

University Students' Perception on the Influence of family parenting style on vulnerability to radicalization in Kenya: Implications for Counselling

Lydia k. Langat*

PhD Candidate, Department of Psychology, Counselling and Educational Foundations,
Egerton University P.O Box 536-20115, Egerton, Kenya

1. Prof. Ezra Maritim, Chair of Council, Open University of Kenya, P.O Box 2440-00606, Nairobi, Kenya

2. Dr. George Makori, Department of Psychology, Counselling and Educational Foundations, Egerton
University P.O Box 536-20115, Egerton, Kenya

3. Dr. Halkano Abdi Wario, Department of Philosophy, History and Religion
Egerton University P.O Box 536-20115, Egerton, Kenya

*lydiaclangat@gmail.com

Abstract

The threat and likelihood of radicalisation and recruitment into violent extremist groups has increased in Kenya and internationally. Counter-radicalization programs which is the reliance on 'soft' or 'smart' non-coercive policies need to be used so as to win the hearts and minds of groups, individuals and communities most vulnerable to radicalisation. In Kenya, the government has promoted security oriented interventions to fight radicalisation and terrorism over the softer approach called Countering Violent Extremism (CVE). The provision of long term prevention oriented interventions to university students, that would involve counselling individuals who are vulnerable and guiding parents on good parental styles is the aim of this research. The students in public universities are vulnerable to radicalization because they are in a stage of individual search for a sense of self and personal identity, through an intense exploration of personal values, beliefs, and goals. Failure to achieve an identity leads to role confusion where individuals get confused and helpless hence their hopes are crushed creating feelings of resentment and disillusionment. This may further result in maladaptive antisocial behaviour thus making them vulnerable to radicalization. The family during this stage plays a key role in the healthy psychological development of the individual. This study focused on investigating university students' perception on the influence of family parenting style on vulnerability to radicalization in Kenya and implications for counselling. The mixed methods research design was used. Quantitative and qualitative data were collected concurrently. The target population comprised of all the 443,783 students enrolled in 31 accredited universities, 120 student counsellors and 960 student peer counsellors. Purposive sampling technique was used to select two public universities in Kenya. Determination of sample sizes were done using Yamane's formula and then proportional sampling employed. The study sample size comprised of 644 respondents as follows: 216 students from University A; 184 students from University B; 26 student counsellors and 218 peer counsellors from the two public universities. Questionnaires, interview schedules and focus group discussions were used to collect data from the university students, student counsellors and peer counsellors, respectively. A pilot study was carried out at Egerton University, Njoro Campus and 65 respondents participated to establish the reliability of the instrument. In the study a reliability coefficient of 0.79 was established using Cronbach alpha. Both descriptive and inferential statistics (chi square) were used to analyze data. Statistical Package for Social Sciences (SPSS) version 23.0 and QSR NVivo 12 for Windows aided in data analysis. The study established that the three parenting styles that were considered in the study which are authoritative, authoritarian and permissive parenting styles, had a moderate and significant influence on vulnerability to radicalization. The results of Chi-square test of independence (Likelihood Ratio ($\chi^2 (16) = 37.629, p < 0.05$)) revealed a significant association between authoritative parenting style and vulnerability to radicalisation. Cramer's V = 0.163 at an approximate significance of 0.004 indicates that authoritative parenting style had moderate and significant influence on vulnerability to radicalisation among university students in Kenya. The results of Chi-square test of independence (Likelihood Ratio ($\chi^2 (16) = 53.751, p < 0.05$)) revealed that there was a significant association between authoritarian parenting style and vulnerability to radicalisation. Cramer's V = 0.206 at an approximate significance of 0.000 indicates that authoritarian parenting style had moderate and significant influence on vulnerability to radicalisation among university students in Kenya. The results of Chi-square test of independence (The Likelihood Ratio ($\chi^2 (16) = 44.632, p < 0.05$)) revealed that there was a significant association between permissive parenting style and vulnerability to radicalisation. Cramer's V = 0.170 and it is at an approximate significance of 0.001 indicates that permissive parenting style had moderate and significant influence on vulnerability to radicalisation among university students in Kenya. The study recommended that well-designed family-focused counselling intervention programs need to be implemented to decrease vulnerability to radicalization and counter violent extremism.

Keywords: Student's perception, influence of family parenting style, vulnerability to radicalization, implications for counselling

DOI: 10.7176/JEP/15-10-10

Publication date: September 30th 2024

1.1 Background Information

Radicalization is considered to occur when an individual starts to develop political or religious ideas that are so fundamentally at odds with the upbringing environment or mainstream expectations of that community. This definition is neither exhaustive nor universal, but it is acceptable and useful to parents, practitioners, and social workers, (Sikkens *et al.*, 2018). These young vulnerable individuals have been entangled in a similar search for belonging, identity, and answers to complicated existential questions, encountering different ideologies during their search for an identity. (Sikkens *et al.*, 2015). Parents and their parenting style play a key role in whether their children become vulnerable to radicalization during this stage. Radicalisation that can lead to terrorism is one of the most important threats faced by the 21st century societies. Thus, countering radicalization has become one of the most important national and international policy priorities and a crucial public safety issue worldwide (Zych & Nasaescu, 2022).

Radicalisation can be considered as socialization to extremism, which may lead to terrorism. Kimari and Wakesho (2017) report that the United States of America and other countries have adopted a 'softer' approach to terrorism and violent extremism, termed as countering violent extremism (CVE). The Danish Government has also recommended that the 'softer' approach that emphasizes the need to address the drivers (push and pull factors) that lead young people to be radicalized, addresses the root of the problem more effectively than security-oriented/military approaches. Kimari and Wakesho (2017) further point out that within the United Nations (UN) there has also been a push for CVE to address terrorism and violent extremism. Regionally, the Inter-Governmental Authority for Development (IGAD) developed a CVE strategy and established the IGAD Center of Excellence for Preventing and Countering Violent Extremism (ICEPCVE) program on strengthening resilience to violent extremism in Africa.

