The Role of Teachers in Countering Student Radicalisation into Extreme Violence in Kajiado County, Kenya

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Abstract: Globally, there exists a threat of radicalisation of school-going children into extreme violence. The radicalisation and recruitment process takes place in more mundane places: learning institutions. School-going children in sub-Sahara Africa have been affected by radicalisation into extreme violence. Kenya has faced several terror attacks since 1975; Al-Shabaab attacks since 2013 recruiting Kenyan youths to its ranks. Students are taught, convinced and recruited to a jihadist from schools, mosques, and in slums. This is a growing concern, which encourages rote in teaching and learning. Therefore, determining the role of teachers in countering student radicalisation into extreme violence forms the objective of the study. Study question was: what was the level of knowledge of the teachers on factors triggering students to violent radicalisation in Kenya? The descriptive survey design was used by the study. The target population was 24,653 participants: 158 public secondary schools, 2,078 teachers, 22,351 students, 5 Sub-county Education Officers and 61 chiefs. The sample size was 286 subjects. Data collection instruments were the questionnaires, interview schedules and Focus Group Discussion guide. Data collected were both quantitative and qualitative. Quantitative data were coded and analysed at the 0.05 significance level by SPSS ver. 25.0. Information was presented using the tables and the figures. According to these results, the radicalisation of school-going children in Kajiado County exists. More than a third (1/3) of the teacher participants acknowledged the existence of radicalisation into extreme violence in their respective schools; $\chi2$ (2, N = 52) = 9.50, p < .05. Accessing the violent website (social network), using extremist narratives and ideologies to explain personal disadvantage and justifying the use of violence to solve societal issues suggested that there were signs of radicalisation; $H(3) = 9.88.$, $p = .02$, $H(3) = 9.43$, $p = .024$ and $H(3) = 20.56$, $p < .001$ respectively. Dropping out of students from school was also attributed to radicalisation into extreme violence, χ^2 (1, N = 52) = 14.23, p < .001). The study concluded that there existed radicalisation of school-going children into extreme violence in secondary schools in Kajiado County. The study recommended that the teachers trained on identifying radical characteristics in students and take appropriate measures to avert the looming disaster in schools.

Index Terms: Radicalisation, Schools, Terrorism, Violence

1. INTRODUCTION

The threat of extreme violence preceded by the process of radicalisation is a global problem. There is a need to understand how people get persuaded to become members of the terrorist factions. This is critical in the design and development of counter-terrorism measures for both developing and developed countries. Appreciating reasons for radicalising and recruiting an individual into a terrorist faction forms the basis of addressing the problem (Bhui *et al.*, 2016). Studies show that the recruitment of individuals into terror factions is performed in more mundane places such as cafes, schools, gym clubs or a more closed environment such as prisons (Perry & Scrivens, 2015; Weimann, 2015; Piasecka, 2019). Great Britain has had a lot of radicalisation and terrorism acts; the police reports show that terror networks were radicalising school-going children as young as thirteen-years-old (Bizina & Gray, 2014). Tamil Tigers, a Sri Lankan based terrorism faction, specialises in radicalising school-going children into becoming suicide bombers.

Historically, radicalisation into extreme violence was started and propagated by Osama bin Laden (founder of Al Qaeda – the base). In 1979, during Soviet troops invasion into Afghanistan, Osama bin Laden and his associates joined Mujahideen to fight them (Scheuer, 2011). The collaboration of the West and Saudi government to tame Osama and his entourage in the Middle-East led to the formation of Al-Qaeda in 1988. Al-Qaeda was born to fight off the *infidel* ideologies of the West (Christianity) and make Islam the only religion in the Middle East. During this time, Osama bin Laden and his associates formed Maktab-al-Khadamat as a recruitment network with global offices - in the USA (Brooklyn and Tucson's Arizona) (Farrall, 2017). He radicalised a lot of youths and school-going children into extreme violence globally – Al-Shabaab being one of them in Eastern Africa. Radicalisation processes were mostly propagated via radio and television sets. Currently, online recruitment via the dark web has taken the conventional methods. The global population has embraced the use of the internet due to its convenience and ease of connectivity. A lot of information is found online that made it possible for the terror faction to use it to reach potential recruits globally: learning institutions.

