij dat community policing criminaliteit verminderd?
56 antwoorden

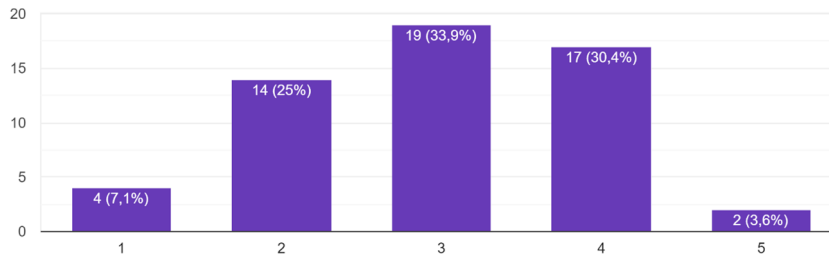


Figure 9: Influence Community Policing on Criminality Survey

Overall, the perception of the police among students in Enschede is rather positive. They had experienced some personal interactions and were aware of the experiences of their friends and family. However, most of these interactions were perceived as quite positive. With the exception of a few individuals, the general view of trust in police enforcement was predominantly positive. The effectiveness of the implementation of community policing efforts was mainly seen as neutral, with a slight preference towards a positive feeling. Thus, students in Enschede generally perceive the police as trustworthy and effective, while they experience positive interactions with the police.

5 Analysis Incentives Participation

This section examines the answer to the third sub-question: 'What is needed for students in Enschede to actually participate in community policing efforts?'. In order to formulate an answer to this question, in-depth interviews and a survey were conducted. The results of the interviews and the survey are presented in the following categories: concept community policing and participation.

Concept Community Policing Since community policing is the core of this research, there was asked in the interview whether participants had some knowledge of this topic. Out of all the participants, only one individual demonstrated an understanding of the concept of community policing. The majority of participants lacked knowledge on this topic. They mentioned to never have heard of it before, aside from the interview. However, when the concept of WhatsApp Neighbourhood Prevention was given as an example of the concept community policing, the majority of respondents demonstrated familiarity with it [Figure 10]. Most of the participants knew this type of community policing effort from their hometown. Some even mentioned district police officers as an example of community policing. The participants did have knowledge about some types or examples of community policing, but did not know the name or the concept itself.



Figure 10: Community Policing Interview

Given the limited familiarity with the concept of community policing, the study also explored opinions, availability and accessibility of information. Figure 11 illustrates that one of the participants encountered information on the street. However, the majority indicated that the information was either unclear or uncertain. According to them, this was mainly because they were not concerned with it or were not looking for it. It was assumed that while information was available, it was not accessible to those who did not actively seek it out or engage with it. The interviewees were asked to provide suggestions on how to disseminate information about community policing to students. The participants proposed that the most basic forms of promotion would at least help to disseminate information about community policing to students. A number of suggestions were put forth, including the distribution of flyers, posters, social media posts, the provision of information, and direct engagement with students. Also, the idea of guest lectures was proposed. According to the participants, this is a straightforward method for introducing students to community policing, particularly in an educational institution. Some participants also expressed the viewpoint that there was no need to promote the concept of community policing. They felt that students would not necessarily benefit from it, and that students themselves might still want to rebel and do not want to feel controlled by their surrounding. Especially when living on the campus at the University of Twente. Furthermore, some participants indicated that there is security on campus of the University of Twente, so there is no need for community policing there either. They argued that if something is going on, students can simply call campus security.