Terrorism remains a continuing challenge in Kenya, as a result the government has acknowledged the need to embrace a prevention approach as part of its response to this problem. This preventive approach recognizes the need for better engagement between communities and the police, the need to promote alternative preventive measures and find means of diverting young people away from the paths of violent extremism. It follows that preventing radicalisation is important in countering violent extremism. Kenya's National Strategy to Counter Violent Extremism (NSCVE), launched by the President in September 2016, also articulates a clear vision of minimizing and eliminating violent extremism by mobilizing individuals and groups at the national and community levels to reject violent extremist ideologies, in order to minimize individuals whom terrorist groups can radicalize and recruit. This vision is consistent with global policy on Countering Violent Extremism (CVE), in particular, the UN Security Council's Resolution 2178 (2014), whose focus is preventing radicalization, recruitment and mobilization of individuals into terrorist groups and is anchored on United Nations Plan of Action to prevent and counter violent extremism launched in 2016 (Ogada, 2017).

According to Ogada (2017) in Kenya, the NSCVE acknowledges that success in CVE is dependent on collaboration between the national government and county governments. It therefore mandates county-level leaders, including governors, senators and county assemblies, to undertake CVE activities aimed at enhancing community cohesion, peace and patriotism while denouncing extremism. NSCVE also mandates the National Counterterrorism Centre (NCTC) to provide capacity building and training to county leaders to enhance their capacities to carry out these activities. The author further posits that the county security intelligence committees are the key sites of implementation of the NSCVE, and are expected to consult and coordinate closely with county government officials in CVE. By mid-2019, following a presidential directive, all the 47 counties launched their County Action Plans to counter violent extremism and based on structures and principles formulated in the NSCVE.

Figueiras and Ipince (2018) observe that governments and institutions seek to detect radicalised individuals within educational institutions through surveillance strategies, fierce sanctions and harsh punishment. This is a short term intervention whereas a long term intervention would involve counselling individuals who are vulnerable. Blattman and Ralston (2015), point out that CVE preventive soft-skill approach involves social interventions that aim to provide life-skills for vulnerable individuals to induce resilience, self-control and behavioural change, through training, education and psychological assistance. The promotion of family values and a guide to appropriate parenting can also be effectively done in a counselling environment.

According to Global Terrorism Index [GTI], (2023) in 2023, deaths from terrorism increased by 22 per cent to 8,352 deaths and are now at their highest level since 2017, although they remain 23 per cent lower than at their peak in 2015. While the number of deaths increased, the number of incidents fell, with total attacks

dropping by 22 per cent to 3,350 in 2023. Pakistan recorded the most incidents of any country, with 490 attacks recorded. The rise in deaths but fall in number of incidents shows how terrorism is becoming more concentrated and more lethal. The number of countries recording a death from terrorism fell to 41, considerably lower than the peak of 57 countries recorded in 2015 and the 44 recorded in 2022.

The influence parents may exert on their child with regards to the radicalisation process may be a direct parental influence on radicalisation. This refers to a fundamental intergenerational transmission of ideology (Ran Research Paper, 2018). The authors further explain that radicals often share the same extreme views as their parents, who serve as their role models. As such, parents' prejudices and extremist ideals have a direct influence on their children. Secondly indirect parental influence on radicalization can occur, which is the influence of the family situation and style of upbringing. Unstable family situations may fortify the radicalisation process. The lack of good relationships with parents or the loss of a family member may also push a child into the arms of a radical group which takes the role of a substitute family. The parent may have no parental influence on radicalization of their children. To evaluate the influence of extremist parents on a child's radicalisation process, it is important to consider the family situation and parenting styles as parents raise their children (Ran Research Paper, 2018).

According to the National Consortium for the Study of Terrorism and Responses to Terrorism (2014) the Global Terrorism Database report 1970-2013, records that more than 3,400 terrorist attacks targeting educational institutions took place in 110 countries. These educational institutional attacks comprised 2.7 per cent of all terrorist attacks worldwide during the same period. In the year 2004 at the Beslan school attack siege in Russia, the most lethal terrorist attack in an educational institution, took place whereby 344 people were killed and 700 wounded.

Cachalia *et al.* (2016) observe that terrorism in Africa has had an immense influence in terms of lives lost, physical injury and trauma, the displacement of families and communities, increased insecurity and varied barriers to development. A high number of young people have been recruited into extremist causes and extremist groups globally rely on young people to make up the numbers that reinforce their cause, thus making the youth more vulnerable than other groups. The authors further note that the demographic growth of the youth in Africa, along with the various socio-economic challenges this presents for societies, further adds to the vulnerability of youth to radicalisation. Many of the youths who may be vulnerable are in the universities in Kenya therefore it is important that preventive measures including counselling be used to counter violent extremism.

The Youth Justice Board of England and Wales (2012) points out that a number of factors contribute to the vulnerability of students to radicalisation. These factors range from social, personal, the family upbringing to environment factors. Violent extremists take advantage of the individual vulnerabilities to drive a wedge between them and their families and communities. It is vital, therefore, that research is done to be able to identify the youths who are vulnerable to radicalisation.

