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AN ALTERNATIVE INTEGRATED PASTORAL COUNSELING MODEL TO MITIGATE CRIMES OF PASSION: INSIGHTS FROM FACULTY AND UNIVERSITY STUDENTS IN KENYA, KIAMBU COUNTY

BY

EDISE WAIRIMU

NDIRANGU

ST. PAUL'S UNIVERSITY

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARDS OF DOCTOR OF PHILOSOPHY IN THEOLOGY DEGREE FROM ST. PAUL'S UNIVERSITY

NOVEMBER, 2024

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SUPERVISORS:

DR. ELIJAH MACHARIA

NDUNG'U

DR. KEVIN MURIITHI

NDEREBA

NOVEMBER, 2024

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DECLARATION

I hereby declare that this thesis is a product of my work and is not the result of anything done in collaboration. It has not been previously presented to any other institution. I agree that this research may be available for reference and photocopy at the discretion of the University.

SIGNATURE:…….. DATE:……..

Edise Wairimu Ndirangu

DPTLMR183820

Word Count: 84,368

I/we confirm that the work reported on this thesis was carried out by the student under my/our supervision.

SIGNATURE:…… DATE:…….

Dr. Elijah Macharia Ndung'u

First Supervisor

SIGNATURE:…… DATE:……

Dr. Kevin Muriithi Ndereba

Second Supervisor

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ABSTRACT

The increasing prevalence of crimes of passion among university students has raised significant concerns. These crimes have adverse emotional and psychological outcomes. Existing pastoral counseling models, including Biblical Counseling, Christian Counseling, Levels of Explanation, and integration models, have not fully addressed the rising incidence of these crimes, indicating a gap in the current frameworks. This study aimed to explore crimes of passion among university students in Kiambu County, Kenya, to develop an integrated pastoral counseling model (ICM) tailored to this context. The study's primary objectives were to determine the prevalence of crimes of passion among university students in Kenya's Kiambu County, examine the specific psychosocial factors that contribute to the prevalence of crimes of passion among university students in Kenya's Kiambu County, examine the counseling systems used in counseling survivors of crimes of passion in Kiambu County's selected universities, and assess the effectiveness of an integrated counseling model toward the mitigation of crimes of passion among university students in Kiambu's selected institutions. Employing a mixed methods research design, specifically the convergent parallel mixed methods approach, the study utilized semi-structured questionnaires and interviews to gather data from 150 participants, including students and faculty. Quantitative data was analyzed using SPSS v27, while qualitative data was analyzed through narrative techniques to understand participant perspectives. Findings indicated a troubling rise in crimes of passion, with significant emotional and psychological factors, such as relationship issues and inadequate coping mechanisms, contributing to the phenomenon. Existing support systems within universities were found to be fragmented and under-resourced, failing to address the needs of affected students. The study proposed the ICM, which integrates mental health professionals, social workers, pastoral counselors, and academic advisors to create a comprehensive support system. The ICM aims to offer continuous care, prevent crimes of passion, mitigate their impacts, and support affected students through an interdisciplinary approach. To implement the model effectively, it is recommended that universities allocate resources to support this model, foster collaborations with community organizations and mental health agencies, and conduct ongoing evaluations to refine the approach. Further research should explore the long-term effects of crimes of passion, the impact of social media, and the applicability of the ICM in diverse settings. Additionally, future studies should examine the roles of gender, academic stress, substance abuse, and culturally sensitive interventions to enhance understanding and prevention strategies within the ICM context.

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Operational Definition of Terms

Coping mechanisms: Strategies or behaviors that individuals use to manage their emotions and cope with stress. In the context of this study, coping mechanisms may include positive coping strategies such as exercise, relaxation techniques, social support, or seeking professional help. They may also include negative coping strategies such as substance abuse or avoidance.

Crimes of passion: Acts of violence committed in a state of heightened emotional arousal, often driven by intense emotions such as anger, jealousy, or betrayal. For this study, crimes of passion are defined as intentional acts of violence against another person that result in serious injury or death, and that are directly linked to a sudden and intense emotional outburst.

Emotional distress: A state of significant psychological discomfort or distress that interferes with an individual's ability to function effectively. For this study, emotional distress is defined as a persistent state of anxiety, depression, anger, or other negative emotions that significantly impact an individual's daily life, relationships, or work performance.

Holistic approach: A perspective that considers the interconnectedness of an individual's physical, emotional, spiritual, social, and cognitive dimensions. For this study, a holistic approach is defined as a counseling approach that addresses the individual's needs on multiple levels, recognizing that their emotional distress may be influenced by factors beyond their psychological state.

Impulsive behavior: Actions that are carried out without careful thought or consideration of the consequences. In the context of crimes of passion, impulsive behavior refers to acts of violence that are committed in a state of heightened emotional arousal, without sufficient time for reflection or deliberation.

Integrated counseling: A counseling approach that combines elements of various therapeutic modalities to provide a more comprehensive and effective intervention. For this study, integrated

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counseling is defined as a counseling approach that combines pastoral counseling with other

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therapeutic techniques, such as cognitive-behavioral therapy or interpersonal therapy, to address the complex needs of individuals at risk of committing crimes of passion.

Intervention strategies: Specific techniques or approaches used to address emotional distress and prevent harmful behaviors. For this study, intervention strategies included counseling sessions, support groups, community-based programs, and other interventions designed to help individuals manage their emotions, develop healthy coping skills, and build supportive relationships.

Pastoral counseling: A form of counseling provided by individuals with religious or spiritual training, often within the context of a religious institution. For this study, pastoral counseling is defined as a therapeutic process that incorporates religious or spiritual beliefs, practices, and values to address emotional, psychological, and spiritual needs.

Risk factors: Factors that increase an individual's likelihood of engaging in harmful behaviors, such as violence or substance abuse. For this study, risk factors for crimes of passion included factors such as a history of violence, relationship problems, substance abuse, or exposure to violence.

Triggers: Events or situations that can provoke strong emotional responses and increase the likelihood of impulsive behavior. In the context of crimes of passion, triggers may include arguments, breakups, infidelity, or other emotionally charged events.

Wholistic perspective: A view that emphasizes the importance of viewing the individual as a unified whole, rather than as a collection of separate parts. For this study, a wholistic perspective is defined as a counseling approach that recognizes the individual's unique combination of characteristics and experiences, and that addresses their needs in a personalized and integrated manner.

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Abbreviations and Acronyms

CBT – Cognitive-Behavioral Therapy

ICM – Integrated Counseling Model

IRB – Institutional Review Board

ISERC – Institutional Scientific Ethics Review Committee

NACOSTI – National Commission for Science, Technology, and Innovation

SEL – Social and Emotional Learning

SPSS – Statistical Package for the Social Sciences

WHO – World Health Organization

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CHAPTER 1: INTRODUCTION

1.1 Introduction

This research aimed to pave the way for targeted interventions with the potential to save lives. By exploring the unique challenges faced by university students in Kenya's Kiambu County and examining existing counseling systems, it sought to identify areas for improvement and develop more effective strategies to mitigate the risk of crimes of passion. The thesis proposed an "alternative integrated pastoral counseling model" specifically tailored to the needs of this vulnerable population. Integrating elements of traditional pastoral counseling with evidence-based psychological interventions, this model aimed to equip students with the tools to navigate challenging situations constructively, ultimately fostering a safer and more peaceful university environment. In this chapter, the focal points include the study's background, stating the problem, and formulating the study objectives. Other areas include the study's research questions, its purpose, scope, and conclusion as a wrap-up of the aforementioned sections.

1.2 Background of the Study

Crimes of passion, as used in this thesis, refer to acts of violence committed in response to intense emotional arousal, often triggered by perceived infidelity, betrayal, or rejection. These crimes are characterized by a sudden and impulsive nature, often involving a loss of control and a disregard for consequences. While the term "crime of passion" may imply a certain level of justification or extenuation, it is important to recognize that such acts still constitute criminal offenses with serious consequences.

Pastoral counseling, also as used in this thesis, is a specialized form of counseling that integrates theological, spiritual, and psychological perspectives to address the holistic needs of individuals. It is grounded in the belief that human beings are complex beings with spiritual, emotional, and relational dimensions. Pastoral counselors provide a safe and supportive environment for individuals to explore their experiences, beliefs, and values, and to develop coping strategies for addressing life challenges (Capps 2003:2). As contended by Ikenye (2014:1), pastoral counseling comes in the form of interactions between professionals and clients, which lead to changes from less adaptive states to improved adjustments in the behaviors, feelings, and thoughts of the clients,

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with the degree of success moderated by the client's ability to bring about desired changes, address their issues with certainty, and harness their potential.

This study adopted an integrated approach to pastoral counseling, drawing from both theological and psychological frameworks. The integration of these perspectives allowed for a more comprehensive understanding of human behavior and the factors that contribute to crimes of passion. By incorporating spiritual and religious dimensions, the study sought to understand how pastoral counseling can offer individuals a sense of meaning, purpose, and connection to a higher power.

In recent times, statistics have shown an increase in the incidence and rising prevalence of deaths at the merciless hands of jilted lovers. According to Chebii (2017:38), crimes of passion involve perpetrators committing violent crimes against their partners due to strong and sudden incontrollable impulses, episodic outbursts of rage, unresolved disagreements, and inconsistent expectations, besides overlapping responsibilities or instances of disillusionment. The implication is that crimes of passion are not premeditated (Chekwa*et al*. 2013:329). Howard (2012:113) observed further that crimes of passion are those committed following strong emotional feelings. Ndung'u (2015:5) argues that most of these emotional feelings are linked to sexual relationships. From these observations, it remains inferable that crimes of passion accrue from a host of unchecked emotional, psychological, economic, and other influences such as media. They are overlapping modes of exerting self-aggrandizement in exclusive love relationships. These are not just simple clusters of inter-personal differences for they pose imminent dangers to personal safety, serious injuries, or even death if they remain unchecked.

Crimes of passion, often fueled by intense emotions like jealousy, anger, or despair, have emerged as a significant social concern in Kenya. These impulsive acts of violence can have devastating consequences, shattering lives and communities. Understanding the factors contributing to such crimes, particularly among young adults navigating the complexities of university life, is crucial for developing effective prevention and intervention strategies (Dee 2012:1).

This doctoral thesis focused on Kiambu County, Kenya, a region with a growing university student population. While national crime statistics paint a concerning picture of increasing

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violent acts,

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limited research has specifically explored the prevalence and underlying causes of crimes of passion among university students within Kiambu County. This study aimed to address this gap by examining the factors contributing to these crimes within this specific demographic.

Past research on crimes of passion highlights a complex interplay of psychological and social influences. Studies suggest that attachment styles, emotional regulation difficulties, and exposure to violence in one's upbringing can heighten vulnerability (Dikobe 2013:7). Additionally, societal pressures surrounding masculinity, relationship expectations, and limited access to mental health resources can exacerbate these vulnerabilities and contribute to a volatile emotional state (Ferraro and McHugh 2010:3).

Within university life, these factors can be further amplified by academic stress, social pressures, and the challenges of navigating interpersonal relationships. Breakups, feelings of betrayal, or intense possessiveness can create a tinderbox of emotions for some students, potentially leading to tragic outcomes (Barbayannis *et al.* 2022:3). Understanding the specific experiences and challenges faced by university students in Kiambu County is crucial for developing targeted interventions to mitigate crimes of passion.

However, traditional approaches to addressing crimes of passion in Kenya often rely solely on legal consequences, such as punishment and deterrence. These approaches, while necessary to maintain law and order, fail to address the underlying emotional triggers that contribute to such acts. For instance, traditional legal systems may focus on prosecuting individuals for their actions without considering the underlying psychological factors that may have influenced their behavior. This limited perspective can hinder efforts to prevent future occurrences and provide support to individuals at risk (Ondeng, Sirera, and Kathungu 2020:479). Additionally, some traditional approaches may involve cultural or religious practices that seek to shame or ostracize individuals who commit crimes of passion. For example, in certain communities, survivors or perpetrators may be subjected to public humiliation or forced exile as a form of punishment. These practices can further stigmatize individuals, making it difficult for them to seek help or rehabilitation. Furthermore, they may reinforce harmful gender stereotypes and expectations, such as the belief that women should be submissive to men or that men are entitled to control their partners (Ondeng, Sirera, and Kathungu 2020:481). This thesis explored the potential of pastoral counseling as a

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complementary intervention strategy. Pastoral counseling, rooted in religious traditions, emphasizes spiritual guidance, emotional support, and conflict-resolution skills. Research suggests that pastoral counseling can effectively promote emotional well-being, foster healthy relationships, and provide individuals with tools to manage difficult emotions (Gruzd 2015:5).

This study proposed developing an "alternative integrated pastoral counseling model" specifically tailored to address the needs of university students in Kiambu County who are vulnerable to crimes of passion. The proposed alternative integrated pastoral counseling model aims to address the limitations of traditional approaches to addressing crimes of passion. Unlike traditional methods that often focus solely on legal consequences or cultural practices that stigmatize survivors and perpetrators, this model emphasizes a holistic and supportive approach. By combining elements of pastoral counseling, psychological therapy, and social work, the model seeks to provide individuals with the tools and resources they need to manage their emotions, build healthy relationships, and resolve conflicts peacefully. This integrated approach is designed to address the underlying emotional factors that contribute to crimes of passion, rather than simply reacting to the consequences of such acts. By integrating aspects of traditional pastoral counseling with evidence- based psychological interventions focused on emotional regulation and conflict resolution, this model aims to equip students with the tools to navigate challenging situations constructively. Exploring the perspectives of both faculty and students through surveys and interviews was crucial in understanding existing counseling systems and identifying areas where an integrated pastoral counseling model could offer significant benefit.

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Global Context

Around the world, Akunesiobike (2016:109) reported that there has been great concern by various interest groups, professional organizations, government agencies, religious bodies, and non-governmental organizations. While there is plenty of information on violence against women in general; crimes of passion appear, seemingly, to have not been given a corresponding level of attention and focus (Alao 2006:312). The question persists: what can make a person who claims to be in love with another ever imagine causing physical bodily harm or even want to kill the person they are in an exclusive relationship with? In the African setting, some studies have reported social and cultural changing dynamics of societies as factors playing significant roles in fueling the rising

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cases of crimes of passion, an observation coming against the backdrop of foreign views that patriarchy in Africa and customary conspicuous roles that male members of society exhibit have relegated the female gender's roles to subordinate ones (Anderson, Hoskins and Rubino 2019:339).

Despite the international community intervention in violence against intimate exclusive partners, the rise of cases of crimes of passion remains a global concern. These cases continue to affect the mental, social, physical, moral, spiritual, and psychological health of the affected persons, and the majority of them are committed by men but in a context such as Botswana, increased passion killings have arisen from changing gender roles that question society's long-held customs, including efforts towards women's social reform and opportunities, as well as an emphasis of gender equality (Bagai and Faimau, 2021:23).

African Context

In the study by Denbow and Thebe (2006:153), it was avowed that a male in Botswana might not be comfortable when the female assumes leadership roles in domestic unions out of them being empowered through education, economic stability, or being more pronounced at elevated points of decision making at the formal workplaces of career. Given the foregoing claim, it can be concluded, that the changing roles of women, at the societal level, might intimidate their male counterparts. This is so as women begin to take up more and more, traditionally viewed male roles in society as a function of women becoming more empowered, enabled, and conspicuously positioned in significant decision-making positions. This tends to threaten the traditional order of balance perennially accustomed to, and the only logical way, according to the above narrative, through which men can maintain the societal balance of scale, is to be physically violent against women. Nolan, Randazzo and Deisinger (2011:1) suggest that crimes of passion are not only action- exclusive as they can from time to time involve a subset of sporadic violence meted out against the weaker partner. They argue that in Botswana, these kinds of actions are known as passion killings, yet interventions in favor of actual or perceived survivors are yet to emerge vividly, whether before, during, or after such crimes. The authors also state that these killings are unique to the circumstances in which they occur, to ensure advanced survivor protection before the crime, or in the unfortunate events of the crimes have occurred, yet there are no existing interventions before and post the perpetration of the offense. Furthermore, this lack of

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intervention gives birth to societal

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stigma, social silence, or fear. In concurrence, However, Owino (2005:2) claimed that Botswana's culture, like most other civilized African cultures, does not condone these types of killings, a position that is equally echoed by Lethogile(2005:3), who admitted that peace and tolerance had been deemed essential in the country.

A similar increase in crimes of passion is noted in Namibia (Nunuhe 2014:6). With the Namibian Police documenting in the *New Era Newspaper,* the period stretching from January 2013 and February 2014 saw as many as 36 female persons die due to passion crimes perpetuated by their jilted lovers. Nunuhe (2014:2) claimed further that these killings could be attributed to alcohol, substance, or drug consumption, jilted lovers who might be acting out of jealousy, greed, or ever-widening social disparity. Clinical psychologists, as Heita (2014:7) suggests, identify various factors that may contribute to incidents of killing. These factors include the erosion of traditional family values and the shift in societal morals, low self-esteem among heterosexual partners, excessive materialism, ineffective coping mechanisms for loss or rejection, and the practice of cohabitation. These factors may operate individually or in conjunction with one another.
However, Ouellet and Taylor (2019:4) confirm that the majority of these incidences are a result of mismanaged or unforeseen breakups between partners and the ensuing unpleasant realities of having to cope and bear with the supposed societal shame that comes with such breakups.

Kenyan Context

In the Kenyan context, many studies contend that there is an avalanche of crimes of passion on university campuses (Nolan *et al*. 2011:109). In the wake of this dangerous trend, mixed reactions arise. At this point, one question that arises is what is it about crimes of passion, amongst university students, that make it invariably the only available option for settling relationship challenges in Kenya? Secondly, what is the role of pastoral counseling in mitigating the trending occurrence of these crimes on university campuses? Thirdly, have the current models of pastoral counseling been inadequate or ineffective and need an upgrade to address new areas of relational challenges among exclusive partners in Kenyan universities? Lastly, what are some of the available, viable solutions that if adopted the students can relate to curing the overlapping emotional and moral dynamics that come with exclusive heterosexual relationships within university campuses?

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The focus of the study was on passion crimes occurring on the part of university students in the specific Kenyan context rather than in the context of existing penal regimes in the country as stated in Cap 63 Laws of Kenya, from an alternative vantage point of employing measures to curb this menace that threatens the integrity of the entire fabric of academia (Laws of Kenya 2023:1). Hence, the study explored any rigidity of previously proposed models of pastoral counseling (and their effectiveness or otherwise), upon which a new path toward responding to the aforementioned contemporary problem was developed. Imperative to note is that insights were also gained from university students selected based on permission granted by the administration of these campuses and special emphasis was placed on shielding their identities without compromising the integrity, or reputation of the study and its corresponding findings.

In Kenyan universities, though the study sought to concentrate principally on selected universities within Kiambu County, one of the key identifiable phenomena that continue to constantly emerge is the proclivity with which students appear to have a natural inclination and an enjoyable predisposition to gravitate, attract or participate in crime, particularly those of violent nature. According to Chebii (2017:41), the widespread cases of crimes of passion have a devastating effect to affect students both directly and indirectly. For example, failure to protect campus students' well- being and rights infringes on their best interests, including their health, safety, and dignity. Further, Chekwa *et al*. (2013:331) stated that failure leads to a marked reduction in students' chances of reaching their full potential, eventually denying them the right to positive experiences, and compromising an otherwise expected excellent and supportive learning environment. Similarly, separate from any other offense perpetrated against the person of an individual, crimes of passion have unique ways in which they ordinarily affect an individual in ways such an individual might never recover from overall individual well-being. Thus, it is strikingly evident, that crimes of passion end up affecting the emotional health of university students, with tertiary effects felt further in the form of limited educational and personal success, besides robbing the learners of valuable academic time (Howard 2012:113). Thus, from the scholarly insights gained from Chebii (2017:37) and Howard (2012:115), crimes of passion could reduce the overall quality and value of university education, as the resulting deaths, threats, fears, victimizations, unrest, and injury treatments contribute to a significant loss of valuable time and resources.

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When it comes to the practice of pastoral counseling profession levels, Christian and secular models, which are discussed in the second chapter per their proponents, main texts, and strengths and weaknesses, have been proposed. Some of these models include the Biblical Counseling Model (BCM), the Christian Psychology Model (CPM), the Integration Model(tIM), and the Levels of Explanation Model (LoEM) (Muasya 2014:89). Despite their insightful nature and promising trend of responding to and addressing the problem of crimes of passion in universities such as those in the Kenyan context, it is imperative to highlight that the secular model approach exhibits some fundamental inherent limitations. For example, in many instances of crimes of passion, secular models would naturally treat a cause as the deterioration of love if applied solely, (Nolan *et al*. 2011:119).

It is also notable that crimes of passion often occur within the context of broader social and cultural factors, including cycles of violence. These cycles are patterns of violent behavior that are transmitted across generations, often perpetuated through cultural norms, societal structures, and individual experiences (Nguyen and Larsen 2012:151). Individuals who have experienced or witnessed violence in their families or communities may be more likely to engage in violent behavior themselves, perpetuating the cycle of violence. Some cultures may normalize or even glorify violence as a means of resolving conflicts or demonstrating masculinity, contributing to a climate where crimes of passion are more likely to occur. Inequality, discrimination, and lack of opportunities can create conditions of stress and frustration that may lead to violence. Personal factors such as childhood abuse, substance abuse, or mental health issues can increase the risk of engaging in violent behavior (Nunuhe 2014:7). By exploring the connections between crimes of passion and cycles of violence, this study sought to provide a more comprehensive understanding of the underlying factors that contribute to these crimes.

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For pastoral counselors, however, the main causative agent responsible for worldly problems such as crimes of passion lies in the factor of disobedience (Capps, 2003:5). According to Peterson *et al*. (2015:131), Christian models tend to emphasize repentance and hold that with a lack of obedience being the foundational problem, the key solution lies in the decision to start obeying God. The resulting trend is that secular models target the survivors' and potential perpetrators' emotions, while Christian models of counseling tend to target the spiritual and moral character of

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individuals.

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A question that arises is whether or not one set of the models supersedes the other and whether an alternative, integrated pastoral approach that seeks to appeal to individuals such as university students' emotions and spiritual or moral well-being might be more effective.

In this study, the central purpose was to examine passion crime patterns in the context of Kiambu County of Kenya, specifically among university students in public and private universities in the region. The motivation for the study largely hinges on the need to categorically settle, what are the independent variables that would influence a student's conduct, behavior, and predictive outcomes, particularly in situations that are deemed to escalate in situations involving management of relational challenges, disagreements, and misunderstandings, as well as perceived or real differences during instances of emotional tensions in relationships? Could those variables have any points of convergence in an individual's emotional, moral, or spiritual indicators? Between determination to implement an exclusive Christian or Secular model approach, which one has a chance of reaching the holistic individual?

From the foregoing, the study is important for the following reasons. In assessing the viability of the proposed integrated model of pastoral counseling, if found to be feasible adapted, and implemented, it might lead to beneficial effects such as the restoration of the otherwise valuable academic time on the part of university students and improve the quality of education, probably by going a long way to contribute to reducing passion crime prevalence and incidence at the regional, national, and even global level.

The study strives to give insight into how perceived threats or fears of danger might be minimized and steer improvements in the emotional health of learners, having implemented the proposed model that seeks to increase the learners' educational and personal success – via reductions in crimes of passion. In addition, this study is important because it strives to minimize extremely high- level incidents of crimes of passion, eventually reducing costs (such as legal fees) that survivors and their significant others incur. Imperative to note further is that this study is significant and contributory to the literature on pastoral counseling because it strives to restore university students' right to excellent learning environments and positive experiences, especially by giving insight into how pastoral counselors could respond and attend to potential survivors' and perpetrators'

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emotional and moral or spiritual needs via a proposed integrated approach. Lastly, the study is important because, by examining the current incidence and prevalence of crimes of passion, it might pave the way for increased chances of university students reaching their full potential, having ensured that their health, safety, and dignity are not infringed through crimes of passion.

In the heart of Kenya, Kiambu County grapples with a rising tide of crimes of passion. These impulsive acts of violence, fueled by a fiery mix of emotions, leave a trail of shattered lives and fractured communities. Among its growing university student population, the risk of these crimes looms large. While national statistics paint a grim picture, a crucial piece of the dilemma remains missing: a comprehensive understanding of why and how these tragedies unfold within this specific demographic.

This doctoral thesis focused on the crimes of passion among university students in Kiambu County. Past research reveals a complex web of psychological and social factors at play. Attachment styles, difficulties managing emotions, and a history of violence can leave individuals particularly vulnerable (Ndereba 2022:94). Societal pressures surrounding masculinity, relationship expectations, and limited access to mental health resources further exacerbate these vulnerabilities, creating a volatile emotional cocktail (Nguyen and Larsen 2012:151).

The university environment adds another layer of complexity (Ferraro and McHugh, 2010:7). Academic stress, social pressures, and the challenges of navigating young adult relationships can amplify existing anxieties. A broken heart, perceived betrayal, or possessive jealousy can transform into a tinderbox for some students, potentially erupting into devastating consequences. Unearthing the specific experiences and challenges faced by students in Kiambu County is essential for crafting targeted interventions to mitigate the risk of crimes of passion.

However, traditional approaches often focus solely on legal repercussions, overlooking the emotional triggers that fuel these impulsive acts. This thesis explored the potential of pastoral counseling as a complementary intervention strategy. Rooted in religious traditions, pastoral counseling emphasizes spiritual guidance, emotional support, and equipping individuals with conflict resolution skills. Studies suggest that it can be effective in promoting emotional well-being, fostering healthy relationships, and providing tools to manage difficult emotions (Njenga 2016:9).

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This research proposed the development of an "alternative integrated pastoral counseling model" specifically tailored to the needs of university students in Kiambu County vulnerable to crimes of passion. This model aims to equip students with the tools to navigate challenging situations constructively by integrating elements of traditional pastoral counseling with evidence-based psychological interventions focused on emotional regulation and conflict resolution. Understanding existing counseling systems and identifying areas for improvement was crucial. Through surveys and interviews with both faculty and students, perspectives can be explored and pave the way for an integrated model that offers significant benefits.

Notably, it is vital to consider factors that might influence the effectiveness of this model. These "independent variables" include: religious beliefs and practices in terms of the prevalence of specific religious beliefs or the way rituals are practiced could influence student receptiveness to the pastoral counseling component (Nkosi 2011:9), cultural norms surrounding help-seeking behaviors, gender roles, and expressions of anger could affect student willingness to engage in counseling or implement the model's strategies (Nunuhe 2014:7), and socio-economic factors such as poverty or limited access to mental health resources might influence a student's ability to fully participate in or benefit from the model (Ouellet and Taylor 2019:2).

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1.3 Statement of the Problem

A notable concern is that crimes of passion, fueled by intense emotions like jealousy, anger, and despair, are a growing concern in Kenya. These impulsive acts of violence have devastating consequences for individuals, families, and communities. While national statistics paint a concerning picture, research specifically examining the prevalence and underlying causes of crimes of passion among university students in Kiambu County, Kenya, is scarce.

Unique vulnerabilities of university students are also notable. University life presents a complex environment for young adults. They navigate academic demands, social pressures, and the challenges of developing and maintaining healthy relationships. Breakups, feelings of betrayal, or intense possessiveness can create a volatile emotional state, potentially leading to tragic outcomes. Additionally, Generation Z faces unique pressures, including shifting family dynamics, the ever- present influence of social media, and increased academic competition. These factors, coupled with

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limited access to mental health resources, may contribute to a heightened risk of impulsive violence (Phillips and de Roos 2022:10).

When it comes to the limitations of existing approaches, traditional approaches to addressing crimes of passion often focus solely on legal consequences or lack a comprehensive understanding of the emotional triggers at play. While legal repercussions are essential, a complementary intervention strategy is needed. It is at this point that the potential of pastoral counseling can be revisited. Here, pastoral counseling, rooted in religious traditions, offers spiritual guidance, emotional support, and skills for conflict resolution. Research suggests its effectiveness in promoting emotional well-being and fostering healthy relationships (Shikuku and Keter 2016:1). However, existing models may not fully address the specific challenges faced by university students in Kiambu County. This doctoral thesis proposed the development of an "alternative integrated pastoral counseling model" specifically tailored to the needs of university students, vulnerable to crimes of passion. This model aims to equip students with the tools to navigate challenging situations constructively by integrating elements of traditional pastoral counseling with evidence-based psychological interventions focused on emotional regulation and conflict resolution.

By examining the prevalence of crimes of passion among university students in Kiambu County and exploring existing counseling systems, this study aimed to identify the most effective approach for mitigating these tragedies. This research might contribute valuable insights to address a critical gap in the understanding of crimes of passion within this specific demographic and pave the way for targeted interventions with the potential to save lives.

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1.4 Formulated General Objectives

1. To determine the prevalence of crimes of passion among university students in Kenya's Kiambu County
2. To examine the specific psychosocial factors that contribute to the prevalence of crimes of passion among university students in Kenya's Kiambu County
3. To examine the counseling systems used in counseling survivors of crimes of passion in Kiambu County's selected universities
4. To assess the effectiveness of an integrated counseling model toward the mitigation of crimes of passion among university students in Kiambu's selected institutions

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1.5 The Research Questions

1. What is the prevalence of crimes of passion among university students in Kiambu County?
2. What are the specific psychosocial factors that contribute to the prevalence of crimes of passion among university students in Kenya's Kiambu County?
3. What are the counseling systems used in counseling survivors of crimes of passion in selected universities in Kenya?
4. What is the effectiveness of an integrated counseling model toward the mitigation of crimes of passion among university students in Kiambu's selected institutions?

1.6 Rationale/Study Justification

The choice of Kiambu universities for this study was rooted in several key factors. First, Kiambu County is a rapidly growing region in Kenya, experiencing significant urbanization and social changes. These factors can contribute to increased stress, competition, and the potential for interpersonal conflicts, including crimes of passion. Second, universities in Kiambu are diverse institutions that serve a wide range of students, providing a rich and varied sample population for this study. Third, the proximity of these universities to Nairobi, the capital city, exposes students to a range of cultural influences and societal pressures that may contribute to the occurrence of crimes of passion. The study was also deemed timely and relevant in various ways. For instance, by examining the current passion crime patterns in universities, the study might give insight into some of the drawbacks with which previously proposed and implemented models of pastoral counseling might be associated. This may allow room for the development of a contemporary and more responsive framework that might seek to satisfy the interests and preferences of university students in Kiambu County. In addition, an examination of factors contributing to passion crimes among university students is projected to pave the way for the understanding of the interplay between religious issues and socio-cultural aspects that lean toward a secular appeal. This framework may strive to appeal to both the students' religious needs and interests and socio-cultural values which might be established, consequently ensuring that in the future, counselors employ the model from a holistic point of view. It may also cater for the needs of these learners relative to their socio- cultural and religious backgrounds. In studying the emerging trends, intensity, rotations, gravity, and geographical determinants, a new counseling direction and framework might be charted, hence curbing this criminal menace in Kenyan universities more effectively. Similarly, the study might give new insight into the existing knowledge, which

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may help equip counselors and religious

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leaders in the field of counseling as needed. Similarly, it is worth contending that interventions such as those that seek to curb crimes of passion among university students tend to demand multidisciplinary approaches. Some of the specific teams that tend to be impacted directly and are poised to play leading roles in restoring normalcy include university staff, the surrounding communities within which the universities may be located, public and community health personnel, religious groups, and policymakers. In this case, therefore, various stakeholders' expected roles and how they could collaborate towards a common goal might improve significantly, having raised awareness of the adversity of crimes of passion. In turn, the projected development of an integrated model of pastoral counseling might go a long way in contributing to the achievement of this goal, especially from a pastoral counseling or religious intervention perspective in Kiambu County.

1.7 Significance of the Study

Crimes of passion tend to affect both the survivors and perpetrators. For survivors, some of the outcomes include physical injuries, psycho-social torture, mortality, and the risk of societal vices such as suicide and possible engagement in drug and alcohol abuse. As such, one of the areas in which the study might find significance entails the ability to inform ways in which, from the perspective of the counseling model application, justice could be restored, as well as wellness in the larger community. It is also notable that the study is significant because crimes of passion tend to pose a financial burden to society in most cases. Such financial burdens include medication costs for survivors, burial arrangements in case of fatalities, prolonged legal hearings that may take years in some instances, and compensation costs for families of perpetrators, if found guilty. As such, by going a long way to assess and possibly recommend an integrated model of pastoral counseling, the study might contribute to reductions in crimes of passion among university students in Kiambu County by appealing to their emotional, spiritual, and psychological states, hence aiding in mitigating the above-mentioned costs. A third area in which the study was deemed significant is one in which it might increase society's understanding of any existing gaps in life skills for university students, which could be contributing to growing cases or increased incidence risk. Particularly, it can be seen that the investigation strives to immerse the researcher in the lived experiences of groups such as university students and faculty. Through this in-depth examination, it is projected that an understanding of what it takes to experience or to be impacted by a crime of passion on and off (or around) campus directly or indirectly might be understood

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vividly, thus leading to the possible determination and prediction of the missing link from a counseling direction.

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At that point, it is projected that gaps in the life skills of most university students might be brought to the surface and, in turn, provide room for the coining or development of an integrated model of pastoral counseling in a manner more responsive to community members' needs. Lastly, this study is poised to highlight how religion could place itself in society in a relatively seamless way through which both the preferences of communities and pastoral goals might be fulfilled concurrently while ensuring minimal conflict on board. In so doing, the significance of the investigation might be vivid whereby it might bring to the surface the specific attitudes of the community on the focus and its vision regarding the safety of university students. At the same time, depicting the needed interventions from a pastoral stance to ensure the two groups' vision of striving to achieve safety on and around university campuses is realized, without introducing ideological conflicts or differences between the intervening groups and the target groups.

1.8 Study Scope

The target geographical location is Kiambu County, Kenya. Regarding the subject under investigation itself, it is notable that the focus was on passion crime patterns on the part of university students in the selected research context. At this point, it can be seen that the aim was to understand the lived experiences of university students and faculty in the region, especially after being affected in one way or another by the perceived crimes of passion touching on university students. The study also touched on some of the existing models of pastoral counseling, the degree to which they might have been effective elsewhere or otherwise, and ways in which such frameworks could be enhanced to ensure better outcome realization concerning the satisfaction of emotional, spiritual, and psychological needs of university students. It is further notable that the study delved into the subject of specific motivations that could be behind growing patterns of passion crimes in universities in the selected region, some of the interventions that might have been attempted previously by relevant authorities such as pastoral organizations in collaboration with public and community health personnel or university faculty to seek to raise awareness about the vice, the extent of success that might have been felt by any previous attempts to intervene, and major gaps that could be explaining the continuous incidence and prevalence of crimes of passion in the region. Lastly, the study was out to reveal the interplay between an integrated counseling model and the satisfaction of Kiambu's university students' needs, hence striving to go a long way to contribute to the restoration of spiritual, emotional, and psychological normalcy of the part of campus students, especially regarding their engagement in desired healthy

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relationships.

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1.9 Study Delimitations

Crimes of passion motivated by anger, fear, and jealousy are the target areas for this investigation. One of the reasons for this topic selection is social significance in which passion crimes may potentially impact the safety and well-being of the youth, and so understanding factors that contribute to them might aid in developing targeted interventions and support mechanisms. The second reason is local contextualization, with the topic poised to address a specific issue within a local context. This localized approach might enhance the utility and applicability of the study, ensuring that the findings are more actionable for counselors, educators, and policymakers in Kiambu County and potentially serve as a model through which similar issues might be addressed in other regions. The study did not collect data from any other violent crimes of passion concerning criminal incidence whose primary cause might be similar characteristically but unrelated to the matching traits of crimes of passion. The area of study was Kiambu County in Kenya while data was collected from university students who are the primary target audience and other relevant authorities from the institutions. Similarly, the study centered on simple random sampling to select the participants, an approach justified by factors of reduced complexity, ease of implementation, unbiased selection, representativeness, and statistical inference in which the method not only simplifies statistical analyses but also facilitates the application of inferential statistics. The randomness of the sample is also poised to pave the way for making reliable inferences about the entire as informed by the characteristics observed in the selected sample. Lastly, the study examined specific subjects such as the current trends in passion killings, causes of the crimes, counseling models previously used, and the feasibility of an integrated counseling model.

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The implication is that the scope of the study encompassed a focused examination of incidents entailing crimes of passion within the university student population. Primarily, the study sought to explore the manifestations, causes, and prevalence of such crimes, considering university life's unique context. Through qualitative and quantitative analyses, the study strives to uncover key factors contributing to these incidents, proceeding to shed light on possible interventions and preventive measures. The scope was limited to university students in Kiambu County as the specific geographic region, focusing on the participant's perceptions and experiences related to crimes of passion while, at the same time, considering the broader sociocultural influences. Integral to the

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research methodology was ethical considerations and the safeguarding of participant confidentiality.

1.10 Assumptions of the Study

One of the assumptions is that participants, both male and female, were evenly and equitably distributed in the selected university campuses in Kiambu County of Kenya. Another assumption is that the research participants had witnessed at least one incident of the crime of passion and that they had also been direct or indirect survivors relative to those crimes. An additional assumption is that the universities located in Kiambu County, whether public or private, have an adequate population from which a sampling frame was drawn and an adequate sample size achieved, assuming further that their locations from each other are nearly equidistant to avoid compromising outcome validity due to the risk of overrepresentation of one region of the county. The final assumption is that data saturation was achieved during the sampling and data collection processes. **Intended Outcome:** The research aimed to propose an alternative integrated model of pastoral counseling. The focus is on mitigating passion crimes on the part of Kiambu's university students. Hence, the overall intended outcome involves developing a comprehensive and effective approach that integrates pastoral principles into counseling to reduce instances of passion crimes in the targeted demographic.

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CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

A crime of passion is an instance in time when a partner's actions cause grievous harm or even death to another person with whom they may be romantically involved (de Souza 2023:5). This action could be of jittered lovers, anger, jealousy, among many other reasons. It is important to note that in Kenya's penal institution, there is no classification of an offense termed as a crime of passion. A productive reading of Section 203 of the Penal Code only spells out the capital offense, which carries the maximum penal punishment of death in Section 204. Globally, some studies suggest that up to 30 percent of girls aged below 15 years experience physical violence (Muasya 2014:84). In Kenya, Ndung'u (2015:7) documented that at least one in four women, in their lifetime, is likely to experience some degree of domestic violence.

Men, too, have not been spared from being survivors of crimes of passion. For example, Nolan *et al*. (2011:113) stated that in these institutions, about five percent of men may be passion crime survivors, perpetrated by their lovers or significant others. In the American context, at any given moment, the chances of a man becoming a survivor of a crime of passion stand at 1.1 percent (Peterson *et al.*2015:134). For women in higher education institutions, global statistics indicate further that those aged between 20 and 24 are at higher risk of experiencing crimes of passion. Chekwa*et al.* (2013:330) stated further that whereas crimes of passion may not necessarily cause death, the majority lead to long-term health issues such as physical disability, maimed body parts, life-altering medical conditions, or clinical dependency. With statistics about domestic violence included as part of crimes of passion, a more worrying trend can be observed, whereby one million more crimes of passion are likely to be reported in women each year, compared to their male counterparts (Howard 2012:114).

In the Kenyan situation, especially on university campuses, the literature suggests that about 81 percent of women who tend to be serial survivors of these types of offenses are likely to have these incidents perpetrated by the same individual (Muasya 2014:86). Also, statistics demonstrate significant gender differences for survivors, with women accounting for about 80 percent of these cases, implying that fewer male students are likely to be victimized, whether the heinous offense is meted against them at the hands of the same individual, or a different perpetrator. As

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documented

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by Ndung'u (2015:3), crimes of passion that lead to injury have affected about 15 percent of female students on Kenyan campuses. Chebii (2017:44) asserted further that most of these crimes of passion occur in places of residence, with the majority going unreported to the law enforcement authorities. In the absence of counseling, adverse outcomes do not only emerge in terms of trauma and other psychological health problems but also increase the annual costs of dealing with crimes of passion in Kenya's institutions of higher learning, both at the individual and institutional levels.

2.2 Theoretical Framework

The complex phenomenon of crimes of passion, driven by intense emotions, requires a multifaceted theoretical framework to fully understand its causes among university students in Kiambu County, Kenya. This study utilizes a combination of five theoretical perspectives below, each offering a unique lens through which to examine the contributing factors.

Levels of Explanation Model: This model emphasizes the interplay of biological, psychological, and social factors in human behavior. When considering crimes of passion, not only is the immediate emotional state (psychological) explored, but also potential biological vulnerabilities (such as neurotransmitter imbalances) – and their interaction with social pressures and cultural norms surrounding emotions and conflict resolution (social).

Integration Model: This model seeks to integrate insights from both secular psychology and Christian theology. In the context of crimes of passion, it encourages the examination of emotional regulation strategies from both psychological frameworks (e.g., cognitive-behavioral therapy) and Christian traditions (such as prayer and forgiveness). This approach acknowledges the potential benefits of both secular and faith-based interventions in promoting emotional well-being and reducing the risk of impulsive violence (Crawford 2020:170).

Christian Psychology Model: This model emphasizes the role of faith and spiritual beliefs in shaping an individual's worldview and influencing their response to challenges. For university students facing relationship difficulties or academic stress, their religious beliefs can provide a source of strength, comfort, and guidance in navigating their emotions constructively. This model encourages exploration of how religious teachings on anger management, forgiveness, and conflict

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resolution might contribute to mitigating the risk of crimes of passion (Horsburgh and Ippolito 2018:156).

Biblical Counseling Model: This model emphasizes applying biblical principles to address emotional and behavioral issues. It focuses on the transformative power of scripture in guiding individuals toward healthy thoughts and actions. Regarding crimes of passion, this model could involve examining how biblical teachings on self-control, love, and reconciliation can equip students with the tools to manage difficult emotions and navigate interpersonal conflicts peacefully (Chekwa, Thomas, and Jones 2013:330).

Social Learning Theory: This theory posits that individuals learn behaviors through observation and imitation. In the context of university life, exposure to violence in popular media, witnessing unhealthy conflict resolution among peers, or growing up in a household with a history of domestic violence, can all contribute to a learned pattern of responding to emotional distress with aggression. This theory highlights the importance of promoting healthy coping mechanisms and conflict- resolution skills within the university environment (Smith 2021:4).

By integrating these diverse theoretical perspectives, this research aimed to develop a comprehensive understanding of the factors contributing to crimes of passion among university students. This holistic approach considered the interplay of biological, psychological, social, and spiritual influences, paving the way for developing effective preventive interventions tailored to this specific population in Kiambu County. The theories are discussed in more specific detail and in accordance with their related objectives below.

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2.2.1 The Levels of Explanation Model

The Levels of Explanation Model treats psychology and theology differently. Specifically, the model posits that psychology focuses on how humans could be shaped and supported to react to and adapt to social and natural environments, while theology focuses on how humans relate to God. According to Horsburgh and Ippolito (2018:6), modern biblical theology and psychology look at several of the same things, including a desire for meaning in life, fear, worry, anger, abuse, suffering, and motivations. Therefore, when it comes to a practical scenario such as responding to

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crimes of passion, this framework separates psychology from theology, yet humans have both moral (spiritual) and emotional (psychological) needs that ought to be satisfied. As such, the model keeps biblical theology and psychology distinct, yet when problems such as crimes of passion occur, the survivors, perpetrators, and their significant others, exhibit both spiritual and psychological needs that require counselors to attend to both of them. On one hand, therefore, the key strength of the levels of explanation model is that the spirit and the soul are independent attributes, and so counselors could tailor interventions for crimes of passion more specifically to the needs of perpetrators and survivors more comprehensively, depending on whether the leading cause of the event might have leaned toward the side of the spirit or the soul. However, a notable weakness of the framework is that with the spirit and the soul treated as two independent entities in humans, the implication is that it bars the Bible's access to parts of human life, yet it is over those parts that the same Bible claims authority. Hence, how to implement the model while countering the aforementioned dilemma might prove challenging from a counselor's perspective.

2.2.2 The Integration Model

In the Integration Model, Crawford (2020:170) stated that the framework indicates that biblical theology and psychology look at the same thing in the form of human nature and what might have gone wrong, as well as some of the informed strategies that could provide lasting solutions. Two tools that are used in this model, therefore, include the special revelation concerning how God's will is revealed by the Bible and the general revelation that involves scientific observation. Proponents of this framework (Integration Model), therefore, advocate for the combination of the Bible's insights with those of science. While the model's strength is felt in terms of combining psychology with the Bible, Crawford (2020:170) cautioned that a balanced approach is lacking because, in most cases, when the insights of the Bible with those of science conflict, the Bible tends to hold sway. At this point, the selected model tends to exhibit some degree of bias, yet some situations such as those of crimes of passion could have some survivors and perpetrators exhibit needs that lean more towards the insights of science (secular) than those of the Bible. As contended by Cherry (2016:2), an additional gap concerning this model is that a vivid explanation regarding where the insights of science supersede and gain usage more than those of the Bible, and vice versa is yet to be provided. In particular, a guideline on how to assess the needs of the counselees and discern whether the approach should be balanced or it should be integrated but the insights of one

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of the schools of thought supersede those of the other is lacking. Through the proposed Christian-secular model of pastoral counseling, it is projected that the current work might respond to, extend, and strengthen or contribute to this previously proposed integration model, especially by countering the perceived weaknesses mentioned above.

2.2.3 The Christian Psychology Model

The Christian Psychology Model forms a third framework that has been proposed in the literature. According to Horsburgh and Ippolito (2018:156), this framework's basic premise lies in the question of what could be deemed foundationally wrong with individuals, as well as what could be done to put them right. The foundation of counselors who adopt this model, therefore, involves a strong biblical theory-narrative. Particularly, the framework provides freedom for counselors to incorporate psychological insights that are deemed similar to how Christians understand redemption, fall, and creation. Indeed, the main weakness, if applied to a scenario such as crimes of passion among university students, is that the model ends up granting too much power on the part of the counselor, rather than allowing the therapy process to be grounded in the experiences, needs, preferences, and interests of survivors, perpetrators, and their significant others. Also, how to balance between and attend to the spiritual or moral (Biblical) and emotional (secular) needs of the counselee is not clarified vividly in this theory, a gap worth addressing and which forms the central objective of the study.

2.2.4 The Biblical Counseling Model

The Biblical Counseling Model has been proposed in the literature. For counseling processes that adopt this model, one of the goals is to guide counselees in the identification and statement of their problem(s). Another goal involves offering scriptural counseling regarding how to deal with the issue. Additionally, the Biblical Counseling Model has its goal of helping counselees find comfort, deliverance, healing, forgiveness, salvation, and answers to their problems via the incorporation of scriptural principles. According to Chekwa, Thomas and Jones (2013:330), this model holds that when modern psychology is used, it comes with quasi-religious, non-empirical, and underlying human nature theory-narratives that fail to coincide with revelations in the Bible. Therefore, the emphasis of this model is that when faced with a problem such as crimes of passion, counselors are expected to focus on how they could change the behavior of humans by

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adopting biblical living

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patterns. Proponents of the secular perspective of counseling posit that the Biblical Counseling Model fails to acknowledge the heart of oneself, as well as its motivations. Here, the model's emphasis is on worship and faith as solutions to problems that an individual encounters, yet parameters such as the will (relative to existential-humanistic psychology), emotions (regarding psychodynamic object relations), thinking (concerning cognitive therapy), and behavior (relative to behaviorism) are less attended to (Crawford 2020:170). From these insights, this model falters in such a way that, rather than comfort, it confronts through behavioral pattern identification.

Indeed, the observations above suggest that based on the Levels of Explanation Model, theology and psychology do not exhibit tension. With spiritual problems meant for the church, medical problems meant for the doctor, and emotional problems meant for the counselor, the Levels of Explanation model suggests that theology and psychology do not overlap; neither do they have real tension or conflict. When it comes to The integration Model, it combines insights of the Bible with insights of counseling psychology. Hence, the Integration Model perceives theology and psychology as equally good, pouring theology and psychology into a blender with no actual instruction for their quantities.

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2.2.5 Social Learning Theory

Still, with the subject of crimes of passion and an understanding of theories that could underpin and aid in understanding major dilemmas and complexities surrounding this vice on the focus, critical insights could be gained from 1967's Albert Bandura's model, deemed the social learning theory. The theory specifically clarifies behaviors concerning ways in which they can be observed in other individuals and also how these behaviors could be repeated by others who observe or witness them, implying that those behaviors are social because individuals learn them from one another. In the model, Bandura argued that behavior results from individuals modeling those behaviors that they see or witness around them, thus observational learning. However, the theorist cautioned that individuals would not merely observe and repeat the behaviors of anyone. Rather, they would repeat the actions of individuals, whom they perceive to be similar to them, suggesting that the observed and emulated persons are deemed to be role models for their behaviors (Smith 2021:4).

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The insights from the social learning theory, thus, indicate that when the behaviors of role models are observed, they may or may not cause a behavior change, with behavioral changes being either negative or positive. Indeed, certain processes end up dictating the behavior change. For example, behavioral alterations could occur by paying attention when an individual learns something new. Also, there is the retention of observations, ensuring that the individual stores the new information in his or her memory for future usage. The reproduction of observations is another process that shapes social learning whereby, as new behaviors are modeled, individuals practice them, including an example such as one in which a teenager observes a role model using drugs. To repeat this behavior, they would need to reproduce those actions witnessed before being successful at them (the behaviors) themselves. Conversely, motivation plays a moderating role in dictating behavioral change in that it is after an individual is motivated to repeat a behavior that it would be reproduced. In the example of crimes of passion, thus, the social learning theory holds that an individual might have witnessed his or her role model seeming to engage in a vice such as domestic violence or finding happy times in alcohol and drug use and abuse (that would them predict passion crimes) that they may be motivated to repeat such behaviors of their models, seeking to receive the same reward via vicarious reinforcement. Lastly, the factor of identification dictates behavior change, with an individual eventually taking on the same beliefs and values as his or her role model (Horsburgh and Ippolito 2018:156). At this point, it is evident that the social learning theory can clarify why individuals who grow up in environments where domestic violence is dominant could end up engaging in passion crimes as adults. With parents existing as very strong role models, also, children who witness domestic violence behaviors consistently, as dictated by the selected theory, might end up repeating them, a situation confirmed by scenarios in which the violent parent might appear to be rewarded following their action(s) (Smith 2021:2).

In terms of strengths, Bandura, through the famous Bobo doll, depicted that children would copy behaviors of aggressive role models that they observed, especially in the case of role models of the same sex as the children themselves – and also if those role models tended to be rewarded for their actions. Also, this theory highlights ways in which reinforcement does not necessarily need to be introduced for behavior change to emerge. Instead, behaviors could simply be observed and copied. One of the weaknesses of the framework, however, is that it is centered on short-term effects, making it difficult to clarify whether, after individuals observe their aggressive role models, their

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adoption of aggressive behaviors might proceed in the long term, making it challenging to ascertain or justify real-life application of the theory. Another weakness is that the social learning theory fails to account for crimes that might not have involved observation. For instance, with murder being very rare, it could be unlikely to witness it before proceeding to commit a similar act in emulation of the role model. For such crimes, the social learning theory fails to delve into the specific motivations of the perpetrators, making it also difficult to seek to avert the vice in society from a social perspective (Horsburgh and Ippolito 2018:156).

In summary, the literature presents mixed outcomes concerning some of the theories of counseling that have been proposed and adopted previously, especially regarding their effectiveness. For example, if ever, Biblical Counseling seldom uses psychological research insights. On the other hand, a framework such as the Levels of Explanation Model tends to perceive the Bible as irrelevant to the majority of psychological issues. At this point, it can be seen that when a society experiences a problem such as crimes of passion among university students, consensus among previously proposed models of counseling is lacking. Given that humans exhibit both the body and soul, the need to delve and gain further insight into the feasibility of implementing an integrated approach that involves secular therapies and Christian counseling could not be overemphasized. A summarized comparative analysis of the models' strengths and weaknesses is shown below:

The Levels of Explanation Model offers a framework for understanding the interplay between psychological and theological factors in addressing human behavior. While the model's ability to separate psychology from theology allows for tailored interventions based on individual attributes, it can also limit access to the Bible by treating the spirit and soul as separate entities. The Integration Model, on the other hand, combines insights from both science and the Bible but may encounter conflicts between biblical and scientific perspectives. The Christian Psychology Model, while providing a strong biblical foundation and granting counselors freedom to incorporate psychological insights, can risk giving excessive power to counselors and lacking clarity on balancing counselee needs. Finally, the Biblical Counseling Model offers a moral framework rooted in biblical teachings, guiding students toward healthy responses to emotions. However, its reliance on biblical principles may exclude individuals from diverse religious backgrounds or those who are not religious, limiting its reach in a university setting.

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While each of the presented models offers valuable insights into the complexities of crimes of passion, the integrated model provides a more comprehensive, and an effective framework for addressing this issue. The integrated model, by combining insights from both secular psychology and Christian theology, offers a broader perspective that accounts for both psychological and spiritual factors. This allows for a more tailored understanding of individual experiences and interventions that can address the diverse needs of university students. Unlike the Levels of Explanation Model, which may limit access to the Bible by treating the spirit and soul as separate entities, the integrated model emphasizes the interplay between psychological and spiritual factors. Additionally, compared to the Christian Psychology Model and the Biblical Counseling Model, the integrated model offers a more balanced approach by incorporating both biblical principles and secular psychological techniques. This allows for a broader range of interventions and a greater potential to reach students from diverse backgrounds and beliefs. Finally, while the Social Learning Theory highlights the importance of environmental factors, the integrated model provides a more comprehensive understanding by considering both internal (psychological and spiritual) and external factors that contribute to crimes of passion.