Sub-Saharan Africa has overwhelmingly experienced radicalisation of school-going children into extreme violence (de Bruijn & Both, 2017). The Jihadist statistics on terrorism indicated that most of the perpetrators of terrorism globally were young individuals who were lured by being promised monetary gains, and descending to paradise on accomplishing tasks assigned (Weimann, 2015). The

Jihadist recruiters took advantage of the social, economic, political and environmental challenges to radicalise the vulnerable youths into joining their cause. According to Botha (2014a), the East African region is prone to acts of terrorism: from 1975 to date. In general, member states and populace of East Africa have experienced violent extremism and more so the radicalisation of their youths into internationally affiliated terror networks as well as home-grown terror groups. Radicalisation has continued to spread building on the economic decline, violent conflicts and lack of strong and legitimate states. The increased cases of radicalisation in East Africa are attributed to the massive influx of immigrants.

Kenya has faced terror attacks from Al-Shabaab since 2013 – in 2013 Westgate Shopping Mall Attack (67), in 2014 Mpeketoni Attack (57), in 2015 Garissa University College Attack (148) and 2019 Nairobi Dusit D2 Complex Attack (21) (Anyim, 2019; Mwaniki, 2019). The youth converting into Islam have been found to being culpable of attacks in Kenya. Al-Shabaab and other radical actors are lecturing and recruiting in schools, mosques, and in "slums" around the Eastleigh area of Nairobi that is often called "Little Mogadishu" where Somali refugees gather and live. Kenyan security agencies established that radicalisation most occurred in schools (Botha, 2014b). Youth converts into Islam are the best suited to execute jihadist ideologies and terrorism acts. Therefore, just how prepared are secondary schools in countering radicalisation into extreme violence in Kenya? Teachers are important facets in societies whose roles are significant and valuable. They are part of students' development when they instil discipline and build student personality. They influence students' behaviours which is why the researcher opted to determine their role in countering student radicalisation in public secondary schools; their level of knowledge on factors triggering the student to radicalisation into extreme violence.

The radicalisation into extreme violence among school-going children is one of the greatest security concerns in Kenya (Mazrui, Njogu & Paul, 2018). The literature available lacks enough evidence to support the allegations of the process taking place within the learning institutions where the students are the primary targets. Kenyan security apparatus acknowledged that radicalisation was taking place in various schools across the country. The radicalisation process had expanded in various towns in Kenya including and not limited to Kakamega, Busia, Garissa, Mandela and Mombasa; however, there were no factual data to support these claims apart from the assumptions based on the disappearances among students. Taking note of 10 students in Isiolo Boys High School who left school and joined Al-Shabaab in Somalia (the Daily Nation, 2015). Lack of solid data supporting these claims as indicated in the security briefings informed this study in Kajiado County. Kajiado County was preferred due to its proximity to Nairobi City County and its increased influx of immigrants. Therefore, it was important that Kajiado County and the rest of Kenya not conflate radicalisation and terrorism.

1.1 Statement of the Problem

Kenyan schools nowadays are not instilling the right discipline and motivation to students exposing them to radicalisation. Carr-Hill, Mbwika and Peart (2019) posit that secondary school students believed that there were growing concerns of radicalisation, which encouraged rote in teaching and learning. These precarious conditions the students were left in, exposed them to radicalisation into extreme violence by terror groups: Al-Shabaab militants. Isiolo Boys High School in 2014 topped the list, where 10 of its students quit school to join Al-Shabaab in Somalia (the Daily Nation, 2015). Also, on the security watch, were Marsabit Mixed Secondary School and Moi Girls Secondary in Marsabit. The others were in western Kenya among them, Koseka, Birunda PAG Primary and St Patrick's Bumula Secondary School. However, not much new knowledge had been gained when it came to the specific aspect of the role of the teachers in countering students' radicalisation into extreme violence. Kenya has a burgeoning young population, who are at risk of radicalisation into extreme violence. Social, economic, political and environmental challenges are the catalysts towards youth joining violent extremist groups. The violent extremist factions remain active in Kenya and have extended their influence within its borders. Relatively, little empirical research had been done to determine why and how students were radicalised to join extremist groups such as Al-Shabaab; just how various learning institutions could effectively prepare themselves to counter radical extremists. Teachers being an important facet for future endeavours of students, their roles in countering radicalisation of students into extreme violence is important, hence the study. Homegrown terrorism has complicated the fight against terrorism. Besides, one of the most complex counter-terrorism measures lies in countering radicalisation. The study sought to determine the role of teachers in countering student radicalisation into extreme violence. This was guided by the question: what was the level of knowledge of the teachers on factors triggering students to violent radicalisation in Kenya?