The repercussion of recruitment of Kenyan youths into the terror groups is the increasing number of attacks on learning institutions. Terrorist groups continue to attack Kenya as a retaliation of Kenya's military incursion into Somalia (Odhiambo *et al.*, 2016). Violent extremists striking learning institutions is real, the Garissa University College, Kenya attack in 2015 where 148 people were killed is an example (Bar, 2016). The author further notes that terrorists and extremists also manipulate and exploit the grievances of the alienated youth to create despondency. Radicalisation has caused death, psychological and socioeconomic effects on the lives of individuals, families and the entire country. Counselling is important in addressing these effects of radicalisation to counter and prevent violent extremism.

The youth are particularly vulnerable to adopting extremist and radical views as a means to find meaning in life or a sense of belonging to a group (Ghosh *et al.*, 2017). Academic institutions are ideal spaces for fostering dissent and complex opinions, allowing for ideas to be expressed, discussed, heard and examined (O'Donnell, 2016); The provision of counselling services to the vulnerable youth can counteract the increase of violence extremist ideas through fostering positive values, a sense of belonging, developing cognitive, emotional and social skills, and improved social conditions for individuals and communities (UNESCO, 2017).

The Ran Research Paper (2016) further points out that a radicalisation gap analysis research in universities is of concern and requires notable attention. Investigating what brings about certain susceptibilities is important to conceptualize protective factors. It has been acknowledged that some radicals have a university degree, that universities can act as both creators and barriers to radicalisation, and that they can be platforms for radical preachers' dissemination efforts. The authors also point out that at the same time there are a series of gaps concerning: the concrete role the university environment plays in radicalisation; the effectiveness and desirability of allowing or curtailing access to radical messages; the specific pedagogical and social challenges posed by the fact that university students are adults in educational settings. The authors further posit that research in universities is needed to address youth identity crisis and how education and counselling both students and parents can build resistance and resilience to various types of extremism.

Counselling is a strategy that should be extensively used to complement security-focused counter terrorism measures with a framework for CVE measures. According to the Ran Research Paper (2016) some of the specific research gaps in the study of radicalisation is in the area of families as follows: the role of families in furthering radicalisation and recruitment; research is also needed to better understand the role of peer groups and online communities in the radicalisation processes; the role of particular milieus in preventing or facilitating radicalisation; the role of small group dynamics, including group polarisation, and group think; ways in which communities can be made more resilient and how they can acquire social and political intervention; and the prerequisites for a healthy and inclusive community. These are some of the issues that the study seeks to address.

1.2 Statement of the Problem

As a response to ever growing radicalization psychological research is beginning to examine how identity formation can become maladaptive and whether certain cognitive propensities can combine to create a mindset that presents a higher risk of the individual being vulnerable to radicalisation. The family during this time is key as the child develops and the parenting style places a role in the socialization process of the individual. The government has put in place counter-terrorism strategies by the enactment of the Prevention of Terrorism Act, establishment of the National Counter Terrorism Centre (NCTC) and Anti-Terrorism Police Unit. Learning institutions have also improved their security systems and surveillance as they seek to counter terror activities. The National Strategy to Counter Violent Extremism (NSCVE) was also adopted by the 47 counties through customized County Action Plans (CAPs). Both NSCVE and CAPS are dependent on collaboration between the national government, civil society organizations, local communities, development partners and county governments for their success. However, despite these measures, radicalization still continues to escalate. These security oriented interventions such as Counter Terrorism are short term in countering radicalisation, the concern therefore is the provision of long term interventions that would involve counselling individuals who are vulnerable to induce resilience, self-control and behavioural change, through training, education and psychological assistance. Counselling interventions that involve parents and giving knowledge about vulnerability to radicalization, would help parents recognize and act upon this process better. By improving contact between parent and child, the parent may be able to influence and guide the child on dangers of radical groups. A stable home base to return to and appropriate parenting styles can counter radicalization. Previous studies have indicated the key factors needed in countering terrorism but there is a need to use counselling as a long term preventive solution to extremist views and establish resilience among populations that could be vulnerable. The study investigated university students' perceptions on the influence of family parenting styles on vulnerability to radicalisation in Kenya.

1.3 Purpose of the Study

The purpose of this study was to determine university students' perception on the influence of family parenting style on vulnerability to radicalisation in Kenya and implications for counselling.

1.4 Research Hypotheses

H₀₂: There is no statistically significant association between university students' perception on the influence of family parenting style and vulnerability to radicalisation.

2.0. LITERATURE REVIEW

2.1. Influence of Family Parenting Styles on Radicalisation

According to Baumrind (1968) there are four main parenting styles; permissive, authoritative, neglectful and authoritarian. Each parenting style has different effects on children's behaviour and can be identified by certain characteristics, as well as degrees of responsiveness (i.e., the extent to which parents are warm and sensitive to their children's needs) and demandingness (i.e., the extent of control parents put on their children in an attempt to influence their behaviour).

Murray (2013) considered parents' response in critical situations as when children violate the law. By improving contact between parents and children, the parent may be able to influence the de-radicalization process, and de-radicalized youths would have a stable home base to return (Gielen 2015). However, according to Okigbo (2015) parents tends to adjust their relationships as the adolescents get older to allow for more independent decision- making. Consequently, adolescents report lower levels of parental youth relationships compared to younger adolescents. Parental neglect in childhood leads to development of unhealthy self-image and morality as result of which individuals can get submerged into a group and thus let a strong group identity replace the damaged self-identity (Dalgaard-Nielsen, 2015).

In the indulgent or permissive parenting style, parents accept and affirm their children's impulses, desires, and actions. The child is consulted on decisions regarding family rules. There are few demands for household responsibilities and behaviours. The children are allowed to regulate their activities and are not encouraged to obey external standards (Baumrind, 1968). The parent uses reason, as opposed to power, to accomplish their wishes. Children raised with this type of parenting style tend to exhibit poor performance in school, use drugs and alcohol and, overall, are undisciplined. Children view the parent as a friend and not someone responsible for shaping their behaviour. Children raised in such a setting are vulnerable to radicalisation because they may be deviant. At the same time, the children may be rebellious since they are not used to being controlled and guided by parents or the law.