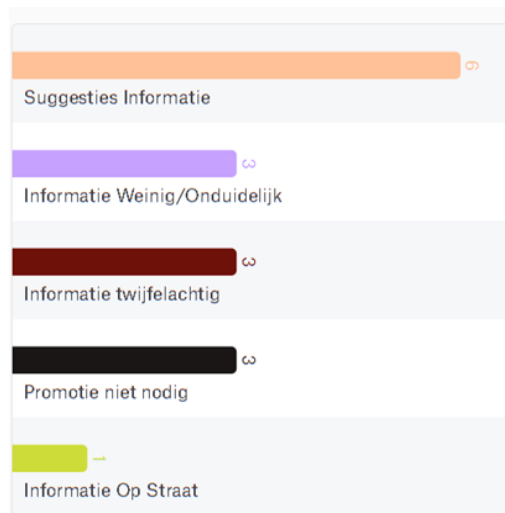


Figure 11: Information Interview

Just as with the interview, the question whether respondents had ever heard of the concept community policing outside of this research, or whether they had any knowledge on this topic was asked. Nearly 90 percent of the respondents indicated that they had not heard about the concept community policing before. The few respondents (12.5 percent) who were aware of the concept were asked where they obtained this knowledge. These respondents reported having learned about it through for example WhatsApp groups, neighbourhood prevention initiatives, neighbourhood burglaries, or research papers [Appendix A, Figure 23].

Participation The interview also addressed the extent to which the interviewees had engaged in community policing initiatives. As many of the participants lacked an understanding of the concept of community policing, their participation may have been inadvertent or unintentional. The majority of participants indicated that they had never participated in community policing initiatives [Figure 12]. A few participants reported having done so, with the participation occurring in the form of a neighbourhood questioning by the police. Here, the police posed questions to them at home or at work about an incident further down the street. The police did ask if they had seen anything or if there were videotapes available for their investigation. Some participants referenced the WhatsApp Neighbourhood Prevention initiative, but asserted that only their parents were permitted to report suspicious activities on this platform, and that they themselves had no involvement in this process. When asked if people would be willing to participate in future initiatives, almost all of the participants expressed their willingness to do so. Only a few indicated that they would not participate in future initiatives because it was not applicable to them. When queried as to why participants would engage in the participation in community policing activities or what incentives would be necessary to encourage them to do so, some participants indicated that incentives were not always necessary for their participation. They stated that they would participate merely for themselves as they felt it an obligation as citizen to do so, to help others, and to help in making the community a safer area. Other participants indicated that incentives would include being taken seriously by the police. Also they felt if assisting in community policing efforts would help create more safety for their children and families, it would be enough encouragement for them to participate. Incentives such as reducing crime in general, helping other people and their neighbourhood, more clear and accessible information being provided, and a community in which this concept is common were mentioned as well.

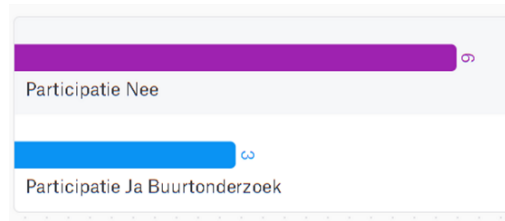


Figure 12: Participation Interview

As this research investigates the willingness of students in Enschede to participate in community policing efforts, the survey also inquired as to whether respondents were willing to assist the police in such efforts. The question: 'If the police ask you to help them, for instance to report if youths are causing a nuisance in your neighbourhood, to what extent are you willing to actually do so?' was asked. The respondents had to rate their willingness on a scale from 1 to 5, where a score of 1 meant a very low to no willingness and 5 indicated a high willingness. The figure [Figure 13] below illustrates that the majority of respondents were (highly) willing to do so. About 60 percent indicated they would for sure help the police. About one fourth of the respondents was neutral about assisting the police on such matters. And only a few respondents indicated that they were not willing to assist the police to any significant extent, namely a total of less than 4 percent. About 11 percent gave a 2 out of 5, which indicates they would not prefer to help but in some cases they would assist the police.

Als de politie vraagt om haar te helpen, bijvoorbeeld om te melden als bij jou in de buurt jongeren overlast veroorzaken, in hoeverre ben je dan bereid dat ook daadwerkelijk te doen?
56 antwoorden