2. RESEARCH METHODOLOGY

The study utilised a descriptive survey design that explicitly determined the role of teachers in countering students' radicalisation into extreme violence in Kenya. The study area was in Kajiado North and Isinya Sub-counties of Kajiado County in Kenya. The county was chosen due to its proximity to Nairobi City County-the Capital City County of the Republic of Kenya. Moreover, the county had received a lot of immigrants from different ethnic and religious backgrounds within and without Kenya. Besides, it is one of the major tourist destinations in Kenya due to the existing native cultures of the Maasai community. Due to all these factors, the study aimed at determining the role of teachers in countering student radicalisation into extreme violence in public secondary schools in the county. The researcher determined the level of knowledge of teachers in countering student radicalisation into extreme violence.

Kajiado County, as per the 2019 Kenya housing and Population census, has a population of 1,117,840 (KNBS, 2019). The target population for this study was all the public secondary schools (head-teachers, teachers, students), Sub-county Education Officers (SCEO) and Chiefs in Kajiado County. The data from the Ministry of Education (2016), shows that Kajiado County had 158 public secondary schools, 2,078 teachers, 22,351 students, 5 Sub-county Education Officers and 61 chiefs. The target population was 24,653 participants. Kajiado North and Isinya Sub-counties were purposively sampled because of their upsurge in population and proximity to Nairobi City County. Botha (2014) posit that Nairobi City County had been a recipient of most extreme radicalisation hence the choice of the two sub-counties. Simple random sampling was used to sample headteachers, teachers, students and Chiefs. Purposive sampling

was used to sample Sub-county Education Officers (SCEO). The total sample size was 286 subjects for both Kajiado North and Isinya Sub-counties in Kajiado County.

Data collection instruments were the questionnaires, interview schedules and Focus Group Discussion guide. Data collected were both quantitative and qualitative. Quantitative data were coded and analysed at the 0.05 significance level by SPSS ver. 25.0. Information was presented using the tables and the figures.

3. RESULTS AND DISCUSSION

The section shows the results of the public secondary school teachers with knowledge of radicalisation into extreme violence and its presence in public secondary schools in Kajiado County.

3.1 The level of knowledge by teachers on factors inducing students to radicalisation into extreme violence

Teachers are important facets in societies whose roles are significant and valuable. They are part of student development; they instil discipline and build student personality. They influence students' behaviours, thence determination of their level of knowledge on factors triggering student to radicalisation into extreme violence.

3.1.1 Radicalisation of the student into extreme violence

The study sought to determine the level of knowledge of the teachers on factors triggering students to radicalisation into extreme violence. Figure 3.1 illustrated the findings.
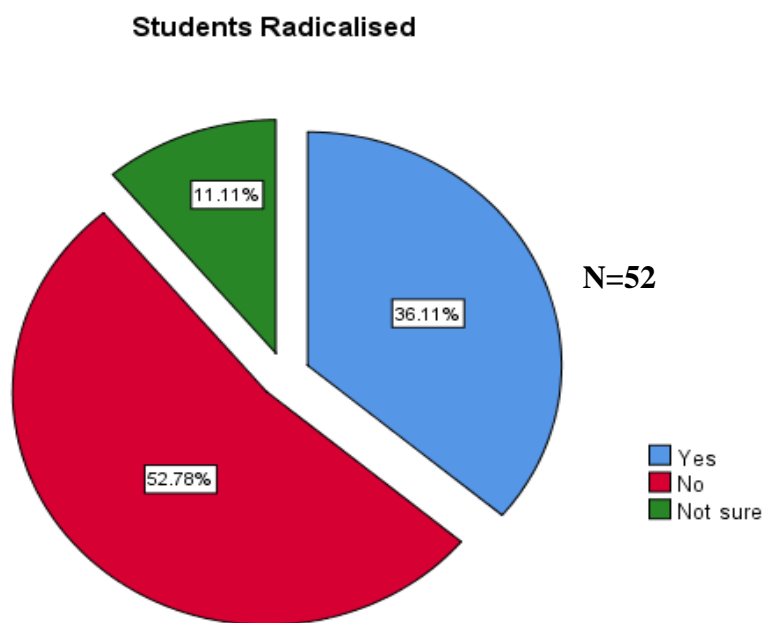
Figure 3.1: Student radicalised into extreme violence
Source: Researcher, 2019

The results in Figure 3.1 showed that 19 (36.1%) of the teachers accepted the existence of radicalisation amongst students. However, 27 (52.8%) of teachers rejected the existence of radicalisation of students into extreme violence in their respective schools. Moreover, 6 (11.1%) of teachers were not sure if students were being radicalisation in their respective schools.