According to Baumrind (1968) authoritarian parents try to shape and control behaviours of their children by absolute authority. Parents direct and control the child's activity in a given way. The parent stresses obedience, punishment, and non-negotiation. These parents instill and emphasize respect for authority, work, and traditional structure. The parent's word is final, regardless of the child's own beliefs. The parent sets absolute conduct standards, negotiations are unacceptable, and the parent's word is the law. Authoritarian parents set high behavioural and performance standards and rules for their children and enforce with strict or harsh discipline. The parents have little acceptance of their children and give less support to their children. These may hinder the development of their child's autonomy as they are often highly controlling. These children function and relate well in schools and are unlikely to engage in anti-social behaviours. However, they may be anxious and withdrawn or may have unhappy dispositions. They are sometimes hostile and exhibit feelings of defeat. These behaviours may make children vulnerable to radicalisation. According to Bergen and Pels (2013) authoritarian parenting and a lack of responsiveness constitutes a risk factor to radicalisation. There is often a communication breakdown and perceived lack of emotional support from the family when it comes to the children's search for religious identity and sense of purpose. Less educated parents see less relevance of interactive communication with children from an early age (Pels, Distelbrink & Postma, 2009). Research on right-wing extremism shows that youth whose parents endorse an authoritarian and disciplinary parenting style are more likely to develop a sceptical and negative attitude. This therefore increases the likelihood of adopting radical viewpoints (Bertelsmann, 2010).

According to Blair (1997) the authoritative parents, on the other hand, set high behavioural and performance standards but also have strong expectations and set limits for their children. However, they also offer support and necessary assistance to the children. These parents tend to use reasoning as a means of control and listen to the concerns and ideas of their children. Authoritative parents rationally direct their children. They encourage, give and take, and share the reasoning behind their own decisions. This parent values autonomy and disciplined conformity. Children of authoritative parents are free to have their interests, but they are also expected to set standards and obey rules and regulations. These parents are adversely involved in their children's lives but also allow for autonomy development. According to Blair (1997) the author further posits that, the authoritative parenting style is the most favourable style. This style combines the tasks of developing and maintaining close and warm relationships while establishing necessary and enforceable structures and guideline. Authoritative parenting is associated with children exhibiting self-confidence, persistence, social competence, academic success and psychosocial development. These children not vulnerable to radicalisation.

Neglectful parents tend not to show acceptance, support, or firmness. They are usually unavailable to their children, unengaged in their lives, and fail to set or enforce rules or encourage self-regulation. The uninvolved or rejecting parenting is low in love and limits. This style is thought of as uncaring and does not meet the needs of the child. There is the lack of emotional involvement and supervision of children. According to Onuoha (2013), children with poor upbringing are more vulnerable to extremist views.

2.2 Theoretical Framework

This study is anchored on two theories the theory of psychosocial development and the cognitive dissonance theory. The fifth stage of Erik Erikson's theory of psychosocial development (1968) posits that it is a stage of identity versus role confusion and is a stormy and crucial period in an individual's life. During this stage, individuals search for a sense of self and personal identity, through an intense exploration of personal values, beliefs, and goals. Identity is attained at the fifth stage of psychosocial development as there is transition from childhood to adulthood. Independence can be acquired and exploration into the future in terms of career paths and social relationships can be attained by individuals. Erikson (1968) placed a particular emphasis on the development of ego identity. Ego identity is the conscious sense of self that we develop through social interaction and becomes a central focus during the identity versus confusion stage of psychosocial development. According to Erikson, our ego identity constantly changes due to new experiences and information we acquire in our daily interactions with others. As we have new experiences, we also take on challenges that can help or hinder the development of identity.

University students are still in this stage and want to belong and fit in the society. Failure to achieve this leads to role confusion where individuals get confused and helpless hence their hopes are crushed creating feeling of resentment and disillusionment. This may further results to maladaptive antisocial behaviour thus making them vulnerable to radicalisation. Healthy development is composed of points where an individual's intellectual, emotional, and social development forces him or her to make an essential, usually unconscious, choice about how his or her personality will develop. The main conflict in this stage is the contest between the formation of a strong identity or role confusion, the family during this stage plays a key role in the healthy psychological development of the individual. Erikson (1968) further suggests that young people reach a stage where ideologies assist in identity formation. If a young adult lacks self-esteem, for example due to excessively controlling parents, joining a terrorist group might function as a strong "identity stabilizer," providing the young adult with a sense of belonging, worth, and purpose.

Marcia (1993), further expanded on the Erikson's concept of identity crisis and descriptively categorizes identity development. Identity crises create internal conflict and emotional upheaval, thereby causing individuals to examine and question their values, beliefs, and goals. As they explore new possibilities, they may form new beliefs, adopt different values, and make different choices. The following four identity statuses describe points along a continuum moving from an initially diffuse, undefined individual identity to a highly specific and well-defined, individual sense of self. The author posits that parents and all the other socializing agents should help individuals develop healthily along this continuum during this stage.

The first identity status is identity diffusion. This identity status represents a low level of exploration and a low level of commitment. These adolescents have not considered their identity at all, and haven't established any life goals. They are reactive, passively floating through life and dealing with each situation as it arises. Their primary motivation is hedonic; the avoidance of discomfort and the acquisition of pleasure. Examples are students who study through high school and graduated and still do not have life goals. When these students are in the university they can easy be vulnerable to radicalisation because they do not have personal goals in life.