2.3 Empirical Review

2.3.1 Prevalence of Crimes of Passion among University Students

2.3.1.1 Globally

Globally, one of the regions in which on-campus crimes of passion have been reported is in the U.S. According to the National Center for Education Statistics (2022:2), about 27,300 incidents of crime of varying types were documented in 2019, with the police and security agencies reporting these patterns. Thus, it was inferred that approximately 18.7 percent of on-campus crimes existed in every 10,000 full-time equivalent students. Of different on-campus crimes reported in the selected year, 11,800 of them were related to offenses of forcible sex, equating to 43 percent of the crimes. There were also crimes of passion in the form of 2,200 aggravated assaults, accounting for eight percent of crimes occurring on campus. At this point, the selected information points to an affirmation that in the context of the U.S., the rate at which passion crimes are surging remains alarming. Still, the report by the National Center for Education Statistics (2022:5) focused on a ten- year comparison, stretching between 2009 and 2019. Between these years, the decline in on-campus crimes was about 20 percent, having dropped to 27,300 from the initial 34,100. However, even in

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the wake of this downward general trend, there was a notable increase in the number of on-campus crimes between the years 2017 and 2019, which saw the number increase from 26,800 to 29,000, accounting for an eight-percent increase. Considering the specific types of crimes occurring on campus, the number of crimes of passion involving negligent manslaughter, murder, and forcible and non-forcible sex offenses was significant in 2019 compared to the situation in 2009.

In 2009, there was no negligent manslaughter case reported, with five cases reported in 2019. In addition, murders that were reported in 2009 were 16, but the number increased to 20 in 2019. On non-forcible sex offenses, the number was 65 in 2009, but it increased to 74 in 2019. Forcible sex offenses were 2,500 in 2009, but there was a 363-percent increase in 2019, standing at 11,800 reported cases. At this point, it can be inferred that based on this recent data, on-campus passion crimes surged in the context of the U.S. However, one of the points to remember is that these statistical outcomes tend to increase an understanding of passion crime patterns in other parts of the world, but the cause-effect attribute remains unknown. Specifically, these findings fail to discern the motivations of perpetrators of crimes of passion, making it even more challenging to formulate, adopt, and implement targeted interventions aimed at responding to the needs of the affected groups. It is further notable that the above-mentioned statistical depictions give insight into trends in crimes of passion reported to security agencies and police for on-campus incidents but recommendations on the needed interventions through which psychological, emotional, and also spiritual needs of both survivors and perpetrators could be satisfied remain unknown, an area worth investigating further. The observations above fail further to give insight into the magnitude of the psychological impact that the selected on-campus crimes of passion might have had on groups such as survivors, families, and society at large mentally, spiritually, and socially, leading to a dilemma of how best to coin interventions in ways that could bring about more fruitful outcomes for wellness restoration and the development of a culture of on-campus safety.

Other overall statistics around the world hold that nearly 23 percent of female undergraduate learners and close to 5.4 percent of male undergraduate learners experience crimes of passion in the form of sexual assault or rape (Musu *et al.* 2019:9). The outcome of these experiences has been documented to be even more worrying whereby as large as 20 percent of female survivors of on- campus crimes of passion are likely to report the incident to law enforcement authorities. At

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point, Ouellet and Taylor (2019:3) inferred that the leading reasons behind the failure to report include fear of reprisal and the decision to keep it personal. The effects of these growing incidents of both non-violent and violent crimes of passion have been poor attendance due to fear, including university students who might have been subjected to or might have been aware of crimes of passion. The trickle-down effect, as contended by Musu *et al.* (2019:4), has impaired mental health, thus impacting the survivors' career goals adversely. At this point, it is evident that the information above is insightful and highly contributory to the current state-of-the-art in various ways. For example, the information increases society's understanding of the prevalence of on-campus crimes of passion. In addition, the statistical data aids in discerning the extent to which crimes of passion continue to have a tall order on the lives of male and female students on campuses around the world. Furthermore, the information is helpful as it offers room for the determination of the specific gender that could be worst hit. However, a few gaps are evident and form research areas for future investigations. One of them is that the information does not depict the motivations of perpetrators, proving difficult to understand the methods needed to shape the mindsets of probable perpetrators, thus going a long way in contributing to the prevention of crimes of passion on university campuses around the world. In addition, the statistical outcomes do not point out some of the interventions (if any) that may have been embraced to counter these crimes. It is also worth acknowledging that whereas different crimes of passion occur in different seasons of the year and in different regions, ways in which interventions could be formulated and implemented to ensure context-specificity and relevance to the specific communities affected, are yet to be coined more vividly.

Emerging as crimes of self-love, crimes of passion emerge as acts of revenge and arise from reparations of prejudicial and painful experiences that jealous partners exhibit (Dikobe 2013:2). Thus, crimes of passion's reprisals occur "against the backdrop of chronic and acute conflict in the form of intentional objectification in the moments immediately preceding the murder" (Kupololo 2012:4). The implication is that for crimes of passion, regressions arise when the original hatred targets the external world as that which is not only foreign but also remains uncontrollable (Mokoka 2015:1). From these scholarly insights, it can be seen that the researchers play contributory roles to the literature about causes of crimes of passion because they suggest that crimes of passion, which become criminal acts without remorse, arise from strangleholds over objects that are not only hated and invasive under the love mask but also threaten to escape

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into another's hands.

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In the case of selected universities in the Kenyan context, this observation aids in determining whether crimes of passion among students have arisen from perpetrators' attempts to preserve all-powerful love illusions; thus, contending with and extending the literature. The scholarly observations are informative because, if the findings obtained based on the situation of on-campus passion crimes among university students might be different from those explained above, the causes of the perceived disparities in the findings might be examined further, justifying why the study evolved as a critique of previous research studies. Even in the wake of this insightful documentation, however, it can be seen that the authors do not clarify some of the models of counseling that have been applied to both the survivors and perpetrators of crimes of passion in contexts such as universities, failing further to discern the effectiveness of counseling models that have been developed previously. By delving into this subject and striving to contribute to the current state-of-the-art academia, this investigation is out to extend the literature.

From the study by Nkosi (2011:3), it was documented that crimes of passion also arise when the minds of the perpetrators become murderers after they are injured in love. For the love of power, also, passionate vengeance becomes an inevitable consequence; hence, increased crimes of passion. The study demonstrated further that when crimes of passion occur between rivals in relationships, the poisoned finery that is offered by the spurned partner becomes the driving force behind crimes of passion. Hence, jealous infernos arising from spurned partners' love of power add to causes of crimes of passion and occur when jealous partners' homicidal drives make them focus on their spouses rather than their rivals. However, it is notable that the above study focuses on and gives insight into the role of injury in love in contributing to crimes of passion but fails to assess key models of counseling and their effectiveness, hence a notable gap.

The role of the family in contributing to increasing cases of crimes of passion has been documented. According to Tavone *et al.* (2022:1873), the family as an institution prepares its members for social life. Between the sexes, the family may form perceptions of division of labor and gender stereotypes. These observations imply that the family, although subconsciously, might contribute significantly to passion crimes based on how it fosters member upbringing. However, most universities come with a state of multiculturalism in which diversity dominates the student

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community. Therefore, even though the division of labor might have characterized some families, the presence of international students on different university campuses across different continents might imply that the way the cultural environments might have shaped them could differ vastly. This difference could be more pronounced even by the position that in most societies, there is always a rural-urban divide, and so the acculturation process might not have occurred to a similar degree. Thus, university students who might have been acculturated similarly, who end up in relationships, might experience more pronounced gender stereotypes that end up yielding crimes of passion. This scenario is especially pronounced in relationships where their partners fail to conform to gender expectations per societal expectations. Also, the aforementioned scholarly research position holds that the way families prepare members for social life via the formation of perceptions of the division of labor between sexes and also the development of gender stereotypes contributes significantly to an increase in the risk of passion crimes, yet Epper *et al.* (2022:9) noted that other factors in the specific environment in which university students might find themselves could play an additional role in increasing the risk, including the prevalence of alcohol and drug use and abuse. Based on the latter observation, whether counselors should target the factor of family socialization while counseling potential perpetrators and survivors or other factors in the environment should be targeted too, remains unknown.

Still, with the factor of the family as a social institution on the focus and in consideration as one of the causes of crimes of passion on university campuses, a study by Bélanger *et al.* (2021:1161) demonstrated that some family settings have formed arenas in which psychological and physical abuses occur, including sexual abuse, sexual assault, and spousal battering. In such families, De Gregorio *et al.* (2022:9) contended that there have been additional domestic abuses such as neglect, insults, threats, forced marriages of women as arranged by their families without their consent, and confinement. As such, the observations suggest that with violence occurring within families and households, the issue tends to be deemed private, and so information about the same is lacking in most cases. For university students brought up in such settings, Tavone *et al.* (2022:1873) avowed that even as physical and psychological abuses occur in their relationships during campus life, the majority end up failing to report, having perceived the violence as private, just like the perception held in their home settings, yet Epper *et al.* (2022:3) cautioned that this silence ends up increasing the rates of university students who fall victim to passion crimes. For counselors, a dilemma arises

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at this point. Specifically, it can be seen that they could end up encountering survivors or potential survivors of crimes of passion but, given that the role of the family and their childhood experiences might have been profound in silencing them from reporting abuses, how to motivate such clients to gain resilience and always report danger situations while, at the same time, remaining respectful to the individuals' family values, beliefs, and preferences remains complex, an area worth clarifying even further.

The role of the community or society is another direction that has been documented to contribute to growing cases of passion crimes. According to De Gregorio *et al.* (2022:6), a community or society reflects a group that shares common ethnic, religious, cultural, or social belonging. Through these institutions, prevalent inequalities in power and structures of families are perpetrated in society. The implication for university campuses and relationships among students is that through the role of the community or society from which the students hail, behaviors of male abusers could end up being justified, especially if those communities or societies tolerate men's quest for control, as well as tolerate traditional practices, including corporal punishment and battering. The ripple effect could be an increased risk of crimes of passion. These observations suggest that in some communities or societies, women have been prone to aggression in the form of intimidation and harassment, with commercialized violence such as trafficking for sexual exploitation exacerbating the situation. An emerging inference is that crimes of passion among partners on university campuses have also arisen from power inequalities in environments where communities or societies have perpetrated such existing family structures and features. However, an area that remains unaddressed involves how counselors could approach such partners while remaining sensitive to community and societal structures that characterize their backgrounds. Also, whereas the counselor might seek to appeal to the mental processes of the university to sensitize them about the dangers of family power inequalities and how communities or societies that perpetrate them could be contributing to increased rates of passion crimes, how this intervention could be fostered successfully without separating the clients from the communities or societies from which they hail, is unclear.

Beyond community, society, or family factors, the role of the state has been documented to contribute to passion crimes, with relationships occurring on university campuses unexceptional.

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According to Bélanger *et al.* (2021:1174), states may attract gender-based violence through power inequality legitimatization in communities and institutions by enacting discriminatory policies and laws, as well as applying the law discriminatorily. This assertion depicts a failure by such states to exercise their obligation of developing and implementing measures for redressing gender violence, which could contribute to growing cases of passion crimes. Here, situations involving relationships among students on university campuses are unexceptional. However, it is worth remembering that this position places the cause of crimes of passion outside university campuses. Thus, the extent to which counselors could go a long way in contributing to the alteration of state positions to ensure its obligation of developing and developing measures for redressing gender violence is unclear. A specific question arising is, should counselors target government groups charged with the aforementioned mandate? If so, which group should be targeted? Additionally, how might this external-based intervention contribute to reduced crimes of passion directly or indirectly in relationships occurring on campuses?

Around the world, there has been further documentation suggesting that children and also students such as those in institutions of higher education and who might have witnessed violence could engage in passion crimes as well. In the study by Machisa and Dorp (2012:2), for instance, men and women were found to have been abused as children, statistically at 66 percent and 88 percent, respectively. This child sexual abuse was then observed to predict intimate partner violence during adulthood. Also, the study held that in men, 22.4 percent of men who admitted to having perpetrated intimate partner violence before the survey also reported having used drugs. At this point, it is evident that the scholarly research outcomes contend with the ecological model governing the understanding of the practice of intimate partner violence whereby it is suggested that interpersonal and individual childhood experiences may impact adulthood behavior and attitudes. Indeed, these assertions demonstrate that young persons living in homes that are marred by domestic violence could end up growing up in unpredictable environments that tend to be dominated by anxiety, tension, and fear. As contended by Jankey (2013:12), these unpredictable environments end up yielding significant psychological and emotional trauma, eventually impacting their interactions with others during campus life, especially with those they could be having relationships with. At this point, the literature contributes to the current state-of-the-art in academia in such a way that it suggests the interplay between childhood experiences and adulthood behavior and attitudes.

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However, even as the observations sensitize audiences regarding the intersection between experiencing violence during childhood and individuals becoming perpetrators of violence, a few areas remain unaddressed. For example, the studies fail to highlight some of the efforts that have been embraced by pastoral counseling groups, if any. In addition, the effectiveness of any pastoral counseling models in place and which might have been implemented is unclear. Similarly, the studies fail to uncover specific strategies that counselors could adopt in a quest to delink adverse childhood experiences from adult persons' current behaviors and attitudes, including the case of university students engaging in relationships on campuses. A more complex scenario also accruing from these assertions, is the extent to which and also how counselors could intervene to delink adverse childhood experiences from current adulthood behaviors and attitudes in a quest for passion crime reduction and avoiding delinking individuals from the social background from which they hail, especially due to the need to also intervene without disregarding sociocultural values, beliefs, and preferences of communities and neighborhoods from which university students hail.

Similar to the observations above, Epper *et al.* (2022:4) documented that individuals who witness intimate partner violence tend to be affected negatively. In concurrence, Nguyen and Larsen (2012:152) documented that if a child witnesses an incident of violence domestically, they are likely to experience emotional trauma, which may also come with a tertiary adversity of serious lifelong consequences. Specifically, the latter study concluded that through intimate partner violence, the affected parents may expose their children to violence and, in turn, increase the risk of the children developing clinical anxiety levels and post-traumatic stress disorder. In the absence of treatment, such children, as they grow up, may find themselves at risk of lifelong interpersonal difficulties, dropping out of school, substance abuse, and truancy, aspects that also predict an increased risk of crimes of passion during their campus life. Indeed, it can be seen that these scholarly assertions are highly contributory to the current literature, but they also pose additional complexity. For example, the observations point to the correlation between witnessing domestic violence and experiencing emotional trauma, as well as the correlation between the resulting clinical levels of anxiety and the risk of intimate partner violence during adulthood and also campus life. As such, whether counselors should target the former link, the latter link, or both links in the aforementioned variables while intervening, is yet to be clarified, an area worth examining even further. Also, ways in which counselors could appeal to the needs of the affected

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individuals holistically are unaddressed.

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The role of the environment in universities has been observed to be another factor shaping trends in passion crimes among students engaged in relationships. According to Ferraro and McHugh (2010:8), the general societal imagination and understanding has been that ideal university campuses are places of social harmony marked by liberal foundations charged with the enhancement of professional capabilities and intellectual abilities of all individuals while collaborating with the entire academic community. The study held further that to achieve this idea, relative nonviolence reflects a key requirement. As such, the general assumption is that universities are out to offer a degree of reasoned behavior, social stability, and good order in their quest to handle services, research, and teaching effectively in the wake of a diverse population in varying courses of study and fields. Here, the purposeful ideal can be seen to accrue from a familial ideal in which it is contended that mostly, parents would send their children to universities imagining the presence of a haven. The ideal also posits that the parents tend to hold an assurance that their children might experience a pleasant and positive life likely to transform them professionally and personally. Furthermore, most parents expect that even in scenarios where hindrances and pressures might arise occasionally, they might be catered for effectively. As such, parents entrusting their children with universities even at a time when there might be no real contractual or legal bases to define the students as objects that have been accepted in trust do not exist. As highlighted by Xoagub (2012:3), these familial ideals have come at a time when most universities are no longer safe havens. Rather, the majority have reflected environments that could be deemed to be life-threat zones. For counselors, however, these scholarly positions increase an understanding of the relationship between the campus environment and passion crime trends but they do not clarify how the environment itself could be altered to seek to minimize heat passions. Particularly, how to restore university campus environments to resonate with parental familial ideals perceiving those environments as safe havens remains, unknown.

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3.3.1.2 Africa

Similar to the rest of the world, Africa has not gone without worrying trends in cases of crimes of passion on university campuses. One of the recent studies by Umana, Fawole and Adeoye (2014:490) was in the context of Nigeria in which participants were drawn from Nigeria's University of Ibadan from a cross-sectional survey perspective. Whereas postgraduate learners

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255, undergraduate learners stood at 1,100 as the sample size. Intended to discern passion crime patterns on the part of female students, whether postgraduate or undergraduate in tertiary institutions of learning, the study was motivated by the need to prompt early interventions. Indeed, the initial finding was that 42.3 percent of crimes of passion that were reported proved to be life- threatening. Between the two groups of university students, undergraduate students tended to be worst hit at 44.1 percent as the incident rate of crimes of passion, with a value of 34.5 percent depicting the rate of incidence of crimes of passion among postgraduate learners relative to the selected sample. The students were also asked to indicate any experience of sexual, physical, or psychological-related crimes of passion at a lifetime level, motivated by the need to discern any probable impact of crimes of passion that the participants might have experienced elsewhere in contributing to the on-campus incidence of crimes of passion. In the results, values of 6.6 percent,

7.9 percent, and 41.8 percent were reported as representative of participants who reported to have also experienced sexual, physical, and psychological-related crimes of passion in their lifetime – other than crimes of passion they might have experienced on campus, whether directly or indirectly. Here, it can be inferred that similar to other parts of the world, the African context, especially with the above study having been conducted in one of the largest universities on the continent and which admits learners globally, continues to experience surging cases of crimes of passion. However, a few points are noteworthy. For instance, the selected study overemphasized a female population. As such, whether similar findings could be observed if the sample size was adjusted to entail male participants remains unclear. In addition, the study relied on a larger sample size but some of the specific counseling models that could be embraced to achieve holistic intervention for such survivors of crimes of passion, whether direct or indirect, remained a dilemma. Similarly, the selected study attempts to sensitize audiences regarding variations in crimes of passion among undergraduate and postgraduate learners, but the extent to which players such as pastoral groups and for-profit or nonprofits might be intervening to seek to reverse the worrying or adverse situation is not known. Lastly, the study fails to highlight to the reader the effectiveness of any prior interventions that might have been implemented in such a context, hence failing further to discern community needs in the African context relative to on-campus passion crimes.

Considering the South African setting, another big economy in Africa, the concept of crimes of passion on and around university campuses has been studied. With university students on the

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particular focus, Nkosi (2011:2) strived to uncover the perpetration of crimes of passion in South

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Africa's Durban region. This study's motivation had arisen from the position that the majority of previous research studies had centered on intimate relationships among adult groups – such as cohabitation and marriage, and how crimes of passion had emerged. Thus, the study held that information about crimes of passion and their impact on university students' well-being was yet to emerge more comprehensively, with a specific focus on female learners. Therefore, the central purpose of the investigation lies in the understanding of factors contributing to the perpetration of crimes of passion among Durban's female university students, thus striving to uncover the consequences of these crimes and some of the probable barriers that could be impairing efforts geared towards mitigating the vice. In the findings, the prevalence of crimes of passion in terms of verbal abuse, sexual abuse, and physical violence by intimate partners was highly evident. At this point, it can be observed that the selected study posed mixed outcomes. On the one hand, the investigation led to an understanding of some of the forms of violence regarding passion crimes targeting South Africa's Durban region's university students. On the other hand, the extent to which interventions might have been embraced, if any, remains unknown. Conversely, the degree of success of any interventions that might have been implemented to seek to reverse the situation remains unaddressed. Instead, the majority of the aforementioned findings center on the subject of the rate of occurrence of crimes of passion. Also, with the investigation concentrating on female university students, the aspect of sample size representativeness remains unclear, whether or not these findings could be generalized to the rest of the research context is a dilemma.

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2.3.1.3 Kenya

Lover-related murder, especially among university students, is alarming in Kenya. According to Njenga (2016:3), recent years have witnessed intermittent incidents, with a state of love gone sour seeing some kill each other. As contended by Nkosi (2011:1), these worrying trends have ended up reflecting the affected universities as higher education institutions that are slowly turning into death traps, especially due to instances of mysterious deaths of innocent university students. One such specific illustration is the case of Maasai Mara University in which a female student in their third year aged 22 was found lifeless in a rented unit. Curious neighbors and friends discovered her body, having been alarmed by a prior unusual scenario of phone call response failure and a locked room. As investigations proceeded, the deceased's friends held that the suspect was a student at Moi University and a former boyfriend of the woman, and he had visited the latter the

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seek reconciliation. As highlighted by Shikuku and Keter (2016:5), however, the woman's room's general appearance suggested that there was likely to have been a fight before the murder, with her laptop also destroyed and even most of the remaining items strewn all over the place. At this point, it is notable that these observations depict a dire state of affairs on and around Kenyan university campuses, hence sensitizing societal members on the subject and the magnitude of incidents of crimes of passion affecting students. However, an area that such observations fail to clarify involves the depth of specific motivations that might have pushed the perpetrator to the aforementioned limits. In addition, whether or not there had been interventions on the part of both the perpetrator and the deceased remains unknown, nor is there clarification about flaws in any interventions such as counseling programs that might have been implemented, hence explaining why the adverse event arose.

At Moi University, a third-year student, aged 21, was recently a survivor. According to Ollinga (2015:3), the deceased's friend had stormed into the place, threatening to also kill the friend and cousin of the deceased. He would then proceed to stab the ex-girlfriend using a knife severally before the friend and cousin of the deceased screamed for assistance. Around the hostel, students would rush to the scene following the commotion, lynching the perpetrator following his suicide attempt failure. Indeed, these illustrations demonstrate the proliferation of on-campus passion crimes across the country. The crimes can also be seen to assume different forms, including physical, sexual, and emotional abuses, with murder unexceptional. However, the impact of these incidents on surviving survivors, their families, society, and the rest of the university community in the affected institutions, remains unknown. In addition, whether or not Kenyan stakeholders such as pastoral institutions have embraced relevant programs aimed at appealing to the psychological, emotional, or spiritual states of survivors and perpetrators to seek to embrace more peaceful resolutions to their relationship dilemmas, remains an unaddressed area. Furthermore, the studies indicated above highlight trends in the occurrence of crimes of passion but do not depict an ideal direction through which the probable divide between society and universities could be mitigated, especially because university students hail from and interact with populations both from the university and from their social backgrounds at the neighborhood level. With a gap existing regarding how the learners could transition from neighborhood settings to universities seamlessly while ensuring their relationships with lovers are marked by peaceful interactions, it becomes necessary to conduct a study aimed at fostering a relatively lasting solution.

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2.3.2 Factors Contributing to Crimes of Passion among University Students

2.3.2.1 Globally

Around the world, the factor of gender forms one of the key attributes that have been avowed to be contributory. According to Lombard (2015:3), crimes of passion are majorly entrenched in the subject of gender inequality. Specifically, the study highlighted that in societies tolerating violence, the attribute of cultural importance to gender hierarchy may end up dominating. With men's control of and dominance over women deemed legitimate in such societies, crimes of passion tend to be precipitated eventually. As contended by Peterson, Sackrison and Polland (2015:130), around the world, such societies end up associating crimes of passion with a display of patriarchal dominance, with the passion killings mostly directed at females in which boyfriends or husbands decide to kill their female partners. Here, it can be observed that the affirmations are essential because they increase the understanding of the intersection between gender and passion killings. In addition, the observations reveal that in sections of societies around the world, the cause of crimes of passion is rooted in the neighborhoods from which individuals hail, including university students. However, a few areas are notable. For example, as university students transition from their communities to higher education learning settings, whether or not this patriarchal dominance would be of nearly the same magnitude is unaddressed. In addition, most universities bring together diverse populations with varying cultural roots, yet whether the presence of this diversity tends to continue to state of patriarchal dominance, enhances it, or erodes it remains unclear. Also, given the presence of such multicultural groups, whether the resulting state of diversity could impact the effectiveness of models of pastoral counseling if applied in institutions of higher learning is an area that is yet to receive more and more comprehensive analysis, a gap worth addressing.

Still, with the factor of gender inequality on the focus, Nolan, Randazzo and Deisinger (2011:117) highlighted that in some relationships, women tend to be violent, with this violence also reported in same-sex relationships. With such a turn of events in which passion killings may be borne by women in some instances, the specific attributes that might have changed and led to this turnaround remain unknown. Despite this gap, the key contribution of studies that have centered

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on the interplay between gender inequality and passion killings is that in selected societies around the

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world, the cultural socialization of the male child has assumed a direction of ensuring he evolves as a patriarchal figure. This belief in the position that men exhibit authority over women can be seen to explain growing cases of passion killings in contexts such as the U.S., but whether the magnitude of the problem could be exacerbated by the role of other factors operating parallel to the subject of gender inequality or the extent of the problem might remain to be relatively unchanged, remains unknown. Also, it is noteworthy that even as these studies point to the aforementioned correlation between the aspect of gender inequality and increased passion-killing patterns, how interventions such as those that might involve pastoral counseling model implementation could be coined in a manner deemed responsive to the given problem of patriarchal dominance is yet to receive a more comprehensive analysis.

With the factor of gender inequality still the focus, Kaumba (2013:9) stated that in most societies around the world, men serve as traditional providers for women. The study proceeded to suggest that this arrangement ends up creating dependency in which women are majorly relegated to the position of expecting almost completely from the men. With this outcome depicting a scenario of financial dependence constantly among women during academic life, the providers expect that the women would offer respect and pure love. A state of ownership then results. In case of a situation in which the relationship gets out of hand, problems such as murder, injuries, or violence could result, hence crimes of passion, including passion killings. The implication for university campuses is that with some men claiming to have showered their lovers with expensive gifts or invested in them, the temptation to assume the right to kill in case they split up may set in. Therefore, these scholarly observations are insightful whereby they point out how some societies have created a state of women's dependence on men as one of the factors precipitating growing cases of crimes of passion, including scenarios of on-campus passion killings. However, Lombard (2015:8) contended that in some instances, crimes of passion are perpetrated by female individuals against male survivors. Also, the study indicated that some scenarios have seen crimes of passion perpetrated between persons of the same sex in their relationships. At this point, whether the factor of a culture of women's dependence on men could be playing any role remains unclear. Similarly, whether female perpetrators could be committing crimes of passion such as passion killings and other forms of heat passion as a retaliatory mechanism is an area worth examining even further.

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Another factor that has been affirmed to contribute to growing cases of crimes of passion around the world involves control issues, which exist in the form of a range of sub-themes. One of the specific directions of control issues that have been documented involves failure to trace circumstances worth controlling. According to Chebii (2017:40), most university campuses around the globe have witnessed partners have failed to explore and share situations in which they have found themselves acting in otherwise controlling ways. A specific illustration as depicted in the given study has been one in which partners have found themselves in extremely stressful situations in the course of their relationships. Even in scenarios where the cause of the stress might not have been the other partner, anger has been redirected at them, with the aggravated partners, due to stress, resorting to restrictive eating, excessive cleaning, and yelling. As noted by Chekwa, Thomas and Jones (2013:330), such a trend in which partners have found themselves acting in controlling ways has seen the majority fail to accomplish what they might have wanted, a situation even compounded by the other partner's failure to respond in the way the aggravated party might have wanted. One of the areas that require additional investigation at this point, thus, is an in-depth understanding of trends in which the other parties respond in ways that the aggravated partners might have wanted. If so, further analysis on whether or not the party responding to the aggravated partner in the way they might have wanted might have been out of their own free will or the response might have arisen from feeling forced, is needed. Similarly, whether partners failing to respond to the aggravated parties in ways they might have wanted might be increasing the risk of crimes of passion is an area requiring further scholarly exploration.

The second parameter that has been documented under control issue and one that has been perceived to be contributing to growing cases of passion crimes on university campuses has been the subject of emotions and maladaptive behaviors among students. According to Dee (2012:6), this subject centers on the failure of most university students to figure out specific feelings likely to be causing them to act in controlling ways. As contended by Chebii (2017:39), some partners on university campuses around the world have found themselves feeling vulnerable. In a related observation, Denbow and Thebe (2006:2) highlighted that the majority of these partners also fail to cope with this state of vulnerability effectively. Rather, they have resorted to critiquing others as a coping mechanism, yet Chekwa, Thomas and Jones (2013:326) cautioned that this infamous approach poses a direct contribution to an increased risk of passion crimes. The feeling of vulnerability, a

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maladaptive behavior, has particularly been documented to accrue from aspects such as fear of rejection or fear of abandonment based on difficult relationships, and financial, and family experiences. In response, perpetrators of crimes of passion have found themselves attempting to control others by keeping them close to them, especially by introducing otherwise rigid and particular routines. At this point, it can be inferred that the literature above suggests that the failure to pinpoint feelings that may be tied to the controlling behavior of individuals accounts for growing cases of crimes of passion around the world. However, even as this subject of disjointed emotional control is documented, as well as how it precipitates passion crimes, an area that is yet to be clarified entails whether or not the cause of highly controlling acts could be arising from social and cultural backgrounds characterizing one's home situation or they could be due to artificial factors, including the use and abuse of drugs and alcohol. In addition, the interplay between pastoral counseling model implementation and trends in these maladaptive behaviors associated with the emotional processes of individuals is yet to be clarified vividly, forming a crucial research area through which lasting solutions might be arrived at.

The third aspect under the subject of controlling behaviors and their adverse impact on growing incidents of crimes of passion has been the presence of unhelpful thought patterns. According to Denbow and Thebe (2006:1), catastrophizing is a trend that has contributed to more cases of passion crimes. Specifically, cases of partners holding others or themselves to seemingly impossible standards have been documented, and this direction has been compounded by engagement in negative self-talk or blaming others or oneself for relationship outcomes that they might not control. As demonstrated in the study by Dee (2012:4), the tertiary impact of these unhelpful thought patterns is that both their relationship with their partners and their mental health might be impaired significantly. At this point, therefore, the literature acknowledges the intersection between negative thought processes and passion crimes on university campuses. However, it is worth remembering that the literature also acknowledges that some of these thought processes could be accruing from agents they might not have control over, including the subjects of sociocultural background and poverty due to being economically underserved or disadvantaged at the neighborhood level. The implication is that whether counseling processes should strive to sensitize partners to seek to reverse such situations even at a time when they might not have control over them or they should aim at regulating the thought patterns of the partners toward accepting social realities remains a dilemma.

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In addition, the literature fails to document precise counseling strategies that ought to be applied to the party that would be blamed in the relationship after having the other party develop unhelpful thought patterns to ensure that lasting solutions in a win-win way are achieved without compromising the quality of the bond in their relationship.

The fourth contributory factor under control issues which has been avowed to worsen cases of crimes of passion involves failure to let go of what one cannot control. According to Denbow and Thebe (2006:5), what an individual does, how they act, and what he or she says, are the key things that they can control, and this trend holds even in relationships involving university students. In concurrence, Chekwa, Thomas and Jones (2013:331) noted that in these relationships, controlling other parties or the environment in which the relationships occur has proved to be highly challenging. In these personal relationships, thus, the literature suggests a direct relationship between failure to let go of what one cannot control and increasing trends in crimes of passion, with conflicts growing and overall mental health impaired to a notable extent. The eventuality is that in some of the relationships involving university students around the world, a struggle for happiness and quality of life at a time when university students are unwilling to let go of what they cannot control even at a time when the latter could be impairing their emotional health and threatening to attract passion crimes, forms one of the key areas leading to reports or perpetrators and survivors. However, a few points are notable. One of them is whether counselors should seek to restore the relationships between the affected partners or they should target termination, especially upon establishing that they are unhealthy and could be contributing to the risk of crimes of passion. In addition, given that the aggravated partner might not exhibit control over the other person and that they might only afford to coexist and work towards a win-win correlation, whether, from a counselor's perspective, the target should be the aggravated party or the other partner over whom the aggravated party might have control over is a dilemma yet to be clarified. It is further notable that even in situations where counselors may opt to increase the strength of an otherwise weakening and delinking bond between the partners, how the new direction of interaction between the lovers should be coined in a manner likely to ensure healthy and helpful bonding with no risk of passion crimes remains unaddressed.

Based on the observations above, an unsuccessful search for balance and a failure to accept one's imperfections are some of the critical aspects contributing to worrying trends in global on-campus

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passion crimes. Regarding a search for balance, it can be seen that controlling nothing or controlling everything is unsustainable. Specifically, considering the lived experience of a university student in a relationship, they can never have anything or everything. In their continuous quest to establish shades of gray and not see things in their relationships in black or white, some university students in relationships have ended up in despair and aggravation, attributes that predict crime passions. Hence, the scholarly findings above increase an understanding of how counselors could guide clients in accepting their imperfections and ensuring that they understand that their way could be the only or best way. However, how to identify trusted collaborators from whom direction and feedback might aid in governing aggravated partners toward the direction of accepting their imperfections as humans remains an unexplored area.

An intersection between violence against women and culture has been affirmed to be another factor that precipitates crimes of passion on university campuses around the world. According to Bélanger *et al.* (2021:1170), expectations or beliefs of norms or behavior in social or cultural constellations have ended up encouraging violence, with university students in relationships unexceptional. This stance depicts that social and cultural norms around the world have evolved as a highly powerful factor shaping the behavior of individuals, including the determination of their use of violence while interacting with others – or otherwise. For women, around the world, culture has been avowed to affect their experience with violence, as well as how they perceive abuse relative to intimate partner violence. In other societies, De Gregorio *et al.* (2022:7) noted that women have appeared to find enjoyment in better status, a stance that could attract a section to tolerate or condone some level of violence. Even in the wake of these mixed outcomes, however, a universal truth that has been postulated is that across the world's communities, gender-based violence is not only unacceptable but also intolerable. Here, several dilemmas can be seen to arise, with a specific focus on university students engaging in relationships. One of the directions could entail partners hailing from cultures in which violence against women is tolerated or condoned to some degree, implying that crimes of passion might be precipitated, yet the latter could lead to fatality. How counselors could strive to advocate for healthy relationships among such parties without detaching them from their cultural roots forms a research area in need of further clarification. Another direction is that on university campuses around the world, some relationships could involve miss-pairs in which one of the partners could be from a culture where violence against women is tolerated to some extent because

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of societal patriarchy while the other partner could be hailing from a cultural background in which violence against women is intolerable. If the male partner is one hailing from the condoning culture, their expectation might be that the female partner exercises total submissiveness and even tolerates violence against her where appropriate. At the same time, however, the female partner, hailing from a culture where violence against women might be never tolerated, excused, or accepted, is projected to stand up and defend her human rights as dictated by her society or community of origin. With tension likely to result, the eventuality is that the risk of crimes of passion might increase, yet how counselors could bridge this divide remains unknown. A third potential direction might be one in which both partners hail from cultural contexts in which violence against women is never tolerated, excused, or accepted, implying a possibility of less risk of crimes of passion, but operating in a tertiary institution marred by adversities or vices such as alcohol and drug use and abuse, a weak legal system in place, and personality issues between the partners. In the latter scenario, the risk of crimes of passion could be accruing from issues external to the partners themselves. With some of those factors likely to be less modifiable directly, the needed counseling strategies to restore wellness and ensure healthy relationships are yet to be documented vividly, thus a research gap.

The observations above suggest, therefore, that around the world, gender-based violence is ingrained deeply and millions of women have ended up considering it as a way of life. In Asia and Africa, Epper *et al.* (2022:9) documented that one of the convictions that are held deeply in some countries involve the physical intimidation or beating of one's wife. Across East Asia, the Confucianism culture has had extensive influence, with the perception that men ought to exercise full control over women facilitating violence against partners instead, having relegated them to a weaker sex position. In the Confucian tradition, the emphasis is on the need for self-control and harmony in interpersonal relationships but, at the same time, patriarchal traditions and beliefs are supported. In these traditions and beliefs, women are placed in vulnerable and subservient positions. When it comes to the Hispanic community, there is the concept of Machismo whereby men's entitlement has ended up yielding mixed outcomes involving both negative and positive implications. On the positive side, this reference to men has seen them strive to protect their families' well-being. On the negative side, however, the reference to men as Machismo has yielded imbalanced marital relationships, with infidelity being one of the secondary consequences. An issue to note at this point is that with the violence against women intricacy entrenched in

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traditions and

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beliefs across cultures in the world, countering the same via a top-down approach remains challenging, yet crimes of passion among university students continue to be reported. On university campuses, the risk factor of passion crimes can be seen to operate at the grassroots level, making it even more difficult for the university administrations to resolve the same. In the social sphere external to university campuses, the cultural hegemony of male dominance, social silence against violence, and impunity dominate (Gruzd 2015:6). With women's submissive position deeply embedded in tradition, especially those in the rural areas, therefore, how counselors could approach and guide clients at a time when university campuses may be located or serve as part of this social sphere without attracting ripple effects that could see the effort to change partners' mindsets as an attack on people's traditions, is a complexity requiring more and more scholarly attention.

2.3.2.2 Africa

In the African setting, there are variations in cases of crimes of passion but recent research outcomes suggest the low status of women to unequal power relations, traditional beliefs, and customs as key precipitating factors (Nunuhe 2014:2). These factors operate alongside the subject of jealousy, compounding the already increasing rate of the incidence of passion crimes such as passion killings. Accompanied by social inequality and greed, factors of drug and alcohol use and abuse have been affirmed further to contribute to crimes of passion in most African countries, including Namibia and Botswana (Nunuhe 2014:3). Mokoka (2015:8) contended further that additional dominant factors accounting for the growing cases of passion killings include cohabitation, failure to handle rejection, poor coping mechanisms, material dependence, low self-esteem among men, and breakdown in the institution of the family tend to exacerbate the dire situation, setting of perpetrators and leading them to commit heinous crimes, including forcible sex and passion killing. Therefore, it can be inferred that in the African context, there is a combination of factors operating in three key platforms. These platforms include the environment or society itself, personal factors, and the role of the individual family from which a person hails. However, a point to note is that the continent is expansive, and so traditional beliefs and customs may vary from one country to another. Thus, whether these factors have their impact on crimes of passion operating at a nearly uniform level or the level of impact varies from context to context is yet to be clarified. In addition, whether counseling interventions, if any, have targeted and addressed specific needs of the population in Africa relative to the above-mentioned factors

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linked to crimes of passion remains unaddressed.

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Thus, these areas call for further investigation to determine both whether the selected factors pose a relatively uniform degree of impact on the rate of crimes of passion and also whether there have been interventions such as models of pastoral counseling specifically targeted to the needs of the population in Africa.

In other studies, it has been documented that in Africa, relationship fall-out and one party's departure is a key precipitate of on-campus passion crimes (Dee 2012:10; WHO 2005:9)). In concurrence, Iiyambo (2012:1) avowed that whereas a myriad of issues explain the growing rate of on-campus passion killings in most African universities, relationship breakup is one of the leading motivators, an observation that concurs with that which was made by Mokoka (2015:9), who noted that crimes of passion are mostly linked to the failure to rejection. The implication is that insecurities and jilt explain the occurrence of crimes of passion mostly across the continent. However, these observations come with a few flaws. For instance, in most leading universities in Africa, multiculturalism is dominant, implying that the institutions bring diverse student communities on board, whether at the undergraduate or postgraduate level. Thus, whether any resulting state of cultural erosion could be vivid remains unknown, nor have these findings clarified the probable impact of any erosion on the severity of crimes of passion. Furthermore, events surrounding rejection differ from one relationship to another, with some motivated by probable cohabitation while others could result from drug and alcohol use and abuse. Here, how violence might have brewed before the actual rejection and its possible impact on the rate of passion killings is an area requiring further scholarly attention. Similarly, how to coin interventions in a manner that might appeal to the perpetrators' and survivors' mental, emotional, and spiritual needs while striving to ensure rejections are handled relatively amicably, is a research direction yet to receive a more and more comprehensive analysis or attention.

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According to Proverbs (2013:3), in Africa, similar to other parts of the world, relationships remain a complex phenomenon. The study indicated that it is difficult to comprehend the kind of love shared between two people, especially given the privacy that comes with the same. The same study held that relationships, especially in Sub-Saharan Africa, tend to be marred by a state of ownership. The latter position implies that most cultures end up placing a man in a position enabling him to arrogate to himself all the power and authority, with the woman expected to be silent. The outcomes,

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thus, are growing cases of femicide among intimate partners. The study, therefore, is contributory to the current literature in which it links ownership with growing cases of crimes of passion. However, even as intervening groups may strive to undo this culture of ownership in relationships in the African context, including on the part of university students, it should be remembered that the same relationship calls for respect for people's privacy across the continent. Hence, an area that poses a dilemma involves how to coin the plans of action such as the implementation of pastoral models of counseling in ways that could delink ownership from relationships while remaining respectful of the lovers' right to privacy. The implication is that for pastoral counseling groups, even as there may be efforts to strive to mitigate the challenge of ownership in relationships, the same group is forced to contend with the fact that the privacy of the lovers is worth respecting, leading to a complex scenario and dilemma in need of further research investigation to understand how best to embrace and implement necessary counseling frameworks in ways likely to yield win- win outcomes.

Oblivion and love-blinding are other dominant factors documented to account for Africa's increased cases of on-campus passion crimes. According to Dee (2012:2), love-blinding implies that a partner "must have" their lover, a pattern that has not only proved to be selfish but also deadly. However, even in the wake of this threat, more and more young ladies on university campuses continue to consider it as a deep love message rather than a note of threat, courtesy of the factors of oblivion and love-blinding. The blinding scenario has particularly led to a loss of identity in the affected population, failing further to discern what depicts a good and healthy relationship. Also, this blinding suggests that for most young university female students, the failure to differentiate between mere fascination and love has complicated their perception of love, thus increasing the risk of passion killings and other related heat passions. According to Kupololo (2012:6), most on-campus relationships in the African context have translated into a quest to find fortune rather than seek love, with women relegated to perfect cunning and luring machines while men seduce them with lies. Indeed, the combination explains the resulting catastrophe, which entails heat passions. An emerging inference is that differences in social positions explain the growing cases of crimes of passion on this continent, especially regarding on-campus crimes. However, a key area that is yet to be highlighted involves the primary causes of the misconception of love in Africa, especially on the part of young ladies pursuing higher education. Additionally, how interventions such as models

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of pastoral counseling could be coined to ensure precise responsiveness to the needs of such a population remains unclear, an area prompting additional scholarly investigation for clarity purposes. Conversely, with on-campus crimes of passion involving both the survivor's side and the perpetrator's side, whether most of the focus should be on the former compared to the latter or vice versa, remains unexplained. Specifically, the above literature fails to clarify to the audience how interventions should be shaped to appeal to the needs of each party, especially given that the motivations of each side might be dissimilar.

2.3.2.3 Kenya

Similar to other regions, the Kenyan context has witnessed growing cases of passion crimes on university campuses, with reasons ranging from the environment to the family and the individual survivor or perpetrator. Culturally, Kaumba (2013:3) suggested that most men in the Kenyan context have been raised in a fashion that depicts them as providers for women and also the family. This arrangement has ensured further that most women are deemed subordinates, thus finding themselves financially dependent on men. In university settings, most female students have, thus, ended up depending on men almost throughout their academic career life. The expectation of men as providers has then been for women to offer pure respect and love. In situations, where relationships have gone out of hand, adverse outcomes have been vivid, including injuries, violence, and even murder or culpable homicide in scenarios where there has been no advance or timely intervention to protect survivors. What is worth remembering, however, is that culture as an institution is a deeper platform. The platform impacts the lives of individuals from childhood to young and older adulthood stages. As such, the literature above fails to clarify whether plans of action for mitigating crimes of passion in the Kenyan context should seek to change the culture of the settings in which survivors and perpetrators of crimes of passion find themselves, or it is the character of the survivors and perpetrators as individuals that should be altered through the implementation of approaches such as pastoral counseling models. Also, assuming it was the direction aimed at changing the character of the individuals that were to be assumed, it is worth highlighting the culture in which the individuals remain deeply rooted. A resulting question is how best to change the character of the individuals to ensure that they are separated from behaviors likely to prompt crimes of passion while remaining respectful to the culture in which they are brought up. Also, assuming the first stance was to be adopted, which touches on the quest to alter

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the culture that has relegated women to the position of luring machines in most cases while men serve as providers (who also expect true love and respect), it is notable that interventions are expected to be respectful of the cultural norms and customs of the communities in which they are implemented. In this case, how best the counseling models should be coined to alter the mindsets of survivors and perpetrators without interfering with their freedoms is a key dilemma. The stage at which the counseling models should be embraced complicates the situation even further. Particularly, should the counseling models be embraced continuously, or university students in Kenya should be exposed to the sessions on a one-time basis? Regarding the phase of implementation, should these frameworks be put into practice before, during, or after adverse events such as crimes of passion (including passion killings and forcible sex) have occurred?

2.3.3 Counseling Models for Mitigating Crimes of Passion

2.3.3.1 Globally

The attachment theory forms a key model that has been embraced around the world to guide the coining of counseling interventions for survivors and perpetrators of crimes of passion. This theory holds that when it comes to love, three components exist. These components include commitment, intimacy, and love (Cherry 2016:1). When it comes to the specific aspect of romantic love, as informed by the attachment theory, three elements exist. These elements include attachment, intimacy, and caring. Around the world, therefore, the attachment theory has been used to pave the way for counseling individuals towards the minimization of crimes of passion via wellness restoration and also the quest to achieve a balance between or among the aforementioned components and elements. The implication is that the utilization of the attachment theory has been established whereby the aim has been to sensitize individuals in relationships between the need to hold their bonds in ways that would see each individual receive or give approval, physical contact, and care to the other. Also, the theory has been used to emphasize the need for individuals to whom it has been applied to restore a special emotional bond marked by care, comfort, pleasure, and care. An emerging position is that the implementation of the attachment theory has been informed by the need to foster an evolutionary element in relationships, hence survival among groups such as university students in relationships. This tendency to foster strong emotional bonds with others has accrued from the stance that it is human nature. However, it is important to highlight that individuals enter relationships with others due to

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different motivations. In some instances, for instance, material

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possessions could be the motivator. In other scenarios, social and emotional bonds could be the motivator. Other factors that might prompt these relationships may include prior interaction, love at first sight, childhood upbringing, fate, and coincidence. Due to these varying factors that bring lovers together, it can be seen that the attachment theory assumes that emotional bonds are the chief factor that motivates individuals to engage in relationships such as romantic relationships, and so the role of the counselor or attachment theorist needs to involve striving to strengthen bonds. For relationships that are motivated by factors away from the emotional bonding aspect, thus, how to restore wellness and mitigate adversities such as crimes of passion remains unknown. Hence, there is a need for more scholarly investigations to delve into this research direction to provide more precise and clearer outcomes and explanations on how plans of action for pastoral counseling could be coined in a way that accounts for the varying factors motivating individuals to engage in relationships holistically.

The attachment theory has also been used around the world to govern counselors' plans of action by demonstrating the presence of secure, ambivalent, avoidant, and disorganized attachment styles or characteristics, both during childhood and adulthood (Cherry 2016:2). When it comes to the secure style, the theory has demonstrated that during childhood, such individuals would separate from their parents and only seek comfort from them when frightened. Also, the return of a parent would be met with positive emotion, with the parents themselves preferred to strangers. During adulthood, such individuals tend to exhibit trusting and lasting relationships and seek out social support. For counselors, thus, their role has been to seek to identify university students who might have had a secured attachment style and any veering off from the adulthood behavioral path expected of the group, thus discerning how to restore their characteristics positively and minimize the risk of passion crimes. However, what is worth contending is that even as clients involving university students could be engaged in conversations to allow them to open up, how counselors could coin the intervention to allow freer communication and genuine responses remains unclear, increasing the risk of clients concealing some of the attachment-related information and, thus, making it difficult for counselors to establish counseling interventions that are tailored to the client's needs.

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In the ambivalent group, key features during childhood have been affirmed to include being suspicious of strangers and being greatly distressed when their parents leave. Indeed, counselors, upon establishing the presence of an ambivalent attachment style in university students engaged in relationships, have strived to look out for certain characters. Some of them have included signs of reluctance by clients to bond due to the fear of lack of love and potential distraught in case of relationship termination. The implication is that the attachment theory has played a highly informative role in shaping the development of plans of action by counselors, including the quest to minimize fear, anxiety, or trauma, as well as aiming to strengthen the bond between the clients and strangers, who could be their partners, in this case. Imperative to highlight, however, is that apart from the factor of the attachment style as one that may shape bonding between university students who find themes in relationships during their campus life, external factors such as substance abuse, the level of religious or spiritual commitment, and the university environment itself. Hence, how interventions could be coined in a way that introduces a balance in responding to the various factors impacting the quality of relationships and eventually minimizes chances of crimes of passion is an area requiring further scholarly analysis.

When it comes to the avoidant style, Bélanger *et al.* (2021:1170) stated that around the world, this tenet of the attachment theory has been used to govern counseling sessions in various ways. For instance, the tenet has been used to determine clients with difficulty with close relationships and intimacy, who tend to familiarize themselves with other people or use excuses. For counselors, the tenet has been used further to understand clients' failure to get deeper into love and, if the relationship is terminated, minimal or no distress is shown. In such a case, it can be seen that the avoidant type tends to fail to support their partners in case stressful times set in, failing further to share emotions, thoughts, and feelings with partners. Importantly, however, diversity on university campuses implies that different individuals with different attachment characteristics could find themselves together in relationships. For instance, an avoidant part could find himself or herself in a relationship with a secure type. Thus, whereas the avoidant type would demonstrate little to no distress when a relationship ends, the secured type would be keen to enjoy intimate relationships and, in case the bond ends, they might be keen to share feelings with others, express concern, and seek social support, serving as a nearly total opposite of their avoidant partner. Given that such a mismatch could precipitate crimes of passion, especially by the secured party who might be

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reluctant to let it go, how counselors could implement the attachment theory and bridge the divide to mitigate passion crime risks is an area that is yet to receive more comprehensive analysis, a gap worth countering in academia.

The case of disorganized attachment and how it shapes crimes of passion is an additional tenet of the attachment theory that has been used during the application of this framework in counseling sessions around the world. According to Cherry (2016:9), a lack of clear behaviors of attachment characterizes children with disorganized attachment. The latter study suggested also that the responses to attachment figures and actions of such individuals are mostly in the form of confused or mixed dispositions, marked further by resistance or avoidance in some instances. As such, dazed behaviors dominate the lives of these children and, in the presence of attachment behaviors, they could be more apprehensive. During adulthood, disorganized attachment has been marked by mercurial characters that depict the presence of borderline personality disorder. Such individuals, as contended by De Gregorio *et al.* (2022:6), are likely to experience histories of severe loss, neglect, or abuse, with their parents having been insensitive, punitive, inconsistent, and even unresponsive in most cases. For university students who are in relationships, thus, the tenet of disorganized attachment as a principle of the attachment theory has been used to understand features such as adults avoiding closeness and treating themselves as less worthy of being loved and supported. Thus, counselors have strived to understand whether the individuals might be perceiving others as rejecting, threatening, and unavailable, as well as whether or not the individuals might be at high risk of forms of criminality such as abusing others and also engaging in alcohol and drug abuse (Becker-Weidman 2015:4). At this point, it is evident that the literature demonstrates that there is an intersection between the attachment theory and crimes of passion. For example, the observations increase an understanding that in the case of female attachment anxiety, the risk of female and male violence could increase. Also, in case males who align with traits of avoiding high attachment are mis-paired with females who exhibit anxiety with high attachment, violence could be precipitated in relationships. An issue worth contending, however, is that love is less likely to be automated and pair persons with similar attachment styles. Instead, the process occurs randomly, hence the mis-pairing. Therefore, how to appeal to the needs and values of each partner in a given relationship in a manner less likely to attract passion crimes while also remaining respectful to their childhood and adulthood experiences, is an area reflecting a notable research gap. Similarly, global

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on-campus passion crime risk does not solely depend on the factor of the attachment style. Instead, some factors in the university setting and also the home, community, or societal setting might play a supplementary role, including cultural beliefs and traditions in which patriarchy could play a significant role. Hence, ways in which attachment styles could be regulated without attacking or blaming clients for the characteristics in which they find themselves and also seeking to address other factors that could be combined with the issue of the attachment style to restore wellness in on-campus relationships and minimize the risk of crimes of passion, is yet to receive a comprehensive analysis, an area worth clarifying in academia.

2.3.3.2 Africa

In the African context, a leading model of counseling that has been embraced involves the eco-systemic theory. Deviating from the attachment theory, which centers on emotional attachments, the eco-systemic theory embraces a psychological stance, aimed at appealing to the mental states of individuals (Crawford 2020:170). The theory arises from the ecological theory and the systemic theory, with the former centering on relationships and interdependence between individuals and the physical environment in which they are housed while the latter centers on different groupings and levels of the social context. Here, the eco-systemic model, which is mostly applied to the African setting to seek to counter the role of customs and traditions such as patriarchy as key barriers, suggests that the functioning of the whole is predicted by interactions among or between the parts wholly.

The model also acknowledges interacting system echelons that shape growth and development, as well as change such as cultural, social, psychological, biological, and physical alteration. In a system, thus, events impact and are also impacted by other systems, implying multifaceted and reciprocal systems. When it comes to crimes of passion, the eco-systemic model has been used to seek to offer a contextual and holistic understanding of how the social relationships of lovers are influenced or shaped. The emphasis of this theory, at this point, is that childhood development determines how an individual associates with others (Hershenson 2020:3). When it comes to on-campus relationships, the model has been utilized in the African context to seek to uncover and have the counselor immerse himself or herself in the lived experiences of the individuals at hand. Through this immersion, how the childhood environment of the individual might have shaped how

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they relate with other humans in the future may be unearthed, eventually predicting some of the areas of congruency with their partner and also areas in which inconsistency in socialization exists. Upon these revelations, counselors would proceed to restore positive interactions. However, the impact of childhood development on the future life of an individual is deep and comprehensive. Thus, in the case of antisocial behaviors that an individual might have acquired during their childhood upbringing in the neighborhoods, how to detach the adverse habits without attracting significant behavioral clashes is yet to be clarified. Additionally, relationships such as romantic bonds pitting university students in the African context mostly bring together individuals from varying social backgrounds. Given a male and a female from two clashing cultural backgrounds that might have shaped their childhood development, this theory is yet to clarify how to determine the culture that could be deemed as contributing to unhealthy relationships threatening to attract crimes of passion. The situation is exacerbated by the position that even as eco-systemic counselors strive to restore peace, wellness, and healthy relationships for university students in Africa, it can be noted that the individuals would still get back to their communities during holidays, including also scenarios where the partners might be in marriage. Whether this retreat back to their communities threatens to erode the effectiveness of sessions with eco-systemic counselors, is an area requiring further scholarly research.

