
ACTS OF TERROR AND LEARNING OUTCOMES IN THE EDUCATION SECTOR: A CASE OF MANDERA COUNTY, KENYA

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ABSTRACT

This study determined the relationship between acts of terror and learning results in Mandera County, Kenya. To achieve this, the study specifically aimed to establish the impacts of radicalization, recruitment efforts, and the coordination of attacks on educational sector outcomes. The methodological foundation rested upon conversion and rational choice theories, employing a descriptive research design. Data collection targeted 203 stakeholders—including teachers, parents, PTA members, and education ministry personnel—with a chosen sample size of 134. The study results show a moderate negative relationship between radicalization activity and learning outcomes not statistically significant, implying it does not have a meaningful impact on learning outcomes in the education sector in this model. Recruitment activity is not statistically significant and does not appear to influence learning outcomes in the education sector in this model. The results show a strong positive relationship between coordinating attacks and learning outcomes in the education sector and was statistically significant. The study concludes that radicalization activity (RAA) had relationship between radicalization activity and learning outcomes. The study concludes that recruitment activity is not statistically significant and does not appear to influence learning outcomes in the education sector. The research concludes that coordinating attacks show a strong positive relationship between coordinating attacks and learning outcomes in the education sector. Recommendations include fostering critical thinking skills to counter extremist ideologies, promoting social cohesion and inclusivity in schools to build resilience against radicalization, enhancing teacher capacity to integrate peace education into the curriculum, strengthening community-school partnerships for early detection and prevention, and conducting further research to develop context-specific and effective interventions for Mandera County. Other recommendations include integrating peace studies and counter-extremism education into the curriculum, providing guidance and counseling services for students and families, conducting community-based research to understand local vulnerabilities, involving marginalized groups to reduce radicalization drivers.

Key Words: Radicalization, Recruitment Efforts, Coordination Of Attacks, Security

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INTRODUCTION

One of the worst tragedies in the world, acts of terror are spreading quickly throughout all nations. Acts of terror were once thought to be a problem for Middle Eastern nations, but recent incidents in the United States, Britain, Kenya, and other nations have shown that terror is not only a global issue but is also rapidly growing into a serious crisis in nations and areas where it was previously unheard of. Thousands of innocent people are killed and maimed by acts of terror, which are a serious crime against humanity (Fielding & Moss, 2011).

In addition to the immediate deaths and injuries, acts of terror have caused the willful damage of infrastructure, property, and the socioeconomic well-being of thousands of individuals in the impacted nations. Acts of terror have numerous multiplying effects and indirect negative externalities on education in primary schools. The impacts of terror attacks on different facets of society and education are now well studied in the academic literature. However, there is relatively slight consideration to the effects of acts of terror on schooling, particularly learning in primary schools, despite the reality that learning is crucial for societal and financial advancement (Kwame & HamiHasbun, 2019).

The absurd killings and losses of unprotected and defenseless persons, as well as schoolchildren, must have substantial undesirable influence on cost-effective development in Sub-Saharan Africa (SSA) via deterring investors and development capital. They also hinder the accomplishment of the Justifiable Growth Objectives, mainly Objective 4: "guarantee broad and reasonable superiority learning and encourage permanent knowledge openings for all." The perception of SSA as a volatile area where fear and insecurity are the norm has been shaped by acts of terror. Along with causing human suffering, terror acts also disrupt the educational system and impede learning in addition to destroying important infrastructure, including schools (Halevi, Djalovski, Vengrober & Feldman, 2016).

The objectives of a learning experience that outline what students should understand, be able to perform, or value after learning are known as learning outcomes. Affective learning outcomes, which include establishing attitudes, values, and emotional intelligence for instance, helping pupils develop empathy are among the several kinds of learning outcomes. The second is knowledge, which focuses on learning based on knowledge, and the final one is skills, which focuses on what students are capable of. Tests, papers, and problem sets are examples of assessments that let students show off their knowledge and abilities. Additionally, assessments enable teachers to offer feedback to direct future education (Mahajan, Sarjit & Manvender, 2017).

Exams, which are acknowledged as a crucial component of the educational system, are used to monitor learning results. Exams have long served as the primary tool for determining a student's aptitude and as a selection process for both employment and further education. However, in many nations, like Kenya, a large number of pupils perform poorly on national exams. Concern has been raised by the subpar performance, and Mandera County has made an effort to determine the causes (Kiyan, Mwanda, Rimal, Vysyaraju & Zolfo, 2024).

While not every government has a legal definition of terrorism, those that do tend to have certain characteristics. By employing or threatening violence, acts of terror aim to frighten both the immediate victims and a sizable audience. The degree to which acts of terror are founded on fear distinguishes them from both conventional and guerilla warfare. To attract and maintain the publicity needed to instill widespread fear, terrorists must conduct attacks that are more spectacular, violent, and well-publicized. Mass murders, vehicle explosions, hostage-takings, kidnappings, hijackings, and, frequently, suicide bombs are among them (Kurtulus, 2017).

Despite appearing random, the targets and locations of terror acts are often carefully selected for their shock value. Because they attract large crowds and because citizens are used to and at ease in these places, schools, shopping centers, train and bus stations, restaurants, and nightclubs have all been targeted. According to

Milad, Kuligowski, Rajabifard, and Lentini (2022), terrorist acts usually seek to erode the public's sense of security in the places they are most familiar with.

Recent changes to the education system in Mandera County, Kenya, include the installation of new classrooms, the introduction of free secondary education, and the launch of a school food program. The opening of free secondary education has reduced the financial burden on families, the school feeding program aims to improve student attendance and concentration, the construction of new classrooms at the Mandera Teachers Training College to improve learning conditions and encourage more teachers to stay in the area, and the provision of essential teaching and learning materials is a key focus (Mandera County Government, 2024).

Additional measures include creating Mandera County-specific ECDE and TVET policies, expanding access to TVET, founding an international university called Mandera University of Science and Technology (MUST), funding the development of integrated Islamic schools, and launching an education bursary to empower Mandera's youth (Mandera County Government, 2024).

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Numerous variables, including inadequate school facilities, a shortage of teachers, student indiscipline, an adverse home environment, low IQ, anxiety, and the urge to succeed, have been identified as contributing to pupils' poor academic performance. However, the present research aims to determine how terror acts effect learning outcomes in Kenya's Mandera County school system.