The Pearson Chi-square test of goodness-of-fit was conducted to test whether teachers knew that students were being radicalised (Table 3.1).

Table 3.1: Student radicalisation

Test Statistics

	Students radicalised
Chi-Square	9.500[a]
Df	2
Asymp. Sig.	.009

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 12.0.

Source: Researcher, 2019

The teachers (n=52) were sampled to determine whether those who knew about student radicalisation into extreme violence (f=19) were equal to those who did not (f=27) and those who were not sure of its existence (f=6). A chi-square test of goodness-of-fit

was performed. The null hypothesis was rejected. The teacher level of knowledge on student radicalisation was not equally distributed in the population, χ^2 (2, N = 52) = 9.50, p < .05. More than a third (1/3) of the teachers acknowledged the existence of radicalisation into extreme violence in their respective schools.

Schools environment were mundane places for student recruitment to join the extremist violent factions (Perry & Scrivens, 2015). The current social trends have led to many risky exposures to school-going children to extreme violence. The slightest hint of radicalisation into extreme violence should be treated with utmost urgency to eliminate any potential impending terror acts. Agnew (2018) stipulated that young people were more at risk of joining terrorist groups or being arrested for terrorist offences. In line with his findings, the school-going children in Kenya were profiled to being at a higher risk of radicalisation into extreme violence by terror groups operating within and without Kenyan borders. FGD (2018a) noted that there existed radicalisation into extreme violence amongst students in secondary schools in Kajiado County. Moreover, SCEO (2018a) observed that school-going children were gullible and could easily stray and follow the wrong group that exposed them to extremist violent factions."

3.1.2 Signs of radicalization

The study sought to establish the signs of radicalisation among students in public secondary schools in Kajiado County. Table 3.2 illustrated the findings.

Table 3.2: Observing signs of radicalisation into extreme violence

Signs of radicalisation	Agree or Strongly Agree	Moderate	Disagree or Strongly Disagree
In contact with extremist recruiters	6.5%	9.7%	83.9%
Accessing violent extremist websites	22.6%	19.4%	58.1%
Accessing violent extremist literature	9.4%	25.0%	65.6%
Using extremist narratives to explain personal disadvantage	18.8%	12.5%	68.8%
Justifying the use of violence to solve societal issues	19.4%	12.9%	67.7%
Joining or seeking to join extremist organisations	9.4%	28.1%	62.5%

N=52

Source: Researcher, 2019

The results in Table 3.2 showed that there were various signs of radicalisation that could be related to student's behaviour regarding radicalisation into extreme violence. These signs of radicalisation into extremist violence were: access to violent websites 12 (22.6%), justifying the use of violence to solve societal issues 10 (19.4%), use of extremist narratives to explain personal disadvantages 9 (18.8%), accessing extremist literature 5 (9.4%), seeking to join the extremist factions 5 (9.4%) and being in contact with the extremist recruiters 3 (6.5%).

The Kruskal Wallis H test was conducted by the researcher to establish the differences between the knowledge on radicalisation into extreme violence according to years worked in the school by the teachers. Table 3.3 illustrated the Kruskal Wallis H test statistics.