2.3.3.3 Kenya

When focusing on the context of Kenya, there has been the implementation of the Christian Psychology Model (Muasya 2014:89). In this model, there is the use of the Bible to ensure that groups such as university students gain a complete Christian understanding of people (the psychology part) in terms of what or who they are, what could be wrong with them, how they may heal, how they may change, and what could be their purpose in life. The aim is to ensure soul care, having perceived the Bible's authors and also early church writers as psychologists who had been inspired by God's mission to man on earth. Counselors as Christian psychologists therefore aim to uncover any anti-Christian views that could be dominating the minds of university students in Kenya. The motivation is to encourage jilted lovers to see the word of God as the primary knowledge source, holding that if an individual believes in knowledge from God or special revelation from the Scriptures, this point will reflect the starting point beyond which they might be better placed to understand why they are, what might be wrong in their relationships, and what

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could be deemed a healthy relationship. The strength of this model is that it leads counselees through thought processes in a way to ensure that they understand what could be deemed righteous while engaging in on-campus relationships, thus abiding by the same as commanded by God. However, the downside is that this model sees psychology reading into the Biblical context, and so it only adopts secular psychologies and proceeds to have them Christianized, rather than exhibit a true willingness to reject those secular psychologies. Also, university campuses house students of varying demographic characteristics, including their religious backgrounds. As such, how this theory might appeal to non-Christian university students remains unknown, yet crimes of passion are not only reported among university students of the Christian religion in Kenya but also by those belonging to other religions in and around their campuses.

2.3.4 The Effectiveness of Counseling Models for Mitigating Crimes of Passion

2.3.4.1 Globally

Around the world, the utilization of the attachment theory has come with mixed outcomes (Cherry 2016:4). When applied timely, the model has ensured that close bonds are restored between lovers, especially on university campuses in settings such as the U.S. With secure attachments realized, the tertiary benefit has been a feeling of less anger and more happiness at one's partner, the ability to solve problems independently while seeking assistance whenever in trouble, and the fostering of lasting friendships while getting along better with one's partner. Apart from better relationships on campus, students exposed to the attachment model have felt better about themselves and also what they could contribute to stronger bonding, as well as feeling more protected against helplessness or hopelessness in relationships, trusting one's partner and knowing how to be kind, as well as believing in good things that are bound to occur in their relationships. However, the theory has faltered in some practical ways. For instance, deep sociocultural influence on personality development has been overlooked mostly in sessions entailing the application of this model globally, yet these factors may impact relationship quality and trends in crimes of passion as significantly, as the factor of the quality of early attachment.

2.3.4.2 Africa

As mentioned earlier, the eco-systemic model has dominated the African context (Hershenson 2020:1). Here, mixed results have been evident relative to the effectiveness of the model. For

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example, the model has proved to be holistic and not reductionist, ensuring it appeals to varying states of survivors or perpetrators of crimes of passion, including their psychological and spiritual processes. In addition, the theory has come with wide application, ranging from lecture hall levels to support services around campuses to ensure optimal benefits. It is also through this theory that actionable inputs have been provided, translating to public policy action for society's betterment. However, a key challenge of implementing this model has been the difficulty in testing it empirically in terms of its effectiveness in passion crime pattern reduction. Particularly, the extent to which the messaging process has appealed to the thought processes of survivors, perpetrators, and even their families has been unknown in most cases. Another challenge is that the systems that this model has proposed and held that impact interactions among humans have been understood vaguely. Here, the extent to which the role of components of the mesosystem such as friends, school, and family could be interacting with each other and, in turn, impacting relationship quality and the occurrence of on-campus crimes of passion has remained unknown, pointing to a notable research area in need of further investigation.

2.3.4.3 Kenya

Regarding its application in the Kenyan context, one of the areas in which the Christian psychology model has been successful has been guiding students in relationships to see God's word as that which reflects the primary source of knowledge, aimed at bringing them closer to the Bible and what it dictates about relationships or how to handle one's lover. Another successful area has been one in which the model has strived to appeal to the spiritual and mental states of university students, having posited that crimes of passion could be emanating from impairments in these states. However, as mentioned earlier relative to the extent or magnitude of the problem in the Kenyan context, the incidence and prevalence rates of these crimes remain alarming. Hence, a mismatch between what the model seeks to achieve and the outcomes on university campuses is vivid, implying that the effectiveness of this framework remains weaker.

Difficulty in managing intense emotions, particularly anger and jealousy, is a common theme in studies on crimes of passion. Individuals who struggle to regulate their emotions may be more prone to impulsive behavior. Research suggests that emotional dysregulation is often linked to underlying psychological factors, such as depression, anxiety, or trauma (Anderson, Hoskins, and Rubino

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2019:347). Unresolved conflicts or difficulties in interpersonal relationships can also contribute to crimes of passion. When individuals feel betrayed, rejected, or humiliated, they may resort to violence as a way to cope with their emotions. Studies have shown that relationship breakdowns, particularly those involving infidelity or betrayal, can be a significant trigger for crimes of passion (Bagai and Faimau, 2021:21). Societal expectations and norms related to gender, honor, and masculinity can play a significant role in shaping emotional responses and behaviors. In some cultures, there may be a strong emphasis on maintaining a certain image or reputation, which can lead to extreme measures to protect one's honor. Cultural factors can also influence the way that individuals express and manage emotions, as well as their perceptions of acceptable or unacceptable behavior (Barbayannis *et al.,* 2022:3). The use of alcohol or drugs can exacerbate emotional instability and contribute to impulsive behavior. Studies have demonstrated a strong correlation between substance abuse and violent behavior, including crimes of passion. Alcohol and drugs can impair judgment, reduce inhibitions, and increase the likelihood of impulsive actions (Ondeng, Sirera, and Kathungu, 2020:380). Other psychological factors, such as mental health disorders or trauma, may also contribute to crimes of passion. Individuals with underlying mental health issues, such as depression or anxiety, may be more vulnerable to emotional distress and impulsive behavior. Additionally, experiences of trauma, such as childhood abuse or witnessing violence, can have a lasting impact on an individual's emotional regulation and coping mechanisms (Anderson, Hoskins, and Rubino 2019:351). Despite these findings, the literature on crimes of passion in Kiambu County remains limited. Further research is needed to explore the specific cultural, social, and psychological factors that contribute to these crimes in this context. Additionally, studies examining the effectiveness of different interventions to prevent crimes of passion are essential for developing evidence-based strategies.

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2.3.5 Biblical Perspective of Crimes of Passion

In the Bible, David killing Uriah reflects a case of crime of passion as documented in 2nd Sam 11 &12. Whereas David did not kill Uriah with his own hands, he planned the execution surrounding this murder. The fact that it occurred in the form of familial killings characterized by a factor of a cover-up makes it reflective of a crime of passion. A question that emerges at this stage is the question concerning what the Bible says concerning such crimes of passion.

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Indeed, from Matthew 22:21, it is to human governments that God has delegated authority, whereby although a man might appear to be subject to other men, man's greatest duty is to obey God. Specifically, the government is given the responsibility to protect life, whereby humans should not murder but also avoid avenging murder. Here, the responsibility of protecting innocent lives falls on the state. Exodus 21:12-14, suggests that God does not permit the premeditated and violent killing of perceived enemies, with verse 14 pointing to God's permission to have constituted civil authorities, and enact penalties in situations involving premeditated (and not accidental) killings. Hence, if capital punishment is administered fairly, consistently, and swiftly, it offers a sense of justice, having forbidden intentional killing.

Similarly, Leviticus 5:15-17 holds that before, during, and after a crime of passion, the blindness of an individual, which might have led to the crime, does not excuse his or her guilt. Thus, following a crime of passion, even though the given perpetrator did not know (due to blindness), he or she remains guilty. About Numbers 35:9-28, which involves God's instruction to man regarding actions to take when an individual is killed, there is no saving grace for murder, and for the good of society, the state is given the authority to punish the guilty persons with penalties that commensurate with the crimes committed. Overall, the Biblical perspective, especially from 1 John 3:15, suggests that it remains important for a man not to hold the murder spirit within him. Also, the Bible indicates that resentment or anger may flash into man's mind, but this process does not necessarily imply that he has sinned. However, if a man holds the resentment or anger and allows it to burn, it could end up destroying him.

Mixed observations have been made relative to the Bible's take on the subject of crimes of passion. A specific question is whether or not the Bible supports actions such as murder or killing, following sudden impulses such as heartbreaks or jealous rage. Whereas some who reject the Bible as a platform that supports crimes of passion base their arguments on implicit reasons, those who tend to hold that parts of the Bible tend to tolerate justified crimes of passion cite ancient times and practices. The resultant tension and inconclusive debate are whether the Bible permits, mandates, or condemns crimes of passion. In the law of the Old Testament, it can be seen that crimes of passion are reflected in capital punishments prescribed for issues such as witchcraft and adultery.

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These outcomes bring a sub-issue of whether such punishment should be enforced in contemporary society, and if so, whether it should be (or has been) incorporated in the law, or whether perpetrators should be left at their discretion to enforce the same.

2.3.6 Religious Perspective of Crimes of Passion

From the religious standpoint, the perspective of crimes of passion is that which holds that there is the mitigation of criminal responsibility because the given individual behind the perpetration was not in his or her mind, having been engulfed by a grip of strong emotion. According to Proverbs (2013:2), morality governs the life of an individual. Therefore, if morality is absent, the aspect of insatiable and ever-expanding passions could enslave him. Hence, the religious perspective demonstrates that based on a society's moral consciousness, individuals are expected to act in ways that end up keeping them tied to society. However, if individuals act in ways that could keep them isolated from society, which is a state of lost moral consciousness, crimes of passion tend to result (Phillips & de Roos 2022:1).

Similarly, the religious perspective holds that God forbids immoral acts that contravene His word, with believers expected to abstain from the same. However, on crimes of passion, Dikobe (2013:1) documented that the extent to which a given believer or individual is bound to the belief sets and feels a sense of integration in the remainder of the religious community determines the rate of crime commitment. Overall, therefore, the religious perspective of crimes of passion contends that immoral acts that contravene God's word have been forbidden, including crimes of action) and the rate at which individuals commit them depends on how believers are bound to His (God's) established set of beliefs – and also how individuals feel integrated into the rest of the religious community. An inference that can be made from these observations thus is that the occurrence of crimes of passion is attributed to a failure by society to influence the perpetrators in ways that could lead them to adhere to and internalize sets of beliefs expected to govern their daily living.

2.3.7 Ethno-Cultural Perspective of Crimes of Passion

When the ethnocultural stance is considered, its examination and description of crimes of passion hold that such heinous activities are a function of cultural product. Here actors (or perpetrators)

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and the criminality in the committed act itself (crime of passion) tend to be understood as creative

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constructs arising from cultural practices that are mediated symbolically (Heita 2014:2). The implication is that the actions of members of subcultures have their justifying and meaningful basis lie in the cultural practices to which meanings are attributed. Some of these members of subcultures include commercial enterprises, private and state security agencies, politicians, control agents, and other social actors (Peterson, Sackrison and Polland, 2015:131). In postmodern society, the ethnocultural perspective holds further that certain activities have been produced, yet they exhibit elements that are characterized by opposition to the dominant attitude calling for sobriety and reason. Instead, these activities, in other extraneous and rare circumstances exhibit disturbing traces of pleasure derived from such heinous acts by the offender. Specific examples include joyrides, political demonstrations, and extreme sports, as well as the consumption of drugs, body modification, and satirical events on television (Shikuku and Keter 2016:2).

Therefore, crimes of passion arise when defendants are driven or motivated by and rely on a cultural defense to mitigate, justify, or excuse their criminal acts. Here, the analysis of crimes from an ethno- cultural perspective highlights that the perpetrators of crimes of passion use social beliefs and customs to explain and justify their behavior. One specific example illustrating the ethnocultural perspective of crimes of passion is the case of Kong Moua, who had relocated to California's San Joaquin Valley. In 1985, the Fresno City College student was accused of abducting a Hmong woman that he had believed would be his bride (Xoagub 2012:7). Having taken her to his cousin's house, Moua had sexual relations with the woman – despite the latter's protests. The survivors reported the incident to the police, who charged Moua with rape and kidnap. As plea negotiations proceeded between the defense counsel and the district attorney, Moua explained that his actions were in fulfillment of:

> Zijpojniam customs, a marriage ritual in traditional Hmong. From the cultural norms in the former homeland of the Hmong, a man would be expected to abduct an intended bride following information provision to her parents. Before marriage, a courtship would include chaperoned dates and small gifts. On the given day, the man would capture the woman and have the union consummated in a family home. In the process, the woman's protest would be a sign of virtuousness. In the display of his needed strength to be the woman's husband, the man would exercise persistence in the face of the protest. In the case, therefore, Moua indicated his belief that the protests of his bride-to-be were

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representative of the

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aforementioned customary resistance and that he never intended to engage in sexual intercourse with the woman against her will. Indeed, this illustration of the ethnocultural perspective of crimes of passion in play confirms that the viewpoint holds that crimes of passion tend to arise due to a "cultural defense".

At this point, it is inferable that there is a lack of adequate knowledge in the area of crimes of passion. Specifically, the majority of the works of research that have been previously conducted on the subject matter bear striking differences from this research, and it is those specific points of departure from the existing body of knowledge that this study seeks to uncover. However, there are existing points of convergence and similarities as scholarly investigations found that triggers for such sporadic episodes of emotional outbursts occasioning bodily harm. There are similarities in triggers, but the routes to such triggers would ordinarily vary from one individual to another. No two humans are alike. Chekwa *et al.* (2013:327) stated that different parties respond to such crimes differently, depending on prevailing attitudes to jealousy. Some studies have examined some of the factors accounting for university students' involvement in crimes of passion. In one such study, Howard (2012:115) documented that socio-economic factors contribute to crimes of passion. For instance, the study's specific findings demonstrated that a consistent variable shaping the rates of crimes of passion on campuses involves the proportion of on-campus students using residence halls. In situations where minority students exist, especially with a higher percentage of males, the likelihood of experiencing crimes of passion is high.

Peterson *et al.* (2015:130) stated further that the location of campuses, a geographic and demographic feature, also shapes the on-campus passion crime pattern. Particularly, the study indicated that in situations where campuses are located in areas where the population of potential offenders in the surrounding community is large, most of the learners are also likely to engage in crimes of passion. Indeed, these studies are highly informative because they sensitize audiences that demographic and social factors continue to shape trends and the rate of crimes of passion among university students on different campuses. However, the studies falter in two ways. Firstly, they do not give insight into some of the counseling models that might have been applied toward arresting the situation, if any. Secondly, these scholarly observations fail to suggest some of the responsive models of counseling that could be aligned with the survivors'. Rather, the studies only

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highlight the major variables responsible for passion crime trends, hence the importance of developing a new model through which the aforementioned gaps might be addressed.

For university students and Kiambu universities' passion crime trends, the drawbacks above and other gaps in the current models prompt the need for a new model that might prove responsive to contemporary psycho-social issues responsible for this vice. For example, previous models of pastoral counseling that adopt the cognitive-behavioral path pattern assert that problems arise from unwise behavior and inadequate love. Thus, these models aid in understanding some of the causes of crimes of passion among populations such as university students in the Kiambu context. However, the models falter in such a way that they do not account for socio-cultural differences in the backgrounds from which these students hail, as well as other factors away from the perceived unwise thinking behavior and wrong thinking, that could also be playing a moderating role regarding the problem of crimes of passion.

Additionally, models of pastoral counseling that employ the object-relations approach suggest that psychological problems among individuals arise from inadequate love attachments that might have characterized these individuals' childhood lives (Peterson *et al*., 2015:136). Therefore, love attachment inadequacy can be seen as a force responsible for increasing vices in society; crimes of passion included. However, Nolan *et al.* (2011:113) stated that such models are limited because they fail to explain some of the forces that tend to play moderating roles in accounting for crimes when the persons in jilted lover triangles might, still, have had adequate love attachments. For instance, Muasya (2014:86) documented that these models overemphasize the role of love attachment as that which predicts the occurrence (or otherwise) of unique behavior and wrong thinking. They fail to account for additional parameters such as cases of drug use and abuse as those that could be contributing to such societal vices. Neither do these models culminate into recommendations of feasible strategies that could be employed by pastoral counselors to respond to clients' psychological needs. This is so especially when causes of crime operate outside, beyond, or independent of the perceived factor of inadequate love attachment in childhood.

Subsequent scholarly studies have associated crimes of passion with the use of drugs and substance abuse. As reported by Nolan *et al*. (2011:119), a significant percentage of perpetrators of crimes of

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passion use drugs and substance abuse. Muasya (2014:85) stated that for survivors of crimes of passion, their fear of reporting cases of assault compounds the increasing rate of occurrence of these crimes on different university campuses. For survivors who fail to report incidents of assault, Chebii (2017:41) documented that in most cases, the perpetrators are survivors' acquaintances. It has also been asserted that campus environments also provide suitable opportunities and targets. For example, the study demonstrates that most of the campus settings are homogenous and create ideal elements of uncertainty and that there is also a lack of guardians on the campuses. Chekwa*et al.* (2013:330) concurred further that among university students, there is an increase in freedom levels and that university environments are also attractive to criminal acts. This is because the population of students tends to be large and makes most of them potential targets of crimes of passion. From these observations, it can be inferred that the scholarly reports are informative because they point to scenarios in which a combination of events within and outside campuses tend to account for growing cases of crimes of passion while undermining the role of counseling frameworks. However, a notable gap is that these studies do not discern whether different counseling models ought to be applied to different students differently and on different campuses, or whether common models are worth adopting and applying to the university population in the entirety, especially to curb high rates of crimes of passion.

Previous scholarly investigations have also examined how different models could shape the incidence and prevalence of crimes. For instance, the nouthetic or Biblical counseling model has been proposed and seeks to apply the scripture to the hearts of people via coaching and exhortation (Muasya 2014:87). Further, the Christian Psychology Model strives to establish the ultimate problem in a given situation in a cause away from sin (Chebii 2017:44). For counselors who adopt this approach, they exhibit a strong biblical theory-narrative regarding the Christian understanding of redemption, fall, and creation. This implies that they refer to past biblical experiences while handling a psychological issue with a client. However, Ndung'u (2015:3) cautioned that such models also tend to establish behavioral patterns in their clients. They fail to explore deeper family background patterns, motivational issues, and their role in a given psychological issue that a client could be experiencing. By establishing an integrated counseling model aimed at responding to different university students' religious beliefs and cultural values. It was projected that the study

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would extend the literature, while seeking to provide room for a counseling approach that could contribute to Kiambu's efforts geared toward minimizing such crimes on campuses.

2.4 Biblical Model – On Crimes of Passion

Considering the world of forensic science, heartbreak or jealous rage can be a strong impulse contributing to passion crime, and the crime is not premeditated (Bélanger *et al.* 2021:1160). Biblically, especially in Ecclesiastes 4:12, Solomon holds that although an individual may be overpowered by another, two can withstand him so that a threefold cord arises, which may not be broken quickly. These words imply that God intends to ensure that humans are strengthened, and completed, and serve as a cord uniting two individuals who may be in a relationship or marriage to become one. When individuals are united by Christ in their marriages, it is unlikely to be broken, as highlighted by the above-mentioned chapter. Hence, a relationship or marriage is a covenant rather than a contract. Hence, even when things start going bad, individuals are not encouraged to treat a bond like a contract and get out of it. Rather than treating it like a legal arrangement or piece of paper, they ought to exercise mutual commitment that is binding and unending.

The above observations suggest that the Bible is not shy of presenting to humans instances of where, giants of the faith, men and women who performed and walked by the Lord. The story of Nathan the prophet, King David, Uriah, and Bathsheba is a classic example from where humans can comprehend significant normative models of identifying and confronting the occurrence of offenses, particularly on the authority of God's word, and corresponding pronouncement of punishment. It should be observed that the role of counseling does not necessarily absolve the perpetrator for the wrong they have committed against the survivor, the laws of the land, and nature. These narratives give a template from which the normative Christian counseling model can be extracted. The socio-economic and political setup for society might differ from Bible times to contemporary settings, but the authority in the word of God, and His desire for how His people ought to carry themselves, about each other, and with Him has never changed. An ancient treaty can be seen to exist, for example, in Deuteronomy, whereby it was laid out between kings and their vassals, as well as between Israel and God (Ndereba 2022:94). However, several citations also point to the Bible's stance against crimes of passion, especially in terms of stoning after guilt condemnation, as well as corporal punishment. An example is a situation where Jesus did not

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endorse the adulterous woman to be stoned (John 8: 3-11). Also, Matthew 5: 38-39 is against taking

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revenge in personal relationships. Instead, it emphasizes the need for forgiveness for persons who commit criminal acts against themselves.

Similarly, the Old Testament can be seen to hold stances against crimes of passion by emphasizing this in Genesis 1: 26. The implication is that with humans existing in God's image, they possess some desirable degree or magnitude of dignity and that when crimes of passion are committed, they end up violating the perceived dignity. However, an issue that remains unclear is that while the feature of humans existing in God's likeness and image implies that they have the authority (and are expected) to represent God on earth, individuals who might be condemned of guilt for a betrayal such as adultery would have ended up contravening the expected exercising of the authority given by God, which complicates the debate of whether crimes of passion against such persons are justified or not. Several books in the Bible point to the importance of leaving the wrath of God to take effect, rather than avenge for oneself. From Romans 12:19, for example, God says that vengeance is His and that He is the one who would repay. The implication is that the Bible in such verses tends to condemn vengeance, suggesting further that those crimes of passion that lead to physical, and emotional harm are not tolerated, based on Biblical specifications. Another direction to highlight is that the romance in people's hearts might be destroyed, the passion killed, and the joy stolen all because individuals may be approaching the covenant of God like a contract, upon which, in the process, they could get themselves untied. This observation indicates that in relationships when individuals realize that the bond is not what is expected or supposed to be, there may arise a temptation to state that it is the other partner's fault. However, the need to invest adequate time searching out God's heart concerning relationships and marriage and also let Him speak to one, about the same before engaging in the blame game is essential. Romans 13:1-4, holds that all humans are subject to authorities that govern their operations and that God is the authority. Also, for governing authorities in existence, it is God who has instituted them. Hence, resisting the authorities is likened to a way of resisting that which has been appointed by God. Indeed, this message emphasizes the need to abide by those in authority because they have been appointed by God, rather than defy the teachings and take action by oneself, such as through vengeance.

God also cautions against murder (Exodus 20:13; Genesis 9:6). For those who love violence and are associated with wickedness, it can also be seen in Psalms 11:5 that the Lord's soul hates them

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because they contravene what He perceives as righteous. Caution is also extended to persons who commit crimes such as those of passion, as Ezekiel 18:20 demonstrates that when a soul sins, it shall die, with Proverbs 6:16-19 demonstrating that some of the things that the Lord hates include hands that end up shedding blood and lying tongues. In these chapters, it can also be seen that the Lord hates individuals who sow discord among humankind, feet that run to evil hastily, and hearts that are out to devise and implement wicked plans.

The New Testament, too, complements the Old Testament in pointing out ways in which God approaches or perceives the attribute of crime, with crimes of passion unexceptional. For example, Matthew 10:28 indicates that humans should fear Him who is capable of destroying both the body and the soul in hell, rather than fear humans who can only destroy the body, but fail to kill the soul. At this point, it is evident that crimes such as those of passion are condemned, but even in situations where they are committed, survivors should not fear, because their bodies might be harmed or killed, but their souls might remain resilient.

Indeed, the desire of God is for humans to be united, lifting or exalting His name. Specifically, He strives for a world in which individuals do it together, yet there remain and continue to be chances that the individuals might not exercise the same if their relationship and marriage covenants become untied. In Matthew 26:52-54, it is observed, based on Jesus' position and direction, that when an individual takes the sword, their fate is a situation of perishing by the sword. Given that most of the crimes of passion are seen to involve violence, with swords used as part of the weapons that are mostly used to commit the crimes in vengeance, the eventuality is that the Bible condemns crimes such as those of passion, especially by the sword. The image of a covenant is also depicted in the Bible as one that should be reflective of something uniting people, ensuring they are completed and made to be one. However, even as wonderful as it is, marriage or a relationship may not necessarily reflect the greatest covenant that humans are invited to participate in. Instead, this greatest covenant entails the New Covenant as stipulated in the Scripture, which was sealed following the death of Christ on the cross at Calvary, with the sealing done through the blood that He shed. The implication for individuals in relationships is that the question of whether or not they might have entered into that covenant is worth raising. James 4:1-3, is seen to focus particularly on the parameter of crimes of passion by questioning issues that cause fights and quarrels among individuals, pointing to a

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possibility of passion as the key driver that prompts individuals to quarrel, fight, and murder. Apart from the condemnation, the Bible, in these verses, is also seen to hold that humans tend to spend on their passions because they ask wrongly and, in the process, do not receive that which they desire, ending up murdering others because of the failure to have what they desire.

The Bible teaches further about crimes of passion and states that when passion ends up surpassing Godliness, it then reflects a way of sinning and violating the law of God, having taken over the moral sense of an individual. In Colossians 3:5, humans are encouraged to ensure that they put to death what is earthly in them, including passion crimes. In this case, passions entail inappropriate and strong cravings that may end up distracting individuals from moral life and God. Through passion crimes, thus, these Biblical stances hold that humans may commit sins of impurity and immorality. Even in situations where the rest of society might be hateful of an individual, the book of Luke 6:27, indicates that humans ought to do good to their enemies and love them. On the other hand, if the message in Luke 6:27 is defied and an individual proceeds to commit a crime such as that of passion, having been driven by forces such as jealousy, 2 Peter 2:12 gives hope to survivors by demonstrating that similar to creatures of instinct and irrational animals that are continually being caught and destroyed, the perpetrators would also be destroyed, a hopeful indication that assures the survivors that while crimes are condemned, situations, where perpetrators destroy them (the survivors), would see the criminals also destroyed.

At this stage, it can be seen that the Bible targets both survivors and perpetrators. Further, it proceeds beyond the condemnation of crime to demonstrate that even in situations where crimes such as those of passion are committed, destruction awaits the perpetrators. As such, the assertions are highly informative and contributory, offering a foundation towards Biblical position understanding relative to crimes such as those of passion, aiding in grounding interventions that the study might establish and propose for implementation in Biblical specifications; ensuring further that for the target population and authorities, the proposed solutions were informed partly by what the Bible says.

2.5 Ethnic and Cultural Stereotypes of Violence Against Women

The rich diversity of ethnic groups in society manifests a complexity of cultural aspects that can either compound or mitigate the prevalence of passion crimes. Mostly, harmful stereotypes are

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perpetrated and they are often rooted deeply in tradition, a pattern that plays a critical role in shaping societal attitudes and perceptions towards women (Lomazzi, 2023:117). These stereotypes tend to range from archaic notions of gender roles to prejudiced beliefs concerning the worth and autonomy of women. To uncover the complex interplay among factors that contribute to passion crimes, it becomes critical to understand the influence of these stereotypes. As stated by Phillips and de Roos (2022:2), the intersectionality of gender and ethnicity calls for a crucial analysis to understand how certain cultural contexts exacerbate or mitigate the risks with which women grapple, with university settings.

It is also within the dynamics of power and control within relationships that the impact of cultural and ethnic stereotypes has been avowed to be pronounced, hence escalating to violent crimes. As documented by Lomazzi (2023:117), traditional expectations regarding female submission and male dominance continue to contribute to an environment in which challenges or disputes within relationships are handled through aggression. Additionally, the stigma associated with relationships that deviate from cultural norms may compound tensions, hence an increased likelihood of violent responses (Phillips and de Roos 2022:9).

Other studies have documented how the media may perpetuate or challenge cultural and ethnic stereotypes of violence against women. In the study by Lomazzi (2023:117), findings held that media representations often play a notable role in shaping society's attitude and reinforcing existing stereotypes. In such cases, the portrayal of women in traditional roles, the normalization of toxic masculinity, and the glamorization of aggression contribute to the normalization of violence. These observations point to the criticality of examining media narratives and their impact on shaping perceptions, upon which there might be a better comprehension of how cultural and ethnic stereotypes are disseminated and reinforced within society. The study strives to stretch further and critically analyze media content to highlight the possible role of media literacy and advocacy in combating harmful stereotypes and promoting a more egalitarian and inclusive society.

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2.6 Research Gaps

Based on the literature above, one of the points to note is that different factors or motivations account for different relationships pitting university students around the world, in Africa, and in the Kenyan context. Some of these motivations range from individual to neighborhood and

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environmental factors. Therefore, how to embrace a counseling approach in a manner likely to

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appeal to these states holistically is an area that is yet to receive a comprehensive examination. Another notable point is that with growing cases of crimes of passion, the specific groups to target are yet to be clarified. Notably, crimes of passion may impact groups such as the survivors themselves, perpetrators, university campus faculty, family, and communities in the neighborhoods within which the institutions might be located. Thus, the specific group to target and the approach to embrace to achieve optimal benefits are areas requiring further analysis. Also, the stage at which action plans involving counseling model implementation could be implemented remains unclear, whether to implement the interventions early enough before the incidence or after crimes of passion are reported, remains unknown. Still, the level of effectiveness of counseling models as to whether they ought to be ongoing, or expose students to the counseling sessions only routinely, is a research direction requiring further clarification. Given that university students also hail from different social backgrounds, even as efforts to employ counseling models to seek to reverse the problem of crimes of passion are fostered, it can be seen that the same learners belong to society and so they would always get back to their neighborhoods, during holidays. Whether this adjustment in the environment might erode the points or messages gained from counseling sessions entailing various models remains unaddressed. It is further notable that events such as crimes of passion and counseling sessions do not occur in a vacuum. Rather, they involve individuals such as university students, yet the very groups also exhibit the right to privacy. Thus, even as counselors may strive to delink individuals from heat passions, especially by targeting factors such as the roles of customs and traditions that attract patriarchal tendencies, an ideal way in which success could be realized for crimes of passion reduction while remaining sensitive to and respectful of those rights that university students exhibit and as provided by their national constitution, remains a dilemma.

It is also evident that the problem of study revolves around escalating passion crimes among university students globally, in Africa, and in Kenya. Despite this growing concern surrounding passion crimes, there remains a noticeable gap in the existing research landscape. For instance, there is limited attention to understanding the complex relationship between Generation Z dynamic and the surge in patterns of passion crimes. Particularly, the unique economic, technological, and socioeconomic factors that shape the experiences of this generation have not been explored thoroughly, relative to the manifestations of crimes of passion. It is further notable that the specific challenges that university students face are yet to be addressed adequately at a time when the majority of these students are often navigating the transitional phase between

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adolescence and

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adulthood. The research gap extends to the dearth of comprehensive scholarly investigations on the impact that femicide issues have on the prevalence of passion crimes. Whereas femicide continues to be recognized as a significant concern, its direct impact on the perpetration of crimes of passion among university students is largely unexplored. Overall, variation in causes of passion crimes across neighborhoods is an area that is not well-understood. In addition, holistic strategies for addressing region-specific factors remain unclear. Furthermore, research gaps exist in terms of how to target specific groups, how to determine appropriate approaches, and how to clarify the stage for action plan implementation.

2.7 Conceptual Framework

One of the areas that the model targets involves the environment in which university students live or from which they hail, as well as its possible impact on the risk of engaging in crimes of passion. According to Lombard (2015:7), loneliness forms one of the factors contributing to growing cases of crimes of passion. Another broad area to be focused upon by the counselor will involve the counselor-client relationship. This tenet has accrued from the position that the way a counselor would approach a counseling situation might determine the extent to which a therapeutic relationship might be established, as well as the effectiveness of the interplay. The third key tenet in the formulated conceptual framework involves campus interactions. Other than the role of the environment in which the counseling process was occurring, it was key to consider ongoing campus interactions, how they might be supporting healthy relationships among partners, and any emerging adverse trends in interactions that might be yielding maladaptive behaviors associated with increased risk of passion crimes, if any. Lastly, the conceptual framework proceeds to depict some of the client outcomes to target or anticipate. The implication is the integrated model was one that would see counselors engage clients at the pre-intervention stage, the intervention stage, and post- intervention. During the latter follow-up stage, aimed at discerning the effectiveness of the counseling process based on the outcomes and also identifying any evolving pitfalls to be used as opportunities for improvement or counseling goal adjustment, one of the specific variables that the counselor was expected to embark on would involve the emerging level of acceptance. Here, it was projected that the counselor strives to uncover how and the extent to which clients, university students, in this case, will have accepted themselves in terms of the roles they could be playing in contributing to desirable or maladaptive behaviors and also how they will have gone a long way in ensuring the risk of passion crimes is reduced as

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desired. The framework's summary is as follows:

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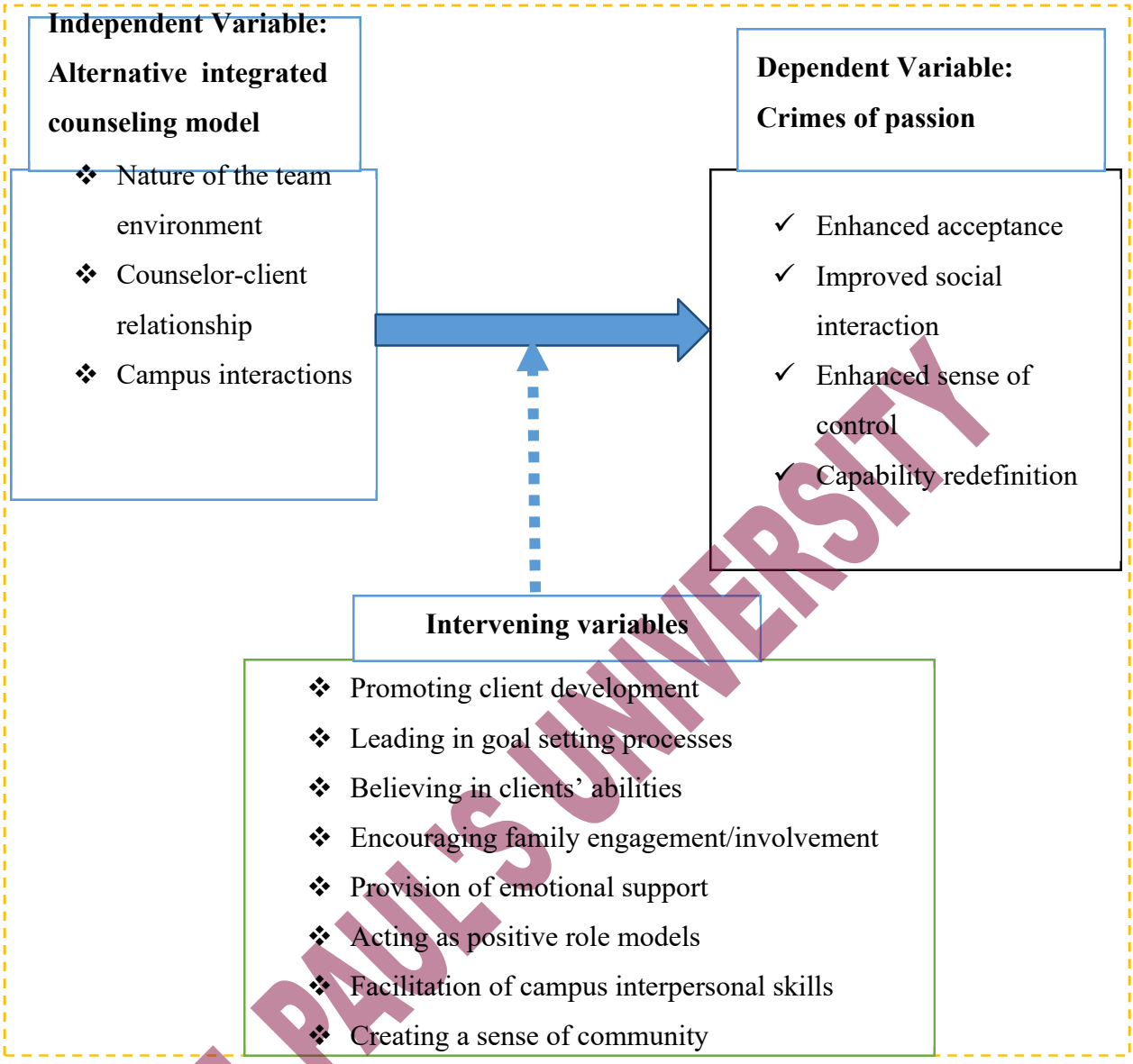


Figure 1: A summary of the study's conceptual framework

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Independent Variable – Alternative integrated pastoral counseling model

The conceptual framework identifies three key factors that influence the risk of crimes of passion among university students and which might dictate the effectiveness of the alternative integrated pastoral counseling model. They include:

Nature of the Team Environment: This variable focuses on the overall climate within student groups or social circles. Positive indicators include high levels of support, open communication, and healthy strategies for resolving conflict. Conversely, social circles characterized by exclusion,

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hostility, or unhealthy competition could exacerbate feelings of isolation and contribute to vulnerability.

Counselor-Client Relationship: The quality of the therapeutic alliance between counselor and student is crucial. Indicators of a strong relationship include trust, rapport, and openness. When students feel safe and understood by their counselor, they are more likely to engage in the counseling process and experience positive change.

Campus Interactions: This variable examines the overall quality of student interactions across campus. Positive indicators include a high frequency of positive social connections, the widespread use of healthy conflict resolution skills, and a general reduction in risk factors for violence. A supportive and inclusive campus environment can play a significant role in mitigating the risk of crimes of passion.

Dependent Variable – Crimes of Passion

The integrated model aimed to achieve specific positive outcomes in students, categorized as dependent variables. They include:

Enhanced Acceptance: This variable refers to students' ability to acknowledge the emotions and experiences that contribute to vulnerability but do not condone harmful responses. Indicators could include surveys that measure self-awareness, emotional regulation skills, and the ability to identify triggers for negative emotions.

Improved Social Interaction: The model strives to increase the frequency and quality of positive social interactions among students. Indicators could include self-reported levels of social satisfaction, participation in social activities, and the development of healthy support networks.

Enhanced Sense of Control: This variable assesses the degree to which students feel they have control over their academic and personal lives. Indicators could include increased academic self-efficacy, perceived autonomy in decision-making, and access to resources and support services that facilitate a sense of agency.

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Capability Redefinition: The model aimed to help students redefine their capabilities, focusing on their strengths and potential for positive change. This variable is more complex to measure but could be assessed by observing shifts in self-perception, increased resilience, and a willingness to seek help when needed.

Intervening Variables – The Catalyst for Change

The integrated model proposes several key intervention strategies, categorized as intervening variables, which aim to positively influence the independent variables and ultimately, the dependent variables. The alternative integrated pastoral counseling model emphasizes a client-centered approach, fostering personal growth, healthy coping mechanisms, and goal setting through evidence-based therapeutic techniques. Counselors collaborate with students to establish achievable goals for reducing risk factors and demonstrate confidence in their potential for positive change. The model also prioritizes family involvement, seeking to facilitate supportive relationships between students and their families. Additionally, it emphasizes the provision of emotional support, including peer support groups and student organizations. To create a conducive environment for personal development and well-being, the model promotes healthy conflict resolution strategies, facilitates campus interpersonal skills through workshops and training programs, and fosters a sense of community and inclusivity within the university environment. By addressing these key variables, the model aims to provide comprehensive support and resources for university students in Kiambu County, contributing to their overall well-being and reducing the risk of crimes of passion. By addressing the independent variables through these intervening strategies, the integrated model aimed to create a positive ripple effect, ultimately fostering enhanced acceptance, improved social interaction, and a greater sense of control among students, all of which might contribute to a marked reduction in the risk of crimes of passion.

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2.8 Conclusion

The above section has centered on different perspectives on crimes of passion, the causes and prevalence of crimes of passion, models of pastoral counseling, and the theoretical framework. From the literature, crimes of passion are increasing around the world, in Africa, and Kenya, with a specific emphasis on on-campus relationships among students. Some of the factors contributing

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to passion crimes include the low status of women, unequal power relations, traditional beliefs,

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jealousy alongside social inequality and greed, and alcohol and drug use and abuse. Others include failure to handle rejection, poor coping mechanisms after breakups, material dependence, low self- esteem among men, and breakdown in the family institution. The attachment style and the environment in tertiary education institutions are other attributes that the literature suggests to be contributing to growing cases of passion crimes. Despite the informative nature of these factors, however, this chapter has revealed a few gaps. For example, considering the factor of the attachment style, love may bring individuals whose attachment characteristics differ widely, including having an avoidant male in a relationship with a secure female. In such a case, the adulthood preferences of the two parties relative to relationships might differ sharply. For counselors, therefore, how to bridge the socialization gap without detaching the individuals from family backgrounds from which they hail is one of the key dilemmas that are yet to receive comprehensive attention. Another research gap is that when it comes to traditional beliefs and sociocultural practices that could be attracting patriarchal moves, that then precipitate crimes of passion, even as counselors intervene, ways in which the characters of individuals could be altered without appearing to be in opposition to or disrespectful to cultural values and preferences that families of university students could be embracing, is unclear. Thus, with universities majorly characterized by multiculturalism, how to restore harmony between partners who might be originating from diverse backgrounds without attacking those backgrounds remains unclear, as well as how holistic counseling could be achieved to foster congruency in interaction between partners. The chapter that follows offers the study's methodological description.

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CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

From the foregoing high stakes with which the research ought to be conducted, it was important to elect a methodology that would not, in any way shape, or form, overstep the mandate of the study by veering off into other areas of jurisdictional matters unrelated to this study. It was from such awareness that this thesis formulated a methodology that would help the research team stay within the objective view of the study.

3.2 Research Design

There was a mixed methods technique. In particular, the study utilized a convergent parallel mixed methods technique, collecting and analyzing both qualitative and quantitative data separately before outcome comparison to discern areas of convergence and areas of divergence if any. Qualitative data included interviews to ensure in-depth understanding and exploration of the views of the participants, hence immersing them in their thought processes to discern their lived experiences, relative to the subject under investigation. On the other hand, quantitative data was gained via a survey in which a semi-structured questionnaire was used to generate numerical data for further statistical analysis.

A few reasons explained the choice of a mixed methods technique. One of them involved comprehensive understanding. According to Gholamreza and Hasan (2010:63), a mixed methods technique allows for a holistic understanding of events by combining qualitative and quantitative data, capturing the depth and breadth of the phenomena under study, hence offering a more comprehensive view of the factors at play. Another reason was validation and triangulation. Through the mixed methods approach, the study might enable the validation of findings through triangulation. As stated by Creswell (2014:6), the consistency and convergence of results from different sources enhance the robustness and reliability of the study, reducing the risk of bias and offering a more accurate depiction of the situation. The factor of contextual insight also explained the choice of a mixed methods approach. Qualitative methods, such as interviews, can provide rich contextual insights into the perceptions and lived experiences of individuals affected by or involved in the phenomenon at hand (Gholamreza & Hasan 2010:62). In this study, the qualitative depth was poised to complement the quantitative breadth, offering a comprehensive understanding of the

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emotional, social, and cultural aspects surrounding these incidents. Lastly, methodological triangulation explained the use of a mixed methods approach. Through the combination of methods, there was compensation for the limitations of each approach, ensuring a well-rounded and more robust investigation into the crimes of passion phenomenon in the selected research context.

The figure below summarizes the chosen approach for the study.

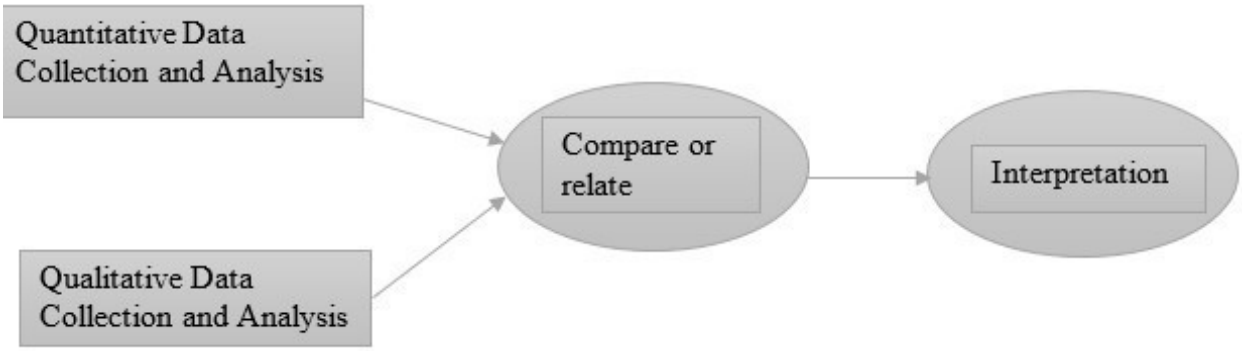


Figure 2: A summary of the research approach

In this case, there was separate collection and analysis of qualitative data aspects and quantitative data aspects. Interviews were conducted for qualitative data, aiming for an in-depth understanding of participants' views and lived experiences. Quantitative data was obtained through a survey using a semi-structured questionnaire, generating numerical data for statistical analysis. Indeed, such a research design allows for a comprehensive exploration of the research topic by integrating both qualitative and quantitative perspectives (Creswell 2013:6).

This sub-section outlines the methodological approach employed in this research project investigating the contributing factors to crimes of passion among university students in Kiambu County, Kenya. While the initial discussion has focused on the convergent parallel mixed methods design and the rationale for collecting and analyzing qualitative and quantitative data separately, it is crucial to acknowledge the paramount importance of ethical considerations in ensuring the scientific rigor and integrity of the research process.

3.3 Study Area

The specific research context was Kiambu County, Kenya. A major factor that informed the choice of this location involved statistics of the area hosting more than ten universities. Another feature

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that accounted for the choice of this geographical location as an ideal research or study area is that even in the wake of growing cases of crimes of passion on university campuses, more informed models of counseling that are better placed to be tailored to the needs of perpetrators and survivors, are yet to be developed and implemented. Therefore, it was projected that by gaining insights from participants in universities within the selected area, the study contributed to the development of an ideal direction that would aid in reversing the worrying security situation on campuses, having approached the subject from a wide range of perspectives.

3.4 Study Population

Target Population and Sampling Frame: The target population for this study comprised university students enrolled in accredited universities within Kiambu County, Kenya (as well as faculty). To identify potential participants, the researcher collaborated with university administrations to gain access to student lists, ensuring a representative sample of the student population. Additionally, online platforms frequented by university students in Kiambu County were utilized for recruitment purposes.

Considerations for Sample Size in Mixed Methods Design: This mixed methods approach offered the benefits of rich qualitative data and generalizable quantitative findings. Qualitative data gathered through in-depth interviews allowed for a deeper understanding of the lived experiences and perspectives of participants. Saturation, the point where no new themes emerged from additional interviews, typically guided the sample size for qualitative research. In this study, a sample size of 20 participants for the qualitative component was gained, providing a comprehensive understanding of the factors contributing to crimes of passion among university students.

Sample Size for Quantitative Data: The quantitative component of the research utilized a survey instrument distributed to a larger sample of participants. Here, the sample size was determined by statistical power and effect size. Statistical power refers to the ability of the study to detect a true effect, if it exists, while minimizing the chance of a type II error. Effect size, on the other hand, refers to the magnitude of the relationship between variables being studied (Creswell, 2013:10). Given these factors, an online power analysis tool (conservative estimate) was used to determine the optimal sample size for the quantitative survey. A sample size of 150 participants (combining qualitative and quantitative data) offerred a practical and effective means of collecting valuable

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data. It provided sufficient depth for qualitative interviews while achieving a reasonable level of generalizability for the quantitative survey results. This sample size allowed for a manageable research process without compromising the quality of the data or the ability to draw meaningful conclusions.

3.5 Research Unit, Exclusion/Inclusion Criteria, and Tools

This research set its sights on university students in Kiambu County, Kenya. The core group under investigation encompassed those enrolled in accredited universities across the county, both undergraduate and postgraduate students. To ensure ethical and informative participation, the selection process adhered to specific criteria. Students were at least 18 years old, which aligned with Kenya's legal age of consent and actively enrolled in a university program within Kiambu County. Their willingness to participate through informed consent was crucial. Those who fell below the age requirement, were not enrolled by then, or were unable or unwilling to provide consent were not included in the study.

Data collection was a two-fold endeavor, catering to both in-depth qualitative exploration and broader quantitative analysis. For the qualitative aspect, university students engaged in semi-structured interviews. These focused conversations aimed to delve into their lived experiences, emotions, and perspectives on relationships, conflict resolution, and potential factors contributing to crimes of passion. The quantitative side involved self-administered questionnaires distributed to a larger sample of students. This anonymous survey addressed demographics, relationship experiences, stress levels, anger management styles, and exposure to violence.

Additionally, the research included interviews with deans of students or student affairs personnel. Their insights provided valuable context regarding existing support services available to students for mental health and relationship issues, the prevalence of reported incidents related to relationship violence on campus, and the university administration's perspective on potential contributing factors. While these interviews were optional, they contributed to a more comprehensive understanding by triangulating findings from student data. By strategically combining these data collection tools, the research strived to capture a multifaceted perspective on the factors influencing crimes of passion among university students in Kiambu County.

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3.5 Sampling Procedure and Sample Size Determination

The study embraced a simple random sampling approach. According to Carter *et al.* (2014:546), one of the advantages of simple random sampling is that it provides room for engagement in research, in settings where it is unlikely to have been possible (due to a lack of individual participants or organizations). Additionally, simple random sampling is advantageous because it enables the researcher to discover characteristics of features surrounding a phenomenon that they might not be aware existed (Creswell 2013:7). Overall, simple random sampling is advantageous for research in settings with limited participants or organizations. It helps to uncover characteristics surrounding a phenomenon that researchers might be unaware of (Creswell 2013:8).

The inclusion criterion was that the study focused on participants who had experienced or witnessed at least one crime of passion, each having spent a minimum of one year on campus for richer insights. In the selected research context, the population size was unknown. Therefore, a conservative estimate was used because of the presence of a large population of university students in the county. The implication is that the formula for an infinite or very large population was used. Thus:

$n = \{Z^2 * p * (1-p)\}/\varepsilon^2$

Where:

n – sample size

ε – margin of error (desired level of precision for the effect size).

p – estimated population proportion (such as the proportion of students experiencing a specific factor; a crime of passion, in this case).

There was an estimation of values of p to have the sample size estimated. To estimate the sample size, values of p are approximated. The value of p that maximizes the sample size is $p = 0.5$. Therefore, given that in Kiambu County, accessing accurate statistical information to approximate p would be challenging, 0.5 was used because it applies to generating the majority of large or conservative sample sizes when using the conservative estimate technique.

For this study's conservative estimate, the confidence level was set at 95% and p = 0.5, with Z set at 1.96 (corresponding to a 95% confidence level in the table of Z-scores) and the desired level of precision ε set at 0.08 in the conservative estimate criterion.

Thus, $n = (1.96^2 * 0.5 * (1-0.5))/0.08^2$

$n = (3.842 * 0.25)/0.0064$

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$n = 0.9605/0.0064$

$n = 150.08$

Since the sample size must be a whole number, this value was rounded up to the nearest whole number of 150, ensuring sufficient sample size.

3.6 Pre-Testing of Research Tools

The research project recognized the semi-structured questionnaire as the pillar of its data collection strategy. To ensure the quality and effectiveness of this key tool, the research team implemented two pre-testing approaches: expert review and cognitive interviews. This commitment to pre-testing served two crucial purposes. Firstly, it identified and addressed potential issues within the questionnaire itself, ultimately leading to more reliable data collection. Secondly, it fostered participant trust by demonstrating the research team's dedication to gathering accurate and unbiased information.

The first pre-testing approach involved harnessing the power of subject matter experts. These experienced professionals, armed with their deep understanding of the research topic, reviewed the draft questionnaire. Their focus was two-fold: administration and wording. Subject matter experts would readily identify such issues, anticipating how respondents might misinterpret the question and potentially provide inaccurate or misleading answers. Their keen eye would also detect potential biases within the questionnaire structure. For instance, the order of questions could inadvertently lead respondents to favor certain answer choices towards the end of the survey. Furthermore, the experts would scrutinize the response options themselves, ensuring they captured the full range of participant experiences and avoided limitations that could skew the data. By employing expert review, the research project addressed a wide range of potential issues before they could infiltrate the data collection phase.

The second pre-testing approach delved deeper, utilizing cognitive interviews. This method involved conducting one-on-one sessions with carefully selected participants drawn from the target population. These sessions went beyond simply asking participants to complete the questionnaire. Instead, they fostered a collaborative assessment process, with the researcher acting as a facilitator. The core objective was to gain insights into a participant's thought process as they encountered each question. The researcher would prompt participants to explain their

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understanding of the question

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wording, the clarity of the instructions, and the relevance of the response options. Through a cognitive interview, the researcher could discover that the question's wording was unclear or that the response options did not capture the specific challenges the participant faced in accessing those resources. By employing cognitive interviews, the research team gained invaluable insights into how well the questionnaire might function during the actual study. These insights allowed for targeted refinements to the questionnaire, ensuring it effectively captured the participant experience and minimized the risk of response errors.