While not every government has a legal definition of terrorism, those that do tend to have certain characteristics. By employing or threatening violence, acts of terror aim to frighten both the immediate victims and a sizable audience. The degree to which acts of terror are founded on fear distinguishes them from both conventional and guerilla warfare. To attract and maintain the publicity needed to instill widespread fear, terrorists must conduct attacks that are more spectacular, violent, and well-publicized. Mass murders, vehicle explosions, hostage-takings, kidnappings, hijackings, and, frequently, suicide bombs are among them (Kurtulus, 2017).

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People need to see different ways of violent extremism and harming innocent citizens. Moreover, the utmost most important to know that numerous groups of of extremisim movements, and no one theory can state about

this evil vices. The politics around eradicating this in society by starting teachings and the campaigns of radical extremists greatly differ from one society with another by use of goals, personnel, religious thoughts, and resources. Violent extremism is grouped into three groups and distinguished by the kind of acts they undertake: where the perpetrators live and reside, subrevolutionary, and the kind of ideologies they have in mind. The acts of harm they cause to target groups make people comprehend and assess acts of terror, despite criticism that it is not comprehensive. Radicalization, recruiting, and attack planning are among the acts of terror that will be examined in this study (Romero, 2022).

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Statement of the Problem

Because they are a soft target where an action can have a large impact and garner greater public attention the educational institutions in Mandera County are especially susceptible to acts of terror. Acts of terror-related actions continue to cause many disruptions and difficulties to the efficient operation of the instructive sector in our country Kenya in general and in the case of Mandera County particularly. Massive death and displacement of instructors and students, as well as the destruction of educational resources in schools, are just two ways that acts of terror impede the advancement of the education sector.

According to studies, after a terrorist attack, many fathers and mothers are hesitant to send school going children back to school, and occasionally some kids refuse to go back because of psychological trauma and fear. Therefore, terror attacks pose a serious threat to the northeastern region's peace and development as well as the attainment of Sustainable Development Goal #4. According to numerous studies, acts of terror paralyze the educational system due to temporary closures, which frequently result in lower enrollment, few children enrolment in classes and few children graduating and to move to next level, low grades in exam performance, extraordinary dropout rates, adolescent and underage parenting, and a speedy scourge of HIV and other STDs among students.

In their critical analysis of anti-radicalization in education, Sukarieh and Tannock (2015) argued that it must be viewed within the larger framework of ongoing new system of education syllabus change. They interrogated the practice that only for its questionable effectiveness in combating extremism the wanton disturbance of innocent people violations it causes to Islam and people who are minority in society, which is the opposite the education system in Europe but also an attack on its ethos and also the society's morals and fabric. In specific, anti-radicalization denounces transformational informative follows that many would contend are now vital to addressing a variety of changes in the world order as a group and norms established for centuries be it in economic, and environmental crises; It rejects the use of instruction for fundamental social change and diverts focus away from the investigation of organizational roots, which makes appraising solutions difficult. Unlike the present research, this one was done in a developed country.

In their 2016 study, Petkova, Martinez, Schlegelmilch, and Redlener describe patterns in the frequency and nature of terrorist attacks in educational institutions that serve children worldwide. They also look at the

diverse effects that violence has on children, communities, and societies, as well as the particular vulnerabilities of children and schools with respect to terrorist violence. The study ends with a discussion of what is still unknown about the relationship between terrorism and child vulnerability and offers suggestions for enhancing resilience to terrorist attacks against educational institutions that serve children. This is done after the data on terrorist attacks against educational institutions, vulnerabilities, and impacts has been analyzed. The main area of the current study determined in what way acts of terror affect learning outcomes in the education sector in Mandera County, Kenya. Although this study concentrated on terrorist incidents, it did not expressly address this topic.

The impact of terror attacks on North Eastern Region primary schools, particularly on the predicament of foreign instructors, has been widely reported by both domestic and foreign media outlets. Numerous stakeholders, including the national and local governments, various trade unions, such as the Kenya National Union of Teachers (KNUT), the Teachers' Service Commission (TSC), the Ministry of Education (MOE), and the national legislature, have also taken notice of the threat posed by acts of terror to the educational system (K'Odipo, 2017; Moulid, 2014).

The predicament of instructors, particularly those non residents from the area and structures, has received a lot of attention, but kids have not. Acts of terror's impact on elementary school education, however, has not been examined. Consequently, there is a knowledge gap that must be addressed. However, according to a literature search, there hasn't been any significant study conducted in Mandera County, Kenya, on how acts of terror affect learning results in system of learning. Therefore, the goal of this study was to look into and record how acts of terror affect learning outcomes in the Kenyan county of Mandera. The research strove to address the following questions: what is the relationship between acts of terror and learning outcomes in the education sector in Mandera County, Kenya?

Purpose of the Study

The purpose of this study was to investigate how acts of terror influence learning outcomes in the education sector in Mandera County, Kenya. The specific objectives were:

- To examine the influence of radicalization activity on learning outcomes in the education sector in Mandera County, Kenya.
- To establish the influence of recruitment activity on learning outcomes in the education sector in Mandera County, Kenya.
- To assess how coordinating attacks influences learning outcomes in the education sector in Mandera County, Kenya.

LITERATURE REVIEW

Empirical Literature

Radicalization Activity and Learning Outcomes

Cherney, Belton, Norham, and Milts (2020) looked into data from 33 cases of Australians who were 19 years of age or younger and had been found to be radicalizing to violent extremism in an effort to shed light on youth radicalization. A portion of list of persons and Individual Radicalization in Australia (PIRA) database is used in its analysis. The outcome from the list of persons and Individual Radicalization in the United States iof America (PIRUS) database are replicated in this open-source dataset. After outlining the PIRA dataset, we conduct an exploratory and descriptive study of a few significant factors that have been found in the literature on terrorism and criminology.

According to Cherney, Belton, Norham, and Milts' (2020) analysis, radicalization among our youth sample is linked to a number of factors, including low academic performance, mental health issues, active use of platforms online, show many radicalized forms that cause thoughts of exremesims in people. This information

support contradicts the current research. The research specifically examines how social link attachments and networks contribute to the issue of juvenile radicalization.

Adebayo (2021) looked at the issue of policing policy from the standpoint of human security's personal security form. Such a danger to policing policies is deemed to be incompatible with the UN-promoted idea of human security, which the European Union (EU) and several European governments have embraced. The purpose of the study is to determine how the consequences of the existing educational counter-radicalization activities could be used to support human security in Europe. Finding ways to better future directions and learn from past failures is the aim. Selected European Union, and United Nations doctrines as well as a International media report serve as the major sources of the database.