The second identity status according to Marcia (1993) is the identity foreclosure status. This identity status represents a low degree of exploration but a high degree of commitment it is the state of an individual who commits to a life choice without fully considering alternatives. A person who skips a crisis and moves ahead in foreclosure is likely to experience a more serious crisis later in life. This delayed crisis may or may not be disastrous. However, an individual who invests in a certain outcome only to have it challenged later may have more trouble than one who considers alternatives and reaches healthy achievement early on. During this identity status the individuals are not actively trying to determine what is important to them. They are not questioning the values and beliefs they have been taught. Instead, these youths obtain their identity simply by accepting the beliefs and values of their family, community, and culture. Students who could have been raised in radicalised families and are in this identity status are vulnerably to radicalisation because they will not question values taught and will passively accept the identity assigned to them.

According to Marcia (1993) the third identity status is called moratorium, this identity status represents high degree of exploration but a low degree of commitment. At this status, youth are in the midst of an identity crisis which has prompted them to explore and experiment with different values, beliefs, and goals. However, they have not made any final decisions about which beliefs and values are most important to them, and which principles should guide their lives. Thus, they are not yet committed to a particular identity. They keep their options open in this stage and thus could be vulnerable to radicalisation.

Marcia (1993) further identify the final identity status which is the identity achievement. Youths achieve their identity by a process of active exploration and strong commitment to a particular set of values, beliefs, and life goals that has emerged from this active exploration and examination. At this identity status youth will have decided what values and goals are most important to them, and what purpose, or mission will direct their life. The author further notes that youth at the identity achievement status are able to prioritize what is important to them and have sorted through the many possibilities of who they want to be. They will have experimented with many different beliefs and values, and analysed their pathway in life. To fully achieve this type of identity youth must feel positive and confident about their decisions and values. This final status should be the goal of counselling so as to develop students who have direction and goals in life and are therefore not prone to radicalisation.

This theory does not focus much on the cognitive processes like perceptions, inferences and feelings that goes on in an individual therefore it was complimented by the cognitive dissonance theory. The cognitive dissonance theory which was proposed by Festinger (1957) posits that cognitive dissonance is a psychological phenomenon that emerges when people's behaviour is in conflict with their attitudes or beliefs. One of the typical responses to such discomfort is that people increasingly start believing what they say. For instance, the more often people express statements that are more radical than their actual opinions, the more they will start believing the accurateness of those statements. Maskaliunaite (2015) holds that people can respond to cognitive

dissonance by over-justification. The more radicals have invested in the radicalisation process, for instance because they broke relationships with family members to gain membership of a radical group, the more they will believe that membership was indeed worth sacrificing family ties for. The author further notes that due to cognitive dissonance, radicalised people will become even more committed to their radical views or network. This theory is important as it plays a role in the emergence of radicalisation and explains the cognitive processes in an individual when radicalized.

2.3 Conceptual Framework

This conceptual framework exhibits a diagrammatic representation of relationship between the variables.