Through this comprehensive pre-testing process, the research project addressed potential issues within the questionnaire itself, ultimately leading to more reliable data collection. Furthermore, by demonstrating a commitment to clear and effective communication, the pre-testing fostered participant trust. Students who participated in the cognitive interviews knew that their voices and perspectives were valued and that the research team was dedicated to gathering accurate and unbiased information. This commitment to pre-testing served as a cornerstone of the research project, ensuring the quality of the data collected and paving the way for a successful and informative study.

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3.7 Data Collection

This research project delved into the complex issue of crimes of passion among university students. Recognizing the limitations of a single data collection method, the study employed a mixed methods approach, strategically utilizing both qualitative and quantitative data to gain a comprehensive understanding of the phenomenon. This approach offered a richer and more comprehensive perspective compared to relying solely on one data collection method. The qualitative aspect of the study, as Merriam and Tisdell (2015:6) suggest, played a vital role in gathering comprehensive data. This approach went beyond simply collecting facts and figures. By recording participant features, such as their feelings and attitudes, the research team gained valuable insights into the emotional landscape surrounding crimes of passion. This in-depth exploration allowed participants to share their experiences and perspectives, potentially revealing underlying motivations or justifications that traditional surveys might miss. Furthermore, the qualitative approach fostered openness by encouraging participants to elaborate on their responses (Hesse-Biber and Leavy 2011:9; Punch 2013:4). This enabled the research team to gain a deeper understanding of the "why" behind the participants' experiences.

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The research project also employed questionnaires, a quantitative data collection method. This method allowed the researchers to gather data from a larger sample size, providing a broader perspective on the experiences of university students. The specific design of the questionnaire focused on factors that could contribute to crimes of passion, such as stress levels, relationship dynamics, or exposure to violence. By analyzing this quantitative data, the research team identified patterns and trends within the student population, potentially revealing factors that could be associated with an increased risk of such crimes. The true strength of this mixed methods approach was in the point of convergence, the place where the qualitative and quantitative data intersected. By triangulating the findings from both methods, the research team was able to achieve a more comprehensive understanding of the phenomenon. The qualitative data provided rich context and depth to the quantitative findings, while the quantitative data offered a broader perspective on the experiences of university students. Ultimately, this mixed methods approach allowed the research project to not only explore the experiences of crimes of passion but also to gain valuable insights into the potential contributing factors within the university student population.

3.7.1 Data Collection Instrument

The research project on crimes of passion among university students opted for semi-structured questionnaires as the primary tool for quantitative data collection. This choice reflected a thoughtful consideration of the research objectives and the unique strengths this approach offered. One compelling advantage of semi-structured questionnaires lies in their cost-effectiveness (Creswell, 2013:10; Saunders et al., 2012:11). Compared to in-depth interviews, which require significant time investment per participant, semi-structured questionnaires allow researchers to reach a much larger sample size. This was particularly relevant for this study, as understanding the experiences of a broader student population was crucial. By reaching a wider audience, the research team could gain a more comprehensive perspective on student experiences related to crimes of passion. Another key strength of semi-structured questionnaires is their inherent flexibility (Creswell, 2014:1; Punch, 2013:17). These questionnaires can be tailored to address the specific needs of different participant groups. This was important in the context of this study because university students represent a diverse demographic. The questionnaire could be adapted to capture the unique experiences and perspectives of students from various backgrounds or

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academic disciplines. For instance, the

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instrument could incorporate questions regarding academic pressure or social dynamics specific to certain majors, providing a more comprehensive understanding of potential contributing factors across different student groups.

The research also benefitted from the ability of semi-structured questionnaires to generate data relatively quickly. Denzin and Lincoln (2011:4) highlighted the compatibility of these questionnaires with online or mobile tools. This ability facilitated a wider reach and increased response rates, allowing researchers to gather data efficiently. Furthermore, the scalable nature of questionnaires, as emphasized by Gholamreza and Hasan (2010:64), enabled the researcher to reach a larger student population beyond the immediate university setting. This scalability was crucial for obtaining a more representative sample and strengthening the generalizability of the findings – the ability to apply the study's conclusions to a broader population.

Research often involves limitations on time and resources. Hesse-Biber and Leavy (2011:2) and Merriam and Tisdell (2015:7) acknowledge that semi-structured questionnaires can be a practical solution in such circumstances. For this study, the questionnaire format allowed the researchers to ask a wider range of questions within a reasonable timeframe, ensuring comprehensiveness within the data collection process. This balance between efficiency and comprehensiveness was key to gathering valuable quantitative data on crimes of passion among university students. Therefore, the research project's decision to utilize semi-structured questionnaires for quantitative data collection was a well-considered one. The cost-effectiveness, flexibility, scalability, and suitability for addressing resource constraints all contributed to the effectiveness of this approach. By leveraging these advantages, the research team was able to gather comprehensive data from a wider student population, ultimately strengthening the foundation of their inquiry into crimes of passion.

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3.7.2 Validity

The research project recognized the importance of ensuring the validity of its data collection instruments – the questionnaire and interview schedule. This commitment to validity served two crucial purposes. Firstly, it fostered participant trust by demonstrating the research team's dedication to gathering accurate and meaningful information. Secondly, it ensured the research findings were reliable and could be confidently used to understand crimes of passion among university students. The questionnaire was designed to achieve both content and outcome validity.

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Content validity ensures the questions accurately reflect the intended variables or parameters (Merriam, 2015:1). In this project, the research questions themselves served as a guide. For instance, a question about the causes of crimes of passion would be worded in a way that would effectively tap into the participants' knowledge and experiences on this specific topic. Similarly, questions exploring current statistical trends on campus crime patterns would be designed to elicit objective data. Furthermore, the research team ensured the questionnaire addressed variables that resonated with participants' thought processes and feelings, particularly regarding the effectiveness of past counseling frameworks. This focus on content validity ensured the questionnaire measured what it was intended to measure.

Outcome validity, on the other hand, assesses the extent to which the research findings align with existing knowledge in the field (DeVellis, 2017:4). To achieve this, the research team compared their findings to the current literature on crimes of passion. This comparison process strengthened the credibility of the research by demonstrating how the newly generated data fit within the broader context of existing scholarship. The interview schedule, the instrument used to gather qualitative data, underwent a rigorous development process to achieve construct validity. This type of validity ensures the questions capture the intended concepts (Trochim, 2006:8). The process began with a comprehensive review of existing literature on crimes of passion, emotions, and motivations. This review provided a strong foundation for crafting interview questions. Furthermore, the research team consulted with relevant experts, such as psychologists or criminologists, to gain valuable insights and ensure the interview schedule addressed the research questions effectively.

The interview schedule was further strengthened through pilot testing with a small sample of university students. This pilot testing allowed the researchers to assess the clarity and effectiveness of the questions in eliciting the intended responses. Based on the pilot test findings, the researcher could refine the wording or order of the questions for optimal clarity. The semi-structured format of the interview schedule offered a valuable balance. It provided a framework to ensure the core research questions were addressed while also allowing flexibility for participants to elaborate on their experiences and emotions. Additionally, the use of probing questions during the interviews allowed the researchers to delve deeper into specific areas and gain a richer understanding of the participants' perspectives.

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By combining the validity-ensured questionnaire and the interview schedule, the research project employed a technique known as triangulation. Triangulation involves using multiple data collection methods to investigate the same phenomenon (Denzin, 2007). In this case, the quantitative data from the questionnaire provided a broader perspective on the experiences of university students, while the qualitative data from the interviews offered deeper insights into the emotions and motivations that contribute to crimes of passion. By triangulating these data sources, the research project achieved a more comprehensive and clear understanding of the phenomenon under study. Through a commitment to validity and a thoughtful combination of data collection methods, the research project ensured its findings were credible and reliable, and ultimately contributed valuable new knowledge to the understanding of crimes of passion among university students.

3.7.3 Reliability

The research project on crimes of passion among university students recognized that the strength of its conclusions hinged not only on the validity of its data collection instruments but also on the reliability of the outcomes. Reliable findings are consistent and dependable, fostering trust in the research process and the resulting knowledge generated. The project implemented several key strategies to ensure the outcomes achieved a high level of reliability. One cornerstone of reliable outcomes was internal consistency. This concept ensures that similar questions within the questionnaire, even if worded slightly differently, all effectively measure the same underlying variable or construct (DeVellis, 2017). Internal consistency would be compromised if some questions focused solely on academic disagreements while others explored social misunderstandings. Such a situation wouldn't capture a holistic view of conflict experiences. By maintaining internal consistency, the research project ensured that different viewpoints or perspectives were gathered on the same variables related to crimes of passion. This consistency was crucial for identifying common themes across the sample population. For instance, if questions about emotional triggers and warning signs consistently revealed themes of jealousy or possessiveness, the research team could have greater confidence in these findings. Internal consistency allowed for reliable and informed inferences to be drawn about the experiences of university students.

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The research project extended its focus on reliability beyond the questionnaire itself. Inter-rater reliability was also a key consideration. This type of reliability focuses on the consistency of findings across different participants or, in some cases, different raters who analyze the data (Polit & Beck, 2017). In the context of this study, inter-rater reliability was achieved by investigating the views of participants from various university campuses within Kiambu County, Kenya. By delving into the lived experiences of these participants concerning crimes of passion, the research team could assess whether similar patterns emerged across different institutions. For instance, if interviews consistently revealed feelings of isolation or lack of support services as potential contributing factors, this consistency across campuses would strengthen the overall reliability of the findings. The research wasn't solely reliant on the experiences of a single university population, thus fostering a more generalizable understanding of the phenomenon. The research team employed a valuable statistical tool called Cronbach's alpha to delve deeper into the internal consistency of the questionnaire items. This analysis provides a coefficient that indicates the level of agreement between the various questions designed to capture the same concept. In this study, a Cronbach's alpha value of 0.70 was considered acceptable, indicating good internal consistency. However, the research team acknowledged that higher values, such as 0.80 or even 0.90, would represent even stronger internal consistency. By analyzing the Cronbach's alpha coefficient, the researchers could be confident that the questionnaire items were consistently measuring the intended characteristics related to crimes of passion across the sample population. A higher alpha value would have indicated a stronger foundation for the quantitative data, but even with a value of 0.70, the research team had a solid basis for further analysis.

By focusing on both internal consistency and inter-rater reliability, the research project ensured its outcomes were dependable and trustworthy. This commitment to reliability strengthened the foundation of the study and ultimately allowed the research team to draw more confident conclusions about the experiences of university students related to crimes of passion. Reliable findings not only foster trust in the research itself but also contribute to a more robust understanding of the complex issue of crimes of passion within the university setting. The research team's dedication to reliable data collection and analysis ultimately paves the way for the development of effective preventive measures and support systems for university students.

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3.8 Data Analysis

A sample size of 150 participants, encompassing both university students and administrative personnel, was determined for this research. This sample size struck a crucial balance between achieving reliable statistical power and ensuring the feasibility of data collection within the research timeframe and resource constraints. Statistical power refers to the ability of the study to detect a true effect, if it exists (Antwi and Hamza 2015:218). In this case, a sample size of 150 allowed for a reasonable level of statistical power, enabling the researcher to draw meaningful conclusions from the quantitative data. Additionally, a sample size of this magnitude was deemed manageable within the research timeline and resource limitations at hand.

By combining qualitative and quantitative data analysis methods, this research aimed to create a rich and multifaceted understanding of the factors contributing to crimes of passion among university students. This integrated approach might also offer valuable insights that may inform the development of a novel pastoral counseling model, ultimately fostering a safer and more peaceful environment for university students in Kiambu County.

3.9 Ethical Issues

There was the aspect of voluntariness whereby the participants were informed that the decision to provide data was voluntary and they could withdraw from participating at any stage of the study. Also, any participant opting to withdraw from the study was not penalized. In the process, alternative persons were recruited up to a point where data saturation was achieved. Participant anonymity was also ensured through the use of codes and pseudonyms rather than the actual personal data of the participants, aimed at boosting trust and honesty in their responses, having mitigated the potential fear of victimization, especially relative to the sensitive nature of the research at hand and the data to be collected. When it comes to secondary sources of data, ethical adherence entailed data collection and analysis based on intellectual property rights specification, ensuring that any authors whose previous works might be consulted are acknowledged accordingly via appropriate citation.

3.9.1 Informed Consent

Throughout this research project, the well-being and autonomy of student participants remained paramount. This commitment manifested in the cornerstone principle of informed consent. Before

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any data collection began, they were presented with a comprehensive informed consent form. This document served as a roadmap, clearly outlining the study's purpose, data collection methods (interviews, surveys), and the potential benefits and drawbacks of involvement. The form transparently explained the research questions and emphasized the voluntary nature of participation. Students were empowered to withdraw from the study at any point without consequence. Ample time was allocated for them to review the document, ask questions, and seek clarification before providing their written consent. This adherence to informed consent aligns with the core principles outlined by Merriam and Tisdell (2015), who emphasize its position as the bedrock of ethical research (p. 20). By ensuring students fully grasped the nature of the research before consenting, the project safeguarded their rights and fostered a sense of trust. Students could participate freely, knowing their choices were respected, and their well-being was prioritized.

This commitment to informed consent extended beyond simply presenting a document. The research team actively fostered an environment of open communication. Researchers were readily available to address any questions or concerns students might have had, ensuring a clear understanding of the research process and its implications. This transparency fostered a sense of trust and empowered students to make informed decisions about their participation. By prioritizing informed consent, the research project not only adhered to ethical research principles but also cultivated a foundation of respect for student autonomy. Students were active participants in the research journey, their voices valued and their choices acknowledged. This approach paved the way for a more collaborative and ethical research experience.

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3.9.2 University and NACOSTI Approvals

Before embarking on the core research with the student population, the project had to navigate the crucial aspect of ethical approval. This involved securing the trust and cooperation of the university itself, as well as ensuring adherence to national research guidelines established by the National Commission for Science, Technology, and Innovation (NACOSTI). Gaining university approval demanded a strategic approach centered on collaboration. The research team initiated open communication with pertinent university departments, fostering a spirit of mutual understanding and respect. This collaborative effort yielded official letters of introduction, acting as a formal endorsement of the research project and granting permission to approach the student

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population.

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These letters served as a vital key, unlocking access to the student body and faculty, and demonstrating the university's support for the research goals.

Beyond university approval, the research team recognized the importance of complying with NACOSTI's established guidelines. NACOSTI serves as the national guardian of ethical research practices within Kenya, ensuring the integrity and responsible conduct of scientific exploration. Depending on the specific requirements outlined by NACOSTI, the research team secured a research permit. This permit functioned as a stamp of approval, verifying that the project aligned with national regulations and upheld the highest standards of academic research.

The unwavering commitment to ethical research practices was not merely a box-ticking exercise. As scholar Punch (2013) emphasizes in his seminal work, ethical research prioritizes the rights and well-being of participants. Every aspect of the research design was crafted to safeguard student participants from any potential harm or discomfort. Informed consent was a cornerstone of the process, ensuring students fully grasped the nature of the research and participated freely. Additionally, the research instruments were carefully developed to ensure student anonymity and confidentiality. Building a bridge of trust with the student body was another crucial aspect of ethical research conduct. Transparency was paramount, with clear communication outlining the research goals, methodology, and potential benefits of the project. Respect for student autonomy was central as well. Participation was entirely voluntary, and students were empowered to withdraw from the research at any point without penalty. This unwavering commitment to ethical research practices fostered a sense of safety and respect, encouraging students to engage openly and honestly with the research team. By navigating the ethical landscape and securing the necessary approvals, the research project laid a solid foundation for a safe and trustworthy exploration of student support systems within the university setting.

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3.9.3 Confidentiality and Privacy Protection

Protecting participant confidentiality and privacy is an ethical cornerstone of research, and this project took this responsibility very seriously (Gholamreza and Hasan 2010:63). To ensure student anonymity throughout the research process, several measures were implemented. The first line of defense was the anonymization of all data collection instruments. Interview transcripts were scrubbed of any personally identifiable information (PII), such as names, student

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IDs, or

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specific details that could link an individual to their participation. Survey responses were similarly anonymized during the data collection stage itself. This ensured that raw data could not be traced back to specific students.

Beyond anonymizing the data itself, the research team employed a system of pseudonyms throughout the research process. Participants were assigned unique identifiers that did not reveal their real names. These pseudonyms were used during interviews, data analysis, and even in the final research report. This ensured that even if a quote or excerpt from a student's participation made it into the published findings, their identity would remain shielded. Data security was another crucial aspect of safeguarding student privacy. All data, whether digital or physical, was stored securely. Electronic files containing interview transcripts or survey responses were password- protected and accessible only to authorized researchers directly involved in the study. Physical documents, such as paper surveys or interview notes, were kept in locked cabinets with restricted access. These measures minimized the risk of unauthorized access to identifiable data.
Transparency played a vital role in building trust with student participants. The informed consent document explicitly outlined the data security measures employed by the research team. This detailed explanation allowed students to understand how their privacy would be protected and fostered a sense of comfort and security throughout their participation. By prioritizing confidentiality, the research project not only adhered to ethical research principles but also demonstrated its commitment to respecting student privacy. This approach ensured that students felt safe and secure when sharing their experiences and perspectives, ultimately contributing to the richness and validity of the research findings.

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3.9.4 Addressing Potential Risks and Participant Well-being

The research project recognized that delving into sensitive topics can be a double-edged sword. While exploring student experiences with relationships and emotional challenges could yield valuable insights, it also presented potential risks to participant well-being. The research team approached this sensitive terrain with a multi-pronged strategy that prioritized participant comfort and safety. Firstly, the research team acknowledged the inherent vulnerability associated with discussing sensitive topics. Interview topics could potentially trigger emotional distress for some participants, particularly those grappling with relationship issues or volatile emotions. To mitigate

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these risks, the researchers reviewed and embraced established ethical research practices and sensitive interviewing techniques. This involved fostering a safe and supportive environment throughout the interview process. Researchers became active listeners, employing empathetic communication and creating a space where students felt comfortable sharing their experiences without judgment.

Secondly, the informed consent document played a crucial role in informing participants about potential risks. The document explicitly acknowledged the sensitive nature of the topics and the possibility of emotional discomfort arising during the interview. However, it did not stop there. To empower participants and prioritize their well-being, the informed consent document went a step further. It included a comprehensive list of resources and contact information for mental health support services readily available on campus or in the surrounding community. By providing this information upfront, the research team ensured that participants were aware of support systems readily at their disposal, should they experience emotional distress during or after the research process.

This commitment to participant well-being extended beyond the informed consent document. Researchers were trained to identify signs of emotional distress during interviews. If a participant appeared overwhelmed or uncomfortable, the researcher would pause the interview and offer support. Participants were always in control; they had the right to take a break, reschedule the interview, or withdraw from the study entirely at any point. By acknowledging potential risks, prioritizing participant well-being, and creating a safe and supportive environment, the research project demonstrated its commitment to ethical research practices. This approach not only protected participants but also fostered trust and encouraged students to openly share their experiences, ultimately contributing to the depth and richness of the research findings.

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3.9.5 Institutional Review Board Approval

The research project addressed ethical considerations throughout its journey. However, to ensure complete objectivity and adherence to established guidelines, an external layer of scrutiny was vital. This is where the Institutional Scientific Ethics Review Committee (ISERC), also known as an ethics committee, set it. The IRB serves as the guardian of ethical research practices, functioning as an independent body that reviews research protocols before they can proceed. The research team

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submitted their entire protocol, detailing the research design, data collection methods (interviews, surveys), informed consent procedures, and the robust data protection measures outlined previously. This comprehensive document provided the IRB with a clear understanding of the research project and its potential implications for participating students and faculty (Denzin and Lincoln 2011:12).The IRB's rigorous review process involved an examination of the research protocol against established ethical guidelines and regulations. They assessed the informed consent procedures, ensuring they were clear, comprehensive, and protected student autonomy. The IRB also scrutinized the data protection measures, verifying that they were sufficient to safeguard student privacy and confidentiality. This external oversight ensured the research project adhered to the highest ethical standards, protecting both the researchers and the participants. Obtaining IRB approval served a dual purpose. Firstly, it demonstrated the research team's unwavering commitment to responsible research practices. By voluntarily subjecting their research to external scrutiny, the team showcased their dedication to ethical conduct. Secondly, IRB approval served as a protective shield. It safeguarded the research project from potential accusations of ethical misconduct and ensured the well-being of both the student participants and the faculty researchers involved in the study. Having secured IRB approval, the research project could now proceed with the confidence of knowing it had traversed the crucial terrain of ethical research considerations. The designed informed consent process, robust data protection measures, and the external oversight provided by the IRB all combined to create a solid foundation for a safe, ethical, and ultimately, impactful exploration of student support systems within the university setting.

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3.10 Data Handling Procedures

The research project extended beyond ensuring informed consent and responsible participant recruitment to the crucial area of data handling. The research team placed participant confidentiality at the forefront of their data-handling procedures. This principle manifested in the process of anonymization, where any identifiable information was removed from the collected data. Considering an interview transcript containing details such as a participant's name, university department, or even a specific landmark near their residence, the implication was that during anonymization, these details would be replaced with non-identifying codes. This approach ensured that participants could not be linked back to their responses, protecting their privacy and fostering trust in the research process.

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3.10.1 Data Security and Confidentiality

Following anonymization, the research team implemented robust security measures to safeguard the collected data. For electronic data, such as anonymized interview transcripts and questionnaire responses, password-protected files served as the first line of defense. These passwords were complex and unique, adding an extra layer of security against unauthorized access. Furthermore, the research team likely employed encryption software, which scrambles the data using a specific key, further enhancing security. For any physical copies of the data, such as interview transcripts before anonymization, the research team employed locked cabinets for safekeeping. These cabinets were located in secure areas with restricted access, further mitigating the risk of unauthorized access or physical breaches.

3.10.2 Transcription

The research project employed transcription to capture the richness and detail of the interview data. However, the transcription process itself adhered to strict confidentiality protocols. Once the interviews were transcribed, the research team replaced the participants' names with participant codes. This ensured that the transcribed interviews accurately reflected the participants' voices and experiences while maintaining their anonymity. With participant identities removed, the research team could analyze the content of the interviews without compromising the confidentiality of those who shared their stories.

3.10.3 Data Analysis

The research team's commitment to ethical data handling practices continued throughout the data analysis phase. For quantitative data, primarily gathered through questionnaires, statistical software was employed to identify patterns and trends. Crucially, this software analysis was conducted on anonymized data, ensuring that no individual participant's responses could be isolated or identified. Similarly, the qualitative data analysis, which likely involved narrative analysis of the anonymized interview transcripts, focused on the content of the interviews themselves, not on revealing participant identities. By maintaining this focus, the research team could draw valuable insights from the qualitative data while upholding the ethical principles of participant confidentiality. This commitment to ethical data handling practices not only protected participants but also fostered trust in the research itself, strengthening the validity and credibility

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of the findings. Thus, the research

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team's commitment to ethical data handling extended beyond simply adhering to research regulations and guidelines. By prioritizing participant confidentiality and security throughout the research process, the team fostered a sense of trust and transparency among the participants. This trust, in turn, encouraged open and honest responses during interviews and ensured a more comprehensive understanding of the complex issue of crimes of passion among university students. Furthermore, the team's commitment to ethical data handling practices resonated with a broader audience, including university administrators, policymakers, and mental health professionals who might rely on the research findings to develop preventive measures and support systems for university students. Ultimately, the ethical treatment of data not only safeguards participants but also strengthens the research endeavor as a whole, paving the way for positive social change.

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CHAPTER 4: RESULTS, ANALYSIS, AND INTERPRETATION

4.1 Introduction

Crimes of passion, fueled by intense emotions and often impulsive actions, cast a long shadow on university campuses across the globe. Understanding the underlying factors that contribute to these tragic events is crucial for developing effective prevention and intervention strategies. This chapter delves into the qualitative and quantitative research findings of a study investigating the lived experiences of university students in Kiambu County, Kenya, regarding crimes of passion. By drawing on in-depth interviews with students, as well as quantitative data outcomes, this chapter aims to highlight the complexities surrounding these crimes, shed light on the perceived causes, and expose the limitations of existing support systems.

Through a narrative lens, the chapter unpacks the students' perspectives on campus safety, their understanding of crimes of passion, and their personal experiences, if any. It further explores their insights into the factors that contribute to volatile relationships, the emotional challenges faced by students, and the perceived effectiveness of the current counseling services offered on campus. By bringing together these diverse voices, the chapter aims to paint a comprehensive picture of the challenges and potential solutions in mitigating crimes of passion within the university environment.

The interviews revealed a concerning undercurrent of fear and vulnerability among students regarding their safety on campus. Words like "unsafe," "uncertain," and "tense" frequently emerged when students described the general atmosphere. This perception was often fueled by past incidents of crimes of passion, either witnessed by participants themselves or recounted through campus grapevines. The fear of becoming a victim, coupled with a sense of limited security measures, created a constant state of unease for many students. While some participants readily associated it with extreme jealousy, heartbreak, and revenge, others expressed a more comprehensive perspective. They acknowledged the complexities of emotions involved, recognizing the interplay of love, anger, and desperation that could culminate in such a tragedy. However, a recurring theme was the lack of awareness surrounding the warning signs and potential triggers for these crimes. This knowledge gap was further compounded by the perceived absence of open discussions or educational initiatives on the topic within the university setting.

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While not all participants had direct first-hand experience with crimes of passion, some recounted stories of witnessing heated arguments or breakups that escalated to a point of concern. These experiences, though not necessarily reaching the level of a crime, highlighted the emotional intensity that could simmer beneath the surface in student relationships. The emotional toll of witnessing such incidents, coupled with the fear of potential escalation, underscored the need for robust support systems readily available to students.

4.2 Qualitative Data Analysis

This section presents a thematic analysis of the qualitative data collected through interviews with students (S001-S010) and faculty/staff (F001-F010) regarding their awareness, experiences, and perceptions of crimes of passion and related issues on campus. The analysis aims to identify recurring themes within the data, offering insights into the student and faculty perspectives on this sensitive topic.

Thematic analysis, conducted in this study, went beyond simple categorization. It served as a comprehensive exploration that allowed researchers to grasp the deeper meanings embedded within the participants' responses. A rigorous coding process was employed, assigning labels that captured the essence of each concept or idea expressed. As these codes accumulated, researchers identified patterns and connections. This process resembled assembling a mosaic, where coded segments were carefully examined for their relationship to the larger picture. Through this analysis, the most prominent themes that resonated across the interviews were discerned. These themes may have unveiled the students' experiences with emotional distress, their challenges in navigating complex relationships, or the faculty's observations on potential warning signs preceding a crime of passion.

The qualitative analysis was not merely concerned with identifying themes; it served as a gateway into the participants' emotional experiences. By carefully examining their words, hesitations, and even their silences, researchers gained a deeper understanding of the emotional weight they carried. The faculty, burdened by the responsibility of student well-being, may have expressed their concerns about intervening in volatile situations. Students, grappling with the aftermath of a personal crisis, may have revealed the emotional turmoil that could lead to desperate actions. By paying close attention to the emotional undercurrents within the interviews, researchers gained a

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deeper understanding of the human factors that contributed to crimes of passion.

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The qualitative analysis offered a richness and depth that quantitative data alone could not capture. It allowed researchers to step into the shoes of the participants, to see the world through their eyes, and to experience their emotions to a greater degree. This deeper understanding was crucial for developing an effective pastoral counseling model, one that addressed not only the cognitive aspects of crime prevention but also acknowledged the emotional complexities that could fuel such tragedies. The themes gleaned from this analysis served as valuable building blocks, informing the creation of a comprehensive framework that catered to the multifaceted needs of university students.

Student Awareness and Experiences

A prominent theme emerging from the student interviews is a limited understanding of the term "crimes of passion." While most students recognized the phrase (S01, S03, S07), they struggled to articulate a precise definition (S02, S09). This suggests a potential need for educational initiatives that raise awareness about the warning signs and dangers associated with unhealthy relationship dynamics. For instance, one student mentioned, "The term 'crimes of passion' sounds familiar, but I can't quite remember what it means. Maybe something about intense emotions leading to violence in relationships? It sounds serious" (S03). Another student echoed this sentiment, stating, "The term 'crimes of passion' sounds familiar…It's quite shocking to think it could happen at a place of learning like this" (S09). These responses highlight a crucial gap in student knowledge, which could be addressed through workshops or informational campaigns that clarify the concept of crimes of passion and their potential consequences.

With the intent being to establish a well-designed workshop or informational campaign specifically crafted to unpack the complexities of crimes of passion. Moving beyond a sterile textbook definition, these sessions would engage students in a thought-provoking exploration. They would carefully examine the concept, dissecting the threads of intense emotions, unhealthy relationship patterns, and the devastating consequences of impulsive actions fueled by emotional turmoil. The student who vaguely recalled "intense emotions leading to violence" (S03) exemplifies the very reason for such educational endeavors. By fostering open discussions and clarifying these concepts, students are empowered to become active participants in their own safety and the safety of their

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peers. Equipping them with the knowledge to recognize the warning signs, both within their own relationships and those of their friends, becomes a crucial step towards preventing such tragedies.

This lack of clarity extends beyond mere definition. The student who expressed unease at the thought of crimes of passion occurring within the university environment (S09) embodies a deeper concern. While a surface-level awareness might exist, it seems coupled with a critical lack of knowledge on how to navigate or mitigate such situations. This is precisely where the educational initiatives, hand-in-hand with the proposed integrated pastoral counseling model, can bridge the gap. By equipping students with the tools to identify warning signs and manage their emotions effectively, this uneaseness can be transformed into a proactive approach. Responding to the needs of students who, armed with knowledge and honed coping mechanisms, cannot only recognize the red flags but also take steps to de-escalate volatile situations or seek help for themselves or their peers, the educational initiatives become the foundation upon which a culture of safety and emotional well-being can be built within the university community.

The educational initiatives can be further enriched by incorporating real-life scenarios. Role-playing exercises could simulate situations where students encounter unhealthy communication patterns, emotional manipulation, or signs of escalating tension within a relationship. By actively engaging with these scenarios, students can develop critical thinking skills and hone their ability to recognize potential red flags. Furthermore, these workshops could provide a platform for students to explore healthy conflict resolution strategies. Equipping students with the ability to express their needs assertively and navigate disagreements constructively, can significantly reduce the risk of emotional turmoil reaching a boiling point.

Finally, it was crucial to consider the reach and accessibility of these educational initiatives. Traditional workshops or seminars might not always capture the attention of every student, and exploring alternative methods of disseminating information, such as online modules, interactive quizzes, or social media campaigns, can ensure a wider student population benefits from this crucial knowledge. By employing creative and engaging methods, pastoral counselors can ensure a comprehensive approach to educating students about the complexities of "crimes of passion" and empowering them to navigate relationships in a healthy and safe manner.

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Several students referenced rumors or gossip about past incidents of intense breakups or conflicts on campus (S03, S05, S09). These secondhand accounts, while unsubstantiated, suggest a certain awareness of the potential for violence within romantic relationships. One student elaborated, "The term 'crimes of passion' definitely rings a bell. I think it refers to crimes driven by intense emotions like jealousy or rage, often related to romantic relationships. It's a bit unsettling to think about it happening here at university" (S05). Another student shared, "The term 'crimes of passion' sounds familiar. I think it refers to violent acts committed in the heat of the moment due to strong emotions, like jealousy or anger, often related to romantic relationships. It's quite shocking to think it could happen at a place of learning like this" (S09). These experiences, while anecdotal, point towards a perceived risk of violence associated with passionate relationships.

This perceived risk, however, seems coupled with a lack of knowledge on how to navigate or mitigate such situations. The student who vaguely connected "crimes of passion" to romantic relationships and violence (S05) embodies this very gap. While a flicker of awareness might exist, it lacks the clarity and concrete steps necessary to prevent such tragedies. Herein lies the critical role of the proposed educational initiatives. By equipping students with the knowledge to identify warning signs and the tools to manage their emotions effectively, counselors can empower them to transform this unease into a proactive approach.

Considering students who, having participated in educational workshops, are able to not only recognize the red flags in their own relationships but also offer support to friends exhibiting signs of unhealthy dynamics, this newfound awareness can create a ripple effect within the university community, fostering a culture of intervention and support. Bystanders empowered with knowledge and resources become the first line of defense in preventing tragedies. Furthermore, these secondhand accounts can inform the content of the educational initiatives. Workshops could explore real-life scenarios inspired by the rumors circulating on campus. By delving into these hypothetical situations, students can engage with the complexities of relationship violence in a safe and controlled environment. Role-playing exercises could simulate breakups fueled by jealousy, arguments escalating due to possessiveness, or situations where emotional manipulation is at play. Through active participation, students can develop critical thinking skills and hone their ability to identify the precursors to violence before they erupt into real-world tragedies.

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The educational initiatives should not solely focus on identifying warning signs. Equipping students with healthy coping mechanisms for managing emotional turmoil is equally crucial. Workshops can introduce relaxation techniques like deep breathing exercises or mindfulness meditation. Additionally, exploring communication skills empowers students to express their needs and frustrations assertively, preventing a buildup of emotional tension that could lead to desperate actions. Finally, it is important to acknowledge that some students may require more intensive support than workshops alone can provide. The proposed integrated pastoral counseling model would serve as a crucial resource in such cases. By integrating elements from cognitive-behavioral therapy (CBT) and collaborating with mental health professionals, the model can offer students the comprehensive support they need to navigate challenges and build emotional resilience. By addressing the knowledge gap through educational initiatives, fostering a culture of intervention, and offering comprehensive support through the integrated model, counselors can transform the whispers of unease into a collective effort to prevent crimes of passion within the university community.

Factors Influencing Student Relationships

Students overwhelmingly described university relationships as complex and often intense (S02, S04, S06). Navigating newfound independence, academic pressures, and social development (S03, S06, S07) were identified as key factors contributing to this complexity. One student explained, "From what I've observed, relationships here can be intense. People are young, away from family for the first time, and maybe don't have the best communication skills. Social media seems to add pressure too, with everyone comparing their lives online" (S03). Another student elaborated, "University relationships can be intense. People are at different stages of maturity, navigating new independence, and facing academic pressures. Jealousy, possessiveness, and poor communication can create a volatile mix. Additionally, social media can amplify insecurities and complicate things" (S06). These factors create a pressure cooker environment where emotions can run high, potentially leading to misunderstandings and conflict.

Based on a scenario such as a young adult who just left the comfort of home and familiar friends to experience the thrilling yet daunting world of university life, suddenly, they are faced with independence – a double-edged sword offering freedom alongside a heavy load of responsibility

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(S03, S06, S07). Schoolwork piles up, demanding more focus and discipline than ever before. Social circles expand, exposing them to a whole new spectrum of personalities and potential connections. All this change can be exhilarating, but undeniably stressful. Students are on a journey of intense personal growth, grappling with who they are, what they want to achieve, and where they fit in the world.

One student gives a vivid picture of this emotional pressure cooker, highlighting the difficulties of talking things out and the sneaky influence of social media (S03). They point out that young people, often lacking strong communication skills, are thrown into a social environment where clear and confident expression is key. Social media adds another layer of complexity. Carefully curated online profiles and well-crafted digital stories can create a never-ending cycle of comparison, leading to insecurities and anxieties that spill over into real-life relationships, an example being a couple constantly bombarded with images of seemingly perfect relationships online. This can breed feelings of inadequacy, jealousy, and a distorted view of what a healthy partnership actually looks like.

Another student digs deeper, highlighting the emotional volatility that can arise because people mature at different paces (S06). University students are at various stages of emotional development.

Services

Students expressed a general lack of awareness Some may be comfortable with their newfound independence and managing academic pressures, while others might still be struggling with these new challenges. This difference can create friction in relationships, just like a couple where one person thrives on independence while the other struggles with being away from family. Misunderstandings can easily happen, leading to arguments and resentment.

Furthermore, the potent mix of newfound independence and the potential for possessiveness can ignite jealousy, a destructive force that can erode trust and understanding (S06), similar to a student who, after experiencing newfound freedom, feels threatened by their partner's social circle or extracurricular activities. This possessiveness, often rooted in insecurity or a fear of being abandoned, can manifest in controlling behaviors that stifle the partner's personal growth.

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The student also emphasizes the harmful effects of poor communication (S06). Without the ability to express their needs, navigate disagreements in a healthy way, and truly listen to each other, misunderstandings can fester and conflicts can escalate. Based on a sample such as a couple who avoids expressing their true feelings for fear of confrontation, this bottling up of emotions can lead to passive-aggressive behaviors, resentment, and ultimately, a breakdown in the relationship.

In essence, the university experience creates a unique complexity for relationships. The pressure cooker environment fuels intense emotions that, if left unchecked, can lead to misunderstandings and conflict. Understanding these factors and their influence on the delicate balance of university relationships is a crucial step towards fostering healthy and supportive connections within the university community.

By acknowledging these complexities and equipping students with essential tools, counselors can empower them to navigate this transformative period. Communication workshops can provide students with the skills to express their needs clearly, listen actively, and navigate disagreements constructively. Workshops on healthy coping mechanisms can equip students with techniques for managing stress and emotional turmoil in a healthy way. Additionally, exploring the impact of social media can raise awareness about the dangers of online comparison and encourage students to cultivate a healthy relationship with technology.

By creating a support system through integrated pastoral counseling models, counselors can further strengthen the resilience of university relationships. This model, incorporating elements from CBT, can provide students with a safe space to explore their emotions, develop healthy coping mechanisms, and address communication difficulties within their relationships. Furthermore, collaboration with mental health professionals allows for a more comprehensive approach, offering additional support for students who might require specialized interventions. The insights above, reflected in qualitative data, suggest that university relationships are a complex interplay between newfound independence, academic pressures, and the ever-present challenges of emotional maturity. It is a balancing act often performed in a delicate context, marked by both joy and conflict. By understanding the delicate ecosystem that underlies these relationships and implementing targeted support systems, counselors can empower students to navigate this transformative period and build strong, healthy connections within the university

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Insecurity, possessiveness, and communication issues (S04, S08, S10) were frequently mentioned as potential roadblocks to healthy relationships. One student shared, "University relationships can be complex. Students are juggling academic pressures, personal development, and figuring out who they are as individuals. Trust issues, jealousy, and a lack of healthy communication skills can lead to problems" (S04). Another student described communication breakdowns, stating, "University relationships can be complicated. Students are juggling academic pressures, personal development, and navigating romantic attachments for the first time. Insecurity, possessiveness, and poor communication skills can contribute to problems" (S08). These unhealthy dynamics can create a toxic environment where resentment builds, and the potential for violence increases.

A young couple embarking on their first serious relationship at university is surrounded by a sea of new faces, exploring independence, and grappling with academic pressures. This whirlwind of change can breed insecurity. One student paints a vivid picture, stating, "University relationships can be complex. Students are juggling academic pressures, personal development, and figuring out who they are as individuals. Trust issues, jealousy, and a lack of healthy communication skills can lead to problems" (S04). This student highlights the internal struggle many students face. Feeling unsure of themselves and their place in the world can manifest as insecurity in their relationship. This insecurity can lead to a constant need for reassurance, a fear of abandonment, and a tendency to compare themselves to others.

Another student sheds light on the destructive force of possessiveness (S08). University can be a time of exploration and expanding social circles. A partner who is overly possessive might feel threatened by these new connections and activities. This possessiveness can stem from the same insecurity mentioned earlier. For a student who feels threatened by their partner joining a new club or spending time with friends, this possessiveness often manifests as controlling behaviors, like constantly checking in on their partner or limiting their social interactions. These behaviors can stifle the partner's growth and independence, creating a suffocating and unhealthy dynamic.

The student also emphasizes the crucial role of communication in a healthy relationship (S08). Many university students have not yet developed strong communication skills. This lack of communication can lead to misunderstandings, resentment, and frustration. The student describes communication breakdowns, stating, "University relationships can be complex. Students are

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juggling academic pressures, personal development, and navigating romantic attachments for the first time. Insecurity, possessiveness, and poor communication skills can contribute to problems" (S08). A couple who avoids expressing their true feelings for fear of confrontation implies that bottling up of emotions can lead to passive-aggressive behaviors, like giving the silent treatment or using sarcasm. Over time, these unresolved issues can build a wall of resentment between partners, eroding trust and creating a toxic environment.

The consequences of these unhealthy dynamics can be severe. A relationship fueled by insecurity, possessiveness, and poor communication can become a breeding ground for negativity. Resentment builds, trust erodes, and the potential for violence increases. Creating a healthy and supportive relationship takes effort, and understanding these roadblocks is the first step toward building a strong foundation.

Social media also emerged as a significant influence, with students highlighting its ability to amplify jealousy and social comparisons (S05, S06, S09). One student explained, " From my observations, university relationships can be a rollercoaster. People are at various stages of maturity, dealing with academic pressures, and trying to figure out their identities. I see a lot of communication breakdowns, possessiveness, and social media comparisons that can fuel insecurity" (S05). Another student elaborated, "University relationships can be intense. People are at different stages of maturity, navigating new independence, and facing academic pressures. Jealousy, possessiveness, and poor communication can create a volatile mix. Additionally, social media can amplify insecurities and complicate things" (S06). These constant comparisons and unrealistic portrayals can fuel feelings of inadequacy and insecurity, potentially leading to destructive behaviors within relationships.

This social comparison phenomenon appears to be particularly detrimental during a period of significant personal growth. University students are at various stages of emotional development, grappling with newfound independence, academic pressures, and the ever-present quest for self-discovery. These factors can already create a sense of vulnerability within relationships. The data suggests that social media, with its unrealistic portrayals of love and happiness, can exacerbate these feelings of insecurity, leading to a sense of inadequacy within real-life partnerships.

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One interesting aspect of the findings is the potential link between social media and communication breakdowns. Students highlighted a volatile mix of jealousy, possessiveness, and poor communication as significant challenges within university relationships (S05, S06). While the data does not establish a direct causal link, it suggests that social media may contribute to these communication issues. The constant exposure to seemingly effortless online relationships might create unrealistic expectations for communication and conflict resolution within real-life partnerships. This, in turn, could lead to frustration, resentment, and ultimately, a breakdown in communication between partners.

Furthermore, the data suggests that social media use might be a symptom of deeper issues within university relationships. Insecure partners might be more likely to seek reassurance and validation online, leading to excessive social media use and further comparisons. Similarly, a couple struggling with communication issues might retreat further into their online worlds, creating a vicious cycle that weakens their real-life connection.

It is important to note that social media is not inherently negative for university relationships. Couples can use these platforms to connect with each other, share happy moments, and celebrate each other's achievements. However, the findings suggest that a lack of awareness about the potential pitfalls of social media can lead to its misuse and ultimately, create strain on the relationship. A question that arises is how do specific types of social media content and user behavior contribute to feelings of insecurity and jealousy? In addition, do certain personality traits make students more susceptible to the negative effects of social media on their relationships? By delving deeper into these questions, counselors can develop targeted interventions and educational programs that equip students with the tools they need to navigate the social media landscape in a way that fosters healthy and secure relationships. Thus, the data analysis highlights the complex and multifaceted nature of social media's influence on university relationships. While social media can be a valuable tool for connection, the constant barrage of unrealistic portrayals can fuel insecurity and jealousy, leading to communication breakdowns and strain on real-life partnerships. Understanding these challenges and fostering healthy social media habits can empower students to navigate the online world in a way that strengthens their relationships in the real world.

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Student Perceptions of Support

Regarding the specific services available through the campus counseling center for relationship issues (S05, S06, S08). The stigma surrounding mental health concerns was also identified as a potential barrier to seeking help (S04, S09). Students who were aware of the counseling center expressed concerns about long wait times for appointments (S04, S08). There was a general desire for more accessible resources and workshops on healthy relationships and communication skills (S05, S07, S10).

For instance, one student mentioned, "A good support system would be confidential, supportive, and offer practical tools for navigating relationship challenges. Maybe a mix of online resources on healthy relationships, workshops offered on campus, and peer support groups where people can share experiences anonymously" (S05). Another student echoed this sentiment, stating, "An ideal support system would be accessible, confidential, and offer a variety of resources. This could include professional counselors, workshops on healthy relationships, and online resources with information and advice. Additionally, having peer support groups where students can share experiences openly would be beneficial" (S04). These responses highlight the need for awareness campaigns that normalize seeking help for mental health concerns and communicate the services available through the counseling center.

The qualitative analysis also revealed a strong desire for more accessible resources and proactive workshops on healthy relationships and communication skills (S05, S07, S10). This emphasis on preventive measures suggests a proactive approach to addressing the root causes of relationship issues that might otherwise escalate into more serious situations. Workshops and educational programs could equip students with the tools and knowledge they need to navigate complex relationships effectively, fostering healthier communication patterns and conflict resolution skills.

One student's insightful response envisioned a comprehensive support system that would be confidential, supportive, and offer practical tools for navigating relationship challenges (S05). Their suggestion for a multi-pronged approach resonated with many: a combination of online resources providing readily available information and advice, workshops offered on campus for interactive learning, and peer support groups creating a safe space for students to share experiences

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anonymously. This multifaceted approach recognizes the diverse needs of students and provides a range of entry points for seeking help.

Another student echoed this sentiment, calling for an ideal support system that is accessible, confidential, and offers a variety of resources, including professional counselors, workshops, and online resources (Student 4). Their emphasis on accessibility underscores the importance of removing barriers and making mental health support readily available. The inclusion of professional counselors ensures access to qualified professionals for those needing more intensive intervention, while workshops and online resources provide a broader reach for preventative education and self- help strategies. Additionally, the student's suggestion for peer support groups highlights the potential value of creating a space for shared experiences and fostering a sense of community and belonging amongst students navigating similar challenges.

These student responses underscore the urgent need for a multi-pronged approach. Awareness campaigns are crucial to normalize seeking help for mental health concerns and communicate the services available through the counseling center. Additionally, addressing the stigma surrounding mental health is essential to encourage students to utilize these resources without fear of judgment. Furthermore, expanding the reach of support services through accessible online resources, workshops, and peer support groups would provide a wider safety net for students in need. By creating a more comprehensive and accessible support system, universities can better equip students with the tools and resources they need to cultivate healthy relationships and build resilience in the face of emotional challenges.

Students who were aware of the counseling center expressed frustration with long wait times for appointments (S04, S08). One student shared, "I know there's a counseling center on campus, but I'm not sure how effective it is for relationship issues. There can be a long wait time for appointments, and some students might feel hesitant to seek help due to stigma" (S04). Another student suggested, "I'm aware there's a counseling center, but I'm not sure how effective it is for relationship issues. Long wait times and the stigma surrounding mental health might deter students from seeking help" (S08). These experiences suggest that the current capacity of the counseling center may not be sufficient to meet student demand, and alternative resources or outreach programs could be beneficial.

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There was a general desire for more accessible resources and workshops on healthy relationships and communication skills (S05, S07, S10). One student proposed, "An ideal support system would be confidential, understanding, and offer practical tools for navigating relationship challenges. Maybe a mix of online resources on healthy relationships and workshops facilitated by professionals. Additionally, having peer support groups where people can share experiences anonymously in a creative environment would be great" (S09). Another student elaborated, "An ideal support system would be anonymous and easily accessible. Maybe a website or app with resources and information on healthy relationships. Having a safe space to talk confidentially with a counselor or therapist would be great too" (S07). These suggestions highlight a need for proactive educational initiatives that equip students with the skills and knowledge to build healthy, communicative relationships.

Faculty Awareness and Observations

Faculty members, on the other hand, demonstrated a more complex understanding of crimes of passion and their potential roots in unhealthy relationship dynamics (F01, F02). They acknowledged the rarity of such crimes on campus but highlighted the prevalence of relationship problems that could manifest as stalking, harassment, or even self-harm (F01, F02, F03). For instance, one faculty member explained, " Crimes of passion are rare, but relationship problems can lead to violence. I've seen cases of stalking, harassment, and even self-harm related to breakups " (F01). Another faculty member elaborated, "While crimes of passion are thankfully rare, relationship problems can sometimes lead to violence or self-harm. I've seen cases of stalking, harassment, and even depression related to breakups" (F02). These observations suggest that faculty are aware of the underlying issues that could contribute to extreme situations and recognize the importance of early intervention.

Similar to students, faculty observed students forming intense attachments quickly and attributed this to factors like social media pressures, competition, and backgrounds where violence might be a norm for conflict resolution (F03, F04). One faculty member noted, "University can be a time of intense emotions and personal growth. Students navigate new levels of independence, academic pressures, and social complexities. This can sometimes lead to unhealthy relationship dynamics if communication and conflict resolution skills are lacking" (F03). Another faculty member added,

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"From my perspective, university relationships can be intense. Students are young and might not have the best communication skills yet. They also face a lot of pressure academically and socially, which can lead to arguments and jealousy" (F04). These insights highlight the complex interplay of social, cultural, and individual factors that can contribute to unhealthy relationship dynamics among university students.

From the above results, faculty members pointed to the intense emotional landscape that university life presents for students. This period often coincides with newfound independence, academic pressures, and the complexities of navigating social circles. This potent mix can be a double-edged sword. While fostering personal growth, it can also lead to a vulnerability to forming unhealthy attachments, if students lack the skills to communicate effectively and resolve conflicts constructively. As one faculty member aptly noted, the absence of these crucial skills can exacerbate existing tensions and push relationships toward volatile territory (F03).

Another concerning factor identified by faculty is the influence of social media on student relationships. The pressure for picture-perfect online personas and the curated portrayal of relationships on social media platforms can create unrealistic expectations and fuel feelings of inadequacy or jealousy. Furthermore, the constant comparison game fostered by social media might contribute to students forming quick and intense attachments as they seek validation and a sense of belonging. This can lead to a distorted sense of intimacy and a possessiveness that could escalate into conflict. The faculty interviews also raise a troubling possibility – a cultural background where violence is normalized as a means of conflict resolution. If students come from environments where violence is a common response to disagreements, they might resort to aggression within their relationships. This pattern highlights the importance of considering the students' socio-economic backgrounds and potential exposure to violence as a factor influencing their relationship dynamics. The above faculty perspective underscores the need for a multi-layered approach to addressing the issue of unhealthy relationships and crimes of passion among university students. Interventions should go beyond simply raising awareness of counseling services. Equipping students with communication and conflict-resolution skills is crucial. Additionally, fostering a campus culture that challenges the unrealistic portrayals on social media and promotes healthy relationship expectations can be a powerful preventative measure. Addressing the potential influence of normalized violence in certain backgrounds might also be

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necessary for some students. By

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acknowledging the complex interplay of factors identified by faculty, and implementing comprehensive solutions, universities can create a safer and more supportive environment for their students to navigate the complexities of relationships.

Faculty Perspectives on Existing Support Services

Faculty acknowledged the limitations of the existing counseling center resources, citing limited staffing and the stigma surrounding mental health as key barriers to student utilization (F02, F04). For instance, one faculty member explained, "We have a counseling center, but resources are limited, and stigma around mental health can prevent students from seeking help" (F02). Another faculty member added, "I'm not directly involved with student support services, but we work closely with the campus counselors and security personnel to ensure student safety. If we see something concerning, we report it to the appropriate authorities" (F04). These limitations hinder the effectiveness of the counseling center and necessitate exploring alternative or complementary support systems.

Faculty members acknowledged the strain placed on the counseling center due to limited staffing. This translates to a shortage of qualified professionals available to meet the growing demand for mental health services among students (F02). With limited counselors, students might face long wait times for appointments, potentially leading to frustration and discouragement. In the face of a crisis or a rapidly escalating relationship issue, these delays could have dire consequences. Furthermore, limited staffing might restrict the availability of specialized services for students with specific needs, such as those struggling with trauma or severe depression. Another significant barrier identified by faculty is the stigma surrounding mental health concerns. This pervasive stigma can act as a powerful deterrent, preventing students from seeking help when they need it most (F02). The fear of judgment, shame, or being perceived as weak can lead students to suffer in silence, bottling up their emotional distress until it reaches a breaking point. This highlights the critical need for ongoing efforts to destigmatize mental health and create a campus environment where seeking professional help is viewed as a sign of strength and self-care. While one faculty member mentions working closely with campus counselors and security personnel (F04), the statement suggests a reactive rather than proactive approach. Limited communication or a lack of clear referral protocols could lead to missed opportunities for early intervention with students exhibiting concerning

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behavior. Building stronger connections between faculty and the counseling center could facilitate a more streamlined system for identifying at-risk students and encouraging them to seek help before situations escalate.

The limitations of the counseling center underscore the urgent need to develop a more comprehensive network of support systems for students. This network should extend beyond the confines of the counseling center, offering a variety of accessible and confidential resources. Online mental health resources, peer support groups, and workshops on healthy relationships and communication skills could serve as valuable alternatives or complements to traditional counseling services. A one-size-fits-all approach is unlikely to be effective. The network should cater to the diverse needs and preferences of students. Some students might feel most comfortable accessing resources anonymously through online platforms, while others might benefit from the face-to-face interaction of support groups or workshops. Additionally, cultural sensitivity is crucial. The support network should be designed to be inclusive and welcoming to students from diverse backgrounds. Creating a culture of trust and open communication is paramount. Efforts to destigmatize mental health and normalize help-seeking behavior are essential. Faculty can play a vital role in this process by openly discussing mental health concerns and encouraging students to seek support. Furthermore, promoting the availability of various support resources – both within the counseling center and through the broader network – can empower students to take charge of their mental well- being. The faculty perspective serves as a stark reminder that the existing counseling center model might not be sufficient to address the complex mental health needs of the student population. By acknowledging the limitations of the current system, universities can embark on a process of reimagining student support. Developing a comprehensive network of resources that goes beyond the confines of the counseling center, fostering a culture of open communication, and addressing the stigma surrounding mental health are all crucial steps towards creating a safer and more supportive environment for students to navigate the challenges of university life.

The potential value of pastoral counseling for some students seeking spiritual guidance was recognized (F05, F06). However, faculty emphasized the importance of collaboration and clear boundaries between counselors and religious leaders (F02, F05). One faculty member mentioned, "We work closely with the counseling center to ensure students are aware of the resources available to them. We also try to curate a collection of books and online resources on healthy

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relationships

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and communication skills" (F05). Another faculty member cautioned, "Pastoral counseling could be a valuable resource for some students, especially those seeking spiritual guidance. However, collaboration and clear boundaries between counselors and religious leaders would be crucial" (F02). This highlights the potential benefits of a multi-pronged approach that caters to the diverse needs of students while ensuring professional ethics and best practices.