Describing the discourse analysis is used to analyze data in Adebayo's work. The results show that the current learning extreme radicalization policies of a few chosen examples are egregiously and/or overtly lacking in human security terminology and principles. Comprehension of the implications of counter-radicalization policies in Europe is negatively impacted by this. The study demonstrates that, contrary to what we previously recognized in the literature, the counter-radicalization method may lead to insecurity and detrimental security-oriented citizenship education. According to this article, if the right human security components had been incorporated into the development and promotion of the policy or plan, the negative effects and trends might have been avoided.

Matanga, Okoth, and Chitembwe (2021) explored the natural form, breadth, and impacts of extremism in the Kwale and Momaba coastal communities. The survey's design was descriptive. From a total of 320 respondents, 96 were selected using stratified simple random selection, representing 30% of the sample size. They employed both secondary and primary data. Cronbach's alpha is used to measure data authenticity and dependability. The data was evaluated and presented using descriptive statistics, such as means, frequencies, percentages, and standard deviations. According to the findings of special objective one, perceived injustices in history, religion, politics, economy, society, geography, and criminal justice led to the radicalization of young people in the two countries towards violent extremism and terrorism.

According to the study by Chitembwe, Okoth, and Matanga (2021), past injustices should be addressed since young people believe that they have been stifled in their ability to compete for jobs because of these injustices. Affirmative action is required with regard to the young people from the study region. In order to help law enforcement officers investigate individual instances and to develop early warning systems in areas where there are indications of radicalization inside a county, community policing is promoted.

The impact of de-radicalization as a post-terrorism security intervention technique on social interactions in the Nairobi, Kenya, County Government was examined by Leting, Mose, Sutter, and Were (2019). A mixed methods research methodology was used for the investigation. Additionally, it employed a sample size of 384 respondents, of whom 361 were household heads, 15 were Nairobi County Security Board members, and 8 had survived acts of terrorism. The heads of families were chosen using a convenient sampling technique, Nairobi County Security Board members were identified using a purposive sample technique, and terror survivors were identified using a snowball sampling technique.

Recruitment Activity and Learning Outcomes

Using agent-based models (ABMs), Weisburd et al. (2022) investigated the impact of three distinct counter-extremism strategies. These strategies included two social treatments—engaging community workers at local centers and hiring individuals categorized as high-risk—which were designed to de-radicalize participants and change their underlying dispositions. The third intervention was an employment program that emphasized "deflection" by employing a situational, opportunity-reduction approach to prevention. The study's findings demonstrated a clear difference in effectiveness: the social programs (community worker and community policing) had a significant influence on reducing radicalization but showed no measurable effect on the pace

of recruitment. Conversely, the employment initiative proved highly effective in curbing recruitment, yet its impact on the actual process of radicalization was quite limited.

Jones (2017) investigated the allure of extremist organizations and the ways in which recruiters influence young people to put themselves at danger of death or long prison sentences. The recruitment and radicalization procedures are contrasted with traditional methods of persuading people to join the state-approved military. People join terrorist groups for a variety of reasons, including their education, early life experiences, and social or familial ties. These factors also affect the roles that they later play. It is still up for debate whether personality qualities account for the overrepresentation of engineers and doctors among certain extreme groups' leaders. The current increase of solitary actors may be partially attributed to the growing use of social platforms as tools that do spreading extreme ideologies. In order to counterbalance the information of moral extremism that religious extremism, it is imperative that reputable and powerful Muslim leaders and organizations be involved.

In terms of platform utilization, many persons, and efficacy, Robinson (2022) compared the online presences of the January 6th insurrectionists to the Islamic State of Iraq and Syria (ISIS). The development of an online system that disapproves of organizations that incite and encourage violence in the real world can be based on an analysis of the evolution of recruitment tactics and propaganda strategies by two clearly opposing parties.

Schlierer (2016) made an effort to draw attention to the problem of recruiting foreign fighters using social media and highlight potential high risk factors that could influence people to enlist. She compiled and compared data regarding six foreign fighters killed for ISIS through cases studies carried out through news articles and interviews. It was found that these people have experienced comparable tragedies in their life, which could have influenced their decision in getting involved in ISIS. These findings highlight an issue that is not being examined by contemporary scholars and raise the possibility of a cause and, consequently, a solution.

Coordinating Attacks and Learning Outcomes

Rahman (2023) investigated primary school teachers' opinions about the contribution of elementary education to fostering peace in Khyber Pukhtunkhwa's terrorism-affected areas. This study was carried out as a quantitative survey. Males are strictly prohibited from attending female-only schools due to cultural restrictions. As a result, only teachers who are male are chosen at random. A self-created survey questionnaire was used to gather information from 150 men instructors in primary in the Malakand district, where terrorist attacks were an issue for schools. The data was statistically examined using frequency and basic percentages.

Study's results, the majority of instructors support teaching religious and spiritual values in elementary schools as a means of fostering social harmony. It was decided that teachers should instill religious and spiritual ideals in elementary school students in order to foster social harmony. Second, religion is the foundation of civilization and a symbol of peace because it educates its adherents to live in harmony. Third, educators are eager to teach kids universal and societal values in order to prevent conflict and promote peace in society. Advised on study results, elementary school teachers, particularly those in areas afflicted by terrorism, be given training opportunities in order to foster peace and development (Rahman, 2023).

Impact of being exposed to terrorist violence on schooling was estimated by Marco and Joseph-Simon (2023). They create a set of new tools because terrorists may select their targets on their own. In order to achieve this, they take use of exogenous variance from the earnings of a local terrorist organization and its connection to al-Qaeda. They discovered assaults depress school enrollment greater than estimators of the difference-in-differences kind would have anticipated across a number of Kenyan datasets. This suggests that terrorists target regions that are undergoing positive shocks that are not visible. Research points to worries and anxieties as impact mechanisms rather than educational resources.

An epidemiological analysis of all terrorist attacks against educational institutions from 1970 to 2019 was conducted by Tin, Issa, and Ciottone (2022). The Global Terrorism Database (GTD) was searched in the past used to gather data. The internal search features of the database were used to look up every event that took place in 1st January 1970, and 31st December 2019. For this study, "learning establishments" was chosen the main targeted type, and incidents were further distributed among groups grounded on nation and method of attack. The GTD predetermined all classes. 3,732 people were killed and 9,920 injured in 4,520 attacks against educational facilities, according to the GTD. This represented a total of 168,003 assaults on every kind of target, or 2.7% of all terrorist assaults.

