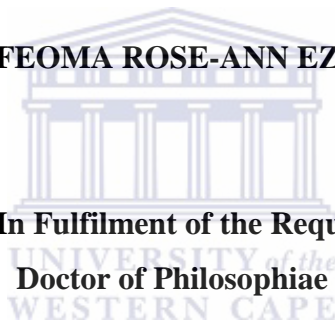


**EXPLORING PASSION KILLING AND ITS IMPLICATIONS ON THE
ACADEMIC WELLBEING OF UNIVERSITY STUDENTS IN
BOTSWANA AND NAMIBIA**

IFEOMA ROSE-ANN EZE

**A Full Thesis Submitted In Fulfilment of the Requirement for the Degree of
Doctor of Philosophiae**



**In
Department of Educational Psychology
Faculty of Education
University of the Western Cape**

Supervisor: Professor Mokgadi Kekae Moletsane

November 2016

DECLARATION

I do solemnly declare that this thesis '**Exploring Passion Killing and Its Implications on the Academic Wellbeing of University Students in Botswana and Namibia**' is my own work, and that it has not and will not be submitted to any other institution anywhere for the award of any academic degree, diploma or certificate. The sources and quotations mentioned in this work have been acknowledged by the researcher.

Ifeoma Rose-Ann Eze



November 2016



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I GIVE ALL THE GLORY TO GOD, MY EBENEZER.

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Mama, I have got the PhD. TO GOD BE THE GLORY!!!



DEDICATION

This thesis is dedicated to my husband and my hero, Dr. Chukwudi I. Eze and my loving and miracle boys, Chukwunenyé and Chimnomnso. It is also dedicated to the blessed memory of my late father; my mother and my siblings.



ABSTRACT

This study explored the consequences of passion killing (PK) on the academic wellbeing of undergraduates in Botswana and Namibia. The study is motivated by the alarming rate of intimate partner femicide popularly referred to as passion killings in both countries; where dozens of young women are being killed by their jilted and angry boyfriends (who most times commit suicide after the murder). The victims and perpetrators are the future generation youths; and noticeably, this monstrous crime had permeated awfully into the universities in some African countries. However, to date, there is paucity of information on the influence of such occurrence on the academic wellbeing of undergraduates.

The study employed qualitative research approach, with intrinsic case study design. It was grounded in interpretative paradigm. The participants were purposefully selected given the nature of the study as well as the site; the study used snowball purposive sampling. The samples were of six participants and the data was obtained through semi-structured face-to-face interviews. The data were coded and thematic analysis was used to analyse the content. Member checking procedures were also employed to assess the credibility and trustworthiness of the study as well as the suitability of the subjects in order to ensure that the results of the study were dependable and could be confirmed. The study adhered to the professional research ethical considerations like voluntary participation, informed consent, confidentiality, anonymity and avoidance of harm.

The study found that incidence of PK is still burgeoning in the locations of study and very rampant among the young people; the victims are largely women. It is established from the data collected during in depth interviews with the students that passion killing has negative influence on the academic wellbeing of students in tertiary institutions in Botswana and Namibia. It causes social shock which leaves students in disconnected and disenchanted relationships; causes psychological trauma leading to feelings of insecurity and instability which affects their learning and concentration.

KEY WORDS:

Intimate Partner Femicide

Intimate Partner Violence

Passion Killing

Students' Academic Wellbeing

Violence against Women



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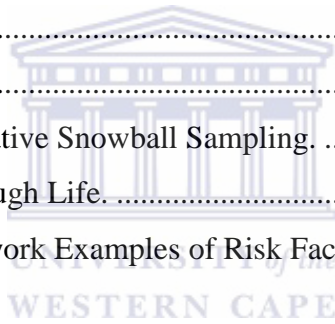


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LIST OF ACRONYMS

AK-47	Avtomat Kalashnikova semi-automatic and automatic assault rifle
BPD	Borderline Personality Disorder
CDC	The Center for Disease Control and Prevention
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CIA	Criminal Investigation Agency
CoP	Crime of Passion
CPS	Central Police Station
CSW57	Commission on the Status of Women 57 th Session
DEVAW	Declaration on the Elimination of Violence against Women
F2F	Face-to-face
GBV	Gender Based Violence
HBV	Honour Based Violence
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immunodeficiency Disease Syndrome
HK	Honour Killing
IASC	Inter-Agency Standing Committee
IPF	Intimate Partner Femicide
IPV	Intimate Partner Violence
IPVAW	Intimate Partner Violence against Women
IPVF	Intimate Partner Violence and Femicide
LAC	Legal Assistance Centre
MDGs	Millennium Development Goals
MYAB	Mbanderu Youth Association of Botswana
NGO	Non-Governmental Organizations
NISVS	National Intimate Partner and Sexual Violence Survey
PAT N or B	Participant Namibia or Botswana
PK	Passion Killing
PTSD	Post-Traumatic Stress Disorder

SMS	Short Message Service
SRC	Student Representative Council
SWAPO	South-West Africa People's Organization
UAE	United Arab Emirates
UK	United Kingdom
UN	United Nations
UNFPA	United Nations Population Fund (formerly United Nations Fund for Population Activities)
UNHCR	United Nations High Commissioner for Refugees
UNHRC	United Nations Human Rights Council
UNIFEM	United Nations Development Fund for Women
UNiTE	to End Violence against Women
US / USA	United States / United States of America
VAW	Violence against Women
VAW&G	Violence against Women and Girls
WAD	Women's Action for Development
WHO	World Health Organisation
WSU	Walter Sisulu University

CHAPTER ONE

ORIENTATION OF THE STUDY

1 INTRODUCTION

Chapter one introduces the inquiry “exploring passion killings¹ and its implications on academic wellbeing of university students in Botswana and Namibia” by first presenting the background of violence against women (VAW) as well as situating the main concept in the locations of the current study, in order to contextualise the phenomenon of “passion killing”. The chapter then provides the rationale for conducting the study and presents clearly the problem statement relating to the inquiry. In this chapter, the purpose of the study is also described and the questions stated. The exploration seeks to unpack as well as highlight the theoretical underpinnings of the study. Furthermore, the contribution of this study to the body of knowledge is explicated and finally, the chapter includes a definition of the terrains of intimate partner femicide² (passion killing) for clearer understanding and also presents the overview of the six chapters in the study.

In the following section, the researcher starts the exploration by first presenting the background to the study ‘exploring passion killing (PK) and its implications on academic wellbeing of university students in Botswana and Namibia.

1.1 BACKGROUND OF THE STUDY

In the past few decades, the assiduous work and struggle of grassroots organizers, researchers and policy-makers have niched violence against women and girls on the map as a critical issue in the

¹It refers to the killing of a woman by an intimate partner. This includes the woman’s husband, boyfriend (dating or cohabiting), ex-husband (divorced or separated) or ex-boyfriend, same sex partner or a rejected would-be lover (Abraham, Mathews, Martin, Lombard & Jewkes, 2013). ‘Passion Killing’ is a term that is commonly used in some Southern Africa countries, particularly in Botswana and Namibia to describe Intimate Partner Femicide.

²Passion killing is described by Namibian Police as murder case between intimate partners such as husband/wife, boyfriend/girlfriend, ex-husband/ex-wife or ex-boyfriend/ex-girlfriend (Nunuhe, 2014). Passion killings claimed 36 lives. New Era Newspaper Namibia. <https://www.newera.com.na/2014/02/25/passion-killings-claimed-36-lives/>

international amphitheatre (Bloom, 2008). It had been significantly prevalent throughout the world as also laws on gender based violence vary by countries. For example, a decision was made by the United Arab Emirates Federal Supreme Court upholding a husband's right to physically chastise his wife and children (Article 53, UAE penal code, 2010). This violence instilled by such lethal masculinity causes untold pain, disability and death to countless number of individuals every day, in every country in the world. Violence against women and girls was confirmed to be a violation of human rights by the United Nations (UN) General Assembly, in its Declaration on the Elimination of Violence against Women in 1999.

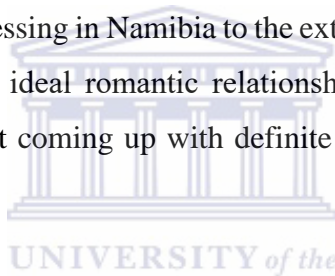
On November 25th 2002, The International Day on elimination of violence against women was observed, and the then United Nations (UN) Secretary General Kofi Annan admonished governments of the nations to intensify efforts to end violence against women. He went further to emphasize that a lot was yet to be done to create and sustain an environment where women can enjoy freedom from all forms of violence (Women's Aid International, 2002).

'Reducing' violence against women was addressed specifically as one of the UN's Millennium Development Goals (MDGs) which all 191 Member States have pledged to achieve by 2015 (Bloom, 2008). However, not much has been achieved despite the increase in national, international and other programmatic efforts towards developing interventions to prevent and respond to this unfortunate phenomenon. This has resulted in large proportions of women left to face this sadistic and inhumane violence perpetuated by the culprits, and worse, it has faceted toll on university students. The president of the United States of America (U.S.) Barack Obama issued an Executive Order on Preventing and Responding to Violence against Women and Girls globally in order to enhance the efforts of advancing the rights and status of women and girls. Other efforts were intended to promote gender equality in U.S. foreign policy, and to bring about a world in which all individuals can pursue their aspirations without the threat of violence (Office of the Press Secretary, 2012).

The most common type of violence that women experience worldwide is intimate partner violence (IPV). The World Health Organisation (WHO) multi-country study, observed that lifetime prevalence of physical or sexual violence from an intimate partner was reported by 15-71% of

women from 15 sites in ten countries (Bloom, 2008). According to Krug, Dahlberg, Mercy, Zwi, & Lozano (2002), literature has shown that the prevalence of men's violence against women is exceptionally high with 40 – 70% of all female homicide being a result of murder by intimate partners.

A report on intimate femicide in South Africa found that one woman was killed every six hours by an intimate partner and half of the women killed were by known perpetrators, their intimate partners (Mathews, Abrahams, Martin, Vetten, Van der Merwe & Jewels, 2004). In Botswana and Namibia, countries in sub-Saharan Africa, these homicides were locally referred to as 'PASSION KILLINGS,' and were increasingly prevalent (Alao, 2006). This high rate of intimate femicide may instil fear in young women particularly female students. According to Piet and Keoreng (2009), passion killings have enthralled Botswana and were claiming lives at an alarming rate and their prevalence seemed more distressing in Namibia to the extent that at some point they rekindled a debate on 'gender violence and ideal romantic relationship' (Jason, 2012). The debate was laudable and it was really aimed at coming up with definite and effective strategies to curb the negative impact of passion killing.



In most of the cases of intimate partner femicide, women were killed because they wanted to get out of an abusive relationship. Unfortunately, they were faced with men who failed to filter their emotions through a complex and ethical cognitive process, hence the women losing their lives rather. Intimate partner femicide was associated with a history of domestic violence and the threat of, or actual separation increases the risk of femicide (Campbell, Webster, Kozoil-Mclain, Block & Campbell, 2003). It was therefore important to contextualise the act of passion killings as it was practiced in Botswana and Namibia in the section below, even though it is a form of intimate partner violence.

1.2 CONTEXTUALISING PASSION KILLINGS IN BOTSWANA AND NAMIBIA

The dastardly phenomenon of 'passion killing' has gripped the Namibian imagination of late. This contemptible form of killing is undoubtedly an extreme version of violence against women. Incidentally, the people of Botswana have been struggling with this very same phenomenon for several years as well (Whittaker, 2012). The alarming increase in the violence against women in

both countries has triggered an uproar and fear among people, particularly women and children who have become the victims of these senseless killings (Heita, 2014; Dikobe, 2013). Of late, there have been some particularly horrific incidences of what are unfortunately termed as 'passion killings' and shocking headlines spelling out the latest horrific attack, which are an almost weekly occurrence (Setlakgosi, 2015; Seabelo, 2015; Lister, 2014). This resultant fear was very disturbing because it was the fundamental cause of the negative and destructive effects of passion killing.

It is lamentable that these nations (Namibia and Botswana), whose citizens were known to be peaceful and tolerant people are now outraged, shocked and incensed at the increasing number of love-related murders, or passion killings, as some people call them (Nunuhe, 2014; Iiyambo, 2012; Lethogile, 2006). This terrible vice should evoke such reactions and feelings of outrage and shock not only in Namibia and Botswana, but also in other sub-Saharan African countries, and other countries of the world at large. Namibian police described passion killings as murder cases between intimate partners such as husband/wife, boyfriend/girlfriend, ex-husband/ex-wife or ex-boyfriend/ex-girlfriend. According to Dikobe (2013), crimes of “passion” are universal, but several incidents of passion killings (where a number of young girls were killed by their lovers) around Botswana and Namibia within a short period, have attracted local and international media attention. Although men and boys are occasionally victims of passion killings, women and girls in both countries are the ones who largely suffer the consequences of this type of gender based violence (Dikobe, 2013; Dingake, 2006; Heita, 2014).

In Namibia, a shocking 36 women have died at the hands of their lovers between January 2013 and end of February 2014, in what could be regarded as “passion killings”, according to the latest crime statistics availed to New Era Newspaper by the Namibian Police (Nampol). Of the 36 cases, 25 of the femicide cases were recorded in 2013 while 12 cases were reported in the first two months of 2014 (Nunuhe, 2014). This translated to three (3) women killed every month (besides women deaths by other causes). Would this not eventually impact on the population of women? This was very worrisome.

Similarly, in Mmegi (Online), it was stated that passion killings that have gripped Botswana in recent years have claimed 89 lives - 82 women and 7 men in 2009 (Piet & Keoreng, 2009). Another

Local report speaks of more than 70 of such killings taking place in Botswana in 2005 alone (Letlhogile, 2006). The figures for Botswana were even more alarming. Therefore, the faster that trend was interrupted the better for the countries.

According to Nampol, though the causes of violence against women (VAW) varies, research shows that the notable motives of these heinous crimes range from customs, traditional beliefs, illiteracy and limited education, unequal power relations and low status of women (Nunuhe, 2014). Others were a result of jealousy, according to Botswana police (Piet et al., 2009). In confirmation, Dikobe (2013) also observed that a number of reasons had been put forward in explaining the high incidences of passion killings in Botswana. In her opinion, the most obvious one was the unequal power dynamics in relationships between men and women.

The police in Namibia in 2014 also strongly believe that alcohol, drugs and jealousy accompanied by greed and social inequality contribute to these incidents (Nunuhe, 2014). A clinical psychologist in Windhoek stated that the breakdown in the institution of the family, low self-esteem among men, material dependence, poor coping mechanisms and failure to handle rejection as well as cohabitation³ could be the contributing factors that might set off an individual and lead the person to commit such heinous crimes (Heita, 2014). Cohabitation may lead to passion killing (Seabelo, 2015; Beukes, 2014; Kaumba, 2013). According to some mourners who found themselves in an awkward situation where a victim of passion killing was buried next to her killer, the man was abusive and controlling, they observed. They also added that he had chased the woman away but when she started working at Pick n' Pay and taking care of herself and looking good, he became jealous and wanted to come back (Mokoka, 2015).

However, Piet et al. (2009) affirm that most of the murders occur when the other party wants to walk out of a relationship. To confirm Piet et al. (2009)'s affirmation, Dee (2012) remarked that although various issues led to passion killing, most the common of them was the breaking-up of a relationship. According to Iiyambo (2012), the story was usually the same; when a boy/man and a

³This refers to the situation where a couple live together but are not legally married and most cases without the consent of their families.

girl/woman were in what seemed to be a happy relationship (in love), and the girl later decided that it was not working for her anymore and broke off the relationship, the boy/man did not take it kindly. He planned and killed the girl and then himself (murder – suicide). In his own opinion, Proverbs (2013) believed that relationships were complex and no one can really comprehend the kind of love two people shared. He therefore opined that people should really avoid the feeling of “ownership” in a relationship (Proverbs, 2013; Dee, 2012). This feeling of “ownership” appeared to be at the bottom in most cultures in sub-Saharan Africa where the man arrogates to himself all the authority and power while the woman ought to be silent. This situation profoundly encouraged intimate femicide.

Dingake (2006) observed that male Batswana appear to be determined to deny their female counterparts the right of freedom to choose when to love, how to love and when to stop loving. The stories relating the killings were stories of jilted lovers or unrequited love. One began to wonder whether male Batswana do not jilt their lovers. If they do, why were women/girls not killing their male counterparts? In this set-up, there was obvious and serious imbalance in exercise of rights and authority between the man and the woman, and it was tilting very precariously to the extreme disadvantage of the woman. Little wonder the women suffered far more than the men. According to Iiyambo (2012), men, and especially Namibian men, cheat on women and have multiple girlfriends; even though they know that it is wrong. However, freely giving one another material or financial support in an intimate relationship is normal and acceptable. Moreover, a man had the right to refuse to give financial support to his girlfriend and even free to lay off the relationship at any time he felt exploited (Whittaker, 2012). Therefore, under no circumstance should a man have the right to slap his girlfriend let alone to take her life because she exercised her right to want to end an unhealthy relationship (Whittaker, 2012).

Dee (2012) pointed out that the ‘if I can’t have you, no one can’ concept of love was selfish, foolish and deadly; but young ladies were confused and saw it as more of love message than a threat note which was what it actually was. Chwaane (2005) remarked that people are losing identity and the meaning of what a good relationship ought to be. There was a very serious problem of proper understanding and perception of love. This problem was expected to be very common among young university female students, who were not mature enough to know the difference between

love and mere fascination. Kupololo (2012) argued that relationships were no more for love, but to find fortune. ‘Men’ therefore seduce women with lies; while ‘women’ become the perfect cunning and luring machines that have ever lived. With this combination, we can expect nothing but a catastrophe. Kaumba (2013) explained that men culturally were providers for women and the family; and the women were considered as subordinates thus some women were financially dependent on men throughout their academic careers and the provider in return expects pure love and respect. Once the relationship got out of hand, it sometimes led to violence, injuries, and, with lack of intervention to protect victims; it ended in murder or culpable homicide.

Executive Director at Women’s Action for Development (WAD) pointed out a woman who died recently after sustaining 95% burns all over her body when her boyfriend locked her in her bedroom and set it on fire, after she ended the relationship. The WAD Executive Director also referred to a suicide note in which a man stated that he was continuously investing in a woman material things and money totalling N\$50 000 (Namibian dollar) who later rejected him. The man killed the woman and himself (Mouton, 2013). Shaanika and Shikongo (2014) referred to another suicide note by a perpetrator as chilling words contained in an SMS sent to a family member of his victim after killing her. ‘Go and bury your person, she provoked me for too long, now I am going to kill myself, and he killed himself also.’

Executive Director at WAD lamented that it is most disturbing that instead of developing refined skills of maintaining a relationship with women based on love and respect, men were rather developing an ownership perception of women which was fuelled by the presentation of gifts to ‘buy’ their love. She appealed to men to accept rejection, saying that killing was not a solution to soothe their bruised egos (Mouton, 2013). The saddest thing about VAW was how some of the women, if not most of them, were murdered. According to Shaanika and Shikongo (2014), strangling, stabbing, suffocating, hacking, gunning down and beheading were just some of the grisly, gruesome methods featured in the media to describe the manner in which some women lost their lives as a result of ‘passion killings’. Nunuhe (2014) also affirmed that the commonly used weapons by the perpetrators were knife, panga⁴, axe, pistol, a rifle, shoelace, stick (club).

⁴A large, broad-bladed African knife used as a weapon or as an implement for cutting heavy jungle growth, sugar cane and the likes; machete.

Sledgehammers and fire were also used in some instances. The Nampol statistics indicate that most suspects were in their twenties when they committed the violent acts, while the victims were also in their twenties (Nunuhe, 2014). The methods used in VAW bear the marks of hatred rather than love. The brutality and the gruesomeness of hacking, strangling, suffocating, stabbing, burning alive and beheading, and the degree of torture to which the victim is subjected portray extreme hatred. Considering what PK really is in Botswana and Namibia, one will agree that there is a cogent and urgent need for this study especially investigating its influence on academic welfare of students.

1.3 RATIONALE FOR THE STUDY

The inspiration to research on the topic of “Exploring Passion Killing and its Implications on Academic Wellbeing University Students in Botswana and Namibia,” came from an incredible increase of media coverage on passion killing in Botswana and Namibia. Particularly, there has not been much scientifically documented research report on this phenomenon, let alone on the academic implications of the scourge on university students in both countries. Thus as a scholar, I deemed it fit to carry out an in-depth study on the menace of this type of homicide its effect on the academic wellbeing of students in Namibia and Botswana.

Alao (2006) stated that the incidence of violence against women, and intimate femicide in particular, had been an issue of great concern in the African setting. He affirmed that it was unfortunate that while there was an abundant body of knowledge on gender based violence such as honour killing, rape and sexual abuse as well as domestic violence, passion killing which, he referred to as intimate partner femicide, seemed to have received less attention particularly in southern region of Africa where this ruthless killing is skyrocketing. Needless to say that the impact of this ‘incensed killing’ on the academic wellbeing of university students has been neglected.

The researcher also developed a very deeper concern to explore the rifeness of ‘passion killing’ when her close friend passed through extreme trauma when she lost her only daughter, who had

just graduated with her diploma, to this ruthless act. The daughter's boyfriend killed her by smashing her head mercilessly with a sledgehammer because she indicated that she was no longer interested in the relationship. The boyfriend left her in the pool of her own blood after smashing her head and rushed to the nearby shrub with a necktie and hung himself on a tree. The story is not different in Namibia. Shipanga (2012) reported that a young lady was killed by her boyfriend, who cut her throat with a broken glass. This is indeed brutal and inhuman. In another instance, Rhodes (2014) stated that a female student was killed by her boyfriend by slitting her throat in her room, in one of the flats in a Theological College in Windhoek.

It is important to note that majority of the people involved in this menace in both countries are young people who are within the age bracket of students supposed to be undergraduates, the future generation leaders who are expected to build 'A Safe and Secure Nation; A Moral and Tolerant Nation' according to Botswana Vision 2016 (Mitchell & Maphorisa, 2008).

1.4 ASSUMPTION OF THE STUDY

It is the assumption of the researcher that there might be a kind of intrinsic or extrinsic instinct that could drive a supposed lover to murder the partner and also have the courage to commit suicide afterwards, in some cases. The assumption of this inquiry therefore, was that the kind of instinct that could have led to such an act may have been internal age-long attachment maladjustment. Secondly, there was also a quest into the possibility of environmental influence. The researcher also assumed that this kind of femicide will affect the academic wellbeing of tertiary students.

1.5 PROBLEM STATEMENT

Violence against women is perhaps the most shameful human rights violation and it is the most pervasive. As long as it continues, we cannot claim to be making real progress towards equality, development and peace (Annan, 1999). In spite of the increasing attention from the international community, violence against women remains a global public health and human rights issue, and continues to impact the physical, mental, sexual and reproductive health of women (World Health Organization, 2013; Desai & Perry, 2004). Unfortunately, this type of violence has no boundary and in some cases it might be due to trivial issues.

The sad and frightening truth is that this heinous crime, Bosaletswe (2013) has permeated the tertiary institutions, without boundaries as well. This love related murder has been reported recently among campus students in various countries globally. Some of such killings happen in the university residences which makes it worse Jaisankar, & Sundar, 2016; Ndungu, 2016; Ollinga, 2015; Jalango, 2015; New, 2014; Rhodes, 2014; Brooke, 2007; Ditsheko, 2003). A 23-year-old second-year mechanical engineering student stabbed his 20-year-old first year social work girlfriend to death in full view of the girlfriend's roommate in their room in a female hostel at the University of Botswana. The roommate screamed for help but was silenced by threats and rough handling. The boy hanged himself after he killed the girlfriend (Ditsheko, 2003).

Violence against women cuts across ethnicity, race, class, religion, education level, and even international borders. The statistics of the pervasiveness of violence differ, the scale is unbelievable, the range is also wide, and the effects on the victim, the families, the communities and the countries are devastating. In consonance with the preceding observations, Ki-moon (2008) confirmed that violence against women persists in every continent, country and culture and it takes a devastating toll on women's lives, their families and society as a whole. Violence against women in Africa especially by intimate partners has not lessened and it will be more devastating for the future generation. Ayodele (2009) observed that despite several decades of celebrating International Women's Day and the passing of appropriate legislation around the world, violence against women continues unabated in the third world countries. Though most societies prohibit such violence, the reality is that too often; it is covered up or tacitly condoned.

In Botswana, the media have reported an increase in men's violence against women resulting in murder-suicide of the couple widely known as 'passion killing' (Jankey & Próspero, 2011). The rate of the gender based violence (GBV) in Botswana is shocking and unbelievable; the government and all key stakeholders are concerned (Nyakujarah, 2013). During the Global Commission on Elections, Democracy and Security, the then president of the Republic of Botswana Festus Mogae stated that he was concerned about the recent violence against women, referred to as 'passion killing'. He condemned the love related murders and declared that there is no passion in the heinous crimes in which men are slaying women with knives and he termed it

hatred killing (Bosaletswe, 2013). The former president was disappointed by women who were not taking steps to lead the fight against the heinous crime. He wanted to wage war against passion killing' just as it was with HIV/AIDS and he was prepared to support anyone who spearheaded a campaign against the crime (Bosaletswe, 2013).

Also in Namibia, the police service reported that 'crimes of passion' are among the highest offences committed in the country and they are a serious cause for concern. According to Shaanika (2012), the government expressed disappointment and concern over this brutal killing using rhetorical questions and statements such as; "What kind of society have we become? Are we a society of murderers? Stop killing women, just stop it". This can be described as the zenith of human concern and desperation. These cynical killings also disturbed the former president of Namibia, Sam Nujoma, so much that he warned the people that anyone found guilty of committing such a deed would have to face the full wrath of the law and would be buried alive for their evil deeds (Nembwaya, 2014).

According to Exner and Thurston (2009), regardless of the brutal nature of passion killing, little attention has been paid to it in scientific research and published studies, except for the information provided by the media in Botswana and Namibia (Setlakgosi, 2015; Nunuhe, 2014; Dikobe, 2013; Haddadi 2012; Jason 2012; Chwaane, 2006; Dingake, 2006). There is therefore dire need for an investigation to determine implications of passion killing on academic wellbeing of university students in Botswana and Namibia.

1.6 OBJECTIVES OF STUDY

This research aimed to achieve the following objectives:

- To discover how university students in Namibia and Botswana describe the incidence of 'passion killings' in their countries.
- To examine students' perception of the influence of gender on 'passion killing' in Namibia and Botswana.
- To investigate the challenges of passion killings according to the university students on their academic wellbeing in Botswana and Namibia.

- To determine students' perception of the role of their institutions in alleviating the menace of passion killings on their campuses.

1.7 PURPOSE OF STUDY

The purpose of this study was to explore passion killing and its implications on the academic wellbeing of university students in Botswana and Namibia.

1.8 RESEARCH QUESTIONS

In order to carry out this exploration holistically, the researcher addressed the following questions;

1.8.1 Main Research Question

What is the implication of passion killing on the academic wellbeing of university students in Botswana and Namibia?

1.8.2 Sub questions:

- How do the university students in Namibia and Botswana describe the incidence of 'passion killings' in their countries?
- How do the students in Namibia and Botswana perceive the influence of gender on 'passion killing' in their countries?
- What are the corollaries of passion killings according to the university students on their academic wellbeing in Botswana and Namibia?
- How do the students perceive the role of their institutions in alleviating the menace of passion killings on their campuses?

1.9 PRELIMINARY REVIEW OF RELATED LITERATURE

In the quest to unravel the above research questions, the researcher reviewed the existing literature. Passion killing which has been recognized as intimate partner femicide (Alao, 2006) can also be described as intimate partner violence, which is one of the most common forms of violence against women (WHO, 2012). In this section, the researcher presented a preliminary review of literature

on violence against women and other concepts through which violence against women is still being perpetrated, such as honour killing and crime of passion.

1.9.1 Violence against Women

Johnson (2006) defines "violence against women" as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life." The 1993 Declaration on the Elimination of Violence against Women noted that this violence could be perpetrated by assailants of gender, family members and even the "State" itself (UN General Assembly, 1993).

The conception of this study is that violence against women is still socially tolerated (United Nations Population Fund, 2000). Generally, this violence cuts across ethnicity, race, class, religion, education level and international borders. It is therefore necessary that we progress towards a world without violence against women (Office of the Press Secretary, 2012), especially addressing the phenomenon of a rampant killing of women in Botswana and Namibia, passion killings.

According to Murphy (2012), gender based violence is an immense challenge in Botswana. Based on official police statistics for 2010 he reported that there were:

- 8 cases of incest;
- 518 cases of defilement of girls under the age of 16;
- 1,865 cases of rape; and,
- 1,166 threats to kill that year.

There have been alarming reports, according to Kayawe (2015), indicating increase in GBV. She emphasized that VAW is gradually becoming a monster that contends with the resources for basic needs like health, education and food in Botswana.

- 325 cases of murder and attempted murder
- 761 threats to kill offences
- 21327 common assault cases
- 10282 assault occasioning actual bodily harm

- 2570 rape and attempted rape cases

In Namibia, gender-based violence cases of grievous bodily harm are frightening (Nunuhe, 2014). According to Hartman (2016), there were 50000 cases of GBV within the period 2012 and 2015. This figure translated to 45 GBV related crimes such as murder and attempted murder, rape and assault being committed every day in Namibia within the stipulated period. A breakdown of the statistics shows that there were:

- 22 174 (about 20 cases/day) assaults with the intention to cause grievous bodily harm, • 18 054 common assaults (about 16 cases a day),
- 2 839 rapes (about three a day),
- 1 138 attempted murders (about one per day) and
- 734 murders (about one every two days) - all related to GBV (Hartman, 2016)

1.9.2 Intimate Partner Violence

The Center for Disease Control and Prevention (CDC) describes intimate partner violence (IPV) as real or endangered physical, sexual, psychological, or stalking violence by present or previous intimate partners of the same sex or opposite sex (Thompson, Basile, Hertz & Sitterle, 2006). National data suggest that IPV is carried out against both women and men, although most research indicates that women are more likely than men to be affected by almost every type of IPV, as well as rape, physical assault and stalking by an intimate partner. The effects of IPV are well identified, such as substantial morbidity and mortality and physical and psychological health problems (Thompson, Basile, Hertz & Sitterle, 2006).

Intimate partner femicide, the murder of a woman by her current or former partner, is a serious international problem; it is considered the most extreme form and consequence of intimate partner violence. Intimate partner violence subsists in a continuum that ranges from a single occurrence of violence to on-going pommelling and it can vary in frequency and severity. It may start with psychological/emotional abuse like harming a partner's sense of self-worth by stalking, intimidating, name-calling or not allowing a partner to see friends and family. It may lead to threats of physical or sexual abuse such as use of abusive words, gestures, weapons, or other means with the intention to cause harm (WHO, 2012).

Intimate partner violence (IPV) is a major public health problem, reflected by both its prevalence and negative consequences (Thompson, Basile, Hertz & Sitterle, 2006; WHO, 2016; Breiding, Basile, Smith, Black & Mahendra, 2015). Recent data from the 2011 National Intimate Partner and Sexual Violence Survey (NISVS) indicate that:

- over 10 million women and men in U.S. experience physical violence each year by a current or former intimate partner,
- over 1 in 5 women (22.3%) and nearly 1 in 7 men (14.0%) have experienced severe physical violence by an intimate partner at some point in their lifetime,
- nearly 1 in 11 women (8.8%) have been raped by a current or former intimate partner at some point in their lives,
- approximately 9.2% of women and 2.5% of men have been stalked by an intimate partner in their lifetime (Breiding, Basile, Smith, Black & Mahendra, 2015).

Other levels may be actual sexual abuse and physical abuse. Intimate partner violence is very high in Africa according to Shamu, Abrahams, Temmerman, Musekiwa and Zarowsky (2011). Although some believe that intimate partner violence can be perpetrated by both males and females, women are disproportionately killed by their intimate partners. A recent World Health Organization (2012) review of risk factors for intimate partner violence perpetration showed that risk factors were similar in high income and lower income settings. Intimate partner violence is now the leading cause of death of women homicide victims with 56% of female homicides being committed by an intimate partner. The researcher has elaborated more on violence against women in chapter two.

Data collected in 2001 in Namibian capital Windhoek, Legal Assistance Centre (2012) from 1500 women between the ages of 15 and 49 from a study conducted by WHO study, 31% experienced physical violence by an intimate partner, 17% experienced sexual violence, 10% reported that an intimate partner had either attempted or threatened to kill them (Legal Assistance Centre, 2012).

Also in Botswana, a total number of 320 women participated in a study on intimate partner violence amongst women attending a public hospital, in 2010 and it was reported that: 49.7% reported to have experience of IPV in one form or another at some point in their lifetime, 21.2% reported a recent incident of abuse by intimate partners in the past year, 38% experiences of IPV were predominantly reported by women aged 21 - 30 years, 54% allegedly abused participants were single, 44% unemployed (Zungu, Salawu & Ogunbanjo, 2010).

1.9.3 Honour Killing

An honour killing is the killing of a female member of a family or social group by other member of the same family or social group (mostly a teenage member), owing to the belief of the perpetrators that the victim has brought dishonour upon the family or community. The mere perception that a woman has behaved in a way that “dishonours” her family is sufficient to trigger an attack on her life (Mayell, 2002).

The perceived dishonour is normally the result of one of the following behaviours, or the suspicion of such behaviours:

- dressing in a manner unacceptable to the family or community,
- wanting to terminate or prevent an arranged marriage or desiring to marry by own choice, especially if it is to a member of a social group deemed inappropriate,
- engaging in heterosexual acts outside marriage and engaging in homosexual acts, being the victim of a sexual assault,
- seeking a divorce—even from an abusive husband—or (allegedly) committing adultery, marital infidelity, pre-marital sex,
- flirting, or even failing to serve a meal on time (Mayell, 2002).

The term family honour, in fact refers to an entire social code of behaviour imposed upon women and girls in order to keep them in an inferior position and preserve male supremacy. The murder of women for the sake of family honour is actually just the tip of the iceberg of an entire social

institution based upon this code. This whole system simply assumes that the man's honour resides within the body of his sister, daughter, mother, or wife (Mayell, 2002).

According to Tahira Shahid Khan (1999), in Mayell (2002), women are considered the property of the males in their family irrespective of their class, ethnic, or religious group. The owner of the property has the right to decide its fate. The concept of ownership has turned women into a commodity which can be exchanged, bought and sold.

Joseph (2016) reported of a case in Pakistan, where a 35-year old man shot and killed his own two sisters aged 22 and 28 in the horrific double honour killing, the day before their weddings because they chose their own husbands. The culprit had wanted the women to marry someone within the extended family. However, the father of the family seemed not to support the action because it was reported that he said that the culprit had 'destroyed everything' (Joseph 2016). Nonetheless, Joseph, (2016) emphasized that hundreds of women are murdered by relatives in the conservative Muslim nation each year on the pretext of defending what is seen as family honour.

Mayell (2002) also confirmed that hundreds, if not thousands, of women are murdered by their families each year in the name of family "honour." It is difficult to get precise numbers on the phenomenon of honour killing; the murders frequently go unreported, the perpetrators unpunished, and the concept of family honour justifies the act in the eyes of some societies.

1.9.4 Crimes of Passion

According to Criminal Justice Degree Guide (2016), crimes of passion characteristically involve onslaught or manslaughter and are driven by rage, heartbreak and revenge. Crimes of passion, like other femicides, have caused a great deal of heartache, anguish and despondency and have left so many people in wonder. Crime of passion is a defendant's justification for committing a crime due to abrupt anger or heartbreak, in order to eradicate the idea of "premeditation." Most times, it occurs in murder or attempted murder cases; particularly when a spouse finds his/her "beloved" involved in intimate relationship with another person and shoots or stabs one or both of the pair. In order to have this prerogative, the defendant must have acted instantaneously upon the upsurge of passion, with no time to contemplate or allow for "a cooling of the blood." Crime of passion is

sometimes referred to as "Law of Texas" since benches in that state are allegedly lenient to cuckolded devotees who wreak their own vengeance (Hill & Hill, 2005).

The benefit of eliminating premeditation is to lessen the provable homicide to manslaughter with no death penalty and limited prison terms. An emotionally charged jury may even acquit the impassioned defendant. One of the history's nine most notorious crimes of passion, according to Criminal Justice Degree Guide (2016) was the episode in 1859 which involved the United States Congressman and Union General, Daniel Sickles who killed his wife's lover, district attorney Philip Barton Key, son of Francis Scott Key. Philip Key was shot by Daniel Sickles in Lafayette Park in front of the White House because he was having an affair with his wife and Sickles used "temporary insanity" as a legal defence. He was acquitted of his crime of passion because it was said that he was driven insane by his wife's infidelities (Criminal Justice Degree Guide, 2016).

In another instance, a man was caught in the act with a woman by her partner. The partner reacted furiously and killed the man with a large bladed chef's knife that was within arm's reach. The partner was jailed for at least 12 years, and as long as 17 years (Koubaridis, 2015). The presiding judge said that the killing was not carried out deliberately, but was done on the spur of the moment, in a moment of unrestrained fury. A senior lecturer of criminology and criminal justice explained that when jealousy or anger completely shuts down a person's ability to see reason; they would be unable to determine how costly their action could be on their future. They would no longer think about the long term consequences because anger had taken over their reasoning (Koubaridis, 2015).

In this preliminary study of related literature, the researcher briefly reviewed violence against women, intimate partner violence, honour killing and crime of passion in order to situate the phenomenon passion killing in this study. From the literature so far, it was found that intimate partner violence and honour killing are typically violence against women. In the opinion of the researcher, both categories of homicide are mostly perpetrated on women by close relatives. Furthermore, it was also observed from the preliminary assessment that the victims of crime of passion were mostly males who were found intruding into a love relationship between couples. The researcher elaborated on these concepts in chapter two. In the following section, the researcher

introduced and described the theory that explained the reason why this research problem, passion killing exist.

1.10 THEORETICAL FRAMEWORK

As this study examines passion killings in Botswana and Namibia, the researcher also reviewed literature on theories that describe love in order to identify the theoretical perspective that may be relevant to the understanding of this special emotional relationship in individuals. Thus, the theories that ground this study are Attachment theory and Eco-systemic model.

1.10.1 Attachment theory

Sternberg (2000) suggested that there are three components of love which are passion, intimacy and commitment, while Rubin (2007) on the other hand proposed that romantic love has three elements which are caring, intimacy and attachment. He described attachment as receiving or giving approval, care and physical contact to another person. Attachment is also described as a special emotional relationship that involves an exchange of comfort, care, and pleasure (Fraley, 2010). Furthermore, Bowlby supposed that attachment had an evolutionary element, which aids in survival. The tendency to make strong emotional bonds to a particular individual is a basic element of human nature (Bowlby, 1988). Thus, this particular phenomenon is believed to be grounded on two theories, which are attachment theory and the eco–systemic theory.

The roots of attachment research stem from Freud's theories about love. However, John Bowlby devoted extensive research to the concept of attachment and described it as a lasting psychological connectedness between human beings (Fraley, 2010). In the study of attachment, Bowlby wanted to understand the intense distress expressed by infants who had been separated from their caregivers. He observed that separated infants would go to extraordinary lengths like crying, clinging or frantically searching to prevent separation from their caregivers or to re-establish proximity to a missing caregiver. Granted that Bowlby focused on infant and caregiver relationship, he believed that attachment can be experienced from "the cradle to the grave."

Thus, psychology delved into research on adult attachment which is guided by the assumption that the same motivational system that gives rise to the close emotional bond between parents and their children is responsible for the bond that develops between adults in emotionally intimate relationships (Hazan & Shaver, 1987). According to Bowlby, a motivational system, what he called the attachment behavioural system, was gradually "designed" by natural selection to regulate proximity to an attachment figure (Fraley, 2010).

The attachment behaviour system is an important concept in attachment theory because it provides the conceptual linkage between ethological models of human development and modern theories on emotion regulation and personality. Attachment behaviours can be described as psychological and biological repertoire of actions like proximity-seeking efforts as clinging, staying close to a preferred other and experiences a sense of safety and security in the presence of that other (Fraley, 2010).

Bowlby (1980) believed that attachment behaviours are instinctive and will be activated by any conditions that seem to threaten the achievement of proximity, such as separation, insecurity and fear. Thus, an attachment relationship acts as a prototype for all future social relationships so disrupting it can have severe consequences. Thus, the dastardly act of passion killing is usually performed by an intimate lover who shared emotional relationship, exchanged comfort, care and pleasure with the victim.

Mary Ainsworth in the 1970's experimented more on attachment theory. In her ground-breaking study "Strange Situations" she discovered the intense effects of attachment on behaviour. Based on her findings she described three major attachment styles: secured, ambivalent-insecure and avoidant-insecure attachments Ainsworth 1978 in Bretherton (1994). Later Main and Solomon (1986) added a fourth attachment style known as disorganized-insecure attachment based on their own experiment.

According to Cassidy (2000), attachment theory has, since its inception, contained the proposition that long-term adult romantic relationships (i.e., relationships described by ethologists as "pair bonds") are generally attachments and that these attachments provide important benefits to both

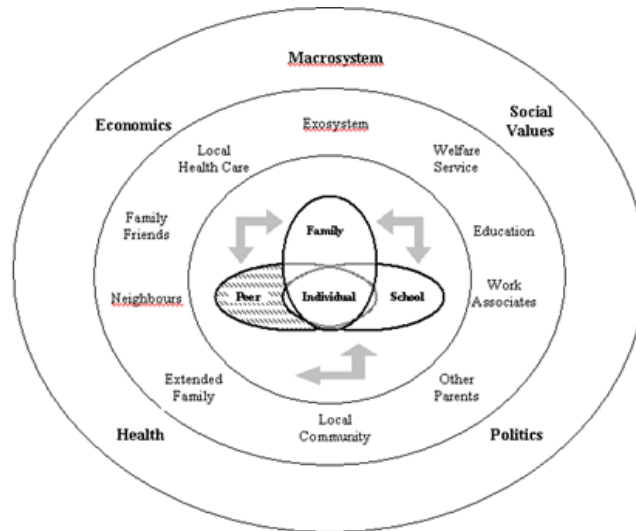
partners (Ainsworth, 1989; Bowlby, 1979). Hazan and Shaver (1987) were two of the first researchers to explore Bowlby's ideas in the context of adult romantic relationships. They argued that adult romantic relationships, like infant-caregiver relationships, are attachments, and that romantic love is a property of the attachment behavioural system, as well as the motivational systems that give rise to caregiving and sexuality.

1.10.2 Eco-systemic theory

Furthermore, the eco-systemic theory will assist in pinpointing the yardstick that will be the basis for interpreting the information collected in this study. The Eco-systemic theory coalesce individual psychological development. The *ecological theory* which centres on interdependence and relationships between individuals and their physical environment as well as *systemic theory* in which different levels and groupings of the social context are seen as 'systems' where the functioning of the whole is dependent on interaction between all parts (Donald, Lazarus & Lolwana, 2002; Swart & Pettipher, 2005).

It is a multidimensional model of human development, which advocates that there are echelons of interacting systems resulting in change, growth and development such as physical, biological, psychological, social and cultural. In other words, the events in a system affect and are affected by other systems, the relationships are reciprocal and multifaceted (Swart & Pettipher 2005). In other words, this will give me a holistic and contextual understanding of how the participants' social relationship is shaped or influenced which makes the eco-systemic concept relevant in this study.

Figure 1.1: Ecological System Model.



Source: Bronfenbrenner's ecosystemic model layout (adapted from Swart & Pettipher, 2005)

According to Gumbiner (2003), Bronfenbrenner's model (1979) consists of four interacting environmental systems that have direct and indirect effect on the individual's life as the different echelons affect the individual's life. Thus, the systems may affect the individuals differently resulting to different levels of social interactions and reactions. The four interacting systems as shown above are micro-system, meso-system, exo-system, and macro-system. It will show much significance as it will emphasize the interaction between individuals' development and the system within the social milieu (Swart & Pettipher, 2005). This will be explained further in chapter 2.

1.11 RESEARCH APPROACH AND METHODOLOGY

Having identified the theories that underpinned this study through a preliminary search of related literature, the researcher also sought for and presented the research method that was deemed appropriate for the investigation of the social phenomenon, 'passion killings'.

This study followed the qualitative approach guided by the interpretive paradigm because the researcher explored and described the experiences and perceptions of the participants in a particular circumstance (Terre Blanche & Kelly, 2004, Bos & Richardson, 1994) and understood their perceived experiences in specific contexts. The researcher gleaned data through first-hand information obtained from in-depth interviews (Terre Blanche et al., 2004).

The epistemological stance in the interpretive paradigm enabled the researcher to gather data in an interactive and humanistic way, which made the understanding and interpreting how the participants personally perceived and experienced the incidences of passion killings in their campuses (McMillan & Schumacher, 2002; Denzin & Lincoln, 2000). Methodological suggestions in the interpretive paradigm recommended the use of semi-structured interviews which the researcher utilized.

Exploring the passion killings among university students necessitated the use of a qualitative research approach whose holistic and inductive nature enabled the researcher to explore, understand and describe the social phenomenon. The research questions in this study concerned participants' understandings and perceptions in the particular *natural* settings. As the researcher studied the participants qualitatively, she sought insight into *how* they felt and *why* they felt the way they did. The researcher entered the participants' world through an on-going interaction, therefore she endeavoured to describe and interpret the explored issues from the participants' perspectives and meanings (Creswell, 2002).