Table 3.3: Kruskal Wallis H test on teacher level of knowledge on the radicalisation of students into extreme violence
Test Statistics[.b]

Variables	Kruskal-Wallis H	df	Asymp. Sig.
In contact with extremist recruiters	6.892	3	.075
Accessing violent extremist websites, especially those with a social networking element	9.877	3	.020
Possessing or accessing violent extremist literature	4.724	3	.193
Using extremist narratives and a global ideology to explain personal disadvantage	9.427	3	.024
Justifying the use of violence to solve societal issues;	20.557	3	.000
Joining or seeking to join extremist organisations	7.023	3	.071

a. Kruskal Wallis Test

b. Grouping Variable: How long have you been in the school

The results showed that there were no statistically significant differences between being in contact with extremist recruiters, possessing and accessing violent extremist literature and joining or seeking to join the extremist faction according to the years worked by the teacher in the school: $H(3) = 6.89$, $p = .08$), $H(3) = 4.72$, $p = .193$, $H(3) = 7.02$, $p = .07$ respectively. The researcher conducted the post hoc tests to test pairwise comparisons as illustrated in Figure 3.2.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Accessing violent extremist websites, especially those with a social networking element is the same across categories of How long have you been in the school.	Independent-Samples Kruskal-Wallis Test	.020	Reject the null hypothesis.
2	The distribution of Using extremist narratives and a global ideology to explain personal disadvantage is the same across categories of How long have you been in the school.	Independent-Samples Kruskal-Wallis Test	.024	Reject the null hypothesis.
3	The distribution of Justifying the use of violence to solve societal issues; is the same across categories of How long have you been in the school.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Figure 3.2: Kruskal-Wallis H Post Hoc test on teachers' knowledge on radicalisation
Source: Researcher, 2019

A Kruskal Wallis 1-Way ANOVA post hoc was conducted to compare the signs of radicalisation on secondary school students. It revealed that there were statistically significant differences between accessing the violent website (social network), using extremist narratives and ideologies to explain personal disadvantage and justifying the use of violence to solve societal issues; $H(3) = 9.88$., $p = .02$, $H(3) = 9.43$, $p = .024$ and $H(3) = 20.56$, $p < .001$ respectively. The null hypothesis was therefore rejected. These results suggest that there were signs of radicalisation into extreme violence in secondary schools. Specifically, it informed the school management of the invading vice of radicalisation in schools.

The modern technologies and lifestyle were some of the main attracting forces leading to increased radicalisation in learning institutions. Chiefs affirmed that there were signs of students' radicalisation into extreme violence taking place in the secondary schools in Kajiado County (Chief, 2018). In line with this observation, Borum (2014), noted that radicalisation signs begin to show when an individual start to withdraw him/herself from others and becoming secretive. SCEO (2018b) said, "Students displaying signs of disconnect from society and its norms, begin to devalue people and tend to lean towards extreme violence." Therefore, these aspects were emerging in secondary schools in Kajiado County which was indicative of extreme radical minds popping up. Teachers roles are to identify radicalisation signs and respond to them promptly, which was lacking in public schools in Kajiado County.

3.1.3 Causes of student radicalisation

The study sought to evaluate the causes of student radicalisation into extreme violence. Table 3.4 illustrated the findings.

Table 3.4: Causes of student radicalisation into extreme violence

Causes of student radicalisation	Agree or Strongly Agree	Moderate	Disagree or Strongly Disagree
Marginalisation influenced radicalisation	24.2%	36.4%	39.4%
Poverty influenced radicalisation	60.0%	17.1%	22.9%
Unemployment influenced radicalisation	57.1%	22.9%	20.0%
Radicalisation influenced by religious justification	22.9%	31.4%	45.7%

Political change influenced radicalisation	12.1%	33.3%	54.5%	
Securing income opportunities influenced radicalisation	42.9%	25.7%	31.4%	

N=52

Source: Researcher, 2019

The results in Table 3.4 illustrated that poverty had the most influence on radicalisation with a score of 60 per cent. Unemployment influenced radicalisation with a score of 57.1 per cent. Securing income opportunities influenced radicalisation with a score of 42.9 per cent. Marginalisation influenced radicalisation with a score of 24.2 per cent. Religious justification influenced radicalisation with a score of 22.9 per cent. Finally, Political change influenced radicalisation with a score of 12.1 per cent.

The Kruskal-Wallis H test was performed to ascertain the differences between the causes of radicalisation into extreme violence according to the years worked by the teachers in their respective schools. Table 3.5 illustrated the Kruskal Wallis H test statistics.