Since the high of 344 assaults in 2014, the number of attacks has decreased. Afghanistan (369), India (311), and Iraq (279) were the next most visited nations after Pakistan (969). The most prevalent attack types were unarmed assaults (72), facility/infrastructure attacks (636), armed assaults (628), hostage situations (barricade events [46]), assassinations (357), and hijackings (9). Of the 4,520 reported assaults, 873 targeted professors, instructors, and other teaching staff, while 486 targeted "other personnel" such security and non-teaching staff. Although they are uncommon, terrorist strikes on educational institutions are a key target. South Asia accounted for 41.2 percent assaults on learning establishments with North Africa and Middle East coming in second with 18.9%. North America and Western Europe made up 3.6% and 3.9% of the total. In order to prepare for and recover from deliberate threats, educational institutions worldwide should assess their risks and implement suitable hardening measures (Tin, Issa & Ciottone, 2022).

Marco and Joseph-Simon (2023) looked at how perceived risks and rewards in terrorism change the demand for education. They proved that media access exacerbates the detrimental impacts of terrorism on education by taking advantage of differences in wireless signal coverage and attacks throughout time and geography. Their findings hold up well against attacks and media signal instrumentation. Additionally, they discovered that households with media access report higher levels of dread in response to attacks. They estimated a basic structural model based on these observations, wherein a variety of terrorism-affected households form perspectives regarding the advantages and risks of schooling. They allowed the media to influence these opinions and found that households with media access significantly overestimate the risk of death.

Theoretical Orientation

Conversion Theory

Serge Moscovici's (1976) conversion theory is a conceptual explanation of the interpersonal and cognitive mechanisms that mediate the influences that are indirect or direct of a persistent minority on majority. In order to define human communication that aims to change people's views, values, or attitudes, the researcher will apply the conversion theory in the study. The conversion motifs that the theory develops and proposes serve as its foundation. As the presentation of the various routes to radicalization as assigned by Lofland and Skonovd (1965), this premise will complement the researchers who contributed to the theory and studied the mystical, experimental, affectional, revivalist, and cohesive conversion motifs. The researcher has decided to use this theory because it helps explain the social and psychological boundaries that may prevent different assumptions from being made, as well as why violent acts are used.

The researcher used this theory to incorporate situational aspects and predisposing conditions that go beyond the dualistic perspective of radicalization and provide a much-needed explanation of the process that leads to terrorism. A large body of research supports the theory's application, ranging from the seven components that explain all the phases of the radicalization and violent extremism process while connecting drivers at a context-specific level and its connection to education (Lofland & Skonovd, 1965).

Rational Choice Theory

Famous economist Adam Smith initially proposed the rational choice theory in 1776. It holds that people maximize their own utility or pleasure by making decisions based on a logical evaluation of costs and

advantages. Renowned for applying rational choice theory to the study of the economic effects of terrorism are researchers Stein and Raymond (1967). As they work toward their predetermined political objective, the researchers contend that terrorists, their acts, and the harm they do show that those who commit acts of terrorism seem to assess the intended impact of their activities. Terrorists are human people who carry out their acts of terrorism based on rational ideologies, most often derived from religious convictions, even though they are widely viewed as cruel and unreasonable.

Any conduct that is goal-oriented, introspective, and consistent across time and across various decision scenarios is considered rational, according to rational choice theory. The underpinning of rational choice philosophy is idea that individuals are logical beings who evaluate options and make decisions based on logical calculations. According to this study, terrorists choose and plan their assaults to cause the most harm possible, and the social, political, and economic aspects of that harm are what harm Mandera County's social fabric.

Lohmann (2008) and other rationalist theorists point out that the theory predicts the pattern and consequence of decisions rather than describing the process of making them. They contend that prior to carrying out an attack, terrorists typically do "cost-benefit analysis and constrained utility maximization." Understanding the selection of weapons and persons used in terror attacks can be aided by the claim that terrorists want to cut expenses. At the same time, improvised explosive devices, which are simple to manufacture, less expensive, and more effective for a single suicide strike, have been used in the majority of attacks in Mandera County. The motivations, actions, and thoughts of terrorists, terrorist organizations, and even government officials as they work to combat terrorist threats are all well explained by RCT.

Conceptual Framework

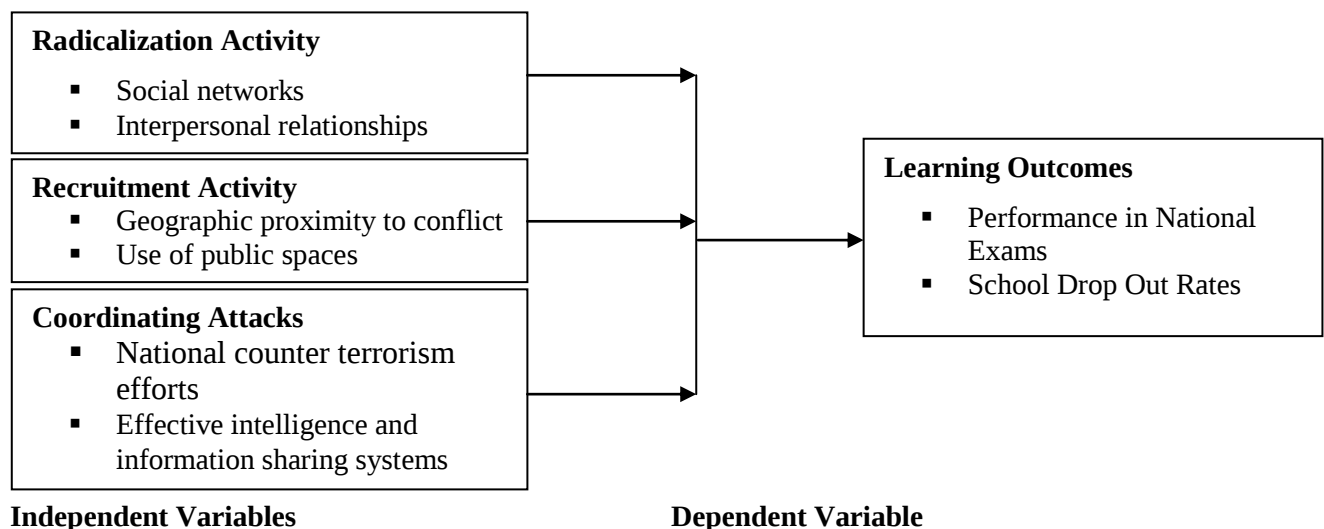


Figure 1: Conceptual Framework

METHODOLOGY

Research Design

For this study, a descriptive research design was employed. Because the variables are measured without altering them and the researcher aimed to get data regarding the current situation, this research design was justified. This kind of research design also sheds light on the how and why of the study. Additional evidence was provided by the researcher's interest in the phenomenon and their prior knowledge of its connections. Likewise, the design of this study answered the research questions by giving a true and accurate picture of the components that were examined (Kothari, 2019).