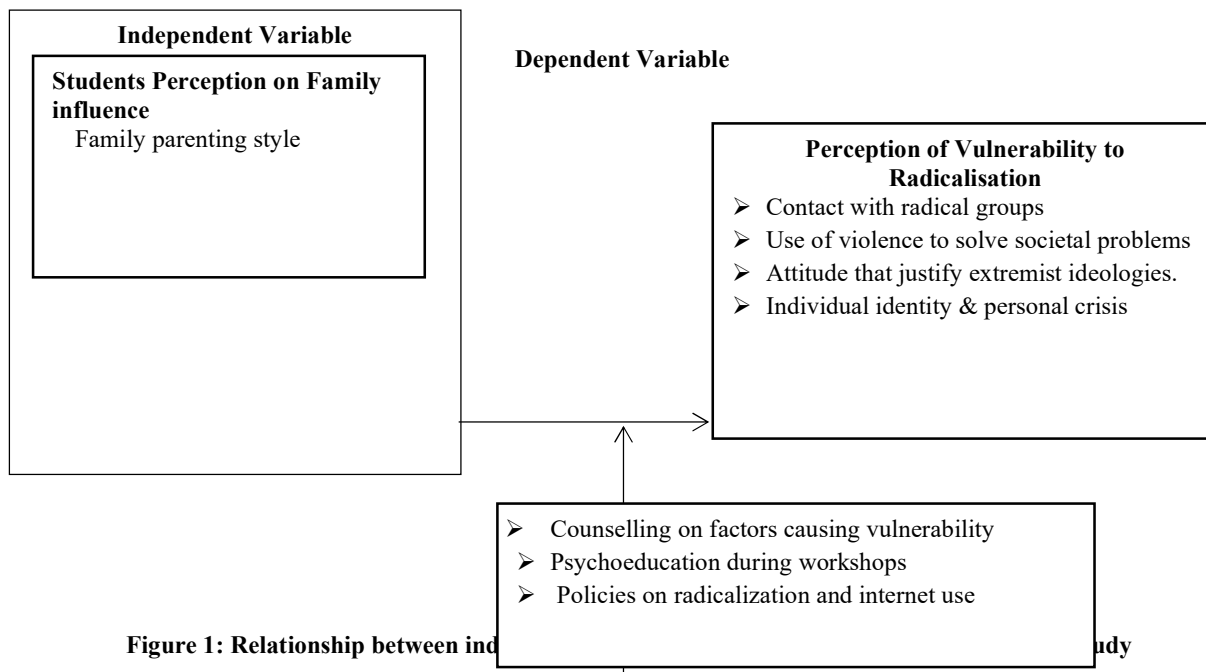


Figure 1: Relationship between independent and dependent variables in the study

3.0. Research Methodology

The mixed methods research design was adopted in the study. This design includes both quantitative and qualitative data collection strategies within the same study. Quantitative and qualitative data was collected concurrently. The main purpose of mixed methods research is to use the advantages of both quantitative and qualitative research designs and data collection strategies to understand a phenomenon more fully than is possible using either quantitative or qualitative designs alone (Gay, Mills & Airasian, 2015). The authors further posit that this design would provide a broad understanding of the study from the focus group discussions, interview data results and a deep understanding of the study from the data from the questionnaires. This study was conducted in two public universities in Kenya among third year students. Most students start their undergraduate studies at the age of 18 in Kenyan universities and complete at age 21 or 22 for most of the degree programs, the mean age of this cohort of students is age 20. The university students are in this fifth stage of psychosocial development during this time (Erikson, 1968). In this stage a sense of self and personal identity is obtained or role confusion develops where individuals get confused and helpless and may develop feeling of resentment and disillusionment. This may also result to maladaptive antisocial behaviour thus making them vulnerable to radicalisation. The student counsellors and peer counsellors also gave information on their experiences and perceptions on vulnerability to radicalisation. The study sample was selected using purposive sampling technique to get the two public universities in Kenya. The determination of the sample size for the students, student counsellors and peer counsellors was computed using Yamane's 1967 formula. Proportionate stratified sampling was then used to allocate the selected samples among the students, student counsellors' and peer counsellors' strata

The instruments for data collection were the university students' questionnaire, peer counsellors focus group discussion and student counsellors' questionnaire. The questionnaire was reviewed by the researcher's

supervisors from the Department of Psychology, Counselling and Educational Foundations the Faculty of Education and Community Studies and the Faculty of Arts and Social Sciences in assessing and verifying the content, construct and face validity of instruments. Both descriptive and inferential statistics were used to analyze data. Chi square was used to determine whether there was a significant influence between the variables and vulnerability to radicalization. Statistical Package for Social Sciences (SPSS) version 23.0 and QSR NVivo 12 for Windows aided in data analysis

4.0. Results and Findings

The study examined the hypothesis that there is no statistically significant association between university students' perception on the influence of family parenting style and vulnerability to radicalization and implication for counselling. Data on this was elicited using the students' questionnaire, focus group discussions and interview schedules. In order to achieve this objective chi square test of independence was done to get the association between the two variables. Cramm's V Symmetric measures were also done to measure the strength of association between the variables. The hypothesis was tested to establish if there is a statistically significant association between university students' perception on the influence of family parenting style and vulnerability to radicalisation.

4.1 Association between Authoritative Parenting Style and Vulnerability to Radicalisation

Table 1. Cross Tabulation of Authoritative Parenting Style and Vulnerability to Radicalisation

		Perception of students on the reasons to justify extremist ideologies					Total	
		Disagree strongly	Disagree	Indifferent	Agree	Strongly agree		
		DS	D		A	SA		
Cross Tabulation Authoritative parenting style	DS	Count	0	0	2	1	4	7
		Expected Count	.1	1.0	1.0	2.7	2.2	7.0
		% of Total	0.0%	0.0%	0.6%	0.3%	1.2%	2.1%
	D	Count	0	4	4	11	2	21
		Expected Count	.4	2.9	2.9	8.2	6.6	21.0
		% of Total	0.0%	1.2%	1.2%	3.3%	0.6%	6.4%
	I	Count	1	8	8	21	9	47
		Expected Count	1.0	6.4	6.4	18.3	14.9	47.0
		% of Total	0.3%	2.4%	2.4%	6.4%	2.7%	14.3%
	A	Count	3	17	15	48	20	103
		Expected Count	2.2	14.1	14.1	40.1	32.6	103.0
		% of Total	0.9%	5.2%	4.6%	14.6%	6.1%	31.3%
SA	Count	3	16	16	47	69	151	
	Expected Count	3.2	20.7	20.7	58.7	47.7	151.0	
	% of Total	0.9%	4.9%	4.9%	14.3%	21.0%	45.9%	
Total	Count	7	45	45	128	104	329	
	Expected Count	7.0	45.0	45.0	128.0	104.0	329.0	
	% of Total	2.1%	13.7%	13.7%	38.9%	31.6%	100.0%	

Chi-square test of independence was done to determine the relationship between authoritative parenting style and vulnerability to radicalisation in regard to the reasons to justify extremist ideologies among the university students. The test was performed on a sample of 329 students. The cross tabulation Table 1 showed largest group of students (38.9%) agreed and 31.6% strongly agreed with the reasons to justify extremist ideologies. On the other hand, 2.1% and 13.7% of students disagreed strongly and disagreed with reasons to justify extremist ideologies. 13.7% of students were unable to agree or disagree with the reasons to justify extremist ideologies.

Table 2. Results of Chi-Square Tests on Cross Tabulation of Authoritative Parenting Style and Vulnerability to Radicalisation

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	35.117 ^a	16	.004
Likelihood Ratio	37.629	16	.002
Linear-by-Linear Association	6.408	1	.011
N of Valid Cases	329		

Table 3. Measure of Effects on Cross Tabulation of Authoritative Parenting Style and Vulnerability to Radicalisation

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.327	.004
	Cramer's V	.163	.004
N of Valid Cases		329	

The results of Chi-square test of independence Table 2 (Likelihood Ratio ($\chi^2(16) = 37.629$, $p < 0.05$)) revealed a significant association between the two variables. Cramer's V = 0.163 and it is an approximate significance of 0.004 indicates that authoritative parenting style had moderate and significant effect (influence) on the vulnerability to radicalisation in regard to the reasons to justify extremist ideologies among university students.

According to the study findings, university students are significantly more vulnerable to radicalization when their parents have an authoritative parenting style when it comes to the justifications for extreme ideologies. The Chi-square test of independence revealed that an authoritative parenting style had a moderate and significant influence on a child's vulnerability to radicalization. The analysis showed that a large portion of students agreed with the justifications for extremist ideologies while a far small part disagreed. Hypothesis Ho2 was therefore rejected.