Another rationale for adopting qualitative approach in this study was the 'emergent design' that characterized qualitative research. The 'emergent design' afforded the researcher the opportunity to change and redefine the processes and data collection strategies as the study progressed (Merriam, 1988). This was because as a qualitative researcher she should not base her search on deductive inquiry, but rather as she understood the site and learned more about the central phenomenon (Creswell 2003), and she captured a level of detail and made sense of the participants' understanding and perception (McMillian & Schumacher, 2001; Gillham, 2000).

1.11.1 Research Design

Exploring the scourge of passion killings and its implications on young people's academic life applied to qualitative case study research. The researcher deemed the utilization of the case study research design to be appropriate because she examined a contemporary social phenomenon within its real-life context, in which the boundaries between the issue and the context were not obvious (Yin, 2003). Ary, Jacobs and Razavieh (2002), described case study as an in-depth study of a

group, an organization or one individual, with the goal of achieving a detailed description and understanding of the entity. Furthermore, they stressed that the greatest advantage of a case study was the possibility of depth, as it sought to understand the whole individual in the totality of his/her environment, emotions and thoughts (Ary et al., 2002).

Case study research design enabled the researcher to scrutinize the social phenomenon exhaustively in order to understand the participants' behaviours, actions, attitudes, experiences and relationships in the proposed settings based on data collection material (Creswell, 2007). It also afforded the researcher the opportunity to gain insight into basic aspects of human behaviour (Ary, et al., 2002).

1.11.2 Selection of Site and Participants

The researcher made use of convenience sampling in selecting the site for this research, thus using a resource readily or conveniently available (Fraenkel & Wallen 2006). The rationale for using convenience sampling to select the site was because it helped the researcher get an inexpensive approximation of the understanding of the phenomenon under study. Thus, University of Botswana and Namibia University of Science and Technology were conveniently selected for this inquiry because there had been widespread of media coverage of the havoc caused by this social phenomenon in both countries especially in Namibia (Setlalekgosi, 2015; Nunuhe, 2014; Dikobe, 2013; Haddadi 2012; Jason 2012; Chwaane, 2006; Dingake, 2006).

The researcher used purposive sampling that included snowball sampling to recruit participants from the two universities in both countries for this study. Purposeful sampling afforded the researcher the opportunity to deliberately select the particular participants who would provide information-rich cases for an in-depth study (McMillian & Schumacher, 2001). On the other hand, the use of snowball sampling was necessitated because of the complexity and sensitivity of the topic which made it difficult to locate potential participants (Creswell, 2012).

The researcher employed the assistance of gatekeepers in each of the selected universities from the two countries who located the first participants in each instance. Six (6) participants were identified through snowball sampling, three (3) from each institution. The participants consist of

four (4) males and two (2) females. The number of gender participants was determined during sampling according to availability of participants. The sample size afforded the researcher the opportunity to get an in-depth understanding of the phenomenon under study. Despite the sample size, the researcher endeavoured to triangulate the information gleaned for corroboration and verification through member checking.

During the meeting with the students, the researcher explained everything about the proposed study as clearly as possible, gave the participants opportunities to ask questions, and endeavoured to respond to their questions sincerely and without any ambiguity. The researcher also discussed the ethical issues adequately with them. Thereafter, the researcher gave the letter of informed consent to those who were willing to participate in the research, to study and sign.

1.11.3 Data Collection Instrument

In this interpretive study, the researcher studied the constructed realities of the participants holistically to achieve an accurate and convincing result. The researcher used in-depth interviews in gathering information (Yin, 2003; Punch, 2005) which were triangulated with follow-up interviews to add to the depth of the understanding and crystallization of the study (Berg, 1998; Patton, 2002). The follow-up interviews also enabled the researcher to verify repeated ideas and concepts, to clarify meaning and reduce the chances of misinterpretation (Stake, 2000). The following source was used for collecting data:

- ✓ Semi-structured interview

Terre Blanche et al. (2004) affirm that the use of interview fits well with interpretive research because it creates the opportunity to know participants closely and be able to understand how they feel and think. This is because it involves face-to-face verbal interaction. Interview, according to Yin (2003) and Smith (1998), is a reliable and valuable tool that provides information in good order.

Semi-structured interview is a verbal questionnaire; it is formal and consists of questions aimed at eliciting specific answers from the respondent. The researcher used semi-structured interview to elicit information about the PK and its implications on the academic wellbeing of university students in Botswana and Namibia.

The researcher used semi-structured interview in order to allow the participants more freedom to answer the questions and to collect responses to specific set of questions relatively and openly (Hayes, 2000). The researcher believes that it would also assist in the identification of the experiences of the participants in their own words (Creswell, 2002). The researcher laced the semi-structured question with the use of unstructured interviews, where questions are not fixed but emerge in the process of the interview. The flexibility of semi-structured interview produced unexpected results (Leedy & Ormrod, 2005).

1.11.4 Data Analysis

Data analysis is a process in which researchers systematically search and arrange the data in order to increase their understanding of the data and to enable them to present what has been learnt (Ary et al., 2002). In qualitative study, data analysis is an ongoing cyclic process, therefore, as data collection progresses the researcher constantly reflects on the impressions, relationships, patterns, commonalities and the likes, as suggested by Mertens (2005). This assisted the researcher to recognize themes and patterns (Henning, Van Rensburg & Smit, 2004). Data analysis has been elaborated upon in chapter three (3).

1.11.5 Data Interpretation

Qualitative research is interpretive and the researcher needed to make sense of the data or the lessons learned from the findings according to Lincoln and Guba (1985). Therefore, through inductive reasoning the researcher endeavoured to provide a rich, vivid and detailed description of the processes in the event of data collection by forming meaning about the phenomenon based on personal reflections and also comparing past studies with her personal views (Ceswell, 2012). Data interpretation has been expounded in chapter three (3).

1.12 TRUSTWORTHINESS THE RESEARCH

The nature or characteristic of a qualitative study creates room to ascertain valid references from the data and the consistency of the data. Ary et al. (2002) and Ceswell (2012) believe that triangulation of methods, techniques and approaches are vital in order to carry out an in-depth

examination of a qualitative inquiry. The following criteria were used and adhered to in order to validate the quality of the proposed qualitative case study.

1. **Credibility** – which is the same as internal validity refers to the accuracy or truthfulness of the findings based on the design, participants and context (Ary et al., 2002). The researcher endeavoured to utilize multiple strategies to portray accurate viewpoints of the participants (Mertens 2005).
2. **Transferability** – which parallels external validity, is the extent to which the findings can be generalized to other contexts. However, in qualitative research, this depends on the similarity made by the potential user. The researcher aimed to provide sufficiently rich and detailed descriptions of the context for potential users and was also mindful of selection, setting and history effects which could pose threats to transferability.
3. **Dependability** – the alternative to reliability has to do with consistency. Qualitative studies expect variability because of changes in the context of the study. However, consistency can be judged as the variations can be tracked or explained (Mertens 2005 & Ary et al., 2002). The researcher hoped to establish dependability by using the audit trail, which Yin (2003) refers to as case study protocol. It is a process in which each stage or step in the research is detailed.
4. **Confirmability** – is referred to as objectivity and it means the extent to which the research is free from bias in the procedures and the interpretation of results (Ary et al., 2002). In this study, objectivity was implemented by providing a chain of evidence to show that the data could be traced to original sources and that the process of combining data to reach conclusions could be confirmed (Mertens 2005). This confirmability audit is in conjunction with the dependability audit.
5. **Member checking technique** in form of corroborating evidence from different participants was utilized to establish trustworthiness (Creswell, 2012).

1.13 ETHICAL CONSIDERATIONS

The researcher followed the ethical guidelines of the Faculty of Education University of the Western Cape. I also adhered to the following guidelines concerning research;

- The researcher got the consent of the participants before the commencement of the study as the participants are above 18 years of age.

- The participants were adequately informed of the objective of the study, which is to explore the scourge of passion killings among young people in Botswana and Namibia (Denzin & Lincoln, 2000; Creswell, 2012).
- The participants' privacy was respected and protected throughout the study.
- The right of the participants to withdraw at any time was emphasized from the onset.
- The researcher did not withhold any information or give misguided information, and subtle deception was avoided always.
- All data was treated with high confidentiality.
- To ensure confidentiality, privacy and anonymity the identity of the institution and participants was not be used in the final write-up (Creswell, 2012).

1.14 SIGNIFICANCE OF THE STUDY

A review of literature showed that a significant amount of research on VAW in Southern African has focused on rape and gender based violence in general. The research that exists on intimate partner violence and particularly passion killing is largely inadequate. This has left a huge gap and silence in the literature showing the possible implications of passion killing on the academic wellbeing of university students. Therefore, this study could contribute to a great extent on the largely deficient body of literature in this area in a number of ways.

First, this study should fill the gap in literature by providing empirical evidence through qualitative information about the rife of passion killings among young people, particularly tertiary students in Botswana and Namibia to augment the existing media information.

Secondly, this study could augment the existing body of knowledge on related issues like intimate partner violence and violence against women in Southern Africa and beyond. Moreover, it could boost research with regards to the challenges that students encounter in balancing academic wellbeing and relationship issues.

Thirdly, the findings and recommendations of this exploration have the potential of enhancing practice and policy of the government in combating the 'plague' of passion killings in both countries. In addition, the findings could motivate a re-appraisal of existing strategies and interventions which aim to improve the academic wellbeing of the students in both countries.

Fourthly, the study could also provide a vivid picture of not only the menace of passion killings in Botswana and Namibia, but also students' perceptions concerning this social phenomenon and how it impacts on the society.

1.15 CLARIFICATION OF KEY CONCEPTS

In this section, the researcher elucidated the key concepts in the topic as they were used in this study, which are 'passion killing, academic wellbeing, university students, Botswana and Namibia by giving the operational definitions of each of them as they were used in this study.

1.15.1 Passion Killing

Former President, Festus Mogae described passion killing as "gender-based violence and a reflection of the unequal power in relationship between men and women (Mooketsi, 2012). While Kaumba (2013) defined it as a murder which is as a result of sudden anger or heartbreak, which means the perpetrators could have acted differently if they were not angry or heartbroken. This usually arises in common assault, assault by threat, assault with intent to cause grievous bodily harm, murder or attempted murder cases. Passion killing is also referred to as intimate partner homicide, which is probably a better characteristic (Whittaker, 2012; Alao, 2006).

In this study, 'passion killing' is regarded as premeditated and incensed killings between intimate partners such as husband/wife, boyfriend/girlfriend, ex-husband/ex-wife, ex-boyfriend/ex-girlfriend or same sex partners because of extreme anger. Most times the cause of this is because the woman decides to end the relationship and the man feels that he is dumped for another man after spending money on her. One peculiarity of this 'incensed killing', inaccurately referred to as passion killing or mistakenly crime of passion by some, is that the perpetrator commits suicide after the murder, though very few survive the suicide attempt. This type of killing is usually driven by the 'spirit' of "if I can't have you no one else can" (Dee, 2012). However, this study used the term passion killing interchangeably with intimate partner violence and intimate homicide/femicide which according to Mathews, Abrahams, Jewkes, Martin, Lombard, Vetten, (2008) is the killing of a woman by an intimate partner.

1.15.2 Academic Wellbeing

University well-being is encompassing and it is difficult to have a single definition. However, there is a consensus that it includes positive emotions and moods like contentment and happiness; as well as satisfaction with life, fulfillment and positive functioning. Well-being is void of negative emotions like depression and anxiety (Frey & Stutzer, 2002). On the other hand, a university student described wellbeing as the ability to deal with university work, combining it with other activities like leisure time, exercise, as well as maintaining relationships with friends and family outside the university and eating well. In other words, it implied being physically and mentally healthy (University of Brighton, 2015).

Therefore, academic wellbeing in this study can be described as the university ambience that promotes the physical, mental, social and emotional health of the students which enables them to balance their academic demands with extracurricular activities and a healthy diet while maintaining relationships with friends and family outside the university.

1.15.3 University Students

The term “university students” refers to undergraduates in tertiary institutions who are between the ages of twenty (20) and thirty (30). This age bracket represents the young people among whom passion killings are commonly prevalent. The age range of the victims and perpetrators of passion killings according to Mooketsi (2012) was 18 to 35 years of age.

According to a media reporter, passion killings that have gripped Botswana in recent years prompted the Mbanderu Youth Association of Botswana (MYAB) to stage a march in Sehitwa in November 2013. In a press statement, the association’s chairperson explains that over the past few years and months they noticed a disturbing rising trend of cases where young people from the Ovambanderu community committed suicide over love affairs (Sun Reporter, 2013).

In Namibia, the Minister of Works and Transport has called on the youth to condemn acts of violence against women and children, and passion killings. Addressing youths at the South-West

Africa People's Organization (SWAPO) Party Youth League, Ohangwena Regional Conference at Eenhana in June 2012, and the Minister said that it was disappointing that cases of passion killings, particularly among young people, were on the increase (Xoagub, 2012). Furthermore, the Namibian police statistics indicated that most suspects were in their twenties (20s) when they committed the violent acts, while the victims were also in the same age range (Nunuhe, 2014). For the purpose of this research, the terms *tertiary students* or *youths* were sometimes used instead of *university students*.

1.15.4 Botswana and Namibia

Botswana and Namibia are two neighbouring countries in Southern Africa. They share the northern border of South Africa.

Figure 1.2: Location of Botswana and Namibia.



Source: Adapted from CIA World Fact book, 2013

Botswana: Botswana adopted its new name in 1966 upon its independence, it was formerly Bechuanaland. The country is located in the southern region of Africa and it is bordered in the east by Zimbabwe, the west by Namibia and in the south by South Africa. Botswana has been enjoying decades of undisturbed civilian governance, progressive social policies, and its significant capital investment has created one of the most stable economies in Africa. The country records one of the world's highest rates of HIV/AIDS infection. However, it has one of the most progressive and comprehensive programmes in Africa for dealing with HIV/AIDS (CIA World Fact book, 2013).

Figure 1.3: Map of Botswana.

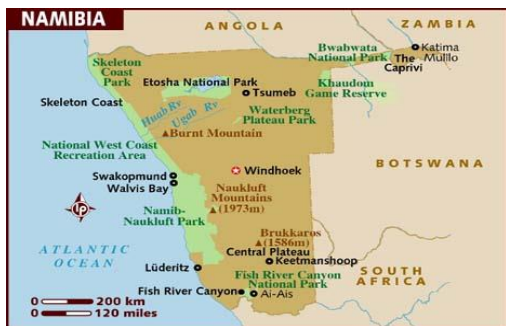


Source: Adapted from CIA World Fact book, 2013

Nevertheless, the Vision 2016 Council in 2005 registered its concern about the wave of incidents of crime in Botswana which have turned the country into “a haven of criminal activities in the mode of the Biblical Sodom and Gomorrah”. One of the crimes that was bemoaned was so called *passion killings* (particularly amongst the youth).

Namibia: In 1966, the Marxist South-West Africa People’s Organization (SWAPO) guerrilla group launched a war of independence for the area that became Namibia, but it was not until 1988 that South Africa agreed to end its administration in accordance with a UN peace plan for the entire region. Namibia has been governed by SWAPO since they won independence in 1990. Namibia is also located in the southern region of Africa and it borders the South Atlantic Ocean and in-between Angola and South Africa. It is the first country in the world that has incorporated the protection of the environment into its constitution (CIA World Fact book, 2013).

Figure 1.4: Map of Namibia.



Source: Adapted from CIA World Fact book, 2013

According to the Women's Action for Development's (WAD) Executive Director, although Namibia is not unique to evils such as the recent passion killings and baby-dumping incidences, it is shameful to count the country amongst those countries with these conspicuous social evils. "Hardly a day goes by without reports of the killing of women, or the discovery of a new-born infant unscrupulously dumped by its mother" (Khobetsi, 2012).

1.16 LIMITATION OF THE STUDY

Several limitations of this study need to be addressed; the study was limited in its scope to explore the implications of passion killings on the academic wellbeing of campus students and only focus on six case studies from two universities in two different countries. Due to the limited focus, the findings cannot be generalised to other communities. However, they may draw possible similarities between these case studies, which may indicate that the probability exists that other communities may produce similar results and the recommendations may be applied to a similar situation or in a similar context and at a particular point in time. Moreover, the aim of the study was not to generalise findings, but rather to focus on an in-depth understanding of the social phenomenon under study as the researcher agreed with Huberman and Miles (2002)'s statement that transferability in qualitative research indicates how a similar process in different contexts can lead to different outcomes.

Another limitation of the study was the inability to get a good amount of information due to the fact that the inquiry was a contemporary as well as a sensitive issue therefore, researcher relied more on newspapers and other media also it was very difficult to recruit participants. The researcher depended on establishing deep rapport and still remained neutral (Patton, 2002). This limitation also restricted the researcher to one source of data collection interviews, the utilization of individual interviews also delimiting factors that narrow the scope of the study. Nevertheless, the depth that was gained through the specified focus in the study will counter these limitations.

1.17 DEFINING THE TERRAIN OF PASSION KILLING (IPV)

As the researcher was doing extensive review of literature on intimate partner violence, she observed some terminologies that were commonly used by researchers when they write about intimate partner femicide. Some of such terminologies were Femicide, Female homicide, intimate femicide, gender-based homicide, intimate femicide–suicide, non-intimate femicide, intimate femicide–non suicide, intimate femicide/intimate partner femicide, and the likes (Abrahams, Mathews, Martin, Lombard, Jewkes, 2013; Mathews, et al., 2008). These terms are operationally referred to as terrain of IPV. Terrain can be described as the features of the surface of a piece of land when viewed from a particular standpoint (American Heritage Dictionary, 2011). Abrahams et al., 2013 and Mathews et al. (2008) as well as others described these terminologies as follow;

- **Violence against women:** Is an umbrella term, which was defined by the United Nations as “any act of gender-based violence that results in, or that is likely to result in physical, sexual or mental harm or suffering to women, including verbal threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life”. It includes many different forms of violence against women and girls, such as intimate partner violence, non-partner sexual violence, trafficking, and harmful practices like female genital mutilation (WHO, 2013).
- The term ‘**domestic violence**’ is also referred to as domestic abuse, spousal abuse, intimate partner violence, battering, or family violence. It is the repeated, random and habitual use of intimidation to control a partner. The abuse can be physical, emotional, psychological, financial or sexual. Anyone forced to alter their behaviour because they are frightened of their partner’s reaction is being abused. It may, by extension, include child or elder abuse, or abuse by any member of a household (Refuge, 2016)
- **Intimate femicide:** is killing of a woman by an intimate partner. This includes the woman’s husband, boyfriend (dating or cohabiting), ex-husband (divorced or separated) or ex-boyfriend, same sex partner or a rejected would-be lover.
- **Intimate femicide–suicide:** is an intimate femicide followed by the suicide of the perpetrator within a week of the homicide.
- **Intimate femicide–non suicide:** is killing of a female by her intimate partner without subsequent suicide of the perpetrator.

- **Femicide/Female homicide:** is killing of a female.
- **Gender-based homicide:** Homicide with distinct gendered circumstances such as intimate partner femicide and suspected rape homicide
- **Intimate femicide/intimate partner femicide:** is killing of a female by intimate partners (i.e., a current or former husband/boyfriend, same-sex partner, or rejected would be lover)
- **Non-intimate femicide:** is killing of women by someone not an intimate partner like a stranger, family member, acquaintance, and the likes

1.18 TYPOLOGY OF INTIMATE PARTNER VIOLENCE

American Heritage Dictionary (2011) defines typology as the study or systematic classification of types that have characteristics or traits in common. Thus the researcher describes five types of intimate partner violence, in this section, according to WHO (2012) and the advocates for Human Rights (2013).

- ***Physical***

Physical abuse is characterized by inflicting injury or injuries. It is most visible and lethal type of abuse which sometimes is referred to as battering. Examples include slapping, punching, hair-pulling, pinching, and hitting with objects, grabbing, kicking and the like.

- ***Emotional***

Emotional abuse can be in form of making unreasonable demands through verbal or nonverbal acts which serves to degrade and undermine an individual's sense of self-worth and self-esteem while rejecting their opinions and needs. This can be done by constant criticism, belittling victim's abilities and competency, name-calling, insults, put-downs, silent treatment, manipulating victim's feelings and emotions to induce guilt, etc.

- ***Psychological***

Psychological abuse is intentional inflicting or instilling fear, anxiety, hurt or guilt through verbal or nonverbal acts. It can also be in the form of isolating the victim from friends, family, school, and/or work in order to control the victim and ensure compliance. Some examples are: intimidation, threatening physical harm to self, victim, and/or others, menacing, blackmail, harassment, stalking as well as undermining victim's personal relationships, harassing others,

constant "checking up," constant accompaniment, use of unfounded accusations, forced imprisonment, and so on.

- ***Sexual***

Sexual abuse includes forced sexual intercourse and other forms of sexual coercion without the victim's consent or undermining the victim's sexuality. Examples are: treating him/her in a sexually derogatory manner, criticizing sexual performance and desirability, accusations of infidelity, withholding sex, marital rape, acquaintance rape, forced sex after physical beating, attacks on the sexual parts of the body, forced prostitution, fondling, sodomy, sex with others, forced stripping and forced sex when the partner refuses/is sick or tired. Others are taking unwanted sexual photos and/or videos, humiliating, criticizing, or trying to control a person's sexuality or reproductive choices and the like.

- ***Economic abuse***

Economic or financial abuse is making a victim financially dependent as well as controlling their educational and employment opportunities. This kind of abuse can take many forms, from denying a partner all access to funds, to making the partner solely responsible for all finances. It may include things like maintaining total control over financial resources, including victim's earned income or resources received through public assistance or social security, withholding money and/or access to money, and forbidding attendance of school. Other things are forbidding employment, on-the-job harassment, requiring accountability and justification for all money spent, forced welfare fraud, withholding information about family and running up bills for which the victim is responsible for payment.

1.19 OVERVIEW OF THE CHAPTERS

The study consists of six chapters which are organised as follows:

Chapter One: Orientation of the Study

This first chapter introduces the study by presenting the background and rationale for the study. It also discusses the problem statement, purpose of the study and the research questions. Preliminary review of related literature, theoretical underpinnings of the study, the methodology as well as research ethics are presented. The chapter also provides the significance of the study and a glossary of definition of concepts used in the study.

Chapter Two: Review of Relevant Literature and Theoretical Framework

This chapter reviews the extant literature on VAW, IPV and IPF with a view of situating the problem that the study seeks to explore, which is the academic implications of passion killing on university students in Botswana and Namibia. In order to clarify and synthesize the most important ideas in this complex phenomenon, the chapter is divided into four main parts.

Chapter Three: Research Methodology

The third chapter discusses the research design and methodology embarked on in the study, giving the rationale for the design chosen. It goes on to explain the sampling techniques and the methods as well as the instrument that was used for data collection, which was semi-structured interviews. The ethical considerations which were strictly followed are discussed and the trustworthiness of the results and findings are ascertained in this chapter.

Chapter Four: Presentation and Analysis of the Data

The fourth chapter presents the data that emerged from the semi structured interviews that were conducted for this study. The data is analysed, interpreted and presented in form of themes and subthemes according to the research questions of the study that guided the study.

Chapter Five: Discussion of the Findings

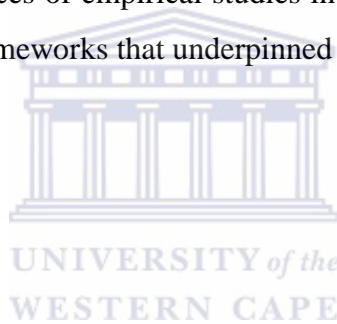
The fifth chapter discusses the findings of the study with regards to the main themes that emerged from the in-depth interviews, in relation to the research questions. The discussion is aligned with the current literature to assess the extent of the agreement or disagreement with the findings. The findings are also presented with respect to the theoretical frameworks which underpin the study, namely, attachment theory and eco-systemic theory.

Chapter Six: Summary, Conclusion and Recommendations

The last chapter recapitulates the purpose of the study and research questions, and provides a summary of the main themes that emerged from the interviews with the participants. The conclusions from the findings are presented and recommendations made. The implications of the study are presented as well as the potential contribution of the study.

1.20 CHAPTER ONE SUMMARY

This chapter has presented a general overview of the study, by providing a comprehensive explanation of the nature of the inquiry. It is evident that a quest into passion killing and its corollaries on the academic wellbeing of university students is a topic that is certainly cogent and urgently needs to be researched on in both countries, and of course in Africa. It is quite evident that the incidence of violence against women, and intimate femicide in particular, had been an issue of great concern in the African setting. Unfortunately, passion killing (intimate partner femicide) seemed to have received less attention in scientific investigation particularly in Botswana and Namibia where this incensed killing is skyrocketing. Detectably, this monstrous crime had permeated awfully into the universities in other African countries. The next chapter provides a review of relevant sources of empirical studies in order to locate the present study in the research and the theoretical frameworks that underpinned the study.



CHAPTER 2

REVIEW OF RELEVANT LITERATURE AND THEORETICAL FRAMEWORK

2 INTRODUCTION

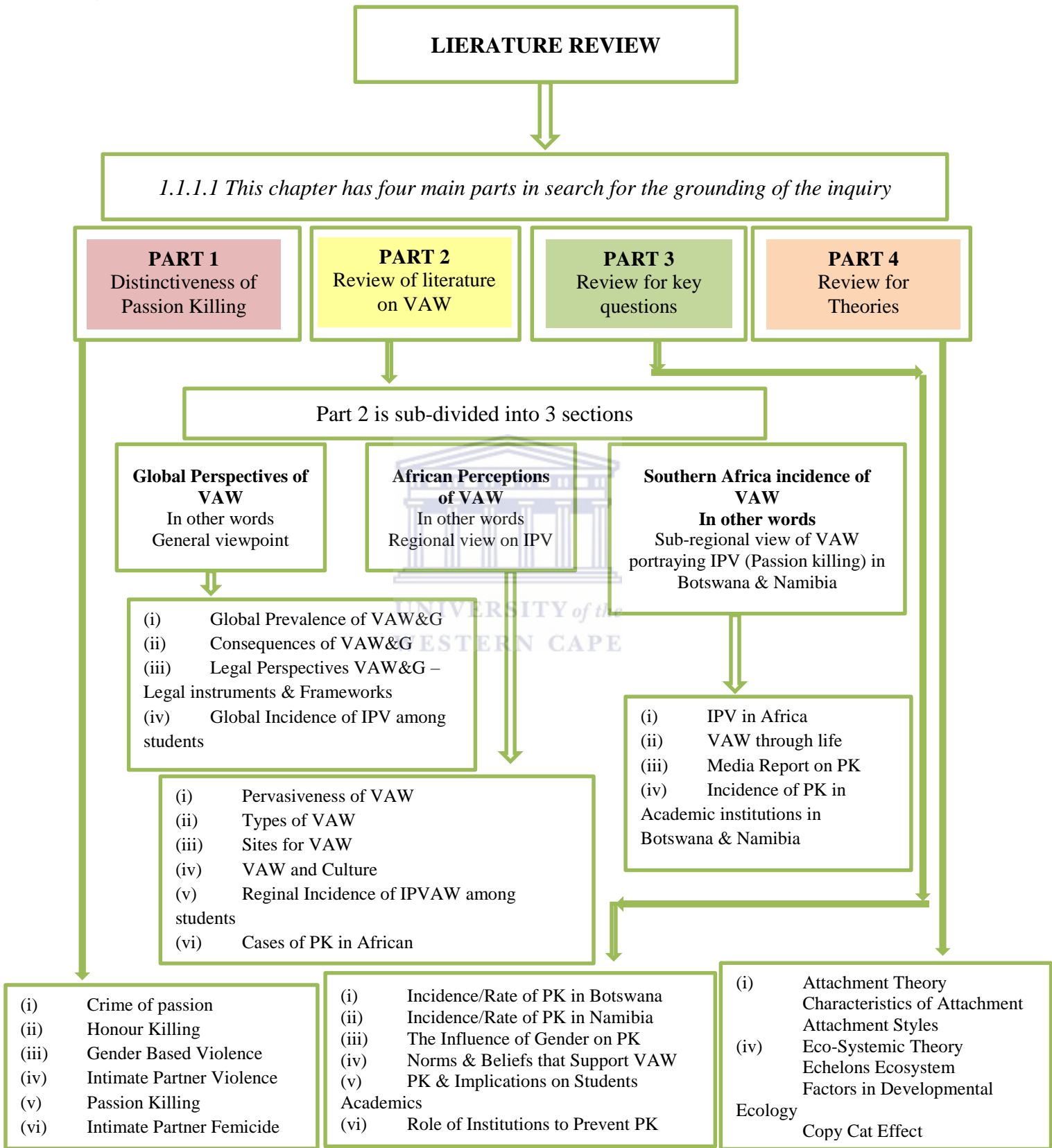
In outlining the overview of the whole thesis, chapter one has not only focused on the background and the rationale for the inquiry, it also stated clearly the problem statement and the research questions. Most importantly it has briefly highlighted the purpose for carrying out the study and the research method to be used. The first chapter also introduced theoretical underpinning as well as the research sites.

This second chapter includes a review of the literature as it relates to the study of passion killing and violence against women in general, as well as works on related theoretical perspectives guiding the exploration for better understanding of the inquiry under study; ‘passion killings and its implications on academic wellbeing of students in Botswana and Namibia’.

The chapter has four main parts; the first part presents the conceptualisation of passion killing, the second part which is further divided into sub-sections present the review in form of general perspectives of violence against women, regional perceptions of violence against women focusing on intimate partner violence and sub-regional incidence of violence against women portraying intimate partner violence. Then part three explores literature for key questions in the inquiry while in part four, the researcher through a review of literature, presents the theoretical perspectives that guide the study.

The researcher reviewed theoretical and empirical literature, as well as other sources of information that are related to the inquiry. This social phenomenon ‘passion killing’ is a complex topic, and thus the researcher hopes that the organization of this review will provide the reader with a variety of topical connections that will help to clarify and synthesize the most important ideas.

Figure 2.1: Literature Review Layout.



2.1 DISTINCTIVENESS OF PASSION KILLING

‘Passion Killing⁵’ is a term that is commonly used in Botswana, Namibia and a few other countries in the Southern region of Africa to describe the killing of a partner, male or female in an intimate relationship. It can be classified as intimate partner violence. This kind of homicide is categorized as the most common type of VAW. As a result of the nature of passion killing, its perceptions and connotations are viewed by some to be similar to other forms of femicides such as “crime of passion/heat of passion”, “honour killing/honour based violence”, “gender based violence”, as well as “intimate partner violence/intimate partner homicide/intimate partner femicide. These types of homicide are sometimes used interchangeably. Though all these forms of “killing of a female” are classified as GBV or VAW, the researcher’s perception from the reviewed literature is that there is a thin line between them which lies on the motives for the killing. Therefore, the researcher thought it necessary to distinguish between these phenomena.

2.1.1 Crime of passion (CoP)

According to legal definition is one in which one commits a murder or assault in a sudden fit of ardent rage or jealousy, such as what anyone might feel if you sauntered in on your beloved in the throes of “sexy time” with someone else (Junkins, 2012). Put differently, a crime of passion refers to a criminal act in which the perpetrator commits a crime, especially murder or assault, against someone because of sudden strong impulse such as sudden rage rather than as a premeditated crime (Hill & Hill, 2015). Furthermore, the legal dictionary again describes the phrase ‘*heat of passion*’ as “an intensely emotional state of mind induced by a type of provocation that would cause a reasonable person to act on impulse or without reflection” and any homicide carried out under such emotion is regarded as manslaughter rather than murder. The important conditions for such bargains are that the accused must be provoked to a point of great anger or rage, such that the person loses his or her normal capacity for self-control during the period between the provocation and the killing (Hill & Hill, 2015).

⁵‘Passion Killing’ is a term that is commonly used in Southern Africa, particularly in Botswana and Namibia. It refers to the killing of a woman by an intimate partner. This includes the woman’s husband, boyfriend (dating or cohabiting), ex-husband (divorced or separated) or ex-boyfriend, same sex partner or a rejected would-be lover (Abraham, Mathews, Martin, Lombard & Jewkes, 2013).

To make the claim for heat of passion, the defendant must have acted immediately upon the rise of passion, without the time for contemplation or allowing for "a cooling of the blood." It is sometimes called the "Law of Texas" since it was said that the juries in that state are supposedly lenient to cuckolded lovers who wreak their own vengeance. The benefit of eliminating premeditation is to lessen the provable homicide to manslaughter with no death penalty and limited prison terms. An emotionally charged jury may even acquit the impassioned defendant (Hill & Hill, 2015).

According to Nolo's Plain-English Law Dictionary, heat of passion is a crime committed while in the throes of passion, with no chance to ponder on what is happening and what the person is about to do. As the perpetrator has been overcome with emotion, he lacks the specific intent to kill, which is required for a conviction of murder. If a jury trusts that he acted in the heat of passion, they will convict him only of manslaughter, which does not require intent to kill (Nolo, 2015).

Fontaine and Roger, (2009) stated that because of the intricate psychological makeup of reactive homicide and other reasons, the heat of passion defence has remained a subject of confusion. The tenacious issue of disagreement according to them has been the justificatory versus excusatory nature of the defence.

Recently, women's rights organizations and feminists have toiled to change laws and social norms which tolerate crimes of passion against women. UN Women particularly, has urged states to re-examine legal defenses of passion and provocation laws, and other similar laws, to make sure that such laws do not lead to impunity regarding violence against women (UN Women, 2012).

2.1.2 Honour Killing (HK)

According to Gill, Begikhani and Hague (2012) is defined as any form of violence perpetrated against women that is associated with patriarchal family, community or other social structures in which the main justification for the violence is the protection of a social construction of honour. 'Honour', they state, is defined as a value-system with associated norms and traditions. HBV is most commonly committed against young women by male relatives who view the violence as necessary to preserve or restore the 'honour' of the family and/or community by removing 'shame'

(Gill, Begikhani & Hague 2012). This means placing a higher value on 'honour' than the life of a woman.

An honour killing is the murder of a member of a family by same member(s), because of the shame or dishonour the perpetrator(s) believe the victim has brought upon the family or has violated the principles of the community or the religion (Merriam-Webster Incorporated, 2015).

Women and girls can be killed in the name of "honour" for variety of behaviours ranging from talking with unrelated male, consensual sexual relations outside marriage, being a victim of rape, for ostensibly disrespecting their husbands, for not performing her domestic duties quickly enough, seeking a divorce or refusing to marry the man her family has chosen for her and even the suspicion of a transgression may result in a killing. Amnesty International USA (2012) also reports that a man killed his wife on the basis of a dream he had about her committing adultery. One can then argue that, it is possible for a husband who has become disenchanted with his wife to create a story of honour violation against her and get her eliminated in the guise of honour preservation. Women may also be assaulted physically but not killed. Though men and boys can also be victims (Watson, 2012), this investigation explored only women victims.

Hundreds, if not thousands, of women are killed every year by their family members in the name of family "honours." It is not easy to get exact figures on the phenomenon of honour killing thus, women die in social silence (Mayell, 2002). According to the director of International Women's Rights Action Watch, Marsha Freeman, at the Hubert Humphrey Institute of Public Affairs at the University of Minnesota, most honour killings happen in countries where the concept of women as the ewer of the family reputation preponderates (Mayell, 2002).

The report of the Special Rapporteur and the reports collected from several countries by the United Nations Commission on Human Rights show that honour killings have occurred in Bangladesh, Brazil, Ecuador, Egypt, India, Israel, Italy, Jordan, Lebanon, Morocco, Pakistan, Sweden, Syrian Arab Republic, Turkey, Uganda and Yemen. Other countries are western countries like France, Germany and the United Kingdom as well as the Mediterranean and Persian Gulf countries (UN General Assembly, 2002; Mayell, 2002).

Widney Brown, advocacy director for Human Rights Watch, reasons that ‘crime of passion⁶’ is akin in dynamism to ‘honour killing⁷’, in that the women are murdered by male family members and the crimes are regarded as excusable or explicable" even though there are differences between them; crimes of passion are assumed to be generally impulsive, while honour killings are perceived to be generally planned, with the involvement of several family members (Mayell, 2002).

Honour killing has been viewed as a complex matter and has been widely misinterpreted for many centuries. The idea of honour crimes is expandable which changes according to time, place and forms of articulation and expression in society. Honour crimes have been defined as patterns of conduct cutting across communities, cultures, religions and nations and manifested in a range of forms of violence directed, in the majority of cases, against women, including murder (honour killings) and forced marriages (Basha, 2006). Honour killing is considered to be “a crime that threatens the unity and harmony of the community, and it acts as a barrier preventing women from progressing in their lives” Palestinian Human Right Monitoring (2002), in (Ali, 2000)

The concept of honour crime has recently been open to debate within the United Kingdom (UK), and has recently been registered as a separate category of crime for the first time. Due to the growing awareness of honour crime, a new task force was assigned in 2004 to re-examine 109 homicide cases over the past decade to determine how many of them were honour-based. Out of 22 cases that were analysed 18 of them have been classified as either ‘definite’ or ‘suspected’ honour killing (Alexander & Goldsmith, 2007). Honour killings are not rare, it has been estimated that 5000 honour killings take place across the world each year (Ali, 2000).

⁶‘Crime Passion’ is a crime committed while in the throes of passion, with no chance to ponder on what is happening and what the person is about to do (Nolo, 2015).

⁷‘Honour Killing’ is described as an act of vengeance, usually death, committed by male family members against female family members, who are held to have brought dishonor upon the family. A woman can be targeted by (individuals within) her family for a variety of reasons, including: refusing to enter into an arranged marriage, being the victim of a sexual assault, seeking a divorce—even from an abusive husband—or (allegedly) committing adultery. The mere perception that a woman has behaved in a way that "dishonors" her family is sufficient to trigger an attack on her life (Human Rights Watch 2001).

Although there are differences between crimes of passion (which are generally impulsive) and honour killings (which are generally planned – with the involvement of several family members), Widney Brown, advocacy director for Human Rights Watch, argued that "crimes of passion have a similar dynamic in that the women are killed by male family members and the crimes are perceived as excusable or understandable". Some human rights advocates say that the crimes of passion in Latin America are treated leniently (Mayell, 2002). The researcher opined that there is need for a vehement and co-ordinated international outcry against these heinous crimes committed against women, which subjugate and silence them, and bring their careers to an abrupt end.

2.1.3 Gender Based Violence (GBV)

GBV is “violence that is directed against a woman because she is a woman or that affects women disproportionately”, as stated in The Hand-out on CEDAW Convention in 2013. This therefore underlined that violence against women is not something occurring to women randomly, but rather an issue affecting them because of their gender (The Hand-out on CEDAW Convention, 2013). GBV includes “acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty.” Abrahams, et al. (2013) postulate that gender-based violence is fundamentally rooted in gender inequality. It is more common in communities where there is a cultural emphasis on gender hierarchy, where there is greater acceptability of the use of violence in interpersonal relations, and where men’s dominance and control of women is seen as legitimate.

2.1.4 Intimate partner violence (IPV)

IPV is a pattern of behaviour which involves the abuse by one partner against another in an “intimate” relationship. It includes current and former relationship such as marriage, cohabitation, dating or within the family. IPV exists along a continuum from a single episode of violence to on-going battering. It can take many forms, including physical aggression or assault (hitting, kicking, biting, shoving, restraining, slapping, throwing objects, battery), or threats thereof; sexual abuse; emotional abuse; controlling or domineering; intimidation; stalking;

passive/covert abuse (e.g., neglect); and economic deprivation (Centre for Disease Control and Prevention, 2016).

2.1.5 Intimate Partner Femicide (IPF)

IPF refers to the killing of a woman by an intimate partner. This includes the woman's husband, boyfriend (dating or cohabiting), ex-husband (divorced or separated) or ex-boyfriend, same sex partner or a rejected would-be lover (Abraham et al., 2013). According to Mathews, et al. (2008), the South African national study on the epidemiology of female homicide provided the opportunity to identify the epidemiology of intimate femicide–suicide for the first time. This means when the perpetrator of the intimate femicide (the killing of the female intimate partner), the perpetrator commits suicide after the act.

From the foregoing, it can be observed that all these concepts have the same correlation, which is violence against women. Each of the concepts describes different situations in which women are murdered for different reasons. Gender based violence is an umbrella term that can describe all those categories of killings, but it is important to note that much as there are similarities among some of the concepts (intimate partner violence, intimate partner homicide, intimate partner femicide, and intimate partner femicide-suicide), there are some also, like crime of passion and honour killing, that are not exactly the same as passion killing though they are femicides.

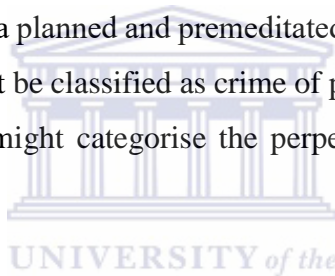
2.1.6 Passion Killing (PK)

Kaumba, (2013) defined passion killing as murder which is as a result of sudden anger or heartbreak, which means the perpetrator, could have acted differently if they were not angry or heartbroken. This usually arises in common assault, assault by threat, and assault with intent to cause grievous bodily harm, murder or attempted murder cases. However, a former President of Botswana, Festus Mogae described passion killing as gender-based violence and a reflection of the unequal power in relationship between men and women (Mooketsi, 2012). He stated that there is no passion in the heinous crimes as he refers to passion killings, and continued to say that such cannot be referred as passion killings when they use knives to slay women, he declared. “This is

hatred killing”, (Bosaletswe, 2013). The former President’s comment obviously must have been borne out the savage, horrific and repugnant nature of the act.

Dingake (2006) in his own opinion argues that ‘passion killing’ has nothing to do with love if passion is synonymous with love and that love is the opposite of hate. He emphasized that the murders reported as “passion killings” come out as sadistic, gruesome, outrageous, fiendish and abominable. He wondered whether even enemies (soldiers at war), primed to kill their opponents, evince the premeditation, ruthlessness and the callous streak of the euphemistical “passion killers.

According to Whittaker (2012), “this contemptible form of killing”, referring to passion killing, is undoubtedly an extreme version of gender-based violence. He went further to argue that ‘crime of passion’ is usually acted out with impulsiveness and a lack of reasonable reflection but ‘passion killing’ contains a clear element of a planned and premeditated crime. Thus by extension, one may suggest that passion killing may not be classified as crime of passion or an act that was performed under the heat of passion which might categorise the perpetrator as committing manslaughter rather than murder.



The Namibian Police described passion killings as murder cases between intimate partners such as husband/wife, boyfriend/girlfriend, ex-husband/ex-wife or ex-boyfriend/ex-girlfriend. In most incidences of passion killings, most of the murders occur when a female partner wants to walk out of a relationship (Whittaker, 2012). While in some others cases, it may be because of jealousy, allegations of infidelity and family feuds caused by broken relationships (Lileka, 2012; Institute for Open Learning, 2014).

It is against this background that it can also be argued that passion killing is equally different from honour killing even though they are both violence against women (femicide). The difference between the two lies in the reason for the killing; ‘honour killing’ is most commonly committed against women by male relatives who view the violence as necessary to preserve or restore the ‘honour’ of the family and/or community by removing ‘shame’. Passion killing can be referred to as intimate partner femicide which is described as the killing of a woman by an intimate partner. Thus in this study, passion killing will be used interchangeably with intimate partner femicide.

2.2 SEARCHING TO GROUND THE INQUIRY

In order to position the current study, the exploration of passion killing and its corollaries on academic wellbeing of tertiary students in Botswana and Namibia, the researcher in this section, reviewed and discussed the existing literature on VAW globally as well as the perception of VAW in Africa with regards to IPV. In addition, she examined other available resources on intimate partner violence (passion killing) in Southern Africa.

2.2.1 GLOBAL PERSPECTIVES OF VIOLENCE AGAINST WOMEN AND GIRLS

Violence against women and girls (VAW&G) is an extensive human rights violation in form of physical, sexual, psychological etc. It is also harm against females, which is a type of gender-based violence (GBV) (Amnesty International, 2016). While GBV is a global pandemic that is exacted upon men, women and children; the most affected and most at risk are women and girls. Bloom (2008) in her view, posited that GBV is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. It has long passed the time to go beyond mere rhetoric to concerted effort to stop this scourge, particularly in the institutions of higher learning.

It is time for all of us to assume our responsibility to go beyond condemning this behaviour, to taking concrete steps to end it, to make it sociably unacceptable, to recognize that it is not cultural, it is criminal. Secretary of State, Hillary Clinton (Peretz, 2009)

Women of all ages, religions, ethnic groups and economic status experience GBV. The terms gender-based violence and violence against women are used interchangeably in this study and the working definition is drawn from the Declaration on the Elimination of VAW, adopted by the United Nations General Assembly in 1993. It states that “violence against women means any act of gender based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life” (United Nations General Assembly, 1993).

Article 2 of the Declaration (United Nations General Assembly, 1993) further stated that the definition should encompass, but not limited to, acts of physical, sexual, and psychological violence in the family, community, or perpetrated or condoned by the State, wherever it occurs. These acts include spousal battery; sexual abuse, abuse of female children; dowry-related violence; rape, including marital rape; female genital mutilation/cutting and other traditional practices harmful to women; non-spousal violence; sexual violence related to exploitation; sexual harassment and intimidation at work, in school and elsewhere; trafficking in women; and forced prostitution.