Faculty Role in Student Support

Faculty expressed a willingness to serve as mentors and advisors, creating a safe space for students to discuss their struggles and encouraging them to seek help from appropriate resources (F01, F03, F06). One faculty member stated, "Faculty can be mentors and advisors. We can create a safe space for students to discuss their struggles and encourage them to seek help. We also need training to identify warning signs and intervene appropriately" (F01). Another faculty member elaborated, "Faculty and staff can play a crucial role in identifying students who might be struggling in their relationships. This could involve creating a safe space for open communication, observing changes in behavior, and referring students to appropriate resources like the counseling center" (F03). These proactive measures can equip faculty to identify students who might be struggling and connect them with the support they need.

The need for training to identify warning signs and intervene appropriately was highlighted (F02, F06). One faculty member suggested, "Faculty can be mentors and advisors. We can create a safe space for students to discuss their struggles and encourage them to seek help from appropriate resources. Training for faculty on identifying warning signs and intervening appropriately would be beneficial" (F02). Another faculty member added, "Resident life coordinators serve as a first point of contact for residents facing relationship issues. We can provide a listening ear, offer mediation in conflicts, and connect students with appropriate resources like the counseling center. Additionally, we can intervene in situations that violate campus safety policies" (F06). These assertions implied that investing in faculty development programs that focus on mental health awareness and intervention strategies can strengthen the support system available to students.

The above qualitative data outcomes imply that the traditional role of faculty is primarily focused on academic instruction, but faculty interviews suggest a clearer understanding of their role. Faculty members see themselves as potential mentors and advisors, individuals who can create a

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safe space

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for students to discuss their struggles, including personal and relationship issues (F02). Equipping faculty with the necessary skills through targeted training programs can unlock this potential, allowing them to play a more proactive role in supporting student mental health.

Hence, a key aspect of faculty development programs should focus on developing skills for identifying warning signs of mental health distress in students. This might include training on recognizing changes in behavior, emotional outbursts, or social withdrawal. By learning to identify these red flags, faculty can become more attuned to student needs and intervene before situations escalate. The training programs should not only focus on identifying warning signs but also equip faculty with appropriate intervention strategies. This includes training on how to have open and supportive conversations with students experiencing distress, providing resources and referrals, and knowing when to escalate concerns to the counseling center or other appropriate authorities. The training should emphasize the importance of maintaining confidentiality while also ensuring student safety. Faculty should be equipped to navigate this delicate balance effectively. The need for training extends beyond faculty members. Resident life coordinators, student advisors, and other staff who interact closely with students can also benefit from similar training programs. As the faculty quote suggests, resident life coordinators often serve as the first point of contact for students facing relationship issues, offering a crucial opportunity for early intervention (F06). Equipping these staff members with the skills to recognize warning signs and intervene appropriately can strengthen the overall support network available to students. Faculty development programs on mental health awareness and intervention strategies are most effective when implemented collaboratively. Creating a forum where faculty and staff from different departments can share experiences, discuss best practices, and develop a coordinated approach to student support can be incredibly valuable. This fosters a sense of shared responsibility and empowers everyone who interacts with students to contribute to their well-being. Investing in faculty and staff development programs on mental health awareness and intervention strategies is not simply a cost, but an investment in the future of student well-being. These programs have the potential to equip faculty and staff with the tools they need to identify students in distress, intervene effectively, and ultimately create a safer and more supportive learning environment. The impact of these programs can be measured through surveys assessing student perceptions of faculty support, tracking the utilization of mental health resources, and monitoring the incidence of critical events such as crimes

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of passion on campus. By demonstrating the positive impact on student well-being, universities can build a strong case for continued investment in faculty and staff development programs.

Summary

In summary, a core challenge lies in navigating the delicate balance between spiritual and secular perspectives. Universities are inherently secular institutions with a primary focus on academic pursuits. Introducing a faith-based approach like pastoral counseling might raise concerns about religious exclusivity or a potential conflict with the university's secular character. However, this challenge can also be viewed as an opportunity. Pastoral counseling often emphasizes values like compassion, forgiveness, and reconciliation, which resonate with students of all religious backgrounds or even those without a traditional faith. Focusing on these shared values can create a space for spiritual exploration without compromising the university's secular foundation.

Another challenge is overcoming potential skepticism from students and faculty about the effectiveness of pastoral counseling. Some might question the qualifications of pastoral counselors to address complex mental health issues or express concerns about the potential for religious proselytization. Addressing these concerns requires transparency and clear communication. Pastoral counselors involved with the program should possess relevant training and certifications in mental health counseling alongside their theological backgrounds. Additionally, a strong emphasis on ethical practice and respect for students' religious beliefs is crucial.

Thus, the integrated model should not be viewed as a replacement for existing counseling services. Instead, it should function as a complementary approach, offering students another avenue for seeking support. Collaboration between pastoral counselors and mental health professionals at the counseling center is vital. Regular communication and referral processes can ensure a seamless continuum of care, catering to the diverse needs of students. This integrated approach might be particularly appealing to students who come from religious backgrounds where seeking professional mental health help carries a stigma. The effectiveness of an integrated model will depend on its adaptability. Offering a variety of counseling options within the pastoral framework can cater to diverse student preferences. Some students might prefer individual sessions with a pastoral counselor, while others might feel more comfortable in group

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discussions. Additionally,

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exploring culturally sensitive approaches to pastoral counseling can ensure inclusivity for students from diverse religious and ethnic backgrounds.

Implementing an integrated pastoral counseling model should be viewed as a continuous process. Regular evaluation and data collection are essential to assess the program's effectiveness and identify areas for improvement. Feedback mechanisms can include surveys for students who utilize the service, seeking input from faculty and staff, and potentially even involving a panel of religious leaders from diverse backgrounds. By analyzing this feedback, the program can be refined over time to ensure it remains relevant and responsive to the evolving needs of the student population. Also, despite the challenges, the potential benefits of an integrated pastoral counseling model are significant. It has the potential to create a more holistic and comprehensive support system for students, addressing not only their academic needs but also their emotional, spiritual, and social well-being. For students seeking meaning and purpose beyond academics, a pastoral counseling model can provide a safe space for self-reflection and spiritual exploration. This can contribute to a stronger sense of community and belonging on campus, fostering a more supportive and inclusive environment for all students. By carefully navigating the challenges and harnessing the opportunities, an integrated pastoral counseling model can play a valuable role in promoting student well-being and potentially contributing to a reduction in crimes of passion on university campuses. The faculty interviews provide valuable insights that can inform the development and implementation of this model, paving the way for a more comprehensive approach to student support.

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4.3 Quantitative Data Analysis

Building upon the qualitative analysis from previous sections, which explored student and faculty perspectives on crimes of passion, relationship dynamics, and support services, this section delves into the quantitative data collected through a survey instrument. This quantitative analysis serves to complement the qualitative findings by providing a broader and more standardized assessment of student experiences. While interviews allowed for in-depth exploration of individual narratives and viewpoints, quantitative data enables the examination of prevalence rates for specific attitudes, behaviors, or experiences within the student population.

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A survey was distributed to a sample of 150 participants from the university population. A total of 120 completed questionnaires were returned, resulting in an 80% response rate. This data allows for the analysis of broader trends within the student body, moving beyond the limitations of individual narratives. Through quantitative analysis, patterns and relationships between variables can be identified. These variables may include student demographics, relationship experiences, and help-seeking behaviors. This data can then be triangulated with the qualitative findings from the interviews to create a more robust understanding of the issues surrounding relationship dynamics and violence on campus.

The following section presents the quantitative data analysis. The analysis begins by examining the demographic characteristics of the participants, followed by a deeper exploration of their experiences with relationships, violence, and support services. Data was presented visually through tables, charts, and graphs to enhance clarity and facilitate interpretation. By analyzing and presenting the quantitative data alongside the qualitative findings, the aim is to gain a comprehensive understanding of the student perspective on crimes of passion, healthy relationships, and the resources available to support them on campus.

4.3.1 Age Distribution

This study investigated the prevalence and contributing factors of crimes of passion among university students in Kiambu County, Kenya. A critical aspect of understanding this issue involves examining the demographics of those involved. This analysis focuses on the age distribution of the 120 participants in the study.

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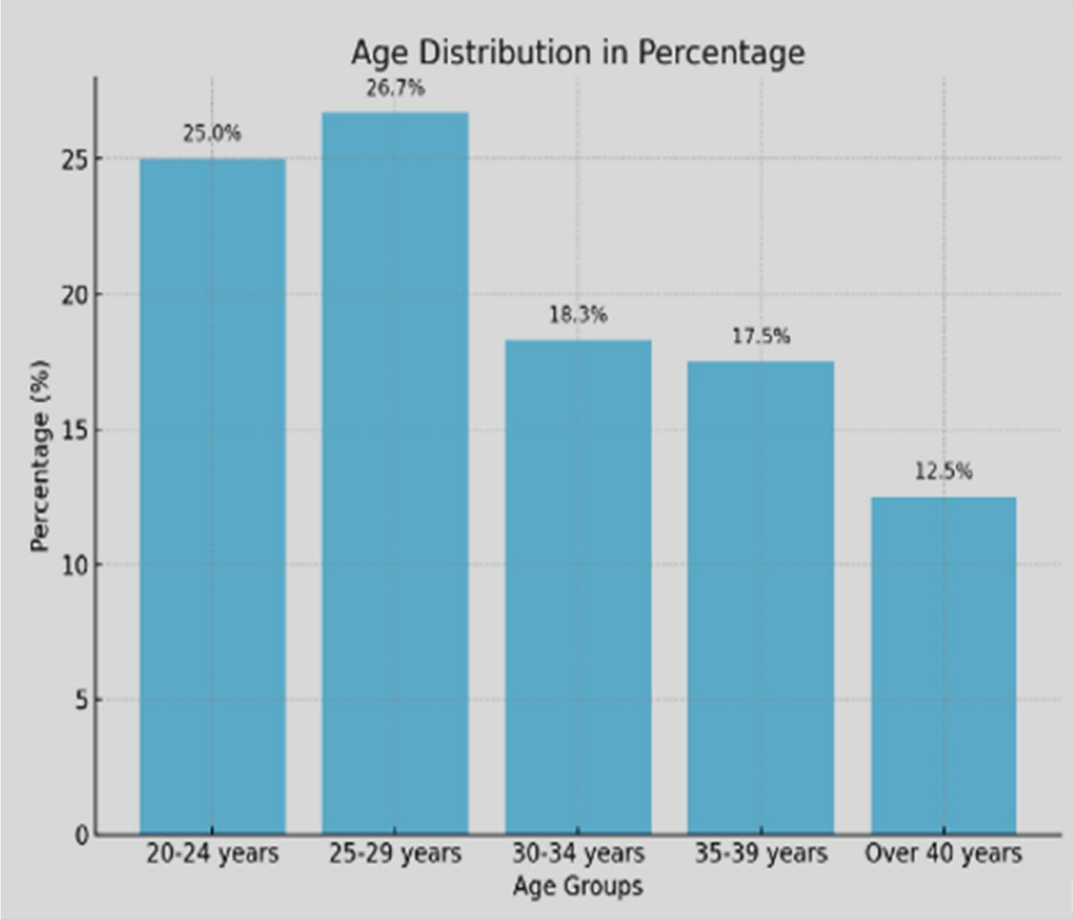


Figure 3: Participant Age

A noteworthy characteristic emerged from the data: a relatively even spread of participants across age groups. Individuals ranged from young adults in their early twenties (20-24 years old) to those over 40 years old (15 participants). This distribution offers a valuable opportunity to gain insights from multiple perspectives.

Younger Student Viewpoints: The inclusion of participants in the 20-24-year-old range (30 participants, 25%) allowed the researcher to explore the experiences and perceptions of students in their earlier university years. This crucial stage of development is marked by significant personal and social changes. Understanding the prevalence and contributing factors of crimes of passion from this perspective can provide valuable insights into potential triggers and early intervention strategies.

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Faculty Members and Broader University Context: Participation from individuals over 40 years old (15 participants) is representative of faculty members (professors, lecturers) who possess a broader and potentially longer-term view of the university environment. Their experiences can shed light on historical trends, the functioning of the university community, and potential areas where student support systems might be strengthened.

Therefore, the unexpected age distribution within the study participants, encompassing a wider range than the typical university student demographic (early twenties), necessitates a multifaceted exploration of the potential relationship between age and crimes of passion. This broader lens challenges the notion that such occurrences are solely confined to young adults grappling with the complexities of first love and emerging adulthood. By delving deeper into the data and considering the diverse life experiences represented by the participants across age groups, researchers can gain a richer understanding of the factors contributing to these tragic events. Moving beyond the traditional depiction of university students as a homogenous group, the study acknowledges the reality of a more diverse population. This includes a significant number of non-traditional students who may be entering university later in life, following careers, military service, or a desire for career advancement. These individuals bring a wealth of life experiences and perspectives that differ greatly from those of students fresh out of high school. Their relationships might be shaped by past experiences, financial pressures specific to their age group, and potentially even the presence of children within the relationship dynamic. This necessitates a comprehensive investigation into how these factors might influence their vulnerabilities and responses to relationship challenges.

The data suggests that a deeper exploration of age-specific considerations is crucial for understanding the motivations and triggers associated with crimes of passion. For younger students (early twenties), the analysis should delve into the complexities of establishing first relationships. These students might be grappling with issues of identity formation, emotional maturity, and the newfound independence of university life. This volatile mix could potentially contribute to impulsive or volatile behavior within their relationships, particularly when faced with conflict or perceived betrayal. The analysis could explore the prevalence of jealousy, possessiveness, and difficulties with communication skills as potential risk factors within this age group. For older students (late twenties, thirties, and forties), the data suggests a need to focus on

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the pressures and challenges faced by established relationships. Unlike younger students who are often navigating

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the initial stages of love and commitment, these individuals might be dealing with the complexities of long-term relationships facing strain. Issues such as infidelity, jealousy, or a lack of fulfillment within the relationship could become significant stressors. Additionally, the study should consider the potential impact of external factors like career pressures, financial burdens, or the challenges of managing a cohabiting life or raising children. By analyzing how these factors intersect with age and relationship dynamics, researchers can gain valuable insights into the potential triggers for crimes of passion within this demographic.

A closer examination of the specific age breakdowns within the participant pool sheds even more light on the potential relationship between age and crimes of passion among university students. The data reveals a noteworthy concentration in the two youngest age groups – those between 20 and 24 years old, and those between 25 and 29 years old. This combined group represents a substantial portion of the overall sample, with 30 participants falling within the 20-24 age range and 32 participants in the 25-29 age range, translating to a combined total of 62 participants or 51.7% of the study population. This concentration in the younger age groups warrants further investigation due to the potential vulnerability these students might face regarding crimes of passion.

There are several compelling reasons to focus on these younger student cohorts when exploring the link between age and crimes of passion. Firstly, this age range typically coincides with the initiation and navigation of new romantic relationships for many students. This initial entry into the complexities of love and commitment can be a period of intense emotions, heightened vulnerability, and potentially even possessiveness. The lack of experience in navigating relationship challenges and the emotional rollercoaster that often accompanies new love could contribute to impulsive or volatile behavior in the face of conflict or perceived betrayal. Secondly, the university environment itself presents a unique set of stressors that can exacerbate relationship vulnerabilities within this age group. Students in their early to mid-twenties are often grappling with the demands of academic achievement, facing pressure to excel and potentially struggling with financial burdens associated with tuition and living expenses. This relentless pursuit of academic success, coupled with the emotional turmoil of navigating new relationships, can create a potent cocktail that could cloud judgment and decrease a student's capacity for rational decision-making within their relationships. Furthermore, the age range of 20-29 years corresponds with

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the period of emerging adulthood, a

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developmental stage characterized by significant personal and social transitions. Students in this age group are often establishing independence from their families, forging new identities, and wrestling with issues of self-discovery. These transitions can be emotionally taxing and potentially lead to feelings of uncertainty or instability. The combination of these developmental challenges with the pressures of academics and new relationships could create a breeding ground for unhealthy coping mechanisms and potentially contribute to the risk of crimes of passion.

The significant representation of younger students within the study sample underscores the importance of tailoring prevention strategies to address the specific vulnerabilities they face. By acknowledging the emotional complexities of navigating new relationships, the academic pressures of university life, and the challenges of emerging adulthood, researchers and university officials can develop targeted interventions that equip these students with the skills they need to manage stress, communicate effectively, and navigate relationship conflicts constructively. This could involve workshops on healthy relationship dynamics, communication skills training, and the provision of accessible mental health resources specifically tailored to the needs of young adults.

The inclusion of participants within the 30-34 age range in this study on crimes of passion among university students in Kiambu County, Kenya, introduces a layer of complexity. This particular age group, consisting of 22 participants, represents a unique intersection in terms of a blend of students nearing the culmination of their academic journeys and younger faculty members who have potentially transitioned from the student experience to a new role within the university environment. By delving deeper into the experiences of these subgroups, the research gained valuable insights that can reveal the potential factors contributing to crimes of passion within the university context. For the student participants within the 30-34 age range, their experiences offered a window into the anxieties and relationship stressors that might arise as they approach graduation. This period can be a time of immense pressure as students grapple with the uncertainties of entering the workforce, the looming burden of student loan repayments, and the emotional challenges of potentially leaving behind established friendships and social circles formed during their university years. These anxieties, coupled with the pressure to secure employment or finalize postgraduate plans, could create a breeding ground for stress and potentially strain existing relationships. The analysis should explore whether participants in this

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age group reported an increase in relationship conflicts or anxieties surrounding their futures, and how these factors might influence their vulnerability to

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crimes of passion. Furthermore, students in this age group might face unique challenges in balancing their academic commitments with the demands of their personal lives. Some students within this cohort might be juggling part-time jobs or even family responsibilities on top of their studies. This can lead to feelings of exhaustion, time constraints, and a sense of competing priorities. The analysis explored how these students manage their time and navigate potential conflicts between academic pursuits and their relationships. Do they experience feelings of resentment or neglect within their relationships due to the time demands of their studies? Does the pressure to excel academically contribute to a lack of communication or emotional investment within their relationships, potentially increasing vulnerability to conflict and its tragic consequences?

The inclusion of younger faculty members within the 30-34 age range presents a valuable opportunity to gain insights from a different vantage point. These faculty members, having recently transitioned from the student experience themselves, might possess a unique understanding of the challenges faced by students and the potential triggers for relationship problems. The analysis should explore whether these faculty members have observed instances of student behavior that could be considered risk factors for crimes of passion. Have they witnessed students struggling with intense jealousy, possessiveness, or difficulties managing conflict within their relationships? Additionally, the analysis could delve into the experiences of these faculty members themselves – have they ever intervened in student relationships exhibiting concerning dynamics, and if so, what challenges did they face in such situations? The presence of both students and faculty members within the 30-34 age group highlights the potential for a more collaborative approach to addressing the issue of crimes of passion on university campuses. Faculty members, with their unique perspective and understanding of student experiences, could play a crucial role in identifying at- risk students and potentially intervening before situations escalate. The analysis could explore the feasibility of developing training programs for faculty members, equipping them with the skills to recognize warning signs of unhealthy relationships and the appropriate methods for referring students to relevant support services. By fostering a more open and collaborative dialogue between students and faculty, universities can create a safer and more supportive environment for all. Understanding the specific experiences and challenges faced by students nearing graduation, as well as the valuable insights offered by younger faculty members, is crucial for developing targeted interventions. For students, workshops on stress

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management, time management techniques, and

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healthy communication skills could be particularly beneficial. Additionally, providing access to mental health resources specifically tailored to address the anxieties and pressures associated with approaching graduation could be a valuable preventive measure. For faculty members, training programs on identifying warning signs, understanding student challenges, and intervening appropriately could equip them to play a more proactive role in safeguarding student well-being.

Therefore, the inclusion of the 30-34 age group within this study lays the groundwork for further research exploring the specific risk factors and experiences of students nearing graduation. Future studies could delve deeper into the unique challenges faced by this demographic, potentially employing qualitative methods like in-depth interviews to gain a richer understanding of their anxieties, relationship dynamics, and coping mechanisms. By continuing to explore the complexities within this age group, researchers can contribute to the development of more effective prevention and intervention strategies aimed at reducing the tragic consequences of crimes of passion within the university setting.

The final segment of the participant pool in the study on crimes of passion among university students in Kiambu County, Kenya, shed light on a vital demographic often overlooked in such investigations – faculty members and a few older students. Encompassing 23.3% of the total sample, this group was divided between participants aged 35-39 (21 participants) and those over 40 years old (15 participants). While these age groups might not traditionally fall within the typical university student demographic, their inclusion offered a unique and valuable perspective. By delving deeper into the experiences and insights of these faculty members, researchers can gain a richer understanding of historical trends of crimes of passion on campus, the effectiveness of existing support systems, and the overall campus climate that might contribute to or mitigate such incidents.

Faculty members, particularly those within the 35-39 and over-40 age ranges, possess a wealth of institutional memory. Having spent a significant portion of their careers within the university environment, they have likely witnessed the evolution of student life, campus culture, and potentially even historical trends related to crimes of passion. The analysis explored whether these faculty members have observed any changes in the frequency or nature of such incidents over the years. Have they noticed a shift in the dynamics that contribute to crimes of passion? Understanding

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these historical trends can provide valuable context for interpreting the current data and informing the development of preventive measures. Another crucial aspect to explore was the faculty perspective on the effectiveness of existing support systems available to students facing relationship challenges. Faculty members, due to their frequent interactions with students, might be well- positioned to identify students exhibiting signs of distress or unhealthy relationship dynamics. The analysis should delve into whether these faculty members feel equipped to intervene or refer students to appropriate support services. Have they encountered situations where existing resources were inadequate or inaccessible to students in need? Understanding these faculty experiences can highlight potential gaps in the current support system and pave the way for improvements that better address the needs of students in crisis.

Faculty members also offered valuable insights into the overall campus climate that might contribute to or mitigate the risk of crimes of passion. The analysis explored whether these faculty members perceive the university environment to be generally supportive and conducive to healthy relationships. Do they observe a culture of open communication and respect for boundaries within student relationships? Conversely, do they witness instances of social pressures, unhealthy competition, or a normalization of possessive or controlling behaviors? Understanding the broader campus climate can help identify potential risk factors and inform the development of initiatives that foster a more supportive and respectful environment for all students.

The analysis did not solely focus on faculty observations; it also delved into their experiences with intervening in student relationships exhibiting concerning dynamics. Have these faculty members ever felt compelled to intervene in situations that could potentially escalate to violence? If so, what challenges did they face in such situations? Were there concerns about confidentiality, a lack of clear protocols for intervention, or a fear of jeopardizing the student's relationship with the faculty member? Exploring these challenges informed the development of training programs that equip faculty members with the skills and resources they need to intervene effectively and support students in crisis, as well as how to tailor the integrated counseling model.

The inclusion of faculty members within the older age groups also highlighted the importance of fostering collaboration between faculty and students in addressing the issue of crimes of passion. By creating open communication channels and providing faculty members with the necessary training, universities can empower them to play a more proactive role in identifying at-risk

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students

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and referring them to appropriate support services. The analysis proceeded to explore potential strategies for promoting collaboration, such as workshops on healthy relationship dynamics for both students and faculty or the establishment of clear guidelines and protocols for faculty intervention in concerning situations. The implication is that the inclusion of faculty members within the 35-39 and over-40 age groups, opens doors for further research exploring the faculty perspective on crimes of passion within the university setting. Future studies could employ qualitative methods like focus groups or in-depth interviews to gain a richer understanding of faculty experiences with such incidents, their perceptions of the campus climate, and their suggestions for improving support systems and intervention strategies. By harnessing the valuable insights of these experienced faculty members, researchers can contribute to the development of a more comprehensive and effective approach to preventing crimes of passion on university campuses.

Overall Significance of Age Distribution

The unexpected age distribution observed within the participant pool of this study on crimes of passion among university students in Kiambu County, Kenya, has far-reaching implications. Moving beyond the traditional focus on young adults, this distribution paints a multifaceted picture, encompassing not just students navigating the complexities of first relationships, but also seasoned faculty members with a wealth of institutional memory. By delving into the experiences and perspectives of these diverse age groups, researchers have unearthed a wealth of information that can depict the underlying factors contributing to crimes of passion within the university context, ultimately paving the way for the development of more effective interventions. Traditionally, research on crimes of passion within university settings has often centered on the experiences of young adults. The inclusion of students within the 20-24 and 25-29 age ranges in this study provided invaluable insights into the challenges faced by this demographic as they navigate the complexities of first relationships, academic pressures, and the transition to adulthood. However, the study's significance lies in its ability to bridge the generational divide. By incorporating the perspectives of faculty members within the 35-39 and over-40 age groups, the research gained access to a wealth of institutional memory. These faculty members, having witnessed the evolution of student life and campus culture over the years, could offer valuable insights into historical trends of crimes of passion, the effectiveness of existing support systems, and the overall campus climate that might contribute to or mitigate such incidents.

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The age distribution within the study challenged the assumption that crimes of passion are solely an issue confined to young adults grappling with the emotional turmoil of first love. By delving deeper into the data and considering the diverse experiences of participants across age groups, researchers were able to explore the issue from multiple angles. For younger students, the analysis delved into the complexities of navigating new relationships, the pressures of academic achievement, and the emotional challenges of emerging adulthood, all factors that could potentially contribute to impulsive or volatile behavior within their relationships. For older students and faculty members, the focus shifted to the challenges faced by established relationships, such as infidelity, jealousy, or the strain of balancing careers, finances, and family life. This multifaceted exploration provided a richer understanding of the potential triggers for crimes of passion across different life stages within the university community.

The insights gained from the diverse age distribution within the study have significant implications for the development of prevention strategies. By understanding the specific challenges faced by students in different age groups, as well as the potential role of the campus environment in contributing to or mitigating these challenges, universities can now develop more targeted and comprehensive interventions. For younger students, workshops on healthy relationship dynamics, communication skills training, and stress management techniques could prove to be valuable tools. For faculty members, training programs on identifying warning signs, understanding student challenges, and intervening appropriately could equip them to play a more proactive role in safeguarding student well-being. Additionally, the study's findings highlight the need to critically evaluate existing support systems on campus, ensuring they are accessible and effective in addressing the needs of students facing relationship challenges, regardless of their age.

Thus, the groundbreaking nature of this study lies not only in its exploration of a wider age range, but also in its potential to pave the way for further research. The rich data collected from participants across different age groups serves as a springboard for future investigations. Qualitative research outcomes, through in-depth interviews with students and faculty members, provided even deeper insights into the lived experiences of individuals within each age group. By continuing to explore the complexities of crimes of passion within the university context through a multi-generational lens, researchers contributed to the development of a more holistic and

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effective approach to preventing such tragedies from occurring within institutions of higher learning.

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4.3.2 Gender, Position, and Duration on Campus

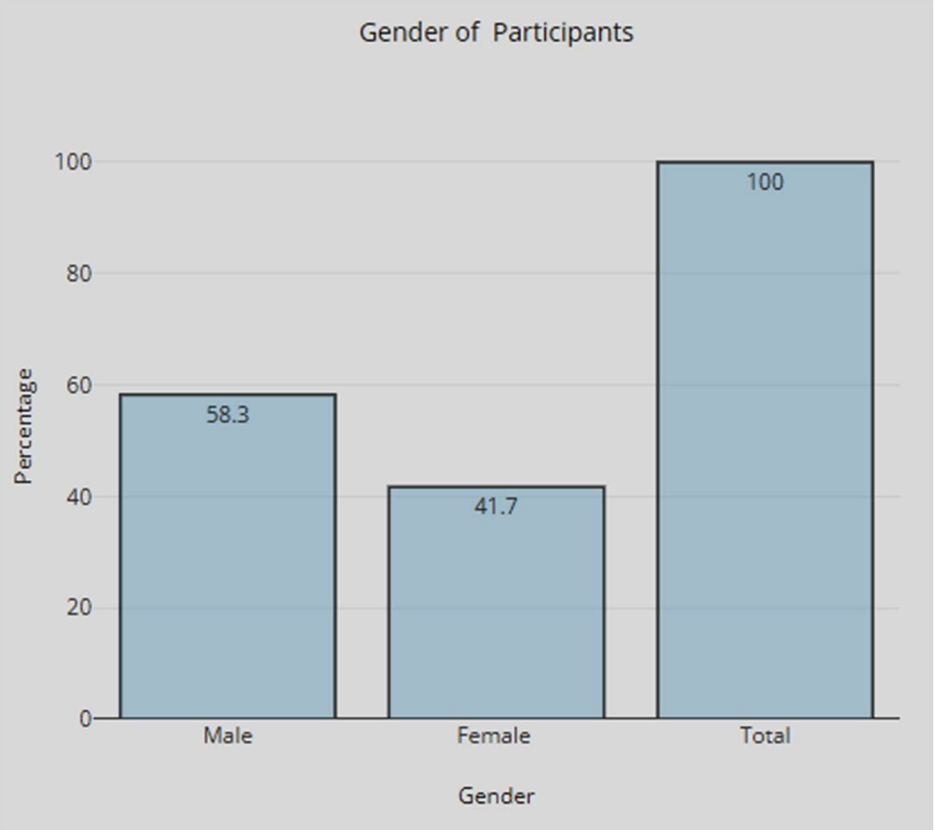
The researcher's decision to include a relatively balanced number of male and female participants (70 males, 50 females) strengthens the foundation for the initial analysis of this study on crimes of passion and pastoral counseling among university students in Kiambu County, Kenya. This breakdown, with just over half the participants being male (58.3%) and nearly half being female (41.7%), allows for a more comprehensive examination of the issue. Having a substantial number of participants from both genders increases the generalizability of the findings – the ability to apply the study's conclusions to a wider population of university students. This is crucial because crimes of passion and the need for pastoral counseling can affect students of all genders.

This gender balance also paves the way for further exploration of potential gender differences. By analyzing the data through the lens of gender, the research uncovers variations in how male and female students experience or perceive crimes of passion. Perhaps there are gender-specific factors that contribute to these crimes among university students. Additionally, the study could examine whether there are gender-based preferences for pastoral counseling models. Do male and female students have different needs or expectations when it comes to how they are counseled by religious leaders or pastoral figures? Exploring these questions through the lens of gender can provide valuable insights for tailoring pastoral counseling approaches to better serve the needs of all university students.

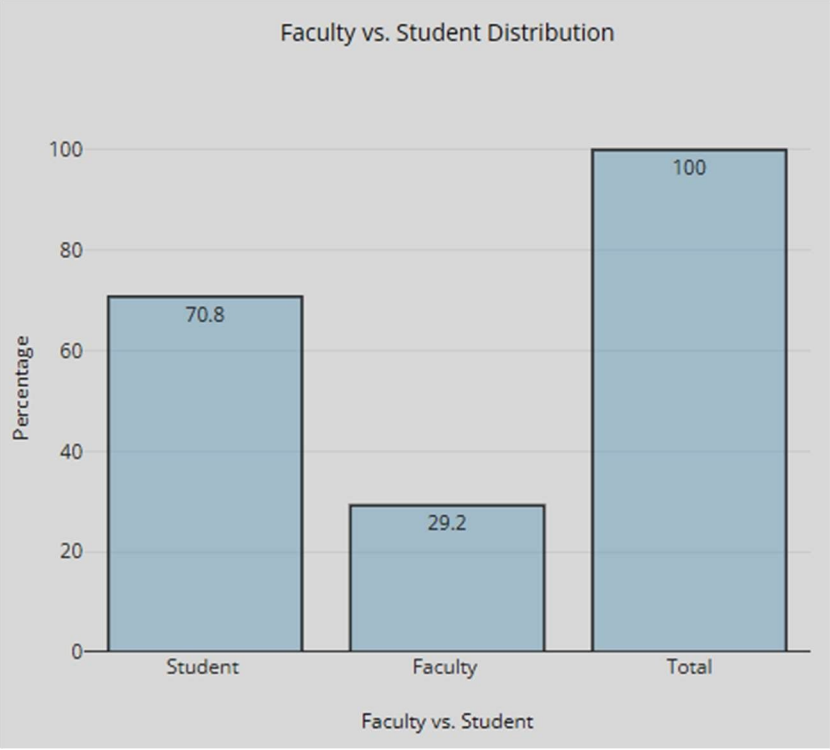
Overall, the researcher's choice to ensure a balanced gender representation among participants strengthened the research design. This allows for a more comprehensive understanding of crimes of passion and pastoral counseling needs within the specific context of university students in Kiambu County, Kenya. By delving deeper into potential gender differences, the study has the potential to contribute valuable knowledge that can inform the development and implementation of more effective pastoral counseling models for this population.

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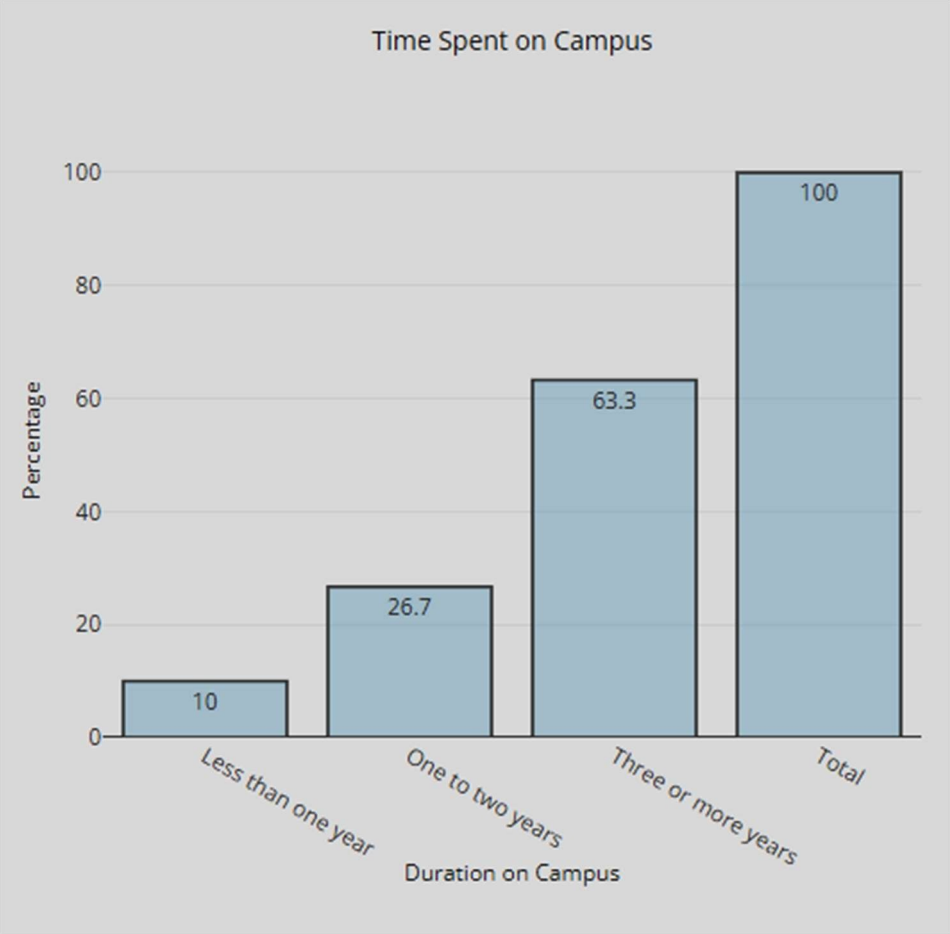


(a)



(b)

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(c)

Figure 4 (a)-(c): Summary of Demographic Features

The study's decision to incorporate both faculty members (35 participants, 29.2%) and students (85 participants, 70.8%) into the participant pool contributes significantly to the richness and depth of the analysis. This breakdown, with nearly a third (29.2%) being faculty and over two-thirds (70.8%) being students, fosters perspectives that can depict the complexities surrounding crimes of passion and pastoral counseling needs within Kiambu County's university setting. By leveraging descriptive statistics to understand the distribution of faculty and students, and then employing inferential statistics to explore potential differences in their experiences and perspectives, the research can yield valuable insights.

The inclusion of faculty members in the study is particularly advantageous. Their long-standing presence within the university environment allows them to provide historical context on past

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occurrences of crimes of passion. Their observations can depict potential trends and offer valuable insights into the evolution of this issue over time. Faculty can also shed light on the effectiveness of existing support systems on campus, providing crucial information for improving or tailoring resources to better address the needs of students struggling with emotional or psychological distress. The student perspective is equally important. Students, due to their age group and current immersion in university life, can offer firsthand experiences and insights into potential triggers and contributing factors to crimes of passion. Their participation allows the study to capture the patterns of student experiences and explore the specific challenges they face. This combined knowledge base, encompassing both faculty and student perspectives, strengthens the foundation for understanding the dynamics of crimes of passion within the university community of Kiambu County.

The data collected on the time students spend on campus (less than 1 year: 12 participants, 10.0%; 1-2 years: 32 participants, 26.7%; 3 or more years: 76 participants, 63.3%) offers a valuable perspective for further investigation. This information sheds light on the potential psychological makeup of students who may be susceptible to crimes of passion at different stages in their academic careers. Delving deeper into this data, considering the unique challenges students face throughout their university experience in the Kenyan educational system, is key. The first two years of university, commonly referred to as First Year and Second Year in Kenya, are often a period of significant personal and academic change. Freshmen, for the first time, are experiencing a high degree of independence, often far from their familiar support systems. The pressure to build new friendships, coupled with the anxieties of navigating a complex academic environment, can be overwhelming. This period coincides with a crucial developmental stage as young adults transition into adulthood. Feelings of isolation, loneliness, or the perceived betrayal of a romantic relationship can be particularly intense during this time. A First Year student, far from home for the first time and struggling to keep up with demanding coursework might form an unhealthy attachment to someone they perceive as a source of stability, leading to possessiveness and potentially volatile reactions if the relationship seems threatened.

The anxieties faced by students in their later years at university are of a different nature. Graduation looms large, bringing with it concerns about career prospects, financial burdens, and the daunting transition into the professional world. Additionally, Third Year and Fourth Year

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(or beyond for

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some programs) can be a time of intense competition for coveted internships or postgraduate placements. In the midst of these pressures, romantic relationships can become a source of significant stress. Perhaps a Third Year student is on the verge of receiving a life-changing job offer, but their significant other is hesitant to relocate. The fear of losing both their future and their relationship could create an emotionally charged environment where a crime of passion might occur.

University lecturers and other faculty members play a crucial role in creating a safe and supportive environment for students. Their wealth of experience positions them uniquely to identify the emotional and psychological challenges students face at different stages of their academic careers. Through careful observation and open communication during tutorials or office hours, faculty can pick up on subtle cues of distress or unhealthy relationship dynamics. By fostering a sense of trust and creating spaces for students to express their anxieties, faculty can potentially intervene before a situation escalates into violence. Indeed, the data on time spent on campus seems to suggest a correlation between the length of time a student has been at university and their vulnerability to crimes of passion. There could be several explanations for this. Students in their first two years might be more susceptible due to the intense emotional and social adjustments they are undergoing. Conversely, students nearing graduation might be under immense pressure to secure their futures, leading to heightened anxiety and potentially volatile situations within their relationships. These findings highlight the importance of creating a comprehensive support system for students throughout their university experience. University counselors can provide resources for managing stress and developing healthy coping mechanisms. Additionally, workshops or seminars focused on healthy relationships and communication skills could equip students with the tools they need to navigate complex interpersonal dynamics. Faculty members, through their interactions with students, can play a vital role in identifying students who may be struggling and referring them to appropriate support services.

By acknowledging the emotional complexities associated with different phases of university life, counselors can work towards preventing tragedies and creating a more supportive environment for all members of the campus community. This collaborative effort, involving faculty, students, and mental health professionals, can lead to a safer and more positive learning experience for everyone. Thus, this study investigating, an integrated pastoral counseling model for mitigating

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crimes of

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passion among university students in Kiambu County, Kenya, benefitted from a diverse range of participants across age groups, genders, positions (faculty/student), and time spent on campus. This rich data set allows for a multifaceted analysis that delves into how these factors intersect and influence the prevalence and contributing factors of crimes of passion.

One initial observation is the relatively even spread of participants across age groups, ranging from young adults in their early twenties (20-24 years old) to those over 40 years old. This inclusion is crucial for capturing the perspectives of both younger students, who may be particularly vulnerable due to factors like navigating new relationships and academic pressures, and faculty members, who can offer insights into historical trends, the campus climate, and the effectiveness of existing support systems. A significant portion of the study's participants, 51.7%, fell within the 20-24 and 25-29 age range. This finding supported the existing theory that this particular age group might be more susceptible to crimes of passion. This period coincided with a crucial developmental stage, where young adults navigated the complexities of emerging adulthood. They often faced a mix of challenges: emotional turmoil as they adjusted to university life, academic pressures that could lead to stress and anxiety, and the process of self-discovery and identity formation. These factors, combined with a heightened sense of emotional intensity, could potentially contribute to a situation where a young student reacted impulsively or violently in response to a perceived threat to their relationship.

The presence of participants in the 30-34-year-old range (18.3%) offered a valuable opportunity to explore two distinct perspectives. This group likely comprised a mix of students in their later years and younger faculty members. Students nearing graduation faced a different set of anxieties, such as concerns about securing employment, managing student loans, or transitioning into the professional world. Relationship pressures could also intensify during this time as students contemplated their futures and potentially faced difficult choices. Younger faculty members, on the other hand, could provide insights into how they perceived or addressed issues related to crimes of passion among students. Their recent experience as students themselves allowed them to empathize with the challenges faced by their students, while their position as faculty allowed them to observe dynamics within the university environment.

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The inclusion of faculty in the older age groups (35-39 and over 40) brought a wealth of experience to the study. These faculty members had witnessed historical trends in student behavior and the evolution of campus culture over time. Their insights were invaluable in understanding how the frequency or nature of crimes of passion might have changed on campus over the years, and whether there were identifiable factors contributing to these changes. Additionally, they could shed light on the overall environment at the university, exploring if specific aspects of campus life might have contributed to situations leading to crimes of passion.

By considering this interplay between age, gender, position (student or faculty), and time spent on campus, the study laid a strong foundation for understanding the complexities of crimes of passion within university settings. This multi-faceted approach allowed for a more informed comprehension of the factors that might contribute to such situations. By analyzing the experiences and perspectives of students at different stages of their academic journey, alongside the insights of experienced faculty, the study could identify potential areas for intervention and prevention strategies.

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4.3.3 Safety Level, Campus Safety Outlook, Witnessed Crimes, and Crime Zone Rating Safety Level Distribution and Its Implications:

The data on perceived safety levels on campus painted a mixed picture, revealing a distribution across the entire safety scale (1-5) with no overwhelming majority in any single category. The most significant portion of participants, 31.7%, rated their safety as a neutral 3. This suggests that a considerable segment of the student body views the campus environment as neither particularly safe nor unsafe. There is no clear consensus on whether the university has effectively addressed safety concerns. While this finding might seem positive on the surface, it also indicates a lack of a strong sense of security among a significant portion of the student population. A smaller percentage of participants reported feeling very safe or very unsafe. Only 25.0% felt very safe (level 5), while a mere 2.5% expressed feelings of being very unsafe (level 1). This suggests that a substantial majority of students do not perceive the campus to be in a state of imminent danger. However, the relatively low percentage feeling very safe indicates room for improvement in creating a more secure environment where students can thrive. An interesting finding emerged with 11.7% of participants rating their safety level as somewhat unsafe (level 2). This notable

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group highlights potential areas where the university can focus its efforts on fostering a stronger sense of security. It

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is crucial to understand the factors contributing to these feelings of unease. Are there specific areas of campus that students perceive as poorly lit or lacking security personnel? Have there been recent incidents that have caused anxieties to rise? By addressing these concerns and implementing targeted safety measures, the university can work towards creating a more secure environment for everyone.

Indeed, the data on safety levels reveals a complex landscape. While a significant portion of the student body perceives the campus environment as neutral in terms of safety, there are clear opportunities for improvement. By delving deeper into the experiences of students who feel somewhat unsafe and those who do not feel very safe, the university can develop a more comprehensive safety strategy that addresses the specific needs of its student population.

Table 1: Campus safety outlook outcomes

Rating	Count	Percentage
1	3	2.5%
2	14	11.67%
3	38	31.67%
4	35	29.17%
5	30	25%

Campus Safety Outlook and the Perception of Change

A significant portion of participants, 40.0%, expressed a neutral outlook on campus safety (level 3). This finding suggests that for this group, it was unclear whether the university environment was becoming demonstrably safer or less safe. There might be a sense that safety measures are in place, but their effectiveness in deterring or preventing incidents is uncertain. Perhaps these students have not personally witnessed any major safety concerns on campus, but have not experienced a significant improvement either. They might rely on hearsay or anecdotal evidence, leading to a lack of a clear picture about the overall safety climate. This neutral response underscores the need for the university to not only implement safety measures but also communicate their effectiveness transparently to the student body. Regular updates on crime statistics, coupled with clear

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explanations of how safety protocols are being enforced, could help to build trust and alleviate any anxieties students might harbor.

A cause for optimism emerged with 30.8% of participants holding a positive outlook (level 4 or 5). This indicated a perception that the campus was experiencing a positive trend towards improved safety. This group of students might have witnessed a more visible presence of security personnel patrolling campus grounds or a reduction in reported incidents. Perhaps they feel more comfortable walking alone at night or utilizing specific campus resources dedicated to safety, such as well-lit pathways or escort services. They might attribute this positive change to recent initiatives implemented by the university, such as increased security patrols or enhanced lighting in previously dimly lit areas, leading to a heightened sense of security. This positive outlook is encouraging as it reflects the potential impact of well-designed safety strategies. It highlights the importance of the university continuing to invest in these initiatives and fostering a culture of open communication where students feel comfortable reporting any safety concerns they may encounter.

While this finding of a positive safety trend is encouraging, the researchers emphasized the importance of cautious interpretation. It might not necessarily be representative of the experiences of all students on campus. Factors such as differences in program enrollment, residential location, or personal experiences could influence perceptions of safety. Students who live off-campus or participate in evening classes might have a different perspective than those residing in dorms or attending daytime classes. For instance, students living off-campus might feel more vulnerable walking to and from their residences, particularly during late-night hours. Similarly, students enrolled in evening classes might express concerns about the availability of security personnel or resources after dark. It is crucial to acknowledge that the feeling of safety can be subjective and vary depending on individual circumstances. The university can address this by conducting surveys or focus groups specifically targeted towards students from diverse backgrounds to gain a more comprehensive understanding of their safety concerns.

Exposure to Crimes of Passion and its Relationship to Safety Perceptions:

The study also delved into a potentially traumatic experience that could significantly influence safety perceptions on campus: witnessing a crime of passion. The data revealed that a substantial portion of the participants, over a quarter (23.3%), reported having witnessed such an event. It is

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crucial to acknowledge the potential psychological impact of witnessing a crime of passion. Such an experience can have a profound and lasting effect on a student's sense of security and overall well-being. The emotional distress, feelings of vulnerability, and potential fear of future violence can significantly alter a student's perception of the campus environment.

Crime Zone Perception and its Spatial Distribution:

The analysis of crime zone ratings shed light on how participants perceived variations in safety across the university campus. The data revealed a near-even distribution across the categories, with 15.0% perceiving the crime zone as low, 43.3% perceiving it as medium, and 41.7% perceiving it as high. This suggests that students did not perceive the campus environment as uniformly safe. Certain areas on campus might be perceived as significantly more vulnerable to crime compared to others. To gain a deeper understanding of safety concerns, future research could delve into the spatial distribution of these perceptions. Were there specific areas of the university consistently rated as having a higher crime zone rating? Identifying these spatial clusters of concern would be crucial. By pinpointing areas where students felt less secure, the university could implement targeted interventions and strategically allocate resources to enhance safety measures. This might involve increasing security patrols in high-risk zones, improving lighting in poorly lit areas, or installing emergency call boxes in strategic locations. Understanding the spatial distribution of safety concerns would also allow for a more data-driven approach to campus safety. By focusing resources and interventions on the areas that students perceive as needing the most improvement, the university could make significant strides towards creating a more secure environment for everyone. This targeted approach would be more efficient and effective than implementing broad safety measures across the entire campus, regardless of perceived risk.

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Table 2: Crime zone rating

Crime Zone Rating	Count	Percentage	Cumulative Percentage
Low	18	15.00%	15.00%
Medium	52	43.33%	58.33%
High	50	41.67%	100.00%

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The preliminary findings of the student safety survey conducted in Kiambu County, Kenya, present a compelling yet perplexing narrative. For Example, a significant portion of the student body (42.7%) reported a neutral safety perception, indicating a sense of neither pronounced insecurity nor overwhelming confidence in their immediate surroundings. This seemingly neutral stance might suggest a general comfort level with the campus environment. However, a closer examination reveals a disquieting counterpoint. A concerningly high percentage of students (23.3%) reported having witnessed a crime of passion during their time at the university. This stark contrast between a neutral safety perception and a relatively high prevalence of witnessing violent events demands a deeper exploration of the underlying factors at play.

Several potential explanations could account for this apparent dissonance. Firstly, it is possible that students have normalized violence within the university community. Crimes of passion, while undoubtedly traumatic, might be perceived as isolated incidents, not indicative of a wider pattern of campus insecurity. This normalization could stem from a lack of awareness regarding the prevalence of such crimes, or perhaps a reluctance to acknowledge the potential threat they pose. Alternatively, the "neutral" safety rating itself might be misleading. Students might be hesitant to express a negative safety perception, fearing repercussions or a desire to maintain a positive image of the university. Further research employing qualitative methods could delve into the justifications behind these neutral ratings, particularly in light of students' experiences witnessing violent events. Understanding the thought processes behind these responses is crucial for creating a more accurate picture of student safety perception.

The psychological impact of witnessing a crime of passion cannot be overstated. Students who have experienced such trauma might exhibit symptoms of post-traumatic stress disorder (PTSD), anxiety, or depression. These mental health challenges can have a profound impact on their overall sense of security, even if they have not directly experienced violence themselves. The study could be enriched by incorporating a validated psychological assessment tool to gauge the prevalence of trauma-related symptoms among students who have witnessed crimes of passion. Furthermore, in- depth interviews could explore the subjective experiences of these students, shedding light on how witnessing such violence has affected their sense of safety and well-being on campus.

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The concept of perceived crime zones holds particular relevance in this context. Students who reside or spend significant time in areas perceived as having higher crime rates might be more likely to witness a crime of passion. This could be due to a confluence of factors, such as a higher concentration of bars or nightclubs, known "trouble spots" on campus, or areas with inadequate lighting or security measures. Investigating the correlation between perceived crime zone ratings and the likelihood of witnessing a crime of passion can provide valuable insights for targeted interventions. The study could be strengthened by employing a spatial analysis technique, overlaying student responses regarding witnessed crimes of passion with a map of perceived crime zones. This visual representation could help identify specific areas where both crime zone perception and the incidence of witnessing such events are high, allowing for the prioritization of resource allocation and safety enhancements.

By delving deeper into the interplay between safety perception, campus safety outlook, crime zone perception, and the experience of witnessing crimes of passion, universities can embark on a more holistic approach to student safety. Addressing the potential dissonance between reported safety levels and lived experiences, focusing on the psychological impact of witnessing violence, and strategically allocating resources in high-risk areas all contribute to a safer and more secure learning environment for all students. Furthermore, fostering a culture of open communication and encouraging students to report crimes and their experiences is essential for continuous monitoring and evaluation of safety measures. This iterative process allows universities to adapt their strategies to address real-time needs and ensure the well-being of their student body.

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Table 3: Crime witnessing patterns

Witnessed Crime of Passion?	Count	Percentage	Cumulative Percentage
Yes	28	23.33%	23.33%
No	92	76.67%	100.00%

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4.3.4 Vulnerable Population, Crime Months, Survivors Age, and Means of Crime

The reported near-equal distribution of crimes of passion targeting men (50.0%) and women (50.0%) within the student population of Kiambu County, Kenya, presents a significant challenge to the prevailing stereotype. This stereotype often portrays crimes of passion as acts of violence directed predominantly against women. The current data suggests a more intricate dynamic at play, where vulnerability to such crimes transcends gender boundaries. This finding necessitates a reevaluation of existing support systems and preventive measures to ensure the safety of all students, irrespective of their gender identity.

Traditionally, the narrative surrounding crimes of passion has focused on male perpetrators targeting female survivors, often driven by feelings of possessiveness or jealousy. However, the present study disrupts this simplistic understanding. The near-parity in the number of male and female survivors underscores the complexity of these situations. Crimes of passion can stem from a confluence of factors, including emotional instability, relationship issues, and mental health challenges, all of which can potentially affect both men and women. Further research that delves into the motivations and circumstances surrounding these crimes, employing in-depth interviews with perpetrators and survivor support networks, could shed light on the specific dynamics at play in this context.

The relatively even distribution of survivors age groups (18-22 years old: 26.7%, 23-27 years old: 20.0%, 28-32 years old: 20.0%, 33-37 years old: 20.0%, 38-42 years old: 13.3%) paints a concerning picture of young adults' vulnerability across a broad age range. While the early university years (18-22) might be particularly susceptible due to heightened emotional intensity and potential for relationship turbulence, the presence of survivors in their late twenties, thirties, and even early forties indicates that this is not a challenge confined solely to a specific developmental stage. This finding underscores the critical need for comprehensive preventive measures and readily accessible support systems tailored to address the diverse needs of the entire student population.