4..2 Association between Authoritarian Parenting Style and Vulnerability to Radicalisation

Table 4. Cross Tabulation of Authoritarian Parenting Style and Vulnerability to Radicalization

Authoritarian parenting style * Perception of students on the reasons to justify extremist ideologies Cross tabulation

		Perception of students on the reasons to justify extremist ideologies					Total	
		Disagree strongly DS	Disagree D	Indifferent I	Agree A	Strongly agree SA		
Authoritarian parenting style	DS	Count	2	5	4	25	47	83
		Expected Count	1.8	11.4	11.4	32.3	26.2	83.0
		% of Total	0.6%	1.5%	1.2%	7.6%	14.3%	25.2%
	D	Count	2	15	9	51	30	107
		Expected Count	2.3	14.6	14.6	41.6	33.8	107.0
		% of Total	0.6%	4.6%	2.7%	15.5%	9.1%	32.5%
	I	Count	2	18	19	35	21	95
		Expected Count	2.0	13.0	13.0	37.0	30.0	95.0
		% of Total	0.6%	5.5%	5.8%	10.6%	6.4%	28.9%
	A	Count	1	4	7	13	5	30
		Expected Count	.6	4.1	4.1	11.7	9.5	30.0
		% of Total	0.3%	1.2%	2.1%	4.0%	1.5%	9.1%
SA	Count	0	3	6	4	1	14	
	Expected Count	.3	1.9	1.9	5.4	4.4	14.0	
	% of Total	0.0%	0.9%	1.8%	1.2%	0.3%	4.3%	
Total	Count	7	45	45	128	104	329	
	Expected Count	7.0	45.0	45.0	128.0	104.0	329.0	
	% of Total	2.1%	13.7%	13.7%	38.9%	31.6%	100.0%	

Chi-square test of independence was conducted to determine the relationship between authoritarian parenting style and vulnerability to radicalisation in regard to the reasons to justify extremist ideologies among the university students. The test was performed on a sample of 329 students.

The cross tabulation Table 4 showed largest group of students (38.9%) agreed and 31.6%) strongly agreed with the reasons to justify extremist ideologies. 13.7% of students were indifferent with the reasons to justify extremist ideologies. 13.7% and 2.1% of students disagreed and strongly disagreed with reasons to justify extremist ideologies.

Table 5. Results of Chi-Square Tests on Cross Tabulation of Authoritarian Parenting style and Vulnerability to Radicalisation

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	55.890 ^a	16	.000
Likelihood Ratio	53.751	16	.000
Linear-by-Linear Association	25.918	1	.000
N of Valid Cases	329		

Table 6. Measure of Effects on Cross Tabulation of Authoritarian Parenting Style and Vulnerability to Radicalisation

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.412	.000
	Cramer's V	.206	.000
N of Valid Cases		.329	

The results of Chi-square test of independence (Likelihood Ratio ($\chi^2(16) = 53.751, p < 0.05$)) revealed that there was a significant association between the two variables. Cramer's V = 0.206 and it is an approximate significance of 0.000 indicates that authoritarian parenting style had moderate and significant effect on the vulnerability to radicalisation in regard to the reasons to justify extremist ideologies among university students. Hypothesis Ho2 was therefore rejected.

4.3. Association between Permissive Parenting Style and Vulnerability to Radicalisation

Table 7. Cross Tabulation of Permissive Parenting Style and Vulnerability to Radicalization

			Perception of students on the reasons to justify extremist ideologies					Total
			Disagree strongest DS	Disagree D	Indifferent I	Agree A	Strongly agree SA	
Permissive parenting style	DS	Count	4	21	17	54	74	170
		Expected Count	3.6	23.3	23.3	66.1	53.7	170.0
		% of Total	1.2%	6.4%	5.2%	16.4%	22.5%	51.7%
	D	Count	2	15	15	35	25	92
		Expected Count	2.0	12.6	12.6	35.8	29.1	92.0
		% of Total	0.6%	4.6%	4.6%	10.6%	7.6%	28.0%
	I	Count	1	8	9	28	4	50
		Expected Count	1.1	6.8	6.8	19.5	15.8	50.0
		% of Total	0.3%	2.4%	2.7%	8.5%	1.2%	15.2%
	A	Count	0	0	2	8	0	10
		Expected Count	.2	1.4	1.4	3.9	3.2	10.0
		% of Total	0.0%	0.0%	0.6%	2.4%	0.0%	3.0%
	SA	Count	0	1	2	3	1	7
		Expected Count	.1	1.0	1.0	2.7	2.2	7.0
		% of Total	0.0%	0.3%	0.6%	0.9%	0.3%	2.1%
Total	Count	7	45	45	128	104	329	
	Expected Count	7.0	45.0	45.0	128.0	104.0	329.0	
	% of Total	2.1%	13.7%	13.7%	38.9%	31.6%	100.0%	

Chi-square test of independence was conducted to determine whether there was significant relationship between permissive parenting style and vulnerability to radicalisation in regard to the reasons to justify extremist ideologies among the university students. The test was performed on a sample of 329 students. The cross tabulation Table 7 showed largest group of students (38.9%) agreed and 31.6%) strongly agreed with the reasons to justify extremist ideologies. 13.7% of students were unable to agree or disagree with the reasons. On the other hand, 2.1% and 13.7% of students disagreed strongly and disagreed respectively with reasons to justify extremist ideologies.