Target Population

The study's population consisted of 203 individuals, including teachers, parents, members of parent-teacher associations, and staff members of the Mandera-based Ministry of Education.

Sampling Procedures and Techniques

Onwuegbuzie and Leech (2006) state that the goal of a sampling design was to investigate subset representative of populace in order to get knowledge on populace as a whole. Members of the ministry were chosen at random for this study using a stratified sample technique. Because stratified sampling was the best method for avoiding bias in the selection of respondents, it was used to choose workers to take part in the research. Size of the sample was chosen in part because of the researcher's requirement for statistical certainty, the type of analysis to be done, the accuracy of the data, and the size of the population overall. According to Yamane formula required sample size was calculated using a procedure that assumes a 95% confidence level (Field, 2017).

$$n = N / (1 + Ne^2)$$

n = Size of the Sample

N = study populace

e = alpha level, 0.05

$$n = 203 / \{1 + 203(0.05^2)\}$$

$$n = 134$$

Data Collection Instrument and Data Collection Procedures

Information for this study was gathered via a questionnaire. Because of its versatility, affordability, and practicality, the questionnaire was the preferred technique of gathering data for this study. Additionally, it discusses every aspect of the study in great detail. The survey instrument's design was guided by factors such as terrorist threats, violent extremism, recruitment activities, and radicalization activity.

Data Collection Methods and Procedures

Go-ahead to begin data collection was granted to the researcher. Letters of support from the National Commission for Science, Technology, and Innovation and the institution given to researcher prior to the start of data collection. The foundation of the investigation was primary data obtained from a survey that was distributed to study participants. The researcher distributed the survey herself. Researcher got precise information with use of the questionnaire.

Data Analysis Techniques and Procedures

The study successfully gathered both numeric and narrative data to answer the research questions. A necessary first step involved data preparation, where all collected information was cleaned and coded. The qualitative information was systematically analyzed using content analysis. Meanwhile, the quantitative dataset was processed in SPSS version 22.0, which facilitated the calculation of various descriptive measures (e.g., means, percentages, standard deviations) and the execution of inferential tests such as correlation and regression.

The following is the prediction equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where Y: Learning Outcomes at time (t).

X1: Radicalization Activity

X2: Recruitment Activity

X3: Coordinating Attacks

Where:

The intercept, denoted by β_0 , represents the equation's constant.

The error term is ϵ .

Tables and charts were used to provide a graphical depiction.

FINDINGS AND DISCUSSIONS

Response Rate

Out of the initial 134 participants in the study, only 99 individuals fully completed the survey, resulting in a robust response rate of 73.9%. This high return rate is considered both representative and sufficient for analysis. Mugenda & Mugenda (2013) suggest that a response rate exceeding 70% is "fantastic," while even 50% is adequate and 60% is acceptable. Given these widely accepted benchmarks, the achieved 73.9% rate is more than satisfactory for reliable data reporting

Descriptive Statistics

Radicalization Activity

As the first objective the researcher examined the influence of radicalization activity on learning outcomes in the education sector in Mandera County, Kenya by asking the respondents they thoughts on whether radicalization activity has an influence on learning outcomes. Table 1 shows the research findings.

Table 1: Whether radicalization activity has an influence on learning outcomes

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	73	73.7	73.7	73.7
No	26	26.3	26.3	100.0
Total	99	100.0	100.0	

Source: Survey (2025)

Researchers probed respondents' thoughts on whether or not they thought radicalization activity has an influence on learning outcomes. While just 26.3% of respondents thought radicalization activity had no influence on learning outcomes, Table 1 shows that 73.7% of respondents held this view.

The study sought to find out the thoughts of the respondents in regards to the influence of radicalization activity on learning outcomes. According to the respondents radicalization activity negatively influences learning outcomes by disrupting academic engagement, promoting extremist ideologies that are incompatible with educational environments, and fostering disconnection from mainstream educational systems and society. The respondents further argued that it can manifest as educational disengagement, decreased motivation, and a withdrawal from inclusive learning, ultimately hindering an individual's personal and academic development. Individuals undergoing radicalization may disengage from their studies, becoming less interested in their schoolwork and educational pursuits. Radicalization activity leads to social isolation and an inability to connect with peers and educators, further impacting the learning environment and academic performance.

Using a scale of 1-5 where; 1–5 scale where; 1- no influence; 2-limited influence; 3-moderate influence; 4-important influence and 5-very important influence to indicate the degree of influence among statements of radicalization activity and learning outcomes. The results are as illustrated in Table 2.

Table 2: Extent of Influence Among Radicalization Activity Statements on Learning Outcomes

Radicalization Activity	1	2	3	4	5	Mean	Std. Deviation
Student social networks	3%	2%	17%	56%	22%	4.29	0.754
Interpersonal relationships of the student	2%	3%	15%	55%	25%	4.28	0.934
Adoption of extreme beliefs or ideologies	1%	1%	16%	58%	24%	4.75	0.697
Engaging with content on the Internet	2%	2%	51%	32%	13%	3.58	1.293

Source: Survey (2025)

The survey findings, detailed in Table 2, strongly suggest that several factors significantly impact student learning outcomes. The highest level of agreement (58%) was observed regarding the statement that a strong commitment to beliefs or ideologies is a major factor in learning changes, reflected by an exceptionally high mean score of 4.75 (SD=0.697). Furthermore, a clear majority of respondents agreed that both social networks (56%; Mean=4.29, SD=0.754) and personal relationships (55%; Mean=4.28, SD=0.934) have a substantial influence on learning results. In contrast, while still representing a slight majority, only 51% of participants felt that internet-based content engagement had a moderate effect, yielding a lower mean score of 3.58 (SD=1.293).

The present study findings imply that the different activities associated with the radicalization do, though not equally, affect learning outcomes.

The outcomes are in line with Matanga, Okoth, and Chitembwe's (2021) research which investigated the nature, scope, and impact of extremism on the inhabitants of coastal communities in Kwale and Mombasa. The researchers used a descriptive survey design on a sample of 96 subjects (30% of the total population of 320), selected via stratified simple random sampling. They analyzed both primary and secondary data using descriptive statistics (means, frequencies, percentages, and standard deviations). The findings indicate that perceived injustices across several areas—including historical, religious, political, economic, social, geographical, and criminal justice—contribute to youth radicalization, ultimately leading to violent extremism and terrorism in the studied regions.