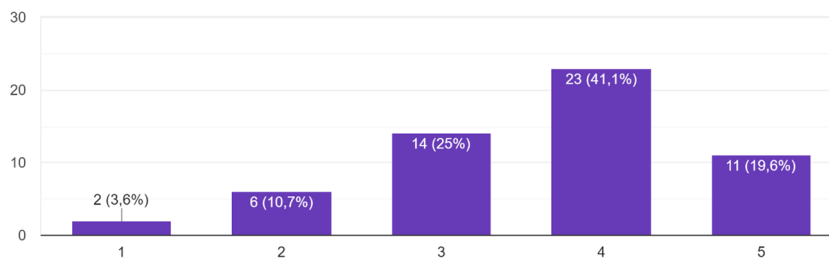


Figure 13: Willingness to Help Police Survey

Survey respondents were also asked as to whether the participants themselves had ever contributed to community policing initiatives, the overwhelming majority (94.6 percent) of respondents indicated that they had not. A mere 5.4 percent of respondents indicated that they had somehow contributed to community policing [Appendix A, Figure 24]. This entailed the providing the police with camera footage when their had been an incident in the neighbourhood or the observation of a criminal/suspicious location until the police arrived.

Those respondents who had never contributed to community policing purposes were presented with a number of statements in order to ascertain the reasons why they had not previously participated in community policing efforts. The statements provided are as follows: a) I would be willing to assist the police if I had greater confidence in them, b) I would only be willing to assist the police if I were more concerned about my personal safety, c) I would require a clear understanding of the nature of my contribution before I would be willing to assist the police. d) Only when I am convinced that the police are capable of resolving the issue in an appropriate manner am I willing to assist them. e) Once I understand the rationale behind the necessity for citizen involvement in police operations, I am willing to cooperate. f) On a personal level, I do not perceive the prevalence of criminal activity in my neighbourhood to be sufficiently problematic to warrant my assistance to the police. It was permitted for respondents to indicate more than one statement. Almost half of the respondents (46.9 percent) indicated a desire to gain a deeper understanding of the subject of community policing before making a contribution to it. Almost 40 percent of the respondents indicated a willingness to assist the police contingent on the assumption that the police would resolve the problem in an appropriate manner. Approximately 35 percent of respondents indicated a willingness to assist the police when they were more concerned about their own personal safety. Approximately 30 percent of respondents agreed with both statements e) and f). The respondents indicated a need to understand the rationale behind the expectation of citizen assistance to the police. They also expressed a lack of perception of the severity of crime in their neighborhoods, which they felt did not justify the need for such assistance. The statement regarding trust was the least applicable to the respondents, with fewer than 9 percent agreeing with it. [Figure 14]. Additionally, respondents could suggest their own statements. The participants indicated a willingness to assist, although they expressed a reluctance to contact the police. They believed that if they were aware of the consequences of their actions and if they could dedicate themselves full-time to a job, they would be more productive [Figure 14].

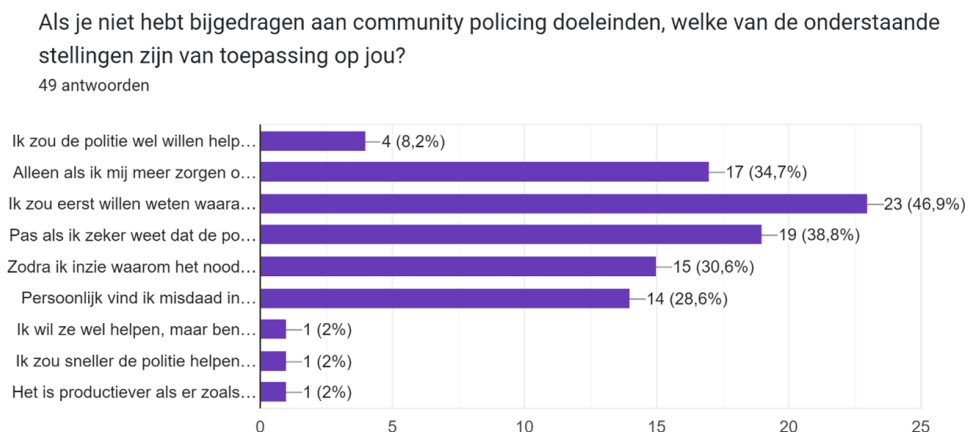


Figure 14: Statements Survey

Most students in Enschede were not familiar with the concept of community policing. Therefore, they did not actively participate in community policing efforts, except for a few individuals who participated in a couple small interactions with the police. Despite the extremely low levels of participation, almost all participants indicated that they would be willing to participate in these efforts if required. Incentives to participate were not always needed, in most cases just having a safer neighbourhood or helping others was enough. Other incentives mentioned were more accessible information on what contributing to community policing efforts entails, being taken seriously by the police and an effective reduction of crime in general. Thus, although students in Enschede do not currently participate in community policing, they would be willing to do so, and this willingness could be improved by the incentives mentioned above.