Beijing Declaration on the Platform for Action in 1995 expanded on the existing definition. It postulates that GBV includes violations of the rights of women in situations of armed conflict, such as systematic rape, sexual slavery and forced pregnancy, forced sterilization, forced abortion, coerced or forced use of contraceptives, prenatal sex selection and female infanticide. It also recognizes the particular vulnerabilities of women belonging to minorities: the elderly and the displaced; indigenous, refugee and migrant communities; women living in impoverished rural or remote areas; and women in detention (United Nations, 1995).

Furthermore, the former UN Secretary-General, Kofi Annan observed that VAW knows no boundaries; it cuts across geographical, cultural, wealth (social) and even 'racial' boundaries. It is perhaps the most shameful and universal human rights violation (Kofi Annan, 1999). Violence against women goes beyond beatings. It includes forced marriage, dowry-related violence, marital rape, sexual harassment, intimidation at work and in educational institutions, forced pregnancy, forced abortion, forced sterilization, trafficking and forced prostitution. Such practices cause trauma, injuries and death (Kimani, 2007), with possible far more deleterious effects on students in higher institutions.

In World Health Organization's (WHO) multi-country study carried out in 2005 on women's health and domestic violence, it was found that violence affected millions of women in Africa and beyond. WHO found that 50 per cent of women in Tanzania and 71 per cent in Ethiopia's rural areas reported beatings or other forms of violence by husbands or other intimate partners. In

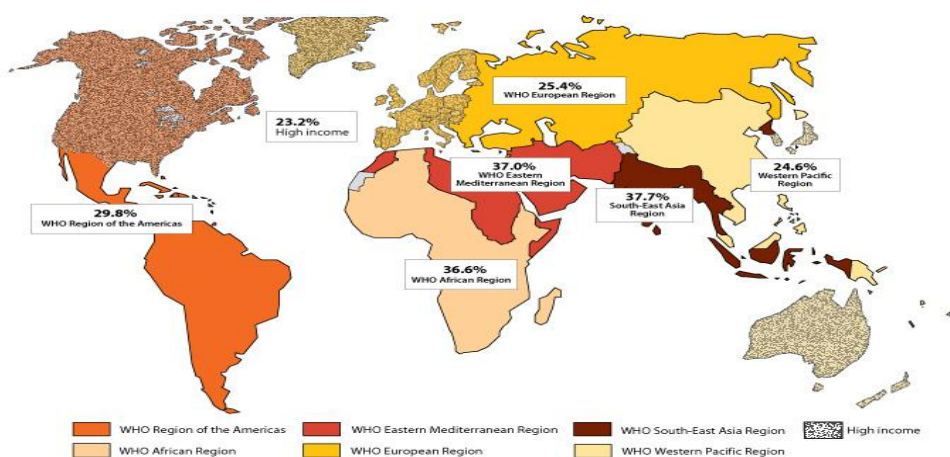
Kenya, the attorney general's office reported in 2003 that domestic violence accounted for 47 per cent of all homicides. In Europe as well, the report estimated that violence in the home was the primary cause of injury and death of women aged 16–44, more lethal than road accidents or cancer (Kimani, 2007).

According to WHO (2009), though VAW has been identified and has received increasing international attention as a public health and human rights concern, femicide, one of its extreme manifestations, is not well understood. Researchers have conducted studies, mostly in high-resource areas. However, reliable and globally comparable data on its nature and prevalence remain scarce. Femicide has been addressed in different contexts, including intimate partner violence (WHO, 2009) but not yet sufficient particularly in southern Africa, with particular reference to 'passion killing' (Alao, 2006).

Based on data from over 80 countries, the London School of Hygiene and Tropical Medicine, the Medical Research Council and WHO found that 35% of women globally have experienced either physical and/or sexual intimate partner violence or non-partner sexual violence, and most of this violence is intimate partner violence (WHO, 2014). The report also stated that up to 38% of all murders of women (femicide) globally are committed by intimate partners. According to the former UN Secretary General, Kofi Annan it was the first time the report showed an aggregated global and regional prevalence estimate of this form of violence.

It is important to note that VAW is not a small problem that occurs only in some pockets of society, but rather a global public health problem of epidemic magnitude which requires urgent action. The alarm from that report was that it is time for the world to take action; a life free of violence is a basic human right, one that every woman, man and child deserves (World Health Organization, 2013). Figure 2.1 below shows global and regional estimates of violence against women.

Figure 2.2: Global and regional estimates of violence against women.



WHO, Global and regional estimates of violence against women: prevalence and health effects of intimate partner violence and non-partner sexual violence, 2013

Source: <http://strive.lshtm.ac.uk/resources/global-and-regional-estimates-violence-against-women>

The illustration above is then represented in the table below showing clearly the prevalence of physical and/or sexual intimate partner violence among women who have had partners in their lifetime according to the WHO regional distributions (WHO, 2013).

Table 2.1: Lifetime prevalence of physical and/or sexual intimate partner violence among ever-partnered women by WHO region

WHO Region	Prevalence, %
Global	30%
Africa	36.6%
The Americas	29.8%
Eastern Mediterranean	37%
European	25.4%
South-East Asia	37.7%
Western Pacific	24.6%
High income	23.2%

Source: WHO (2013) Global and regional estimates of violence against women: prevalence and health effects of intimate partner violence and non-partner sexual violence
http://apps.who.int/iris/bitstream/10665/85239/1/9789241564625_eng.pdf

From the table above, it could be observed that Africa ranked the third of the lifetime prevalence of physical and/or sexual intimate partner violence among ever-partnered women in the regions where the study was conducted with South-East Asia and Eastern Mediterranean regions having the highest rates. The study also revealed lifetime prevalence of intimate partner violence by age group among women who have had intimate partners as presented in table 2.2 below.

Table 2.2: Lifetime prevalence of intimate partner violence by age group among ever-partnered women

Age group (years)	Prevalence (%)
15–19	29.4
20–24	31.6
25–29	32.3
30–34	31.1
35–39	36.6
40–44	37.8
45–49	29.2
50–54	25.5
55–59	15.1
60–64	19.6
65–69	22.2

Source: WHO (2013) Global and regional estimates of violence against women: prevalence and health effects of intimate partner violence and non-partner sexual violence
http://apps.who.int/iris/bitstream/10665/85239/1/9789241564625_eng.pdf

Table 2.2 revealed that the 20 – 34 years age range of lifetime prevalence of intimate partner violence by age group among ever-partnered women put together is high which should be a major concern globally. Thus, this current study concentrated on this age range (20 – 30 years). Kelmendi (2016), in his recent research also observed that worldwide research on IPV has increased recently, with the indication that IPV is widespread in all age groups, with students at particularly high risk for being engaged in partner violence in their intimate relationships. Researches have further indicated that prevalence rates of IPV among students range from 10% to 50% (Kelmendi, 2016;

Barrick, Krebs & Lindquist, 2013; Kaukinen, Gover & Hartman, 2012; Amar & Gennaro, 2005; Straus, 2004; Hines & Saudino, 2003).

It was further observed by WHO that the overwhelming general problem of IPV is borne by women. The occurrence of IPV has been evaluated in a number of population-based surveys which have confirmed that IPV is widespread in all the countries studied. One of such investigations is the WHO multi-country study on women's health and domestic violence against women, which collected data on IPV from more than 24 000 women in 10 countries (Bangladesh, Brazil, Ethiopia, Japan, Namibia, Peru, Samoa, Thailand, the former state union of Serbia and Montenegro, and the United Republic of Tanzania), representing diverse cultural, geographical and urban/ rural settings (World Health Organization, 2012).

In 2010, the UN Secretary General launched the 'UNiTE to End Violence Campaign' to intensify efforts by national governments in the Global South to lessen, avert and abolish all forms of violence experienced by women (UN Women Viet Nam, 2012). Despite the efforts of the national governments, it was emphasized in the Expert Group Meeting on Prevention of Violence against Women and Girls in Thailand in 2012, that the prevalence of VAW had reached a critical moment where international bodies, nations, states and civil societies should come together to strengthen their commitments to end VAW and G (Expert Group Meeting, 2012).

2.2.1.1 Consequences of Violence against Women and Girls (VAW&G)

There are possibilities of several colossal implications of violence particularly VAW and G which can have instant, short-term or inter-generational effects. These effects may be chain reaction effect, for instance, from the individual, to the family, the community and the wider society, which definitely impact on the nation.

Report of the Expert Group Meeting on elimination and prevention of VAW and G during the Commission on the Status of Women (CSW57) in 2013, noted that VAW and G entails huge costs to states and societies as a whole in terms of reduced human capital, decreased productivity, exacerbated social inequalities, lowered overall educational outcomes, and broad strains on public services (UN Women, 2013).

The Expert Group Meeting further noted that violence reduces the ability of women and girls to gain education, earn a living and participate in public life, and even live a life free of fear. It also has significant health impacts, including psychological consequences, physical injuries, sexual/reproductive health issues and death (United Nations General Assembly, 2006).

The UN Millennium Project Task Force on Gender Equality emphasized that VAW and G hinders struggles towards sustainable recovery and peace-building and increases the risk of burgeoning conflict in war-affected areas. Furthermore, it also frustrates the progress towards the attainment of several of the Millennium Development Goals (MDGs), with particular reference to achievement of universal education, improvement of maternal health and reduction of child mortality and more especially, promotion of gender equality and women empowerment (Expert Group Meeting, 2012).

According to a report from UN Women (2012) children who were exposed to domestic violence are at high risk of anxiety, depression, low self-esteem and poor school performance, among other problems that damage their well-being and personal development. The report stated that the surveys conducted in Costa Rica, Czech Republic, Philippines, Poland and Switzerland showed that boys who saw violence against their mothers by their fathers were three (3) times more likely to use violence against their partners later in life (UN Women, 2012).

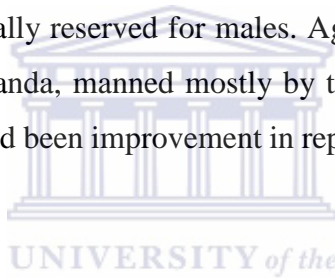
2.2.1.2 Legal Perspective and Violence against Women

The effect of VAW is now well documented. It denies women of their most basic human rights, like the right to equality, to liberty and to personal security, and it is a key threat to the social and economic development of communities in all the countries. Nevertheless, human rights are protected and upheld by international and national laws and treaties (Amnesty International, 2016b).

It is remarkable that South Africa has made a lot of progress globally in laws against VAW, for instance, the Domestic Violence Act No 116 of 1998 provides one of the broadest definitions of violence against women. The Act was further expanded by the Criminal Law – Sexual Offense and Related Matters, Act No 32 of 2007. Nevertheless, South African women still face traditional

restrictions that regulate their ability to legally defend themselves. For instance, issues like rape seem to be acceptable such that in the country only one in nine rapes is reported. The average rate of verdict of those accused of rape lies between four and eight percent nationwide and the victims face cultural, social, economic and administrative setbacks and pressures throughout the process of seeking legal assistance (Fourie & Gruzd, 2015). Therefore, one cannot claim that the battle has been won.

Rwanda is another country which has improved in its response to the prevention of VAW. The government in collaboration with UNIFEM created a law that required all the parties to field equal numbers of male and female candidates in parliamentary elections. Thus, 49 per cent of Rwanda's legislators are women, which rank the highest in the world. The legislature has passed several progressive laws, one of which gave female children the right to inherit their parents' land and property, a right that was traditionally reserved for males. Again, there was a creation of gender desks at the police stations in Rwanda, manned mostly by trained women who help victims of sexual and other violence. There had been improvement in reporting and responding to the related crimes (Kimani, 2007).



In addition, Egypt has started to take vigorous position against VAW. This was evident in the country's ratification of a law in 2014 criminalising sexual harassment. Through a proactive method launched by the Egyptian Ministry of Interior to tackle VAW recently, dedicated units are being instituted in all police departments to assist in the protection of female victims of violence. These moves are proofs of the commitment of the Egyptian government in carrying out the recommendations made by the UNHRC regarding VAW in the country. This shows a positive action towards combating these grisly acts against women. It is important to note that administrative actions and policy resolutions are not enough. Studies indicate that women in the rural areas in Egypt are more likely to justify VAW, which in turn will make the rate of such violence to be higher (Fourie & Gruzd, 2015).

2.2.1.3 Legal Instruments and Frameworks

Governments' obligations to prevent and tackle VAW are outlined in a number of regional and international human-rights instruments according to WOMANKIND Worldwide (2007) as listed below:

- UN Convention on the Elimination of All Forms of Discrimination against Women
- UN Declaration on the Elimination of Violence against Women
- Inter-American Convention on the Prevention, Punishment, and Eradication of Violence against Women (The Convention of 'Belem do Para)
- International Covenant on Civil and Political Rights
- Beijing Platform for Action
- Millennium Development Goals
- Millennium Declaration

2.2.1.4 Global Incidence of IPV among Students in Academic Institutions

Worldwide research has proven that campus students are excessively involved in intimate partner violence during their college careers at a very high rate, with prevalence levels ranging between 20% and 50% (Kelmendi, 2016; Barrick, Krebs & Lindquist, 2013; Kaukinen, Gover & Hartman, 2012; Nabors, 2010; Amar & Gennaro, 2005). IPV among campus students is now a widespread problem. Nabors and Jasinski (2009) believe that there is a link between gender role, gendered related violence attitudes and intimate partner violence. Thus, they carried out a study to examine the relationships between students' attitudes vis-à-vis gender roles and gendered violence with regards to their perpetration of intimate partner violence. They assessed students' attitudes before and after perpetration to determine whether attitudes precede or follow perpetration. They found that the relationships between attitudes and intimate partner violence are more complex comparatively and that they differ in both female and male students (Nabors & Jasinski, 2009).

In another study in Kosovo, Kelmendi (2016) utilized the sequential explanatory mixed method design using seven hundred (700) students who have been in the heterosexual dating relationship in the past year to investigate the IPV perpetration and victimization among students. The aim was to examine IPV perpetration and victimization with regards to physical, psychological and sexual

violence and it correlates using the socio-ecological framework to test the applicability of western models of IPV to diverse context in order to highlight the similarities and the differences. She also wanted to examine the association of IPV perpetration/victimization with socialization of violence and the approval of violence.

This study found that the perpetration and victimization of IPV among Kosovo students rates high with physical violence at 35.3% for victims and 42.1% for perpetrators, psychological violence rates at 60.1% for victims and 66.4% perpetrators and sexual violence at 37.3% for victims and 34.6% for perpetrators (Kelmendi, 2016). The study also confirmed that male and female students reported approximately similar rates of physical and psychological perpetration/ victimization rates. While, there were significant differences statistically for sexual violence perpetration/ victimization with the males showing higher rates (Kelmendi, 2016).

Furthermore, in a similar study, Flake, Barros, Schraiber and Menezes (2013) used samples of 362 male and female students with the mean age of 20 years old, from two universities in the state of São Paulo for IPV study in Brazil. Their aims were to describe the prevalence of perpetration and victimization of physical, psychological and sexual violence among undergraduate students. Others were to define the superposition of the three types of violence, be the suffered or the perpetrated ones and then examine the prevalence and the superposition found from the male and female perspectives. They found that 75.9% were victimized while 76.4% perpetrated some kind of violence throughout life. The report also showed that psychological violence was the most prevalent type, followed by sexual violence for both the victimized and the perpetrated.

Likewise in Russia, Lysova and Douglas (2008) used a sample of 338 university students from three (3) institutions and examined the rates of IPV, both victimization and perpetration, among Russian university students, with regard to four types of intimate conflict which are physical assault, physical injury, psychological aggression and sexual coercion. In addition, they gauged the role of gender in the perpetration and victimization of these four types of violence. The study revealed that 25.5 per cent of students experienced one or more forms of violence. It recorded that 23.1% of the victims were female students; 3.3% of the students sustained injuries during the attacks and 32.8% of these students were being coerced to have sex with their dating partners

(Lysova & Douglas, 2008). Furthermore, they found that though the male and female students experience high rates of assault and aggression, there were some exceptions. It was found that the rates at which women are physically abused and psychologically aggressed against by their partnerships were more when compared with men. In addition, women suffered more injuries as a result of violence and were victims of sexual coercion (Lysova & Douglas, 2008).

Other sources on IPV globally indicate that the rates of intimate partner violence-femicides (IPVF) are fairly significant. The researcher observed from the reviewed resources that the multiplicity of IPVF among college students appear to be meaningful enough to constitute a real social problem worldwide. However, there is huge paucity of scientifically researched information on the IPVF burden and experience among students in the universities, most especially the consequences of the type of GBV on the academic wellbeing of the students. Majority of the information on IPVF are in the mass media and social media. Nevertheless, this form of GBV should not be neglected.

2.2.1.5 Incidence of IPVF among Students in the Universities

Some of the cases of IPVF that were officially reported are presented in this section. Brooke (2007) described the case of a 26-year-old marine biology student of Hull University in England who was viciously stabbed, kicked and battered by her lover, a 21-year-old history student of the same university at a university hall of residence. The report stated that the twosome had been having a casual sexual relationship over a number of months after meeting at a nightclub. The female partner was brutally assaulted after she was thought to have refused to have sex with her assailant, the report stated. She suffered 93 injuries to her head, chest, neck and body. She was also asphyxiated as the assailant squeezed the life out of her, police said. It was a sustained and extremely violent attack that involved stabbing the head, throat and inside the mouth with a pen (Brooke, 2007).

In India, a third-year civil engineering student (22 years), of the Karur Engineering College was brutally murdered with a wooden log by a fourth-year student (22 years), pursuing the same course in the same institution. Police sources revealed that the assailant had proposed to his victim and she rejected him. The girl was savagely attacked on her head indiscriminately while the class was on, to the amazement of her classmates. The assailant also attacked the assistant professor (24

years), who tried to intervene while the terrified students ran for safety. The accoster is suspected to have been in an inebriated state when he committed the crime (Jaisankar & Sundar, 2016).

No university is immune to the killing of female students by their ex-boyfriends; there were four (4) reported cases of such killings in the US universities within four (4) months in 2014. According to New (2014), domestic violence remains as prevalent an issue among college students as sexual assault at the forefront of the US national conversation. It was reported that in September, a student at the University of South Carolina, was killed by her boyfriend. The following month, it was a San Francisco State University student, who was an advocate for the prevention of domestic violence that was shot and killed by her ex-boyfriend. New (2014) also reported that the two killings were murder-suicides. On November 28, Black Friday, a University of Chicago student was killed by her ex-boyfriend on her 22nd birthday. The ex-boyfriend went to Chicago Nordstrom where she was working. He found the girlfriend in the accessories department, and shot her to death. It was again reported that a day earlier, on Thanksgiving, another student at Cornell University, was ostensibly strangled to death by her boyfriend during an argument. The murder was described the Police as a domestic incident (New, 2014).

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2.2.2 REGIONAL PERCEPTIONS OF VAW FOCUSING ON IPV

Moreover, VAW is becoming an increasingly public issue across Africa (Kimani, 2007). One of the most predominant forms of VAW is IPV (Maranga, 2014). (Umana, Fawole & Adeoye (2014) confirmed that IPV is identified as a life-threatening issue of international magnitude due to its damaging effects on the health, social and economic wellbeing of women. IPV has severe consequences on the victims which impacts on their families, the communities, and the society. IPV has also been associated with increased morbidity in women and it is identified as the third leading cause of mortality among young women (Umana, Fawole & Adeoye, 2014). The perpetration of IPV has no boundaries among young people from the teen age for both male and female, it cuts across nations, races, cultures, classes even education.

According to Maranga (2014), legislation to prevent and manage IPV is still a problem in most African countries, particularly in Kenya and Uganda where efforts to pass Domestic protection bills have been unsuccessful for close to forty years. Despite the conditions stated in United Nations Convention on the Elimination of All Forms of Discrimination against Women of 1979

as well as in Beijing Declaration and Platform for Action, that the protection of women from violence committed in the private domain should be an obligation of the state (United Nations, 1979 & United Nations, 1995), some societies continue to exculpate IPV as a method of discipline or as a private affair that families should handle. Hence in most countries, IPV is still hidden to a large extent. It is accepted as cultural norm and so it is ignored by many including heads of state (Maranga, 2014). Maranga went further to emphasise that women who have reported experiencing IPV, have found themselves blamed and denigrated by their societies and sometimes by the duty bearers⁸ who are supposed to protect them. Some victims have said that they were turned away when they tried to report cases of IPV (Maranga, 2014).

The global estimate of the prevalence rate of IPV by WHO is between 10% and 52% Cyril (2013); according to Population Reference Bureau, the highest rates of IPV are found in Africa, the eastern Mediterranean, and Southeast Asia (Gilles, 2015). In-country demographic and health surveys in East Africa described the prevalence of IPV in the region as being on the higher end of the spectrum indicating that approximately 50% of all women between the ages of 15-49 in Uganda, Kenya, and Tanzania have experienced physical or sexual abuse by a partner (National Academy of Sciences, 2015). It is important to note that the rates of prevalence differ from country to country, and because there is no common surveillance system of estimation, it is difficult to know the exact prevalence across countries. Moreover, approximations can be significantly affected by cultural barriers and stigma which can have a substantial effect on reporting rates. In studies conducted on IPV in Nigeria, the prevalence rate for physical violence was from 28.2% to 47.3% and for sexual violence, it was from 12.5% to 21.5% (Umana, Fawole & Adeoye, 2014). Olayanju, Naguib, Nguyen, Bali and Vung, (2013) also reported rates of IPV prevalence in different countries. Thus, in Morocco it was 12%, in Ethiopia it was 54% and in Uganda it was 80%.

⁸Duty bearers are those actors who have a particular obligation or responsibility to respect, promote and realize human rights and to abstain from human rights violations. The term is most commonly used to refer to State actors, but non-State actors can also be considered duty bearers. An obvious example is private armed forces or rebel groups, which under international law have a negative obligation to refrain from human rights violations. Depending on the context, individuals (e.g. parents), local organizations, private companies, aid donors and international institutions can also be duty-bearers. Gender Equality, UN Coherence & You. Glossary: Definitions A-Z
[Http://Www.Unicef.Org/Gender/Training/Content/Resources/Glossary.Pdf](http://Www.Unicef.Org/Gender/Training/Content/Resources/Glossary.Pdf)

2.2.2.1 Types of Gender-Based Violence (VAW)

- Overt physical abuse (includes battering, sexual assault, at home or in the workplace)
- Psychological abuse (includes deprivation of liberty, forced marriage, sexual harassment, at home or in the workplace)
- Deprivation of resources needed for physical and psychological well-being (including health care, nutrition, education, means of livelihood)
- Treatment of women as commodities (includes trafficking in women and girls for sexual exploitation) (Prevention of Domestic Violence and Trafficking in Human Beings, Training Manual, 2001).

2.2.2.2 Sites of Gender-Based Violence (VAW)

- **Family** is one of the primary sites of gender violence. It prepares its members for social life; forms gender stereotypes and perceptions of division of labour between the sexes.
- It is the arena where physical abuses (spousal battering, sexual assault, sexual abuse) and/or psychological abuses occur. (Domestic violence can also take such forms as confinement, forced marriage of woman arranged by her family without her consent, threats, insults and neglect; overt control of a woman's sexuality through either forced pregnancy or forced abortion). Because violence within the family and household takes place in the home, it is often seen as a 'private' issue and information about it is lacking.
- **Community/Society** is seen as a group sharing common social, cultural, religious or ethnic belonging; it perpetuates existing family structure and power inequalities in family and society. It justifies the behaviour of male abusers aimed at establishing control over women in the family, and supports harmful traditional practices such as battering and corporal punishment. The workplace can also be a site of violence. Either in governmental service or in a business company, women are vulnerable to sexual aggression (harassment, intimidation) and commercialized violence (trafficking for sexual exploitation).
- **State** legitimizes power inequalities in family and society and perpetuates gender based violence through enactment of discriminatory laws and policies or through the discriminatory application of the law. It is responsible for tolerance of gender violence on an unofficial level (i.e. in the family and in the community). To the extent that it is the

State's recognized role to sanction certain norms that protect individual life and dignity and maintain collective peace, it is the State's obligation to develop and implement measures that redress gender violence (Prevention of Domestic Violence and Trafficking in Human Beings, Training Manual, 2001).

2.2.2.3 Examining Violence against Women and Culture

Beliefs or expectations of behaviour or norms within a cultural or social constellation can encourage violence. Cultural and social norms are highly powerful in shaping individual behaviour, including the use of violence (WHO, 2009). Swan and Snow (2006) acknowledged that culture affects a woman's experience with violence and her perception of abuse with regards IPV. In some societies where women appear to enjoy better status, they still condone or at least tolerate violence against women to a certain extent (Kimani, 2007).

There is one universal truth, applicable to all countries, cultures and communities: violence against women is never acceptable, never excusable, and never tolerable (Ban Ki-Moon, 2008. United Nations Secretary-General).

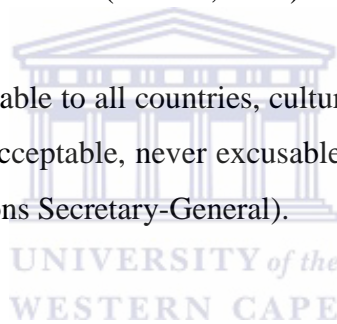


Figure 2.3: VAW and Culture



Source: Gruzd, S. (2015) Battling Violence against Women: From Africa's Top to Toe. SANGONeT Pulse. <http://www.ngopulse.org/article/2015/05/13/battling-violence-against-women-africa%E2%80%99s-top-toe>

Kimani (2007) reported a study on violence against women by the Johns Hopkins Bloomberg School of Public Health in America which stated that violence against women goes beyond the brutalization of women by individuals. This act is deeply embedded in cultures around the world

so much that millions of women consider it as a way of life. In a report by the UN Population Fund (UNFPA) in 2000, the bureau noted from the interviews in Africa and Asia that the right of a husband to beat or physically intimidate his wife came out as a deeply held conviction.

Confucianism culture has extensive influence across East Asia may facilitate IPV against women because its main component is that men have total control over women and as the “weaker” sex, women must be taught what is appropriate (Ebrey, 2006). According to Ebrey (2006) Confucian tradition emphasizes harmony and self-control in interpersonal relationships, but it also supports patriarchal beliefs and traditions that can place women in subservient and vulnerable positions. In Hispanic community, men are seen to be in charge because they provide for the family and make decisions about the issues in the family as well. They are referred to as ‘Machismo’, the term which has both a positive and negative implication. One meaning is for men who protect the well-being of their families, while the second is associated with an imbalanced marital relationship that may include infidelity (Raj & Silverman, 2002).

Gruzd (2015) explained that the intricacy of VAW and its being entrenched in tradition is difficult to counter from top down. The problem does not seem to lie in administrative resolve but more at the grassroots level, where the culture of impunity, the culture of social silence against violence, and the culture hegemony of male dominance in the social sphere continue to reign (Gruzd, 2015). Kimani (2007) stated that a study in 2006, by the South African Institute of Security Studies confirmed that the submissive position of women, especially those in the rural areas, in many African countries is deeply embedded in tradition.

Kimani (2007) again pointed out that the abusers of women tend to view violence as the only way to solve family conflicts more so as the culture gives them some degree of liberty. Such conservative cultural norms put women in subservient positions in relation to their husbands and other males. This can propagate VAW. Consequently, the UN Development Fund for Women (UNIFEM) in 2003 emphasized that such inferior status makes women to be undervalued, disrespected and prone to violence by their male counterparts. In Botswana, women were traditionally considered a minor and under their husband’s sole guardianship according to the customary law. Though it is believed that this law no longer operates, because it was deeply rooted

in the past, it has consequently continued to embed women's subordination to men (Phaldze & Tlou, 2006).

Maundeni (2002) pointed out that cultural factors not only perpetuate IPVAW but are also the main reason why women stay in abusive relationships because they are socialized to accept their inferior status in society and their subordination to men. These traditional gender norms regrettably, create a huge opportunity for the perpetrators to continue with IPVAW and leaving the victims to die like sheep in silence. Maundeni, 2002; Rani, Bonu, & Diop-Sidibe (2004) emphasized the need for stakeholders to pull forces to war against the ills of the old-fashioned gender norms on cultural acceptability of partner abuse in patriarchal societies.

From the foregoing, though VAW is now a known global pandemic; its pervasiveness ranks high in sub-Saharan Africa when compared with the levels in other developing regions (McCloskey, Williams & Larsen 2005). Pathetically, IPVAW is now taking its toll on tertiary students globally. However, the rate of the incidence in sub-Saharan universities is hugely alarming.

2.2.2.4 Regional Incidence of IPVAW among Students in Academic Institutions

Research in Africa and worldwide has shown that though the phenomenon cuts across all ages, social and economic groups, students, particularly young women experience high levels of IPV during the period of their schooling, with prevalence rates ranging between 9% and 87% (Umana et al., 2014; Harned, 2002). Umana et al. (2014) in a study indicated that there is inadequate information concerning the burden and experience of IPV among young women, particularly students in courtship and dating relationships. Thus, they conducted a cross-sectional survey with a sample of 1,100 undergraduate and 255 postgraduate female students from the University of Ibadan, Nigeria. Their aim was to assess the prevalence and correlates of IPV in female undergraduate and postgraduate students in a tertiary institution. One of their main findings was that life-time prevalence of IPV was 42.3%; with postgraduate students at 34.5% and the undergraduates ranked 44.1%. In addition, lifetime experience of psychological, physical and sexual IPV, were 41.8%, 7.9% and 6.6% respectively (Umana et al., 2014).

Another study carried out in Durban, South Africa on the perpetration of IPV among university students, Nkosi (2011) noted that the main concentration of research on IPV has been on adults' intimate relationships like marriage and cohabitation, and very little has been done to address the impact of partner violence on the wellbeing of female university students. Thus, she explored the factors contributing to the perpetration of intimate partner violence among female university students in Durban in order to understand the consequences of partner violence as well as the barriers in reducing partner violence among female university students. She used in-depth interviews and focus groups discussions to collect data and she found that young female university students experience different forms of IPV such as physical violence, sexual and verbal abuse by an intimate partner. The study also showed various consequences associated with the perpetration of violence against young female university students.

2.2.2.5 Cases of Passion Killing (IPVF) among Tertiary Students in African

Love related murder is another form of GBV which is now spreading globally among those who are in a relationship in all works of life. Regrettably, its proliferation among undergraduates in tertiary institutions is hugely alarming. Though it is committed by male and female students, it is more rampant with male students against the female students. Jambo (2016) stated that recently, there have been intermittent cases reported by the media in Kenya of university students killing each other as a result of their love gone sour. This was confirmed when Njenga (2016) wrote that Kenyan universities are slowly becoming death traps, stating that the mysterious deaths of innocent university students can and should be mitigated. Likewise, in Nigeria, it was observed that incidences of lovers stabbing and killing themselves over minor quarrels have been on the rise and there is desperate need for something to be done to turn the tide (Dachen, 2015). The sources reviewed showed that love-related murders are on the rise in Kenyan university campuses. However, in Nigeria, Ondieki (2016) reported that it is not yet very common among students on campuses.

One of the cases in Kenya was about a 22-year-old third year female student from Maasai Mara University who was found lifeless in her rented apartment. The body was discovered by her curious friends and neighbours who were concerned when the deceased failed to respond to their phone calls and the door of her room was locked with a padlock from outside which they thought unusual.

They peeped through the window of the one-roomed house and called the police after efforts to wake her up were fruitless. During the investigation, her friends revealed that the suspect who was her former boyfriend and a student from Moi University, Eldoret, visited her the previous day, apparently to reconcile with her. However, the general appearance in her room showed that there was a fight before the student was murdered as her laptop was destroyed and other items strewn all over the room (Shikuku & Keter, 2016; Sayagie, 2016).

The police said that there was high probability that the girl was killed by strangulation because the body had no physical injuries. It was the third murder episode reported at the university in less than six months and it sparked outrage among the students who had given the police a two-day ultimatum to apprehend the suspect to restore calm at the institution. The university was yet to make a statement over the incident (Shikuku & Keter, 2016; Sayagie, 2016).

Another case was that of a 21-year-old second year Education Student at Moi University who was attacked and killed by her boyfriend whom she jilted. The report stated that the deceased was in her hostel room with her cousin and friend around 8 pm when her estranged boyfriend 23 years of age stormed into the room, locked the door and said that he wanted to end the chapter with the ex-girlfriend. He warned the two ladies not to make any movement and threatened to kill them if they attempted to intervene. He then picked a knife and stabbed the ex-girlfriend many times before the two ladies started screaming for help. Students living within the hostel then rushed to the room on hearing the commotion. They took the law into their hands and carried out jungle justice on him; as they attacked and lynched him, even though his suicide attempt failed (Ollinga, 2015).

Similarly, another 22-year-old graduate from Kenyatta University was stabbed to death 10 days after her graduation, by her 36-year-old boyfriend an ex-military officer. According to the report, the fresh graduate had an argument with her lover after breaking the news of ending her love relationship with him. Police sources said her body was tied to her bed with ropes and he stabbed her ten (10) times in the chest and neck with a kitchen knife. He then stabbed himself three (3) times on the stomach, attempting to kill himself with the same knife. It was also reported that the boyfriend was hurt after the girl broke up with him despite the fact that he had been paying her school fees until she graduated (Njau, 2016). The divisional police commander reported that his

team had a difficult time controlling a large angry crowd largely consisting of the students, who were baying for the suspect's blood (Mbuvi, 2016).

In Nigeria, a male undergraduate student of the Federal University, Dutse, Jigawa State was murdered in a scuffle over a female student in the same institution who was dating six (6) other male students. The girl visited deceased in his home close to the university and when her other boyfriends learnt of her presence in the area, five of them invaded the deceased's home where she was with him. They attacked him and in the brawl, he lost his life after he was stabbed to death with a broken bottle (Dachen, 2015). This calls for major concern and drastic intervention in the institutions of higher learning as it has potential implications on the academic wellbeing of the students.

2.2.3 SUB-REGIONAL INCIDENCE OF VAW PORTRAYING IPV, FEMICIDE (IPVF)

Violence against women is seriously proliferating worldwide particularly in Southern Africa, and takes different forms, including emotional, sexual, and physical abuses as well as murder. It has profound implications for every aspect of women's lives (Abrahams et al., 2013). Experts have proven that this phenomenon is linked to sexual reproductive health intrinsically, such as injuries, morbidity, sexually transmitted diseases, including HIV/AIDS and health risks associated with unwanted pregnancies and mortality (Kayawe, 2016).

The killing of an intimate partner is one of the most extreme forms of GBV and it is the most common forms of violence perpetrated by a husband or male partner. Since it usually happens in private, it is often ignored or goes unreported in most cases. According to the World Health Organization (1997), population surveys indicate that 10%– 69% of women have been abused by an intimate partner. This form of violence is widespread because in many countries and cultures, violence against a female partner is often not perceived as a crime but rather as a private family matter.

Table 2.3: Violence against Women throughout the Life-cycle

Phase	Type of violence
<ul style="list-style-type: none"> ▪ Pre-birth 	<ul style="list-style-type: none"> ▪ Sex-selective abortion; effects of battering during pregnancy on birth outcomes
<ul style="list-style-type: none"> ▪ Infancy 	<ul style="list-style-type: none"> ▪ Female infanticide; physical, sexual and psychological abuse.
<ul style="list-style-type: none"> ▪ Girlhood 	<ul style="list-style-type: none"> ▪ Child marriage; female genital mutilation; physical, sexual and psychological abuse; incest; child prostitution and pornography
<ul style="list-style-type: none"> ▪ Adolescence and adulthood 	<ul style="list-style-type: none"> ▪ Dating and courtship violence (e.g. acid throwing and date rape); economically coerced sex (e.g. school girls having sex with “sugar daddies” in return for school fees); incest; sexual abuse in the workplace; rape; sexual harassment; forced prostitution and pornography; trafficking in women; partner violence; marital rape; dowry abuse and murders; partner homicide; psychological abuse; abuse of women with disabilities; forced pregnancy
<ul style="list-style-type: none"> ▪ Elderly 	<ul style="list-style-type: none"> ▪ Forced “suicide” or homicide of widows for economic reasons; sexual, physical and psychological abuse

Source: World Health Organization (1997) Violence against women, definition and scope of the problem. <http://www.who.int/gender/violence/v4.pdf>

The table 3 describes violence that may be experienced at different stages in a girl's/woman's lifecycle. Many women experience several incidents of violence that may start in the prenatal period through childhood even to adulthood and old age, this buttress in fact that violence against women and girls happens at different stages in their lifecycle. The snowballing impact of the violence experienced by girls and women will be clear and well understood through the lifecycle approach to gender-based violence, especially in terms of its physical and mental health consequences (WHO, 1997).

In 2013, Abrahams et al. conducted a study on intimate partner femicide in South Africa. They collected data on and compared the prevalence of intimate femicide at two time points, ten years apart (1999 and 2009, between which time points new legislation on gender-based violence was introduced) to examine whether there were any differences. The study found that the rate of female homicide in 2009 was 12.9 compared to 24.7 in 1999, which reflects a significantly lower rate in 2009. The rate of intimate partner femicide was 5.6 in 2009 against 8.8 in 1999, which when compared with the incidence rate ratio, it indicate that there is no difference between the rates

(Abrahams et al., 2013). Nevertheless, this study indicates that a renewed commitment from the South African government is urgently needed to develop policy-driven prevention interventions to reduce female homicide, especially when perpetrated by an intimate partner.

Meanwhile, Mathews et al. (2008) in a cross-sectional retrospective national mortuary-based study examined the incidence and patterns of intimate femicide–suicide in South Africa to describe the factors associated with an increase in the risk of suicide after intimate femicide. The study was conducted at a proportionate random sample of 25 legal laboratories to identify all homicides committed in 1999 of women aged over 13 years. They reported that among 1349 perpetrators of intimate femicide, 19.4% committed suicide within a week of the murder and that suicide after intimate femicide was more likely if the perpetrator was from a white rather than an African racial background (Mathews et al., 2008). However, the incidence of intimate femicides in the media reports in Botswana and Namibia resulting in murder/suicide cases or unsuccessful suicide after the murder of the victim were mainly African racial background.

2.2.3.1 Media Reports On “Passion Killings” In Botswana and Namibia

Passion killing as this IPVF is described in Botswana and Namibia, is a festering menace in both countries that needs to be plunged into through research and be overhauled. Notwithstanding, only the media information are mainly available and Jankey (2009) confirmed that the growing trend of IPVF is covered only through the media. According to Henry (2007) the media would have been in an outstanding position to initiate social change with regards to social ills and to combat deviant behaviours, but it has basically failed; and contributed to the exist ills in the society. Supporting that assertion, Mshenry (2008) suggests that the media contributed immensely in sensitizing the public on the prevalence and ills of this form of GBV, but failed to probe into the social phenomenon and tackle it. The media is a means to disseminate news and convey information regarding politics and education. It provides members of the public with current information on issues and news on local, national and international events. The role of media is complex and varied, thus it influences the society in many different ways. It gives the people some sense of being and it is used to promote education.

Despite the general roles of the media in the society, researchers argued that they are powerful sources of information (Losike-Sedimo & Ngwako, 2011; Jankey, 2011; Radu, 2009). The media have been used to promote public awareness, educate and stimulate actions against IPVF in Botswana, according to Losike-Sedimo et al. (2011). Similarly, Exner and Thurston (2009) observed that local news media outlets in Botswana have documented the pervasiveness of this type of GBV, passion killings. Also in Namibia, Beyleveld (2014) attested that on the average, 79% GBV news items appeared on front pages, ensuring optimal impact on public awareness about the issues.

Although there is dearth of published research studies on passion killing, there are notable researchers who broke the ice and explored available media regarding this social phenomenon (Alao, 2006; Exner et al., 2009; Jankey, 2009; Jankey et al., 2011; Jankey, 2013). In 2009, Exner et al., affirmed that only published study has been conducted that examine these intimate partner homicides (Exner et al., 2009). As a result, they employed ethnographic content analysis informed by a theory of framing, to investigate the characteristics of these crimes, as well as the societal attitudes, myths and stereotypes with regard to intimate partner homicides and passion killings (Exner et al., 2009). They analyzed articles from four newspapers in Botswana and their aim was that the information derived from the study will develop directions for future study of intimate partner violence and homicides in Botswana.

Likewise, Jankey (2009) conducted a qualitative research, in which she explored a total of 114 media reports on intimate femicide in Botswana, of which 74 were stories about intimate femicide and 40 were stories of the public opinion on intimate femicide. She used thematic analysis to analyze the stories that were downloaded from the Internet; from the archives of two newspapers "Mmegi" and "The Voice," for the years 2004 through to 2008. Jankey (2011) however, observed some loop holes in newspaper reporting. She pointed out that media reports are not always comprehensive and sensitive in their reporting on intimate femicide and that some media reports do not create the appropriate milieu. Also in her observation, she noted that some reports read as if the media houses applaud men's violence and blame the victims, excuse the perpetrator and sentimentalize the intimate femicide especially when the headlines for such a 'dastardly act' according to Whittaker (2012) are humorous (Jankey, 2011).

However, in Botswana and Namibia, local news media outlets as well as other social media communications have documented and publicized the prevalence of passion killings. Consequently, the researcher also made use of the local news outlets to augment the existing limited resource materials; however, this study does not aim to analyse newspaper reports. Attached (Appendixes 1 and 2) are two out of the striking documents from the media.

2.2.3.2 Cases of Passion killing in the Campuses in Botswana and Namibia

In Botswana a 20-year-old undergraduate who was in first year social work at the University of Botswana was stabbed to death by her jealous boyfriend who was 23-year-old, a second-year mechanical engineering student in the same institution (Ditsheko, 2003). The report stated that the girl was killed in full view of her roommate who screamed for help and was rough handed by the assailant, who also silenced by threats. The attacker was well prepared for the ghastly assignment; he used his brother's army knife to stab the lover and army lawn-yard to hang himself (Ditsheko, 2003).

A reliable source said that the deceased bled profusely and that the blood gushed all over the room on her bed, her roommate's bed and the floor". It was also said that the roommate suffered injuries on her shoulders and had to be hospitalized. She was badly affected; she was treated for trauma and also received some counselling (Ditsheko, 2003).

Another incidence in Botswana was in 2011 when a 26-year-old female undergraduate of University of Botswana was murdered by her 37-year-old boyfriend who was a soldier based at the Glen Valley camp. Central Police Station (CPS) Station commander who confirmed the incident said that the woman was found dead in her room at University. The police suspected that she was choked to death because she was found with a piece of cloth from her graduation gown tied around her neck. Meanwhile, the soldier committed suicide at Oodi, his home village (Mmegi, 2011). The sight could be very traumatic for her roommates, friends and other fellow students and will obviously affect them academically, especially being strangled with a piece from the graduation gown, the proud regalia the student fought for, for years.

Also in Namibia, a 32-year-old woman from Botswana, who was a resident student of Paulinium Theological College, was allegedly stabbed nine times and had her throat slit by her live-in 30-year-old boyfriend. The incident happened during a domestic dispute in the college flat. According to the City Police, the room, kitchen and bathroom were covered in blood as the deceased was apparently dragged across the floor before she was left in a pool of blood at the entrance. Efforts to save her life failed. Meanwhile, the assailant turned himself over to the police and confessed to slitting his girlfriend's throat. Students of the Paulinium College gathered in big numbers and just stared in disbelief (Rhodes, 2014; Immanuel & Kangootui, 2014).

2.3 LITERATURE IN RELATION TO RESEARCH QUESTIONS

Passion killing is a contextual framing, a prevalent murder which some researchers have described as intimate partner femicide (Jankey, 2013; Abraham et al., 2013; Mathews et al., 2008). It is a situation in which an intimate partner kills the partner, most times the female partner for reasons ranging from breaking a relationship, selfishness, immaturity, jealousy, insecurity, female partner walking out of the relationship, allegations of infidelity and family feuds caused by broken relationships and some other reasons that may be term trivial by some people. The main characteristic of this dastardly phenomenon (Whittaker, 2012) is that in most cases, the perpetrators will attempt to kill themselves after killing their victims. Majority of them succeed in killing themselves against a few who do not. According to Mathews et al. (2008), out of 1349 culprits in their study, 19.4% committed suicide within a week of the murder of their victims.

2.3.1 Incidence and the Rate of Passion Killing in Botswana

In Botswana, GBV is increasingly becoming a monster remarked Kayawe (2016); a country which is known as a nation of peace and tolerance is now experiencing series of love-related murders Letlhogile (2006), and this spate of passion killings was experienced from 2003. The former President of Botswana, Festus Mogae openly condemned passion killings, which he described as 'hatred killings' and referred to it as heinous crimes. This senseless killing affects men and women, but women suffer it most. Piet et al. (2009) stated that passion killings that have gripped Botswana in recent years have claimed 89 lives, of which 82 were women and 7 were men; the record was from the beginning of the year 2009. According to the statistics from Botswana Police Service,

747 people were murdered by their lovers them since 2003 to 2012. The statistics evident that females were more in number 689 than men 57. It was believed that the figures could be higher because the police statistics were released in May (Bosaletswe, 2013; Mooketsi 2012). The table below presents the cases that were reported (Mooketsi, 2012).