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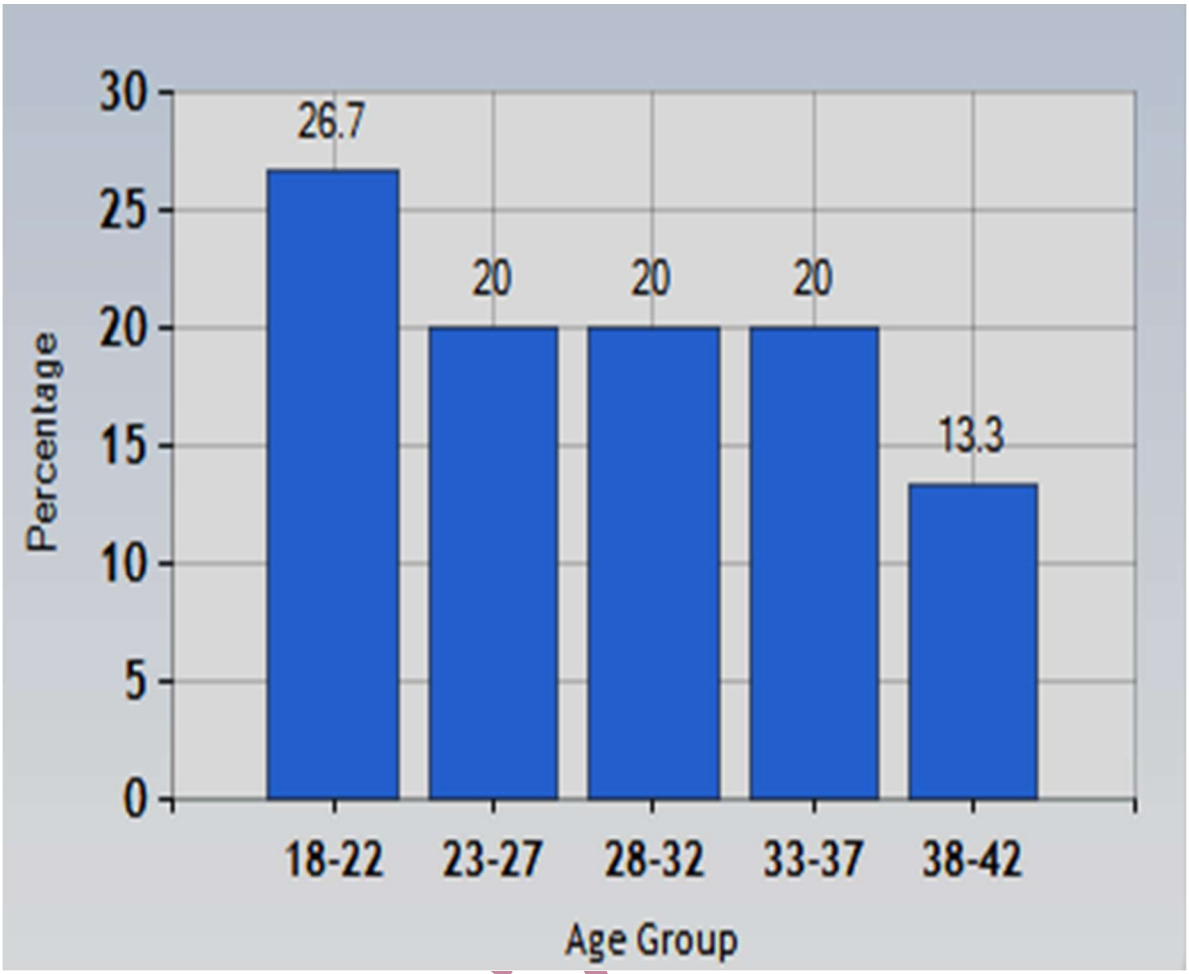


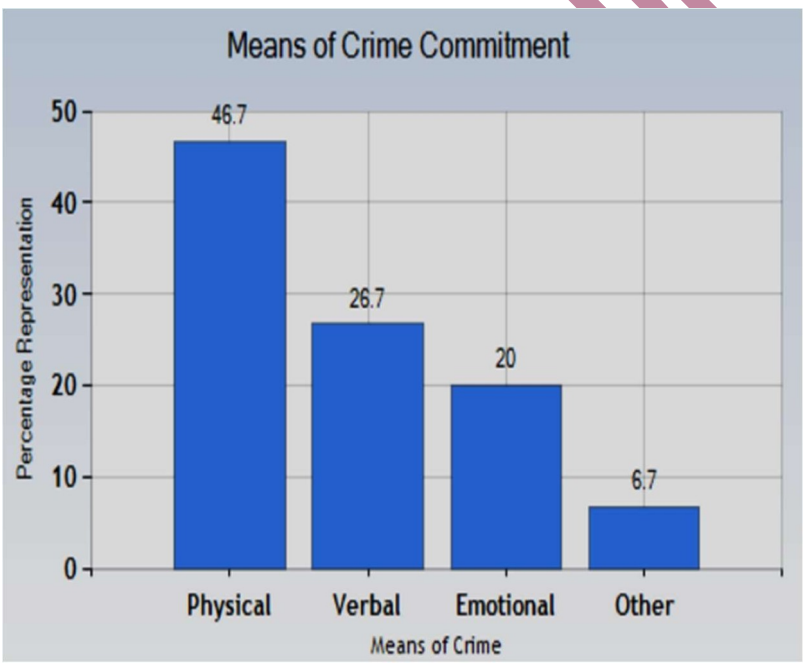
Figure 5: Age group distribution of survivors

Universities can play a pivotal role in mitigating the risk of crimes of passion by implementing targeted interventions. Psychoeducational workshops focusing on healthy relationship dynamics, effective communication skills, and anger management could equip students with the tools to navigate challenging situations constructively. Additionally, fostering a culture of mental health awareness and providing accessible counseling services can create a safety net for students struggling with emotional distress or relationship issues. By acknowledging the complexities of crimes of passion, moving beyond gender stereotypes, and addressing the needs of young adults across all age groups, universities can create a safer and more supportive learning environment for all students.

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The reported distribution of crimes of passion across the calendar year in Kiambu County, Kenya, with each month accounting for roughly 6.7% of incidents, presents an interesting finding. This seemingly even pattern challenges the notion that such crimes are linked to specific seasonal trends within the university environment. However, it is important to acknowledge limitations in the data. A larger dataset could potentially reveal subtle variations in the frequency of reported crimes across semesters or during academic breaks. Future research initiatives might explore these patterns through longitudinal studies, tracking patterns over a broader timeframe and potentially identifying periods with higher incidence.

Despite the apparent lack of seasonal trends, the data on means of crime commitment paints a concerning picture. Physical violence reigns supreme, accounting for a staggering 46.7% of reported incidents. This is followed by verbal abuse (26.7%), emotional abuse (20.0%), and other unspecified means (6.7%). The prevalence of physical violence as the primary method of aggression underscores the potentially severe and lasting consequences of crimes of passion. It highlights the urgency for robust interventions that not only address the immediate triggers of these incidents but also tackle the root causes that lead to such violent outbursts.



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Figure 6: Means of crime commitment

University authorities can play a crucial role in mitigating the risk of violence by promoting conflict resolution skills and fostering emotional intelligence among students. Workshops and training programs could equip students with tools to manage anger effectively, communicate assertively, and navigate challenging situations in a constructive manner. Universities should also consider establishing accessible and confidential mental health services, providing students with a safe space to seek professional help for emotional distress or relationship issues. By identifying students who are struggling and offering them appropriate support, universities can potentially prevent situations from escalating to violence.

Furthermore, promoting healthy relationship dynamics is paramount. Educational programs could focus on fostering positive communication skills, fostering respect and empathy, and establishing clear boundaries in romantic relationships. By equipping students with the necessary knowledge and skills, universities can empower them to build healthier and more sustainable relationships, ultimately reducing the risk of violent conflict. Hence, the data on crimes of passion in Kiambu County raises important questions about seasonality and the prevalence of violence. While further research is needed to definitively rule out seasonal trends, the dominance of physical violence demands immediate attention. Universities must prioritize the implementation of preventive measures that address the root causes of these crimes, promote non-violent conflict resolution skills, and foster healthy relationship dynamics among students. By creating a more supportive and emotionally intelligent learning environment, universities can work towards a future where crimes of passion become a thing of the past.

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4.3.5 Crime Groups, Causes, Prominence Predictors, and Differences in Annual Survivor Numbers

Crime Groups

The long-held stereotype that these acts are solely committed by men crumbles under scrutiny. While men do make up a significant portion of perpetrators (56.7%), a substantial number of women (41.7%) are also identified as the aggressors. This near-even split challenges preconceived notions of a stereotypical image that often portrays men as dominant vessels of uncontrollable emotions, prone to outbursts of violence fueled by jealousy or possessiveness. However, the data from

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Kiambu County suggests that strong emotions can be a trigger for violence regardless of gender. The human experience comes with a multitude of emotions, both positive and negative. Jealousy, possessiveness, anger, and despair can grip individuals of all genders with equal intensity. When these emotions reach a boiling point, and healthy coping mechanisms are either absent or inadequate, the risk of violence escalates. This finding underscores the critical importance of fostering emotional intelligence in young adults. Educational programs and workshops could equip students with the tools to navigate the complex landscape of their own emotions. Learning to identify emotional triggers, such as intense jealousy or crushing heartbreak, is crucial. These workshops could then focus on developing healthy coping mechanisms, such as mindful breathing exercises, journaling, or seeking support from trusted friends or family. Additionally, the programs could emphasize the importance of assertive communication, allowing students to express their feelings openly and directly without resorting to aggression. By providing students with these skills, universities can significantly reduce the risk of emotional outbursts escalating into violence.

Furthermore, promoting healthy relationship dynamics can play a pivotal role in mitigating the risk of crimes of passion. Understanding the importance of communication, respect, and empathy in relationships can empower young adults to navigate conflict constructively. Workshops and seminars focusing on setting healthy boundaries, identifying and avoiding unhealthy patterns of behavior, and de-escalation strategies in heated arguments can provide students with the knowledge and skills necessary to build positive and lasting relationships. These workshops could explore concepts like active listening, expressing needs and desires respectfully, and setting clear boundaries to ensure mutual respect within a relationship. By fostering these essential communication skills, universities can contribute to a culture of healthy relationships, ultimately reducing the risk of violent conflict.

Universities can also play a crucial role in providing accessible mental health services. Creating a safe space for students to seek professional help can be an invaluable resource for those struggling with emotional distress or relationship issues. When students have access to support and guidance from mental health professionals, they are better equipped to manage their emotions effectively and navigate challenging situations in a healthy and productive manner. These services could offer individual therapy sessions, group support programs specifically focused on relationship

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issues, or even confidential online resources for students hesitant to seek in-person help.

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By dismantling gender stereotypes, prioritizing emotional intelligence, promoting healthy relationships, and making mental health services readily available, universities can create a safer and more supportive learning environment for all students. This multifaceted approach can contribute to a significant reduction in the incidence of crimes of passion, fostering a culture of respect, understanding, and emotional well-being within the university community.

A deeper focus on the data reveals a potentially gendered aspect of the motivations behind these crimes of passion. Men, according to the study, are more likely to be driven by rage and extreme anger (35.0% of their crimes). This could be indicative of a difference in how men process and express strong emotions. Societal norms often dictate that men suppress or externalize emotional turmoil, leading to outbursts of anger when these emotions reach a boiling point. This anger can then manifest in violence, particularly within the heightened intensity of a relationship conflict. Conversely, heartbreak appears to be a more significant factor for women (26.7% of their crimes). Women might be more likely to express emotions openly, experiencing heartbreak as a profound sense of loss and despair. In some cases, this despair might escalate into a desperate act of violence as a way of coping with the emotional pain or attempting to control the situation.

However, it is crucial to acknowledge that these are just potential explanations based on limited data. A significant portion of crimes of passion (20.0%) lack a clear predictor for which gender might be the perpetrator. This highlights the intricate nature of these incidents and underscores the need for further research. Exploring the underlying causes that transcend gender stereotypes could be crucial in understanding and ultimately preventing these tragedies. Future studies could delve deeper into the psychological profiles of perpetrators, both male and female, to understand how they process and express emotions. Additionally, exploring the specific dynamics of the relationships involved, such as power imbalances or past experiences with violence, could shed light on potential triggers. By expanding an understanding of the motivations behind these crimes, counselors can develop more effective interventions and support systems to address the root causes, not just the gendered expressions of them.

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Crime Causes

The data from Kiambu County paints a contrasting picture of the emotional turmoil that often precedes a crime of passion. Rage and extreme anger emerge as the most common triggers, a chilling presence in 35.0% of all cases. This is followed by a series of other potent emotions: heartbreak (26.7%), fear of losing a partner (23.3%), the need for revenge (11.7%), and jealousy (10.0%). It is crucial to recognize that these emotions rarely exist in isolation. Heartbreak can easily evolve into rage or a simmering pot of jealousy. Similarly, the need for revenge might be fueled by a potent cocktail of anger and the searing pain of betrayal. The "Other" category (1.7%) serves as a stark reminder that there are even more, less frequent emotional triggers lurking in the shadows, contributing to these tragic incidents.

These findings highlight the paramount importance of fostering emotional intelligence and equipping young adults with healthy coping mechanisms. Young adulthood is a period marked by heightened emotional intensity, and the ability to navigate these powerful feelings constructively becomes a critical life skill. Educational programs and workshops can play a vital role in this endeavor. By teaching students to identify emotional triggers – the rising tide of anger, the crushing weight of heartbreak, the gnawing fear of abandonment – they can be empowered to take proactive steps. Learning healthy coping mechanisms, such as mindfulness techniques, journaling, or seeking support from trusted friends or family, can provide an outlet for these intense emotions before they reach a boiling point. Developing assertive communication skills is equally important. Open and honest communication allows individuals to express their needs and desires directly, fostering a sense of understanding and reducing the risk of misunderstandings that can fuel anger and resentment. Equipping young adults with these essential emotional intelligence tools empowers them to manage strong emotions effectively, ultimately fostering healthier relationships and reducing the tragic potential for crimes of passion.

Crime Prominence Predictors

The most common predictor, present in a staggering two-thirds of the cases (65.0%), is involvement in a close or romantic relationship. This finding aligns perfectly with the established understanding that crimes of passion often stem from intense emotions experienced within these types of interpersonal bonds. The complex dynamics of love, jealousy, possessiveness, and heartbreak can

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all contribute to a volatile emotional state, and when these emotions reach a boiling point without healthy coping mechanisms in place, the risk of violence escalates. Universities can play a pivotal role in mitigating this risk by fostering healthy relationship dynamics. Workshops and seminars focusing on setting clear and respectful boundaries, identifying and avoiding unhealthy patterns of behavior, and employing effective de-escalation strategies in heated arguments can equip students with the knowledge and skills necessary to build positive and lasting relationships. By promoting open and honest communication, fostering mutual respect and understanding, and encouraging students to seek help when relationship challenges arise, universities can contribute to a significant reduction in the incidence of crimes of passion within the student body.

Social status emerges as another potential predictor, playing a role in a concerning 30.0% of crimes. This suggests that social pressures or anxieties related to social standing might contribute to emotional volatility and potentially lead to violence. The intense competition and social hierarchies that can exist within university settings can create a breeding ground for feelings of inadequacy, insecurity, or even desperation for social acceptance. These anxieties can manifest as emotional turmoil, and if left unchecked, can escalate into aggression or violence. Universities can address these anxieties by fostering a more inclusive and supportive social environment. Initiatives that celebrate diversity, promote respect and understanding between students from different backgrounds, and create opportunities for meaningful social interaction can go a long way in mitigating the negative impacts of social pressures. Additionally, promoting a culture that prioritizes personal growth and development over superficial social status can empower students to find their own sense of self-worth and belonging, ultimately reducing the risk of social anxieties triggering violent acts.

Academic performance is a less frequent predictor (18.3%), but it still highlights the potential impact of academic stress on emotional well-being. The pressure to excel academically, coupled with anxieties about meeting deadlines, financial concerns, and the fear of failure, can create a significant amount of stress for students. This chronic stress can lead to emotional exhaustion, irritability, and difficulty managing anger. In extreme cases, if healthy coping mechanisms are not present, these negative emotions could escalate into violence. Universities can play a crucial role in mitigating this stress by providing a comprehensive network of academic support services. Offering tutoring programs, workshops on effective study habits and time management, and

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creating a learning environment that prioritizes student well-being alongside academic achievement are all essential steps. Additionally, promoting mental health awareness and providing accessible resources for stress management, such as counseling services and relaxation techniques, can equip students with the tools they need to navigate the academic pressures of university life in a healthy and productive manner.

Finally, a significant portion of crimes of passion (20.0%) lack a clear predictor from the categories identified. This reinforces the notion that these incidents can be complex and unpredictable, with other underlying factors potentially at play. Further research is necessary to gain a more comprehensive understanding of these cases. However, by acknowledging these potential predictors and implementing targeted support systems, universities and other institutions can take proactive steps toward preventing crimes of passion within their communities. This multifaceted approach, encompassing relationship counseling, social inclusion initiatives, academic stress management resources, and a commitment to student mental health, can contribute significantly to creating a safer and more positive learning environment for all students.

Differences in Annual Survivors Numbers

One particular finding pertains to the apparent consistency in the rate of these crimes across different years. In a significant portion of the cases analyzed (60.0%), the data suggests no remarkable fluctuations in the number of survivors reported annually. This stability across periods hints at a potentially consistent underlying pattern in the occurrence of crimes of passion within the university setting. However, the data also presents a contrasting perspective. For a concerning 40.0% of the cases, there do appear to be variations in the number of survivors reported every year. This disparity necessitates further exploration of the potential factors that might contribute to these fluctuations. One plausible explanation lies in the realm of reporting practices and societal awareness. Changes in the way crimes of passion are reported or the intensity of awareness campaigns around these issues can significantly impact the number of incidents officially documented. For instance, if a university implements a more streamlined reporting process or launches a comprehensive campaign to encourage students to come forward, it might lead to a temporary surge in reported crimes, even if the actual incidence rate remains unchanged.

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External events beyond the immediate university environment can also play a role. Significant societal stressors, such as natural disasters or economic downturns, can generate widespread anxieties and emotional turmoil. These anxieties, while not directly tied to the university setting, can indirectly contribute to an increase in volatile emotional states, potentially leading to a rise in crimes of passion within the student population. Further research delving deeper into these potential explanations is crucial for understanding the year-to-year variations observed in the data. By carefully examining the influence of reporting practices, awareness campaigns, and broader societal events, a more comprehensive picture of the factors influencing the occurrence of crimes of passion within universities can be established.

4.3.6 Community Reaction, Preferred Handling, University Intervention Strategies, and Social Ammenity Accessibility

Community Response

One particularly encouraging finding was the presence of supportive reactions in a significant portion of the cases (40.0%). This suggests a level of empathy and understanding among the student body for those involved in these tragic incidents. Perhaps the university community had witnessed educational campaigns or implemented support systems that fostered a sense of compassion and a desire to help those grappling with the emotional turmoil that can culminate in such acts. This supportive environment could be crucial in encouraging individuals struggling with intense emotions to seek help before they reach a boiling point.

However, a contrasting perspective emerged from the data, revealing a concerning reality. Negative reactions were documented in a substantial 31.7% of the cases. This negativity could stem from a lack of awareness or understanding surrounding the emotional complexities that can contribute to crimes of passion. Stigma or judgment might prevent individuals from seeking help or expressing their vulnerabilities, potentially escalating the risk of future incidents. Perhaps the university had not yet implemented comprehensive educational programs that explored the emotional triggers and warning signs associated with crimes of passion. Increased awareness and education within the student body could play a vital role in fostering a more compassionate and supportive environment, ultimately reducing the risk of these tragedies.

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The data also revealed a concerning gap in community response, with 28.3% of the cases falling under the indifferent category. This indifference highlights a potential need for increased education and dialogue within the university community. Open discussions and awareness campaigns could foster a more supportive and understanding environment. By fostering empathy and encouraging open communication, the university could empower students to intervene when they witness concerning behavior or offer support to those struggling with emotional turmoil. These efforts could contribute significantly to creating a safer and more positive learning environment for all students.

Preferred Handling

While legal action emerged as the most favored approach, garnering support from a significant 60.0% of participants, a closer examination suggests a more comprehensive picture. Undoubtedly, holding perpetrators accountable for their actions is a crucial element in ensuring justice and deterring future occurrences. However, the overwhelming preference for legal action might also reflect a desire for swift retribution or a potential lack of awareness about alternative approaches that address the root causes of these crimes.

A more promising perspective emerges with the finding that counseling services were preferred in 26.7% of cases. This signifies a recognition within the student body of the emotional factors that often lie at the heart of crimes of passion. By prioritizing counseling services, the university would acknowledge the emotional turmoil that can lead to such acts and provide perpetrators with the tools and support necessary to manage their emotions constructively. This approach, focused on rehabilitation and preventing future offenses, could contribute significantly to creating a safer and more supportive learning environment.

The remaining 13.3% of participants who opted for "other" methods hint at a desire for a more comprehensive solution. These individuals might envision a multifaceted approach that combines legal accountability with emotional support and restorative justice practices. Restorative justice practices, which focus on repairing the harm caused by the crime and fostering reconciliation between the perpetrator and the survivors (or the survivor's community), could offer a valuable addition to the existing framework for handling crimes of passion within the university setting. By acknowledging the emotional trauma experienced by all parties involved, promoting

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accountability,

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and facilitating healing, restorative justice practices could contribute to a more holistic approach to addressing these complex tragedies.

Further exploration of the "other" category through focus groups or surveys could provide valuable insights into the specific methods envisioned by these students. By understanding their perspectives, the university can work towards developing a more comprehensive and effective approach to handling crimes of passion, fostering a safer and more supportive learning environment for all members of the community.

University Intervention Strategies

While a portion of the student body (35.0%) expressed confidence in the current interventions, a concerning large segment (33.3%) viewed them as ineffective. This disparity necessitates a closer examination of the university's current approach and a potential need for reevaluation and improvement. The finding that 31.7% of participants held a neutral stance is also significant. This neutrality might indicate a lack of awareness about the specific interventions offered by the university or a general sense of uncertainty regarding their impact. It is crucial for the university to ensure clear communication channels exist to inform students about the available resources and support systems.

The most concerning aspect of the data, however, is the substantial percentage (33.3%) who perceive the current interventions as ineffective. This suggests that the university's present strategies might not be addressing the root causes of crimes of passion comprehensively. Perhaps the interventions focus primarily on immediate crisis management without delving deeper into the underlying emotional triggers or fostering long-term coping mechanisms. Alternatively, the interventions might not be reaching the student population most in need, creating a gap between available resources and those who could benefit from them most.

Moving forward, a more comprehensive approach is necessary. A crucial first step would be to conduct a thorough evaluation of the existing intervention strategies. This evaluation could involve focus groups with students, consultations with mental health professionals, and a critical analysis of the success rates associated with each intervention. By gaining a deeper understanding of the strengths and weaknesses of the current system, the university can identify areas for improvement and tailor its interventions to more effectively address the underlying causes of

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crimes of passion.

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Furthermore, the university should explore the implementation of additional evidence-based interventions. These might include educational programs that promote emotional intelligence, workshops focused on healthy relationship dynamics and conflict resolution skills, and readily accessible mental health services for students struggling with emotional turmoil. By providing students with the tools and resources they need to manage their emotions constructively and navigate challenging interpersonal situations effectively, the university can contribute significantly to preventing crimes of passion within the student community. Ultimately, the goal is to create a multi-pronged approach that combines immediate crisis intervention with long-term emotional intelligence development and proactive support systems. By acknowledging the complexities of crimes of passion and addressing them on multiple levels, the university can work towards fostering a safer and more supportive learning environment for all students.

Accessibility of Social Amenities

A staggering 36.7% of investigated crimes of passion were linked to reports of low accessibility, suggesting a significant portion of the student body might lack access to crucial resources that nurture healthy social interactions and emotional well-being. This lack of access could potentially contribute to a breeding ground for feelings of isolation and alienation, emotions that can spiral into the emotional turmoil that often precedes a crime of passion. However, it is crucial to acknowledge that the data, while suggestive, cannot definitively establish a causal link between low accessibility and these crimes.

One plausible explanation for this association lies in the potential for social amenities to act as a buffer against emotional turmoil. Universities often provide a diverse range of social amenities, such as clubs, sports teams, and cultural centers. These amenities offer students opportunities to connect with others who share similar interests, fostering a sense of belonging and community. Additionally, these spaces can provide healthy outlets for stress relief, fostering emotional well-being and reducing the risk of emotional outbursts. When students lack access to such amenities, they might be more susceptible to feelings of loneliness and isolation, potentially leaving them vulnerable to the emotional triggers that can lead to a crime of passion.

However, establishing a definitive causal link between low accessibility and these crimes requires further exploration. Future research could delve deeper into the specific social amenities lacking

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within the university and the types of emotional challenges students face. Additionally, investigating the coping mechanisms students employ in the absence of these amenities could shed light on the potential connection between accessibility and emotional well-being.

By delving deeper into these patterns, the university can develop a more comprehensive understanding of the factors that contribute to crimes of passion within its community. This understanding can then inform the development of targeted interventions. For instance, the university might prioritize expanding access to social amenities, promoting existing resources more effectively, or even creating alternative, inclusive spaces for students to connect and build healthy social bonds. Ultimately, by ensuring all students have access to resources that promote emotional well-being and foster a sense of belonging, the university can contribute significantly to creating a safer and more supportive learning environment for all.

These incidents, fueled by intense emotions, pose a significant threat to student safety and well-being. The analysis reveals a complex interplay between emotional triggers, the availability of support systems, and the overall sense of community within the university. At the core of the issue lies a mixture of intense emotions. Rage and anger emerge as the most common triggers, followed by heartbreak, fear of abandonment, the need for revenge, and jealousy. These emotions are rarely isolated; heartbreak can spiral into rage, and fear of abandonment can translate to jealousy. The presence of even less frequent emotional triggers underscores the multifaceted nature of these crimes. However, the emotional landscape is not the sole factor. The accessibility of resources that promote emotional well-being plays a crucial role. A concerning portion of investigated crimes were linked to low availability of social amenities and support systems. Universities often provide clubs, sports teams, and cultural centers that foster connection and belonging. When these avenues are absent, students might be more susceptible to isolation and alienation, emotions that can leave them vulnerable to the triggers of a crime of passion.

Furthermore, the data suggests a potential link between the perceived effectiveness of university intervention strategies and the overall sense of community. A significant number of participants viewed current interventions as ineffective, suggesting that the university's approach might not be adequately addressing the underlying issues. Perhaps the focus has been on reactive measures without fostering a culture of emotional intelligence, healthy relationship dynamics, and open

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communication. Building a strong and supportive community is crucial, as it can provide students with a sense of belonging and a network of support during times of emotional distress.

The path forward requires a comprehensive approach that tackles this issue on multiple levels. Universities can play a vital role in preventing crimes of passion by promoting emotional intelligence through workshops that equip students with the skills to identify and manage their emotions constructively. Strengthening relationship counseling services can provide students with resources and guidance for navigating relationship challenges and developing healthier communication patterns. Additionally, improving accessibility to social amenities, promoting existing resources, and creating inclusive spaces for students to connect can foster a sense of belonging and alleviate feelings of isolation. Finally, enhancing intervention strategies by conducting a thorough evaluation of existing programs and implementing evidence-based practices like mental health services and educational programs can create a more robust support system.

By addressing these interconnected issues, universities can create a more comprehensive and proactive approach to preventing crimes of passion. Ultimately, the goal is to cultivate a safe and supportive learning environment where students can thrive, both academically and emotionally. This multifaceted approach, encompassing emotional intelligence development, accessible support systems, and a strong sense of community, can empower students to navigate the challenges of university life healthily and constructively.

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Overall, a safety survey revealed a troubling mix of factors that contributed to crimes of passion within universities. These crimes, often fueled by strong emotions, posed a serious threat to student safety. The survey results showed a complex connection between the emotions that triggered these tragedies, the support systems available to students, and the overall sense of community within the university. At the heart of the issue lay a storm of intense emotions. Anger and rage were the most common triggers, appearing in a staggering 35% of the investigated crimes. But these emotions rarely existed alone. Heartbreak, a crushing feeling of loss and isolation, played a role in 26.7% of the cases. The fear of abandonment, a threat to a sense of belonging, was present in 23.3% of the incidents. The need for revenge (11.7%) and jealousy (10.0%) further complicated the emotional landscape. It is important to remember that these

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emotions often intertwined. Heartbreak could

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spiral into rage, and the fear of being abandoned could turn into possessive jealousy. Less frequent triggers, like intense grief or social anxiety (collectively making up 11.7% of cases), also highlighted the many causes of these crimes. Understanding this emotional landscape was the first step towards preventing future tragedies.

The availability of resources that promoted emotional well-being also played a crucial role. A concerning 36.7% of the investigated crimes were linked to a lack of readily available support systems and social activities. Universities often provided clubs, sports teams, and cultural centers that fostered connections and a sense of belonging. These outlets allowed students to build friendships, share experiences, and feel like they were part of something bigger. They also provided healthy ways to relieve stress, which helped students manage their emotions better. When these outlets were missing, students were more likely to feel isolated and alone, emotions that could make them vulnerable to crimes of passion. For a student struggling with a heartbreak, a lack of support from a close friend could worsen their emotional state, potentially leading to a dangerous path or risk of crime because of a gap in external support from peers.

The data also suggested a possible link between the perceived effectiveness of university intervention strategies (only 35% of students found them helpful) and the overall sense of community. A significant number of students viewed the current interventions as inadequate, suggesting the university's approach might not be addressing the root causes. Perhaps the focus was on reacting to problems after they happened, rather than preventing them by fostering emotional intelligence, healthy relationships, and open communication. Building a strong and supportive community was crucial. A university that fostered a sense of belonging, where students felt comfortable seeking help and expressing their vulnerabilities, could create a safety net to catch individuals before they fell. A university environment where open communication was encouraged, where students felt empowered to seek guidance from counselors, or trusted friends when they were struggling with intense emotions implies that the resulting supportive environment could play a vital role in preventing these tragedies.

Universities could play a vital role in preventing future crimes of passion by taking a multi-pronged approach. Workshops and programs that equip students with the skills to identify their emotional

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triggers, understand their coping mechanisms, and manage their emotions constructively could be instrumental in preventing them from reaching a boiling point. Students equipped with the tools to recognize the early warning signs of anger or heartbreak, allowing them to take proactive steps to de-escalate the situation before it spiraled out of control, may foster emotional intelligence and universities could empower them to navigate the complexities of their emotional lives in a healthy and responsible manner. Providing students with resources and guidance for navigating relationship challenges could help them develop healthier communication patterns and conflict-resolution skills. Hence, a university that offered readily accessible relationship counseling services, where students could receive support and guidance in navigating the complexities of love, loss, and communication within relationships, could equip students with the tools they need to build and maintain healthy relationships, ultimately reducing the risk of relationship-related crimes of passion.

4.3.7 Social Services, Counseling Satisfaction, Effectiveness, and Frequency The Role of Social Services

A closer examination of the data revealed interesting, yet troubling, truths about the historical involvement of social services in cases related to crimes of passion at universities. While a significant portion of the investigated incidents (26.7%) suggested a potentially impactful role for social services – implying interventions that may have played a crucial part – a larger segment (53.3%) indicated a more moderate to significant level of involvement. This inconsistency sparked a flurry of critical questions about the effectiveness of past outreach and intervention strategies employed by social services. Were they successfully reaching all students at risk? The remaining 20.0% of cases, where social services played a minimal role, highlighted a concerning potential gap in the safety net for students struggling with intense emotions or relationship challenges.

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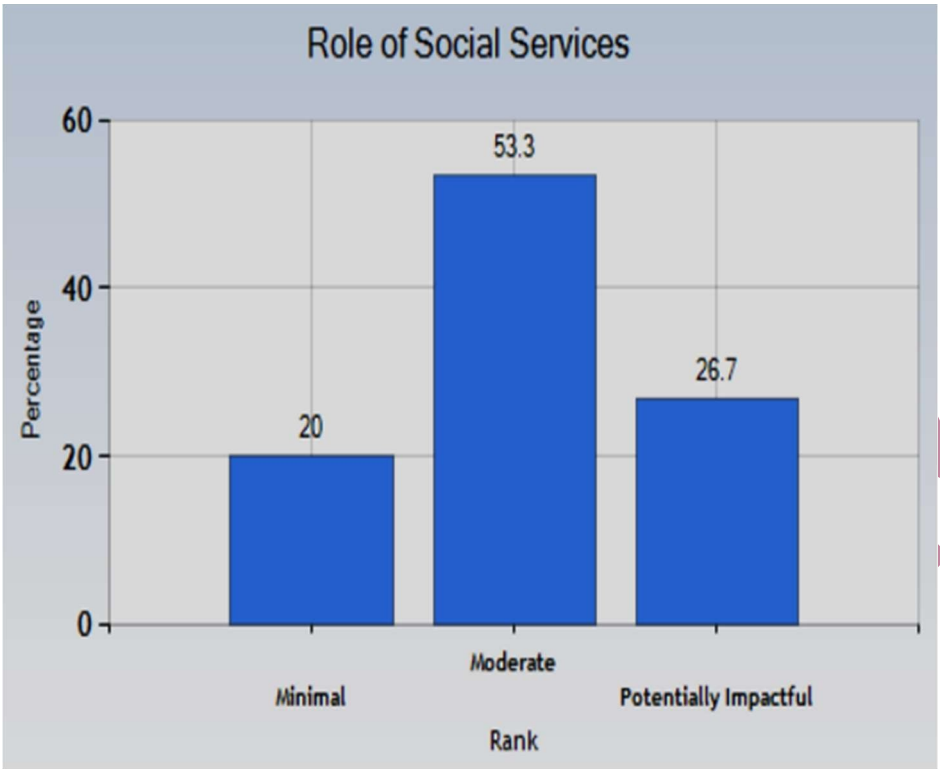


Figure 7: Role of social services

Delving deeper into the existing system revealed weaknesses that hindered its effectiveness. The varied degree of involvement (moderate, significant, minimal) across the investigated cases pointed towards a lack of consistency in how social services engaged with potentially vulnerable students. This inconsistency could have stemmed from several contributing factors. In the past, social service systems might have been overburdened, with limited resources restricting their ability to proactively reach out to students at risk. This could have resulted in reactive interventions, responding primarily to reported incidents rather than establishing a proactive system for identifying potential issues before they escalated.

The data also suggested that past strategies might have focused primarily on responding to reported incidents rather than proactively reaching out to identify potential issues. This reactive approach could have left many at-risk, students vulnerable, as they were not connected with support systems before a crisis unfolded. A potential disconnect between universities and social services in the past might have hindered effective outreach and intervention. This lack of coordination could have resulted in missed opportunities for collaboration, where universities could have provided social

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services with access to students and relevant information, while social services could have offered their expertise in intervention strategies.

The concerning 20% of cases with minimal social service involvement underscored the possibility of numerous missed opportunities for intervention. This could have been attributed to several historical shortcomings. Students at risk might not have been readily identifiable by social services in the past. This could have been due to a lack of screening mechanisms within universities or a reluctance among students to seek help, particularly those struggling with mental health issues or relationship challenges. This reluctance could have resulted in students falling through the cracks of the support system. The historical scope of social service support might not have fully encompassed the specific needs of students struggling with intense emotions or relationship issues. This could have meant that even when students sought help, the available services were not comprehensive enough to address the root causes of their emotional distress or interpersonal conflicts. Social stigma surrounding mental health issues might have played a significant role in the past. This stigma could have prevented students from seeking help from social services, hindering their access to resources that could have helped them manage their emotions and navigate difficult relationships in a healthy way.

By understanding these weaknesses of the past system, a new model is developed for social service involvement in preventing crimes of passion at universities. This new model should emphasize a proactive approach, actively seeking out students at risk. This could involve collaborating with universities to develop screening mechanisms that identify potentially vulnerable individuals or partnering with student support groups to create a network of support. Stronger collaboration between universities and social services is crucial moving forward. Universities can provide social services with access to students and relevant information, while social services can offer their expertise in intervention strategies. This collaborative approach can ensure a more comprehensive and effective response to students in need. The new model considers expanding the scope of social service support to encompass a wider range of needs. This includes readily accessible mental health services, readily available relationship counseling on campus, and training programs that equip students with the skills to manage their emotions constructively, build healthy relationships, and resolve conflicts effectively.

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Efforts to destigmatize mental health issues and seeking help from social services are vital. Educational workshops and campaigns can encourage students to prioritize their emotional well-being and utilize available resources. By creating a more supportive and understanding environment, the new model can empower students to seek help without fear of judgment or stigma. By addressing these weaknesses and incorporating these considerations into the new model, counselors can pave the way for a more proactive, collaborative, and effective social service presence within universities. This will ultimately lead to a more robust safety net for students, a decrease in the risk of crimes of passion, and a safer learning environment for all.

Satisfaction with Counseling

The findings painted a complex picture, revealing areas where significant improvements could be made. While 30.0% of participants reported being very satisfied, suggesting positive experiences with counselors, a larger group (23.3% satisfied, 20.0% neutral) expressed more neutral or lukewarm feelings (43.3% total). This significant portion indicates a potential need for enhancements in counselor training, communication styles, and the overall counseling experience itself. One area for potential improvement lies in counselor training. The neutral responses (43.3%) could suggest a need to revisit counselor training programs. A thorough analysis of the data, coupled with direct feedback from students, could pinpoint specific areas where training could be enhanced. This might encompass equipping counselors with a wider range of therapeutic approaches to address diverse student needs. Training in improved communication skills could also be crucial, focusing on active listening, empathy, and culturally sensitive communication to foster stronger client engagement. Finally, a deeper understanding of the specific challenges faced by university students, such as academic pressures, social anxieties, or relationship issues, could be vital for counselors to effectively support their clients.

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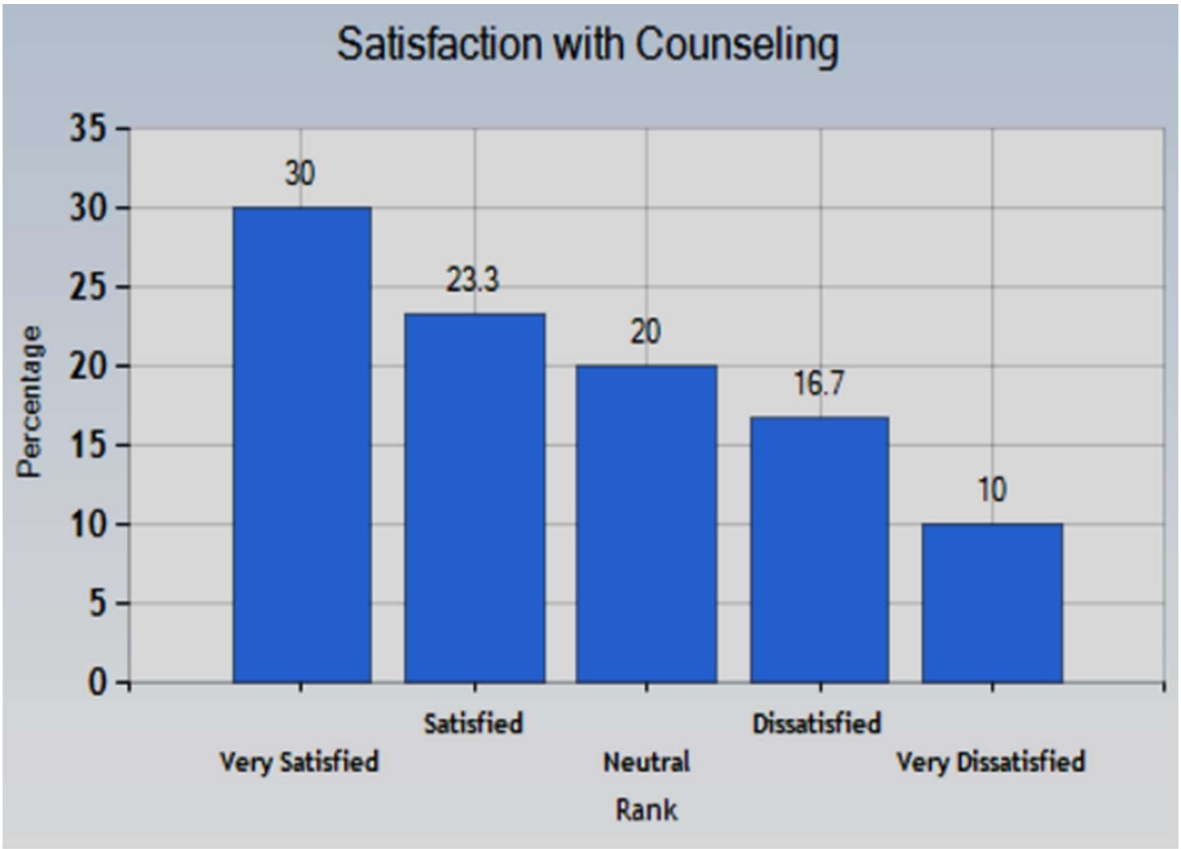


Figure 8: Satisfaction with counseling services

The study also underscored the importance of effective communication between counselor and client. Students who felt neutral or lukewarm about the experience (20.0%) might have benefitted from improved communication styles on the part of the counselor. If a student seeking help for intense anxiety encounters a counselor who speaks in a dismissive or overly technical manner, such an interaction could easily alienate the student and hinder the therapeutic process. Training in active listening, where the counselor focuses on truly understanding the student's experience, could be essential. Empathy, the ability to connect with the student's emotional state, could also be crucial in building rapport and trust. Finally, culturally sensitive communication, where counselors are mindful of diverse student backgrounds and communication styles, could ensure all students feel comfortable and understood during their counseling sessions.

The neutral responses (43.3%) also suggest that the overall counseling experience might require further attention. This could involve examining factors such as accessibility of appointments, convenience of scheduling, and the overall environment of the counseling center. A student

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struggling with depression, finally mustering the courage to seek help, only to find long wait times for appointments or inconvenient scheduling options, could experience a world where these barriers could easily discourage students from accessing the support they need. Creating a more welcoming and supportive space within the counseling center is also crucial. A warm and inviting environment, free from judgment, could significantly enhance the student experience and encourage them to utilize counseling services more readily.

The study identified a concerning segment of students reporting dissatisfaction (16.7%) or very high dissatisfaction (10.0%) with counseling services (26.7% total). These negative experiences warrant further investigation to identify the root causes and implement corrective measures. Here, factors like a lack of rapport between the counselor and the student could be a potential contributor, just like a student seeking help for a relationship issue, only to be assigned a counselor they feel no connection with. This lack of rapport could hinder the student's willingness to open up and share their concerns. The counseling center could consider strategies like offering student choice in counselor selection, or providing opportunities for initial consultations to ensure a good fit between student and counselor.

Treatment effectiveness might also be a factor contributing to student dissatisfaction (26.7% dissatisfied or very dissatisfied). Dissatisfied students might have found the treatment approaches ineffective in addressing their specific concerns, similar to a student struggling with overwhelming academic pressure, only to be offered relaxation techniques that do little to address the root cause of their anxiety. The counseling center could benefit from reviewing their service offerings to ensure a wider range of evidenced-based treatment modalities are available. This could include approaches such as CBT or mindfulness exercises, catering to diverse student needs and offering a more comprehensive approach to emotional well-being.

There's also a possibility that the counselor's expertise might not have perfectly aligned with the student's specific needs (26.7% dissatisfied or very dissatisfied), just like a student may be grappling with complex trauma, only to be assigned a counselor specializing in academic stress management. This mismatch could leave the student feeling unheard and unsupported. The counseling center could explore the possibility of offering more specialized services, such as trauma-informed care for students with past experiences of abuse or neglect. Establishing a referral network with external

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providers for cases requiring expertise beyond the center's scope could also be crucial in ensuring all students have access to the support they need.

By addressing these areas for improvement and investigating the reasons behind student dissatisfaction, universities in Kiambu County can create more effective and accessible counseling services. This will ultimately lead to a more supportive environment for students, fostering their emotional well-being and ensuring their success within the academic setting. This study in Kiambu County, highlights the importance of ongoing evaluation and improvement of university counseling services. By addressing the concerns raised by students – the need for enhanced counselor training, improved communication styles, a more welcoming environment, and a wider range of treatment approaches – universities can create a more effective support system for their students. This will not only enhance student well-being but also contribute to a more positive and productive learning experience overall.

Future research could delve deeper into specific aspects of student dissatisfaction. For instance, a qualitative study exploring student experiences with counselors could provide valuable insights into the factors that contribute to positive or negative rapport. Additionally, research could investigate the effectiveness of different treatment modalities in addressing the specific challenges faced by university students in Kiambu County. Ultimately, the goal is to create a comprehensive and accessible counseling service that meets the diverse needs of all students. By prioritizing student well-being and fostering a supportive environment, universities in Kiambu County can empower their students to thrive both academically and personally.

Counselor Effectiveness

The data also revealed a range of student experiences with counselors. On the positive side, a significant portion of students (26.7%) reported counselors to be very effective, while an additional 23.3% perceived them as effective. This combined 50.0% suggests that counseling interventions addressed the emotional needs of many students, leading to positive outcomes. However, a concerning 30.0% of participants rated counselors as ineffective or very ineffective (16.7% and 13.3% respectively). This sizable segment raises questions about the specific training and approaches used by counselors. Are they adequately equipped to handle the emotional complexities that can contribute to crimes of passion? Additionally, the 20.0% of participants with a neutral perception of counselor effectiveness might indicate a lack of clarity about the impact of counseling.

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In some cases, the intervention might not have been particularly helpful or harmful, leaving the student unsure of its overall effectiveness.

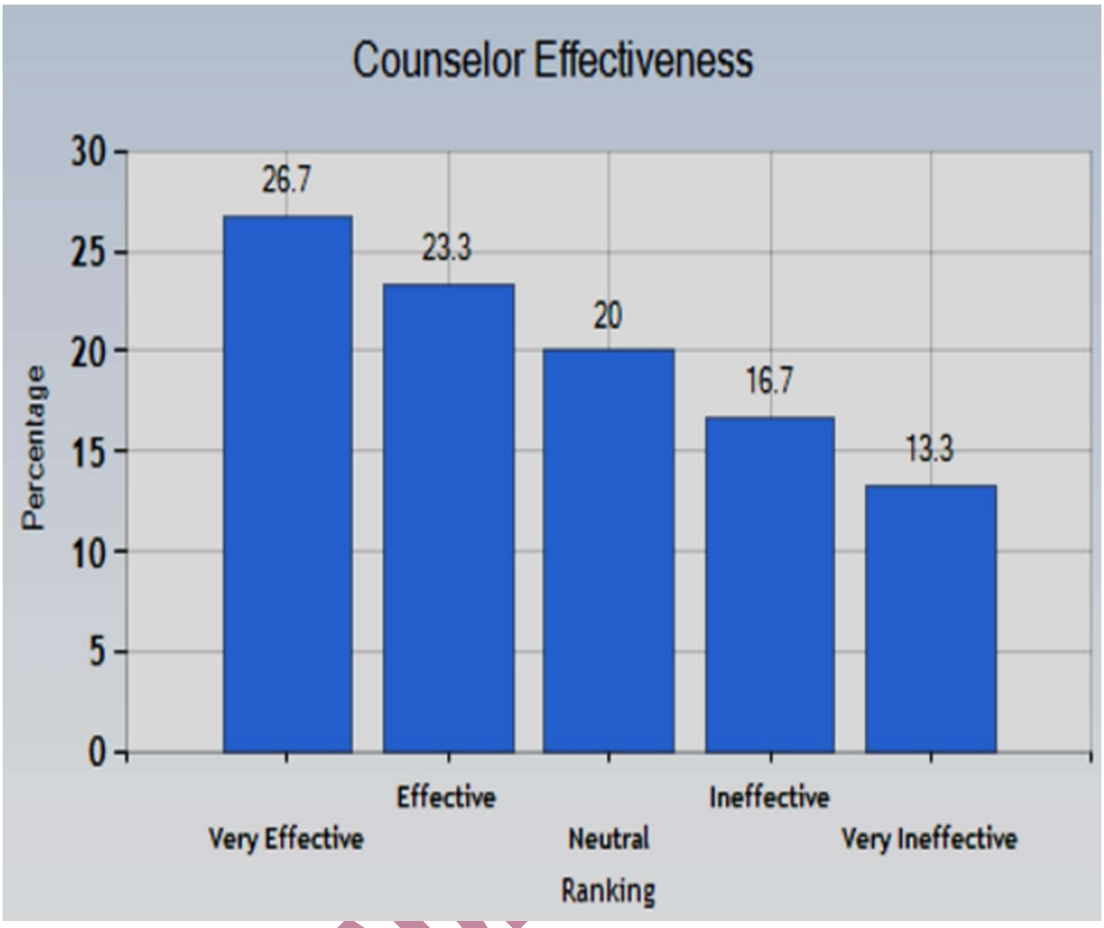


Figure 9: Counselor effectiveness

The data on counselor effectiveness underscores the need to critically examine counselor training programs and consider potential improvements. The current training might not be adequately equipping counselors to address the specific emotional challenges faced by university students. Re- evaluating programs to encompass a wider range of evidence-based therapeutic approaches could be crucial. This could involve incorporating training in areas like managing intense emotions, navigating relationship conflicts, and coping with academic pressures. Counselors might also benefit from training that delves deeper into the emotional complexities that can lead to crimes of passion. Understanding the warning signs, risk factors, and potential triggers could be vital in enabling them to effectively intervene and prevent such tragedies. In a university setting with a

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diverse student population, cultural sensitivity training for counselors is essential. Understanding and respecting diverse cultural backgrounds and communication styles can ensure all students feel comfortable and understood during counseling sessions, fostering stronger rapport and more effective interventions.

In addition to training considerations, creating a more supportive counseling environment could also be beneficial. Efforts to enhance the likelihood of positive client-counselor rapport could be crucial. This might involve offering student choice in counselor selection or providing opportunities for initial consultations to ensure a good fit. Reviewing the range of treatment modalities offered by the counseling center is also valuable. Ensuring a wider selection of evidence-based approaches, such as CBT or mindfulness exercises, would allow counselors to tailor interventions to the specific needs of each student. Establishing referral networks with external providers could also be beneficial in cases where a student's needs fall outside the realm of the counseling center's expertise. This would ensure all students have access to the most appropriate support services. By addressing these areas and implementing targeted improvements, universities in Kiambu County can create a more effective counseling system. This will equip counselors with the necessary skills and knowledge to better support students, ultimately fostering a safer and more positive learning environment for all.

Frequency of Crime Counseling

While 23.3% of participants reported receiving counseling weekly, a disturbingly high number (33.3%) never received any form of crime counseling at all. This substantial gap in utilization suggests that many individuals involved in crimes of passion might not be accessing the resources they need to heal and move forward. This lack of access to support services can have serious consequences, not only for the individuals themselves but also for the safety and well-being of the community. Several factors could be contributing to this underutilization of crime counseling services. A significant portion of the population might simply be unaware that crime counseling even exists. Without knowledge of these services or where to turn for help, they may struggle to access the support that could significantly impact their lives, a sample scenario being a student overwhelmed by emotional turmoil after a violent incident, unaware that there are counselors specifically trained to help them navigate the complex aftermath of such a trauma. Educational campaigns and outreach initiatives are crucial in dispelling this ignorance and ensuring everyone

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knows where to find help. The stigma associated with seeking mental health help can be a powerful deterrent, preventing individuals from reaching out for counseling even when they recognize the need for support. Fear of judgment, shame, or social isolation can create a significant barrier, like someone struggling with intense emotions and the aftermath of a crime, fearing that seeking help might be misconstrued as weakness or instability. This fear can be particularly strong in cultures that do not openly discuss mental health challenges. Combating stigma requires open conversations, public awareness campaigns that normalize seeking help, and creating a supportive environment where individuals feel comfortable acknowledging their struggles.

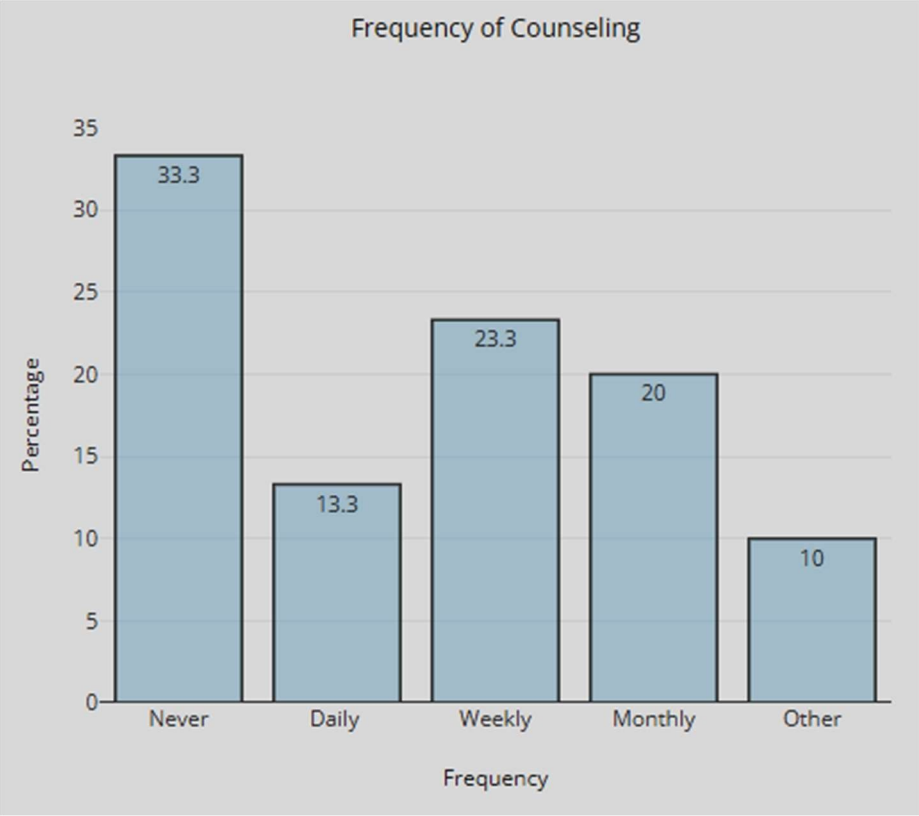


Figure 10: Crime counseling frequency

Limited access to transportation, inconvenient scheduling options, or childcare concerns can all act as logistical barriers that discourage individuals from seeking help, even when they are aware of crime counseling services. For a single parent working on multiple jobs who desperately needs counseling but lacks the time or resources for childcare during appointments, or a student whose class schedule clashes with the available counseling hours, these logistical hurdles can be

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particularly challenging for individuals with limited financial resources or those living in remote areas. Expanding service hours, offering telehealth options for remote accessibility, and incorporating childcare services into the counseling center's offerings are all crucial steps toward addressing these logistical barriers. While the data reveals a concerning number of individuals who never received counseling, it also sheds light on the frequency of counseling received by those who did utilize the services. 23.3% reported receiving counseling weekly, suggesting a commitment to ongoing support for some individuals. An additional 20.0% received counseling monthly, indicating regular check-ins and support. However, the data also highlights a need for more diverse counseling options. 13.3% received counseling daily, which could be indicative of crisis intervention or a particularly intensive treatment plan. The remaining 10.0% received counseling with another frequency, suggesting a more individualized approach based on specific needs.