6 Conclusion

This chapter will present an answer to the main research question: 'What influences students' willingness to collaborate with community policing efforts in Enschede?' In addition, the key insights of the analysis of the perception of the police and the incentives needed for participation among students in Enschede will be mentioned. The answers and insights provided, along with their practical implications, will be discussed, and suggestions for future research will be proposed.

In the analysis of the first sub-question, an explanatory scheme was created in which the key concepts of participating in community policing were presented [Figure 1]. From the various research studies, the key concepts of trust, fear of crime, perception of police effectiveness, available information, personal experiences and experiences of friends and family were identified. The aim of the study was to ascertain whether the influences of the key concepts identified in previous literature are also representative of the students in Enschede. To this end, interviews and a survey were conducted.

The first key concept addressed in the scheme is trust. The majority of participating students expressed confidence in the police in the Netherlands. During the interviews, a number of participants expressed doubt in trusting the police, but explained that this was often due to the circumstances. It was not indicated by any of the interviewees that they were untrusting of the police. Furthermore, the survey results demonstrated that the overwhelming majority of respondents expressed trust in the police. A minority of respondents indicated that they had limited confidence in the police. As the number of students with limited confidence in the police is relatively low, it can be concluded that trust has a positive effect on participation in community policing initiatives.

The next key concept is fear of crime. In the interviews, many participants indicated having little or no fear of crime. This is because there is often zero to very little problematic crime among students and security is present on campus at the University of Twente. Also in the survey, one third of the participants indicated that they did not find crime in their environment problematic enough to participate in community policing efforts. It can therefore be said that fear of crime is not an important key concept among students in Enschede. Although fear of crime is not a key concept among students in Enschede, many participants indicated a desire to participate in making the neighbourhood safer. This was an incentive for students in Enschede to participate in community policing efforts. This suggests that improving safety becomes a new key concept.

The third concept is perception of police effectiveness. On this topic, the opinions of participants in both the interviews and the survey were divided. Although this division was present, the majority expressed neutrality about the influence of community policing on reduction of crime levels. Some expressed positive views, while a few participants expressed negative views about the effectiveness of community policing efforts. In the interviews a small minority expressed that the implementation of community policing efforts would have a positive influence on the reduction of crime. However, the survey results did not indicate this small preference. It can be concluded that effectiveness does indeed influence student participation in Enschede, although the opinions on this matter are very divided. This will be demonstrated in the explanatory scheme with the use of a +/- symbol.

Another key concept is the availability of information. In both the interview and the survey, results showed that it was indicated that little, unclear and unavailable information on the concept of community policing could be found. Participants indicated that they often did not look for it either, and were not engaged in this concept in general, but that more and clear information would be an incentive to participation. It would create more familiarity with the concept of community policing, which could result in more participation and acceptance in general. Therefore, it can be concluded that information has a positive impact on participation.

The last key concepts are personal experiences and experiences of friends and family. The majority of participants indicated that they did have personal experiences with the police. However, many of these experiences did not result in a significant impact on their willingness to participate, since these interactions with the police were insignificant. This also applied to the experiences of friends and family. Only a few individuals of the respondents heard about intense experiences from friends and family with the police in the Netherlands and this again did not influence students' willingness to participate. Although personal experiences and experiences of friends and family did not influence willingness to participate of students in Enschede,

students did indicate that helping other people was in itself an important incentive for wanting to participate. This therefore becomes a new key concept.

With the data analysed, a new explanatory scheme with key concepts is created [Figure 15]. The scheme below shows the key concepts that influence the willingness of students in Enschede, namely trust, improving safety, perception of police effectiveness, available information, and helping others.