Table 2.4: The Rate of Passion Killings in Botswana between 2003 and 2011

Year	Male Victims	Female Victims	Total
2003	8	46	54
2004	4	52	56
2005	12	73	85
2006	3	59	62
2007	15	86	101
2008	1	80	81
2009	6	87	93
2010	3	102	105
2011	3	72	75
2012 (Jan-May)	2	32	34

Source: Mooketsi (2012) Over 600 Young Women Murdered in Botswana.

Table 4 indicates that the worst year was in 2010 when 102 women were killed compared to three men. However, police were not able to say whether the men were killed by other men, women partners or whether they committed suicide. Their deaths are recorded as related to passion killing but indications are that the majority took their own lives are killing their partners. As for women, the police were certain that they were murdered.

During the Botswana policewomen network launching campaign against GBV in 2014, the director of forensic science services said that last year in the same period in 2013, a total of 80 cases were recorded compared to this year's figures, which skyrocketed to 227 (Mathala, 2014). A study on the prevalence of violence against women in 2011 reported the rate at 67% implying that at least two thirds of the women in Botswana were victims of violence in that year despite the

fact not all the cases were reported (Kayawe, 2015). She remarked that 62% of the women sampled experienced abuse within intimate relationships, and that the statistics painted a deteriorating picture of violence against women. It compared incidence between the whole of 2014 and only the first quarter of 2015 as presented below.

Table 2.5: Prevalence of Violence against Women in Botswana 2011

2014, Full	2015, Quarter	Incidence
261	64	Murder and attempted Murder against women
619	142	Threats to Kill
16,847	4,480	Common Assault
8,145	2,137	Assault causing Body Harm
138	46	Indecent Assault of Females
2,034	536	Rape and Attempted rape

Source: Gender Violence Thriving on Women's Economic Status. Mmegi (Adapted from Kayawe, 2015) <http://www.mmegi.bw/index.php?aid=53700&dir=2015/august/28>

Table 2.4 showed that the cases of assault of various types against females, such as common assaults, assault causing bodily harm and indecent assaults are very high in Botswana. This is followed by rape and attempted rape. Although threats to kill, attempt to kill and the actual killing ranked low, they are graver.

Mooka (2015), reporting on the reality of GBV in Botswana revealed a police record on passion killings in recent years which indicated that the spate killing is not yet abated; the record is presented on the table below.

Table 2.6: Incidence of Passion Killing in Botswana

Year	No of PK	Gender
2013	85	Not known
2014	74	Not known
2015 Jan – Nov	59	Females

Source: Mooka (2015). Gender-Based Violence Pandemic. Botswana Guardian

Table 2.5 shows that from January to November 2015, 59 cases of PK were recorded and they were all females. Nonetheless, the record showed slim improvement from the previous years.

Moreover, the occurrences of PK in the villages are worrisome. It was reported that 11 cases were recorded in a small village in Botswana between 2014 and March 2015 and the frustrated village chief –‘Kogsi’ who said that these young people can be seen marching hand-in-hand around the village lovingly, and in another moment the news will spread that they are dead. He said that their entangled untidy relationships give him a headache and went further to say that the hottest incident was that of a 27-year-old man who brutally killed his 23-year-old girlfriend by allegedly thrashing her once with an axe in the middle of her head (Mooka, 2015).

The age range of these victims and perpetrators is 18 to 35, though there are few incidents of older people killing their partners. Despite regular appeals for people to seek counselling when they have misunderstandings, people still resort to violence and kill their partners and not all incidents of such murders are reported but some families silently bury their children. The problem still persists across the country especially in small villages.

2.3.2 Incidence and the Rate of Passion Killings in Namibia

The ignoble phenomenon of ‘passion killing’ has overwhelmed the Namibian resourcefulness recently and this obnoxious form of killing is absolutely an extreme version of GBV. In 2012, Iiyambo stated that Namibians are very peaceful people but that the nation has now been outraged, shocked and incensed at the increasing number of passion killings (Iiyambo, 2012). As the rate and incidence of passion killings continue to rise, other writers started registering their own observations. In 2014, Heita reported that the alarming increase in GBV in Namibia has triggered uproar and fear among the public, particularly women and children who have become the victims of the irrational killings (Heita, 2014). In agreement, Nunuhe (2014) stated that the rate of GBV cases of grievous bodily harm in the country was frightening. The surge was at its apex in the year 2012. According to the Police Inspector-General, 31 men were arrested between January and November of the year 2012 from different regions within the country for the murder of about 32 women after their love relationships hit the rocks. He went on further and said that 13 other men

were also arrested for attempted murder of their partners, while dozens of men committed suicide soon after they had murdered their partners.

Mouton (2013) remarked that there were many killings in the year 2012 through PK. He explained that it was so devastating that one woman was killed by the husband or boyfriend every week or fourth nightly in Namibia, and the male perpetrators usually killed themselves afterwards, out of fury. The President, who was the keynote speaker during the inauguration of a new police station, expressed his displeasure and distress over the killings of women and children and baby dumping. He pleaded passionately that individuals should desist from such crimes, and he wondered if Namibia had become a society of murderers. He pleaded that the killing of women should stop (Shaanika, 2012).

It was reported that 25 murder cases through PK were recorded in the year 2013. According to Kaumba (2013), when the social trend in Namibia is compared to other African neighbouring countries like South Africa, Zambia, Botswana, Angola and Zimbabwe, it has the highest rates of passion killing. The rife-ness of PK in Namibia was so much that all the regions with the exception of two in the nation recorded at least one case of PK in the year 2013. The highest number of cases in the region was eight and the lowest was one (Nunuhe, 2014). She also stated that there were cases in which seven women were beheaded over the period. The weapons commonly used for PK were a knife, a panga, an axe, a pistol or a rifle. Shoelaces, sticks and fire were also used.

The founding President Dr Sam Nujoma was also disgusted at the rate of PK in the nation and declared that anyone who would be found guilty of committing such evil deeds would have to be buried alive. President Hifikepunye Pohamba in support of that declaration said that those who engage in such heinous acts deserve no mercy (Heita, 2014). In January 2011, President Hifikepunye Pohamba reportedly expressed "grave concern about the escalating incidence of violent crime against vulnerable members of society (UNHCR, 2016). The high rate of PK continued as the year 2014 started off on a gruesome note with January alone breaking the record with seven cases and five cases in February.

According to the US Department of State’s Country Reports on Human Rights Practices for the year 2014 and 2015, the police reported that more than 40 women were killed by men as a result of PK during the first half of the year 2014. Consequently, President Pohamba led a national day of prayer against GBV to highlight the problem on the 6th of March, the same year. Furthermore, 2015 version of the same document showed a police report that indicated the record of 39 GBV cases resulting in death between January and August of the year 2015 which was a distress to the present and past presidents. The presidents spoke publicly against that form of GBV (Country Reports on Human Rights Practices, 2015). However, other writers have also reported that lots of women, and in some cases men, have lost their lives at the hands of their lovers from corner to corner in Namibia. They reported that there were 48 cases of such murders in the year 2015 (Sevenzo, 2016; Okafor, 2016).

Table 2.7: Incidence of Passion Killing in Namibia 2012 – 2015

Year	No of PK	Gender
2012	32	Women
2013	25	Not known
2014	40	Women
2015 Jan – Aug	39	Not known
2015	48	Not known

Representation of Incidence and the Rate of PK 2.3.3

Table 2.7 is a representation of the incidence PK from January 2012 to August 2015.

2.3.3 The Influence of Gender on ‘Passion Killing’

GBV is basically entrenched in gender inequality. It is mostly common in societies where there is greater tolerability of the use of violence in interpersonal relations, where there is a cultural importance on gender hierarchy, and where men’s dominance over and control of women is seen as legitimate (Jewkes, 2002). According to Alao (2006), passion killings are seen as a display of patriarchal dominance and are directed at females, in such a way that a husband or boyfriend decides to kill the female partner. According to an official in the Legal Assistance Centre (LAC),

nine out of ten victims of domestic violence who receive threats from the abusers are women (Mouton, 2013).

Although women can be violent in relationships with men, and violence is also sometimes found in same-sex partnerships, the overwhelming burden of partner violence is borne by women at the hands of men (Koss & Hoffman, 2000; Walker, 1999). This is GBV and in prevailing cases, the perpetrators have been men and the victims are women. When men are told for instance that the relation is over, they resort to violence because they think that their authority has been undermined (Lethogile, 2006). This is because the male child is culturally socialized to be patriarchal, to believe that men have authority over women.

Men are traditional providers for women and this again creates dependency where women expect support completely from the men. Some women are financially dependent on men throughout their academic careers and the provider in return expects 'pure love and respect', which sometimes creates cases of ownership. Therefore, if the relationship goes out of hand, it might lead to violence, injuries or murder (Kaumba, 2013). Most of the men claim that they have showered expensive gifts on their lovers or 'invest' money in them. However, that does not give them the right to kill their lovers when they split up.

Thus, the Executive Director at Women's Action for Development (WAD) opined that men should develop refined skills of sustaining a relationship with their lovers, built on love and respect, rather than an ownership perception of women which is fuelled by the presentation of gifts to 'buy' their love (Mouton, 2013).

2.3.4 Examples of Norms and Beliefs That Support Violence against Women

- A man has a right to assert power over a woman and is considered socially superior
- A man has a right to physically discipline a woman for 'incorrect' behaviour
- Physical violence is an acceptable way to resolve conflict in a relationship
- Sexual intercourse is a man's right in marriage
- A woman should tolerate violence in order to keep her family together
- There are times when a woman deserves to be beaten

- Sexual activity (including rape) is a marker of masculinity
- Girls are responsible for controlling a man's sexual urges (WHO, 2012)

2.3.5 Passion Killings and Its Implications on Academics of the Tertiary Students

Studies worldwide indicate that children and by extension students who witness violence are most likely to be perpetrators of violence themselves (UNICEF, 2016; Deb & Modak, 2010). Machisa and Dorp, (2012) in a study confirmed 88% and 66% of men reported being abused as children. They said the child sexual can be linked with the experience and perpetration of IPV. They went further to say that 22.4% of the men who admitted to perpetrating IPV before the survey admitted to using drugs, their findings concur with the ecological model of IPV, which suggests that individual childhood and interpersonal experiences affect attitudes and behaviour in adulthood (Machisa et al., 2012). Young people who live in homes where there is domestic violence, grow up in an unpredictable environment that is filled with tension and anxiety and dominated by fear which can cause significant emotional and psychological trauma in them (Domestic Violence Prevention Centre Gold Coast Inc., 2016; Jankey, 2013).

Njagi (2012) found that witnessing intimate partner violence can affect an individual negatively. For example, one meta-analysis concluded that children's exposure to violence between intimate partners is significantly correlates with peoples' problems in the areas of social, emotional, behavioural, cognitive and general health functioning (Kitzmann, Gaylord, Holt & Kenny, 2003). In Namibia, in February 2014, a 28-year-old woman was hacked to death with an axe stuck in her head by her boyfriend who was also 28 years of age, in full view of their 4-year-old daughter who later ran to report the attack to the neighbours. The assailant sent a Short Message Service (SMS) to a family member of the deceased after the attack, saying "Go and bury your person, she provoked me for too long, now I am going to kill myself" (Shaanika & Shikongo, 2014). It will not be far from the truth to say that this scenario may continue in this 4-year-old daughter for life as well as the stigma; it may be highly traumatizing.

Studies confirm that children who witness domestic violence, experience emotional trauma and may suffer serious lifelong consequences (Nguyen & Larsen, 2012). Children who are constantly exposed to violence may develop post-traumatic stress disorder (PTSD). In support of this

argument, Margolin & Vickerman (2007) concurs that children who witness domestic violence are more likely to show clinical levels of anxiety and PTSD. If these children do not receive treatment, they may be at risk of truancy, substance abuse, dropping out of school and lifelong interpersonal difficulties (Nguyen et al., 2012).

IPV also has profound effects on the mental health as well as psychological wellbeing of the abused (Plitcha, 2004). According to Asling-Monemi, Tabassum, and Persson (2008); Campbell, Baty, Ghandour, Stockman, Francisco, and Wagman (2008); Ahmed, Koenig and Stephenson (2006), abused women have higher rates of unintended pregnancies and abortions; sexually transmitted infections, including HIV; and mental disorders such as depression, anxiety, sleeping and eating disorders. Njagi (2012) in a cross-sectional study on IPV among students of the University of Nairobi confirmed that the abused are badly affected academically. She found that 42.3% of the respondents said that their academic performances were negatively affected as a result of physical, sexual and psychological abuse from their partners. Then 88.6% were emotionally affected and could not study well, 9.1% reported that they miss lectures, while 2.3% indicated that they never got time to revise for examinations and this affected their academic performance greatly.

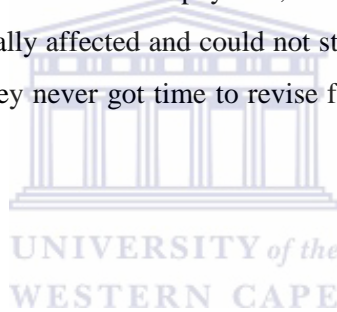


Table 2.8: Passion Killing Index (Femicide) in University Campuses

Victim's Age	Perpetrator's Age	Date	Institutions/ University	Course of Study	Where it happened and Students' Reactions	Reference
26	21	17 October 2007	VICT: Hull University in England PERP: Same University	VICT: Marine biology Student PERP: History Student	Hostel /Not Indicated.	http://www.dailymail.co.uk/news/article-488167/Jealous-student-murdered-lover-stabbing-pen.html
22	24	31 August 2016	VICT: Karur Engineering, India PERP: Same University	VICT: Civil Engineering Student PERP: Same Course	In Class/Students Shocked & bewildered; Lecturer attacked & injured	2.3.6 http://www.thehindu.com/news/national/tamil-nadu/girl-murdered-on-college-campus-in-tn/article9051426.ece
22	N/A	8 April 2016	VICT: Maasai Mara Univ. Kenya PERP: Moi Univ. Eldoret, Kenya	VICT: Not Indicated PERP: Not Indicated	In her room /Ignited Students' Ire, and gave the Police a two-day Ultimatum	http://kenyanewsagency.go.ke/en/police-arrest-prime-suspect-in-varsity-student-murder/
23	N/A	14 July 2015	VICT: Moi University, Kenya PERP: Not Indicated	VICT: Education Student PERP: Not Indicated	Hostel room/ Lynched by Irate Students Within the Hostel	http://www.standardmedia.co.ke/article/2000169144/moi-university-student-killed-by-estranged-boyfriend
22	36	25 July 2016	VICT: Kenyatta University, Kenya PERP: Ex-Military Officer	VICT: Fresh Graduate PERP: Not a Student	In her room/Large Angry Crowd of Students, Woofing for His blood.	https://tuko.co.ke/159148-22-year-old-ku-graduate-murdered-by-her-ex-army-lover-in-kahawa-wendani-nairobi-photos.html
20	23	14 Feb. 2003	VICT: University of Botswana PERP: Same University	VICT: Social Work Student PERP: Mech Engineering Student	Hostel/Full View of her Roommate, Traumatized & Hospitalized	http://allafrica.com/stories/200302140522.html
26	37	11 May 2011	VICT: University of Botswana PERP: Soldier	VICT: Not Indicated PERP: Not a Student	Hostel /Not Indicated.	http://www.mmegi.bw/index.php?sid=1&aid=728&dir=2011/May/Wednesday11
32	30	24 Feb. 2014	VICT: Paulinum Theological College PERP: Not Indicated	VICT: Pastoral Student PERP: Not Indicated	Hostel/ Crowd of Scared Students, just starring in disbelief	http://www.newera.com.na/2014/02/24/man-calls-police-slitting-girlfriends-throat/

Column 6 in table 2.8 indicates where the killing took place and the immediate effect it had on the students. Out of the 8 incidents, 5 of them happened in the female students' room on campus; incidents in rows 3 and 5 took place in the students' room off campus, usually close to the campus. Then the incident in row 2 happened in the classroom while the lecture was going on. Most of the attacks were in the night when the victims and plausibly their roommates may be fast asleep. Consequently, such sudden shock out of deep sleep, the horrific struggle for life by a close acquaintance and obviously the sight of sea flow of blood from a dear friend may have a significant effect on a student's psychic. This may impact on their health, as well as their emotional, social and academic wellbeing, and by extension the whole personality of the individual could be badly affected.

Moreover, the killing that took place in the classroom may paint the picture of the scenario indelibly in the psychic of the students, including the classroom where it happened, the subject of study at the particular time when it happened and the lecturer who was teaching then. The horrendous picture may always interfere with their thoughts and imagination about the whole essence of teaching and learning exercise. Further, the reactions of the students on several occasions were highlighted in the table above. Their reactions of shock and bewilderment ignited students' ire and they gave the Police a two-day ultimatum, otherwise they would go on strike. Similarly, jungle justice by the angry students who lynched the assailant, large angry crowds of students baying for the assailant's blood, roommates traumatized and hospitalized as well as crowds of scared students sparked disbelief in students. These reactions have many long and short-term effects on the total wellbeing of the students and manifested in several ranges as well.

Studies have documented multiple problems that are significantly associated with children and young people witnessing IPV. These problems can either have short or long-term problems which include psychological and emotional problems, cognitive problems and other longer-term developmental problems. Some of the psychological and emotional problems are aggression, hostility, anxiety, social withdrawal, and depression; as well as agitation, avoidance of reminders; behaviour problems, distractibility, emotional numbing, emotional changes, flashbacks, general emotional distress, increased arousal, intense thoughts, insomnia, and irritability (Edleson, 1999; Groves, 1999; Matthews, 2000). Then, cognitive functioning problems such as lower verbal and

quantitative skills and the development of attitudes supporting the use of violence and also academic problems like lack of concentration, poor academic performance, poor rate of class attendance, truancy, dropping out of school, poor problem-solving skills and the tendency to solve problems through violence (Edleson, 1999). Other longer-term developmental problems are depression, trauma-related symptoms, and low self-esteem; nightmares; numbing of feelings; obsessive behaviours, phobias, post-traumatic stress disorder; and revenge seeking (Edleson, 1999; Groves, 1999; Matthews, 2000).

2.3.6 Role of Academic Institutions in Prevent Prevalence of ‘Passion Killings’

The general understanding and imagination is that the ideal university or tertiary institution is a place of social harmony built on liberal foundation that works to enhance the intellectual abilities and professional capabilities of all the members of the collaborative academic community (Ferraro & McHugh, 2010). The requirement for the achievement of this idea is relative nonviolence. The university must offer a degree of good order, social stability and reasoned behaviour if it is to deal effectively with teaching, research and service delivered by diverse population in a plethora of fields and course of study (Ferraro & McHugh, 2010).

This purposeful ideal according to Ferraro and McHugh (2010) is relied on by the familial ideal in that when parents send their children to a university, they imagine it as a ‘safe heaven’. They are assured that their children will have a positive and pleasant experience that will fundamentally transform them personally and professionally after four years. They also expect that occasional pressures and hindrance will be catered for. This is why many parents say they entrust their sons and daughters with a University even though there are no real legal or contractual bases for defining students as objects accepted in trust (Ferraro & McHugh, 2010). Unfortunately, the universities are no longer ‘safe heavens’ as some universities are life threat zones.

However, the researcher believes that the tertiary institutions being the beckon of knowledge in any nation have a role to play in curbing the prevalence of passion killing. For instance, speaking on behalf of the student body during the official opening of the 2014 academic year, the SRC president, urged Namibian men to refrain from committing evil acts against women. He further advised those in rocky relationships to seek professional help to resolve conflicts without hurting

or killing one another. Similarly, the upwelling of passion killing in one of the regions in Namibia prompted a meeting between the Residents of the Region, the Namibian Police, the Red Cross, Non-government organisations, business leaders, academics, and church leaders with the aim of working out strategies to remedy the spread of the problem (Xoagub, 2012). The Universities can equally organise meetings in like manner under different umbrellas in form of rallies, debates, symposia, workshops, indabas, seminars, conferences, conventions and the likes.

Though GBV has been a prevalent issue among higher education students, according to New (2014), who went on to explain that U.S. Justice Department confirmed that higher education female students experience a higher rate of partner violence than any other age group. Thus the U.S. Department of Education in collaboration with the stakeholders in institutions of higher learning is taking proactive steps to implement changes to the Clery Act under the Violence against Women Reauthorization Act of 2013, which requires institutions to compile and produce annual security reports which must include;

- statistics of cases of sexual assault,
- incidents of dating violence and domestic violence as well as stalking.
- record incidents of stalking based on the locations where and when it began (New, 2014).

New (2014) went further to explicate that despite the fact that institutions have counselling and support services for victims of GBV and also are in partnerships with local shelters, some of them have punished several students who have been charged with or accused of GBV. For instance;

- University of New Mexico suspended a women's basketball player after she allegedly threw a knife at her boyfriend during an argument.
- University of Michigan dismissed a student from its football team after he was arrested on domestic violence charges.
- University of Minnesota men's basketball player was arrested for domestic assault.
- Western New England University football player was suspended after allegedly fracturing his girlfriend's skull.

It may be true that not much is heard about GBV in higher education institutions, but the fact is that IPV remains a prevalent issue among university students (New, 2014). Research worldwide has demonstrated that IPV has increased recently among all age groups, and particularly, the rates

of prevalence among university students range from 10% to 50% (Kelmendi, 2016; Barrick, Krebs & Lindquist, 2013; Kaukinen, Gover & Hartman, 2012; Nabors, 2010; Amar & Gennaro, 2005). Other researchers believe that young university female students experience high levels of IPV during the course of their studies, with prevalence rates between 9% and 87% (Umana, Fawole, & Adeoye 2014; Harned, 2002). It is therefore against this backdrop that the universities, the ministry of education and other stakeholders should salvage the system before this social ill gets deep into learning institutions.

2.4 THEORETICAL GROUNDING

The most common form of abuse against women is that done by an intimate male partner which according to Straus and Gelles (1990) is a total contrast in the case of the men. Men are most likely to be attacked by a stranger or someone they know than by someone within their close circle of relationships. Straus and Gelles further state that the dynamics of abuse and the approaches to deal with it is complicated because women who are usually the victim are emotionally tangled with and economically dependent on those who abuse them (Life, 2012).

People are frequently bewildered by the alarmingly high rates of violent behaviour between romantic partners. The puzzle had been on what motivates individuals to deliberately hurt or kill the very people with whom they have chosen to merge their lives (Finkel & Slotter, 2007). Lemkey (2001) posits that there are many theories that have existed and evolved over time that attempt to grasp the reasons for unrestrained and often uncontrollable violence in human society. She observed that there are eleven theories to the causation of domestic violence which include culture of violence theory, ecological theory, evolutionary theory, feminist theory, biopsychosocial perspective, exchange theory, investment theory, resource theory, social learning theory, marital power theory, and traumatic bonding theory (Lemkey, 2001), ecological theory which is relevant to passion killings. The analysis of this kind of violence according to Lemkey (2001) ranges from the macro levels to violent acts between the couples.

Consequently, in reviewing literature for the theories in which this exploration is entrenched, particular attention was paid to theories explaining familial attachment, macrocosm experiences and underlying factors of intimate partner violence. Dumas, Pearson, Elgin and McKinley (2008)

assert that intimate partner violence has been examined from a range of theoretical perspectives and Mahalik, Aldarondo, Gilbert-Gokhale, and Shore (2005) affirm that attachment theory has recently been identified as a way to incorporate several psychosocial risk factors for violence, thus potentially providing a unifying theoretical explanation for intimate partner violence. Furthermore, attachment theory provides a useful model for understanding the perplexing co-occurrence of violence and intimacy within a relationship (Mayseless, 1991).

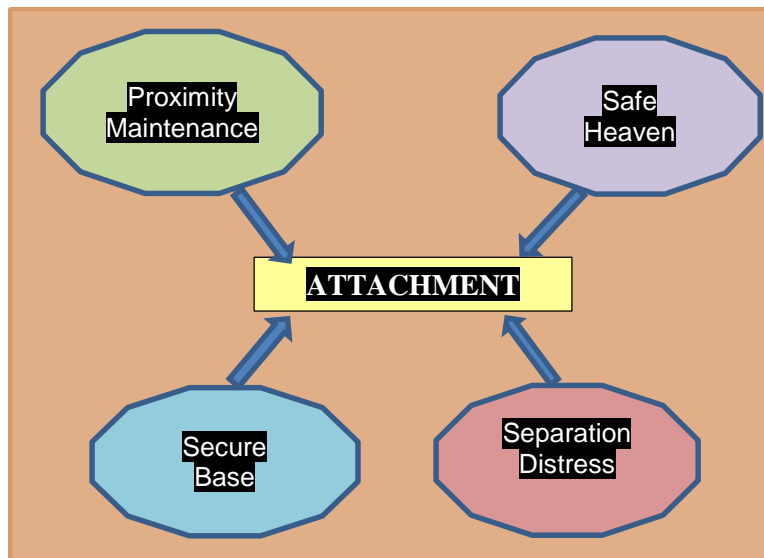
2.4.1 Attachment theory

Attachment is a lasting psychological and emotional bond that connects one person to another through time and space Ainsworth, 1973 and Bowlby, 1969 in (McLeod, 2009). It originates from the ground-breaking work of John Bowlby, a psychiatrist in a Child Guidance Clinic in London. Bowlby pondered the importance of the child's relationship with their mother in terms of their social, emotional and cognitive development. He observed that children experienced intense distress when separated from their mothers and nothing reduces the child's anxiety. Bowlby also projected that attachment can be understood within an evolutionary context in that the caregiver provides safety and security for the infant. Attachment is adaptive as it enhances the chance of survival (McLeod, 2009).

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In order to identify the uniqueness of attachment theory, there are four distinctive features that characterize attachment. These are presented in the figure below

Figure 2.4: Attachment Styles



Source: Adapted from, Cherry, K. (2016) Attachment Theory - Styles and Characteristics.
<https://www.verywell.com/attachment-styles-2795344>

1. Proximity maintenance

When children start crawling, they can start to venture out, but they keep constant contact with their attachment figure to make sure they are close in case of danger. The child will always desire to be close to the people he/she is attached to.

2. Safe heaven

The attachment figure in a child's life is responsive to the child's needs and is a source of comfort and safety. Therefore, returning to the attachment figure for comfort and safety in time of fear or threatening situation will be easy for the child.

3. Secure base

The child feels confident to explore beyond their security ambit, beyond the distance where they can maintain close contact with the attachment figure. In other words, the attachment figure acts as a base of security from which the child can explore the surrounding environment.

4. Separation distress

Most children will show some form of distress when their main attachment figure disappears. The child sees him/herself as part of the attachment figure and so exhibits a level of anxiety in the absence of the attachment figure.

2.4.2 Attachment Styles

Ainsworth, who collaborated with Bowlby elaborated on attachment theory and developed a procedure which she called **Strange Situation** for observing and assessing the quality of attachment in relationships between the attachment figure and the child (Brodie, 2015). Ainsworth described three major styles of attachment which are secure attachment, ambivalent attachment, and avoidant attachment. Subsequently, two other researchers, Main and Solomon (1986) carried out their own research and came up with the fourth attachment style known as disorganized attachment (Cherry, 2016; Brodie, 2015).

There have been numerous studies on attachment theory and researchers have indicated that attachment styles in childhood also have an impact on people's behaviours later in life (Cherry, 2016; Brodie, 2015). Hazen and Shaver were the first to carry out a research on adult attachment and they found that the best predictor of adult attachment style was the perceptions that people have about the quality of their relationships with their parents as well as their parents' relationship with each other. They also indicated that there are varied beliefs about relationships amongst adults with differing attachment styles (Cherry, 2016). Cherry (2013) stated that it is important to note that attachment styles formed in infancy are not necessarily identical to those demonstrated in adult romantic attachment. Thus, the table below presents the attachment style/characteristics in children and adults.

Table 2.8: Attachment Style/Characteristics in Children and Adults

ATTACHMENT	CHILDREN	ADULT
SECURED	<ul style="list-style-type: none"> • Able to separate from parents. 	<ul style="list-style-type: none"> • Having trusting, lasting relationships.
	<ul style="list-style-type: none"> • Seek comfort from parent when frightened. 	<ul style="list-style-type: none"> • Tend to have good self-esteem.
	<ul style="list-style-type: none"> • Return of parent is met with positive emotion. 	<ul style="list-style-type: none"> • Comfortable sharing feelings with partner.
	<ul style="list-style-type: none"> • Prefers parents to strangers. 	<ul style="list-style-type: none"> • Seek out social support.
AMBIVALENT	<ul style="list-style-type: none"> • May be suspicious of strangers. 	<ul style="list-style-type: none"> • Reluctant to become close to others.
	<ul style="list-style-type: none"> • Become greatly distressed when the parent leaves. 	<ul style="list-style-type: none"> • Worried that their partner does not love them
	<ul style="list-style-type: none"> • Do not appear to be comforted by the return of the parent. 	<ul style="list-style-type: none"> • Becomes very distraught when a relationship ends
AVOIDANT	<ul style="list-style-type: none"> • May avoid parents. 	<ul style="list-style-type: none"> • May have problem with intimacy.
	<ul style="list-style-type: none"> • Does not seek much comfort from parents. 	<ul style="list-style-type: none"> • Invest little emotion in social and romantic relationships.
	<ul style="list-style-type: none"> • Shows little or no preference between parent and stranger. 	<ul style="list-style-type: none"> • Unable or unwilling to share thoughts and feelings.
DISORGANIZED	<ul style="list-style-type: none"> • Show a mixture of avoidant and resistant behaviours 	<ul style="list-style-type: none"> • Exhibit borderline personality disorder behaviors
	<ul style="list-style-type: none"> • May seem dazed, confused or apprehensive 	<ul style="list-style-type: none"> • Severe attachment trauma makes them vulnerable to emotional, social and moral problems.

Source: Adapted from, Cherry, K. (2016) Attachment Theory - Styles and Characteristics. <https://www.verywell.com/attachment-styles-2795344>

- **Secure Attachment**

Children who are securely attached generally become visibly upset when their parents leave, and are happy when they return. They seek comfort when frightened and they accept contact with positive behaviour. Parents of securely attached tend to play more with the children. They also react and respond quickly to their needs. Studies have shown that securely attached children are more empathetic in the later stages of childhood. They are also described as less disruptive, less aggressive, and more mature than children with ambivalent or avoidant attachment styles (Cherry, 2016).

Adults who are securely attached tend to have trusting and lasting relationships. Securely attached individuals have high self-esteem, enjoy intimate relationships, seek social support, and have ability to share feelings with other people. Researchers also found that women with a secure attachment style have more positive feelings about their adult romantic relationships than those with insecure attachment styles (Cherry, 2016).

- **Ambivalent Attachment**

Children who are ambivalently attached tend to be extremely suspicious of strangers. The children display distress when separated from a parent or parents and do not seem reassured or comforted when the parent returns. In some cases, the child might inertly reject the parent by refusing comfort, or may openly display direct aggression toward the parent (Cherry, 2016).

Adults with an ambivalent attachment often feel reluctant about becoming close to others and worry that their partner does not respond to their feelings. This leads to frequent breakups because the relationship feels cold and distant. These individuals feel especially distraught when the relationship ends (Cherry, 2016).

- **Avoidant Attachment**

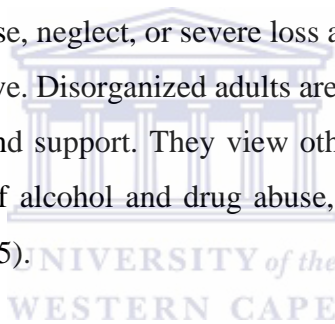
Children who exhibit avoidant attachment tend to avoid parents and caregivers. This becomes obvious after a period of absence. These children might not reject attention from a parent, but neither do they seek their comfort or contact. Children with an avoidant attachment show no preference between a parent and a complete stranger (Cherry, 2016).

Adults with avoidant attachment tend to have difficulty with intimacy and close relationships using excuses or may fantasize about other people. They do not invest much emotion in relationships and show little or no distress when a relationship ends. Other common physiognomies include failure to support partners during stressful times and inability to share feelings, thoughts, and emotions with partners (Cherry, 2016).

- **Disorganized Attachment**

Children with a disorganized attachment display a lack of clear attachment behaviour. Their actions and responses to attachment figure are usually mixed or confused dispositions, and sometimes avoidance or resistance. These children are seen as exhibiting dazed behaviour, and apprehensive in the presence of the attachment figure (Cherry 2016).

Adults disorganized attachment exhibit mercurial behaviours that suggest borderline personality disorder. They had histories of abuse, neglect, or severe loss and their parents were unresponsive, inconsistent, punitive and insensitive. Disorganized adults are afraid of genuine closeness and see themselves as unworthy of love and support. They view others as unavailable, threatening and rejecting. These are at high risk of alcohol and drug abuse, abusing others and other forms of criminality (Becker-Weidman, 2015).



Literature postulates a correlation between attachment theory and intimate partner violence (McDermott & Lopez, 2013; Doumas et al., 2008). The attachment style of 70 couples and the interaction of the partners' attachment styles were examined as predictors of intimate partner violence by some researchers. Their results indicated that female attachment anxiety was related to both male and female violence and also, that the “mispairing” of males with high attachment avoidance and females with high attachment anxiety was related to violence (Doumas et al., 2008).

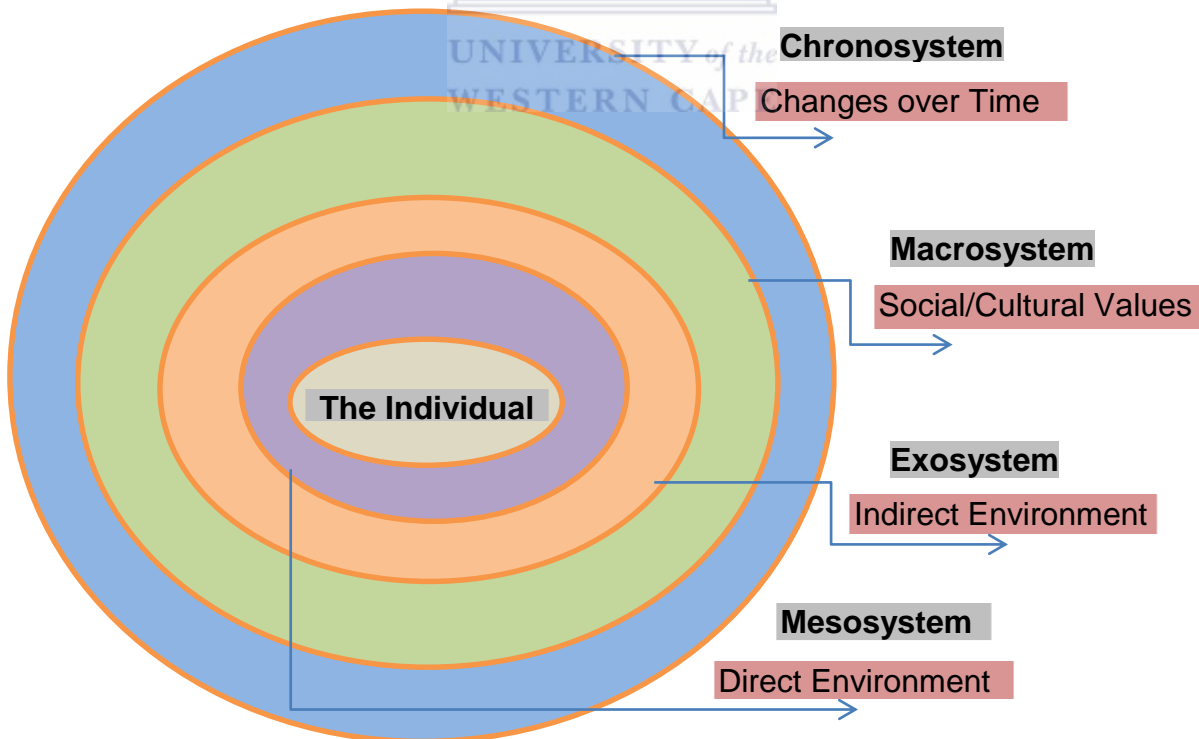
Similarly, in an online survey of 216, Spanish undergraduates, Bonache, Gonzalez-Mendez and Krahé (2016), reported that anxious and avoidant attachment styles were directly related to both forms of victimization as predicted, and that there is sufficient proof that such insecure attachment styles and intimate partner violence has a link.

2.4.3 Ecological System Theory

Ecological Systems theory otherwise known as the Human Ecology Theory can also be referred to as “you and your environment”. This theory propounded by Urie Bronfenbrenner an American psychologist states that a person’s development is influenced by the different types of environmental systems. In other words, the importance the ecological system theory in this study is that it explains how the inherent qualities of an individual and the characteristics of the external environment in which the individual finds himself interact to influence his behaviour in varying degrees throughout his lifespan (Roundy, 2016; Psychology Notes HQ, 2013).

The individual is enmeshed in five different ecosystems at the same time and each of the ecosystems inevitably interacts with and influences each other as well as every aspect of the individual’s life. The context of development are organised by the ecological systems theory into five ecosystems which interlock. These ecosystems Bronfenbrenner include microsystem, mesosystem, exosystem, macrosystem and chronosystem (Bronfenbrenner, 2014).

Figure 2.4: Bronfenbrenner’s Ecological System Theory.



Source: What is Bronfenbrenner’s Ecological Systems Theory? (Adapted)
<http://www.psychologynoteshq.com/bronfenbrenner-ecological-theory/>

- **Microsystem:** This is the first level of Bronfenbrenner's ecosystem. It is the immediate environment in which the individual lives. It is the system which is closest to the individual and the one they have direct contact. This referred to the home, the classmates, the church mates or the workplace. Within the microsystem, typical relationships include family, peers/colleagues and the relationships in this echelon are bi-directional. In other words, your reactions to the people in your microsystem will affect how they treat you in return. It is the most influential level of the ecological system theory.
- **Mesosystem:** The second echelon of the ecological systems theory is the mesosystem which consisted of connections between the immediate environments. It entails the interactions between the different parts of the microsystem in which the individual finds himself and they work together for his sake. For instance, it involves linkages between home and school, between peer group and family, or between family and church. Examples are the family, the school, the neighbourhood and the likes.
- **Exosystem:** This third level of the ecological systems theory refers to different microsystems or settings in which the individual is not directly involved in the operations and decisions, yet they affect him. The examples of such exosystems are the larger neighbourhood, the media and the extended family.
- **Macrosystem:** Is the fourth and the largest echelon in the ecological system. It is also the most distant to the individual, but still has great influence on the individual. The macrosystem covers the cultural, political, economic pattern and values that may impact negatively or positively on the individual. Examples could include religious beliefs, cultural values, economy and political systems.
- **Chronosystem:** The chronosystem comprises patterns of events and transitions that take place in an individual's environment throughout his life as well as the socio-historical and economic contexts. It is believed that what changes people and their environment happen in time frame and unfold in particular pattern over one's life time. It is the final tier of Bronfenbrenner's ecological systems.

2.4.4 Factors in Developmental Ecological Model

Aldgate (2006) identified the following key factors in the developmental-ecological model that:

- individuals develop in different dimensions concurrently, and each one as a person with his own potentialities
- milestones are significant concept that should be used with the recognition the individual's potentialities;
- the individual has a part in influencing his development through his behaviour and transactions with others;
- individuals can recover from abuse or other negative experiences with help and support but it is difficult for those who have been seriously maltreated;
- cultural diversity plays significant role on the individual's transaction within his environment;
- internal factors like temperament and external factors like parents and others influence the development of the individual and the circumstances in which they grow interact with their intrinsic capabilities.

2.4.5 Copy-cat Effect

The ability for the media to help raise public awareness on the issue of IPV was noted at the 4th World Conference on Women in 1995 organised by the United Nations. Journalists were challenged to take the responsibility to combat patterns of violent behaviour in the society. To date, very few initiatives are in place to improve the way the media deals with IPV (Jennings, 2005; Ryan, Anastario & DaCunha, 2006). Considering the magnitude of the television audience and in most cases newspaper audience as well, there is a huge concern about the effect of violence on television may have on individual's behaviour (Vives, Torrubiano & Álvarez, 2009). According to Vives et al., (2009), studies have identified continuous exposure to violence on television as potential risk factor children and by extension even young men. They also said that it has been observed that abused women perceive an increase in aggressiveness from their partners after the latter have been watching a sport event on television.

A particularly significant aspect in the field of mass communication research is whether the media can affect individuals' behaviour. There is evidence that this has occurred in cases of youth suicide according to Malmuth and Briere (1986) in Toledo & Lagos, (2014). A study carried out in relation

to media news on cases of intimate partner femicide in Spain allows us to identify a certain copycat effect when we compare the days when there is news on femicide cases and days that there is not. The conclusion is that televised news on cases of intimate partner femicides would appear to increase the possibility of death by femicide by between 32% and 42% (Vives, Torrubiano & Álvarez, 2009).

The copycat effect is described by Coleman, (2004) as the tendency of a sensational publicity of a crime, suicides or violent murders that result to more of the same incident through imitation. In other words, it is the effect that the media has on crime, which is inspired because it has been widely covered across the media. Coleman opined that the constant coverage of these events through the media, rather than the events with a positive message, gives these criminals a type of popularity which incites individuals with a tendency to behave in a similar way. Heita, (2014) stated that the has done a good job informing people about such events, but it needs to exercise care with the amount of details because certain people who were already conspiring to commit such crimes, could potentially mimic the events they have read about in the media.

2.5 CHAPTER TWO SUMMARY

The research under study explores passion killings and its implications on the academic wellbeing of university students. The literature reviewed revealed that there is paucity of research in Botswana and Namibia on the phenomenon under study. There has been extensive research on GBV and a reasonable amount of studies on IPV. However, the review of the existing literature showed serious dearth of scientifically researched and published studies on passion killing as there were barely a handful. Significantly, it was noted that there no research that has examined IPV and academic wellbeing. Consequently, the reviews of the resources for information for this study to some extent were gleaned from the newspapers and other social media sources.

The available resources reviewed by the researcher for information showed that love related killings is spreading wide and very fast in African universities, with some of the causes claimed to range from traditional beliefs, illiteracy and limited education, unequal power relations and low status of women. Others include alcohol, drugs, jealousy accompanied by greed and social inequality, breakdown in family institution, low self-esteem among men, material dependence,

breaking-up of a relationship, poor coping mechanisms and failure to handle rejection of cohabitation.

The brutality and the gruesomeness in which these women were killed are highly inhuman and unthinkable. According to the sources, some of the grisly, and irate methods the supposed lovers used in the killing were by gunning down, hacking, strangling, suffocating, stabbing, burning alive and beheading of lovers. In all these, the degree of torture to which the victim was subjected portrayed extreme hatred. The sources also revealed that weapons used by the assailants were a knife, a panga, an axe, a pistol, a rifle, shoelaces, sticks (or clubs), sledgehammers and fire. However, one had even used an AK47.

In conclusion, the chapter reviewed the existing literature as it relates to the study of passion killing and violence against women in general, as well as works on related theoretical perspectives guiding the exploration for better understanding of the inquiry under study. This social phenomenon is a complex topic, and thus the researcher undertook to organize the review to provide the reader with a variety of topical connections that help to clarify and synthesize the most important ideas in the study.

CHAPTER 3

RESEARCH METHODOLOGY

3 INTRODUCTION

The previous chapter dealt with the review of available literature that is relevant to the topic which was supported with materials from other sources that are related to the topic of inquiry in order to establish what other researchers and writers say about the topic. This chapter deals specifically with the methodology used in this study. According to Myers (2009), research methodology is a strategy of investigation, which progresses from the fundamental norms to the research design and data collection. Every research is grounded on some fundamental philosophical norms about what makes a valid research and which research method is suitable for the improvement of knowledge in a given study. Thus, Myers (2009) affirmed that reliability, relevance and quality of research results depend mainly on methodological designs used to conduct the study. Therefore in this chapter, the researcher reviewed and presents the following concepts by assessing their advantages and disadvantages with regards to their appropriateness for the purposes of the study. The concepts are research paradigm, approach, design, population, sample and sampling procedure and the instruments used for data collection. Also, the trustworthiness of the findings is explained, as well as the ethical considerations applied during the research.

Table 3.1: Research Guide

▪ Paradigmatic Stance: Interpretivist	
Epistemology	Interpretive
Methodology - Approach	Qualitative
▪ Research Design	
Case Study	
▪ Selection of Participants	
Second Year Student	1
Third Year Students	2
Fourth Year Students	3
▪ Data Collection	
Methods Used to Collect Data	In-Depth Interviews
▪ Data Analysis & Interpretation	
Methods Used to Analyse Data	Transcription of Data Coding of Data Cleaning of Data Content Analysis Using Themes
▪ Trustworthiness of Data	
Criteria for Trustworthiness Applied	-Credibility -Transferability -Dependability -Conformability -Member Checking
▪ Ethical Considerations	
Ethical Considerations Adhered to	-Permission from Gatekeepers -Informed Consent -Confidentiality -Anonymity

3.1 RESEARCH PARADIGM

A research paradigm is a perspective about research held by a community of researchers that is based on a set of shared assumptions, concepts, values, and practises (Johnson & Christensen, 2008). It is an approach to thinking about and doing research. Maxwell (2005), as well as Fraenkel and Wallen (2006) believe that a *paradigm* is a basic set of beliefs that guide the way researchers approach their investigations. These assumptions or beliefs have to do with the view they hold

about the nature of reality, the relationship of the researcher to the phenomenon under study, the role of values in the study and the process of research itself.