Recruitment Activity

As its secondary goal, the study sought to establish the effect of hiring processes on student achievement in the education sector of Mandera County, Kenya. The data in Table 3 reflects the survey participants' views on the impact of recruitment on these outcomes

Table 3: Whether recruitment activity influences learning outcomes

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	76	76.8	76.8	76.8
No	23	23.2	23.2	100.0
Total	99	100.0	100.0	

Source: Survey (2025)

Table 3 displays the results of the survey, which found that 76.8% of respondents thought recruitment activity influences learning outcomes, while 23.2% disagreed that recruitment activity influences learning outcomes.

The study wanted to establish from the respondents what they thought was the influence of recruitment activity on learning outcomes. The respondents stated that recruitment activity significantly harms learning outcomes by increasing student absenteeism, reducing overall educational attainment, and decreasing primary school completion rates due to fear and disruption caused by terrorist activity. According to the respondents the impact stems from parents' fear, increased risk aversion, and the lack of opportunities often associated with radicalization, which makes children vulnerable to recruitment into terrorist groups instead of pursuing education. Further the respondents argued that fear of violence and disruption in conflict areas keeps children

from attending school, sometimes for extended periods and that children who experience violence, displacement, trauma, or have a background of political conflict are more vulnerable to recruitment and less likely to attend school. Terrorist groups often recruit children who feel disenfranchised or without prospects for social success, creating a cycle where lack of education makes them more susceptible to recruitment.

Using a scale of 1-5 where; 1–5 scale where; 1- no influence; 2-limited influence; 3-moderate influence; 4-important influence and 5-very important influence to indicate the degree of influence amongst statements of recruitment activity and learning outcomes. The results are as explained in Table 4.

Table 4: Extent of Influence Among Recruitment Activity Statements on Learning Outcomes

Recruitment Activity	1	2	3	4	5	Mean	Std. Deviation
Geographic proximity to conflict	2%	4%	57%	22%	15%	3.81	1.190
Use of public spaces	2%	2%	52%	30%	15%	3.65	0.620
Economic vulnerability	1%	1%	16%	58%	24%	4.79	1.399
Social or political marginalization	2%	2%	14%	59%	23%	4.80	0.676

Source: Survey (2025)

Table 4 indicates that two factors were generally seen as having a moderate effect on learning. Specifically, closeness to the conflict area was reported as moderate by 57% of respondents ($M=3.81, SD=1.190$), and similarly, 52% contended that public space use had a moderate influence ($M=3.65, SD=0.620$). However, respondents perceived the effect of other variables as significantly stronger. A notable 58% felt that economic vulnerability profoundly affected learning ($M=4.79, SD=1.399$), and an even higher 59% reported that social or political marginalization had a strong impact ($M=4.80, SD=0.676$).

Weisburd and colleagues (2022) support this result by their agent-based models (ABMs) that evaluated three types of interventions' impacts—asserting community workers at community centers, hiring high-risk agents, and executing community-oriented enforcement. The first two interventions aimed at de-radicalizing the individuals and altering their predispositions, while the employment initiative was directed at “deflection” through situational or opportunity reduction strategies. The research revealed that both the community worker and community policing approaches had a significant impact on radicalization decrease but showed little effect on recruitment. In contrast, the employment strategy had less impact on radicalization but a significant effect on recruitment activities.

Coordinating Attacks

The third purpose of the research was to assess how coordinating attacks influence learning outcomes in the education sector in Mandera County, Kenya. The participants' thoughts on whether or not coordinating attacks have an influence on learning outcomes were sought. Table 5 displays the findings of the inquiry.

Table 5: Whether coordinating attacks influences learning outcomes

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	72	72.7	72.7	72.7
No	27	27.3	27.3	100.0
Total	99	100.0	100.0	

Source: Survey (2025)

Table 5 shows that 72.7% of respondents thought coordinating attacks influence learning outcomes in the education sector in Mandera County, Kenya while 27.3% disagreed coordinating attacks did not have an influence on learning outcomes in the education sector in Mandera County, Kenya.

The study sought to determine from the respondents the influence of coordinating attacks on learning outcomes. The respondents stated coordinating attacks disrupts learning by damaging infrastructure, creating widespread fear, and reducing school attendance, all of which negatively impact educational attainment and overall human capital development. Terrorist groups also directly target educational institutions to suppress educational development. The psychological impact of violence, including fear and social withdrawal, further deteriorates a student's ability to learn and function in school settings. The respondents further argued that fear of coordinated attacks and the instability caused by terrorism lead to lower student attendance and enrollment rates, which directly reduces educational attainment as a learning outcome. Exposure to terrorism coordinated attacks instills fear, anxiety, and trauma in students and their families, making it harder to concentrate on learning. The respondents thought that coordinating attacks can lead to social withdrawal, isolation, and a general deterioration of social functioning, all of which negatively impact a student's ability to engage with education and their peers thus negatively influencing learning outcomes.

Using a scale of 1-5 where; 1–5 scale where; 1- no influence; 2-limited influence; 3-moderate influence; 4-important influence and 5-very important influence to indicate the degree of influence amongst statements of coordinating attacks and learning outcomes. The results are as explained in Table 6.

Table 6: Extent of influence among coordinating attacks statements on learning outcomes

	1	2	3	4	5	Mean	Std. Deviation
National counter terrorism efforts	4%	6%	50%	25%	15%	3.18	.947
Effective intelligence and information sharing systems	1%	2%	58%	24%	15%	3.92	.448
Strengthened coordination between security agencies	2%	2%	16%	57%	23%	4.94	.435
Border management	6%	50%	23%	15%	6%	2.80	.722
Detecting and disrupting the travel of terror individuals and groups	7%	48%	17%	20%	8%	2.96	.237

Source: Survey (2025)

From the study results in Table 6, it was established that most of the respondents at 50% , mean value of 3.18 and std. Deviation of 0.947 stated that national counter terrorism efforts had moderate influence on learning outcomes. On the second statement the results show that 58% of the participants which was the majority, with a mean of 3.92 and std. Deviation 0.448 were of the opinion that effective intelligence and information sharing systems had a moderate influence on learning outcomes. The third aspect on strengthened coordination between security agencies most of the respondents 57% with a mean value of 4.94 and std. Deviation of 0.435 had an important influence on learning outcomes. In regards to border management statement 50% of the respondents who were majority with mean a of 2.80 and std. Deviation of 0.722 stated that this aspect had limited influence on learning outcomes. The last statement which was detecting and disrupting the travel of terror individuals and groups with majority of the respondents at 48% with a mean of 2.96 and std. Deviation of 0.237 indicated a limited influence on learning outcomes.