Table 3.5: Kruskal Willis H test for causes of student radicalisation into extreme violence

Test Statistics [a,b]

Variables	Kruskal-Wallis H	df	Asymp. Sig.
Marginalisation influenced radicalisation	7.440	3	.059
Poverty influenced radicalisation	4.442	3	.217
Unemployment influenced radicalisation	3.214	3	.360
Radicalisation influenced by religious justification	5.688	3	.128
Political change influenced radicalisation	.044	3	.998
Securing income opportunities influenced radicalisation	3.514	3	.319

a. Kruskal Wallis Test

b. Grouping Variable: How long have you been in the school
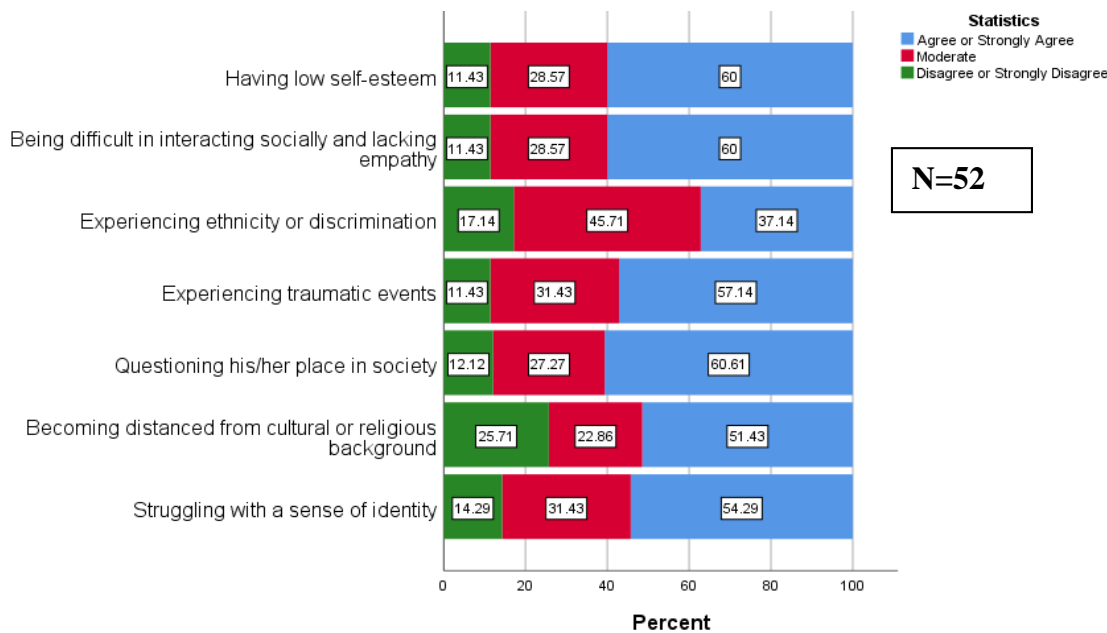
Source: Researcher, 2019

The results showed that there were no statistically significant differences between marginalisation, poverty, unemployment, religious justification, political change and income security according to the years worked by the teacher at the school: $H(3) = 7.44$, $p = .26$, $H(3) = 4.44$, $p = .22$, $H(3) = 3.21$, $p = .36$, $H(3) = 5.69$, $p = .13$, $H(3) = .04$, $p = 1$, and $H(3) = 3.51$, $p = .32$ respectively.

The radicalisation process was enabled by the structural factors, the motivating factors and the facilitating factors. The structural factors - poverty, marginalisation and unemployment - created an enabling environment that cultivated secondary school students to join radical groups that eventually subjected them to extreme violence. It was established in several studies that the majority of radical political leaders (motivating factors) used politics to enhance the radicalisation of the youths into extreme violence. Moreover, religion and the internet usage acted as facilitating factors towards radicalisation of students into extreme violence. SCEO (2018a) and Chief (2018b) interviewees observed that among the key targets for radical violent extremist, were individuals whose political grievances cannot be channelled into an existing political system. The FGD (2018b) said, "the kind of politics being exercised in Kenya promotes tribalism and encourages corruption that impoverishes the country. This has made it possible for radical terror groups to thrive in the country. These outlawed groups are providing an alternative to many marginalized individuals in the country, thus, promoting their ideas to violence."