These figures, while offering some insight into the range of counseling options available, underscore the critical need for a comprehensive approach that addresses the various factors hindering access and creating a service structure that caters to the diverse needs of the community. By implementing targeted solutions, such as outreach campaigns, cultural sensitivity training for counselors, and flexible scheduling options, counselors can bridge this gap and ensure that everyone, regardless of background or circumstance, has access to the vital support of crime counseling services.

The data revealed a complex interplay, where social services played a role in some cases, but a significant portion suggested areas for improvement. This highlights the need to delve deeper into the effectiveness of social service interventions and explore ways to strengthen their preventative measures. While the study acknowledges the involvement of social services in certain situations related to crimes of passion, the data suggests this involvement might not be as comprehensive or effective as it could be. This raises several important questions. To what extent are social services currently involved? Are they proactively identifying individuals at risk? How effectively are they collaborating with mental health professionals to provide a holistic support system? Further research is crucial to understand these aspects. In a community where social services primarily react to crises after they occur, instead of proactively identifying individuals struggling with intense emotions or unhealthy relationship dynamics, fostering stronger relationships with

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community members, implementing preventative measures, and collaborating more effectively with mental

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health professionals, imply that social services can play a more significant role in mitigating the risk of crimes of passion.

The current training might not be adequately equipping counselors to address the specific emotional complexities that contribute to crimes of passion in a situation such as when a student may be struggling with intense jealousy and possessiveness only to be met with a counselor who utilizes generic anger management techniques. This approach might not be tailored enough to address the underlying emotional issues and relationship dynamics that could be leading towards a potential violent act. Counselors might benefit from training that delves deeper into areas such as managing intense emotions specific to the cultural context, navigating complex relationship conflicts, and recognizing the warning signs of escalating violence.

A concerning finding of the study was the significant gap in outreach and education efforts for crime counseling services. A substantial portion of the participants (33.3%) never received any form of counseling at all. This suggests that many individuals who could potentially benefit from these services are simply unaware of their existence or face significant barriers to accessing them. Several factors could be contributing to this underutilization. There might be a lack of awareness about the availability of crime counseling services in the community. Stigma associated with seeking mental health help could also be a deterrent, preventing individuals from reaching out even when they recognize the need for support. Additionally, logistical hurdles such as limited transportation options, inconvenient scheduling, or childcare concerns could further discourage individuals from seeking help. A sample to consider is a single parent struggling with emotional turmoil after a violent incident, unaware that there are counselors specifically trained to help them process the trauma. Even if they are aware, childcare concerns or limited bus schedules might make it difficult for them to attend regular counseling sessions. Effectively addressing crimes of passion requires a multifaceted approach that goes beyond simply providing counseling services. Strengthening social services by fostering collaboration with mental health professionals and refining preventative measures is crucial. Improving counselor training to ensure they are equipped to handle the specific emotional complexities involved is also essential. Finally, promoting help- seeking behavior through targeted outreach and education campaigns that normalize seeking mental health support is vital.

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4.3.8 Confidence in Counselors, referred Solutions, Peer Group Influence, and Childhood/Parental Influence

Confidence in Pastoral Counselors

The data on pastoral counseling in relation to crimes of passion revealed a clearer picture. While a moderate level of confidence (53.3%) was expressed by participants, suggesting some find value in spiritual guidance, it also hints that pastoral counseling might not be the sole or preferred intervention for everyone. This highlights the potential importance of collaboration between religious leaders and mental health professionals. For some individuals grappling with the aftermath of a crime of passion, faith and spiritual guidance offered by pastoral counselors can be a source of strength and solace. For a person wrestling with guilt and remorse finding comfort and direction through spiritual counseling, pastoral counselors can help individuals find meaning in their experiences, reconnect with their faith, and navigate the path towards forgiveness, both for themselves and others. However, the data suggests limitations to pastoral counseling in addressing the complex emotional issues that can contribute to crimes of passion. These crimes often stem from a confluence of factors, including intense emotions, relationship conflicts, and unresolved trauma. Addressing them effectively might require a broader range of interventions than just spiritual guidance. This is where collaboration between pastoral counselors and mental health professionals becomes crucial. Given a pastoral counselor recognizing signs of deep-seated emotional turmoil in someone seeking help, by collaborating with a mental health professional, the counselor can ensure the individual receives appropriate therapeutic interventions to address the root causes of their struggles. This collaborative approach can provide a more comprehensive and effective support system.

The study further underscores the critical need for ensuring access to qualified mental health professionals. While pastoral counselors can provide spiritual support, they may not be equipped to handle the complexities of mental health issues that can contribute to crimes of passion. For someone struggling with severe anxiety and depression in the aftermath of a crime, needing evidence-based therapeutic interventions that a pastoral counselor might not be able to provide, increasing access to qualified therapists and psychologists is essential for ensuring individuals receive the comprehensive support they need. Thus, the exploration of pastoral counseling adds another layer to the understanding of how to address crimes of passion. While it offers a source of

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spiritual solace for some, a multifaceted approach is necessary for effective prevention. This approach should include collaboration between pastoral counselors and mental health professionals, ensuring access to qualified mental health professionals, and potentially exploring preventative measures that address the root causes of these crimes.

Education and Counseling

The analysis of preferred solutions for preventing crimes of passion paints a clear picture – a two-pronged approach is favored. Interestingly, both education (33.3%) and counseling (30.0%) emerged as the most frequently chosen options. This suggests that participants recognize the importance of both preventive measures, instilled through education, and targeted interventions offered through counseling services. In a community where education initiatives proactively equip individuals with the tools they need to navigate challenging situations constructively, these initiatives could focus on fostering healthy relationship dynamics. By understanding healthy communication patterns, emotional boundaries, and respectful ways to manage conflict, individuals can build stronger, more stable relationships. Additionally, education programs on emotional regulation skills could equip individuals with effective techniques to manage intense emotions like anger, jealousy, or frustration in a healthy way. Learning to identify emotional triggers, practice mindfulness exercises, and utilize healthy coping mechanisms can be crucial in preventing these emotions from escalating into violence. Conflict resolution strategies are another valuable component of educational initiatives. By learning effective communication skills, de-escalation techniques, and constructive ways to address disagreements, individuals can navigate conflict peacefully and avoid situations that could potentially turn violent.

Counseling services, on the other hand, can provide personalized support for those who might already be struggling with emotional turmoil, past trauma, or unhealthy coping mechanisms. When it comes to someone grappling with the aftermath of a violent incident, seeking help from a qualified counselor can provide a safe space for individuals to process their emotions, develop healthy coping mechanisms, and address the root causes of their struggles. For those with a history of trauma, counseling can be instrumental in healing and preventing these past experiences from influencing their present and future relationships. By providing targeted interventions tailored to individual needs, counseling services can play a crucial role in preventing future crimes of passion. This combined approach of education and counseling has the potential to create a more comprehensive

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preventative framework. Educational initiatives equip individuals with the knowledge and skills to navigate challenging situations constructively, while counseling services offer targeted support for those who might already be struggling.

Peer Group Influences

While a significant portion of participants (40.0%) perceived peer group influences as low, a substantial number (33.3%) reported a moderate level of influence. This highlights the potential for peer pressure and unhealthy social dynamics to play a role in some crimes of passion, while also acknowledging that it is not a universally applicable factor. For 40.0% of the participants, peer group influences appeared to be minimal in the lead-up to the crime. This suggests that these individuals either possessed strong personal values and decision-making abilities, or perhaps their social circles did not exert a significant influence on their behavior, just like a student with a close- knit family and a strong moral compass who, despite witnessing negative behaviors within their friend group, chooses not to partake due to their own internal convictions. Alternatively, some individuals might have belonged to peer groups that fostered positive social interactions and healthy support systems. These supportive networks could have even acted as a buffer against negative influences, providing a sense of belonging and acceptance without encouraging risky behaviors. However, the data also paints a concerning picture for the 33.3% of participants who reported a moderate level of peer group influence. This suggests that for these individuals, their social circles might have played a role in the events leading up to the crime. Peer pressure, a significant aspect of peer group influence, can be a powerful force, particularly during adolescence and young adulthood. For a student struggling with feelings of insecurity within a friend group that thrives on risky behaviors, the desire to gain acceptance or avoid social exclusion might lead him or her to participate in activities they would not normally engage in, potentially escalating tensions or leading to situations that could trigger a crime of passion.

Peer group influence can extend beyond explicit pressure to engage in specific behaviors. Unhealthy social dynamics within a friend group can also contribute to crimes of passion. For a friend group that normalizes violence, condones unhealthy relationship dynamics, or encourages aggression in conflict resolution, over time, exposure to these negative behaviors can erode an individual's sense of right and wrong, making them more susceptible to acting impulsively or

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violently in emotionally charged situations. The data on peer group influences underscores the need for further research to understand the specific characteristics of these social circles and how they contribute to risky behaviors. What are the commonalities among these peer groups? Do they exhibit excessive risk-taking tendencies, glorify violence, or lack positive role models? Exploring these questions can provide valuable insights into how to identify and intervene with potentially harmful peer dynamics before they escalate into tragic situations.

Social skills training can be a crucial intervention in mitigating negative peer influences. Given a student struggling with social anxiety who lacks the communication skills to assert themselves or set boundaries within their friend group, by equipping them with effective communication skills, including techniques for refusal and assertive communication, they can navigate social interactions with greater confidence and reduce their susceptibility to peer pressure. Fostering positive peer relationships is another vital strategy. This could involve school-based initiatives that promote social inclusion, encourage collaboration, and create opportunities for students to build friendships based on shared values and positive social interactions. In a campus program that facilitates student- led clubs focused on activities that promote teamwork, empathy, and healthy conflict resolution, fostering a culture of positive social interaction within the school environment implies that counselors can empower students to build healthy peer relationships that act as a buffer against negative influences. Overall, the data on peer group influences highlights the importance of a multifaceted approach. Understanding the characteristics of risky peer groups, equipping youths with social skills to navigate these situations, and fostering positive peer relationships are all crucial steps in mitigating their negative influence.

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Childhood/Parental Influence

The analysis of childhood and parental influence in the Kiambu County study revealed a deeply concerning trend. A staggering 53.3% of participants reported a high level of influence from their upbringing on their actions, suggesting a significant link between negative childhood experiences and crimes of passion. This data leads to delving deeper into the potential for abuse, neglect, or dysfunctional family dynamics to leave lasting emotional scars that can manifest as violent outbursts later in life. Given a child raised in a household filled with constant arguments, emotional neglect, or even physical abuse, these experiences can have a profound impact on a child's emotional development. Feelings of insecurity, a lack of trust, and difficulty regulating emotions

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can all become deeply ingrained. As these children grow into adults, they might struggle to form healthy relationships, manage intense emotions, or cope with conflict in a constructive way. In moments of crisis, the emotional vulnerabilities shaped by their childhood experiences could escalate into violence, leading to the tragic consequences of crimes of passion. The data underscores the critical importance of early intervention programs. By promoting healthy parent-child relationships, these programs can equip families with the tools and resources necessary to nurture positive emotional development in children. For parenting workshops that teach effective communication skills, positive reinforcement techniques, and strategies for building strong emotional bonds with children, proceeding to offer support services to families struggling with adversity, such as poverty, addiction, or mental health issues, can help create a more stable and nurturing environment for children. Breaking the cycle of violence often requires addressing its root causes at a young age, and these early intervention programs have the potential to make a significant difference.

For those who have already experienced the emotional trauma of a difficult childhood, therapeutic interventions can offer a path towards healing and positive change. For a young adult grappling with the emotional fallout of an abusive upbringing, finally seeking help from a qualified therapist, therapy can provide a safe space for individuals to process their past traumas, develop healthy coping mechanisms for managing difficult emotions, and learn to navigate challenging situations constructively. These interventions can be instrumental in preventing future violence by equipping individuals with the emotional resilience and self-awareness necessary to make positive choices and build healthy relationships. The high prevalence of negative childhood experiences in this study serves as a stark reminder of the urgent need for a multifaceted approach. Investing in early intervention programs, strengthening family support systems, and ensuring access to therapeutic interventions for those with past traumas are all crucial steps towards preventing future crimes of passion.

The data above paints a concerning picture. While some participants (53.3%) acknowledged a moderate to significant role played by social services, a closer look reveals a support system riddled with inconsistencies. Satisfaction with counseling services and counselor effectiveness varied widely, with responses ranging from "very satisfied" to "very dissatisfied." Furthermore, a significant portion of participants (30.0%) reported never receiving counseling at all. This paints a

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troubling picture of potential gaps within the current support system, leaving individuals vulnerable during moments of emotional crisis. The high level of perceived influence from childhood and parental experiences reported by participants (53.3%) further underscores the complexity of the issue. These findings highlight the significant impact of early life on emotional well-being and the potential for negative experiences to leave lasting scars that can manifest later in life as violent outbursts. Considering a child raised in a household fraught with constant arguments, emotional neglect, or even physical abuse, such experiences can leave deep emotional wounds, fostering feelings of insecurity, a lack of trust in others, and difficulty regulating emotions. As these children grow into adults, they might struggle to navigate the complexities of relationships, manage intense emotions in a healthy way, or resolve conflict constructively. In moments of crisis, the emotional vulnerabilities shaped by their childhood experiences could escalate into violence, leading to the tragic consequences of crimes of passion. However, amidst these concerning findings, a glimmer of hope emerges with the clear preference for education (33.3%) and counseling (30.0%) as lasting solutions. This suggests that participants recognize the value of preventative measures and targeted interventions in addressing the root causes of crimes of passion. By bringing together education programs that equip individuals with the tools they need to manage their emotions effectively, improved access to high-quality counseling services, and early intervention programs designed to address the negative impacts of adverse childhood experiences, communities can create a more comprehensive preventative framework.

Considering educational initiatives that go beyond traditional curricula, delving deeper into the realm of emotional intelligence, these programs could equip individuals with the skills necessary to identify their emotions, understand their triggers, and develop healthy coping mechanisms for managing them constructively. This might involve learning relaxation techniques like mindfulness meditation or deep breathing exercises to manage stress and anxiety. Additionally, communication skills training could play a vital role, teaching individuals how to express their needs and wants assertively, listen effectively to others, and navigate conflict resolution in a peaceful and productive manner. By fostering emotional intelligence through targeted education programs, counselors can empower individuals to navigate challenging situations constructively, reducing the risk of emotions escalating into violence. While education plays a crucial role in prevention, the data highlights the need to address existing gaps in counseling services. Improved access to high-quality

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counseling services is essential for those already struggling with emotional turmoil, past trauma, or unhealthy coping mechanisms. For someone grappling with the aftermath of a violent incident, finally seeking help from a qualified counselor, these services can provide a safe space for individuals to process their emotions, develop healthy coping mechanisms, and address the root causes of their struggles. However, the current system seems to be falling short, with a significant portion of participants never receiving counseling at all. This highlights the need to address these gaps by increasing the availability of qualified counselors, potentially exploring telehealth options to improve accessibility, and ensuring services are offered at affordable rates to ensure everyone has access to the support they need.

The study also sheds light on the potential role of pastoral counselors. While the data reveals moderate confidence in pastoral counselors (53.3%), it also suggests that they might not be the sole or preferred intervention for everyone. However, this does not negate their potential value. Pastoral counselors, acting as spiritual guides, can offer support and understanding during a deeply challenging time. For a person grappling with immense guilt and remorse after a crime, finding comfort and direction through spiritual counseling, pastoral counselors can help individuals find meaning in their experiences, reconnect with their faith, and navigate the often complex path towards forgiveness, both for themselves and others. The key lies in fostering collaboration between pastoral counselors and mental health professionals. By working together, these professionals can ensure individuals receive the most comprehensive support possible. Pastoral counselors can identify individuals who might benefit from additional support and refer them to qualified mental health professionals for evidence-based therapeutic interventions. This collaborative approach can ensure individuals receive the multifaceted support they need to heal. The emphasis on the impact of childhood experiences underscores the importance of early intervention programs. In a community that implements programs that promote healthy parent-child relationships, these programs could equip parents with the tools and resources necessary to nurture positive emotional development in their children. This might involve workshops that teach effective communication skills, positive reinforcement techniques, and strategies for building strong emotional bonds. Additionally, providing support services to families struggling with adversity, such as poverty, addiction, or mental health issues, can help create a more stable and nurturing environment for children. Early intervention programs have the potential to disrupt the cycle of violence by

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addressing its root causes at a young age, fostering emotional well-being in children, and ultimately contributing to a safer and healthier community for all.

Strong family units are essential for fostering emotional well-being in children. For a child who feels safe, loved, and supported by their family, this sense of security provides a strong foundation for emotional development. However, many families struggle with various challenges that can impede their ability to provide this nurturing environment. The data from the Kiambu County study highlights the need for support services that address these challenges. These services could offer guidance on parenting skills, conflict resolution within families, and navigating difficult conversations about emotions and healthy relationships. Additionally, providing access to mental health services for parents struggling with their own emotional well-being can be crucial. By supporting families, counselors can empower them to create a safe and nurturing environment where children can develop the emotional resilience necessary to navigate life's challenges constructively. Universities and social service providers have a unique opportunity to collaborate in creating a safer learning environment. Considering a university that implements mental health screening programs for students, allowing for early identification of individuals who might be struggling, by partnering with social service providers, they can ensure students have access to the support they need, whether it is counseling services, support groups, or access to mental health professionals. Additionally, universities can play a vital role in promoting emotional intelligence and healthy relationship skills through workshops and educational initiatives. These efforts, combined with the support services offered by social service providers, can create a comprehensive safety net for students, fostering a learning environment that prioritizes both academic success and emotional well-being. This data from the Kiambu County study serves as a powerful call to action. By investing in preventative measures, from early intervention programs and support services for families to education initiatives and improved access to counseling, counselors can create a future where crimes of passion become less frequent. This multifaceted approach requires collaboration between various stakeholders, including universities, social service providers, religious institutions, mental health professionals, and policymakers.

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4.3.9 Campus Environment Influence and Projected Future Campus Safety

While 40.0% of participants perceived the campus environment as having a low influence, a substantial portion (36.7% medium, 23.3% high) did perceive some level of influence. This suggests that the campus environment might not be a universal factor, but for some individuals, it can play a significant role in contributing to these tragic events. For 40.0% of participants, the campus environment appeared to have minimal influence on the events leading up to the crime. This pattern would be attributed to several factors. For instance, if a university has a strong emphasis on mental health resources, readily available counseling services, and a culture that promoted healthy relationships, students would feel comfortable seeking help when struggling emotionally, potentially mitigating situations that could escalate into violence. Alternatively, some campuses had established clear reporting procedures for harassment or bullying, allowing students to address these issues proactively before they fester and contribute to feelings of anger or resentment. However, the data also painted a concerning picture for the 60.0% of participants who reported a medium or high level of influence from the campus environment. This suggests that for these individuals, their university experience might have played a role in the events leading up to the crime. Several potential factors could contribute to this influence. One of them is mental health resource iadequacy. If a university has limited access to mental health services, long wait times for appointments, or a lack of qualified counselors, this could leave students struggling with emotional turmoil without the support they need to manage their mental health effectively. Feelings of anxiety, depression, or past trauma could then go unaddressed, potentially escalating in moments of crisis. Another possible factor is unclear reporting procedures. A lack of clear or accessible reporting procedures for harassment or bullying can leave students feeling powerless and isolated. Considering a student experiencing repeated harassment from a classmate but unsure of how to report it, a lack of a clear reporting system can allow the harassment to continue, potentially fostering anger and resentment that could lead to violence. A culture of unhealthy relationships could be another factor. Some universities might have a social environment that tolerates or even glamorizes unhealthy romantic relationships. For a campus culture that normalizes possessiveness, jealousy, or controlling behavior within relationships, this can create a breeding ground for conflict and violence, particularly for students who have not yet developed healthy relationship skills.

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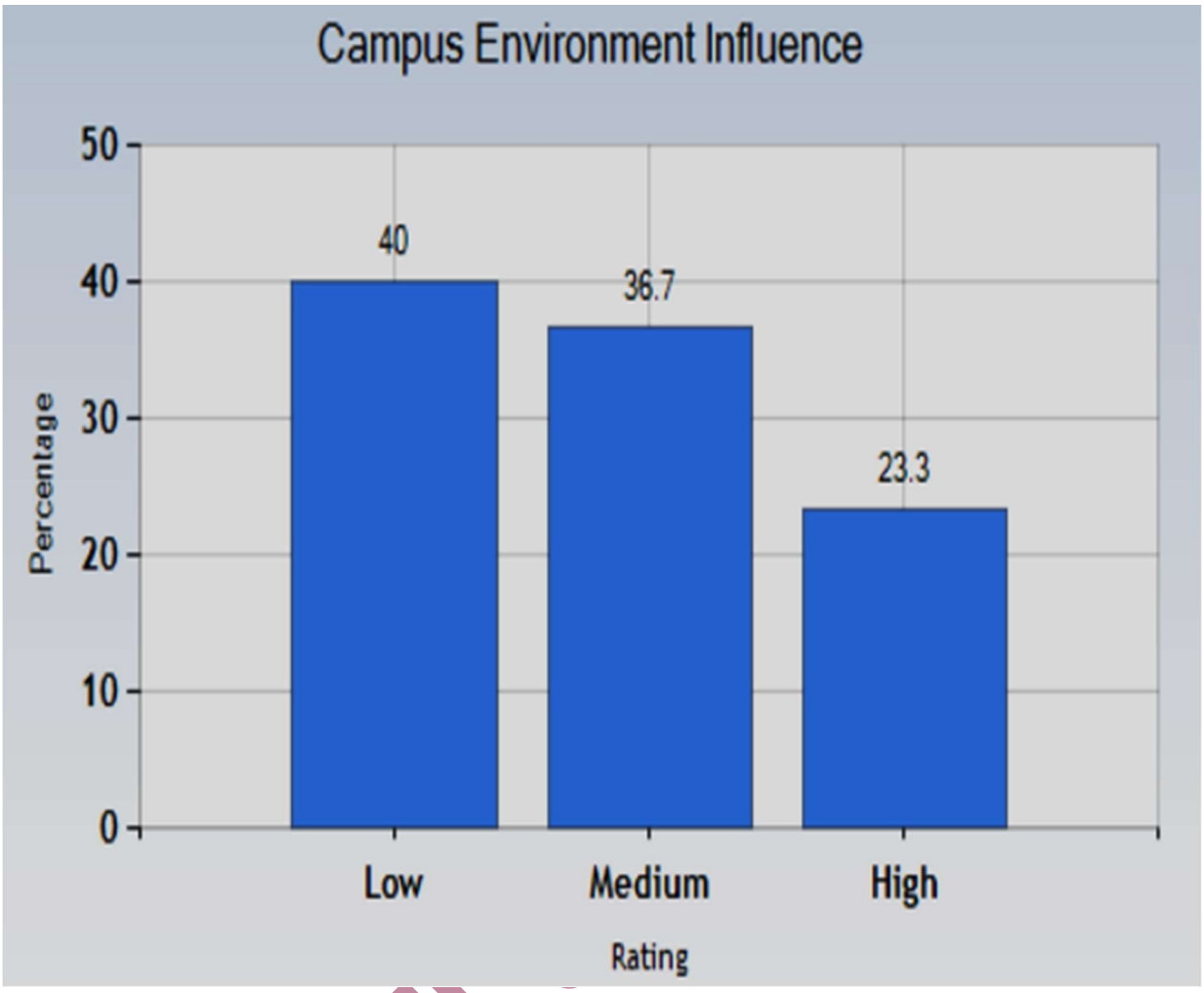


Figure 11: Influence of the campus environment on crimes of passion

The data on campus environment influence underscores the importance of further research. Exploring the specific factors – inadequate mental health resources, unclear reporting procedures, or a culture of unhealthy relationships – and their potential impact on student well-being is crucial. By understanding these risk factors, universities can implement targeted interventions to create a safer and more supportive environment for all students. In a university that implements a comprehensive mental health program, ensuring students have access to qualified counselors and short wait times for appointments, establishing clear reporting procedures for harassment and bullying, complete with accessible reporting channels and a strong support system for survivors, can empower students to address these issues promptly and effectively. Furthermore, promoting

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healthy relationship skills through workshops and educational initiatives can equip students with the tools they need to navigate romantic relationships constructively.

Notably, universities do not exist in isolation. Collaboration with social service providers can be crucial in creating a comprehensive support system for students. For a university that partners with a local mental health clinic to offer additional counseling services or workshops on emotional well- being, the implication is that by working together, the institutions and social service providers can ensure students have access to the resources they need to thrive both academically and emotionally. By delving deeper into the specific aspects of the campus environment that contribute to crimes of passion and implementing targeted interventions, universities can foster a safer and more supportive environment for all students. This, in turn, can contribute to a decrease in crimes of passion and ultimately create a more emotionally healthy community.

Future Campus Safety

The concerns expressed by the 30.0% who believe safety will decline cannot be ignored. These anxieties are likely stem from the very real issues highlighted throughout the study – inadequate mental health resources, unclear reporting procedures, or a culture that tolerates unhealthy relationships. Universities must take a proactive approach to addressing these concerns. This might involve allocating resources to expand mental health services, streamlining reporting procedures for harassment and bullying, and fostering a culture of respect and healthy relationships through targeted initiatives. The 30.0% who believe safety will remain stable represent a potential pitfall – a sense of resignation that can hinder progress. Universities must actively combat this by implementing preventative strategies that go beyond simply reacting to incidents. If a university that integrates mental health education into the curriculum, normalizes seeking help from counseling services, and establishes clear expectations for respectful behavior within relationships, these preventative measures can create a proactive approach to safety, fostering a culture of well- being and reducing the risk of future tragedies.

The future of campus safety hinges on collaboration. Universities can no longer operate in isolation. Working together with mental health professionals, law enforcement agencies, student organizations, and community groups can create a comprehensive safety net. A university that partners with a local mental health clinic to offer specialized services or collaborates with law

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enforcement to develop clear protocols for responding to incidents holds that by fostering these collaborative efforts, they can create a more robust safety infrastructure, empowering them to address campus safety challenges more effectively. The data from the Kiambu County study serves as a stark reminder of the importance of proactive measures. By harnessing the optimism for change, acknowledging and addressing concerns, and implementing preventative strategies, universities can create a future where students feel safe, supported, and empowered to thrive both academically and emotionally.

While the influence of the campus environment was not universal, a significant portion of participants attributed some level of blame to their university experience. This connection hints at a potential pathway towards a safer learning environment, one paved with strong support systems and open communication. In a university that pulsates with a sense of well-being, mental health resources may be plentiful, offering students a safe space to address emotional turmoil and past trauma. Workshops and educational initiatives equip students with the tools to navigate romantic relationships with maturity and respect, fostering healthy dynamics instead of jealousy and possessiveness. Clear reporting procedures for harassment and bullying empower students to voice their concerns, ensuring these issues are addressed before they fester and metastasize into violence.

Conversely, a university lacking these elements can become a breeding ground for tragedy. Students struggling with mental health issues, with nowhere to turn for help, might resort to unhealthy coping mechanisms that leave them emotionally vulnerable. Unclear reporting channels for harassment or bullying can leave students feeling unheard and powerless, fostering a simmering resentment that could erupt into violence. A campus culture that tolerates unhealthy relationships normalizes possessiveness and control, creating a dangerous environment where conflict and violence can easily take root. The study serves as a stark reminder of the interconnectedness of campus safety and student well-being. By prioritizing mental health resources, promoting healthy relationships, and establishing clear communication channels, universities can create a safety net that empowers students to thrive. This future, built on collaboration and a commitment to student well-being, offers a glimmer of hope in the face of tragedy.

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4.4 Chapter Summary

This chapter examined crimes of passion on college campuses, drawing on both interviews and surveys with 120 participants. By analyzing factors like social services, counseling, and student perspectives on safety, the research aimed to understand the issue and explore prevention strategies. The study revealed a support system for students in crisis that may not be fully effective. While some students reported positive experiences with social services, others felt they received minimal help. Similarly, satisfaction with counseling services varied greatly. These findings, along with the fact that many students had never received counseling, suggest potential weaknesses in the current support system. However, a promising trend emerged when students identified education and counseling as the most preferred solutions. Interviews further supported this, with students expressing a desire for programs that teach healthy relationships, emotional control, and conflict resolution. These findings suggest that a combination of education and counseling could be a powerful preventative approach. Additionally, collaboration between pastoral counselors and mental health professionals could ensure students receive well-rounded care.

The research also highlighted the lasting impact of childhood experiences. A significant portion of students perceived their childhood to have a strong influence on their behavior. Interviews confirmed this, with students describing negative childhood experiences that left them emotionally vulnerable. These early experiences can lead to unhealthy coping mechanisms and increase the risk of violence during emotional distress. While peer pressure was also identified as a factor, its influence appeared to be less significant than childhood experiences. Further research into peer group dynamics could help develop interventions to mitigate negative peer influences. By combining qualitative and quantitative data, the research suggests a more comprehensive approach to preventing crimes of passion on college campuses. Limited access to social services, ineffective counseling, negative childhood experiences, and unclear reporting procedures can create a fragile safety net for students in crisis. Conversely, a supportive campus environment with clear communication channels, educational programs promoting emotional well-being, improved access to effective counseling, and early intervention programs can create a more robust preventative framework.

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CHAPTER 5: DISCUSSION – TOWARD DEVELOPING AN ALTERNATIVE INTEGRATED PASTORAL COUNSELING MODEL

By drawing upon the qualitative and quantitative data explored in previous chapters, this research aims to indicate the complex interplay of factors that contribute to these tragedies, while simultaneously exploring potential avenues for prevention and fostering a safer learning environment. The research revealed a potential gap in the current support system for students in crisis. While some participants reported positive experiences with social services (53.3%), others felt they received minimal support (26.7%). The data on counseling services also painted a mixed picture, with satisfaction levels ranging from very satisfied to very dissatisfied, and a significant portion (33.3%) never having received counseling. These findings suggest a need to reimagine the support system for students struggling with emotional turmoil.

One key area for discussion is how to bridge the gap in access to social services and counseling. Universities and social service providers should explore ways to increase awareness of available resources, potentially through targeted outreach programs and educational initiatives. Furthermore, ensuring services are readily available, geographically accessible, and culturally competent can create a more inclusive support system. Additionally, enhancing the effectiveness of existing services by providing ongoing training to counselors and social service professionals on topics such as mental health awareness, trauma-informed care, and crisis intervention can improve student experiences and overall outcomes.

The moderate level of confidence expressed in pastoral counselors (53.3%) highlights their potential role in supporting students. However, the data also emphasized the importance of collaboration with mental health professionals. One avenue for discussion is exploring how to foster closer collaboration between pastoral counselors and mental health professionals. This could involve co-training initiatives, joint case management approaches, and establishing clear referral pathways. Furthermore, specialization within the counseling field could ensure students receive the specific support they need, potentially with dedicated counselors specializing in areas such as relationship issues, trauma, or anger management. The data revealed a promising trend with education (33.3%) and counseling (30.0%) emerging as the most preferred lasting solutions. Qualitative data supported these findings, with participants expressing a desire for programs that

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teach healthy relationship skills, emotional regulation, and conflict resolution. Counseling services were also seen as crucial for providing personalized support.

The preference for education highlights the potential of educational programs to equip students with the tools to manage challenging emotions and navigate relationships constructively. Universities and social service providers could consider developing and implementing programs that focus on topics such as emotional intelligence, healthy communication skills, conflict resolution strategies, and bystander intervention. These programs could be integrated into the curriculum or offered as workshops and seminars, ensuring accessibility for all students. The importance of counseling services in providing personalized support is undeniable. Universities should strive to increase access to effective counseling services, potentially by exploring partnerships with external mental health providers or expanding on-campus counseling resources. Furthermore, early intervention programs that address negative childhood experiences and promote healthy coping mechanisms could play a crucial role in preventing future tragedies. Schools and social services could collaborate on developing programs that identify students at risk and provide them with the necessary support and resources.

The data revealed a concerning trend: a high level of perceived influence from childhood/parental experiences (53.3%). Qualitative data corroborated this, with participants describing negative childhood experiences that left them emotionally vulnerable. These early life experiences can contribute to the development of unhealthy coping mechanisms and increase susceptibility to violence in moments of crisis. The moderate level of perceived peer group influence (33.3%) suggests that while peers can play a role, it is often not the sole factor. The significant influence of childhood experiences necessitates a focus on early intervention and parental support. Programs that promote healthy parent-child relationships, provide resources for struggling families, and identify and address childhood trauma that can help prevent negative experiences from laying the groundwork for future violence. Additionally, collaboration between schools, social services, and mental health professionals can ensure that students with challenging childhood experiences receive the appropriate support and intervention strategies.

While peer group influence was identified as a factor, its impact appeared less significant than childhood experiences. However, further research on peer group dynamics and how they influence

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risky behaviors could inform interventions designed to mitigate negative peer pressure. Universities could explore programs that foster positive social connections, promote healthy friendships, and develop leadership skills among students. Additionally, bystander intervention training can equip students with the tools and confidence to intervene safely in potentially dangerous situations involving their peers. The data on campus environment influence revealed a complex picture. While 40.0% of participants perceived it as having a low influence, a significant portion (59.3%) did recognize some level of influence. This underscores the need for a deeper understanding of the specific environmental factors that might be contributing to these tragedies.

The research identified the importance of clear reporting procedures for concerns related to violence or emotional distress. Universities should ensure that reporting channels are accessible, confidential, and well-publicized. Additionally, creating safe spaces where students feel comfortable seeking help and reporting concerns is crucial. This could involve establishing designated support centers, implementing confidential hotlines, or training faculty and staff to recognize and respond to signs of emotional distress. Promoting mental health awareness across the campus community can help reduce stigma and encourage students to seek help when needed. Universities could develop and implement campaigns that normalize mental health concerns, educate students on available resources, and highlight the benefits of seeking professional support. Additionally, fostering a sense of belonging and creating inclusive spaces for all students, regardless of background or identity, can contribute to a more supportive and nurturing learning environment.

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5.1 A Call to Action

The research underscores the importance of collaboration between universities, social service providers, mental health professionals, and students in preventing crimes of passion. These stakeholders can create a more comprehensive and effective preventative framework by working together. Universities and social service providers should explore collaborative initiatives that combine resources and expertise. This could involve co-developing educational programs, joint training for staff and faculty, or establishing referral pathways between on-campus and off-campus services. Fostering collaboration can ensure that students have access to a wider range of support options and ensure continuity of care when transitioning between services.

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Students also play a crucial role in creating a safer learning environment. Universities could encourage student participation in campus safety initiatives, potentially through student-led organizations or advisory boards. Additionally, empowering students to advocate for their own mental health needs and to seek help when needed is essential. This could involve workshops that teach students self-care strategies, communication skills, and how to identify and access available resources. Preventing crimes of passion on college campuses is a complex challenge that requires ongoing research, evaluation, and adaptation of prevention strategies. Universities and research institutions should invest in ongoing research to gain a deeper understanding of the factors contributing to crimes of passion on college campuses. This research should explore the role of social media, the changing dynamics of student life, and the impact of mental health trends on student well-being. By identifying emerging trends and potential risk factors, universities can develop more targeted and effective preventative measures.

Regularly evaluating the effectiveness of prevention strategies is crucial. Universities should develop clear metrics and data collection methods to track the impact of programs and interventions. This data can then be used to refine existing strategies, identify areas for improvement, and ensure that resources are being allocated effectively. Ultimately, creating a safer learning environment requires cultivating a culture of care and support. Positive relationships between faculty and students can play a significant role in promoting student well-being. Universities could explore faculty training programs on mental health awareness and early intervention strategies. Additionally, implementing mentorship programs that connect students with faculty members can provide valuable support and guidance. Integrating social-emotional learning (SEL) principles into the curriculum can equip students with the skills they need to manage emotions, build healthy relationships, and navigate challenges constructively. SEL programs could focus on topics such as self-awareness, self-management, social awareness, relationship skills, and responsible decision- making. By bringing these essential skills into the learning experience, universities can empower students to navigate the complexities of college life and foster a more supportive and inclusive campus environment.

The well-being of students extends beyond the physical boundaries of the campus. Universities can strengthen their support systems by collaborating with external resources in the community. Partnerships with local mental health providers, crisis hotlines, and domestic violence shelters can

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expand the range of support options available to students. Additionally, exploring teletherapy or online counseling services can provide students with greater flexibility and access to care, particularly for those residing off-campus or in remote locations. Technology can play a valuable role in promoting mental health awareness and providing accessible support resources. Developing mobile apps that offer self-care strategies, mental health assessments, or crisis intervention resources can empower students to take charge of their well-being. Additionally, utilizing online platforms for educational programs or support groups can provide students with greater anonymity and flexibility in accessing resources.

5.2 Pastoral Counseling Implications

Preventing crimes of passion on college campuses is a complex issue that demands a multifaceted approach. By fostering collaboration between universities, social service providers, mental health professionals, and students, a more comprehensive and effective preventative framework can be established. Investing in ongoing research, continuously evaluating the effectiveness of interventions, and cultivating a culture of care and support are all crucial steps toward safety and well-being for students on college campuses. The responsibility for creating a safer learning environment does not rest solely on the shoulders of universities or service providers. Individuals also have a role to play. Students can advocate for their own mental health needs, seek help when needed, and intervene safely in potentially dangerous situations. Faculty and staff can be trained to recognize signs of emotional distress and provide appropriate support or referrals. Ultimately, a collective effort that emphasizes individual responsibility and a shared commitment to safety is essential for fostering a thriving learning environment. Normalizing help-seeking behavior and breaking down the stigma surrounding mental health are crucial steps in creating a culture of care. Universities can promote open communication about mental health through awareness campaigns, workshops, and by featuring positive narratives of students who have sought help. Additionally, encouraging faculty and staff to openly discuss mental health resources and create safe spaces for students to seek support can contribute to a more supportive campus environment. The skills and knowledge gained through educational programs and support services can equip students not only to navigate college life, but also to promote their well-being throughout their lives. Universities can provide resources and guidance on how to access mental health services beyond graduation, empowering students to maintain healthy coping mechanisms and build resilience in

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the face of future challenges. Safety on college campuses is constantly under construction. New research findings, evolving student needs, and emerging social trends necessitate ongoing adaptation and improvement of preventative strategies. By maintaining a commitment to continuous improvement, fostering a culture of collaboration and open communication, and prioritizing student well-being, universities can create safer and more supportive learning environments where all students can thrive.

5.3 The Alternative Framework: An Alternative Integrated Counseling Model (ICM) for Campus Safety

The research on crimes of passion on college campuses has exposed a multitude of cracks in the foundation of traditional support systems. Inconsistencies in social services leave students vulnerable during moments of emotional crisis. Some students report positive experiences, navigating a well-oiled system of support that helps them weather emotional storms. Others, however, find themselves facing limited resources and inadequate support and reporting systems in their time of need. These inconsistencies highlight a system in need of a critical overhaul. Similarly, satisfaction with counseling services varies widely, with a significant portion of students never having received counseling at all. This paints a troubling picture of potential gaps in the current support system, leaving gaping holes where a robust safety net should be. The data suggests a system that may be failing to meet the diverse needs of its student population.

However, the research does not paint a completely bleak picture because some hope emerges when participants identify education and counseling as the most preferred solutions for preventing these tragedies. Interviews further echo this sentiment, with students yearning for programs that equip them with the tools to navigate life's challenges constructively. In educational workshops and seminars that blossom into vibrant learning hubs, where students are empowered with the knowledge and skills they need to navigate the complexities of emotional well-being, these workshops could delve into the intricacies of healthy relationship dynamics, fostering a deeper understanding of love, respect, and communication within partnerships. Emotional intelligence becomes a core competency, with students learning to identify their emotions, understand their triggers, and develop a toolbox of healthy coping mechanisms. Communication skills flourish, equipping students with the ability to express their needs and wants assertively, listen effectively

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to others, and navigate conflict resolution in a peaceful and productive manner. By integrating these educational threads, counselors can empower students to build healthy connections, manage their emotions effectively, and resolve conflict peacefully, ultimately fostering a more emotionally intelligent and resilient student population.

A readily available and accessible mental health service forms the cornerstone of the Integrated Counseling Model (ICM). This is not merely a service tacked onto the existing system; it is the bedrock upon which a culture of well-being is built. Expanding on-campus counseling services and transforming them into havens of support staffed by qualified and compassionate professionals becomes a cornerstone of the model, aimed at restoring healthy on-campus relationships among students. Partnering with local mental health professionals broadens the support network, ensuring a wider range of expertise is available to students. Utilizing telehealth options shatters geographical barriers, making counseling services accessible to students regardless of their location. Individual and group therapy sessions become a safe space for exploration and healing. Past traumas can be addressed, burdens can be shared, and students can be equipped with coping mechanisms tailored to their unique needs. Group therapy sessions foster a sense of connection and belonging, allowing students to realize they are not alone in their struggles. Through individual and group sessions, students can build emotional resilience, developing the inner strength to navigate challenges and emerge stronger.

The ICM recognizes the power of peer support, understanding that sometimes the most comforting voice comes from someone who has walked a similar path. With student-led support groups or mentoring programs blossoming into vibrant communities of care, these groups provide a safe space for students to connect, share experiences, and offer encouragement to one another. Students facing similar challenges can find solace in shared experiences, fostering a sense of belonging and community. The stigma surrounding mental health can begin to dissipate as students feel comfortable opening up and seeking support from their peers. Mentorship programs pair experienced students with those navigating the challenges of college life for the first time. The wisdom and guidance offered by mentors can be invaluable, helping new students adjust to the academic and social rigors of college life. These peer support systems can foster a sense of belonging and community, reducing feelings of isolation that can sometimes contribute to emotional turmoil. By integrating peer support into the fabric of the ICM, counselors create a

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network of support that extends beyond the walls of a counselor's office, fostering a sense of connection and belonging that is crucial for student well-being.

The acknowledgement of spiritual well-being within the Integrated Counseling Model (ICM) reflects a holistic understanding of the human experience. This recognition goes beyond the purely psychological aspects of mental health, embracing the significance that faith and spiritual practices can play in a student's life. Collaboration with pastoral counselors on campus or partnering with local religious organizations opens a doorway to spiritual guidance and support during challenging times. These counselors, steeped in their respective faith traditions, can offer students a safe space to explore their spiritual questions and anxieties. They can provide solace through religious rituals and practices, fostering a sense of inner peace and hope. Furthermore, pastoral counselors can work hand-in-hand with mental health professionals to ensure students receive a well-rounded approach to healing. For a student struggling with overwhelming anxiety, a mentalhealth professional might equip them with relaxation techniques and cognitive behavioral therapy tools, while a pastoral counselor could offer spiritual practices like meditation or prayer that complement these techniques. By working together, mental health professionals and pastoral counselors can address a student's needs on multiple levels, fostering a sense of wholeness and well-being.

The beauty of the ICM lies in its inherent flexibility. It is not a rigid mold forced upon every campus community; instead, it is an adaptable framework that can be tailored to the specific needs of each student population. In a large, urban university with a diverse student body, this institution might choose to prioritize the development of online resources and telehealth options to ensure accessibility for students with busy schedules or those living off-campus. A smaller, rural college might choose to focus on fostering a strong sense of community through peer support groups and mentorship programs, leveraging the close-knit nature of its campus environment. By acknowledging the unique needs of each community, the ICM empowers universities to create a comprehensive safety net that is both effective and culturally sensitive.

The ICM represents a paradigm shift in how universities approach student safety and well-being. It moves beyond a reactive approach to crisis management, where the focus lies on responding to incidents after they occur. Instead, the ICM embraces a proactive strategy focused on prevention and well-being. In a university culture where mental health is openly discussed and prioritized,

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students are encouraged to seek help before they reach a breaking point, and readily available resources are there to meet their needs. Educational workshops become a cornerstone of the student experience, equipping students with the emotional intelligence and communication skills necessary to navigate life's challenges constructively. By investing in the ICM and prioritizing student mental health, universities can cultivate a safer and more supportive learning environment. This proactive approach, woven from the threads of education, accessible counseling, peer support, and spiritual guidance, has the potential to transform college campuses into havens of well-being, ultimately fostering a future where crimes of passion become a distant memory.

The implementation of the Integrated Counseling Model (ICM) necessitates a collaborative effort that extends beyond the walls of the university. While the ICM equips the university itself with a robust framework for supporting student well-being, true success hinges on fostering partnerships with external organizations and stakeholders.

Given a collaborative network woven between the university, local mental health providers, and community organizations, mental health providers in private practice can offer their expertise by participating in workshops or guest lectures, enriching the educational component of the ICM. This collaboration expands the knowledge base available to students and ensures they are exposed to a diversity of perspectives within the mental health field. Furthermore, partnerships with community organizations can open doors to additional resources and support services. Considering a local domestic violence shelter partnering with the university to offer specialized workshops on healthy relationships and conflict resolution, these workshops can equip students with the knowledge and skills to identify and avoid unhealthy relationship dynamics, potentially preventing future tragedies. Collaboration with local crisis hotlines can ensure students in immediate emotional distress have access to 24/7 support, offering a crucial lifeline during moments of crisis. By integrating these partnerships in the fabric of the ICM, universities can extend their reach and ensure students have access to a comprehensive network of support that extends far beyond the campus itself.

The success of the ICM also hinges on fostering a culture of open communication and dismantling the stigma surrounding mental health. In a university environment where students feel comfortable discussing their mental health struggles without fear of judgment or

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discrimination, this cultural shift can be fostered through educational campaigns that normalize seeking help and celebrate

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mental health as a crucial component of overall well-being. Student-led initiatives can play a pivotal role in this cultural transformation. For student organizations, hosting mental health awareness events, creating safe spaces for open dialogue, and inviting guest speakers to share their personal stories of overcoming mental health challenges, integrating these aspects of open communication and stigma reduction into the ICM, implies that universities can create an environment where students feel empowered to seek help before they reach a breaking point.

The long-term impact of the ICM extends far beyond the prevention of crimes of passion. By investing in student mental health and well-being, universities can cultivate a generation of emotionally intelligent and resilient individuals. For graduates who possess the communication skills to navigate conflict constructively, the emotional intelligence to manage their well-being effectively, and the social connections that foster a sense of belonging, they tend to be better equipped to thrive in their personal and professional lives, becoming positive and contributing members of society. The ripple effects of the ICM, reaching outwards from the walls of the university, have the potential to foster a more compassionate and well-adjusted world.

The Bible repeatedly emphasizes the importance of love and compassion. Jesus himself taught, "Love your neighbor as yourself" (Matthew 22:39), and the apostle Paul exhorts believers to "Be kind and compassionate to one another, forgiving each other just as God forgave you in Christ" (Ephesians 4:32). These principles underscore the need for counselors to approach students with empathy, understanding, and a genuine desire to help. The concept of forgiveness is central to Christian theology and plays a crucial role in healing and reconciliation. Jesus taught his disciples to pray, "Forgive us our debts, as we also have forgiven those who are indebted to us" (Matthew 6:12). This highlights the importance of releasing the burdens of guilt and resentment that can contribute to negative emotions and behaviors. The Bible also offers a message of hope and restoration, emphasizing the possibility of personal transformation and renewal. "If anyone is in Christ, they are a new creation; the old has gone, the new has come!" (2 Corinthians 5:17). This verse reminds humans that God can work powerfully in the lives of individuals, bringing about healing and change. Similarly, the Bible recognizes the interconnectedness of physical, emotional, spiritual, and social well-being. Proverbs 3:9 encourages humans to "Honor the Lord with your

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wealth, and with the firstfruits of all your increase," suggesting that a truly fulfilling life involves attending to all aspects of life.

The emphasis on love and compassion guides counselors to approach students with empathy and understanding, fostering a safe and supportive environment for personal growth. The biblical principles of forgiveness and redemption provide hope for students who may be struggling with emotional wounds or past mistakes. In this case, the model seeks to address all aspects of a student's life, recognizing the interconnectedness of their physical, emotional, spiritual, and social well-being. Therefore, counselors can draw upon biblical teachings to provide spiritual guidance and support, helping students connect their faith to their challenges.

Notably, the ICM is built upon four core principles:

Prevention

College can be a mixture of emotions. New friendships blossom, academic pressures mount, and figuring out who you are can feel like a never-ending puzzle. The ICM recognizes this emotional whirlwind students face and takes a proactive stance. Instead of waiting for problems to explode, the ICM equips students with the skills they need to navigate the ups and downs of college life in a healthy way. For a campus transformed from a place of emotional confusion to a vibrant environment where students feel empowered to manage their feelings, workshops and seminars become bustling hubs of learning, offering students the tools they need to become emotional ninjas. These workshops delve into the complexities of human emotions, helping students identify what makes them tick. They learn to recognize their emotional triggers – maybe it is a looming deadline, a fight with a friend, or a bad grade on a test. Once they understand their triggers, they can develop healthy coping mechanisms. Instead of bottling up their emotions or letting them explode, students might learn relaxation techniques like deep breathing or mindfulness exercises. They might discover healthy outlets for their emotions, like journaling, exercise, or creative pursuits. With these tools in their toolbox, students are better equipped to weather emotional storms with resilience, bouncing back from setbacks and maintaining a sense of calm even when things get tough.

Communication skills get a major upgrade too. Gone are the days of awkward stumbles and misunderstandings. The ICM equips students with the power of clear and effective

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communication.

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Students practice expressing themselves confidently and assertively, ensuring their needs and feelings are heard. They also learn the art of active listening, paying close attention to what others are saying and putting themselves in their shoes. This fosters empathy and understanding, paving the way for more meaningful connections. Conflict resolution becomes a superpower, not a dreaded battle. Students learn to navigate disagreements peacefully, using clear communication and problem-solving skills to find solutions that work for everyone. This shift from yelling and a slamming doors, to adopting calm discussions and a compromise, creates a more positive and supportive learning environment for all.

Relationships become a haven of support and joy, not a battlefield of drama. The ICM equips students with the knowledge to build healthy connections based on mutual respect, trust, and open communication. They learn to identify red flags – unhealthy behaviors, controlling tendencies, or a lack of respect for boundaries. By recognizing these early warning signs, students can avoid getting caught in unhealthy relationships that can lead to emotional turmoil. Setting boundaries becomes a crucial skill, allowing students to establish clear expectations for how they want to be treated in a relationship. This protects their emotional well-being and fosters connections that are built on mutual respect and care. The ICM does not just equip students with the knowledge to avoid unhealthy relationships; it also empowers them to cultivate healthy ones. Students learn the importance of open communication, sharing their feelings and needs honestly with their partners. This fosters a deeper level of connection and trust, creating a safe space where students feel supported and loved.

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But the ICM does not stop at equipping students with these valuable skills. It also recognizes that sometimes everyone needs a helping hand. The ICM works to break down the stigma surrounding mental health, making it okay for students to seek help when they need it. In a campus culture where seeking support for emotional struggles is as normal as going to the doctor for a physical checkup, students feel comfortable talking to counselors about their anxieties, religious advisors about their spiritual struggles, or even just a friend who can offer a listening ear and a shoulder to cry on. By fostering a supportive network and normalizing help-seeking behavior, the ICM ensures that students have access to the resources they need to maintain their emotional well-being.

By focusing on prevention, the ICM aims to stop problems before they start. It empowers students

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to be active participants in their own emotional well-being, equipping them with the skills they need

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to manage their emotions effectively, navigate relationships constructively, and seek out support when needed. This proactive approach is key to creating a future where college campuses are free from violence and students can thrive, both academically and emotionally. An environment where students navigate the challenges of college life with confidence, resilience, and a strong sense of self is the future the ICM strives to create, a future where college campuses become havens of well- being and emotional intelligence.

Collaboration

College can be a pool of challenges. Between navigating a complex course load, forging new friendships, and charting the course for their futures, students can easily find themselves feeling overwhelmed. The Integrated Counseling Model (ICM) recognizes this and acknowledges that universities, standing alone, cannot effectively address these multifaceted challenges. Collaboration, therefore, forms a cornerstone of the ICM – it is akin to constructing a bridge of support for students. For a university campus transformed into a vibrant facility, created from the threads of collaboration between universities themselves, social service providers, mental health professionals, and the students themselves, each thread plays a crucial role in creating a comprehensive and secure safety net that supports students on a multitude of levels.

Universities assume the role of leaders in this collaborative effort. They can significantly expand their counseling centers, ensuring a greater number of therapists and counselors are readily available to students in need. Furthermore, universities can host informative workshops designed to equip students with valuable skills, such as techniques for managing stress or navigating conflict resolution in a constructive manner. By fostering a welcoming environment that prioritizes open communication, universities can create a safe space where students feel comfortable seeking help and expressing their vulnerabilities without fear of judgment.