The study results agree with one done on the impact of being exposed to terrorist violence on schooling estimated by Marco and Joseph-Simon (2023). They created a set of new tools because terrorists may select their targets on their own. In order to achieve this, they take use of exogenous variance from the earnings of a local terrorist organization and its connection to al-Qaeda. They discovered assaults depress school enrollment greater than estimators of the difference-in-differences kind would have anticipated across a number of Kenyan datasets. This suggests that terrorists target regions that are undergoing positive shocks that are not visible. Research points to worries and anxieties as impact mechanisms rather than educational resources.

Inferential Statistics

Inferential statistical methods, such as correlation and regression analysis, are detailed in the subsequent section of the study.

Correlation Analysis

To establish the degree of interdependence, the analysis focused on measuring the linear association between the study variables. This measurement technique allowed the researchers to calculate the specific relationship strength inherent in the data. The complete set of calculations and findings related to this association is explicitly documented for review in Table 7.

Table 7: Correlation Analysis

		Learning Outcomes	Radicalization Activity	Recruitment Activity	Coordinating Attacks
Learning Outcomes	Pearson Correlation	1	-.743**	-.514**	-.545**
	Sig. (2-tailed)		.000	.000	.000
	N	99	99	99	99
Radicalization Activity	Pearson Correlation	-.743**	1	.869**	.924**
	Sig. (2-tailed)	.000		.000	.000
	N	99	99	99	99
Recruitment Activity	Pearson Correlation	-.514**	.869**	1	.957**
	Sig. (2-tailed)	.000	.000		.000
	N	99	99	99	99
Coordinating Attacks	Pearson Correlation	-.545**	.924**	.957**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	99	99	99	99

Source: Survey Data (2025)

The analysis, summarized in Table 7, revealed two primary types of relationships among the variables. First, a significant inverse relationship was found between learning outcomes and all other assessed variables. Specifically, learning outcomes showed negative correlations with factors like radicalization activity ($r=-0.743, p<0.01$) and coordinating attacks ($r=-0.545, p<0.01$). This pattern suggests that as the effectiveness or prevalence of these other factors increases, the measured learning outcomes tend to diminish. Conversely, a strong positive association was observed *among* the other variables. For instance, the high correlation between coordinating attacks and recruitment activity ($r=0.957, p<0.01$) indicates that increases in one are closely linked to enhancements in the other. Crucially, all correlations examined in this study were found to be statistically significant ($p<0.001$), establishing a high degree of confidence in the observed relationships.

Regression Analysis

This study employed regression analysis to investigate the connection between the variables of interest. The findings are presented in Table 8.

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917a	.841	.837	.064

a. Predictors: (Constant), Radicalization Activity, Recruitment Activity, Coordinating Attacks

The coefficient of determination (R^2) is 0.841, which signifies that the model possesses a high level of explanatory power. Specifically, 84.1% of the variance in the dependent variable (learning outcomes) is accounted for by the included predictors: radicalization activity, recruitment activity, and coordinating attacks. This strong R^2 value confirms that the observed changes in learning outcomes are primarily attributable to

these factors. Only a small fraction—15.9%—of the variation remains unexplained. Overall, the model summary highlights the predictors' excellence, as they explain over 84% of the outcome variable's variance. The combination of strong R and adjusted R² values, alongside a minimal standard error, indicates the model's high accuracy and robust explanatory capability.

Analysis of Variance

Table 9: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.278	4	.820	199.922	.000b
	Residual	.619	95	.004		
	Total	3.897	99			

a. Dependent Variable: Learning Outcomes

b. Predictors: (Constant), Radicalization Activity, Recruitment Activity, Coordinating Attacks

The F-test results, presented in Table 9, show a highly statistically significant model ($p < 0.001$). This very small significance (Sig.) p-value (0.000) strongly suggests that, when considered together, the predictor variables exert a meaningful, non-random influence on the learning outcomes. Specifically, the independent variables—radicalization activity, recruitment activity, and coordinating attacks—are collectively responsible for the observed effect in the model, as evidenced by $p = 0.000$, which is well below the $\alpha = 0.05$ threshold.

The Model Specification Coefficients

Table 10: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	2.451	.056		45.946	.000
Radicalization Activity	-.018	.010	-.261	-1.725	.087
Recruitment Activity	.000	.004	-.016	-.122	.903
Coordinating Attacks	.035	.006	.883	5.918	.000

a. Dependent Variable: Learning Outcomes

LO = 2.451 - 0.261RAA - 0.016REA + 0.883CA + ε

Based on the data in Table 10, the constant of 2.551 indicates the predicted baseline for learning outcome scores in the education sector. This theoretical score would be the expected result in the absence of any acts of terror.

Although the standardized coefficient ($\beta = -0.18$) shows that radicalization activity (RAA) is negatively correlated with learning outcomes, this predictor isn't statistically significant ($p = 0.087, t = -1.725$). This indicates that, in this model for the education sector, RAA's influence on learning outcomes may not be substantial enough to be considered a reliable factor. This study results disagree with the findings of Ellefsen and Sandberg (2022) who looked at early intervention to prevent personal radicalization. The information comes from Islam believers in Nordic North who either participated in or observed or followed others aimed at extremistizing family member, or who had received interventions pertaining to their own radicalization. While police interventions were less common and had mixed results, they found that informal interventions by friends and family were more common in the data and were the most effective in stopping radicalization. Peer or family interventions frequently occurred early in the radicalization process, were used by reliable "insiders," and occurred in the course of daily life, which lessened the negative effects on radicalized people. Lastly, they talk about the difficulties in integrating police and security service involvement with family and friend interventions.

Recruitment activity demonstrated no statistically significant influence on learning outcomes within the education sector in this model, as indicated by a very high p-value ($\text{p} = 0.903$). The t -value

($t = -0.122$) and the Standardized Coefficient ($\beta = 0.000$) further confirm this lack of impact. This outcome contrasts with the research of Schlierer (2016), who underscored the high-risk factors and methods—such as social media use—that can influence individuals to enlist as foreign fighters. She compiled and compared data regarding six foreign fighters killed for ISIS through cases studies carried out through news articles and interviews. It was found that these people have experienced comparable tragedies in their life, which could have influenced their decision in getting involved in ISIS.