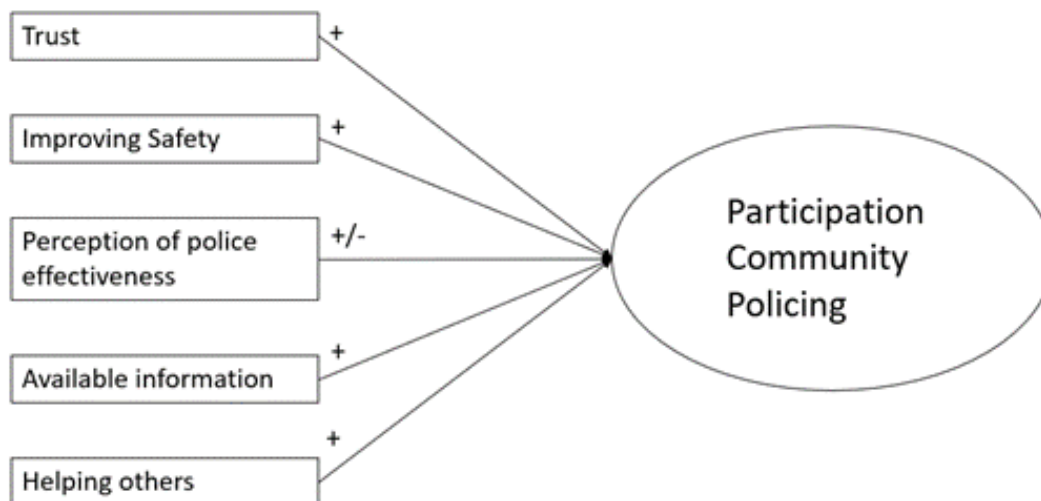


Figure 15: Explanatory Scheme Key Concepts Participation Community Policing Enschede

The primary research question, "What influences students' willingness to collaborate with community policing efforts in Enschede?" reveals several key factors. Currently, students in Enschede exhibit limited participation in community policing initiatives primarily due to a perceived lack of necessity and disengagement with the concept itself. Addressing this issue necessitates increased accessibility and dissemination of information regarding community policing. Improved awareness and understanding of its benefits could significantly enhance students' willingness to engage. In addition, incentives such as improving overall safety in neighborhoods and fostering a sense of community by helping others are crucial for increasing student participation in community policing efforts. Furthermore, trust in the police and the perceived effectiveness of their actions also play significant roles in motivating student involvement. Building a positive perception of police responsiveness and competence can further encourage students to participate actively. Efforts to promote community policing among students in Enschede should focus on both informational campaigns to highlight its relevance and benefits, as well as tangible improvements in safety and community well-being. It is essential that trust is established through transparent and effective communication from law enforcement authorities. By addressing these factors comprehensively, there is potential to enhance students' engagement and willingness to collaborate with community policing efforts, thereby fostering safer and more cohesive communities in Enschede.

The findings of this study diverge from those of other studies on students and their participation in community policing. This research helped to elucidate the preparedness of students (in Enschede) to collaborate with community policing efforts. Primarily, it revealed that there is a lack of information among students and that the concept is not well known. Additionally, for many students, assisting others and enhancing the safety of their surroundings is sufficient to assist when the police require it. Nevertheless, students do not always perceive the necessity for participation in community policing efforts due to the absence of problematic crime in their neighbourhood. For a future study, it would be beneficial to examine the demographic and ethical differences between Enschede and the cities in the previous studies regarding the topic of community policing and student interaction. This would enable the investigation of potential factors that might contribute to the observed differences between students willingness to participate.

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A Appendix

Wat is je geslacht?

56 antwoorden

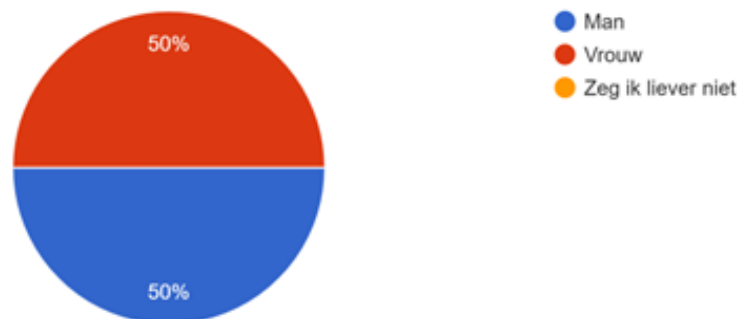


Figure 16: Graph Gender

Wat is je leeftijd?