According to the report by the Counter Extremism Project (2018), there was an increasing number of Kenyan converts into Islam joining Al-Shabaab forces totalling around 10 per cent of the force. The converts were young overzealous individuals that had been exposed to extreme radicalisation due to poverty (Ruteere & Mutahi, 2018; Wairuri, 2018). Al-Shabaab had been the main cause of four major terror attacks in Kenya that saw a score of people dead – Westgate Shopping Mall Attack (67), Mpeketoni Attack (57), Garissa University College Attack (148) and Nairobi Dusit D2 Complex Attack (21). The loss of parents, physical punishment, support by the parents and peer pressure had been attributed to have caused youths and school-going children to be exposed to the ideas of joining extremist violent factions (Angus, 2016). Exposing children to hardship and lack of love and provision of good role modelling was and will always lead to encroachment of radicalisation in learning institutions.

3.1.4 Susceptibility of student radicalisation

The study sought to examine the susceptibility subjecting students to radicalisation into extreme violence. Figure 3.3 illustrated the findings.

Figure 3.3: Factors promoting the susceptibility of students to radicalisation into extreme violence
Source: Researcher, 2019

The results in Figure 3.3 showed that most student susceptibilities were caused by them questioning their place in society, difficult in interacting socially and lacking empathy and having low self-esteem which scored 60 per cent each. Experiencing traumatic events influenced susceptibilities with a score of 57.1 per cent. There was evidence of students struggling with a sense of identity that scored 54.3 per cent. Student susceptibilities were subjected by them becoming distanced from their cultural and or religious backgrounds (51.4%). Some students experienced ethnicity and or discrimination that exposed them to extreme radicalisation (12.1%).

The Kruskal-Wallis H test was performed to establish the differences between the susceptibilities exposing students to radicalisation into extreme violence according to years worked by the teachers in their respective schools. Table 3.6 illustrated the Kruskal-Wallis H test statistics.

Table 3.6: Kruskal-Wallis H test for the susceptibility of students to radicalisation into extreme violence
Test Statistics[a,b]

Variables	Kruskal-Wallis H	Df	Asymp. Sig.
Struggling with a sense of identity	1.481	3	.687
Distanced from a cultural or religious background	.564	3	.905
Questioning his/her place in society	6.451	3	.092
Experiencing traumatic events	1.189	3	.756
Experiencing ethnicity or discrimination	2.907	3	.406
Being difficult in interacting socially and lacking empathy	1.256	3	.740
Having low self-esteem	2.689	3	.442

a. Kruskal Wallis Test

b. Grouping Variable: How long have you been in the school

Source: Researcher, 2019

The results showed that there were no statistically significant differences between struggling with the sense of identity, distancing from cultural and or religious background, questioning their place in society, traumatic experience, discrimination, difficulty to interact socially & lack of empathy and having low self-esteem in accordance to the years worked by the teachers at their respective school: $H(3) = 1.48, p = .69, H(3) = .56, p = .91, H(3) = 6.45, p = .09, H(3) = 1.19, p = .76, H(3) = 2.91, p = .41, H(3) = 1.26, p = .74,$ and $H(3) = 2.69, p = .44$ respectively.

Susceptibility to radicalisation into extreme violence is mostly based in the education sector that amplifies frustrated ambition among individuals who then find gratification in taking extremist attitude and/or actions. The susceptibilities of students in Kenya was utilized easily by extremist radical recruiters to recruit secondary school-going youths. According to Pretch (2007), the key requirement to recruit was for the recruiter to have charismatic characteristics to persuade potential candidates in schools. Borum (2014), posited

that violent extremism always began when individuals felt aggrieved, discriminated against, or lacked a sense of identity that exposed a lot of traumatic events. Young, Rooze and Holsappel (2015) stipulated that the exposure level to terrorism follows a dichotomous worldview by acceptance of an alternative focal point of the conventional political order as it was no longer legitimate.

Globally, there is a steady increase in violent extremist factions that have found it easier to radicalise young individuals exposed to potentially vulnerable conditions. The radical groups are cultivating an extreme culture to cause panic and chaos as a way to express their grievances to the governments. The behaviour is the same between the developed and the developing countries. The target population for promoting the vice of radicalisation into extreme violence, are the students (youths) who are found to be gullible and easily convinced to join their course. In 2007, the UK government intervened serious child recruitment (as young as thirteen years) into violent extremist terror groups: community members reported to the government (parents, imams, religious leaders and teachers). In 2008, saw youths in Kenya moving to Somalia to join Al-Shabaab, a terrorist group (NCTC). In 2019, there was an attack at Nairobi Dusit D2 Complex Attack, where Kenyan youths were involved in the attack which claimed 21 lives. Unemployment in Kenya especially for most graduates is at its worst pushing the majority of youths to join the outlawed groups to make ends meet.