The positive relationship between coordinating attacks and educational learning outcomes is highly statistically significant. This is evidenced by the standardized coefficient (β), which is 0.035, suggesting a large positive effect. The reliability of this finding is underscored by a substantial t-value of 5.918 and a p-value of 0.000, which far exceeds the significance level of 0.001. Its influence on learning outcomes within the education sector is therefore considered both strong and positively meaningful. The study results are in agreement with the findings on an epidemiological analysis of all terrorist attacks against educational institutions from 1970 to 2019 conducted by Tin, Issa, and Ciottono (2022). The Global Terrorism Database (GTD) was searched in the past used to gather data. The internal search features of the database were used to look up every event that took place in 1st January 1970, and 31st December 2019. For this study, "learning establishments" was chosen the main targeted type, and incidents were further distributed among groups grounded on nation and method of attack. The GTD predetermined all classes. 3,732 people were killed and 9,920 injured in 4,520 attacks against educational facilities, according to the GTD. This represented a total of 168,003 assaults on every kind of target, or 2.7% of all terrorist assaults.

CONCLUSION AND RECOMMENDATIONS

The vast majority of respondents thought radicalization activity had an influence on learning outcomes in the education sector in Mandera County, Kenya. According to the respondents radicalization activity negatively influences learning outcomes by disrupting academic engagement, promoting extremist ideologies that are incompatible with educational environments, and fostering disconnection from mainstream educational systems and society. The respondents further argued that it can manifest as educational disengagement, decreased motivation, and a withdrawal from inclusive learning, ultimately hindering an individual's personal and academic development. Individuals undergoing radicalization may disengage from their studies, becoming less interested in their schoolwork and educational pursuits. Radicalization activity leads to social isolation and an inability to connect with peers and educators, further impacting the learning environment and academic performance. From the study results it was deduced that radicalization activity statements have an influence on learning outcomes.

Most respondents thought recruitment activity influences learning outcomes in the education sector in Mandera County, Kenya. The respondents stated that recruitment activity significantly harms learning outcomes by increasing student absenteeism, reducing overall educational attainment, and decreasing primary school completion rates due to fear and disruption caused by terrorist activity. According to the respondents the impact stems from parents' fear, increased risk aversion, and the lack of opportunities often associated with radicalization, which makes children vulnerable to recruitment into terrorist groups instead of pursuing education. Further the respondents argued that fear of violence and disruption in conflict areas keeps children from attending school, sometimes for extended periods and that children who experience violence, displacement, trauma, or have a background of political conflict are more vulnerable to recruitment and less likely to attend school. Terrorist groups often recruit children who feel disenfranchised or without prospects for social success, creating a cycle where lack of education makes them more susceptible to recruitment. The study results show that geographic proximity to conflict has a moderate influence; technical standards and specifications being adhered to during implementation also reflecting moderate influence; economic vulnerability has an important influence while and social or political marginalization has an important

influence meaning recruitment activity had an influence on learning outcomes in the education sector in Mandera County, Kenya.

Majority of the respondents thought coordinating attacks influence learning outcomes in the education sector in Mandera County. The respondents stated coordinating attacks disrupts learning by damaging infrastructure, creating widespread fear, and reducing school attendance, all of which negatively impact educational attainment and overall human capital development. Terrorist groups also directly target educational institutions to suppress educational development. The psychological impact of violence, including fear and social withdrawal, further deteriorates a student's ability to learn and function in school settings. The respondents further argued that fear of coordinated attacks and the instability caused by terrorism lead to lower student attendance and enrolment rates, which directly reduces educational attainment as a learning outcome. Exposure to terrorism coordinated attacks instils fear, anxiety, and trauma in students and their families, making it harder to concentrate on learning. The respondents thought that coordinating attacks can lead to social withdrawal, isolation, and a general deterioration of social functioning, all of which negatively impact a student's ability to engage with education and their peers thus negatively influencing learning outcomes. From the study results in national counter terrorism efforts has a moderate influence, effective intelligence and information sharing systems has a moderate influence; strengthened coordination between security agencies has an important influence, border management mean had a limited influence; and detecting and disrupting the travel of terror individuals and groups had a limited influence.

The study concludes that radicalization activity (RAA) had a moderate negative relationship between radicalization activity and learning outcomes. Here's a paraphrased version of the text, aiming to reduce plagiarism and excessive "AI voice":

The first predictor's p-value exceeds 0.05, indicating it lacks statistical significance in this model. Consequently, it may not substantially affect learning outcomes within the education sector.

In contrast, the study found that coordinating attacks have a strong positive relationship with learning outcomes, evidenced by a large positive Beta. This predictor is highly statistically significant (with a high t-value and a p-value below 0.001), signifying a powerful and meaningful positive influence on educational learning outcomes.

Based on the data and discussion, the study recommends the following:

As part of the measures to tackle the negative effects of radicalization on education in Mandera County, it is recommended that among the solutions there are the development of critical thinking, the spreading of social cohesion, the education of peace as a dominant factor, the reinforcing of community-school collaborations, and the carrying out of research with the stakeholders like parents and community leaders to come up with customized interventions.

As a strategy to undermine terrorist impact in Mandera's educational system, the suggested measures are to introduce the teaching of peace beside counter-extremism topics, to give counseling, to perform community research, to engage marginalized groups, to set up safe venue for discussions, to cooperate with stakeholders, and finally, to make the marginalized students feel part of the community so that they develop resilience and are less likely to be radicalized.

In order to enhance the learning results in Mandera County despite the existing security problems, it is crucial to carry out the following measures: total school security implementation, teacher support enhancement, community engagement promotion, infrastructure upgrading, and alternative education methods exploration. All these actions should be executed through the collaboration of the government, NGOs, communities, and the private sector, with the addition of local participation encouragement and root causes of insecurity long-term strategy addressing.

Contribution of the Study to Knowledge

This research adds to the existing body of knowledge by integrating rational choice theory and conversion theory in order to better comprehend how acts of terror influence learning outcomes in the education sector in Mandera County. This research added to the existing body of knowledge by linking radicalization activity, recruitment activity and coordinating attacks to learning outcomes.

Areas for Further Research

In order to investigate how acts of terror influence learning outcomes in the education sector in different counties throughout the country, it is recommended that future research use the same factors. There should be separate research on how other factors other than the ones reviewed in this study influence learning outcomes in the education sector in Mandera County. Others studies that can be considered include; how exposure to violent conflict events including terrorist acts affects pupils' proficiency and explore the multifaceted effects of terrorism on children's education in vulnerable settings.

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