Lichtman (2013) talks about traditional research paradigms as ways of seeing the world and making certain assumptions about the world. The assumption is that there is an objective reality that researchers should try to uncover as they conduct their research. Kuhn (in Johannes, 2009), opines that a paradigm is described by the prevailing framework of theories, concepts and principles that account for a universally accepted way of thinking and doing within the world view in which it exists. This is also referred to as a philosophy of living life. Babbie (2001) defines paradigm as the fundamental model or frame of references used by researchers to recognise their observations and reasoning.

In this study, the application of a suitable research paradigm established the research within the field of generally acceptable and understandable academic dissertation with respect to ontology, epistemology and methodology. According to Terre Blanche and Durrheim (2004), paradigms define for researchers the nature of their enquiry in three levels. These are *ontology*, which implies the nature of reality that is to be studied and what can be known about it; *epistemology*, which specifies the nature of the relationship between the researcher (knower) and what can be known; and *methodology*, which defines how the researcher will practically study whatever he/she believes can be known. An additional level suggested by Creswell, (2012) is *axiology* which entails the role of value in the study.

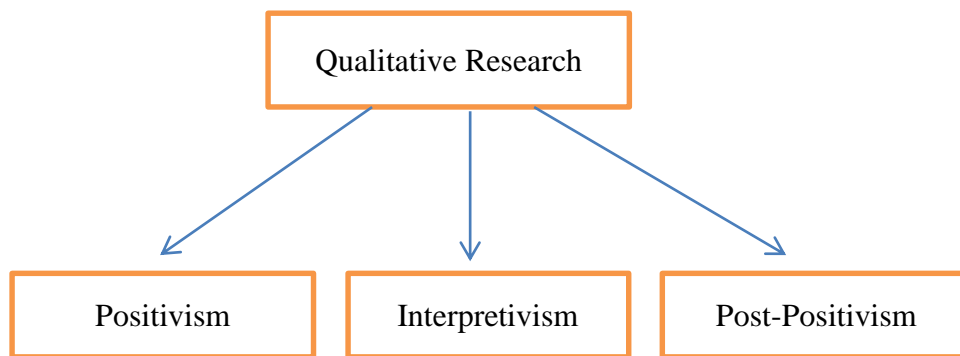
Maree (2013) defines a paradigm as a set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular world-view. The author further points out that a paradigm serves as lens or organising principles by which reality is interpreted.

Thus, paradigms are to do with knowledge claims. There are a number of paradigms or knowledge claims that have taken root in today's research, some of which are positivism, interpretivism and post-positivism (Maree, 2007).

3.1.1 Types of Paradigm

The researcher presents three types of qualitative research paradigms in figure 3.1 below which includes positivism, interpretivism and post-positivism.

Figure 3.1: Three Types of Paradigms.



3.1.2 Positivism

The famous movement known as positivism was started with Auguste Comte in the 19th century (Johnson & Christensen, 2008). It was stated that only what we can empirically observe is important. It was believed that science is the only source of knowledge. According to Lichtman (2013) positivism deals only with observable entities and objective reality; or traditional research paradigms (which are ways of seeing the world or make assumptions about it). For Gray (2004), positivism is the belief that what reality consists of is what is available to the sense. Within positivism, the knower and the known are independent (Tashakkori & Teddlie, 2009). However, Ryan (2006) affirms that within positivism, the relationship between the self and the knowledge has been largely denied. In all, for a statement to be true, it has to be tested and proved otherwise.

3.1.3 Interpretivism

Interpretivism originates from hermeneutics idea, which is the study of the theory and practice of interpretation (Maree, 2013). Schleiermacher and Dilthey (in Maree, 2013) considered understanding to be a process of psychological reconstruction where the reader restructures the original intention of the author. According to Neuman (2014), interpretivism is the method of examining socially meaningful action through the direct detailed observation of people in their

natural settings in order to arrive at understandings and interpretations of how people create and maintain their social worlds. In addition, Holloway and Wheeler (2010) explain that research should explore lived experiences, in order to reveal the connections between the social, cultural and historical aspects of people's lives and to understand the context in which particular actions take place. In this study, the observations and interpretations were based on the points of view of the participants.

Maree (2013) states that the interpretivist perspective is based on the following assumptions:

- **Human life can only be understood from within.** Interpretivism focuses on people's subjective experiences, on how people construct the social world by sharing meanings, and how they interact with or relate to each other.
- **Social life is a distinctively human product.** By placing people in their social contexts, there is a greater opportunity to understand the perceptions they have of their own activities. The uniqueness of a particular situation (the context) is important to understand and interpret the meanings constructed.
- **The human mind is the purposive source or origin of meaning.** Through uncovering how meanings are constructed, we can gain insights into the meanings imparted and thereby improve our comprehension of the whole.
- **Human behaviour is affected by knowledge of the social world.** As our knowledge and understanding of the social world and the realities being constructed increase, it enriches our theoretical and conceptual framework.
- **The social world does not exist independently of human knowledge.** As researchers our own knowledge and understanding of phenomena constantly influence us in terms of the types of questions we ask and in the way we conduct our research.

Lichtman (2013) explains interpretivism as a doctrine that emphasizes analysing meanings people confer on their own actions. Interpretivism has its greatest strength in the richness and depth of exploration and descriptions it yields through the qualitative approach to research. However, it is criticised for its subjectivity and failure of the approach to generalise its findings beyond the situation being studied (Maree, 2007).

3.1.4 Criticisms of the Interpretive Paradigm

One of the weaknesses of interpretive research is that it produces a huge amount of material about a small number of settings. However, Yin (2009) regards these qualities as strengths because it is a proof of the richness of the data gleaned from research that employs an interpretative paradigm. Nevertheless, Van Rensburg (2001) maintains that the interpretive paradigm is considered imprecise because it is only based on reactions and opinions, rather than on facts.

Another weakness of interpretivism is that it does not allow for generalisations because it studies a small number of cases that do not apply to the whole population. However, others have argued that the detail and effort involved in interpretive inquiry allows researchers to gain insight into particular events as well as a range of viewpoints that may not have come to light without that in-depth scrutiny. The researcher does not have the intention to generalise the findings of this study. Moreover, unlike in positivist research in which generalisation of results aid the validation, in this interpretive research, the validity and reliability of the findings are measured and confirmed through different criteria.

Interpretative research attempts to understand phenomena from the participants' experiences and perceptions in their natural settings, hence the setting in this particular study is the universities where the study was conducted. In fact, despite the aforementioned criticisms, Alston and Bowles (2003) contested the necessity of generalising the findings and results. They opined that in qualitative studies there is no suggestion that the sample and the data gleaned are representative of the population, in the broadest sense, there is no attempt to generalise the results beyond the population which was studied.

3.1.5 Rationale for choosing interpretivist Paradigm

- The interpretive paradigm will assist the researcher as the research seeks to understand and describe the "lived-experiences" of the students in the university and their perceptions in a particular and ever changing environment (Terre Blanche et al., 2004).

- Secondly, through the interpretivist paradigm, the researcher will glean data through first-hand information obtained from interviews and written narratives (Terre Blanche et al., 2004).
- Also, it should be noted that the researcher interprets the social environment and looks at human behaviour. In this case the social environments are the Universities as the institutions where passion killings sometimes take place, and human behaviour refers to students' perceptions.
- The epistemological stance in the interpretive paradigm will enable the researcher to gather data in an interactive and humanistic way, with the aim of understanding and interpreting how the participants personally perceive and experience the campus racial climate in a historically white university (McMillan & Schumacher, 2002).
- Methodological suggestions in the interpretive paradigm recommend the use of semi-structured interviews, observation, narratives and focus interviews with selected participants.

3.1.6 Post- Positivism

According to Tashakkori et al. (2009), post-positivism is the intellectual heir to positivism, which came about as a reaction to widely discredited aphorisms of positivity. It is a shift away from positivism. Post-positivists approaches assume that reality is multiple, subjective and mentally constructed by individuals (Maree, 2013). Maree goes on to say that reality is not a fixed entity for the post-positivist researcher, and it is accepted that reality is a creation of the individuals involved in the research. Post-positivist thinkers focus on establishing and searching for evidence valid and reliable in terms of the existence of phenomena rather than generalisation.

Post-positivism is criticized in relation to the interactive and participatory nature of qualitative and quantitative methods used in research. The argument is that post-positivists use methods that merely assembly anecdotes and personal impressions which are highly suspicious in terms of research subjectivity and research bias (Maree, 2013).

In summary, each school of thought has its own strengths and weaknesses. The weaknesses of one may be the strength of the other. Furthermore, in research, no school is preferable to the other. The choice depends on the purpose of the study and the research question or the topic.

3.2 RESEARCH APPROACH

The purpose of research is to generate knowledge; and qualitative or quantitative approaches are the largest modes of approaches used to conduct research, though there are others. In this study, the researcher made use of qualitative research, which is usually described as a naturalistic, interpretive approach, concerned with exploring phenomena from an interior perspective (Flick, 2009).

3.2.1 Qualitative Approach

A qualitative approach can be described as a set of interpretive practices which makes the world visible despite the diversity within qualitative research. These practices transform the world, turning it into a series of representations, which can include field notes, interviews, conversations, photographs, recordings and memoranda (Denzin & Lincoln, 2011).

Creswell (2007) is in agreement with Flick (2009) when he explains that the aim of the qualitative research approach is to explore and understand a central phenomenon. This has to do with understanding the processes and the social and cultural contexts which accompany various behavioural patterns. The behavioural patterns answer the ‘Why’ ‘How’ and ‘What’ questions of research, rather than those which ask ‘How many?’ These are the questions asked by quantitative researchers (Denzin & Lincoln, 2011). In other words, qualitative research is associated with words or images according Denzin and Lincoln, rather than numbers. The selection of a qualitative approach made it necessary to interpret the words of the students who participated in this study.

One of the main criticisms of qualitative research is the perceived problem of relativism (Creswell, 2009). However, O’Leary (2014) maintains that in a socially constructed, inter-subjective world, our direct experience is all we can really know, as all-knowing depends on individual perceptions. It is in this context that the individual perceptions of the students were sought in this qualitative

study. O’Leary (2014) goes on to explain that there is also a need to emphasise the value of depth over quantity, and strives to delve into social complexities, in order to investigate comprehensively and understand the interactions, processes, lived experiences and belief systems which make up the individual.

Thus, bringing together the various accounts of the different experiences of the implementation of the programmes of the participants produced a wealth of rich data, which could be analysed. Denzin and Lincoln (2011) elucidate that the use of qualitative methodologies means working in a world in a manner which acknowledges and values the search for holistic meaning, conducting research in a natural setting, an emerging methodological design, and small numbers of participants, non-random sampling strategies, rich qualitative data and inductive analysis. The goal is to acquire an intimate understanding of people, places, cultures and situations, through rich engagement and even immersion in the reality being studied.

According to Creswell (2007), qualitative enquiry studies human actions from the standpoint of the social actors themselves. Flick, (2009) states that qualitative research is flexible in nature and makes use of specific methods for generating data, such as observational methods, semi-structured and in-depth interviews, and focus groups. The qualitative nature of the study enabled the researcher to ask probing questions, when necessary to ask ‘why’ and ‘how’ questions.

The situations provided by the in-depth interviews and the focus group discussions enabled participants to respond freely, using their own words, and the types of open-ended questions asked had the ability to evoke responses from the participants which were meaningful and culturally salient, not anticipated by the researcher and which were rich and explanatory in nature (Ritchie et al., 2014). The qualitative study also enabled the participants to have the opportunity to respond with as much elaboration as they might desire and in great detail, without any anxiety or hesitation. The approach allowed the researcher to be flexible and to probe initial responses, in the sense of asking why or how a particular thing happened (Pope & Mays, 1999). Ritchie et al. (2014) explain that the development of qualitative research was strongly influenced by ideas which emphasised the importance of understanding human behaviours in their social, natural and material contexts and the need to understand the meanings which people attach to their own experiences.

3.2.2 Strengths and Weaknesses of Qualitative Approach

Qualitative research uses wide-and deep-angle lens, examining behaviour as it occurs naturally in all its detail (Johnson & Christensen, 2008).

According to Johnson and Christensen (2008), the strengths of qualitative research method are:

- Data is based on the participants' own categories of meaning.
- Qualitative method is useful for studying a limited number of cases in depth.
- It provides individual case information.
- It provides understanding and description of people's personal experiences of phenomena (that is, the emic or insider's viewpoint).
- It can describe in rich detail phenomena as they are situated and embedded in local contexts.
- Qualitative researchers are especially responsive to changes that occur during the conduct of a study and may shift the focus of their studies as a result.

Johnson and Christensen (2008) have also highlighted few weaknesses of qualitative method:

- Knowledge produced might not generalize to other people or other setting (that is, findings might be unique to the relatively few people included in the research study).
- It is difficult to make quantitative predictions.
- It might have lower credibility with some administrators and commissioners of programs.
- It generally takes more time to collect the data when compared to quantitative research.
- The results are more easily influenced by researchers' biases and idiosyncrasies.

3.2.3 Rationale for the Use of Qualitative Approach

Having reviewed and assessed the pros and cons of qualitative approach, the researcher identified the uniqueness and appropriateness of qualitative approach for the purposes of this study when compared with quantitative approach. Investigating the lived experiences and perceptions of students necessitate the use of a qualitative research approach whose holistic and inductive nature

will enable the researcher to investigate, understand and describe the social phenomenon of how passion killing influence the academic wellbeing if campus students in Botswana and Namibia.

The research questions in this study concern participants' experiences, perceptions and interactions in their 'real world' or the natural settings. As the researcher studied the participants qualitatively, she sought insight into *how* they feel and *why* they feel the way they do. She entered the participants' world through an ongoing interaction to understand how they personally experience and perceive the influence of passion killing. In other words, how they have constructed meaning about what goes on in their environment (Creswell, 2002).

Another rationale for adopting qualitative approach in this study is its 'emergent design' that characterizes qualitative research. This is because as a qualitative researcher, I should not base my search on deductive inquiry, rather as I understand the site and learn more about the central phenomenon (Creswell 2003), the 'emergent design' will afford me the opportunity to change and redefine the processes and data collection strategies as the study progresses (Merriam, 1988). It will also enable me make sense of the data during the process of collection (Gillham, 2000).

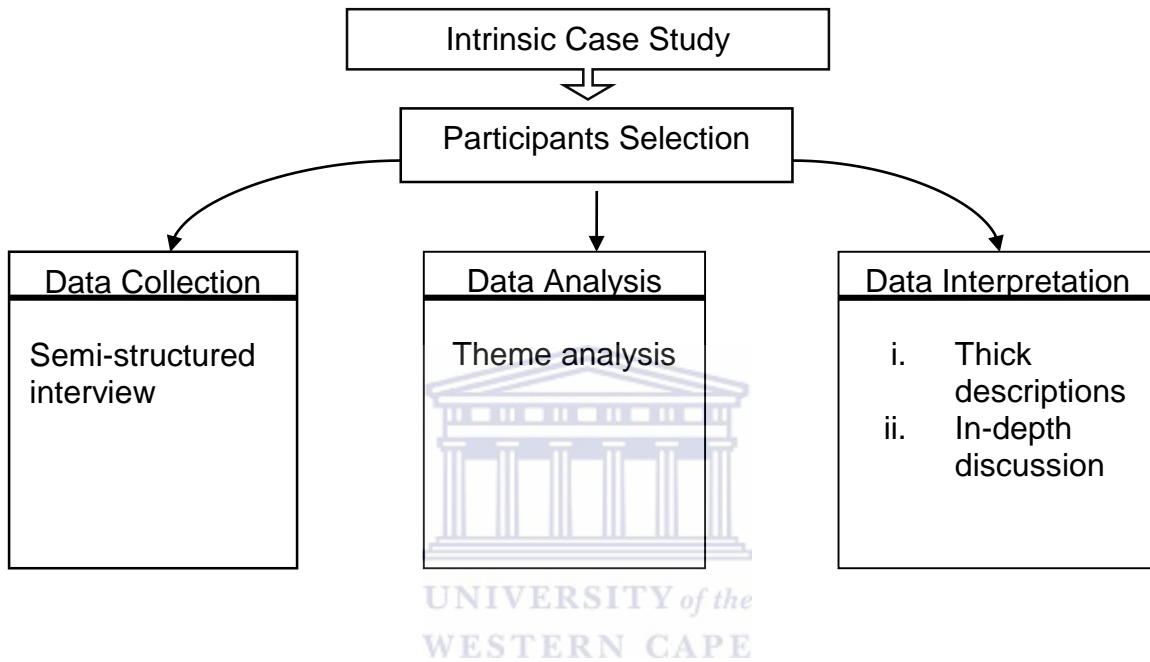
Qualitative approach enabled the researcher to seek, and not to investigate the phenomenon in a context in which she has no prior knowledge of what to expect (Drew, Hardman & Hosp, 2008). Conducting research in this manner enabled the researcher to ask the participants broad general questions and to collect detailed perceptions in the form of words, in order to analyse the information in terms of descriptions and themes.

3.3 RESEARCH DESIGN

This section presents the research design chosen for this study, which is a case study. De Vos (2005) described research design as a strategic framework for action, which guides the conditions for the collection and analysis of data. Accordingly, the research design provided a plan for conducting this research in order to answer the research questions. Thus the researcher presented the advantages and disadvantages of the research design chosen as well as its justification for use in this study. Creswell (2008) defines a research design as the plans and procedures for conducting research, including all of the decisions to be made, from broad assumptions to detailed methods

for collecting and analysing the data. In a similar vein, Denzin and Lincoln (2002) define a research design as a set of guidelines and instructions to be followed in order to tackle the research problems.

Figure 3.2: Research Design.



3.3.1 Case study

Accordingly, the research design provided a plan for conducting this research in order to answer the research questions. A case study is a research design which involves multiple decisions with respect to the way in which data is collected and analysed, and it ensures that the final thesis answers the initial research questions (Creswell, 2013). A case study research design may be regarded as a building block for collecting data which is frequently associated with qualitative research (Berg & Lune, 2012). A case study usually generates qualitative data, which needs to be interpreted by the researcher. According to Yin (2009), research employing a case study design entails an empirical inquiry which investigates a contemporary phenomenon within its real-life context, when the boundaries between the phenomenon and its context are not clearly evident, and in which multiple sources of evidence are used.

It should be noted that case studies are selective in identifying research sites. They focus on examining either one or two cases for in-depth understanding. In this current study, the focus is on two cases which are two universities, one in Botswana and the other one in Namibia. Cohen et al. (2006) explain that the objective of a case study is to create interpretations of experiences which are so close that uniqueness, context and reality are richly described to the point that a sense of an account from a direct witness is obtained. A case study proved to be a very appropriate means of making use of the verbal accounts of all of the participants.

In the argument regarding whether a case study is a research method or a research design, Mertens (2010) maintained that the case study is one option in a range of possible choices regarding a qualitative research strategy in which a variety of methods are used to collect data. In this study, data concerning passion killing and its implications on the academic wellbeing of the students were collected by making use of in-depth interviews.

There are three types of case studies according to Denzin and Lincoln (2005) which are;

- The ‘intrinsic case study’, which they described as a study to obtain an improved understanding of a particular case. These studies are undertaken owing to the inherent interest which the case has for the researcher, and not in the hope of generalising the results and findings or developing theories.
- The second is the ‘instrumental case study’, in which a case is studied mainly in order to provide insight into a specific phenomenon or generalisation. In these instances the case is of secondary interest, and it facilitates an understanding of something else.
- The last category of case study is the multiple collective case studies. In this type of case study, a number of cases are studied jointly in order to investigate a phenomenon, population or general condition.

The present study takes the form of an intrinsic case study because of the inherent interest which the case has for the researcher, and not in the hope of generalising the results and findings or developing theories.

Cohen, Manion and Morrison (2000) stated that the purpose of an intrinsic case study is to gain an in-depth understanding of the phenomenon under investigation not to develop standard

generalisations based on the findings. Also it provides insight into the phenomenon or the detail conditions of that particular phenomenon; in this case, the corollaries of passion killings on students' academics in Botswana and Namibia. An intrinsic case study enabled the researcher to obtain an in-depth understanding of the implications of passion killings on students' wellbeing at the universities where the study was conducted, as the researcher interacted directly with participants.

3.3.2 Advantages of a Case Study

McNiff (2009) points out the strengths of case studies as follows;

- case studies generate a great deal of information
- the simplicity of its presentation maintains that the results obtained from case studies are better understood by a wide range of audience,
- the vivid and rich descriptions of situations which case studies typically provide, enable them to be understood with a degree of clarity which would not be possible if other research methods were employed: details which would otherwise be lost in large-scale data are uniquely presented.

These advantages made the use of case study design for this research attractive, as they enabled the researcher to fulfill the objective of achieving an intense focus and obtaining rich, descriptive data in the form of unique perceptions, attitudes and experiences. The testimonies of the participants constituted data obtained from their own perspectives.

3.3.3 Disadvantages of Case Studies

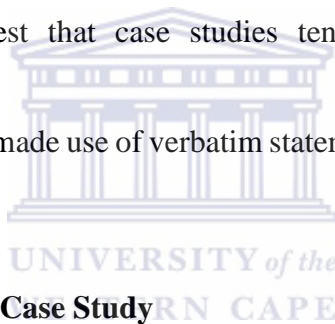
Some of the disadvantages of case studies according to Cohen et al. (2000) are:

- They explained that “*case studies have the weakness of personal subjectivity and bias,*” for example use purposive sampling, which relies on the personal judgement of a researcher for the selection of important elements in a study, such as the key participants. However, in case studies, as long as insiders provide their testimonies, they are considered to be true, because in qualitative research it is accepted that there are multiple realities, each of which is constructed in the mind of an individual person and influenced by factors

such as social conditioning. According to Nieuwenhuis (2007), case studies are anchored in qualitative research, whose ontology concerns the subjectivity of reality.

- Cohen et al. (2000) admitted that case studies are criticised for being impressionistic since the data are believed to be based on reactions or opinions, rather than on specific facts or details, which are considered biased, insignificant, non generalisable and individualistic, subjective and short-sighted. However, this criticism has been countered by both Briggs and Coleman (2007) and Springer (2010) who argued that in case studies, the aim is actually not to generalise but rather to obtain a deep understanding of a situation within the context in which it is being studied. In the context of this stated purpose, a case study brings out many sides of those experiences or phenomena which are being subjected to intense scrutiny, enabling the richly-detailed descriptions to illuminate the phenomenon or situation being studied. A related limitation is pointed out by Terre Blanche, Durrhein and Painter (2006) who suggest that case studies tend to compromise the validity of information.

In view of this objection, the study made use of verbatim statements and member checking in order to authenticate the data.



3.3.4 Rationale for the Use of a Case Study

An intrinsic case study was chosen because it would allow the researcher to obtain detailed information concerning the consequences of passion killing on students' academics wellbeing from different participants as suggested by Stake (2008).

Yin (2009) elucidates that a case study allows investigations to retain the holistic and meaningful characteristics of real life events such as individual life cycles and organisational and managerial processes. A case study design involves comprehensive and systematic investigation of a few cases (Maree, 2013).

Case studies, as products may form a storage of descriptive material sufficiently rich to admit subsequent interpretation, which will be covered in the section devoted to the significance of the study (Cohen et al. 2000). Thus, the study was conducted in a manner which ensured close

association between the researcher and the participants, while at the same time enabling the participants to tell their stories freely and openly, as recommended by Yin (2009).

Rowley, (2002) explained that case studies are always seen as a useful tool for the initial, exploratory stage of a research project, as a foundation for the development of the 'more structured' tools that are necessary in reviews and experiments. According to Eisenhardt (in Rowley, 2002) case studies are mainly well apt to new research areas or research areas whose current theory appears insufficient. For this study, the social phenomenon of passion killing under study is a contemporary phenomenon and has not been adequately and scientifically researched. It may be classified as a new research area.

The strength of a case study design is that it is very useful for learning about situations, which might be poorly understood or about which not much is known (Leedy & Omrod 2001 in Maree, 2013), as in the case of the implications of passion killing on the academic wellbeing of students. Wimmer and Dominick (2000 in Maree, 2013) agree with Leedy and Omrod by saying that the case study design is advantageous to research as it provides a large amount of information and detail about the research topic and allows the researcher to deal with a wide variety of raw data. This case study will be used to satisfy the researcher's desire to gain more understanding about the perceptions of the students on the consequences of passion killing on their academic wellbeing.

3.4 POPULATION, SAMPLE AND SAMPLING TECHNIQUES

The researcher, in this section discussed the population of the study, the sampling technique and the samples in the research as well as the trustworthiness of the findings. Others were the results of the research and the ethical considerations which were applied for data collection.

3.4.1 Population of the Study

Although two cases were studied in this research, it was necessary for the researcher to trim down the population so as to concentrate on the appropriate number of participants who were relevant for the study. Thus population is defined as a group of elements or cases, individuals, objects or events that conform to specific criteria and to which one intends to generate results of the research

(McMillan & Schumacher, 2006). Barbie and Mouton (2005) explained that a population of a study is a group of people about whom we want to draw some conclusions.

So the population for this study consists of students from two universities in different countries, which necessitated the idea for a representative sample as many studies because all the members of targeted population will not be able to participate in the study (Babbie & Mouton, 2005). In other words, populations are often defined in terms of criteria such as demography, occupation, time, requirements in terms of care, and the like. In this study, the population consists of university students between the ages of 24 and 29 years who have witnessed passion killing in the two locations of the study.

3.4.2 Sample and Sampling Procedure

Qualitative researchers must first decide whom or what to study. Johnson and Christensen (2008) say that this initial task is based on considerations of which populations or phenomena are relevant to the research focus being proposed or developed. The researcher typically defines a set of criteria or attributes that the people to be studied must possess and uses these criteria to distinguish the people of potential interest from those people who should be excluded from consideration. Once these inclusion boundaries are set, the researcher knows whom he or she wishes to study and can then attempt to locate and obtain the sample (Johnson & Christensen, 2008).

Maree (2013) says that sampling refers to the process used to select a portion of the population for study. A sample according to Strydom (2005) consists of the elements of a population which have been considered for actual inclusion in the study. Johnson and Christensen (2008) agreed with Maree that sampling is the process of sample from a population.

3.4.3 Sampling Technique

Qualitative research is generally based on non-probability and purposive sampling rather than probability or random sampling approaches. Qualitative research usually involves smaller sample sizes than quantitative research studies (Maree, 2013). Sampling means selecting a group of people (subjects or participants) from a defined population (McMillan & Schumacher, 2006). White (2005) states that sampling means to make a selection from the sampling frame in order to identify

the people or issues to include in the research. According to Neuman (2014), sampling entails selecting relatively few cases to examine in detail, and then using what has been learned from them to understand a much larger set of cases. The quality of the research, whether quantitative or qualitative, is directly related to the sampling procedures, the adequacy of the technique chosen, as well as the professionalism of implementation and the appropriateness of the sample size. Thus, sampling provides various types of information of a qualitative or quantitative nature about a population by examining a few selected units.

However, it is important to observe that sampling should not be an off-the-cuff selection, since a sample is intended to determine true evidences relating to a particular sample, which are also true of the population as a whole. They need to be based carefully on reasoned principles, which are justified by the intentions of the nature of what is being examined in terms of depth, circumstances and the purpose for which the results are intended. Furthermore, the significance of the sources of information is highly important in this study for the credibility and dependability of the data (De Vos, 2005).

Bless et al. (2013) identified some advantages of sampling which are:

- Gathering data on a sample is less time consuming.
- It is less costly since the costs of research are proportional to the research.
- Sometimes, sampling may be the only practical method of data collection.
- Sampling is a practical way of collecting data when the population is infinite or extremely large, thus making a study of all its elements impossible.

In agreement with Bless et al. (2013), Karavakas (2008) had explained that sampling makes research feasible and enables the researcher to organise it with ease. He also pointed out that sampling reduces the costs of research and saves time (Karavakas, 2008).

3.4.4 Sample

White (2005) defines a sample as a group of subjects or situation representing a large group. According to Daniel (2011), a sample comprises elements of the population considered for actual inclusion in a study, or simply a subset of measurements drawn from a population in which one is interested. Johnson and Christensen (2008) opined that a good sample is one that is representative

of the population it came from, which means that a representative sample resembles the population that it came from in all characteristics. A sample provides a useful means of explaining a particular facet of an overall population. Meanwhile, De Vos (2005) explains that a sample comprises a group of people or events which have been drawn from a population and that the aim of employing a sample is to determine true facts pertaining to a particular sample, which are also true of the population as a whole.

3.4.5 Sampling Procedure

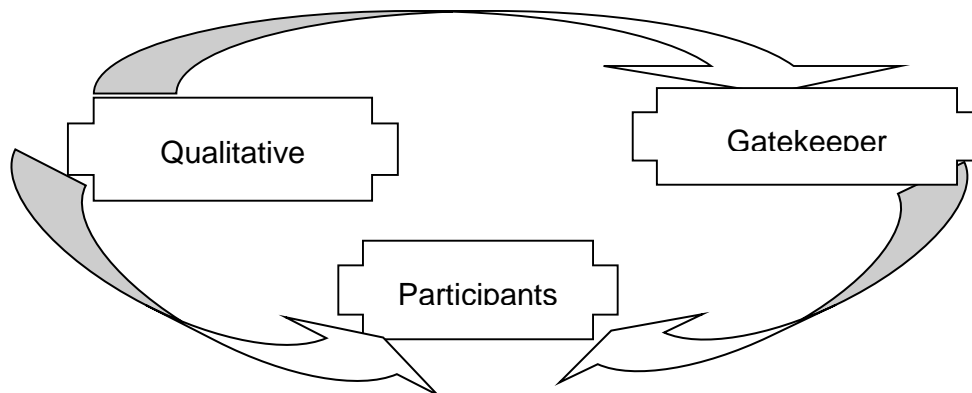
Sampling procedures consist of probability and non-probability sampling. Probability sampling is based on randomisation, while non-probability does not employ random techniques of sampling. Sampling involves selecting individual units from a larger population (De Vos; 2005) when measuring. Sampling is required because collecting data from all of the individual units of a population would not be easy, and if at all, it would be very expensive to undertake. This study employed non-probability sampling. In non-probability sampling, units are purposely selected to reflect particular features of a population, or a group within the sampled population (Bryman, 2012) and the chance of selection for each member of the population is unknown. However, the bases of the selection are the characteristics of the population. For the current study, the characteristics were university students within the ages of 24 and 29 years, from the selected universities in Botswana and Namibia.

As noted earlier, this study employed purposive non-probability sampling procedure to select the samples. The choice of this procedure is grounded on the judgment of the researcher that a sample has archetypal essentials which have the typical characteristics of the population from which they were selected (Fraenkel & Wallen 2006; De Vos, 2005). Purposeful sampling is a strategy in which particular settings, persons or activities are selected deliberately in order to provide information for in-depth study (Maxwell, 2005; Creswell, 2002), and information-rich cases (Merriam, 2002). It is a type of inquiry according to Merriam (2002) that seeks to understand the meaning of a phenomenon from the perspective of the participants. It is essential to choose a sample from which the most can be learned, she added.

McMillian and Schumacher (2001) observed that studying few cases about a phenomenon that yield great insight, give strength and logic for purposeful sampling. However, the number of participants in this study was determined by the available number of students considering that the phenomenon under study is a contemporary and sensitive experience. Moreover, in purposive sampling, the researcher specifies the characteristics of a population of interest and then tries to locate individuals who have those characteristics (Johnson & Christensen, 2008). Thus the researcher was able to select participants who were suitable for certain profiles, namely, university students from the selected universities in Botswana and Namibia, within the ages of 24 and 29 years and have witnessed passion killing.

The advantage of purposively selecting information rich site and sample by the researcher has been reported to have high possibility of the researcher’s choice being biased or having the likelihood of a subgroup in the research population which is more readily accessible than others (Williams, 2006). Therefore, in cognisance of this possibility, the researcher engaged gatekeepers in the two institutions who recommended students in the university who had witness passion killing, had the information needed and were willing to participate in the study and answer the research questions. The selection was through snowball sampling.

Figure 3.3: Selection Process



The total of number of samples in this study was six (6) participants. They were made up of four (4) males and two (2) females; consisting of three (3) participants from each country selected. The breakdown of the participants is presented in Table 3.1. They all participated in face-to-face, semi-structured interviews. In order to identify them individually, the following identification codes were assigned to them. Participants from Namibia were identified as PAT 1N to PAT 3N, while those from Botswana were assigned as PAT 4B to PAT 6B. These participants were selected on

the basis of their knowledge and experience regarding the implications of the incidence of passion killing on the academic wellbeing of university students in Botswana and Namibia as suggested by Patton (2002). The data generated was strictly of a qualitative nature, apart from the demographic data. The selection of the samples for this study was also influenced by non-availability and willingness of participant given the freshness of the experiences and its sensitivity. The researcher therefore employed a snowball sampling technique.

Table 3.2: Participants in the Research Study

Participants Codes	Gender	Department	Country
PAT 1N	Male	Transport & Logistics	Namibia
PAT 2N	Male	Transport & Logistics	Namibia
PAT 4B	Male	General Nursing	Botswana
PAT 5B	Male	Pharmacy Technology	Botswana
PAT 3N	Female	Transport & Logistics	Namibia
PAT 6B	Female	Library & Information	Botswana

3.4.6 Snowball Sampling

Creswell (2012) defined snowball sampling as a sampling procedure in which the researcher asks participants to encourage other participants to become members of the sample. It is used where potential participants are hard to locate because of the complexity or sensitivity of a topic or an event (Abrams, 2010; Penrod, Preston, Cain & Starks, 2003). Snowball sampling is a non-probability sampling technique and the researchers use their own judgment to choose participants like in other forms of purposive sampling. Snowball sampling is so called because it is believed

that once you have the ball rolling, it picks up more “snow” along the way and becomes larger and larger (Cohen & Arieli, 2011; Bernard, 2012).

According to Creswell (2012) and Patton (2002), snowball sampling consists of two steps; the first is to identify one or two potential participants in the population and second is to ask the initial participant(s) to recommend other people. However, it is important to note that ethically, the initial participants should not be asked to identify other potential participants. Instead, they should be asked to encourage others to come forward, like individuals being named, in other words, calling out of the blue, which sometimes is referred to as ‘cold calling’. This will reduce the risk of potential embarrassment or other ethical dilemmas (Goodman, 2011).

In order for the participants in this study to encourage others to come forward and not to identify potential participants, the researcher made use of exponential discriminative snowball sampling instead of exponential non-discriminative or linear snowball sampling. For exponential discriminative snowball sampling, the participant gives multiple referrals; only one new potential participant is recruited among them and the choice of a new participant is guided by the aim and objectives of the study.

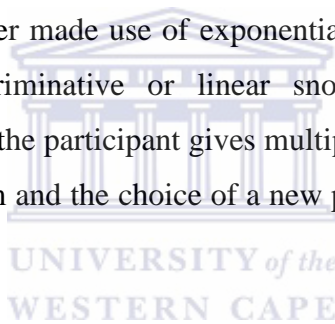
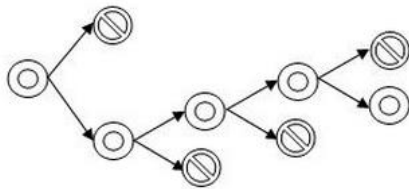


Figure 3.4: Exponential Discriminative Snowball Sampling.



Source: Dudovskiy (2016) <http://research-methodology.net/sampling-in-primary-data-collection/snowball-sampling/>

3.4.7 Advantages and Disadvantages of Snowball Sampling

Cohen and Arieli (2011) described two strengths and one weakness of snowball sampling; one of the strengths is that it is possible to conduct research in a place where otherwise it might be not be possible because of lack of participants. Secondly, it may enable the researcher to discover characteristics about a population which were possibly hidden. On the other hand, the weakness

of snowball sampling is that it is difficult to establish the sampling error or making inferences about populations based on the obtained sample.

3.4.8 Gaining Entry

According to Murphy and Dingwall (2001) in Reeves (2010), to enable a researcher to access and observe a research site in a way that allows exploration of the daily lives of the participants, that is entrée, has to be carefully negotiated. Reeves (2010) continued to say that central ‘elements’ of access are gatekeepers who can help or hinder research, depending on their personal thoughts on the validity of the research and its value, as well as their approach to the welfare of the people under their charge.

Gatekeepers are individuals who have an authorized or unauthorized role at the site of a research. They provide entrance to a site and help researchers locate participants as well as assist in the identification of places to study in some cases (Creswell, 2012). Johl and Renganathan (2010) said that one of the greatest pitfalls in conducting research successfully is the inability to obtain access to the research field. However, Wanat (2008) affirmed that gaining official access to research sites and participants is unique to each study.

In this study, the first site accessed was the selected university in Namibia. The researcher met and explained the topic under study to a lecturer (the gatekeeper) who already had good knowledge and understanding of the phenomenon and was passionate about the topic ‘passion killing and its implication on the academic wellbeing of university student. He recommended the first participant who in turn recommended the second one and subsequently the third participant (‘chain’ sampling). In Botswana, the gatekeeper was the leader of the University Christian Fellowship and the same method of ‘chain’ sampling was used to recommend participants who possessed the criteria that were needed for the people to be studied and were willing to participate. The letter seeking permission to conduct the study was addressed to them. It informed them of the nature of the research study and purpose of the study (Appendixes 3 and 6 for the information letter as well as the permission letters).

3.5 INSTRUMENTATION

This section describes how the key variables in the study were conceptualized and measured and the instrument used. The quality of research depends to a large extent on the quality of the research instrument and instrumentation. According to Blankenship (2010), it entails the process that guides the progress of the research to the ultimate goal of gathering data and formulating conclusions to answer the research question and evaluate the findings and results of study (Drew, Hardman & Hosp, 2008). Thus, the researcher explored the multiple constructed realities of the participants holistically. To achieve an accurate and convincing result, in-depth face-to-face interview was employed. This source of evidence according to Berg (1998) and Patton (2002) may add to the depth of the understanding and crystallization of the study. This method will also enable me to verify repeated ideas and concepts, to clarify meaning and reduce the chances of misinterpretation (Stake, 2000).

3.5.1 Interviews

Interviews are techniques employed to obtain information from respondents. Interviews are described by Maree (2013) as a two-way conversation between the interviewer and the interviewee. The interviewer asks the participant (interviewee) questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participants. For Cohen and Manion (2006), interview is initiated by the interviewer in research in order to glean information which is significant to a research which can be between two or more people.

Interviews aim at collecting rich descriptive data that helps the researcher to understand the participant's construction of knowledge and social reality. The most important skill to possess for interviewing is listening to verbal responses and for noting elements such as body language of the interviewee (Gray, 2004). Gray maintains that a well conducted interview is a powerful tool for eliciting rich data on people's views, attitudes and the meanings that underpin their lives and behaviours.

The aim of qualitative interview is to see the world through the eyes of a participant, and it can be the main method of obtaining data and a valuable source of information when it is used correctly.

Cohen, Manion, and Morrison (2000) ascertained that interviews which have direct bearing on the research objectives may be used as the most important instrument of gleaning information for the research.

Given the peculiarity of the phenomenon and the circumstance at the time of the study, the researcher used individual in-depth interviews in form of semi-structured questions that are relevant to the objectives and the content of the research. This enabled the researcher to garner huge amount of targeted detailed perceptions and opinions from the participants (Deem, 2002).

Semi-structured interview is a qualitative method of inquiry that combines a structured interview with open-ended questions (Fraenkel & Wallen, 2006). These questions prompt discussions which enable the researcher to sightsee themes or responses further on the particular topic. The researcher used flexible interview protocol in form of a roster for guidance during the interviews. This created an opportunity for a good and relaxed environment as well as a pleasant rapport between the researcher and the participants, and thus openness on the part of the participants.

3.5.2 Advantages of Interview

The foremost advantage of interviews is that the researcher is allowed to ask open-ended questions, which can be used to obtain in-depth information about participants' thoughts, beliefs, knowledge, reasoning, motivations and feelings about the topic (Johnson & Christensen, 2008). Thus in this study, the researcher was able to ask the 'what' and 'how' questions and participants were also able to bear their minds freely, genuinely and painstakingly.

Creswell (2012) identified three strengths in using interview for data collection:

- they provide useful information when you cannot directly observe participants.
- they permit participants to describe detailed personal information.
- the interviewer also has better control over the types of information received, because the interviewer can ask specific questions to elicit this information unlike in observations.

Similarly, Yin (2009) highlighted two advantages of interview data collection which are:

- they are insightful, in other words, interviews reveal and relate cases and incidence through inference and interpretation and contextual explanations unlike the case with observation; for instance, the students' sharing about their experiences and academic challenges as a result of passion killings are really very insightful.
- they allow the interviewer to collect accurate information directly from the source which are also focused and centred on the focal point of the topic; hence in the current study; the information was collected personally by the researcher from the students themselves at the two universities in Botswana and Namibia.

3.5.3 Disadvantages of Interview

Some qualitative research topics may be inherently sensitive, dealing with private and emotionally-charged issues just like the case in this study. Therefore, Creswell (2012) observed that there are issues to balance which shock inexperienced researchers about the difficulty of conducting interviews. The data collected may contain biased information because of poorly phrased questions. However, this was checked through establishing dependability by using the audit trail, which Yin (2003) refers to as case study protocol. It is a process in which each stage or step in the research was detailed. Other weaknesses identified by Creswell (2012) and Yin (2003) are:

- interviews provide only the sifted data; the researcher summarizes the participants' views in the research report. This was taken care of in this study by applying the technique of member checking to ascertain the report with the participants.
- interview data may be deceptive when the participants provide only the aspect he/she wants the researcher to hear like in observations technique. Researcher overcame this by creating a good rapport that won the confidence of the participants and asked open-ended questions which enabled them to be free, genuine and thorough.
- the presence of the researcher may affect how the interviewee responds, he/she may not be articulate, perceptive, or clear; in this study, with the good rapport that won the confidence of the participants this weakness was overcome.
- equipment issues may be a problem; being mindful of this challenge, the researcher had a spear recorder and also made use of interview protocol during all the interview sessions.
- during the interview, some participants take longer time in conversation and some may deviate from the topic (Cohen, Manion & Morrison,2000). In this case, the researcher

needed to listen attentively, and carefully redirected the participant to the main topic with follow-up questions. Additionally, the researcher should be skillful in handling emotional outbursts, and using icebreakers to encourage individuals to talk (Creswell, 2012).

3.5.4 Face-to-Face Interviews

There are several ways of conducting qualitative in-depth interviews, like through the telephone, e-mail and chat boxes. Others are online such as Skype, Face-to-face and through other social media because of explosive growth in communication. However, Face-to-face (F2F) interviewing is one of the oldest and most widely used methods of conducting primary research (Marshall, 2016) and also acknowledged to provide the rigorous foundation for creating good affinity between the researcher and a participant (Irvine, 2011). They are characterised by the use of open-ended questions that yield deeper insight to specific answers and meaningful discussion unlike closed questions that mostly yield yes/no answers (Berg & Lune, 2012). Secondly, F2F interviews are also characterised by synchronous communication in time and place, which affords the advantage of social cues such as voice, intonation, body language and other gesticulations of the participant (Opdenakker, 2006). The social cues according to Opdenakker (2006) can give the researcher a lot of extra information that can be added to the verbal answer of the participant.

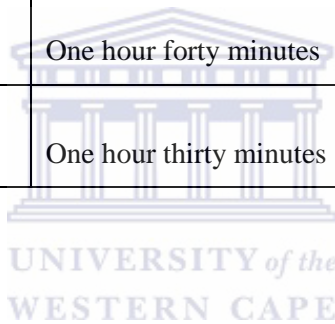
3.5.5 Advantages and Disadvantages of F2F Interviews

F2F interviews are very effective instrument in qualitative data collection. According to Marshall, (2016) and Opdenakker (2006), they accommodate more in-depth data collection and comprehensive understanding, and the researcher can probe for explanations of the responses. Secondly, body language and facial expressions are more clearly identified by the researcher and understood. Meanwhile, the weaknesses highlighted by Marshall (2016) and Opdenakker (2006) were that F2F interviews can be expensive and really time consuming to recruit participants and conduct the interview. They also argued that the responses by the participants and the reports from the researchers can be biased.

3.5.6 The Role of the Researcher

Table 3.3: Location and Duration of the interviews with the Participants

Participants Codes	Location	Duration	Frequency
PAT 1N (Male)	Namibia	One hour thirty-five minutes	Once
PAT 2N (Male)	Namibia	Fifty-six minutes	Once
PAT 4B (Male)	Botswana	One hour	Twice
PAT 5B (Male)	Botswana	One hour ten minutes	Twice
PAT 3N (Female)	Namibia	One hour forty minutes	Once
PAT 6B (Female)	Botswana	One hour thirty minutes	Twice



3.5.7 Reflexivity

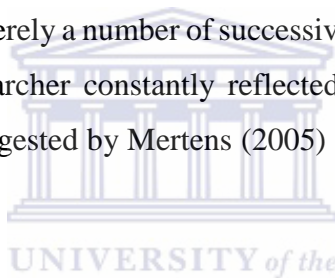
As I stated earlier, one of the rationale for this study was the experience of a friend who lost her only daughter through passion killing. Being aware of this status, the researcher made conscious effort not to influence the outcome of the sessions through displaying expressions that might lead them on or indicate disapproval of their responses. The researcher also tried monitor her emotions as well as that of the participants throughout the sessions and on the analyses of the reports, by applying, as much as possible Linda Finlay's (2002) five techniques – introspection, inter-subjective reflection, mutual collaboration, social critique and discursive deconstruction.