Social service providers bring an additional layer of support to the table, offering specialized expertise in assisting individuals through difficult times. These dedicated professionals can provide crucial guidance in navigating a variety of crises, such as sudden financial hardship, the loss of housing, or the need for emergency financial aid. For a student facing the threat of eviction – the university, working collaboratively with a social service provider, can connect them with temporary housing solutions and essential resources to help them regain their footing, social

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service providers

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serve as a vital lifeline for students facing unforeseen challenges, ensuring they are not left to navigate these difficulties alone.

Mental health professionals, akin to the doctors of the mind, possess the expertise to diagnose and provide treatment for various mental health conditions, including anxiety and depression. Collaboration empowers universities to forge partnerships with therapists, psychologists, and psychiatrists within the surrounding community. This collaborative approach broadens the spectrum of expertise available to students, ensuring they have access to the most appropriate treatment options for their specific needs. Telehealth options can also be explored, shattering geographical barriers and ensuring that students in remote locations or with busy schedules can still access these vital mental health services. Considering a student struggling with the debilitating effects of depression – the university, working hand-in-hand with a mental health professional, can connect them with therapy sessions and appropriate medication to effectively manage their condition, through collaboration, universities can also ensure that students receive the comprehensive mental health care they deserve.

Students are not relegated to the passive role of recipients of support within the ICM framework. Instead, they are empowered to become active participants in their well-being. Collaboration fosters a space where student groups can flourish, through organizing workshops that explore the complexities of healthy relationships or raise awareness about mental health challenges. In a student organization creating a designated "Chill Zone" on campus, a haven where students can unwind, participate in stress-relieving activities like games, and de-stress during demanding exam periods, the implication is that by actively engaging students in the conversation and encouraging them to be agents of positive change, the ICM cultivates a campus culture steeped in empathy and mutual support, a culture where everyone feels a sense of responsibility for the well-being of their peers. This spirit of teamwork is the very essence of the ICM's strength. By fostering collaboration between universities, social service providers, mental health professionals, and the student body itself, the ICM creates a comprehensive safety net that catches students before they fall. It fosters a sense of shared responsibility for student well-being, ensuring that no student confronts their struggles in isolation. Within this collaborative environment, students are not only equipped to weather challenges but also empowered to thrive, ultimately fostering a more positive and supportive learning environment for all.

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Accessibility

The Integrated Counseling Model (ICM) recognizes a fundamental truth: accessibility is the cornerstone of student well-being. With a university campus transformed, not a context of confusing resources and hidden support systems, but a vibrant hub where help is readily available, geographically accessible, and culturally competent, the ICM strives to dismantle the barriers that often prevent students from seeking the support they deserve. Obtaining help should not be a frustrating odyssey of long wait times and appointment struggles. The ICM prioritizes the expansion of on-campus counseling services, ensuring a sufficient number of qualified professionals are available to meet with students in a timely manner. Innovative approaches, such as online scheduling tools and extended service hours, are explored to accommodate the busy schedules that define student life. Picture a student experiencing a sudden wave of anxiety. The ICM ensures they can connect with a counselor shortly after reaching out, receiving the support they need without delay.

Geographical barriers are no longer an insurmountable obstacle in the pursuit of well-being. The ICM acknowledges that not all students reside on campus or possess the flexibility to attend in-person appointments. To bridge this gap, the model embraces telehealth options. Considering a student living off-campus or grappling with a physical disability, telehealth empowers them to connect with a counselor virtually, ensuring distance does not become an impediment to receiving essential support. The ICM understands that a one-size-fits-all approach to mental health is not only ineffective but also potentially harmful. It actively seeks to cultivate a culturally competent support system. Counselors and staff undergo training that equips them to understand and appreciate the diverse backgrounds, values, and belief systems of the student body. This ensures that students feel comfortable expressing themselves openly and confident that their unique experiences are understood and respected. For a student from a different cultural background struggling to adjust to the complexities of campus life, a culturally competent counselor can provide support that is sensitive to their specific needs and cultural context.

Making help easy to find is paramount. The ICM eliminates the confusion and frustration that can often deter students from seeking support. Information about support services is clear, readily available, and disseminated in multiple languages. This might involve prominently featuring

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information on the university website, posting flyers around campus in high-traffic areas, or even establishing a student organization dedicated to mental health awareness. For a student unsure of where to turn for help, the ICM ensures they can easily find clear and comprehensive information about all the support services available to them. Spreading awareness is crucial. The ICM recognizes that sometimes students might not even realize they need help. It actively works to destigmatize mental health and emphasize the importance of seeking support. This might involve workshops, presentations, or even just encouraging students to share their own stories. Also, given a student who has been struggling but does not know it is okay to ask for help, the ICM raises awareness about mental health so that students know they are not alone and that it is okay to reach out for the support they deserve. Breaking down the stigma surrounding mental health is a vital step. The ICM tackles this challenge head-on by creating a safe and supportive environment where everyone feels comfortable talking about mental health. This might involve creating peer support groups or having faculty and staff openly share their own mental health experiences. For a student worried about being judged for seeking help, the ICM cultivates a culture where it is okay to talk about mental health, so students feel comfortable reaching out for the support they need.

Empowerment

The Integrated Counseling Model (ICM) is not satisfied with just offering help. It seeks to turn students into the builders of their own happiness. In a college campus that is not just about having resources available, but where students feel like they are in charge, the ICM does this through three main ideas: self-awareness, self-advocacy, and getting help when you need it. The road to feeling good starts with looking inside yourself. The ICM offers workshops and classes to help students understand themselves better. Given students doing exercises that help them figure out what stresses them out, how their feelings work, and how to spot the early signs of stress or anxiety, this learning implies that they would be way more prepared to handle the challenges of college life. But just knowing yourself is not enough. The ICM also helps students speak up for themselves. Workshops and classes teach students how to communicate clearly and confidently. For a student who has a tough professor, the ICM gives them the tools to have a good conversation, stand up for themselves, and find a solution that works for everyone. The ICM also gets rid of the idea that asking for help is a bad thing. Through workshops and campaigns, the model makes it normal to seek help. They want students to see mental health professionals as

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partners who can help them feel better. When it

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comes to a student who is feeling depressed, the ICM creates a safe space where they feel comfortable talking to a counselor or therapist, knowing they'll be listened to and supported.

By giving students power in these important areas, the ICM makes them feel responsible for their own well-being. Students become active participants in taking care of their mental health, not just people who receive care. This shift in thinking helps students deal with challenges in a strong way, develop healthy coping mechanisms, and ultimately succeed in both school and life. The ICM recogizes that students come from all kinds of backgrounds and learn in different ways. To make sure everyone feels empowered, the model uses a variety of teaching methods. There are interactive workshops, informative presentations, and even support groups run by other students, all catering to different learning styles. For a student who learns best by working with others, the ICM offers interactive workshops that encourage participation and open discussion. On the other hand, a student who prefers to learn alone can benefit from informative presentations.

The ICM understands that being culturally aware is key to creating a truly empowering environment. Counselors and staff go through training that helps them understand and appreciate the different backgrounds, values, and beliefs of the students. This ensures that students from all walks of life feel comfortable expressing themselves openly and confident that their unique experiences are understood and respected. For the case of a student from a different culture who is having a hard time adjusting to college life, a culturally competent counselor can provide support that is sensitive to their specific needs and cultural background. The impact of the ICM goes beyond just one student. By fostering a culture of self-awareness, self-advocacy, and getting help when you need it, the model creates a wave of well-being that spreads throughout the entire campus community. Students who feel empowered to take charge of their mental health are more likely to create supportive and understanding relationships with their peers, fostering a more positive and inclusive learning environment for all. The outcomes becomes a campus transformed by the ICM, where students not only do well in school but also cultivate a deep sense of well-being that empowers them to succeed in all aspects of their lives.

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5.3.1 Components of the ICM Model

The ICM integrates various components to provide a multi-layered approach to student support:

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Educational Programs

The Integrated Counseling Model (ICM) functions as a comprehensive framework designed to support student well-being on multiple levels. It achieves this by incorporating various components that work together seamlessly. One such crucial component is the implementation of Educational Programs. These programs specifically target social-emotional learning (SEL), with the overarching goal of equipping students with the necessary skills to navigate the complexities of social interaction and emotional intelligence. With a vibrant school environment where students are actively engaged in SEL programs, these programs do not simply focus on academics, but delve into the realm of emotional intelligence, fostering a deep understanding of one's own emotions and the emotions of others. Students develop a toolbox of healthy relationship skills, enabling them to build positive and supportive connections with their peers. Conflict resolution strategies are honed, empowering students to navigate disagreements in a constructive and respectful manner. Bystander intervention training equips students with the knowledge and confidence to intervene effectively in situations where they witness bullying or harassment. Through these educational programs, the ICM empowers students to become active participants in fostering a safe and inclusive learning environment.

Mental Health Services

The Integrated Counseling Model (ICM) recognizes that well-being extends beyond academic success. It incorporates Mental Health Services as another crucial component to provide a holistic support system for students. This translates to expanding access to effective counseling services, ensuring that students facing mental health challenges have a safe space to seek help and receive the support they deserve.

There are two primary ways the ICM achieves this expanded access. The first involves forging partnerships with external providers. For a university collaborating with established mental health organizations in the surrounding community, this collaboration broadens the spectrum of expertise available to students, ensuring they can connect with therapists or counselors who specialize in specific areas. For instance, a student struggling with relationship issues might benefit from a counselor specializing in couples therapy or communication skills. The second approach involves

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strengthening on-campus counseling centers. The ICM prioritizes the expansion of these centers, ensuring a sufficient number of qualified professionals are readily available to meet with students. Additionally, specialization within the counseling field is encouraged. With a dedicated team of counselors on campus, some specializing in trauma, others in anger management, and others offering general counseling services, this specialization allows students to be matched with a counselor who possesses the specific expertise to address their unique needs.

Early Intervention

The Integrated Counseling Model (ICM) goes beyond simply reacting to student struggles. It functions as a comprehensive framework, designed to support student well-being on multiple levels. This holistic approach is achieved by incorporating various components that work together seamlessly, each playing a vital role in fostering a safe and nurturing environment for students to thrive. One such crucial component is the implementation of Educational Programs. These programs specifically target social-emotional learning (SEL), with the overarching goal of equipping students with the necessary skills to navigate the complexities of social interaction and emotional intelligence.

In a vibrant school environment where students are not just passively absorbing information, but actively engaged in dynamic SEL programs, these programs extend beyond the traditional confines of academics, delving into the realm of emotional intelligence. Students embark on a journey of self-discovery, fostering a deep understanding of their own emotions and the emotions experienced by others. This newfound awareness empowers them to develop a toolbox of healthy relationship skills. Through interactive exercises and role-playing scenarios, students learn effective communication strategies, laying the foundation for building positive and supportive connections with their peers. Conflict resolution strategies are honed, transforming students from bystanders to proactive participants who can navigate disagreements in a constructive and respectful manner. Bystander intervention training equips students with the knowledge and confidence to intervene effectively in situations where they witness bullying or harassment. Considering a student witnessing a tense situation between classmates, the ICM empowers them to step in as a mediator, utilizing their newly acquired conflict resolution skills to de-escalate the situation and facilitate a peaceful resolution.

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The impact of these educational programs extends far beyond the individual student. By fostering a culture of emotional intelligence and commitment to positive social interactions, the ICM empowers students to become active participants in shaping a safe and inclusive learning environment. They are not merely passive recipients of knowledge, but rather capable individuals who can navigate the social landscape with empathy, respect, and a willingness to contribute to a harmonious school community. This shift in perspective cultivates a sense of shared responsibility for fostering a positive learning environment, where students feel comfortable expressing themselves openly and know they can rely on their peers for support and understanding.

Peer Support Networks

The Integrated Counseling Model (ICM) is not satisfied with just offering professional help. It understands that feeling connected and supported by peers is a crucial element of well-being. To address this need, the ICM incorporates Peer Support Networks as a central pillar. These networks take various forms, all designed to cultivate a sense of belonging and provide students with a supportive social circle. For a school environment buzzing with activity, not just in classrooms but also in vibrant student-led organizations, these organizations cater to a wide range of interests, creating a space for students who share a passion for film, music, nature, or anything else under the sun to connect, build friendships, and participate in activities they truly enjoy. Picture a film club where students bond over their love of movies, discussing everything from classic cinema to the latest releases. Or perhaps a nature club allows students to connect with each other while exploring the beauty of the outdoors, fostering a sense of camaraderie and appreciation for the natural world. These organizations go beyond simply providing entertainment; they create a sense of belonging and community, reducing feelings of isolation that students might experience, especially during challenging transitions or when adjusting to a new school environment.

Mentoring programs are another avenue explored by the ICM to cultivate strong peer support networks. In a program that strategically pairs older students with younger students, the older students, often referred to as mentors, play a vital role in providing guidance and support to their younger peers as they navigate the complexities of school life. This mentorship fosters a sense of connection and belonging for both parties. The younger students benefit immensely from the advice and experience of their mentors, gaining valuable insights into academics, social interactions, and navigating the school system. The mentors, on the other hand, develop valuable

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leadership skills

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and a sense of purpose by helping others. By providing a platform for older students to share their knowledge and experiences, the ICM empowers them to become role models and contribute positively to the school community. The impact of these peer support networks extends far beyond simply offering companionship. By nurturing a sense of community and belonging within the student body, the ICM creates a powerful support system that goes beyond professional help. Students feel supported not just by counselors or therapists, but also by their peers, creating a stronger and more resilient learning environment for all. For a student who might be struggling academically or feeling socially isolated, through a peer support network, they can connect with others who share similar experiences or interests. This sense of belonging and camaraderie can provide invaluable emotional support, boosting their confidence and sense of self-worth. Additionally, peer support networks can foster a culture of empathy and understanding within the school community. Students learn to support one another, creating a more positive and inclusive environment where everyone feels valued and respected. Hence, the ICM recognizes that well-being thrives not just on professional intervention but also on the foundation of strong social connections. By fostering peer support networks through student-led organizations and mentoring programs, the ICM cultivates a sense of belonging and empowers students to support one another. This holistic approach creates a more positive and resilient learning environment where all students feel valued, connected, and empowered to thrive.

Bystander Intervention Training

The Integrated Counseling Model (ICM) extends its reach beyond individual well-being and fosters a culture of care within the student body. Bystander Intervention Training emerges as a crucial component, equipping students with the skills and confidence to intervene safely in potentially dangerous situations involving their peers. In a school environment where students are not just focused on their studies, but empowered to become active participants in creating a safe and supportive space for everyone, envisioning a training session buzzing with activity, students are not passively listening to a lecture, but actively engaged in simulations and role-playing scenarios. The ICM equips them with a framework for bystander intervention, often referred to as the "5 Ds": Direct, Delegate, Delay, Distract, Document. Through these steps, students learn to first notice a potentially harmful situation, like bullying or harassment. They then decide if and how to intervene, considering their safety and the specific circumstances. If intervention feels unsafe or beyond their

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capacity, they can delegate the responsibility to a trusted adult or campus security. Alternatively, they might employ distraction techniques to de-escalate the situation or directly confront the perpetrator calmly and assertively.

The impact of bystander intervention training ripples far beyond the training session itself. For a student witnessing a heated argument between classmates, the ICM empowers them to step in as a mediator, not as a bystander. By utilizing the skills learned in training, they can assess the situation, choose the most appropriate intervention method, and potentially prevent a minor disagreement from escalating into a physical altercation. This not only protects the students involved but also fosters a sense of shared responsibility for maintaining a safe and respectful learning environment. Bystander intervention training is not just about equipping students with skills; it is about fostering a culture of courage and empathy. The ICM dismantles the "bystander effect," a phenomenon where individuals are less likely to intervene in a situation with more witnesses. Through training and open discussions, the model encourages students to challenge this mentality and recognize the power of their actions. They learn that even a seemingly small intervention can make a significant difference in preventing harm and promoting a more positive and inclusive school community. Thus, the ICM's bystander intervention training empowers students to become active guardians of their peers' well-being. It equips them with the knowledge and confidence to intervene in potentially dangerous situations, fostering a culture of care and shared responsibility within the student body. This proactive approach not only promotes individual safety but also contributes to a more positive and supportive learning environment for all.

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Clear Reporting Procedures

The Integrated Counseling Model (ICM) stretches beyond the pursuit of individual student well-being. It recognizes the paramount importance of fostering a safe and secure environment for the entire student body. To achieve this, the model incorporates clear reporting procedures as a critical component. These procedures ensure that students have readily available and clearly defined channels to report any concerns related to violence or emotional distress, empowering them to seek help without fear or hesitation. In a school environment transformed by a culture of open communication and trust, students no longer feel burdened by the weight of silence when faced with bullying, harassment, or emotional struggles. The ICM dismantles the barriers that often impede students from seeking help by establishing designated support centers. These

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centers can

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take various forms, some existing as physical locations within the school building, offering a familiar and accessible space for students to seek support. Others might operate as virtual platforms, accessible from anywhere with an internet connection, catering to students who might feel more comfortable expressing themselves remotely. Regardless of the format, these centers are staffed by trained professionals who create a safe and confidential space for students to express their concerns and receive the support they deserve.

Beyond designated support centers, the ICM might also establish confidential hotlines. Given a student experiencing a crisis in the middle of the night. The ICM ensures help is readily available 24/7 through these hotlines. Operating anonymously, these hotlines offer students a safe haven to report concerns or seek guidance during moments of vulnerability. Trained counselors are readily available on the other end of the line, providing a listening ear and offering initial support and resources. This ensures that help is never out of reach, regardless of the time of day or the student's location. The ICM's commitment to clear reporting procedures extends beyond dedicated reporting channels. The model actively trains faculty and staff to identify and respond to signs of distress in students. For a dedicated teacher who notices a student exhibiting a concerning shift in behavior, such as social withdrawal or significant changes in sleep patterns, the implication is that through comprehensive training, the ICM equips this teacher to recognize these signs as potential indicators of emotional distress. Empowered with this knowledge, the teacher can initiate a gentle conversation, offering support and resources, or discreetly connect the student with the appropriate support services. This proactive approach ensures that students experiencing emotional difficulties are not left to navigate their struggles alone. By establishing clear reporting procedures, the ICM empowers students to take an active role in ensuring their own safety and well-being. It fosters a culture of open communication and trust, where students feel comfortable seeking help without fear of judgment or reprisal. This not only benefits individual students by ensuring they receive the support they need, but also creates a safer and more supportive learning environment for everyone within the school community. When students feel safe and supported, they are better equipped to focus on their academic pursuits and thrive in all aspects of school life.

Technology-Based Resources

The Integrated Counseling Model (ICM) embraces innovation and recognizes the power of technology in promoting student well-being. It incorporates Technology-Based Resources as a key

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component, providing students with convenient and accessible tools to support their mental health journey. In a world where students can access self-care strategies, mental health assessments, and crisis intervention resources right from their fingertips, the ICM leverages technology to bridge the gap between students and mental health support, empowering them to take charge of their well- being in a way that seamlessly integrates with their digital lifestyles. One way the ICM achieves this is through the development of mobile apps. These apps go beyond simply being games or social media platforms. They serve as a comprehensive toolkit for student mental health. For an app that offers a variety of self-care exercises, from guided meditations and relaxation techniques to mindfulness prompts and mood trackers, students can personalize their experience, choosing activities that resonate with them and creating a self-care routine that fits seamlessly into their daily schedule. Additionally, these apps might include mental health assessments. These assessments can be anonymous and provide students with valuable insights into their emotional well-being. By screening for symptoms of anxiety, depression, or other mental health concerns, the apps can empower students to seek help if needed and connect them with appropriate resources.

The reach of technology-based resources extends beyond individual apps. The ICM might also develop online platforms for educational programs or support groups. When it comes to a student struggling with social anxiety who feels hesitant to attend an in-person support group, the ICM offers a safe and anonymous online platform where students can connect with peers who share similar experiences. Through online forums and chat rooms, students can find support, share coping mechanisms, and feel a sense of belonging in a virtual community. Educational programs can also be delivered online, providing students with flexible learning opportunities. Webinars or video modules on topics like stress management, healthy relationships, or building emotional intelligence can be accessed at the student's own pace and convenience. By incorporating technology-based resources, the ICM dismantles the stigma that can sometimes surround seeking help for mental health concerns. These resources provide students with a sense of anonymity and control, empowering them to take an active role in managing their well-being on their own terms. Additionally, technology allows the ICM to reach a wider range of students than traditional methods might. Students who are geographically dispersed, have busy schedules or feel uncomfortable seeking help in person can still access the support they need.

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Theological component

By Incorporating theological components, the ICM emerges as a framework for addressing emotional, psychological and spiritual trauma. This pattern will not only focus on healing but also integrate faith-based principles. Providing meaning, comfort, and direction during recovery, as well as well as addressing the needs of the whole person in terms of the mind, body, and spirit, are the theological cornerstones with which the model comes. The leading theological elements through which the ICM addresses the spiritual well-being of the client include guiding individuals through a theological foundation, suffering and healing, and Imago Dei (Image of God), which is a belief that every person is created in the image of God. Thus, the ICM emphasizes the dignity and worth of all people, hence influencing how individuals and communities are treated at all times. Redemption and restoration are also theological components of this model and they lean toward holistic care that includes the theological notion of healing and restoration, aimed at addressing the brokenness, not just physically but also spiritually. Through the ICM, thus, counsellors can explore theological insights on suffering, emphasizing God's presence and care in moments of pain (Psalm 34:18).

5.3.2 Implementation and Evaluation

The successful implementation of the ICM requires a multifaceted approach:

Collaboration: To ensure a comprehensive and coordinated support system, universities should establish partnerships with relevant stakeholders, including social service providers, mental health professionals, and student organizations. These partnerships can provide additional resources, expertise, and support for students who are struggling with emotional distress or at risk of engaging in harmful behaviors.

Training and Development: Faculty, staff, and student leaders play a crucial role in identifying students who may be at risk and directing them toward appropriate resources. Therefore, it is essential to provide training on mental health awareness, early intervention strategies, and how to direct students towards the ICM. This training should equip individuals with the knowledge and skills to recognize signs of distress, offer initial support, and facilitate referrals to the counseling services.

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Resource Allocation: Universities need to allocate sufficient resources to support the implementation and ongoing development of the ICM. This includes funding for staff, training programs, counseling services, and other necessary resources. Adequate funding is essential to ensure the sustainability and effectiveness of the model.

Evaluation and Feedback: Regular evaluation and feedback are crucial for ensuring the continuous improvement and adaptation of the ICM. Universities should collect data on the number of students utilizing the model, the types of issues addressed, and the outcomes achieved. Additionally, student feedback can provide valuable insights into the strengths and weaknesses of the model. By regularly evaluating the ICM, universities can identify areas for improvement and make necessary adjustments to ensure its effectiveness in meeting the needs of students.

5.3.3 Strengths of the Integrated Counseling Model (ICM)

One of the strengths is that it is a holistic approach. The ICM addresses student well-being from multiple angles, incorporating prevention, education, intervention, and support services. This comprehensive approach is more likely to address the complex factors contributing to crimes of passion. It also fosters collaboration. The model emphasizes collaboration between universities, mental health professionals, social service providers, and students. This fosters a unified support system and ensures all relevant stakeholders are working towards the same goal. Accessibility is another strength. The ICM prioritizes accessibility by offering a variety of support options, including in-person counseling, online resources, and peer support networks to reach to wider audneces in multicultural settings. The strength involving empowerment is also notable. The model focuses on empowering students to take charge of their well-being. By promoting self-awareness, self-advocacy, and help-seeking behaviors, the ICM equips students with the tools they need to navigate challenges and maintain good mental health. Lastly, the ICM model is prevention-focused. The ICM prioritizes prevention through education programs like social-emotional learning (SEL) and bystander intervention training. This proactive approach aims to prevent issues before they escalate into violence.

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5.3.4 Weaknesses of the ICM Model

Implementation challenges are notable. Implementing the ICM effectively may require significant resources for training, program development, and hiring additional staff. Universities might face budgetary constraints or logistical hurdles in implementing all aspects of the model. Evaluation measurement adds to its complexity. Measuring the long-term impact of the ICM on student well-being and campus safety can be challenging. Developing clear metrics and data collection methods is crucial, but attributing positive outcomes solely to the ICM might be difficult due to external factors. Adaptability forms another potential weakness of ICM. The model needs to be adaptable to meet the specific needs of different college campuses. Varying demographics, campus size, and existing resources necessitate tailoring the ICM to each unique environment. This requires ongoing needs assessment and program adjustments. The factor of sustainability is also worth acknowledging. The long-term sustainability of the ICM depends on continued university commitment. Maintaining funding, staffing, and ongoing program development requires a long- term vision and institutional support. The potential for overlap is further noteworthy. There is a possibility of overlap between different components of the model, such as SEL programs and bystander intervention training. Careful planning and coordination are needed to ensure efficient use of resources and avoid redundancy.

5.3.5 The Role of Counselors in ICM Implementation

To effectively address the unique needs and challenges faced by university students in Kiambu County, an integrated pastoral counseling model was developed. This model considers some key factors. One of them is academic stress whereby university students often experience significant academic pressure, which can contribute to emotional distress and mental health issues. The counseling model should address the stress-related concerns of students, providing strategies for managing academic workload, time management, and exam preparation (Bagai and Faimau, 2021:31). Social pressures are another factor. Peer pressure, relationship difficulties, and cultural expectations impact students' emotional well-being. Thus, the counseling model offers support for navigating social relationships, resolving conflicts, and addressing cultural challenges (Barbayannis *et al.* 2022:6). There is also the factor of religious beliefs and practices. Understanding the religious

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beliefs and practices of the student population is crucial for tailoring the counseling model to their specific needs. Incorporating spiritual guidance and support can be beneficial for many students, providing a sense of purpose and meaning. Lastly, there is the factor of cultural context. Considering the cultural context of Kiambu County is essential for developing a culturally sensitive and relevant counseling approach. The model should be adapted to address the specific cultural values, traditions, and expectations of the student population.

Indeed, ICM incorporates both holistic and wholistic perspectives to provide a comprehensive approach to addressing emotional distress and preventing crimes of passion. The holistic approach focuses on the interconnectedness of an individual's various components, such as their physical, emotional, spiritual, social, and cognitive dimensions. By considering these parts in relation to each other, the ICM recognizes the complex interplay of factors that contribute to an individual's overall well-being. The wholistic perspective, on the other hand, emphasizes the importance of viewing the individual as a unified whole. This approach recognizes that the individual is more than the sum of their parts and that their experiences and behaviors are influenced by their unique combination of characteristics. By considering the individual as a holistic entity, the ICM provides a more personalized and effective intervention that addresses their specific needs and circumstances. The eventuality is that in the ICM, the holistic and wholistic approaches are integrated to create a comprehensive framework for counseling. The holistic perspective allows counselors to identify the underlying causes of emotional distress and potential triggers for criminal behavior, while the wholistic perspective ensures that the intervention is tailored to the individual's unique circumstances.

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Within the Integrated Counseling Model (ICM), counselors would play a multifaceted and crucial role in fostering student well-being and campus safety.

Direct Counseling Services:

- **Individual and Group Counseling:** Counselors would provide individual and group counseling sessions to students experiencing emotional distress, relationship issues, or mental health challenges. This could involve strategies like cognitive-behavioral therapy, trauma-informed care, or psychodynamic therapy, tailored to individual needs.

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- **Crisis Intervention:** Counselors would be equipped to respond to crises involving students at risk of harming themselves or others. This might involve active listening, de-escalation techniques, and connecting students with appropriate resources.

Educational and Preventative Roles:

- **Co-developing and Delivering Workshops:** Counselors could collaborate with faculty and staff to develop and deliver workshops on topics like mental health awareness, emotional intelligence, healthy relationships, conflict resolution, and bystander intervention.
- **Promoting Help-Seeking Behavior:** Counselors could play a vital role in normalizing help-seeking behavior and reducing the stigma associated with mental health. They could achieve this through informational campaigns, outreach programs, and open discussions within workshops and individual sessions.

Collaboration and System Navigation:

- **Collaboration with Other Professionals:** Counselors could collaborate effectively with social service providers, faculty advisors, and mental health specialists outside the university to ensure students receive comprehensive and coordinated care.
- **Referral and Case Management:** Counselors could assess student needs and provide referrals to appropriate campus resources or external mental health services. They might also participate in case management teams to ensure continuity of care for students requiring ongoing support.

Advocacy and System Improvement:

- **Data Collection and Evaluation:** Counselors could contribute to data collection and program evaluation efforts to monitor the effectiveness of the ICM and identify areas for improvement.
- **Advocacy for Improved Resources:** Based on their observations and data analysis, counselors could advocate for additional resources to strengthen mental health services and support systems on campus.

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Additional Considerations:

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- **Specialization:** The ICM could benefit from counselors specializing in areas like relationship issues, trauma, or anger management, catering to diverse student needs.
- **Cultural Competency:** Counselors should possess cultural competency skills to provide sensitive and effective support to students from diverse backgrounds.
- **Self-Care and Supervision:** Counselors must prioritize self-care and receive ongoing supervision to ensure their well-being and maintain professional effectiveness in a demanding environment.

To assess the effectiveness of the integrated pastoral counseling model, a series of role-playing scenarios were developed. These scenarios presented counselors with hypothetical cases of university students experiencing emotional distress or conflict, potentially leading to crimes of passion. The scenarios were designed to simulate real-world situations, incorporating a variety of factors such as academic stress, relationship difficulties, and cultural influences. Counselors were asked to apply the model's principles to develop appropriate intervention strategies. This involved identifying the underlying emotional triggers, developing personalized treatment plans, and utilizing evidence-based therapeutic techniques. The role-playing exercises provided a safe and controlled environment for counselors to practice their skills and receive feedback.

The role-playing scenarios revealed several positive outcomes. Counselors demonstrated a greater understanding of the emotional factors that contribute to crimes of passion and were able to identify appropriate interventions. They also expressed confidence in their ability to apply the model's principles in real-world situations. Additionally, the counselors appreciated the opportunity to practice their skills in a supportive environment and receive feedback from experienced trainers. However, while the role-playing exercises provided valuable insights, it is important to note that they do not fully replicate the complexities of real-world situations. Further research and implementation of the model in actual counseling settings will be necessary to fully assess its effectiveness in preventing crimes of passion among university students.

Important to remember is that pastoral theology, as a foundational discipline within the ICM, plays a crucial role in providing a theological framework for understanding human behavior, addressing spiritual needs, and offering guidance for ethical decision-making. It offers a theological

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understanding of human nature, including the nature of sin, redemption, and grace, providing a framework for understanding the underlying causes of emotional distress and the potential for spiritual healing. Additionally, pastoral theology provides ethical guidelines for counseling practice, ensuring that interventions are aligned with Christian values and principles, thereby maintaining the integrity of the counseling process and protecting the well-being of clients. Furthermore, pastoral theology helps individuals find meaning and purpose in their lives, especially during times of suffering or crisis. This can provide a sense of hope and resilience, which are essential for coping with emotional distress. Pastoral theology also encourages the use of prayer and meditation as tools for spiritual growth and emotional healing, helping individuals connect with a higher power and find inner peace.

In terms of ethical decision-making, pastoral theology guides ethical decisions in counseling practice, such as issues related to confidentiality, informed consent, and the limits of professional competence. It also helps counselors establish appropriate boundaries with clients, ensuring that the counseling relationship remains professional and therapeutic. Finally, pastoral theology can be integrated with counseling techniques to provide a more comprehensive approach to addressing emotional distress. For example, pastoral counselors may use biblical narratives, theological concepts, and spiritual practices to help clients understand and address their emotional challenges.

Overall, the Integrated Counseling Model presents a promising alternative to traditional support systems. By prioritizing prevention, fostering collaboration, ensuring accessibility, and empowering students, ICM can contribute to a safer and more supportive learning environment. Universities that embrace this model can create an avenue of well-being where students can flourish not only academically but also emotionally.

5.3.6 Chapter Summary

This chapter has proposed the Integrated Counseling Model (ICM) as an alternative approach to preventing crimes of passion on college campuses. The ICM emphasizes four core principles: prevention, collaboration, accessibility, and student empowerment. The model integrates various components like educational programs, accessible mental health services, early intervention strategies, peer support networks, and technology-based resources. The chapter acknowledges both the strengths and weaknesses of the ICM. Strengths include a holistic approach, collaboration between stakeholders, accessibility of services, and a focus on prevention and

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student

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empowerment. However, challenges like implementation hurdles, evaluation difficulties, and the need for adaptation require careful consideration.

Notably, counselors play a multifaceted role within the ICM. They provide direct counseling services, participate in educational and preventative initiatives, collaborate with various professionals, advocate for improved resources, and contribute to data collection and program evaluation. Specialization, cultural competency, and self-care for counselors are crucial for the model's success. Overall, the ICM offers a promising framework for promoting student well-being and preventing tragedies. By acknowledging potential weaknesses and empowering counselors to fulfill their multifaceted roles, universities can create a safer and more supportive learning environment for all students.

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CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

Crimes of passion among university students constitute a significant and complex issue demanding comprehensive attention, as evidenced by the findings presented in this study. The investigation into this phenomenon, conducted within the context of Kiambu County, aimed to illuminate the prevalence of such crimes, identify underlying factors contributing to their occurrence, assess the efficacy of existing support systems, and evaluate the potential of an integrated counseling model (ICM) as a viable intervention strategy. The data collected through various research methodologies, including surveys, interviews, and statistical analyses, provided a robust foundation for understanding the multifaceted nature of this problem.

The prevalence of crimes of passion among university students in Kiambu County emerged as a matter of considerable concern. The data vividly demonstrated a higher incidence of these crimes than previously anticipated, underscoring the need for targeted prevention and intervention strategies. This finding is consistent with emerging trends observed in other regions, suggesting that the issue may be more widespread than initially believed. Several factors contributed to the occurrence of crimes of passion, with relationship difficulties, emotional instability, and inadequate coping mechanisms emerging as key determinants. The complex interplay of these factors highlighted the need for a holistic approach that addresses the psychological, social, and emotional dimensions of student life.

A critical examination of existing support systems within the university context revealed significant shortcomings in addressing the complex needs of students affected by crimes of passion. While counseling services were available in some institutions, they often grappled with inadequate resources, insufficient personnel, and a limitation of specialized expertise necessary to provide comprehensive care. The fragmented nature of these services further hindered the delivery of coordinated and holistic support, leaving students to navigate disconnected resources. This fragmented landscape was exacerbated by the conspicuous absence of specialized programs designed to prevent or intervene in cases of crimes of passion, underscoring a critical gap in the support infrastructure. The limited availability of mental health professionals specifically trained in trauma-informed care compounded the issue, as students often required specialized support to

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address the psychological and emotional aftermath of these traumatic experiences. Moreover, the stigma associated with mental health challenges within certain cultural and social contexts deterred many students from seeking help, further isolating them and hindering their recovery. The lack of culturally competent services also posed a significant barrier, as students from diverse backgrounds may have faced additional challenges in accessing appropriate support. Furthermore, the existing support systems frequently operated in silos, with limited collaboration and information sharing among different departments and agencies involved in student welfare. This lack of coordination resulted in delays in accessing essential services, duplication of efforts, and a fragmented approach to care. The absence of clear referral pathways and protocols further hindered the seamless transition of students between different levels of support, exacerbating their vulnerability and distress.

In response to the identified shortcomings of existing support systems, the Integrated Counseling Model (ICM) emerged as a promising solution. Characterized by its interdisciplinary approach, the ICM sought to synergize the expertise of mental health professionals, social workers, pastoral counselors, and academic advisors to create a comprehensive and supportive ecosystem for students. This model aimed to deliver a continuum of care that addressed the multifaceted dimensions of student well-being, with the overarching goals of preventing crimes of passion, mitigating their impact, and facilitating the healing process for affected individuals. To fully realize the potential benefits of the ICM, a concerted and collaborative effort involving multiple stakeholders is essential. Universities hold a pivotal role in prioritizing the allocation of necessary resources to support the model's initiatives. By investing in the ICM, institutions could demonstrate a commitment to student well-being and create a supportive campus environment. Furthermore, forging strategic partnerships with community organizations, mental health agencies, and law enforcement agencies could significantly enhance the model's impact by expanding its reach and leveraging complementary expertise.

The ICM's effectiveness depends on its ability to adapt to evolving needs and circumstances. Continuous evaluation and refinement are therefore crucial to ensure its ongoing relevance and efficacy. By systematically collecting data on the model's outcomes and incorporating feedback from students, staff, and other stakeholders, universities could identify areas for improvement and make necessary adjustments to optimize the ICM's impact. Moreover, embedding a culture of

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continuous learning and improvement within the university community would foster a climate of innovation and adaptability, ensuring that the ICM remains responsive to the changing needs of students. Ultimately, the successful implementation of the ICM requires a holistic approach that encompasses not only the provision of counseling services but also preventive measures, early intervention strategies, and a supportive campus climate. By investing in the ICM and fostering a collaborative ecosystem, universities could take significant strides toward addressing the complex issue of crimes of passion and creating a safer and more supportive on-campus environment for all students.

In conclusion, crimes of passion among university students constitute a serious and multifaceted problem that demands comprehensive attention. The findings of this study underscore the need for a multi-pronged approach that encompasses prevention, intervention, and support. The ICM offers a promising framework for addressing these challenges and promoting the overall well-being of university students. By investing in the implementation and refinement of the ICM, universities can create safer and more supportive campus environments.

6.2 Recommendations

To mitigate crimes of passion among university students, there is a need to embrace the following recommendations:

Implement the Integrated Counseling Model (ICM): Universities should prioritize the implementation of the ICM as a cornerstone of their student support services. By integrating the expertise of various professionals, the ICM can provide comprehensive care for students affected by crimes of passion.

Enhance Counseling Services: Existing counseling services should be strengthened through increased staffing, expanded resources, and specialized training for counselors to address the unique needs of students experiencing relationship difficulties and emotional distress.

Develop Preventive Programs: Universities should invest in the development and implementation of preventive programs that focus on healthy relationship skills, emotional intelligence, and conflict resolution. These programs should be integrated into the curriculum and offered as extracurricular activities.

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Early Intervention: Implement early intervention strategies to identify students at risk of involvement in crimes of passion. These strategies should include screening processes, mental health assessments, and referral to appropriate support services.

Foster Collaboration: Establish partnerships with community organizations, mental health agencies, and law enforcement to create a comprehensive network of support for students. Collaborative efforts can enhance the effectiveness of prevention and intervention strategies.

Conduct Ongoing Evaluation: Regularly evaluate the impact of the ICM and other interventions to assess their effectiveness and identify areas for improvement. Data-driven decision-making is essential for optimizing the use of resources and maximizing outcomes.

Promote Research: Encourage further research on crimes of passion among university students to expand knowledge and inform the development of evidence-based interventions. Studies that explore the long-term consequences of these crimes and the effectiveness of different prevention and intervention strategies are particularly needed.

6.3 Future Research

While this study provides valuable insights into the prevalence, contributing factors, and potential interventions for crimes of passion among university students in Kiambu County, it is essential to acknowledge its limitations and identify areas for future research. A more comprehensive understanding of this complex issue requires further exploration of various dimensions.

Firstly, longitudinal studies are imperative to track the long-term consequences of crimes of passion on survivors, perpetrators, and the overall campus climate. Such research would provide invaluable data on the effectiveness of intervention programs and inform the development of more targeted support services. Additionally, comparative studies examining the prevalence and characteristics of crimes of passion across different universities and regions would contribute to a broader understanding of this phenomenon.

Secondly, in-depth qualitative research exploring the experiences of students who have been involved in or witnessed crimes of passion is warranted. Such studies can provide rich insights into the psychological and social impact of these crimes, as well as identify potential intervention

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strategies. Moreover, investigations into the role of social media and online platforms in facilitating or exacerbating crimes of passion are necessary to inform prevention efforts.

Thirdly, the effectiveness of the Integrated Counseling Model (ICM) in different cultural and socioeconomic contexts requires further investigation. While this study focused on a specific region, it is essential to examine the generalizability of the ICM to diverse populations. Additionally, research on the cost-effectiveness of the ICM compared to traditional counseling approaches would provide valuable information for policymakers and resource allocation.

Finally, exploring the intersection of crimes of passion with other forms of violence, such as domestic violence and sexual assault, is crucial. Understanding the underlying factors and risk factors associated with these interconnected issues can inform the development of comprehensive prevention and intervention programs.

Future research could explore whether there is a statistically significant link between having witnessed such a crime and reporting lower safety level ratings or a more negative outlook on campus safety in general. This investigation would provide a deeper understanding of the psychological impact of these experiences on students and could inform the development of targeted support systems. The support systems could encompass a range of services, including access to counseling and mental health resources. Additionally, the university could explore the feasibility of implementing educational programs that equip students with coping mechanisms for dealing with the emotional aftermath of witnessing a crime of passion. These programs could also provide students with knowledge about available support services and resources on campus.

Exploring factors such as the relationship between the survivor and perpetrator, the perceived severity of the violence, and the aftermath of the incident could provide valuable insights into the varying psychological impacts on witnesses. This deeper understanding could inform the development of more vivid support systems that cater to the specific needs of students who have been exposed to different types of crimes of passion. It is also important to consider the potential limitations of this data. Self-reported experiences of witnessing a crime of passion might be subject to recall bias or social desirability bias. Students might be hesitant to disclose such experiences, or their memories of the event might be colored by time or emotional distress. Future research could explore the use of anonymous reporting methods or triangulation with other data sources, such as campus security records, to potentially improve the accuracy and

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completeness of the data on

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witnessed crimes of passion. What is worth remembering is that the study's exploration of witnessing crimes of passion highlights a potentially critical factor influencing student perceptions of safety on campus. Further research investigating the correlation between witnessed crimes of passion and safety outlooks, along with the development of targeted support systems, could contribute significantly to fostering a safer and more secure learning environment for all students. By addressing these research gaps, future studies can contribute to a more comprehensive understanding of crimes of passion and inform the development of effective strategies to prevent and address this pressing issue.

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Appendices

Appendix A: Research Instrument – Questionnaire Introduction

My name is Edise Wairimu Ndirangu, and I am a PhD student at St. Paul's University, Limuru. As a PhD student at this institution, I am committed to conducting research that adheres to the ethical guidelines set forth by the Institutional Scientific Ethics Review Committee (ISERC). Therefore, this research on crimes of passion (*intentional acts of violence against another person that result in serious injury or death, and that are directly linked to a sudden and intense emotional outburst*) among university students will prioritize some key ethical considerations. About informed consent, all participants were provided with a clear and concise explanation of the research objectives, data collection methods, and potential risks and benefits of participation. Thus, they will have the opportunity to ask questions and voluntarily choose to participate or withdraw at any point. When it comes to confidentiality, the anonymity and confidentiality of all participants were strictly maintained. Data was anonymized during analysis and reporting, and no personally identifiable information was shared without explicit consent. Regarding privacy, the research respected the privacy of participants and avoided any intrusion into their personal lives beyond the scope of the current study. The central purpose of this investigation lies in the examination of crimes of passion among university students in Kenya. Specific objectives include:

1. To determine the prevalence of crimes of passion among university students in Kenya's Kiambu County
2. To examine the specific psychosocial factors that contribute to the prevalence of crimes of passion among university students in Kenya's Kiambu County
3. To examine the counseling systems used in counseling survivors of crimes of passion in Kiambu County's selected universities
4. To assess the effectiveness of an integrated counseling model toward the mitigation of crimes of passion among university students in Kiambu's selected institutions

Therefore, you are requested to fill in this questionnaire to your best level of knowledge possible. Also, participation in this study is voluntary. As such, should you feel uncomfortable or traumatized by the subject under investigation, while the data collection process proceeds, you are free to withdraw from participation at any stage. Notably, there was no penalty for such a

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decision to

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withdraw from participating in the study. Neither shall there be incentives for those who will fill in the questionnaire and return it for analysis and interpretation.

Section 1: Demographic Information

1. Age of the participant

   a) 20-24 years b) 25-29 years

   c) 30-34 years d) 35-39 years

   e) Over 40 years

2. Gender of the participant

   a) Male b) Female

3. Participant position

a) Faculty b) Student

4. For how long have you lived on/around this campus?

   a) 1 year b) 2 years

   c) 3 years d) Over 3 years

Section 2: Prevalence of Crimes of Passion

1. Indicate the degree to which you feel safe on your campus

Completely unsafe				Very safe
1	2	3	4	5

2. In the next year, might the campus be a worse or better place on which to live safely?

Worse				Better
1	2	3	4	5

7. Have you ever witnessed a crime of passion on your campus?

a) Yes

b) No

8. With crimes of passion in mind, do you rate your campus as a low, medium, or high crime zone?

a) Low

b) Medium

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c) High

9. Which campus population is the most vulnerable to crimes of passion?

a) Women

b) Men

c) Other

(Please specify.....)

10. In which months of the year are crimes of passion dominant on your campus? What reasons account for the prevalence of the crimes in those seasons?

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11. Describe the age groups of survivors and perpetrators of crimes of passion, if any.

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12. Briefly explain the means through which crimes of passion are committed on or around the university campus, if any.

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……

……

Section 3: Factors contributing to crimes of passion

13. On your campus, which group(s) commit(s) crimes of passion the most?

a) Women

b) Men

c) I do not know

14. What do you believe are the main causes of crimes of passion on your campus?

a) The need for revenge

b) Heartbreaks

c) Rage and extreme anger

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d) Fear of losing one's partner

e) Jealousy

f) Other

(Please specify.....)

15. What makes passion crimes prominent on university campuses in Kiambu County?

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16. Are there significant differences in the annual number of survivors of crimes of passion on university campuses in Kiambu County? If yes, why?

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17. What were the reactions of the campus community to any past news of crimes of passion?

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……

Section 4: Counseling systems and interventions or solutions to crimes of passion

18. How best are crimes of passion handled on or around your campus?

a) Depends on the crime's nature or situation

b) Police and community residents combined

c) Community residents

e) Police

f) Other

(Please specify.....)

19. Explain how the university community intervenes to prevent crimes of passion.

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20. How accessible are social amenities/services and recreational centers/activities in and around your campus?

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21. What role have those social services/amenities/centers played in mitigating crimes of passion – or otherwise?

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……

Section 5: The effectiveness of counseling systems for crimes of passion

22. Please indicate your level of satisfaction with on-campus pre- and post-crime counseling services

a) Extremely dissatisfied

b) Dissatisfied

c) Neutral

d) Satisfied

e) Extremely satisfied

23. Do you think counselors engage in a good job towards crime prevention on your campus?

a) Yes

b) No

24. How regularly do counselors provide crime-related therapeutic services on your campus?

a) Never

b) Daily

c) Weekly

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d) Monthly

e) Other

(Please specify.....)

25. How much confidence do you have in the role of pastoral counselors in preventing crimes of passion on your campus?

a) Not confident

b) Confident

c) Extremely confident

d) Other

(Please specify.....)

Section 6: General Inquiry/Questions

26. What do you believe can be lasting solutions to on-campus crimes of passion? Why?

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27. What do you believe are peer group influences on crimes of passion?

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28. Do you believe there is a childhood/parental influence on passion crimes? If yes, explain.

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29. Do you believe the campus environment influences patterns of crimes of passion? If yes, how?

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30. What do you foresee to be the status of Kiambu County in the next three years regarding campus safety versus passion crimes? Explain.

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Appendix B: Interview Guide

Students:

i. **Introduction:** Can you share some information about yourself, including your course, year of study, and any relevant personal experiences about university life in Kiambu County?

ii. **Awareness of crimes of passion:** How familiar are you with the term *crimes of passion*? Do you think it is a prevalent crime among university students in this region?

iii. **Personal experiences:** Have you or someone you know witnessed or experienced incidents that could be classified as passion crimes? If comfortable, please provide a brief overview.

iv. **Factors influencing student relationships:** In your opinion, what are the main factors influencing relationships among university students in Kiambu County, and how might these factors contribute to psychological or emotional challenges?

v. **Perceptions of counseling services:** What is your perception of the existing counseling services available on campus? Do you believe they adequately address the psychological and emotional needs of students dealing with relationship issues?

vi. **Pastoral counseling:** how familiar are you with the concept of pastoral counseling? In your view, could pastoral counseling be a helpful approach in addressing issues related to crimes of passion among university students?

vii. **Ideal support system:** From your perspective, what elements would you like to see in a counseling or support system to effectively address emotional and psychological challenges arising from relationship issues among students?

Faculty:

i. **Introduction:** Could you provide background information about your role at the university and your observations or experiences related to the well-being of students?

ii. **Awareness of student issues:** How aware are you of issues related to crimes of passion among students in Kiambu County? Have you come across any incidents or concerns raised by students in this regard?

iii. **Observations of student relationships:** From your perspective, what observations or insights do you have regarding the dynamics of relationships among university students, and how might these dynamics impact the well-being of students?

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iv. **Existing support services:** What support services or counseling resources are currently available for students dealing with emotional and psychological challenges, particularly those related to relationship issues?

v. **Perceptions of pastoral counseling:** How familiar are you with pastoral counseling, and do you believe it could be an effective approach in addressing issues like crimes of passion among students?

vi. **Faculty role in student support:** In your view, what role do faculty members play in supporting students dealing with personal or relationship challenges, and what additional support mechanisms could be implemented?

vii. **Feedback from students:** Have you received feedback from students regarding the effectiveness of existing support systems, and are these specific areas where improvements could be made?

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Appendix C: Study Area – A Map of Kiambu County, Kenya



Source: Kiambu County Government (2024)

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Appendix D: Research Plan/Timeframe

Activities	Period/Duration (in months)					
	1-2	3-4	5-12	13-15	16-17	18
Developing research aims and objectives						
Review of literature						
Selecting appropriate methods						
Collection of relevant data						
Quantitative analysis						
Qualitative analysis						
Developing recommendations						
Conclusion and future study						
Final Report Compilation and Submission						

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Appendix E: Budget

Resource	Budgetary Demand/Estimate in Kshs.
Transportation activities	
Travel expenses to seek institutional permission	25,000
Travel costs to obtain consent	25,000
Travel costs to collect primary data	50,000
Material supplies	
Administering questionnaires	25,000
Collecting primary data (interviews)	20,000
Organizing and printing primary data outcomes	5,000
Total Expenses	150,000.00

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Appendix F: Research_Permit_NACOSTI-P-24-36107

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 949561

Date of Issue: 30/May/2024

RESEARCH LICENSE



This is to Certify that Ms.. Edise Wairimu Ndirangu of St. Paul's University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kiambu on the topic: AN ALTERNATIVE INTEGRATED PASTORAL COUNSELING MODEL TO MITIGATE CRIMES OF PASSION: INSIGHTS FROM FACULTY AND UNIVERSITY STUDENTS IN KENYA'S KIAMBU COUNTY for the period ending : 30/May/2025.

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THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)

Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was the established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
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    ii. Adversely affect the lives of Kenyans
    iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
    iv. Result in exploitation of intellectual property rights of communities in Kenya
    v. Adversely affect the environment
    vi. Adversely affect the rights of communities
    vii. Endanger public safety and national cohesion
    viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
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13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and Innovation(NACOSTI),
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Appendix G: ISERC Approval Letter

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Private Bag 00217 Limuru,
Kenya
Email: office@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728-669000
(0) 736-424440

REF: SPU/157/2024 **Date: 16th May 2024**

TO: Edise Ndirangu
St. Paul's University

Dear Edise,

==========

REF: An Alternative Integrated Pastoral Counseling Model to Mitigate Crimes of Passion: Insights from Faculty and University Students in Kenya's Kiambu County

==========

Greetings,

This is to inform you that SPU- Institutional Scientific Ethics Review Committee has reviewed the above-named research proposal. **Your ERB approval number is 166, for the period between 16th May 2024 – 16th May 2025 (1 year).**

This approval is subject to compliance with the following requirements;

i. Only approved documents including (informed consents, study instruments) will be used.
ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SPU- Institutional Scientific Ethics Review Committee.
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SPU- Institutional Scientific Ethics Review Committee within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect

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the integrity of the research must be reported to *SPU- Institutional Scientific Ethics Review Committee* within 72 hours

v. Clearance for export of biological specimens must be obtained from relevant institutions.

vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.

vii. Submission of an executive summary report within 90 days upon completion of the study to SPU- Institutional Scientific Ethics Review Committee.

viii. Please note that it is within the ISERC's mandate to monitor your research and to do random visits to the site. All research is subject to post approval monitoring.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://research-portal.nacosti.go.ke and also obtain other clearances needed.

Yours sincerely,

Dr. Daniel Nzengya, PhD
Chairperson
SPU- Institutional Scientific & Ethics Review Committee

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(ISERC)
APPROVAL WITH CONTIGENCIES
RESEARCH DIRECTORATE
INSTITUTIONAL SCIENTIFIC ETHICS REVIEW COMMITTEE

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Private Bag 00217 LIMURU, KENYA
Email: office@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728 - 669000
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BOARD OF POSTGRADUATE STUDIES

17th May, 2024

National Commission for Science and Technology,
P.O. BOX 30623-00100,
Nairobi.

Dear Sir/Madam,

RE: RECOMMENDATION FOR EDISE WAIRIMU NDIRANGU – DPTLMR183820 TO CONDUCT RESEARCH

This letter confirms the above-named person is a student in the Doctor of Philosophy in Theology Program at St. Paul's University.

The second year consists of a major research work leading to a Thesis. The student's selected topic is:

"An alternative integrated pastoral counselling model to mitigate crimes of passions: Insights from faculty and university students in Kenya's Kiambu County."

Kindly grant this student the required permit.

Yours Faithfully,

DIRECTOR POSTGRADUATE STUDIES
ST. PAUL'S UNIVERSITY
17 MAY 2024
TEL: 020-2020505/10
PRIVATE BAG - 00217, LIMURU

Dr. John Muhoho
Director Board of Postgraduate Studies

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Edise Ndirangu

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