56 antwoorden

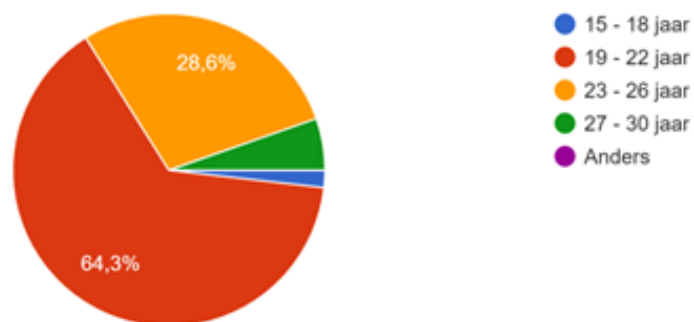


Figure 17: Graph Age

Studeer je in Enschede?

56 antwoorden

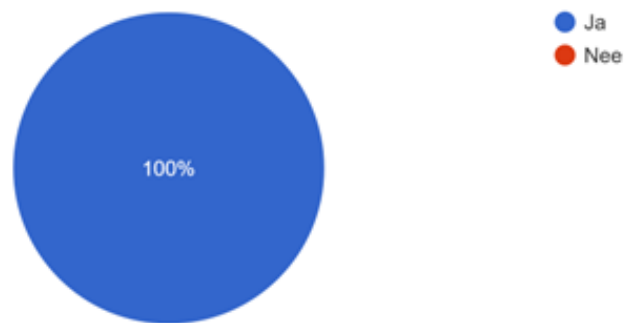


Figure 18: Graph Place to Study

Op welk niveau studeer je?

56 antwoorden

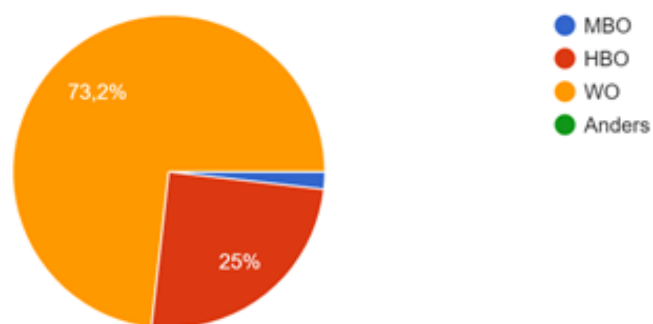


Figure 19: Graph Level of Education

Heb je persoonlijke ervaringen met de politie in Nederland?

56 antwoorden

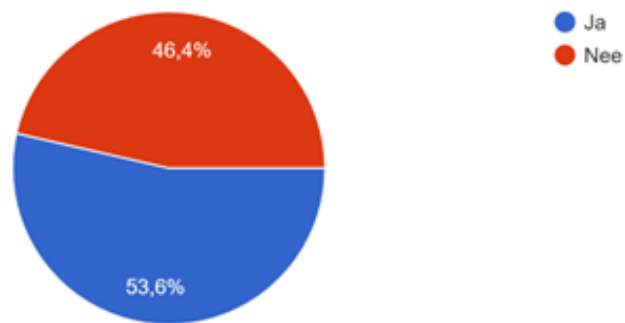


Figure 20: Graph Personal Experiences

Heb je ooit contact gehad met een wijkagent bij jou in de buurt?

56 antwoorden

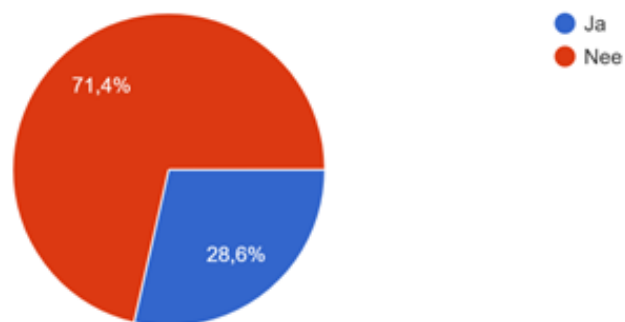


Figure 21: Graph Interaction Neighbourhood Police Officer

Heb je via vrienden of familie verhalen gehoord over ervaringen met de politie in Nederland?