3.6 PROCEDURES FOR ANALYZING DATA

Ary, Jacobs and Razavieh (2002) explained that data analysis is a process in which researchers systematically search and arrange the data collected in order to increase their understanding of the data and to enable them to present what they have learnt from the topic under study. According to

Babariya and Gohel (2016), qualitative research aims to gain better understanding of a specific phenomenon through first-hand experience, truthful reporting and quotation of actual conversation rather than surface description of a large sample of population. In addition, they are not intended to introduce treatments or manipulate variables or impose the researcher's operational definitions of variables on the participants.

Thus, Johnson and Christensen (2008) confirmed that qualitative data analysis tries to establish how participants make meaning of a specific phenomenon by analysing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences in an attempt to approximate construction of the phenomenon. Meanwhile, Mertens (2005) added that in qualitative research, data analysis is an emerging, iterative and on-going process, which Maree (2013) supported by saying that it is a non-linear process, implying that data collection, processing, analysis, and reporting are intertwined and not merely a number of successive steps. Therefore, as data collection progressed in this study, the researcher constantly reflected on the impressions, relationships, patterns and commonalities, as suggested by Mertens (2005) and Maree (2013). This enabled her to recognize themes and patterns.



Furthermore, as more themes started to emerge from some hidden characteristics, the researcher identified and utilized the steps for data analysis suggested by Suter (2006). Thus, following Suter's (2006) steps, the researcher first of all reduced and simplified the data by presenting the repeated themes and coding them. Then the data was presented in tables, essays or systematic notes. Finally, the process was concluded by referring to the voice recordings and corroboration with some participants telephonically – member checking.

3.6.1 Codification of Data

Coding is an analytical process of organizing and sorting data to facilitate analysis. Codes serve as a way to tag, assemble and organize data (Gibbs, 2007). They also allow the researcher to recapitulate and amalgamate the manuscript data. According to Creswell (2012), coding process is a qualitative research process in which the researcher makes sense of manuscript data, divides it into sections, labels the sections, scrutinizes codes for overlap and redundancy, and breaks down

these codes into themes. In some instances, the researcher should choose to view the research questions as patterns or themes and data can be summarized and synthesized around them.

Codes, according to Creswell (2012), are labels used to describe a section of the manuscript and depending on the method espoused by the interpreter, different codes could be assigned to each set of data (Saldana, 2009). Richards (2009) stated that any 'fool' can record what people say about something with a tape recorder; but only a capable interviewer can record and produce relevant data for the purpose of a research project. Thus, she emphasized that it is also significant that data should be purposefully filtered and selected, so that only what is relevant is picked for the study.

In this study qualitative, analyses of the data gathered from the in-depth interviews were carried out manually. The researcher connected data to concepts, developed generalisations and identified broad trends or themes, in order to analyse the data. Doing so provided an improved understanding of phenomena being investigated and also provided a basis for expanding the relevant theories and advancing existing knowledge in line with Neuman (2014) suggestions.

A general analytical procedure was followed to analyse the qualitative data based on the key themes which emerged from the audiotape recordings and field notes. After coding the data, identifying categories and developing themes, a matrix of the main themes and sub-themes was presented to show, in a vivid manner, the perceptions and experiences of the participants regarding the implications of passion killings on the academic wellbeing of the students at the universities.

3.7 QUALITY OF THE STUDY

Values for quality have always been a torch bearer for every researcher. According to Tracy (2010), these have come into sharp focus after Lincoln and Guba decades ago requested to know how an investigator can convince his or her audiences that the findings of his or her investigation are noteworthy (Lincoln & Guba 1985). Qualitative cognoscenti since then have offered significant insights about best practices for qualitative research (Seale, 1999; Bochner, 2000; Richardson, 2000; Stenbacka, 2001; Denzin & Lincoln, 2005; Guba & Lincoln, 2005; Creswell, 2007). Qualitative scholars have stressed that no matter the objectives or research paradigms that any

research study espouses, the questions of subjectivity and subjective bias should be managed effectively (Denzin & Lincoln, 2011).

3.7.1 Trustworthiness

Babbie and Mouton (2005) maintain that the key criterion for good qualitative research is trustworthiness. Thus, Maree (2007) asserts that trustworthy research needs to be credible and transferable to other contexts while Creswell (2003) maintains that the trustworthiness of a study is established when the findings reflect the meanings attributed to the phenomenon, situation or event being studied by the participants. In this study, trustworthiness was ensured through the use of in-depth interviews. There was also prolonged engagement which allowed the researcher to invest sufficient time, in order to establish and develop trust and rapport with the participants.

The researcher also employed member checking, dependability and conformability procedures to ensure the trustworthiness and credibility of the study. Member checking or informant feedback was highly utilized by the researcher as a form of triangulation to authenticate the data (Creswell, 2007). The researcher consulted the students who participated in the study and were willing, to check if the transcriptions and interpretations were correct representation of their experiences and sharing. Member checking allowed these participants to review the findings which emerged from the data they had provided and to confirm or to challenge the accuracy of the interpretations and analysis in the manner suggested by Creswell (2003). Peer-reviewing was also used to ensure the trustworthiness of the study and its findings. Creswell (2003) maintains that it is vital to ensure external checking of the research processes by asking a colleague to act as devil's advocate with respect to application of the various methodologies which were employed to conduct this study.

3.7.2 Dependability and Conformability

Even though qualitative studies expect variability because of changes in the context of the study, consistency can be judged since the variations can be tracked or explained (Mertens 2005 & Ary et al., 2002). Therefore the dependability and reliability a study has to be recognized to ascertain its consistency. For this reason, the researcher established dependability of this study with the use of audit trail, which Yin (2003) referred to as case study protocol whereby each stage in the

research is detailed. To further reinforce dependability of the present study, objectivity in terms of conformability to show that clean data was collected without bias in order to overcome method-boundedness (Hopwood, 2004); the study implemented the use of a chain of evidence to show that the data can be traced to original sources and that the process of combining data to reach conclusions can be confirmed (Mertens 2005). The researcher also stored the raw data collected from the individual face-to-face interviews in the CDs using a coded filing system. The transcribed typed manuscripts, the final draft of the research project and the audio backup were also stored for verification by the stakeholders.

3.8 ETHICAL CONSIDERATIONS

Ethics refers to principles or rules of behaviour that act to dictate what is actually acceptable or allowed (O’Leary, 2005). Nichol-Casebolt (2012) explains that ethics refer to principles or rules of behaviour which serve to prescribe what is acceptable or allowed within a particular profession. Ethical considerations, issues, concerns and questions apply to each stage and aspect of research process, regardless of the methodologies adopted and the specific methods used (Wellington et al., 2005). In addition, ethical considerations protect the fundamental rights of participants, including that of respect for privacy, whilst maintaining the highest level of confidentiality (Wiid & Diggines, 2009). Bless et al. (2013), when talking about the respect for participants’ rights and dignity say that no research project should in any way violate participants’ legal and human rights when participants are recruited. An important part of protecting people’s dignity is to understand and respect their culture. The ethical considerations respected and adhered to in this study were voluntary participation, risk of harm and anonymity and confidentiality as well as informed consent.

3.8.1 Voluntary Participation

In the 1980s, qualitative researchers Cowles (1988) and Munhall (1988 in Knapik,2006) established the sensitivity of the influence of research interviews on participants and the identification of the possible susceptibility of individuals participating in such projects. This necessitated the inclusion of an ethics of care (Knapik, 2006). Voluntary participation is universally accepted as a precondition for scientific research involving human beings (Marshall,

Adebamowo, Adeyemo, Ogundiran, Vekich, Strenski, Rotimi, 2006). This means that prospective research participants must be fully informed about the procedures and risks involved in the research and must give their full consent to participate. Thus, the principle of voluntary participation requires that individuals should not be coerced into participating in a research.

Babbie (2004) explained that as research process denotes interference into individuals' lives, so it is important that researchers be mindful that the participants might feel some kind of pressure to participate in a study. Therefore, having this understanding in mind, the researcher in the study explained ethical issues that guided her study clearly and concisely to the potential participants before the commencement of the interview without any iota of coercing. Then the researcher allowed each of the participants to make personal decisions whether to participate or not to. The individuals who indicated interest read the informed consent form and confirmed the understanding of the content. Then they were requested to fill and sign the consent forms.

3.8.2 Risk of Harm

Another significant and fundamental issue confronting the researcher in the field is the treatment of the research participants (Johnson & Christensen, 2008). Ethical standards also require researchers not to expose the participants to any situation where they might be at risk of harm as a result of their participation. The harm can be described as physical and psychological (Trochim, 2006).

Data collection process in qualitative research is an on-going and evolving process, with the likelihood of proximity and friendliness between the participant and the researcher. Therefore, care should be taken not to harm the participant, in any way as a result of flexibility or undue advantage (Bryman, 2008). Likewise, Bless (2013) stated that non- maleficence should be the most basic principle of research with participants.

3.8.3 Anonymity and confidentiality

Confidentiality is a vitally important consideration for any type of qualitative research, and researchers are urged to take all possible reasonable measures to ensure that the privacy of

participants is respected (Fraenkel, 1990). The concerns most commonly associated with privacy include personal details such as age, financial status, religion, family, income and so on. While conducting the in-depth interviews and focus group discussions in order to gather the data, the anonymity of the participants was maintained and guaranteed. Anonymity is the ethical requirement that participants should remain nameless and their identities should be protected from disclosure and remain unknown, while confidentiality is the ethical protection provided to those who are being studied, by maintaining the confidentiality of research data and keeping them secret from the public (Nueman, 2014). In order to protect the privacy of participants, the study ensured that complete anonymity and confidentiality were maintained at all times (Byrne, 2001).

Anonymity was maintained by ensuring that the identities of the participants were not linked to the actual data or the responses which were given by the various participants. Confidentiality was also maintained through the careful management of the data to prevent the identities of the participants from being linked to their responses to the questions or the issues which were raised during the study. For this reason, the names of the participants were not taken and nor there were any identifying numbers linked to their responses. The nature of the degree of confidentiality which would be maintained during the conducting of the study was clearly explained to all of the participants and they were assured that no-one would have access to the results, other than the researcher's supervisor, who knows their names only as participants in the study.

3.8.4 Informed consent

Informed consent is one of the important principles and practices of ethical research. It means agreement by an individual to participate in a study after being informed of the facts which would be likely to influence their decisions. Neuman (2014) defines informed consent as a statement, usually written, which explains the key aspects of a study to participants and asks for their voluntary agreement to participate, before the study begins. Neuman went further to highlight what the informed consent statement should contain:

- Summary of the purpose and procedure of the research, including the expected duration of the study.
- Statement of any risk or discomfort associated with participation.
- Guarantee of anonymity and the confidentiality of records.

- Statement that participation is completely voluntary and can be terminated at any time, without incurring any penalty.
- Offer to provide a summary of the findings.

Neuman (2014) went further to explain that informed consent protects and respects the autonomy of participants and places some of the responsibility on them during the period of conducting the research. In accordance with Neuman's (2014) suggestion, the researcher made clear and concise explanations of the following ethical issues to all the participants before the commencement of their participation:

- The background and the purpose of the study
- The role and consent of the participant in the study (Appendix 4).
- The participants' right to free and voluntary participation and their right to withdraw at any stage during the course of the study and awareness of their right to refuse to participate
- Informed the participants of any issue which could affect them during and after the study, as their right to know the nature of the research, the risks and benefits associated with their participation (Bless et al., 2007).
- The awareness of the potential use of the data and assurance of anonymity and confidentiality.
- Assurance of willingness to answer their questions honestly and to explain any ambiguity.
- The participants to read with full understanding before filling and signing the informed consent form (Bless et al., 2007).

3.9 CHAPTER THREE SUMMARY

This chapter covered the research paradigm, the research design, the research population, the research sample and sampling procedures. The research instruments and the procedures for collecting and analysing data have also been discussed in detail, as were the adoption of an interpretive paradigm, a qualitative approach and a case study research design. These features of the overall strategy adopted for the study enabled the researcher to interact closely with the participants, in order to obtain direct and authentic information concerning their experiences. Data was solicited using interviews to enable the researcher to develop a comprehensive and profound understanding of the incidence of passion killing and its implications on the academic wellbeing of university students. The ethical considerations which were respected have also been detailed.

The research participants were purposefully selected using snowball sampling technique. Willing individuals who have witnessed passion killing were recruited to participate in the study. The trustworthiness of the findings was ensured through the collecting of verbatim statements, which served to authenticate the data obtained. The following chapter will be devoted to a presentation and analysis of the data.



CHAPTER 4

PRESENTATION AND ANALYSIS OF THE DATA

4 INTRODUCTION

The previous chapter dealt with research methodology, validity and ethical considerations in the study. In that chapter, it was stated that the researcher will use transcription, coding, and theming to analyse data collected from students in the selected tertiary institutions (Bless et al., 2014). This chapter presents the data that emerged from the semi structured interviews that were conducted for this study.

The main aim of this chapter is to use the data collected through in-depth interviews and present it in a manner which will align with the research questions posed by the study. The style adopted for the presentation aims to capture connections between the research questions and the themes which emerged from the summarised data in order to present the significant responses and insights obtained from the analysis of the data. The study specifically attempted to answer the research sub-questions, which are:

- How do the university students in Namibia and Botswana describe the incidence of ‘passion killings’ in both countries?
- How do the students in Namibia and Botswana perceive the influence of gender on ‘passion killings’ in both countries?
- What are the influences of ‘passion killings’ according to the university students on their academic wellbeing in Botswana and Namibia?
- How do the students perceive the role of their institutions in curbing the menace of ‘passion killings’ in both countries?

The data obtained is presented according to biographical data, major themes and sub-themes. The major themes include:

- (i) prevalence and rate of passion killings in Namibia and Botswana.
- (ii) influence of gender on passion killing.
- (iii) implications of passion killing on the academic life of students.

(iv) roles of the university in curbing the pandemic of passion killing.

On the basis of the information obtained from the analysis of the data, measures which could mitigate the influences of passion killings on the academic wellbeing of university students will be suggested. The biographical data obtained from the participants are presented below.

4.1 BIOGRAPHICAL DATA

According to Seale, Gobo, Gubrium and Silverman (2004), researchers must first investigate the factors that influence the participants who supply the data in terms of socio-economic backgrounds, specific social contexts and the likes in order to understand and explain social meanings. The researcher used different characteristics in form of biographical data to assess the participants' maturity, competency, status and genders. As was explained in Chapter 3, the participants were allocated codes from PAT 1N to PAT 3B. For example, PAT 1N stands for participant number 1 from Namibia, while PAT 2B stands for participant number 2 from Botswana.

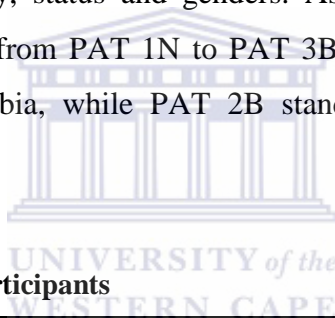


Table 4.1: Characteristics of the Participants

Participants Codes	Gender	Age	Department	Programme	Year of Study
PAT 1N	Male	27	Transport & Logistics	Management Sciences	4
PAT 2N	Male	29	Transport & Logistics	Management Sciences	4
PAT 3N	Female	27	Transport & Logistics	Management Sciences	4
PAT 4B	Male	24	General Nursing	Health Sciences	3
PAT 5B	Male	26	Pharmacy Technology	Health Sciences	2
PAT 6B	Female	25	Library & Information	Humanities	3

The demographic characteristics of each of the tertiary students who participated in the in-depth interviews conducted in Botswana and Namibia were recorded. Of the six participants, two were

females and four were males; they consist of two males and one female from Namibia and two males and one female from Botswana. The number and gender of the participants in this study were determined by the available number of students considering the sensitivity of the phenomenon under study as was highlighted in chapter 3. They were drawn from three different institutions in the countries where the data was collected for this study. Their ages range from 24 to 29 years, three of them were in the honours level, two in the third level and one in the second level. The themes which emerged during the process of data analysis for this study are presented in sections below.

4.2 DESCRIPTION OF THE INCIDENCE OF PASSION KILLINGS IN NAMIBIA AND BOTSWANA

Various themes emerged during the interviews which were held with the undergraduate students in Botswana and Namibia. The themes presented below emerged from the responses regarding the rates and incidence of passion killing in the two countries. The themes generated a number of sub-themes, which included rate of passion killing, passion killing among young people, passion killing among unmarried partners, passion killing among married couples, breaking-up of relationship, different weapons used for passion killing and murder/suicide. The themes and the sub-themes under this section are presented in Table 4.2 below and will be covered in the sections which follow.

Table 4.2: Theme and sub-themes regarding the description of the incidence of passion killings in Namibia and Botswana by the students

Themes	Sub – Themes	Issues Raised
Prevalence and rate of passion killings in Namibia and Botswana	<ul style="list-style-type: none"> • High rate of passion killing in both countries • Passion killing among young people • Passion killing among unmarried partners 	<ul style="list-style-type: none"> • The rates of passion killing differ in both countries. In Namibia it was described as a daily phenomenon. In Botswana it has reduced in recent time. • The youths are not prepared enough mentally to handle the relationship issues. • Cohabiting among unmarried partners, material dependence, poor coping mechanisms and failure to handle

	<ul style="list-style-type: none"> • Passion killing among married couples • Breaking-up of relationship • Different weapons used for passion killing • Murder/Suicide (in other words a double murder) 	<p>rejection had caused the untimely death of many ladies</p> <ul style="list-style-type: none"> • The breakdown in the institution of the family, which provided a role model for socially acceptable behaviour, had led to children growing up lacking a stable support structure. This often resulted in people finding other, usually unhealthy ways to deal with their emotional problems. • Many people observed that this dastard act of passion killing happen when male partners are jilted by the female ‘lover’. • The commonly used weapons by the perpetrators are knife, panga, axe, pistol or strangulation, while a rifle, shoelace, stick and fire were also used in some instances. • Most perpetrators shoot or hand themselves after killing their partners
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4.2.1 Prevalence and rate of passion killings in Namibia and Botswana

The theme on the prevalence of passion killings brought to light four sub-themes relating to the different categories in which this kind of intimate partner homicide is burgeoning. These themes are prevalence and rate of passion killings in Namibia and Botswana, breaking-up of relationships, weapons used for passion killing and double murder; they are presented in the following subsections.

4.2.1.1 High rate of passion killing

High rate of passion killing in both countries was one of the sub-themes which emerged from the responses and description of the students regarding their perception of the prevalence and rate of occurrences of passion killings in Namibia and Botswana. Almost all of the students who participated in the research reported that there is a very high rate of the occurrence of this homicide, with no clear sign of remedy in view. In Namibia one of the participants, during the interview said:

“I would say that passion killing here in Namibia has become a daily phenomenon and the media carries the news about a person being killed because of passion almost every second day. I will say the rate is 30% or so at the moment” (PAT 1N).

The other students who participated in the interview in Namibia corroborated what the previous student had said with respect to the high rate of the incidence. One of them described it thus:

“It’s something that is happening at the rapid rate, it’s on the increase and it is mostly in the Northern part of Namibia and some in the central and its more within the youth. I think we can put it at the average of 60%” (PAT 2N).

One of the participants during the interview, lamented that incidence of passion killings is quite high in Namibia considering the population of the country. He went further to say that most of the death cases in Namibia are through passion killing when compared with normal or natural death. He said:

“Madam, check out our population. Do you know that people who die through passion killing are far more than people who die of different sicknesses in this country?” (PAT 1N).

Data gathered from the in-depth interviews with undergraduate student participants in Botswana on high rate of passion killing revealed that the rate of the incidents were very high especially between 2010 and 2013, but it seemed to reduce in 2014 and 2015, though it has not stopped, it only reduced. This assessment was echoed by another participant in these words:

“I think, to just tell the truth, the current time, we have few cases of passion killing compared to in the past because in the past it went to an alarming rate” (PAT 6B).

Another one said:

“So nowadays it’s better even though the cases are there, they are less compared to during back those years when maybe I was in senior school during 2010, 2011. During that time it was frightening I mean it was bad” (PAT 4B).

On the other hand, one participant stated that the rate of the occurrence has not changed much just that people do not report the incidents to the police, but they still appear in the news.

“Talking about the rate of passion killing here, I would say that it is still high a bit the only thing is that people no report the cases may because they feel it will not bring back the dead or something like that” (PAT 5B).

4.2.1.2 Passion killing among young people

Passion killing among young people emerged as a sub-theme under the main theme of prevalence and rate of passion killings in Namibia and Botswana. Almost all students, during the in-depth interview, mentioned the fact that this type of homicide is prominent among young people that are 35 years and younger. They also explained that the reason why most of these young people are involve in this kind of murder is that most of their 'love' relationships are based on materialism and not genuine love. These problems were explained by one of the students in these words:

“Yes! Of course, of course passion killing is prominent among young people. At the moment here in Namibia I have not heard of the elderly person that has commit passion killing mostly it just happen among the youth people that are 35 years and younger” (PAT 1N).

He continued:

“First and fore-most I think the reason is that most of the relationships are into material stuff they are not into love, they use fake love and concentrate on the materials that the other partners has” (PAT 1N).

In a similar vein, one student in Botswana validated the assertions by other participants with regards to materialism being central in the supposed love relationships among young people in Botswana and Namibia. The student said:

“Passion killing is common with the young people and if you follow the stories of these passion killings the most thing that always cause it is money, people are in relationship once problem come and the other person feel like he spend more he won't let go and he feel that he cannot allow her be with any man else” (PAT 4B).

One of the participants during the interview lamented that some of these young people who end their love lives through passion killing were due to inexperience and immaturity. The comment of the student is stated below:

“I believe the reason is that as young people, they are involved in relationships without really knowing what they are doing. They don't have a mature responsibility or just guidance or advice on what they are doing” (PAT 6B).

She went on to say:

“Being young, you know sometimes it’s not like its love, it might be infatuation, just being obsessed about someone and trusting people too much and when they offends you, you just wonder, what am I living for?” (PAT 6B).

4.2.1.3 Passion killing among unmarried partners

Another sub-theme in the domain of prevalence and rate of passion killings which emerged during the interviews was the problem of passion killing among unmarried partners especially those who are cohabiting. Cohabiting among unmarried partners according to some respondents is against African culture exposes the female partner to danger if there any squabbles in the relationship. They stressed the fact that in most cases, the families of these unmarried couples who are cohabiting may not be in support of the relationship. They also maintained that since most of these unions do not have backing from the relatives, there is bound to be poor coping mechanisms and failure to handle rejection which had caused the untimely death of many ladies. Below are some of the comments of the participants:

“This age group is the time when one is expected to move away from the parents’ home and to start life somewhere. Now when it is not working due to other reason the fear of how the community will see you, so sometimes you go to the extreme” (PAT 3N).

“As I said before, it is the people who are still struggling for their lives. They are trying to find ways of living and they tend to involve in many activities in trying to satisfy their desires for life. So this make (sic) them to turn, to involve in things like drinking alcohol” (PAT 4B).

“Again when people get into relationships, they seem to raise their expectations high and the guy seems to be providing for you, doing all those things for you, then you betray them, they will just think of all the money that they have spent on you” (PAT 6B).

4.2.1.4 Passion killing among married partners

Apart from passion killing among young people and unmarried partners, another challenge which emerged from the data concerned passion killing among married partners. Some of the participants maintained that though this gruesome killing is common with youths, there had been cases of married women who had lost their lives through passion killing. One of them said:

“I read in the news that the age range for the suspects in this shameful act is between 19 and 64 years while the victims range from 18 to 65 years, but the majority of cases involve very young adults. Recently, the news was all over the town that a man brutally killed his wife who was nine months pregnant” (PAT 3N).

This assessment was echoed by two other participants in these words:

“This act as I said is commonly practiced by young people, though married people also practice it, but it is not often, so far I think I have heard of only one case of the husband who killed his wife. The incident happened in my neighbourhood and that’s the only one that I ‘have ever heard” (PAT 6B).

“Currently one of a life threatening challenge in Namibia is passion killing amongst lovers, partners, fiancées and even married couples. It’s really a big challenge, it’s horrible” (PAT 3N).

4.2.2 Breaking-up a relationship

Another sub-theme which emerged from the data collected during the interviews regarding the incidence and degree of passion killing in both countries of study was the breaking up of relationships. During the in-depth interview, majority of the participants among other reasons emphasized that most of the ladies who were murdered through passion killing was because they decided to walk out of the relationship. They went further to explain that the men perhaps feeling jilted after spending on the lady will end up killing instead of allowing the lady to go to another man. One of the participants said:

“It is surprising and very sad that most of these passion killings are committed when the female partner chooses to end the relationship. And the boyfriend will say that he had wasted his time and money and therefore they would both die because

he can't live to see her with another man. The question I ask myself is whether people no longer have power to exercise their right of freedom?" (PAT 2N).

Another participant reiterated the claim in these words:

"Do you know that it's like women are now in bondage when they go into a love relationship. Love relationship is now 'living in bondage', it's like the boyfriend sees you as a property just because he sometimes gives you money, I mean that is no proper, something must be done by this government. Women are being slaughtered like animal I mean like chicken" (PAT 1N).

The story was not different in Botswana; one of the participants was very emotional. She lamented:

"My friend's head was smashed mercilessly with a hammer and she died because she told the boyfriend that it was a sinful to continue with him without their parents' consent and not getting married" (PAT 1B).

4.2.3 Different weapons used for passion killing

The different weapons used for passion killing also featured prominently in the responses by the students during the interviews regarding the prevalence and rate of passion killings in Namibia and Botswana. During the interview, weapons like knives, pangas, axes, pistols, rifles, shoelaces, sticks, stones and fire were mentioned by some of the participants. Most of the participants in the course of the interview also bemoaned the manner in which the passion killing victims were murdered. They explained some of the horrible ways such as strangling, stabbing, hacking, gunning down, beheading, axing and burning. One of them said:

"A painful case was about a 19-year-old student walking home with her elder sister and they were confronted by the girl's boyfriend who she dumped and both sisters were killed with stone and knife" (PAT 3N).

In a similar mood, one of the students with very sad emotion emphasized that:

"It is very sad to hear; how much more to see a fellow human being killed like an animal, I mean it pains in the heart and that is what we see in our newspapers here in Namibia. It really makes me cry...." (PAT 2N).

The remarks of the preceding participants were confirmed by that of another participant in Botswana, who said:

“Tota’ (i.e. truly), the way ladies are chopped and bartered with knives and axes in Botswana is really inhuman, I mean it is unacceptable. ‘Kana’ people are not allowed to carry guns any how in our country, which is good, so these mad love pretenders kill their girlfriends with knives and axes” (PAT 3B).

4.2.4 Murder/Suicide

All the participants in the sample confirmed that majority, if not all the perpetrators, of passion killings in Botswana and Namibia attempt to take their lives after killing their victims. According to the participants, most of them succeed in killing themselves either by shooting on the head, by hanging or poisoning themselves. They went on to explain that on very few occasions, the culprits survive the suicide attempt. One of the participants said:

“It is amazing that somebody will be so tough to think of killing somebody you said you love and have the boldness to also kill yourself. This is what all of them do, it is crazy, I mean it is madness, no value for life” (PAT 2N).

Another participant from Botswana said:

“Yes majority of the take their lives after they kill their partner, sometimes one tried to hang himself he did not succeed before he was rescued” (PAT 4B).

4.2.5 Summary of Data Analysis – Theme one

Almost all the students who were interviewed on the prevalence and rate of passion killing in the countries of study affirmed that the degree of the occurrence is really high. During the in-depth interview, the participants also stressed that the most prominent groups in which this type of violence against women is predominant included among young lovers, unmarried partners and some married couples. One of the challenges which was identified and acknowledged by the participants was that these dastardly acts of passion killing happen when male partners are jilted by the female lovers and that the way these women were murdered is unthinkable. They went on further to explain that the weapons which the perpetrators use to kill their victims are knives, pangas, axes, pistols or strangulation, while rifles, shoelaces, sticks and fire were also used in some instances. It was also pointed out by most of the student participants that in most cases, the perpetrators commit suicide after killing their partners.

4.3 DESCRIPTION OF THE INFLUENCE OF GENDER ON PASSION KILLINGS

The main theme for the second research question is the influence of gender on passion killing which seeks to identify the gender group which is mostly affected by this kind of violence in the countries of study. Four sub-themes emerged from the interviews which were held with the students. The theme and the sub-themes are presented in Table 4.3 below and will be analysed in the following subsections.

Table 4.3: Theme and sub-themes regarding students’ perception of the influence of gender on passion killing in both countries

Theme	Sub – Themes	Issues Raised
Influence of gender on passion killing	<ul style="list-style-type: none"> • Men are mainly the perpetrators • Women are sometimes committers too • Emotional management (egocentric) • Cultural bias (patriarchal and men being bread winners) 	<ul style="list-style-type: none"> • Although men and boys are occasionally victims of passion killings, women and girls in both countries are the ones who largely suffer the consequences • It is mostly male; they are the most perpetrators even though these days, women are emerging in it. • ‘If I can’t have you, no one can’ concept of love is selfish, foolish and deadly • Some women are financially dependent on men and the provider in return expects ‘pure love’ and respect. Once the relationship goes ‘sour’, it might sometimes lead to violence, injuries, murder or culpable homicide/suicide.

4.3.1 Men are mainly the perpetrators

The participants in Botswana and Namibia were asked how they perceive the influence of gender on passion killing in their countries and majority of them strongly affirmed that men are mainly the perpetrators. They suggested that this may be because some men act egoistically, they will not be faithful to their partners but would expect their partners to be faithful and when it does not turn

out the way they expected, they become furious. It was expressed by one of the students in these words:

“What I would say is that the women are the ones which are more vulnerable to this issue. The men are more involved in things like cheating but they don’t want to be cheated. If they find out that their girlfriend or their women are cheating on them, they become furious and kill” (PAT 4B).

This assessment was echoed by another participant in these words:

“Mostly I think it’s the men. Some female friends do complain that the boyfriend is cheating on them and they are not cheating on males. So you find that when the female counterpart discovers that the male counterpart is cheating on them and interrogate, that’s when now they become angry and they start to respond aggressively” (PAT 5B).

4.3.2 Women as Perpetrators

Consequently, with regards to the gender influence on passion killings, it was also observed during the in-depth interview that in very few cases, women murder their partners especially when they are exposed to violent situation. It was further explained that most times women became perpetrators of passion killings for defense. However a participant said

“Within this month, we have had two incidences of passion killings. Two days ago to be precise, a man killed, but few weeks back it was the girl who killed the man by poisoning him and she is still in the prison as we speak. We had few incidences where women killed; they have their own methods also. A woman will most likely use poison or a weapon but a weapon is very rare, it’s mostly poison” (PAT 3N).

A participant put her comment this way:

“I know that women also kill their partners, but according to me some of them are trying to defend themselves” (PAT 6B).

4.3.3 Emotional Management

Another sub-theme concerning the influence of gender in passion killing was emotional management. Most of the participants maintained that lack of management of emotion could be a fundamental problem with most of the perpetrators, resulting from jealousy, suspicion, low self-esteem and the likes. It was put in these words by a student:

“Let me say that men like their egos being pampered ... sometimes they just put things bottled up and they don’t say some things out and one day when it erupts and they kill” (PAT 3B).

Continuing he said:

“With ladies, it’s better because if they have a problem with their boyfriend or with just your partner, they can go and tell their girlfriends, this is what happens and so forth. In that way, you are relieving yourself of some stress” (PAT 3B).

Most of the students acknowledged that emotional management was an issue with regards to this intimate partner violence. Another student concurred to this in the following words:

“I think it’s a way of handling emotions; I think we ladies can handle our emotions better than men when we are facing such a situation. This is why it is mostly male the perpetrators who are because they bottle up their grievances, but we ladies will go to and tell our friends or relatives close to us” (PAT 2N).

4.3.4 Cultural Bias (Patriarchal and Men Being Bread Winners)

Apart from the men’s emotional management, "patriarchal ideology"⁹ was also prominent during the interview with the participants. They stated that culture plays part in places where women are expected to be absolutely submissive to their men with little freedom (authoritarian kind of culture). Thus they said that intimate partner violence tend to be worse in such places. Most of the students also emphasised that man feels a sense of entitlement because he provides for the woman. Therefore when he does not get that he feels betrayed and can turn violent. One of the participants had this to say:

⁹Patriarchal ideology can be described as male control of and power over women. It can further be explained as a situation where the prevailing idea in the society stresses the desires of males to dominate that of the females in all areas of social life.

“According to me, I think that men feel that since they are culturally the providers for women and some women are financially dependent on men throughout their academic careers, the provider in return expects ‘maximum’ love and respect. So once the relationship goes out of hands and the lady wants to leave it might sometimes lead to violence, injuries, murder” (PAT 4N).

The remarks of the preceding participant were confirmed by those of another, who said:

“It is surprising to me that it looks like the males in our country do not want our females to exercise their right to choose who to love, when to love, how to love and when to stop loving. I am saying this because these killings happen mostly when the male feels jilted, yet we all know that these males also jilt their girlfriends” (PAT 5B).

4.3.5 Summary of Data Analysis – Theme Two

The influence of gender on passion killing (intimate partner violence) cannot be over emphasised for many reasons. The data collected from participants during the interview in the two countries under study explained that although men and boys are occasionally victims of passion killings, women and girls in both countries are the ones who largely suffer the consequences. From the responses of the students it became apparent that the concept of ‘If I can’t have you, no one can’ which is rooted in the patriarchal ideology is one of the major challenges of this type of violence.

4.4 DESCRIPTION OF THE INFLUENCES OF PASSION KILLINGS ON THE ACADEMIC WELLBEING OF CAMPUS STUDENTS

It is obvious that passion killing may have influence on the students in tertiary institution which may impact on their academic wellbeing that will inevitably make them encounter a range of problems, obstacles, difficulties or challenges. This makes it necessary to investigate the implications of passion killing, in order to assess its consequences on the academic life of the students. The qualitative nature of this research study made it equally necessary to investigate this range of consequences and challenges from the perspectives of the participants, who were asked to share their perceptions of the influence of passion killing with regard to their academic wellbeing. Their responses confirmed that there are definite problems and challenge due to the

high rate of the incidence of PK from which two themes emerged. The themes and sub-themes are presented and analysed in the following subsections.

Table 4.4: Theme and sub-themes concerning the influences of passion killings according to the university students on their academic wellbeing Botswana and Namibia

Themes	Sub – Theme	Issues Raised
<p>Implications of passion killing on the academic life of students</p>	<ul style="list-style-type: none"> • Social shock. • Psychological disturbance. • Poor academic performance. • Poor rate of class attendance 	<ul style="list-style-type: none"> • Passion killing affects students’ social environment negatively on campus. • It causes fear, trauma, and feeling of insecurity. • Instability in their emotions affects learning and concentration. • Low rate of class attendance.
<p>Manifestation of passion killing on campus climate</p>	<ul style="list-style-type: none"> • Dropping out of school. • Passion killing and campus climate. 	<ul style="list-style-type: none"> • The consequences are more devastating for those closely related. • Disrupts the school programme and may lead to demonstration if not well handled.

4.4.1 Social shock

The data collected from the interview revealed that social shock posed one of the serious problems that affect the students’ wellbeing as a result of the influence of PK. They explained that passion killing affects students’ social environment negatively on campus. The female participants concurred that it affects their concentration and interpersonal interaction with the male counterparts in class. The following are the words of two of participants:

“Obviously it affects students negatively; let me give an example, back in 2013 at our very own campus a fellow student was killed, in this form of passion killing. She was strangled to death by a boyfriend and most students on campus were left in shock and it affected them in a very negative way, we were told that some female students refused to return back to that campus” (PAT IN).

“On the side of the friends or students losing someone close to you can never be easy, and it takes a long time to come over it. Like people usually say that time

heals everything but it can take a long time. Even just the way you perceive life afterwards, I've seen situations where you lost a dear one and all of a sudden you start behaving in a different way because they now start to see life in a way that they have never imagined that life would turn out. They would start behaving in a way, like drinking or just start to do drugs thinking that life is too short so I better enjoy my life now while I still can” (PAT 4B).

These participants maintained that the social effect of this type of murder on the students in the campuses is so devastating that it leaves many especially ladies so disconnected and disorganised that some become confused about their relationships and disenchanted about life generally.

In her own opinion, another participant lamented and said:

“Passion killing negatively affects every social level or group and sadly not only us in the campus like families, children, communities and the nation at large. It can cause social withdrawal, stigmatization of the community or the nation, may affect social life and tourism” (PAT 5B).

4.4.2 Psychological Disturbance

Psychological disturbance was also raised as a concern by the students who were interviewed. Most of them reported that not only does PK cause people to suffer social shock, it make people begin to live in fear because of feeling of insecurity of life, fear of discontinuing a relationships even when one is constantly abused, and these can give rise to unhappiness and depression. Some of the participants said:

“When you talk about psychological effects, you talk about the students, you talk about the friends to the victims; they are going to be stressed. This type of stress can lead to bad academic performance, and then this is going to have a negative impact in their learning, in the progress of their learning” (PAT 2N).

“Also, this is going to make them to have that fear, trauma, and they will tend to feel insecure that anytime, such things may happen to them and they will tend to live in fear because of their lives” (PAT 2N).

“In 2012, a student was strangled by her boyfriend in her room on campus. The roommate was so traumatized; she failed one of compulsory modules and lost her sponsorship that was the end of her in school” (PAT 3N).

4.4.3 Poor Academic Performance

The data also exposed that Sudden and traumatic death of relative or friend can affect emotion which in turn can affect school performance due to lack of concentration and focus or even loss of drive to move on. Some of the participants, particularly those from Namibia explained that this intimate partner violence can cause multiple problems in the lives of students in the university. Below are the comments of two of the interviewees:

“Yes it does affect students academically because in class usually there is that cohesiveness, especially people are so close to each other such that when that particular case happens, it will affect our minds, the way we think, our concentration” (PAT 1N).

“Let me say that this passion killing affect students not only academically but also socially. It causes emotional shock as well as psychological disturbances; all these lead to poor performance” (PAT 6B).

4.4.4 Poor rate of class attendance

Poor rate of class attendance is also a source of great concern, which was expressed by almost all the participants. They believed that emotional trauma and fear, there might be loss of interest in school work, which might affect class attendance. The participants maintained that the feeling of depression and constant fear has an impact on class attendance and interest in school generally. This is what one of the students said during the interview:

“The time a woman was murdered here on campus, of course our students could not go to class that morning, and I took that advantage to loaf around which is disruption in terms of the smooth running of the programmes, in terms of work to be done, in terms of the students focusing on their studies, in fact loss of concern in school work” (PAT 3N).

Then other participants concurred by saying:

“Yes it affects students academically because the fact is that it is physiological, even emotional, ... yah because when it happens in the campus, in the hostel it will bring fear and affect the rate of class attendance because people were scared of coming to school thinking that something like that may also happen to them” (PAT 4B).

“It does affect students academically, the consequences are more devastating for those closely related, if you got a brother, sister or friend, it may even be a course mate who is involved, it can lead to dropping out of school. Sometimes even people just drop out to go and bury a relative and its exam time and there will not be enough time for them to prepare for the examination, it may be from the grave yard to the examination centre” (PAT 3N).

4.4.5 Passion Killing and Campus Climate

Another chief concern which was raised concerning the influences of passion killings according to the university students on their academic wellbeing in Botswana and Namibia was the effect of passion killing and campus climate. From the participants' reports, it would be stating the obvious, to an almost absurd degree, to say that the effect of passion killing transforms the climate on campus into a cemetery. The students reported that any time the news of passion killing spreads, either on campus or off campus, it spreads like wild fire. According to their report, “It becomes the talk of the campus; all other activities will seem to be “short down”. Their description was that the whole ambiance on campus will feel like everyone was mourning. The following were the participants' comments:

“It affects the students as well as the activity on the campus, I think it was two to three years back passion killing took place on campus in the female hostel, where the boyfriend entered through the window and tied the girlfriend with the tie and she suffocated and died. That brought huge fear and students won't be free to roam around campus and to engage in any activities on the campus. It was quite like graveyard” (PAT 2N).

“When these killings happen, the discussions in the campus move away from the books to that incident, and sometimes students would want to demonstrate which in turn will affect the economy. Also student will blame the institution that they are not safe and this affects the reputation and ranking of the university, globally” (PAT 3N).

“These things cause things like trauma among the students and even it is still embarrassing to the eye of the students in the campus, because it shows that the school does not have good policy that will make these students to comply with the regulations of the campus which will show the bad image for the management. It tarnishes the image of the campus also, that the management does not have rules to try by all means to control the way they do their things, the way they act within the campus” (PAT 5B).

4.4.6 Summary of Data Analysis – Theme Three

The findings of this research question pertaining to the effects of passion killings on the academic wellbeing of tertiary students generated two main themes, namely implications of passion killing on the academic life of students and the manifestation of passion killing on campus climate. Implications of passion killing on the academic life of students in turn, generated four sub-themes which were social shock, psychological disturbance, poor academic performance and poor rate of class attendance. The findings show that passion killing affects students’ social environment on campus negatively, it causes fear, trauma as well as feeling of insecurity and instability in their emotions which affects learning and concentration. The consequences are more devastating for those close relatives and friends. It was also found that it affects the ambiance of the campus and disrupts the school programme which may lead to demonstration according to the students if not well handled.

The second theme concerned challenge in terms of the influence of passion killing on the campus climate which emerged from the interview with the students in response to the implications of passion killings on the academic life of the students. It was learned that the campus climate becomes cloudy and gloomy which might affect both the students and the lecturers. Most

participants maintained that it blows the wind of mixed feelings, and because of the sensitivity of the issue, it can cause a general public outrage in the school.

4.5 DESCRIPTION OF STUDENTS’ PERCEPTION OF THE ROLE OF THE UNIVERSITY IN CURBING THE MENACE OF PASSION KILLINGS

The role of the University in curbing the pandemic of passion killing was one of the major themes that emerged during the interviews which were held with the undergraduate students in Botswana and Namibia. The theme generated a number of sub-themes, which included awareness campaign, counseling department, security on campus, selling and consumption of alcohol on campus and recreational centres or activities. The theme and the sub-themes are presented in Table 4.4 below and will be covered in the sections which follow.

Table 4.5: Theme and sub-themes concerning students’ perception of the role of their institutions in curbing the menace of passion killings in both countries

Theme	Sub – Themes	Issues Raised
Roles of the University in alleviating the pandemic of passion killing	<ul style="list-style-type: none"> • Awareness campaign • Counseling Department • Security on campus • Selling and consumption of alcohol on campus • Recreational centers and activities 	<ul style="list-style-type: none"> • Very minimal impact if any at all, it is not noticeable • Their services are not comparable to the demands. The number of people who need their services outweighs the personnel. • Increase the security within the campus to reduce the amount of instabilities. • Implement policies that prohibit the selling and consumption of alcohol on the campus. • The management can introduce more activities that will engage the students in order to ease boredom.

4.5.1 Awareness Campaign

Awareness campaign is one of the sub-themes which emerged during the interviews. A complaint voice by a significant number of the students observed that there was need for public awareness about passion killing by the university management, but they are doing little or nothing about that. They explained that by inviting resource persons like psychologist, social workers, in fact medical

and paramedical personnel to educate the student on the possible causes and effects of passion killing can assist them to have better mind-set regarding the phenomenon. Thus one of the participants said:

“The management has to educate the student about passion killing in order to change their mind-set, for example, the causes and effects of passion killing on the individuals (the perpetrator and the victim) the society and the nation. This can be done by inviting resource persons like psychologist, social workers, in fact medical and paramedical personnel to come and talk to them about this passion killing” (PAT 6B).

The general view of most of the students who participated in the study regarding this sub-theme was that their university management was not doing much to help in curbing the pandemic of passion killing. This is how one of the participants presented it:

“They are doing minimal, very minimal, the impact is not that much, you don’t hear them, you don’t see posters around. Sometimes, there will be a conference just because there was a day to be commemorated, by default you hear something, but there are no programmes to that effect. Although we have SRC bodies, they concentrate more on other issues like MR. and MRS. Poly Tech, instead of gender based issues which are very critical in the nation as we speak” (PAT 3N).

4.5.2 Counselling Department

Another sub-theme that emerged when the students were responding to the role of the university in curbing the pandemic of passion killing was the existence of counselling department in the institutions to assist students in need through advices. Data gathered from the interviews revealed that the department was not meeting the demands of the students because the counsellors according to some participants are few when compared with the number of the students. A participant in the interview said:

“As a university there are normally different departments that work towards a common goal especially in the area of care giving, that is building a student that is whole, emotionally, physically and academically. We have the counselling department but in the time being I don’t think they are really doing enough. The

number of people who need counselling are too large compared to the counsellors. They should make their services more visible and accessible” (PAT 1B).