3.1.5 Student dropout of the school caused by radicalisation into extreme violence

The study sought to determine any existing relationship between students dropping out of school to radicalisation into extreme violence. Figure 3.4 illustrated the findings.

Relationship of Student drop out and radicalisation
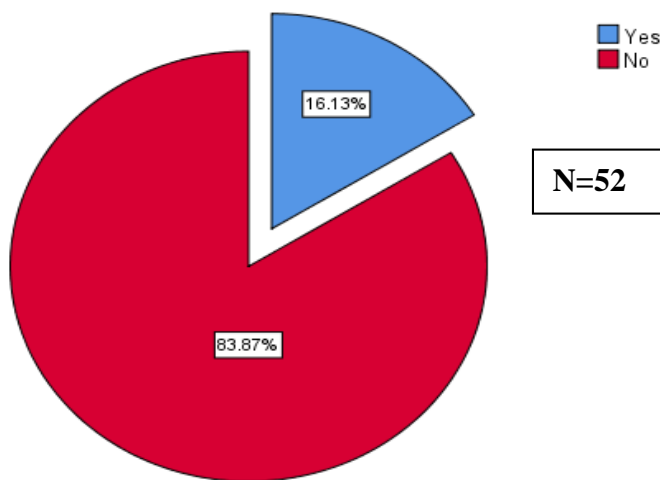
Figure 3.4: The relationship between the student's dropout and radicalisation into extreme violence
Source: Researcher, 2019

The results in Figure 3.4 showed that 8 (16.1%) of the participants believed that the continuous occurrence of student dropout was related to radicalisation into extreme violence. However, the majority 44 (83.9%) of the participants believed that there was no relationship between student dropout and radicalisation into extreme violence. Terrorism is a distractive venture that leads to instability in the social, economic, political and environmental spheres. The study determined that at least there was a link between the dropout rate of students to radicalisation into extreme violence. Table 3.7 summarised the Pearson Chi-Square test of goodness-of-fit that was conducted to establish the relationship between the dropout rate of students to radicalisation into extreme violence.

Table 3.7: Relationship between student dropout rate to radicalisation into extreme violence

Test Statistics

	Do you think a continuous scenario of students dropping out of schools an indicator of student radicalisation?
Chi-Square	14.226[a]
Df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 15.5.

Source: Researcher, 2019

The teachers (n=52) were sampled to determine whether those who agreed with dropping out of students from school due to radicalisation into extreme violence (f=7) was equal to those who disagreed (f=37). A chi-square test of goodness-of-fit was performed.

The null hypothesis was rejected. The teacher level of knowledge to student radicalisation was not equally distributed in the population, χ^2 (1, N = 52) = 14.23, p < .001). A significant percentage (13%) of teachers agreed that dropping out of students was attributed to radicalisation into extreme violence.

The FGD (2018a) said, "there is a relationship between the rate of students dropping out to radicalisation." Besides, it was observed that particular trends were observed where the majority of public secondary school students dropped out in form three. This was an indicator of radicalisation that influenced them to drop out of school." SCEO (2018a) said, "recruiters, who are within the school system tend to start recruitment in form two where they sell the ideologies of joining a radical group and the benefits therein. In form three an individual is fully convinced of the ideologies of the terror group and is now ready to make a move." Chiefs (2018b) quoted, "children are prone to follow new ideas easily. The recruiter(s) existing within the school system is a danger to the security of the students."

4.0 RESEARCH CONCLUSION AND RECOMMENDATION

4.1 Conclusion

The study concluded that there exists radicalisation into extreme violence in public secondary schools in Kajiado County, Kenya. The education sector was susceptible to radicalisation; this amplifies frustrated ambitions among school-going children who then find gratification in taking extremist attitudes and/or actions. The structural factors - poverty, marginalisation and unemployment, and facilitating factors - internet usage and religious beliefs - create an enabling environment that cultivates secondary school students to join radical groups.

4.2 Recommendations

The study recommended that schools should foster an inclusive environment to enhance a sense of belonging and encourage students' cultural diversity. The teachers who play a key role in students' lives, should be trained towards the identification of radicalisation and mitigate the vice averting the extremist ideologies. They could foster, strengthen resilience and prevent the students from subscribing to terrorist ideologies.

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