56 antwoorden

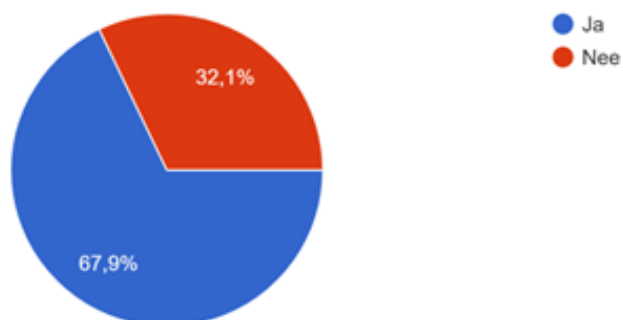


Figure 22: Graph Experiences Friends and Family

Heb je (buiten dit onderzoek) ooit eerder van het concept community policing gehoord?

56 antwoorden

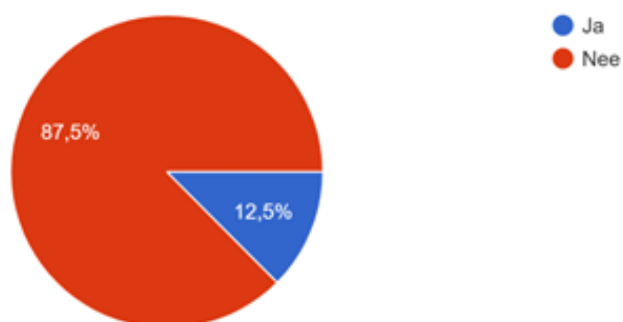


Figure 23: Graph Concept Community Policing

Heb jij zelf wel eens bijgedragen aan community policing doeleinden
56 antwoorden

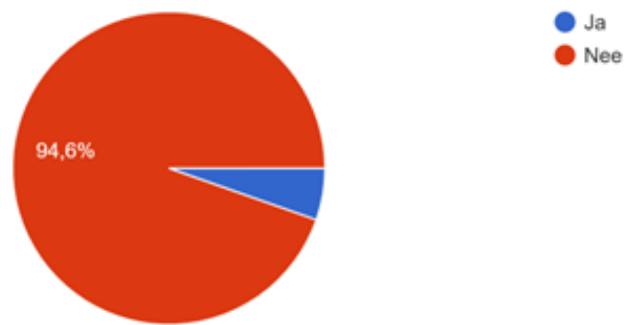


Figure 24: Graph Participation

B Appendix

1. Kun je jezelf kort introduceren, denk vooral aan welke studie je doet, hoe oud je bent, wel niveau je studeert, etc.
2. Heb je persoonlijke ervaringen met de politie in Nederland
3. Ken je verhalen van vrienden of familie over hun ervaringen met de politie in Nederland?
4. Als de politie toezegt je te helpen, in hoeverre denk je dat ze dat daadwerkelijk doen?
5. Heb je ooit eerder van het concept community policing gehoord?
6. In welke mate denk je dat community policing criminaliteit verminderd?
7. Heb je wel eens bijgedragen aan community policing doeleinden?
8. Welke stimulansen zouden jou aanmoedigen om te participeren in community policing doeleinden?

1. Can you briefly introduce yourself, especially think about what study you are doing, how old you are, what level you are studying, etc.
2. Do you have any personal experiences with the police in the Netherlands
3. Do you know any stories from friends or family about their experiences with the police in the Netherlands?
4. If the police promise to help you, to what extent do you think they actually do so?
5. Have you ever heard of the concept of community policing before?
6. To what extent do you think community policing reduces crime?
7. Have you ever contributed to community policing purposes? 8. What incentives would encourage you to participate in community policing purposes?