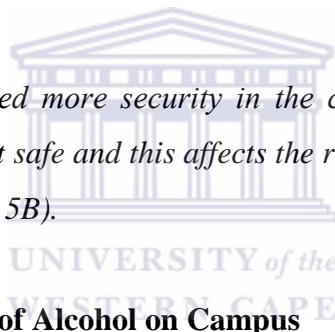
4.5.3 Security on Campus

Also security on campus featured conspicuously during the in-depth interview. Some of the participants suggested that this problem of passion killing on campus may be owing to the fact that there was laxity in security outfit operating in the campus. This assessment was echoed by a participant during the interview in these words:

“I can say that the management does not have rules that will try by all means to control the way things are done to ensure our security, the way students act within the campus sometimes is dangerous. We need more security in our school” (PAT 5B).

He went on to say:

“According to me, we need more security in the campus. Students blame the institution that they are not safe and this affects the reputation and ranking of the university, globally” (PAT 5B).



4.5.4 Selling and Consumption of Alcohol on Campus

The general view of most of the students who participated in the interview regarding this sub-theme was that the sale of alcohol and alcohol beverages on campus contributes a lot to indecent behaviours that can plausibly lead to killing and therefore should be discouraged or even outlawed. Almost all the participants strongly emphasised that the selling and consumption of alcohol on campus must be banded and huge consequences should be given to those that go against the rule. The remarks were confirmed by one of them who said:

“The management can increase the sanity within the campus and reduce the amount of instabilities. For example, implement policies that prohibit the selling and consumption of alcohol on the campus, because these are the main cause of this passion killing among the young people” (PAT 2B).

4.5.5 Recreational Centers and Activities

Another challenge which emerged from the data concerned lack of sufficient recreational activities and centers. All the students who were interviewed strongly emphasised that when individuals are not gainfully occupied, boredom can lead them to do things that can be unthinkable; “an idle mind they say is the devil’s workshop”. They suggested that the introduction of different indoors and outdoors games as well as intellectual and philanthropic clubs can assist to occupy the students after their academic assignments. One of the said:

“The management can introduce some things that will prevent students from going out to seek relationships, things that can ease boredom. For example, games that are educative, that can relax their minds, indoors and outdoors games. They can also encourage the students to form clubs, like social or educative clubs, where they do things together, or religious clubs where they come and pray together, they encourage each other” (PAT 6B).

4.5.6 Summary of Data Analysis – Theme Four

The research question, which pertains to the student’s perception of the role of their institutions in curbing the menace of passion killings in their countries, generated one main theme, namely the roles of the university in alleviating the pandemic of passion killing. This in turn, generated five sub-themes which are awareness campaign, counselling department, security on campus, selling and consumption of alcohol on campus as well as recreational centers and activities. The findings show that universities’ response to public awareness to alleviate the prevalence of passion killing was very minimal according to the participants during the interview. However, the participants acknowledged the presence and care giving services of the counselling department, yet they reported their inability to meet the high demands of the number of students who need their services. The findings also reported some suggested measures which the participants felt could go a long way to alleviate the occurrences of passion killings if the university authorities adopt them. The suggested measures included increasing the security within the campus to reduce the amount of instabilities, implementing policies that prohibit the selling and consumption of alcohol on the campus and introducing more activities that will engage the students in order to ease boredom.

4.6 CHAPTER FOUR SUMMARY

The intention of this chapter was to present the data which was gathered through face-to-face interviews with regards to the exploration on the pervasiveness of passion killings and its consequences on the academic life of university students in Botswana and Namibia. Although most of this type of intimate partner violence occurs outside the university walls, the students confirmed that some of such cases had happened on campus in both countries. The rates of rife differ in both countries according to the findings. In Namibia it was described as a daily phenomenon by the participants and in Botswana they reported that it has reduced a bit in recent time though it is still on, and most incidents go unreported.

The findings showed that this kind of violence was common among the young people and different variables were highlighted as the reasons for such occurrences. Some of the reasons were, not being well prepared enough mentally to handle relationship issues and also breakdown in family institutions, which according to the respondents had led to children growing up without stable family support structure because of lack of role model for socially acceptable behaviour. Although men and boys are occasionally victims of passion killings, the reports revealed that women and girls in both countries are the ones who largely suffer the consequences. The participants explained that because many young women depend solely on men financially, the men then see them as their property, which in turn continued the participants breeds the selfish, foolish and deadly attitude of 'if I can't have you, no one else can'. The participants suggested that it was this attitude that drives most of the perpetrators to violence, injuries, murder or culpable homicide/suicide when the relationship goes sour.

The information gleaned from the data revealed that passion killings affect students' social environment on campus negatively, not only that, it causes fear and trauma, as well as feeling of insecurity and instability in their emotions; which consequently according to the participants affect learning and concentration. As the data also showed, the students experience other problems such as social shock, psychological disturbance, poor academic performance, low rate of class attendance and dropping out of school. The data concerning what the universities are doing to alleviate the pandemic of this passion killing indicated that nothing noticeable had been done. The finding showed that although the counselling department provides care-giving services, their

services are not comparable to the demands considering the number of the students. The report suggested measures that could help to curb problem of passion killing. This chapter has been devoted to a presentation and an analysis of the data. The next chapter will discuss the findings in the light of the current literature and the theoretical framework employed to conduct the study.



CHAPTER 5

DISCUSSION OF THE FINDINGS

5 INTRODUCTION

In chapter four, the researcher presented the analysis of the data which was collected during the semi structured interviews that were conducted for this study. The data was presented in form of themes and sub-themes. This chapter focused on the discussion of the findings with respect to the main themes which emerged during the in-depth interviews. The discussion was informed by the current literature which is relevant to the various themes. The findings were also presented with respect to the theoretical frameworks which underpinned the study, namely, attachment theory and eco-systemic theory.

5.1 INCIDENCE OF PASSION KILLINGS IN NAMIBIA AND BOTSWANA

The findings regarding the incidence and rate of passion killing showed that this kind of intimate partner homicide is still burgeoning in both countries. These findings have been grouped as high rate of passion killing in countries, passion killing among young people (both married and unmarried couples), breaking-up of relationship, different weapons used for passion killing and murder/suicide syndrome. With regards to the rate of the incidence in Namibia, Whittaker (2012) described passion killings as a contemptible form of killing and he believed that it is undoubtedly an extreme version of violence against women. In comparing the rate of the incidence in Namibia and Botswana, Whittaker (2012) noted that the people of Botswana had been struggling with this very same phenomenon for several years without a solution yet. According to Nunuhe (2014), Iiyambo (2012) and Letlhogile (2006), it is lamentable that the citizens of Namibia and Botswana, who were known as peaceful and tolerant people are now outraged, shocked and incensed at the increasing number of this love-related murders.

5.1.1 High Rate of Passion Killing

It was revealed by the participants that the incidence and rate of passion killing is high in both countries without any sign of concrete solution yet in view. The students who participated in the

study in Namibia explained that passion killing has become a daily phenomenon and the media carries the news about a person being killed as a result of passion almost every other day. According to Heita (2014) the alarming increase in the violence against women in Namibia has aggravated a pandemonium and fear among people, particularly among women and children who have become the victims of these senseless passion killings. Situations like these would most likely create fear, anxiety and lack of concentration in the female students within and out the campus environment. Lister (2014) observed that violence against women and children in Namibia was reaching critical proportions, and she stated that the shocking headlines spelling out the latest horrific attacks were an almost weekly occurrence. She also lamented that even as the nation was at that time preparing to go for elections, there were no obvious solutions and no clear and effective ways of stemming the tide of rape incidence and passion killings. These reports corroborated those of the Namibian Police (Nampol) which revealed a shocking statistics of 36 women who have died at the hands of their lovers between January 2013 and end of February 2014, in what could be regarded as “passion killings”. Of the 36 cases, 25 of the femicide cases were recorded in 2013 while 12 cases were reported in the first two months of 2014 (Nunuhe, 2014). Nunuhe (2014) also referred to cases in which seven women were beheaded over the period.

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The students who participated in this study suggested that the recurring cases of passion killing frequently reported in the media could be instilling in the perpetrators the wrong notion that the act is very common and easy way to impose their authority and power over their partner, if they did not want to end a relationship. And then the phenomenon becomes widespread. This may be the reason why this social phenomenon seemed like an epidemiologic occurrences at certain periods. From the foregoing, the researcher thus opined that the various activities in the surrounding environment must have affected the perpetrators and the victims in one way or another. This was in agreement with Bronfrenbrenner’s ecological system theory; that the behavior of an individual was affected by the interactions of different echelons of his or her surrounding environment.

Similarly, Mooketsi (2012) reported that close to 700 young women were murdered, some brutally, by their partners or lovers within ten years (2003 – 2012) in Botswana through this passion killing. The findings from the students who participated in the study in Botswana revealed that the rate of

passion killing was very high between 2005 and 2013; nevertheless, they observed that it seemed reduced in 2014 and 2015 possibly because the cases were no longer reported as they used to in the past years. The unreported cases of these killings denote social silence which has largely influenced the prevalence and the continuity of these killings. This is because, there is often no social interventions implemented to correct the ill psyche of the community members particularly the perpetrators as all happen behind closed doors and are pushed under the carpet. However it is clear that this remains a public issue of concern.

In accord with these findings, Jankey (2013) in a study on “Children, the forgotten victims of passion killings in Media reporting in Botswana between 2009 and 2013” stated that most media reports indicate that intimate femicide, has become an issue of public concern in Botswana. Dikoba (2013) also attested to the high incidences of passion killings in Botswana. In her observation, Seabelo (2015) affirmed that Botswana is one of the countries in Africa rated with the highest numbers of passion killings and in lamentation she stated that this beloved country which was known for peace and harmony now has a big dark stain on it (the evil of PK).

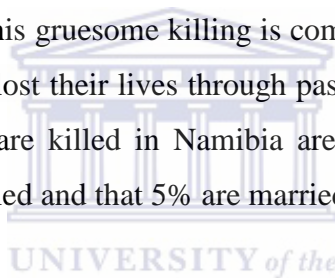
5.1.2 Passion Killing among Young People

Most of the participants, in the two locations of the study, pointed out that this type of homicide is prominent among young people that are 35 years of age and younger. This assertion is in consonance with Nampol statistics which showed that most of the suspects of PK were in their twenties when they committed the violent acts, and the victims were also in their twenties (Nunuhe, 2014). Moreover, Sevenzo (2016) and Nunuhe (2014) stated that the suspects range in age from 19 to 64; while that of the victims is from 18 to 65 but the majority of cases involve very young adults, he affirmed. The participants further emphasised that some of these young people who end their love lives through passion killing did so due to inexperience and immaturity.

It was also found from the responses of the participants in both countries during the interview sessions that one of the reasons why most of these young people are involved in this kind of murder were because most of the ‘love’ relationships within this age group are based on materialism and not genuine love. This was confirmed by Kupololo (2012) who noted that society is faced with men who have a deep quest to impress and conquer the world, for popularity’s sake as well as

women who are deeply rooted and blinded by materialistic acquisition. Therefore some of the supposed love relationships may not really be for love, but to find fortune. In her opinion therefore, Kupololo (2012) believe that men lure women with lies, while women try by all means to be the most perfect cunning and luring machines and such combination may likely end in catastrophe.

Another finding that emerged in this study under high rate of incidence of passion killing was the increase of this practice among the unmarried couples who are cohabiting (PAT 3N). This finding corroborated with the existing literature. In Frayssinet's (2015) report which stated that 21 adolescent girls are victims of femicides on the average every year in Argentina, it was described as a growing phenomenon linked to domestic violence on the part of current or ex-boyfriends and husbands. The report further stated that between 2008 and 2014, there had been gradual rising in the number of this type of killing among the young unmarried couples. The data collected in this study also revealed that although this gruesome killing is common among youths, there had been cases of married women who had lost their lives through passion killing. Nampol statistics have shown that 95% of women who are killed in Namibia are involved in intimate relationships (boyfriend and girlfriend) not married and that 5% are married women (Mouton, 2013).



The societal conceptions may largely influence these killings as they are often shared by the people easily. The societies in both countries hold a belief that financial power is perceived as the greatest power. Hence many men who are often the perpetrators gather the masculine strength from the depth of their pockets (money) and tend to use such power to possess and dominate any other woman. Furthermore, the belief that a woman's beauty is defined by her dedicated pursuit of keeping up with the latest fashion trends has resulted in many young women getting into relationships to get maintained rather than love. This may compromise the "will power" of a woman and increase her vulnerability and danger if she showed unwillingness to continue with the relationship; hence succumbing to violence which will eventually cost her life Legal Assistance Centre (2007).

5.1.3 Breaking-up a Relationship

It was again revealed by the participants from the data collected during the interviews regarding the incidence and degree of passion killing in both countries of study that breaking up of

relationships is one of the major causes of passion killings. Majority of the participants during the in-depth interview emphasized that most of the ladies who were murdered through passion killing were murdered because they decided to walk out of the relationship. Similarly, the findings from the students who participated in Botswana concurred with the reports of their counterparts in Namibia.

According to Dingake's (2006), Botswana men seem to be very strict with their women. He believed that the men deny the women the right of freedom to choose when to love, how to love and when to stop loving. Piet et al. (2009) affirm that most of the murders occur when the other party wants to walk out of a relationship. To confirm Piet et al.'s (2009) assertion, Dee (2012) remarked that although various issues lead to passion killing, the most common of them is the breaking-up of a relationship. According to Iiyambo (2012), the story is usually the same; when a boy/man and a girl/woman are in what seems to be a happy relationship (in love), and the girl later decides that it is not working for her anymore and breaks off the relationship, the boy/man not taking it kindly, proceeds to kill the girl and then kills himself (murder – suicide). Indeed the stories relating to these types of killings are stories of jilted lovers or unrequited love.

UNIVERSITY of the

The researcher reasoned based on the findings on attachment theory that an individual's attachment style could drive him to an extreme situation when the emotion is at risk. Ainsworth (1973) and Bowlby (1969) in McLeod (2009) explain that attachment is a lasting psychological and emotional bond that connects one person to another through time and space. Becker et al. (2015) further asserted that the attachment styles that were developed in childhood play a role in one's later life particularly in intimate relationships. These styles influence one's feelings of security, the personal meaning given to experiences, and the ability to develop and maintain intimacy with others. It is therefore imperative to note that these perpetrators may be feeling some sort of attachment to these women; hence they get excruciating discomfort when jilted. Attachment theory researchers have propounded that adults with ambivalent attachment style become very distraught when jilted.

5.1.4 Different Weapons Used for Passion Killing

Different weapons that are used in passion killings emerged from the findings with respect to the prevalence and rate of passion killings. The students who participated in the study explained that weapons like knives, pangas, axes, pistols, rifles, shoelaces and sticks are some of the instruments

the male partners use when they carry out this kind of murder. These findings corroborate Nunuhe's (2014) report which stated that the commonly used weapons by the perpetrators of passion killings are knife, shoelace, stick (club), sledgehammer, pangas, axes and pistols, while rifles and fire were also used in some instances.

The manner in which the victims of passion killing were murdered was seriously lamented by the participants. They said that some of the horrible ways are by strangling, stabbing, hacking, gunning down, beheading, axing and even burning.

“A painful case was about a 19-year-old student walking home with her elder sister and they were confronted by the girl's boyfriend who she dumped and both sisters were killed with stone and knife” (PAT N3).

“It is very sad to hear; how much more to see a fellow human killed like an animal, I mean it pains in the heart and that is what we see in our newspapers here in Namibia. It really makes me cry....” (PAT N2).

In line with this finding, a 33-year-old woman was allegedly stabbed nine times and had her throat slit in her flat at the Paulinum Pastoral College (Immanuel & Kangoonui, 2014). In another instance, the police gave report of a victim who was stabbed about eight times and there were signs that she may also have been raped (Hilukilwa, 2015). Meanwhile, a 22-year-old lady was supposedly strangulated and stabbed four times by her 26-year-old childhood sweetheart before hanging himself with the same rope he used to strangle the victim (Mokoka, 2015). According to Shaanika et al. (2014), strangling, stabbing, suffocating, hacking, gunning down, beheading and hanging were just some of the grisly, gruesome methods featured in the media to describe the way some of the women lost their lives as a result of passion killings.

5.1.5 Murder/Suicide

Another discovery that manifested conspicuously in this study was the practice by majority, if not all, of the perpetrators of passion killings in Botswana and Namibia – of the attempting to/or actually taking their own lives after killing their victims. The participants confirmed that most of them succeed in killing themselves either by shooting themselves on the head, by hanging or

poisoning themselves. They went on to explain that on very few occasions, the culprits survived the suicide attempt. Kunda (2007) described the term passion killing as suicide which follows the death of both parties who were said to be in a romantic relationship. In this manner one kills the other (mostly men) before he or she finally takes his or her life. Dozens of men committed suicide soon after they had murdered their partners.

The main characteristic of this dastardly phenomenon according to Whittaker (2012) was that in most cases, the perpetrators will kill themselves after killing their victims. Dingake (2013) also affirmed that suicide element was one of the things that characterized passion killings. Letlhakane Police Station Commander, murder and suicide cases are a cause of concern in Letlhakane because people have made it a habit to take the law into their hands by killing and then committing suicide afterwards. He went on and stated that in 2012, the police recorded three murder cases which all involved lovers, a sign that cases of passion killings have not subdued and further warned that people should learn to resolve their problems without resorting to violence (Mathambo, 2013). Shaanika et al., (2014) referred to a suicide note by a perpetrator as ‘chilling words’ contained in an SMS sent to a family member of his victim after killing her. ‘Go and bury your person, she provoked me for too long, now I am going to kill myself, and he killed himself also. Most of them succeed in killing themselves either by shooting on the head, by hanging or poisoning themselves.

The participants went on to explain that on very few occasions, the culprits survive the suicide attempt. For instance, a culprit in Namibia stabbed his girlfriend twice on the chest and the head for ending the ‘love’ relationship. The victim’s elder sister who was with her at the time of her attack also suffered multiple stab wounds. After killing the two sisters, the culprit went ahead to end his own life but the police caught him while he was drinking battery acid in his room. He had left behind a suicide note, but survived the attempt to kill himself (Kambowe, 2015; New Era, 2015). In another instance in Kenya, a 36 years old ex-military man who was in a relationship with a 22 year old got infuriated after his lover called off their relationship and he slew her as he tied her to the bed and stabbed her with a kitchen knife on the chest and neck and he used the same knife to kill himself. The police found him on the floor writhing in pain after he tried to commit suicide (Ndungu, 2016).

5.2 INFLUENCE OF GENDER ON PASSION KILLING

The study found four ways from the data collected in which students in the tertiary institution who participated in the study perceived the influence of gender on passion killing in Botswana and Namibia. They observed that men are mainly the perpetrators of this type of homicide even though women are sometimes committers too. Again they pointed out that men's emotional management can be egocentric. Furthermore, the issue of patriarchal system and men being bread winners in most cases also emerged. The unequal power dynamics in relationships between men and women is one of the influences of gender on passion killing. Women are often perceived as minors who need to be disciplined from time to time (Dingake, 2013).

5.2.1 Men are Mainly the Perpetrators

The findings of this study regarding the participants' perceptions of the influence of gender on passion killing in their countries, majority of them strongly affirmed that men were mainly the perpetrators. This was in consonance with Dingake (2006), Dikobe (2013) and Heita's (2014) observations that although men and boys are occasionally victims of passion killings, but women and girls in both countries were the ones who largely suffer the consequences of this type of gender-based violence. Letlhogile (2006) also concurred with the finding by stating that when men are told for instance that the relationship is over, they resort to violence because they think that their authority has been undermined. The participants suggested that this may be because some men act egoistically. They went further to say that the men are not faithful to their female partners but expect their partners to be faithful and when it does not turn out the way they expected, they become furious.

Gendered violence is rooted in the structural inequalities between men and women (Lombard, 2015). This avowal coincided with that of Jewkes (2002). Gender-based violence is fundamentally rooted in gender inequality. It is more common in communities where there is a cultural emphasis on gender hierarchy, where there is greater acceptability of the use of violence in interpersonal relations, and where men's dominance over and control of women is seen as legitimate (Jewkes, 2002). In Botswana and Namibia more than 50% of the women of all socio-economic classes,

racess, religions, and ethnic backgrounds have experienced some kind of gender based violence in their lives (Machisa & Dorp, 2012).

5.2.2 Women as Perpetrators

The data collected during interview sessions with the participants revealed that some women have also murdered their partners in few cases, especially when they were exposed to violent situations and attempted to defend themselves. It was further explained that most times women became perpetrators of passion killings for defense. According to Nampol record, although females are usually the victims, six women were charged with killing their male partners or spouses (Nunuhe, 2014).

Literature has shown that women also kill their spouses as a result of cheating on them. A 36 years old Zimbabwean woman, who had been unsuccessful in two suicide attempts, allegedly stabbed her husband who was 55 years to death with three kitchen knives following a dispute over a text message from a girlfriend (Herald, 2015). In another instance, Kenya News Agency (2016) reported that a 21 years old woman stabbed her 24 years old boyfriend to death over cheating claims. Also, Mung'ahu (2015) reported another case where another 21-year-old woman was accused of fatally stabbing her boyfriend 22 times after finding a love message on his phone; he later died in hospital.

Although women can be violent in relationships with men, and sometimes violence is also found in same-sex partner relationships, the overwhelming burden of partner violence is borne by women at the hands of men (Koss & Hoffman, 2000; Walker, 1999).

5.2.3 Emotional Management

Emotional management featured as one of the findings under the influence of gender in passion killing. The participants revealed that because people were not able to manage their emotion well, it could be a major problem with most of the perpetrators, resulting in anger, jealousy, suspicion, low self-esteem and the like. Men are not as emotionally articulate as women are, not because they want to be mean or stubborn and refuse to talk about their feelings. Rather it is just that they cannot

do that because the inner architecture of their brains does not work that way (Stains, 2006). As emotions most times determine behaviour, individuals may handle emotions differently. Particularly, female and male portray their emotions in very different ways. Men feel that they should be independent and show masculinity.

Furthermore, most of the students who were interviewed, acknowledged that emotional management was an issue with regards to this intimate partner violence. This finding concurred with Schreiber's (2016) opinion in her article on *'The Male Borderline: Surviving the Crash after your Crush'*. She observed that the emotions of crash after crush among males with borderline personality disorder (BPD) was as a result of a whole lot of unfinished business from their childhood into the relationship dynamics; which is also in agreement with attachment theory (Schreiber, 2016; Becker & Weidman, 2015).

Thus, the Executive Director at WAD appealed to men to accept rejection, saying that killing is not a solution to soothe their bruised egos (Mouton, 2013). Neuman (2013) believed that nowadays, a typical young person may likely have entered into four or five serious relationships before settling down; which meant that at one point you "dumped" or "ditched" somebody, and at another point, you might be the one "dumped" or "ditched". It was never a pleasant situation for either party. In fact some young people do not want to get into relationships because they might hurt the other person if that other person got too attached (Neuman, 2013).

It would therefore be advisable for the male partner who felt dumped to understand that it could be seen as the game in vogue, not to feel humiliated and then cut short the life of the lady and even commit suicide himself (passion killing). According to Neuman (2013) the male partner may even be the one to dump someone in the near future. However, Dee (2012), pointed out that the 'if I can't have you, no one can' concept of love is selfish, foolish and deadly; but unfortunately, young ladies confused it and saw it as more of a love message than a threat note which is what it actually was.

5.2.4 Cultural bias (patriarchal and men being bread winners)

"Patriarchal ideology" was also found to be very prominent during the interview with the participants in this study apart from the men's emotional management. Most participants maintained that culture plays a part in places where women are expected to be totally subservient to their male counterpart with little freedom (authoritarian kind of culture). Thus they said that intimate partner violence tends to be worse in such places. The UN Development Fund for Women (UNIFEM) 2003 affirmed that such inferior status makes women "undervalued, disrespected and prone to violence by their male counterparts. Gruzd, (2015) asserts that the problem does not seem to lie in political will to address VAW as seen; but more at the grassroots level, where the culture of impunity, of silence against violence, and the hegemony of male dominance in the social sphere continues to reign.

Most of the students also emphasized that a man feels a sense of entitlement because he provides for the woman. Therefore when he did not get that, he feels betrayed and can turn violent. Alao (2006) confirmed that passion killings are viewed as a sign of patriarchal crisis and are directed at females, where either a husband or boyfriend decides to kill the female partner. Phaladze et al. (2006) identified the important role of past Batswana cultural norms in understanding the current situation of women in Botswana. For example, under Batswana customary law, women were traditionally considered a minor and under their husband's sole guardianship. Though this law no longer stands, it has consequently continued to entrench women's subordination to men (Phaladze et al., (2006), and must be considered when investigating the prevalence of IPV.

According to Dikobe (2013) this is entrenched in some cultural practices and patterns of socialization. Many people use their culture, traditions or religion as a way to control their women. Maundeni (2002) in her discussion of the social stigma attached to women experiencing domestic violence, postulates that among other things, cultural factors not only play a key role in on-going IPV, but are also primary reasons why women stay in abusive relationships; that is, women are socialized to accept their inferior status in society and their subordination to men. This has implication on ecological system theory. In Setswana culture, as is similar in many southern Africa countries, the man pays *lobola* (bride price), when one gets married mainly in the form of cattle and/or money, to the woman's family and the concept of having 'purchased a wife' has been cited

as a reason by some men for the belief that they have the license to beat their wives. These beliefs are further reinforced in the lyrics of some wedding songs, such as the one which included words like, “mosadi wame ke mo rekile ka dikgomo”, loosely translated as, “my wife I have bought her with cattle” (Dikobe, 2013). Thus denoting that the man has an upper hand over the woman, hence it was easy to violate her.

5.3 IMPLICATIONS OF PASSION KILLING ON ACADEMIC LIFE OF STUDENTS

It was established from the data collected during in depth interviews with the students that passion killing has negative influence on the academic wellbeing of students in tertiary institutions in Botswana and Namibia. Social shock, psychological disturbance, poor academic performance, poor rate of class attendance, dropping out of school as well as tensed campus climate were some of the problems and challenges that emerged during the in-depth interviews as issues faced by students as a result of passion killing. In discussing the findings, these issues were categorized into four which are social shock, psychological disturbance, dropping out of school and manifestation of passion killing on campus climate.

5.3.1 Social Shock

As was noted earlier, it was found that one of the serious problems that affect the students’ wellbeing as a result of the influence of PK is social shock. According to the participants, this kind of homicide has negative impact on the students’ social milieu, especially the female participants who said that it influences their interpersonal relationship with the male counterparts in class. The Walter Sisulu University (WSU) campus was reeling with shock at the death of another student, a 28-year-old social science student who was allegedly stabbed to death by a fellow student on campus at KGB residence. He died in the arms of his best friend and roommate (Charter, 2014).

The finding of this study concerning the influence of PK on the academic wellbeing of the students in tertiary institutions upheld that the social effect of this type of murder on campuses leaves students particularly ladies so disconnected, disorganized and devastated that they become confused and disenchanted about their relationships.

5.3.2 Psychological Disturbance

Through the data collected from the participants in this study on the impact of passion killing on the academic wellbeing of campus students in the locations of the study, it was found that apart from social shock, it also causes psychological disturbances which according to the students manifests in poor academic performance, poor class attendance rate and dropping out of school eventually. According to the literature, children who witness violence may have short-term or long-term difficulties which can be psychological, emotional, cognitive problems as well as other developmental problems (Margolin et al., 2007; Jankey, 2013). Some examples of the psychological and emotional problems are social withdrawal, agitation, aggression, avoidance of reminders, behaviour problems, clinging to caregivers, distractibility, emotional numbing, emotional changes, flashbacks, general emotional distress, increased arousal, intense thoughts, insomnia, and irritability.

Studies Asling-Monemi et al. (2008); Campbell et al. (2008); Ahmed et al. (2006); Vos, Astbury, Piers, Magnus, Heenan, Stanley, Walker & Webster (2006) also stresses that cognitive problems can manifest in form of academic challenges like lower verbal and quantitative skills, and the tendency to solve problems through violence. Other possible longer-term developmental problems include depression, trauma-related symptoms, and low self-esteem; nightmares; numbing of feelings; obsessive behaviours, phobias, poor problem-solving skills, post-traumatic stress disorder; and revenge seeking.

Agreeing with the literature, this study found that sudden and traumatic death of a relative or a friend can affect emotions which in turn can affect school performance due to lack of concentration and focus or even loss of drive to move on. Some of the participants, particularly those from Namibia explained that this intimate partner violence can cause multiple problems in the lives of students in the university. Furthermore, poor rate of class attendance is also a source of great concern, which was expressed by almost all the participants. They believed that because of emotional trauma and fear, there might be loss of interest in school work, which might affect class attendance.

The participants maintained that the feeling of depression and constant fear has an impact on class attendance and interest in school generally. Most researchers are in agreement that children who witness domestic violence experience emotional trauma and may suffer serious lifelong consequences and may develop post-traumatic stress disorder (PTSD) (Nguyen et al., 2012). In support of this argument, Margolin et al. (2007) concurs that children who witness domestic violence are more likely to show clinical levels of anxiety and PTSD. If these children do not receive treatment, they may be at risk of truancy, substance abuse, dropping out of school and lifelong interpersonal difficulties (Nguyen et al., 2012).

5.3.3 Manifestation of Passion Killing on Campus Climate

The study found that the effect of passion killing on campus climate is sombre and grim. The participants reported that whenever there is PK, the whole ambiance on campus feels like everyone was mourning and all other activities are “shut down”. One of the participants said that you can even sniff fear and insecurity in the air. However, this is contrary to what is supposed to be, according to the existing literature. Ferraro et al. (2010) stated that the general understanding and imagination is that the ideal University is an institution of social harmony built on charitable foundation that works to enhance the intellectual abilities and professional capabilities of all members of a collaborative academic community. A prerequisite for the fulfilment of this idea is relative nonviolence. The university must offer a modicum of good order, social stability and reasoned behaviour if it is to deal effectively with teaching, research and service delivered by diverse population in a plethora of fields and course of study (Ferraro et al., 2010).

5.4 ROLES OF THE UNIVERSITY IN ALLEVIATING THE PANDEMIC OF PASSION KILLING

This section discusses the findings of the study with respect to the roles and responsibilities of the university administrators in assisting to curb the menace of passion killing on campus. Langford (2012) acknowledged the fact that campus administrators struggle with their roles and responsibilities with regard to influencing student behaviour. However, she believed that even though there are some incidents of violence that are unpredictable, it is possible to identify and reduce the factors that make violence more likely on campus. Some issues like awareness campaign, counselling department, security on campus, selling and consumption of alcohol on

campus and recreational centres or activities emerged during the process of data collection through in-depth interviews with the participants.

5.4.1 Awareness Campaign

Almost all the participants in the study observed that it was important for the university management to carry out some sort of public awareness exercise about passion killing in order to educate and assist the students on the phenomenon. They explained that by inviting resource persons like psychologists, social workers, medical and paramedical personnel to educate the student on the possible causes and effects of passion killing can assist them to have better mind-set regarding the phenomenon. This finding resonates with Langford's (2012) remark that failure to institute basic measures such as educating students about common types of violence, creating and enforcing strong policies with the aim of preventing future problems, may expose institutions to more disasters. She further emphasized that addressing attitudes, beliefs, perceptions, and skills that contribute to violence through education, skill building, curriculum infusion, and other efforts will obviously assist for prevention.

It is usually common to find a call to parents, the Government, Non- Governmental and some other institutions to educate the masses or carry out public awareness concerning a new issue or a sensitive issue just as is the case with passion killing in Botswana and Namibia. The Institute of Open Learning (2012) call on parents to educate their children on how to treat women and men; to teach them about love, respect and handling rejection. They advise that parents should be open to discuss relationships with their children. In the same vein, they encourage the Government and Non- Governmental Organizations (NGO's) to hold educational sessions in communities, schools, workplaces, etc. on passion killing related matters. Regrettably, the response from most of the students who participated in the study regarding the role of the university administration in curbing the plague of passion killing was that their university management was not doing much to help in curbing the pandemic of passion killing.

5.4.2 Counselling Department

A psychologist identified limited access to professional help and counselling as an important contributor to passion killing. He observed that most psychologists are only concentrated in the central part of the country and not available in most areas which could have helped to prevent quite a number of the incidents (Heita, 2014). Data gathered from the interviews revealed that the counselling department in the institutions and counselling services generally are not meeting the demands of the students. According to some of the participants, the counsellors are few when compared with the number of the students who need their service. According to literature, providing a range of support services for students, including mental health services, crisis management, comprehensive and compassionate services for victims will surely contribute to the prevention of violence on campus.

5.4.3 Security on Campus

The study also found out that safety in the campuses is questionable. The participants explained that the problem of passion killings on campus may be due to the fact that there was laxity in security outfit operating in the campuses. Langford (2012) has argued that abundance of evidence indicates that campuses are no longer immune from violent incidents. A generation ago, schools could provide parents with a great deal of assurance about their children's safety. Just in a few decades, this perception has radically changed (Stolar, 2009). According to Langford (2012), it is indeed shocking when incidents of violence occur on campus. It usually evokes questions about whether there is any 'safe haven'. She explained that institutions of higher education were usually viewed as sanctuaries and protected environments where people explore great ideas in a collegial ambiance and make lifelong friendships. Recent campus violence has been nothing less than horrific and has terrified parents across the country (Stolar, 2009).

Following an attack on Middle East student at Idaho State University in May, Domirez (2016) reported that the students' safety and security are questionable; even though it was claimed that the university is ranked annually as one of the safest campuses. However, in response to the concerns of students' safety on campus, the administration has tightened the security through increased campus patrols, implemented the use of unmarked motor vehicles for detection purposes

and deployed 24-hour active monitoring of the more than 750 surveillance cameras on campus (Domirez, 2016).

5.4.4 Selling and Consumption of Alcohol on Campus

The sale and consumption of alcohol beverages on campus was identified as one of the major contributors to indecent behaviours that can lead to violence and killing. Therefore sale and consumption of alcohol beverages on campus should be discouraged or even out-lawed. Almost all the participants strongly emphasised that the selling and consumption of alcohol on campus must be banned and huge penalties should be given to those that go against the rule. Nampol statistics indicate that most of the passion killing suspects committed the acts while they were under the influence of either alcohol or drugs. Nunuhe (2014) and Raghuvver (2013) reported a fatal stabbing on University of Toledo campus which was described as an isolated incident because it was claimed that ‘living on this campus is a safe.’ Nevertheless, the Police Chief suspected that alcohol or drugs might be a factor. Langford (2012) highlighted possible examples of institutional factors that may influence violent activities such as campus policies and procedures, existence of high-risk settings that contribute to violence and high levels of alcohol consumption in the campus environment. However, she suggested that institutions should review particular incidents with the aim of preventing future problems and also establish comprehensive alcohol and other drug prevention programmes.

5.4.5 Recreational Centers and Activities

All the students who were interviewed strongly emphasised that when individuals are not gainfully occupied, boredom can lead them to do things that can be unthinkable; “an idle mind,” they say, “is the devil’s workshop”. They suggested that the introduction of different indoor and outdoor games as well as intellectual and philanthropic clubs can assist to occupy the students after their academic assignments. Researchers have identified many determinants, including both individual characteristics and attributes of campus and community environments that influence campus violence. There is a need for high level of institutional support to alleviate such determinants so that efforts to address violence will not be fruitless.

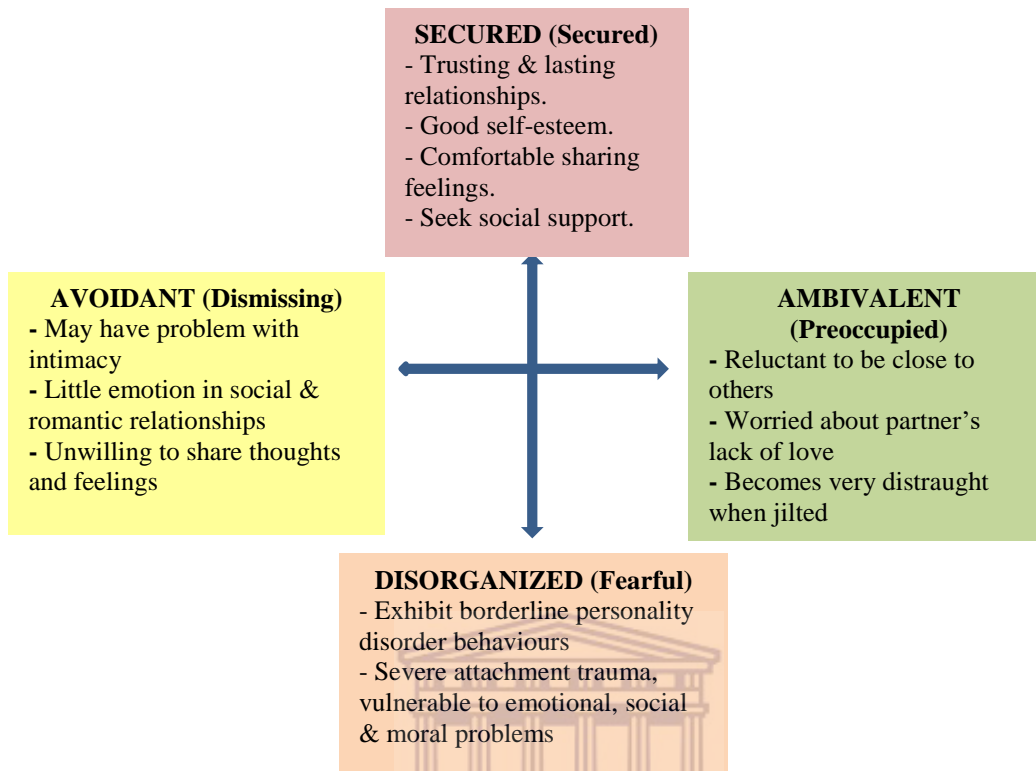
5.5 EVALUATING THE THEORIES THAT UNDERPINNED THE STUDY

As the researcher entered into the field to study the implications of passion killings on the academic wellbeing of university students, she plunged in with two assumptions which necessitated the selection of attachment and ecosystem theories. The assumption of this inquiry, therefore, was that the kind of instinct that could drive a 'supposed lover' to kill his partner may be intrinsic attachment maladjustment. Secondly, there was also a quest into the possibility as to whether there could be an external drive leading to such action, which could be environmental influence. This section therefore, assessed the appropriateness of the two theories used in this study to the assumptions.

Attachment is a special emotional relationship that involves an exchange of comfort, care, and pleasure. (Bowlby, 1969 in Cherry, 2013) described the concept of attachment, as a "lasting psychological connectedness between human beings". Bowlby also believed that attachment had an evolutionary component and that it aids in survival. To Bowlby, the propensity to establish strong emotional bonds with a particular individual is a basic component of human nature (Bowlby, 1988 in Cherry, 2013). In the 1970's, Mary Ainsworth (American psychologist) expanded on Bowlby's work in her famous "Strange Situation" study where she came up with three attachment styles. In 1986, Main and Solomon added a fourth attachment style (Cherry, 2013).

There have been numerous studies on attachment theory and researchers have indicated that attachment styles in childhood also have impact on people's behaviours in relationships later in life (Cherry, 2016; Brodie, 2015; Shaver & Hazan, 1993). Below is a matrix showing the attachment styles in adult relationships according to Cherry, (2016), Brodie (2015), and Shaver and Hazan (1993).

Figure 5.1: Attachment Styles through Life.



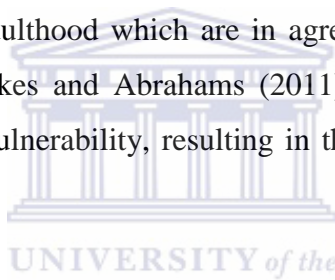
Source: Adapted from Cherry (2016) Attachment Theory - Styles and Characteristics.
<https://www.verywell.com/attachment-styles-2795344>

The matrix indicates that three out of the four attachment styles, disorganized (fearful), ambivalent (preoccupied) and avoidant (dismissing) are vulnerable when their relationship are affected negatively. Disorganized (fearful) adult exhibit BPD behaviours, suffer severe attachment trauma and are vulnerable to emotional, social and moral problems. Those who are ambivalent (preoccupied) are reluctant to be close to others, but they become very distraught when jilted. While those who are avoidant (dismissing) may have problem with intimacy because they show little emotion in social and romantic relationships. They are also unwilling to share thoughts and feelings.

This study agreed with existing literature that the attachment styles of both male and female has huge influence in their adult relationships. A male with high attachment avoidance and a female with high attachment anxiety may have different needs for closeness and distance, as well as

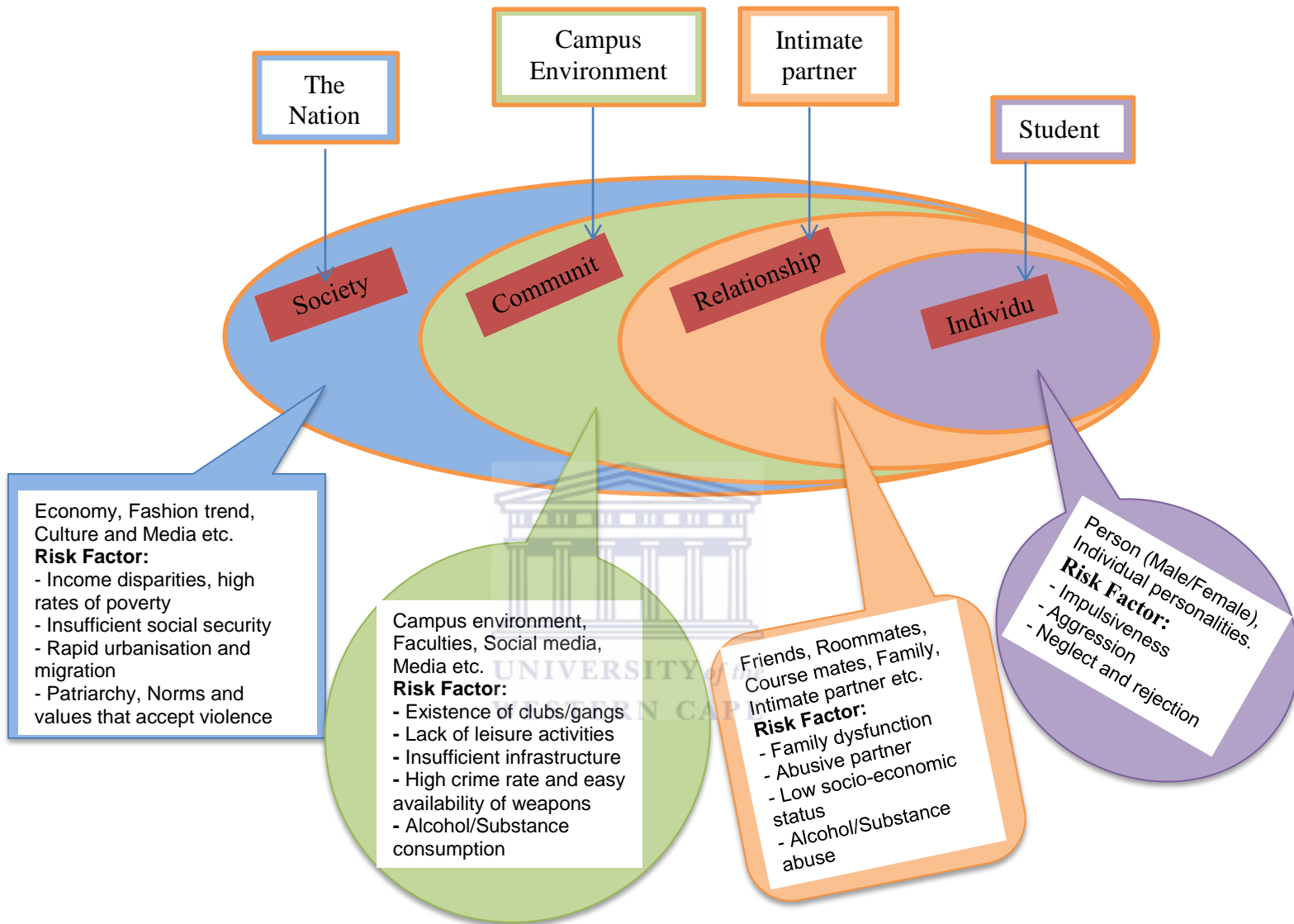
different perceptions with regard to changes in “socioemotional” distance (Dutton, 1988; Dumas, et al., 2008). Likewise, Henderson, Bartholomew, Trinke and Kwong (2005) as well as Standish (2012) attested that attachment preoccupation (ambivalence) in either male or female partner increases the likelihood of abuse. Standish (2012) went on to add that the discrepancy between the female’s preoccupied need for closeness and reassurance and the avoidant male’s need for distance and separateness result in violent behaviour. In her view, Gormely (2005) observed the “mispairing” of an avoidant (dismissing) male partner with an anxious preoccupied female partner to be associated with significant high levels of violence.

Dumas, et al., (2008) supported the theoretical assumption that intimate partner violence is associated with attachment related closeness-distance struggles and Standish (2012) revealed that threats to intimate emotional bonds trigger anxiety, rage, and fear of one's ability to survive, which come from childhood, occur in adulthood which are in agreement with the assumption of this study. In addition, Mathews, Jewkes and Abrahams (2011) attested that traumatic childhood experiences increases emotional vulnerability, resulting in the affected people feeling unloved, insecure and powerless.



Violence is an extremely complex phenomenon (WHO, 2002); hence it is difficult to identify a single reason why there is so much violence among some individuals, groups or partners. It is evident that no single factor can explain it. Finkel and Slotter (2007) confirmed that it is enigma that individuals will hurt or kill the very people with whom they are supposed to love especially among intimate partners. However, studies have shown that the ecological model offers a comprehensive understanding of risk factors that are linked to IPV at different echelons of the individual’s interactions.

Figure 5.2: The Ecological Framework Examples of Risk Factor at Each Level.



Source: Adapted from WHO (2002).World Report on Violence and Health: Summary. Geneva: World Health Organization

Bronfenbrenner's ecological systems model explained that individuals are rooted in the society with their behaviours being influenced by the physical and social environment in which they live. Studies have shown an association between witnessed and perceived violence at the community level and aggression and violence at individual level (Ronzio, Mitchell & Wang, 2011; Brook,

Brook, Rubenstone, Zhang & Saar, 2011; Assari, 2013). Moreover, figure 5:1 presents the influence at different levels according to WHO (2002);

At the **individual level**, the student's personal history and biological factors influence how he/she behaves and increases the possibility of their becoming a victim or a perpetrator of violence and the risk factors are exposure to aggression, neglect and rejection.

At the level of personal **relationships**, the student's family, friends, intimate partners, roommates and course mates may influence his/her reactions and the risks of becoming a victim or perpetrator of violence. Some of the risk factors are family dysfunction, abusive partner, low socio-economic status and alcohol/substance abuse.

Then at the **community** level in which social relationships occur, such as campus environment, faculties, social media, media and the neighbourhoods also influence and expose the student to violence. The risk factors associated to this level are the existence of clubs/gangs, lack of leisure activities, insufficient infrastructure, high crime rate and easy availability of weapons as well as alcohol/substance consumption.

At the **societal** level, there are also variables like the economic and social policies, fashion trend, culture, socioeconomic inequalities and media that determine whether violence is encouraged or inhibited; with risk factor such as income disparities, high rates of poverty, insufficient social security, rapid urbanisation and migration, patriarchy, norms and values that accept violence.

5.6 CHAPTER FIVE SUMMARY

The chapter focused on the discussion of the findings with respect to the major themes that emerged during the in-depth interviews with the participants which is the primary¹⁰ data. In presenting the findings, the researcher presented the primary data and discussed them in relation to and comparison with the secondary¹¹ data gleaned from the empirical and theoretical reviews

¹⁰Primary data are the responses of participants to the interview questions (data collected by interviewing the participants).

¹¹Secondary data refers to the information gathered from related existing works (data from literature reviewed).

of existing literature and other sources which are relevant to the various themes. The findings were also aligned with the theoretical frameworks which underpinned the study.

Of the challenges that passion killings pose on the academic wellbeing of university students, which were identified during the data collection, the most significant and all-embracing is social shock, which translates to psychological disturbance, poor academic performance, poor attendance class and dropping out of school. Passion killings also creates very gloomy ambience on campus. Other significant issues that emerged are the problems associated with role of the university managements in alleviating the pandemic of passion killing in the campuses. The study found that issues like awareness campaign, counselling service, security on campus, selling and consumption of alcohol on campus and recreational activities are serious challenges which the university management should address. However, some intervention mechanisms were suggested which will be presented in the next chapter.

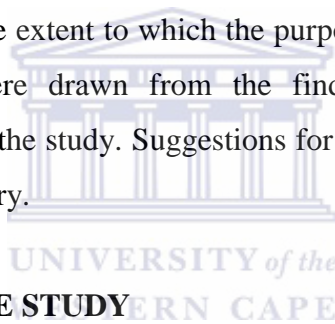


CHAPTER 6

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6 INTRODUCTION

Chapter Five presented the discussion of the findings of this study within the context of the current literature and the theoretical framework which supported the study. This last chapter presents a summary of the findings, the conclusions which were drawn from the findings and then made recommendations as well as suggestions for further studies. The chapter began by reiterating the research objectives which was followed by a summary of the key findings, based on the themes which emerged during the discussions and interviews with the participants in the research, who consisted of six participants drawn from tertiary institutions in Botswana and Namibia. The chapter also presented an assessment of the extent to which the purpose of the study had been achieved. Then the conclusions which were drawn from the findings were presented as well as recommendations emanating from the study. Suggestions for further studies were also offered. It ended with a of the chapter summary.



6.1 THE OBJECTIVE OF THE STUDY

The main objective of this study was to explore the implications (repercussions) of passion killing on the academic wellbeing of University students in Botswana and Namibia. Thus the study explored the prevalence of passion killing and described the perceptions of the students concerning its manifestations on their academics welfare.

6.2 SUMMARY OF THE FINDINGS

This section was dedicated to the summary of the findings with respect to the prevalence of passion killing, its corollaries to academic wellbeing of the university students and the role of the university management in mitigating the occurrences of passion killing in the campuses. These will be summarised in the following subsections.

6.2.1 The Prevalence and Rate of Passion Killings in Namibia and Botswana

The study established that the incidence and rate of passion killing is still mushrooming and escalating in both countries without especially among young people that are thirty-five (35) years of age and younger and sometimes this kind of intimate partner homicide take place on the campuses. One of the challenges which were identified in the study was that these contemptible and heinous acts of killing happen when male partners are jilted by the female lovers and the way these women were murdered is unthinkable. Situations like these will most likely create fear, anxiety and lack of concentration in the students within and out the campus environment.

It was also found that the recurring cases of passion killing which were frequently reported in the media could be rousing in the perpetrators the wrong notion that the act is very common and easy way to impose their authority and power over their partner; hence it was learned that this social phenomenon seemed like an epidemiologic occurrences at certain periods. Thus the findings of this study are consistent with Bronfenbrenner's ecological system theory that the individuals are influenced by the incidents in their environment.

Again, the study found that the societies in both countries hold a belief that financial power is perceived as the greatest power. So the society is faced with men who have a deep quest to impress and conquer the world, for popularity's sake as well as women who are deeply rooted and blinded by materialistic acquisition, therefore some of the supposed love relationships may not really be for love according to the finding, but to find fortune. No wonder the ladies easily call off the relationship and the men feeling used resort to murder and most cases the perpetrator commits suicide. This may be in consonance with attachment theory that an individual's attachment style could drive him to extreme situation when the emotion is at risk.

6.2.2 The Influence of Gender on Passion Killing

The study established that although men are occasionally victims of passion killings, the women in both countries are the ones who largely suffer the consequences. The participants explained that men's emotional management can be egocentric and because of lack of emotional management

resulting from anger, jealousy, suspicion and low self-esteem, male partners can be driven to murder-suicide.

Furthermore, patriarchal ideology was also found to be very prominent in both countries. It became apparent that the concept of 'If I can't have you, no one can' which is rooted in the structural inequalities between men and women is one of the major challenges of this type of violence. It was learned that a man feels a sense of entitlement because he provides for the woman, therefore when he does not get that, he feels betrayed and can turn violent.

6.2.3 The Implications of passion killing on the academic life of students

From the findings it is obvious that passion killing may have influence on the students in tertiary institution which may impact on their academic wellbeing that will inevitably make them encounter a range of problems, obstacles, difficulties or challenges. It was established that passion killing affects students' social environment on campus negatively, it causes fear, trauma as well as feeling of insecurity and instability in their emotions which affects learning and concentration. It was explained by the participants that this type of homicide leaves students in social shock which they describe a negative impact on the students' social milieu which leaves ladies so disconnected, disorganized and devastated such that they become confused and disenchanted about their relationships.

The study found that apart from social shock, it may also cause psychological disturbances in the lives of the students which manifests in poor academic performance, poor class attendance rate and dropping out of school eventually. According to the finding of this study, one of the victims in Botswana was stabbed to death in full view of her roommate. A reliable source said that the blood gushed all over the room on her bed, her roommate's bed and the floor. As the roommate was screaming helplessly, she was rough handed by the assailant, who also silenced with threats. She sustained injuries on her shoulders and had to be hospitalized. She was badly affected; she was treated for trauma and also received some counselling. The study recorded several other cases from other universities.

Moreover, it was also revealed that passion killing affects the ambiance of the campus in different ways; it was learned that it creates a cloudy and gloomy climate on campus, it will feel like everyone was mourning and all other activities will be shut down; it blows the wind of mixed feelings and cripples the academic activities. From the findings of this study, it was also evident that passion killing can lead to uncontrollable chaotic situation on campus if it is not well managed as a result of its sensitivity. It was found that one of the incidences of passion killing was not handled timeously in one of the universities in Kenya and the students took laws into their hands and carried out jungle justice on the assailant.

6.2.4 The Roles of the University in Curbing the Pandemic of Passion Killing

It was explained by the participants from both countries that the universities' response to public awareness in order to alleviate the prevalence of passion killing was very minimal. However, the study established that failure to establish rudimentary measures like educating students about violence, creating and enforcing strong policies to avoid future problems, may expose institutions to more calamities.

The findings also reported that though there are provisions for care giving services in form of counselling in the institutions and the communities, yet these services are not able to meet the high demands of the number of students and others who need their services and even in the communities, these services are not available in local areas where they are mostly needed.

The study also found out that the issue of safety in the campuses is questionable. Participants again explained that the problem of passion killings on campus may be due to the laxity in security outfit operating in the campuses. A generation ago, schools could provide parents with a great deal of assurance about their children's safety, but nowadays, there is no more a 'safe haven'. The study found that abundance of evidence indicates that campuses are no longer immune from violent incidents.

Another indication in the study worthy of note is the practice of selling and consumption of alcohol beverages on campuses; this was identified as one of the major contributors to indecent behaviours that can plausibly lead to violence and killing, therefore the practice should be discouraged or even

out-lawed Conclusively, the study emphasised that when individuals are not gainfully occupied, boredom can lead them to do things that can be unthinkable

6.3 ASSESSING THE ATTAINMENT OF THE PURPOSE OF STUDY

As indicated earlier, the main purpose of this study was to examine the influences of passion killing on the academic wellbeing of university students in two countries. In order to achieve this purpose, the researcher assessed the rate of the occurrence, the place of gender in the phenomenon and the role of the institutions in curbing the occurrences

Thus, the enquiry about the rate of occurrence of passion killing in both was carried out in both countries; it was found that the rate is still high even though some of the incidences are not reported. The study learned that the dastardly phenomenon of passion killing had enthralled the Namibian imagination of late, and incidentally, the people of Botswana had been struggling with this very same phenomenon for several years as well (Whittaker, 2012). The study also found that the manner in which some of the women were murdered were so brutal, inhuman and unthinkable.

With regards to the place of gender in inquiry, it was revealed that passion killing is rooted in the structural inequalities between men and women, although women can be violent in relationships with men, and violence is also found in same-sex partner relationships, the overwhelming burden the violence is borne by women at the hands of men. The study found that numerous women have lost their lives through this dastardly phenomenon in the two locations of the study and sadly, some incidence happened within the university walls, in the hostels.

The study found that this phenomenon of passion killing has grave corollaries on the wellbeing of campus students ranging from social to emotional-psychological which manifest hugely on their academics. It was learned that the trauma can lead to social shock which manifests in being confused and disenchanted about their relationships. It also causes psychological disturbances that manifests in poor class attendance rate, poor academic performance and dropping out of school eventually not only that it cripples the academic activities. It was also evident from the finding that it can lead to uncontrollable chaotic situation on campus if it is not well managed. However, it was reported that the universities' response to lessen the prevalence was very minimal.

6.4 CONCLUSION

The study examined the effect of the phenomenon of PK on academic welfare of undergraduates in Botswana and Namibia. The research gleaned information through in-depth interviews and it was found that incidence of PK is still burgeoning and very rampant among the young people within the range of twenty (20) and thirty-five (35) years of age; the victims are largely women and in most cases, the assailants commit suicide after the act. PK is a menace in the two countries and the findings established that the former presidents in both countries acknowledged PK as a huge threat in their nations.

The study found that the peril of PK is taking its toll behind the closed walls of the universities and the challenges it poses to academic welfare of the students are real. The participants revealed that the corollaries of PK causes social shock which leaves students in a disconnected and disenchanted relationships, causes feelings of insecurity and instability which affects their learning and concentration. It was also learned the findings of this study that it causes psychological disturbances which manifests in poor academic performance, poor class attendance rate and dropping out of school eventually. However, it was revealed that that the authorities of the institutions are yet to implement measures to mitigate the rife of passion killing.

6.5 IMPLICATIONS AND CONTRIBUTIONS OF THE STUDY

It has been the emphasis of numerous studies that IPV and by extension passion killing is one of the most common forms of violence against women, WHO (2012a) and that violence in some cases has instant fatal effects on women's health. Yet, little is known about young people's experiences of IPV among university students (Nkosi, 2011). The findings of this study x-rayed some of the corollaries this form of VAW among university students.

The study revealed that majority of the perpetrators and victims this phenomenon of PK which in most cases end in murder – suicide are young people who have the potentials of being future leaders in their countries; this can be described as a waste and huge loss of human resources. Furthermore, with PK plaguing Botswana and Namibia, it poses an enormous task on each of them

to achieve their set goals. In Botswana, it may not be easy to ascertain that Pillars 3 and 4 of Vision 2016 which is to attain a compassionate, just, caring, safe and secure nation has been achieved. Likewise in Namibia, two out of the major elements of the national issues identified in the nation's Vision 2030 is inequalities and social welfare as well as peace and political stability; PK can pose a threat to the achievement of these goals.

Thus the findings and the insights from this study has potentials to inform the government of both countries in the areas of principles and practices with regards to policy making or reinventing existing policies that are related to the studied phenomenon in order to achieve the set goals. The findings also have the abilities to provide valuable insights that will assist the Ministry of Education in collaboration with university authorities and all stakeholders to understand the consequences of this dastardly phenomenon of passion killing on the academic welfare of university students so as to make plans to mitigate the situation.

Passion killing and its effect as well as IPV among university students remains an understudied phenomenon compared to other issues relating to VAW, therefore, this study has the possibilities to add to the body of knowledge by providing a critical insight into the experiences of campus students, which will strengthen the understanding of the effect of PK on the academic wellbeing campus students not only Southern African, but also in other countries within and outside Africa.

Even though the study did not aim to compare the incidence in both countries or to highlight the causes and remedies, it has potentials to contribute sound empirical evidence on the effect of PK on the academic wellbeing campus students in the two countries studied. It will not only enrich existing literature it will also assist other researchers.

The findings will also stimulate recommendations for further research in PK and IPV among campus students in Africa and beyond.

6.6 RECOMMENDATIONS

Findings of this study confirmed that VAW affects all aspects of women's health extremely, like physical, social, sexual and reproductive, mental and behavioural health, which can be immediate

and acute or long term. It also causes social, emotional and economic experiences to victims, their families and the broader community. Besides, 'PK' as stated earlier is one of the most pervasive forms of violence against women, yet there is colossal paucity of studies that have explored its effects especially among campus students. It is therefore suggested that more studies be undertaken by researchers on different aspects of this phenomenon to acquire and avail more knowledge and insight for policy makers and other stakeholders.

Recommendations for the government:

The government of both countries should consider strengthening or initiating a reliable integrated information network management system, which will link and assist ministries like Health, Education, Police Service and other relevant departments in monitoring this type of violence and other related issues. Such collaboration may also create a platform for systematic and effective campaign against VAW. This can facilitate the intervention of this pandemic.

Secondly, the government through the Ministry of Education should again consider collaborating with departments like Police Service, Social Development, Youth and Culture, Educational Institutions and Non-governmental Organisations to organise programmes timeously to combat such heinous crime, Heita (2014) at all the levels of the society.

Recommendations for the Ministry of Education:

Even though the prevalence of PK in the two universities under study is not high when compared with what obtains in other universities in some African countries, there is still need to heed to the wakeup call. Therefore, it is recommended that the Ministry of Education and Educational Institutions may consider a collaboration to review and possibly amend the curriculum/syllabi to align with psychological needs of the nations.

The information gleaned from participants and the literature, confirmed the claims of correlation between attachment and the ecological system theories, and PK in the study. Therefore, it will be appropriate to suggest that the Ministry of Education in both countries should liaise with the relevant authorities to introduce courses and subjects as the case may be to different levels of education (upper primary, secondary and tertiary) that will inculcate respect for women, value for life and emotional intelligence in the students.

Recommendations for the Universities:

The recommendations for the institutions are;

- To investigate more on the phenomenon of PK through research.
- To organise intra and inter campus symposiums and workshops to sensitize people on the phenomenon of PK.
- To organise campaigns and other forms of public awareness.
- Provide necessary support services and encourage students to utilize the services.

Recommendations for the Student:

- Students should speak out and seek help when they find themselves in an abusive relationship.
- They should report any act of violence or threat early.

6.7 SUGGESTIONS FOR FURTHER STUDIES

In research, it is not possible to apply all the paradigms, approaches or designs in a single study. The current study explored passion killing with the aim of assessing its implication on academic wellbeing of tertiary students in Botswana and Namibia. The study could not cover all the aspects of the phenomenon of passion killing, and it could not also carry out the search in all the locations in one study,

Thus, there is need for other studies to apply other paradigms or research approaches. Specifically, it could be suggested that the corollaries of passion killing be studied using a mixed method approach perhaps in the same or different locations.

It will also be interesting to replicate the study in another part of the continent to evaluate the results.

6.8 CHAPTER SIX SUMMARY

The chapter has been able to present the summary of the findings, the conclusions and then made recommendations as well as suggestions for further studies. The chapter began by reiterating the research objectives which was followed by a summary of the key findings, based on the themes which emerged during the discussions and interviews with the participants in the research, who

consisted of six participants drawn from tertiary institutions in Botswana and Namibia. The chapter also presented an assessment of the extent to which the purpose of the study had been achieved. Then the conclusions which were drawn from the findings were presented as well as recommendations emanating from the study. Suggestions for further studies were also offered. It ended with a of the chapter summary.



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APPENDIX 1: Newspaper Articles Index on Intimate Passion Killings

2nd August 2016 Girlfriend killer was nicknamed the killer <http://www.namibian.com.na/Girlfriend-killer-was-nicknamed-the-killer/153919/archive-read>

20th July 2016 Otjinene man guilty of murdering partner

<http://www.namibian.com.na/Otjinene-man-guilty-of-murdering-partner/153407/archive-read>

30 June 2016 Our country cries out for peace

<http://www.namibian.com.na/Our-country-cries-out-for-peace/152596/archive-read>

29 June 2016 Man admits fatal stabbing of girlfriend

<http://www.namibian.com.na/Man-admits-fatal-stabbing-of-girlfriend/152525/archive-read>

29 June 2016 Slain girls family forgives killer

<http://www.namibian.com.na/Slain-girl&39s-family-forgives-killer/152503/archive-read>

28 June 2016 Otjomuise murder suspect's mother apologies <http://www.namibian.com.na/Otjomuise-murder-suspect&39s-mother-apologises/152448/archive-read>

27 June 2016 Man kills 17 year old lover

<http://www.namibian.com.na/Man-kills-17-year-old-lover/152431/archive-read>

New Era, 26th of January 2016, "Police officer guilty of murdering girlfriend",

www.newera.com.na/2016/01/26/police-officer-guilty-murdering-girlfriend/

New Era, 23th of November 2015, "Girlfriend-killer sentenced to 30 years",

<https://www.newera.com.na/2015/11/23/girlfriend-killer-sentenced-30-years/>

Namibian Sun, 12th of November 2015, "Murderer accused denied bail",

www.namibiansun.com/justice/murderer-accused-denied-bail.88555

New Era, 10th of November 2015, "Man arrested for murder of ex-wife",

<https://www.newera.com.na/2015/11/10/man-arrested-murder-ex-wife/>

New Era, 6th of November 2015, "35 years for murder of pregnant girlfriend... alcohol blamed"

<https://www.newera.com.na/2015/11/06/35-years-murder-pregnant-girlfriend-alcohol-blamed/>

New Era, 3rd of November 2015, "Man shoots lover in the head and kills himself",

<https://www.newera.com.na/2015/11/03/man-shoots-lover-head-kills/>

Namibian Sun, 29th of October 2015, "Man hacks girlfriend, hangs himself",

<http://www.namibiansun.com/crime/man-hacks-girlfriend-hangs-himself.87641>

Namibian Sun, 22nd of October 2015, "Kamati murder probe continues",

<http://www.namibiansun.com/crime/kamati-murder-probe-continues.87217>

New Era, 2nd of October 2015, "Man in court for murder wife, son",

<https://www.newera.com.na/2015/10/01/man-court-murder-wife-son/>

New Era, 28th of September 2015, "Man guns down wife and son"

<https://www.newera.com.na/2015/09/28/man-guns-wife-son/>

New Era, 23th of September 2015, "Booyesen family reacts to Barmans sentencing",

<https://www.newera.com.na/2015/09/23/booyesen-family-reacts-barmans-sentencing/>

New Era, 18th of September 2015, "Mariental resident murdered his girlfriend",

www.newera.com.na/2015/09/18/mariental/resident-murdered-girlfriend/

New Era, 10th of September 2015, "Gobabis man hacks wife to death with axe",

<https://www.newera.com.na/2015/09/10/gobabis-man-hacks-wife-death-axe/>

New Era, 2nd of September 2015, "Teacher kills girlfriend",

www.newera.com.na/2015/09/02/teacher/kills-girlfriend/

New Era, 4th of August 2015, "Outapi vendor kills girlfriend, commits suicide",
<https://www.newera.com.na/2015/08/04/outapi-vendor-kills-girlfriend-commits-suicide/>

Namibian Sun, 26th of June 2015, "Victim's family heartbroken as alleged passion killer gets bail"
<http://www.namibiansun.com/justice/victims-family-heartbroken-alleged-passion-killer-gets-bail.80250>

Namibian Sun, 23rd of June 2015, "Say its"
<http://www.namibiansun.com/columns/say-its.80153>

Namibian Sun, 22nd of June 2015, "When brutality becomes familiar"
<http://www.namibiansun.com/columns/when-brutality-becomes-familiar.80121>

The Namibian, 22nd of June 2015, "Second woman killed in a week"
http://www.namibian.com.na/indexx.php?archive_id=138400&page_type=archive_story_detail&page=1

The Namibian, 19th of June 2015, "Oshikoto man surrenders to police for killing wife"
http://www.namibian.com.na/indexx.php?archive_id=138310&page_type=archive_story_detail&page=1

The Namibian, 11th of June 2015, "Man shoots girlfriend, commits suicide"
http://www.namibian.com.na/indexx.php?archive_id=138000&page_type=archive_story_detail&page=1

Namibian Sun, 1st of June 2015, "Alleged girlfriend killer: I was the victim"
<http://www.namibiansun.com/justice/alleged-girlfriend-killer-i-was-victim.79539>

The Namibian, 27th of May 2015, "Security guard in court for girlfriend's murder"
http://www.namibian.com.na/indexx.php?archive_id=137370&page_type=archive_story_detail&page=1

The Namibian, 27th of May 2015, "63-year old man shoots girlfriend, self"
http://www.namibian.com.na/indexx.php?archive_id=137366&page_type=archive_story_detail&page=1

The Namibian, 19th of May 2015, "Barman denies girlfriend murder charge"
http://www.namibian.com.na/indexx.php?archive_id=137040&page_type=archive_story_detail&page=1

Namibian Sun, 23rd of April 2015, "Man out on bail allegedly kills lover"
<http://www.namibiansun.com/crime/man-out-bail-allegedly-kills-lover.78652>

The Namibian, 23rd of April 2015, "Woman killed after paying boyfriend's bail"
http://www.namibian.com.na/indexx.php?archive_id=136154&page_type=archive_story_detail&page=1

Namibian Sun, 17th of April 2015, "Brutal Windhoek passion killer jailed for 32 years"
<http://www.namibiansun.com/justice/brutal-windhoek-passion-killer-jailed-for-32-years.78492>

The Namibian, 17th of April 2015, "Decades in prison for girlfriend killer"
http://www.namibian.com.na/indexx.php?archive_id=135944&page_type=archive_story_detail&page=1

New Era, 15th of April 2015, "Axe murder suspect arrested"
<https://www.newera.com.na/2015/04/15/axe-murder-suspect-arrested/>

The Namibian, 15th of April 2015, "Girlfriend killer awaits sentence"
http://www.namibian.com.na/indexx.php?archive_id=135847&page_type=archive_story_detail&page=1

The Namibian, 13th of April 2015, "Young man guilty of murdering girlfriend"
http://www.namibian.com.na/indexx.php?archive_id=135781&page_type=archive_story_detail&page=1

New Era, 10th of April 2015, "D-Day for murderer accused Hange"
<http://www.newera.com.na/2015/04/10/d-day-murder-accused-hange/>

The Namibian, 9th of April 2015, "No bail for Outjo murder suspect"
http://www.namibian.com.na/indexx.php?archive_id=135618&page_type=archive_story_detail&page=1

The Namibian, 8th of April 2015, "Man kills girlfriend, self"
http://www.namibian.com.na/indexx.php?archive_id=135583&page_type=archive_story_detail&page=1

The Namibian, 7th of April 2015, "Woman hacked to death with panga"
http://www.namibian.com.na/indexx.php?archive_id=135552&page_type=archive_story_detail&page=1

New Era, 2nd of April 2015, "Woman stabbed to death by boyfriend"
<http://www.newera.com.na/2015/04/02/woman-stabbed-to-death-by-boyfriend/>

Namibian Sun, 2nd of April 2015, "Girlfriend killer be sentenced soon"
<http://www.namibiansun.com/politics/girlfriend-killer-be-sentenced-soon.78129>

Namibian Sun, 30th of March 2015, "Protection Order couldn't save cop's wife"
<http://www.namibiansun.com/local-news/protection-order-couldnt-save-cops-wife.78004>

The Namibian, 30th of March 2015, "Murder Accused holds on to denials"
http://www.namibian.com.na/indexx.php?archive_id=135315&page_type=archive_story_detail&page=1

The Namibian, 27th of March 2015, "Oshakati Policeman kills wife, self"
http://www.namibian.com.na/indexx.php?archive_id=135251&page_type=archive_story_detail&page=1

Namibian Sun, 27th of March 2015, "Police chief inspector wounds wife, kills himself"
<http://www.namibiansun.com/crime/police-chief-inspector-wounds-wife-kills-himself.77948>

Namibian Sun, 25th of March 2015, "Boyfriend killer sent to prison for six years"
<http://www.namibiansun.com/justice/boyfriend-killer-sent-prison-for-six-years.77875>

Namibian Sun, 13th of March 2015, "Court relives alcohol-fuelled boyfriend killing"
<http://www.namibiansun.com/justice/court-relives-alcohol-fuelled-boyfriend-killing.77486>

Namibian Sun, 23rd of March 2015, "Murder suspect claims self-defence"
<http://www.namibiansun.com/crime/murder-suspect-claims-self-defence.77803>

The Namibian, 20th of March 2015, "No pause in trials on killing of women"
http://www.namibian.com.na/indexx.php?archive_id=134939&page_type=archive_story_detail&page=1

New Era, 19th of March 2015, "Delayed murder trial finally starts"
<http://www.newera.com.na/2015/03/19/delayed-murder-trial-finally-starts/>

New Era, 19th of March 2015, "Murder suspect professes innocence"
<http://www.newera.com.na/2015/03/19/murder-suspect-professes-innocence/>

New Era, 18th of March 2015, "Murder convict jailed for 35 years"
<http://www.newera.com.na/2015/03/18/murder-convict-jailed-35-years/>

The Namibian, 16th of March 2015, "Pregnant woman's killer gets 35 years in prison"
http://www.namibian.com.na/indexx.php?archive_id=134745&page_type=archive_story_detail&page=1

The Namibian, 13th of March 2015, "Wife killer jailed for 36 years"
http://www.namibian.com.na/indexx.php?archive_id=134625&page_type=archive_story_detail&page=1

New Era, 11th of March 2015, "Khoikhoi guilty of farm murder"
<http://www.newera.com.na/2015/03/11/khoikhoi-guilty-farm-murder/>

Namibian Sun, 11th of March 2015, "Farmworker convicted of girlfriends brutal murder"
<http://www.namibiansun.com/justice/farmworker-convicted-girlfriends-brutal-murder.77399>

New Era, 9th of March 2015, "Cop shoots girlfriend, commits suicide"
<http://www.newera.com.na/2015/03/09/cop-shoots-girlfriend-commits-suicide/>

Namibian Sun, 9th of March 2015, "Police officer shoots lover, himself"
<http://www.namibiansun.com/crime/police-officer-shoots-lover-himself.77319>

The Namibian, 9th of March 2015, "Passion killings mar the weekend"
http://www.namibian.com.na/indexx.php?archive_id=134469&page_type=archive_story_detail&page=1

New Era, 6th of March 2015, "Woman killed in frenzied knife attack"
<http://www.newera.com.na/2015/03/06/woman-killed-frenzied-knife-attack/>

New Era, 5th of March 2015, "Murder Suspect Denied Bail"
<http://www.newera.com.na/2015/03/05/murder-suspect-denied-bail-2/>

Namibian Sun, 1st of March 2015, "Passion killing accused says he retaliated"
<http://www.namibiansun.com/justice/passion-killing-accused-says-he-retaliated.77151>

The Namibian, 27th of February 2015, "Trial date set in birthday party murder case"
http://www.namibian.com.na/indexx.php?archive_id=134096&page_type=archive_story_detail&page=1

The Namibian, 20th of February 2015, "Court hears statements about fatal stabbing"
http://www.namibian.com.na/indexx.php?archive_id=133811&page_type=archive_story_detail&page=1

The Namibian, 18th of February 2015, "Witness recounts deadly shotgun blasts"
http://www.namibian.com.na/indexx.php?archive_id=133755&page_type=archive_story_detail&page=34

Namibian Sun, 18th of February 2015, "How my Dad killed my Mum"
<http://www.namibiansun.com/justice/how-my-dad-killed-my-mom.76587>

Namibian Sun, 12th of February 2015, "Jealous husband attacks wife in ICU"
<http://www.namibiansun.com/international/jealous-husband-attacks-wife-in-icu.76430>

The Namibian, 10th of February 2015, "Man denies he murdered pregnant girlfriend"
http://www.namibian.com.na/indexx.php?archive_id=133429&page_type=archive_story_detail&page=19

The Namibian, 9th of February 2015, "Man strangles lover to death"
http://www.namibian.com.na/indexx.php?archive_id=133394&page_type=archive_story_detail&page=23

Namibian Sun, 8th of February 2015, "Woman killed, suspect flees to Angola"
<http://www.namibiansun.com/crime/woman-killed-suspect-flees-angola.76269>

The Namibian, 2nd of February 2015, "Man wounds wife, kills himself"
http://www.namibian.com.na/indexx.php?archive_id=133073&page_type=archive_story_detail&page=45

Namibian Sun, 2nd of February 2015, "Lesbian passion killing suspect in court"
<http://www.namibiansun.com/crime/lesbian-passion-killing-suspect-in-court.76127>

The Namibian, 2nd of February 2015, "Love affair ends in deadly stabbing"
http://www.namibian.com.na/indexx.php?archive_id=133069&page_type=archive_story_detail&page=45

Namibian Sun, 1st of February 2015, "Man commits suicide after shooting wife"
<http://www.namibiansun.com/local-news/man-commits-suicide-after-shooting-wife.76100>

Namibian Sun, 20th of January 2015, "Passion killing suspect in new murder charge"
<http://www.namibiansun.com/local-news/passion-killing-suspect-in-new-murder-charge.75812>

Case Liza Kandovazu vs Richard Hange

Namibian Sun, 23rd of March 2015, "Break up behind brutal killing"
<http://www.namibiansun.com/justice/break-behind-brutal-killing.77807>

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http://www.namibian.com.na/indexx.php?archive_id=133912&page_type=archive_story_detail&page=22

Namibian Sun, 19th of February 2015, "Former Cop laughed after girlfriend's shooting"
<http://www.namibiansun.com/justice/former-cop-laughed-after-girlfriends-shooting.76621>

Source: Sister Namibia (Building the feminist movement in Namibia, 2016)
<http://sisternamibia.com/intimate-passion-killings/>

APPENDIX 2: Pictorial (Illustrative) Campaigns to Stop Passion Killings in Namibia



<https://www.facebook.com/532553206759269/photos/pb.532553206759269.-2207520000.1442660309./830185446996042/?type=3&theater>

STOP
Violence Against Women



<https://www.facebook.com/532553206759269/photos/pb.532553206759269.-2207520000.1442660309./760415733973014/?type=3&theater>



<https://www.facebook.com/532553206759269/photos/pb.532553206759269.-2207520000.1442660309./760367673977820/?type=3&theater>



<https://www.facebook.com/532553206759269/photos/pb.532553206759269.-2207520000.1442660309./760380980643156/?type=3&theater>



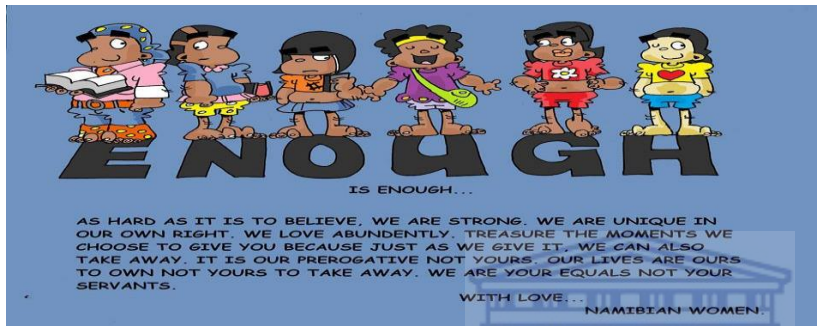
Real Men Don't use Violence

There is no excuse for abuse



zero tolerance for domestic abuse

<https://www.facebook.com/532553206759269/photos/pb.532553206759269.-2207520000.1442660309./815403565140897/?type=3&theater>

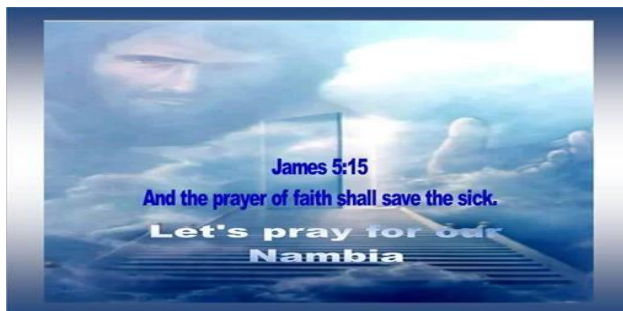


<https://www.facebook.com/532553206759269/photos/pb.532553206759269.-2207520000.1442660309./817251428289444/?type=3&theater>



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ARE YOU MAN ENOUGH? TO WALK A MILE IN HER SHOES

 Then Come Out And Join Us 

Saturday | 8th March 2014 | 10h00
Men Walk A Mile In Heel's To Protest Violence Against Women

**Men March To Stop Gender Based Violence
& Passion Killing In Namibia**

Start @: Min. Of Gender Equality & SW Ends @: Zoo Park



Walk A Mile In Her Shoes

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PASSION KILLING IS NOT THE ANSWER

DAWID BEZUIDENHOUD HIGH SCHOOL

GOREANGAB SEC.SCHOOL CENTUARUS HIGH SCHOOL
WINDHOEK HIGH SCHOOL AUGUSTINEUM SEC. SCHOOL
ELLA DU PLESSI HIGH SCHOOL

COSMOS HIGH SCHOOL KHOMAS HIGH SCHOOL
ACACIA HIGH SCHOOL SHIFIDI SEC. SCHOOL

ST.PAULS COLLEGE
EROS GIRLS SCHOOL
CONCORDIA COLLEGE
DHPS HIGH SCHOOL

EQUIPPED HIGH SCHOOL

TALENT EXCHANGE CONCERTS

in 12th Months

HOCHLAND HIGH SCHOOL
A-SHIPENA SEC. SCHOOL

HIGHLINE HIGH SCHOOL
JAN MOHR HIGH SCHOOL DELTA HIGH SCHOOL

ELDORADO HIGH SCHOOL ROCKY CREST HIGH SCHOOL
SEUNS PIONEER SEC.SCHOOL

KHOMASTURA HIGH SCHOOL HAGE GEINGOB SEC. SCHOOL
JACOB MARENGA SEC. SCHOOL

JAN JONKER AFRIKANER SEC. SCHOOL
INTERNATIONAL COLLEGE

**EDUCATION IS THE KEY TO
UR WORRIES.**

<https://www.facebook.com/532553206759269/photos/pb.532553206759269.-2207520000.1442660309./642926309055291/?type=3&theater>

APPENDIX 3: INFORMATION LETTER



UNIVERSITY *of the* WESTERN CAPE

Private Bag X17 Bellville 7535 South Africa
Telephone: +27 21 959 3887 Fax: +27 21 959 9343

INFORMATION LETTER

This study explores passion killing and its implications on the academic wellbeing of university students in Botswana and Namibia. The rate of the gender based violence (GBV) in Botswana is shocking and unbelievable; the Government and all key stakeholders are concerned. The Government therefore, has tasked everyone in the country to plot the response that each current and potential stakeholder would embark on as part of a multi-sector approach to address the phenomenon (Nyakujarah, 2013).

In Namibia, the Police Service reported that the crime of passion (passion killing) is one of the highest offences committed in the country and it is a serious cause for concern. According to Shaanika (2012), the Government expressed its disappointment and concern over this brutal killing in pathetic rhetorical questions; “What kind of society have we become? Are we a society of murderers? Stop killing women, just stop it”. This can be described as the zenith of human concern and desperation.

The purpose of this study therefore, is to explore the rife nature of ‘passion killing’ and its implications on the academic wellbeing of university students in Botswana and Namibia. The aim is to explore the prevalence of passion killing and describe how the students’ perception of its effects on their wellbeing with respect to their academics in both countries.

Ifeoma Rose-Ann Eze
Researcher student No. 3204479 (UWC)

*NB: For verification please feel free to contact my supervisor: **Professor Moletsane.***
Contact details: 021 959 2429



APPENDIX 4: INFORMED CONSENT FORM

INFORMED CONSENT FORM

I hereby confirm that the researcher, Mrs. Ifeoma R. Eze, has informed me of the nature of this study. I have received informed consent letter, read and understood that my participation in the study, and thus the interview is voluntary. I also understood;

- That my identity will remain anonymous during the analysis, processing of data and reporting of the study, unless I specifically authorise.
- That I am free to withdraw from the study at any point without fear or penalty; this includes having my inputs withdrawn from the study.
- That I may choose not to answer a particular question or set of questions.
- That my answers to the questions directed to me during the interview will be analyzed for this research.
- That I will have sufficient opportunity to ask questions.
- That the tape-recorder will be used during the interview and that I can request that it be switched off at any time.
- That the findings of this research will be shared with relevant role players, and communities through relevant forums and various kinds of publications. I therefore agree to the findings being published within the context of the aims outlined in the covering letter.
- I understand that I may, if I wish, have access to interview notes and/or transcriptions from the interview process for editing purposes, and that I must respond within one month should I wish to make any recommendations for changes.

I, _____, declare that I am prepared to participate in the study.

Participant's name: _____ (Please print)
Signature: _____ Date: _____
Name of witness: _____ (Please print)
Signature of witness: _____ Date: _____

I, Mrs. Ifeoma R. Eze, hereby confirm that the participant has been fully informed of the nature of this study and what is expected of him/her in the course of data collection.

Researcher's name: _____
Researcher's signature: _____ Date: _____

APPENDIX 5: INDIVIDUAL INTERVIEW SCHEDULE

ON THE EFFECT OF PASSION KILLING ON UNIVERSITY STUDENTS' ACADEMIC WELLBEING

Biographical data

Q1. Age _____ Q2. Department _____
Q3. Programme _____ Q4. Year of study _____
Q5. Gender _____

1. University students describe the incidence of 'passion killings' in their countries?

- 1.1 How would you describe the occurrence of passion killing in your country?
- 1.2 How would you describe the age group of the perpetrators and victims?
- 1.3 Please briefly explain what you think are the causes and how it carried out.

2. Students perceive the influence of gender on 'passion killing' in their countries?

- 2.1 What made passion killing is prominent among young people?
- 2.2 How would you describe in influence of gender in the in this type of killing?
- 2.3 Who do you thinks suffers this more male or female, and why do you think so?

3. Corollaries of passion killings according to students on their academic wellbeing

- 3.1 How would you describe the incidence of passion killing in your campus?
- 3.2 Explain any case of this killing that you have witnessed or aware of on campus.
- 3.3 How was the ambience on campus when the news spread?
- 3.3 What were the reactions of the students?
- 3.4 Please explain how it affected the hostel/roommates as well as the course mates.
- 3.5 How did it affect you personally since you witnessed it yourself?

4. Role of the institutions in alleviating passion killings in their campuses?

- 4.1 Explain how the university assist that this type of killing does not occur on campus?
- 4.2 How are the students engaged outside the academic activities?
- 4.3 How accessible are the social activities and social services and amenities?

5. General questions

- 5.1 What do you think is the remedy for passion killing?
- 5.2 What are the parental and peer group influences on passion killing?
- 5.3 How does a child's background influence him/her with regards to passion killing?
- 5.4 In what way does child's environment influence passion killing?

THANK YOU VERY MUCH

APPENDIX 6: PERMISSION LETTER



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

Faculty of Management Sciences

Department of Marketing and Logistics

13 Storch Street
Private Bag 13388
Windhoek
NAMIBIA

T: +264 61 207 2220
F: +264 61 207 9220
E: dml@nust.na
W: www.nust.na

5th September 2015

TO WHOM IT MAY CONCERN

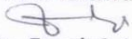
University of the Western Cape
Faculty of Education
Department of Educational Psychology
Research Unit

INTERVIEWS CONDUCTED FOR ACADEMIC RESEARCH PURPOSE

I would like to confirm that Mrs Ifeoma Eze, a researcher from University of the Western Cape approached me in connection with conducting of doctorate research titled "Exploring passion killings and its implications on University students in Botswana and Namibia" Having been informed about the background of the study as well as the proposed methodology, I understood the sensitivity and complexity of the research topic which posed a challenge of identifying potential participants.

I am glad to mention here that I introduced the researcher to Logistics Honours Degree students studying at Namibia University of Science and Technology. They were requested to participate voluntarily. The researcher clearly explained about anonymous identity of participants, also that the provided information would be strictly confidential and used for academic purposes only. Three participants were interviewed (2 males and one female) on 1st and 3rd September 2015.

Yours faithfully,


Dr. Frank S.A. Mulungu PhD, FCIPS.
Lecturer: Logistics and Supply Chain Management
Namibia University of Science and Technology
Faculty of Management Sciences
Department of Marketing and Logistics
Email: fmulungu@nust.na
Phone: +264-61-207-2649

APPENDIX 7: PERMISSION LETTER



Deeper Christian Life Ministry

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Fax: +267 3934163
Cell: +267 74619846/74133529
Email: gaborone.botswana@deeperlifeonline.org

International Headquarters
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University of Lagos P.O.
Akoka, Yaba, Lagos, NIGERIA
Telephone: (+2341) 77455606, Fax: (2341) 7745607,
E-mail: infor@deeperlifeonline.org
Website: www.deeperlifeonline.org

University of the Western Cape
Faculty of Education
Department of Educational Psychology
Research Unit

7th October 2015

To Whom It May Concern

Mrs. Ifeoma Eze introduced herself as a post graduate researcher from the University of the Western Cape and requested me to assist her to recruit participants for her research: "Exploring Passion killings and its Academic Implications on University Students in Botswana and Namibia".

The researcher clearly explained the background of the study as well as the proposed methodology; I understood the sensitivity and complexity of the research topic which pose a challenge to identifying potential participants. I then agreed to introduce the researcher to some students who participated and also recommended other participants.

The researcher also made it clear that participation is voluntarily, the identity of participants will be anonymous as well as the information which will be used only for academic purpose.

Yours faithfully

Pastor Innocent Baoketsi Mzingwani
Associate Coordinator
Deeper Life Campus Fellowship
University of Botswana
baoketsi@ymail.com
(+267) 75421958 / 76521370

Your Spiritual Welfare is Our Concern

APPENDIX 8: CERTIFICATE OF EDITING

Certificate of Editing

Date: 2 December 2016

To whom it may concern

Re: Exploring passion killing and its implications on the academic wellbeing of university students in Botswana and Namibia by Ifeoma Rose-ann Eze

This is to certify that I have edited the contents in **five** of the chapters of the thesis entitled *Exploring passion killing and its implications on the academic wellbeing of university students in Botswana and Namibia* by Ms Ifeoma Rose-ann Eze. The editing relates specifically to the correctness of the English language of the thesis contents in chapters 1,2,3,4 and 5.

Prof BM Nchindila – Doctorate in Linguistics, Masters in Teaching English to Speakers of Other Languages (UNISA), Cambridge Certificate in English Language Teaching to Adults –CELTA – Norwich, England), Bachelor of Arts with Education in English Language and Literature, Advanced Certificate in Human Resource Management (Lusaka, Zambia).

Department of English Studies, TvW 7-28, UNISA

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