Table 8. Results of Chi-Square Tests on Cross Tabulation of Permissive Parenting Style and Vulnerability to Radicalisation

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	38.137 ^a	16	.001
Likelihood Ratio	44.632	16	.000
Linear-by-Linear Association	7.744	1	.005
N of Valid Cases	329		

Table 9. Measure of Effects on Cross Tabulation of Permissive Parenting Style and Vulnerability to Radicalisation

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.340	.001
	Cramer's V	.170	.001
N of Valid Cases		329	

The results of Chi-square test of independence (The Likelihood Ratio ($\chi^2(16) = 44.632, p < 0.05$)) revealed that there was a significant association between the two variables. Cramer's V = .170 and it is an approximate significance of 0.001 indicates that permissive parenting style had moderate and significant effect on the vulnerability to radicalisation in regard to the reasons to justify extremist ideologies among university students. Hypothesis Ho2 was therefore rejected.

Findings on the influence of parenting style on vulnerability to radicalisation is similar to that of a study done by Rachmatianto and Freyani (2022) on the relationships of parenting patterns and excellence with the level of radicalism among senior high school students in Indonesia. A total of 178 students from several schools in City X were participants. The researchers observed that there is a relationship between authoritative parenting, authoritarian parenting and permissive parenting to radicalism. Furthermore, authoritative parenting and authoritarian parenting had a significant positive relationship with radicalism.

Finding by Zych *et al.* (2020) as cited in RAN (2018) showed that parental induction of moral disengagement, where children are told that immoral actions can be justified, was related to violent behaviours in children. Thus, some parenting practices and expression of radical ideas by parents could induce their children to adopt radical attitudes and behaviors. On the other hand, other parenting practices, or expressions of ideas against radicalization could be protective. These findings support the research findings of there being an association between parental style and radicalization. From the focus groups discussions conducted with the peer counsellors, one of the key informants also indicated that;

“Some families lack unity and parents too may not have time for their children leading to lack of monitoring of their behavior and instilling moral values as a result negative peer influence may results and even radicalisation”

Findings, however, differed in Rachmatianto and Freyani (2022) study who found out that the permissive parenting style had a significant negative association with radicalism. With authoritative parenting, the results on parenting were also the opposite of existing theories. Where parents had the habit of not monitoring the activities of their children and rarely giving punishment to them when they do wrong, was shown to reduce radicalism. The authors attributed this to the possibility of other factors in the school environment where the study was done causing this. However, to be able to prove this, researchers suggested that further research should involve the role of the variable of the school environment which was considered as a mediating variable or intervening variable.

In- depth interview findings in a study on parental influence on radicalization and de-radicalization according to the lived experiences of 21 Dutch former extremists and their families by Sikkens et al, (2018) also differs with the findings of the study as the authors state that parents do not influence the radicalization process at all. No clear link was found between a family background marked by poverty or deprivation and membership in extremist organizations.

4.4. Family Issues that Contributes to Students' Vulnerability to Radicalization.

Table 10. Family Issues that Contributes to Students' Vulnerability to Radicalization as identified by Peer Counsellors.

Theme	Sub-theme	No. of references	Percent
Dysfunctionality in the family	Disunity in the family	2	22.7
	Broken families	2	
	Weak family bond strength	1	
Radical environment	Family support radicalization	3	18.2
	Parents are radical	1	
Domestic violence	Physical, psychological & emotional violence in families	2	18.2
	Conflicts in the family	2	
Parenting style	Poor parenting style	4	18.2
Divorce/separation	Divorce or separation of parents	3	13.6
Negligence	Some parents having no time for their children	2	9.1
Financial stability	Lack of enough financial resources to meet basic needs	2	9.1
Freedom of expression	Denying students independence of expression	2	9.1
Rejection	Family rejection can push one to extremism	2	9.1
Moral values	Lack of strong ethical values	1	4.5
Family type	Single parenting causes a child to be radical towards a certain gender	1	4.5
Exposure	Lack of knowledge on certain emerging issues	1	4.5
Self-esteem	Low self-regard	1	4.5
Personality	A person's temperament that determines their radical nature	1	4.5
Grand Total		22	100.0

Dysfunctional family characterized by disunity and weak family bonds (22.7%) was found to be a major issue or aspect that contributes to students' vulnerability to radicalization. Other major aspects that contributes to students' vulnerability to radicalization were; being brought up in a radical family environment that supports or holds radical views (18.2%), domestic violence and conflicts in a family (18.2%) and poor parenting styles (18.2%). These were identified by the peer counsellors in the focus group discussions.

4.5 Family Issues that Contributes to Students' Vulnerability to Radicalization as identified by Student Counsellors.

Table 11. Family Issues that Contributes to Students' Vulnerability to Radicalization as identified by Student Counsellors

Theme	Sub-theme	No. of references	Percent
Poverty	High levels of scarcity of basic needs	6	50.0
Dysfunctionality in families	Weak family bonds in families	6	50.0
Negligence	Parents not providing for basic needs/directions	5	41.7
		3	

Abuse	Physical exploitation at home		
	Sexual harassment	1	
Parenting style	Poor parenting styles	3	25.0
Divorce and separation	Broken families	2	16.7
Radical views	Family members with extremist views	2	16.7
Drug abuse	Unchecked drug dependence	1	8.3
Family conflicts	Family discord	1	8.3
Indoctrination	Religious brainwashing	1	8.3
Parental over control	Pressure from parents	1	8.3
	Grand total	12	100.0

High levels of poverty (50.0%), dysfunctionality in families (50.0%) and negligence from parents especially non-provision of the basic needs and directions to their children (41.7%) were provided as major three family issues or aspects that contributes to students' vulnerability to radicalization. Physical abuse and sexual harassment at home (33.3%) and poor parenting styles (25.0%) respectively were other family issues or aspects identified by student counsellors.

The findings from the peer counsellors and student counsellors on the issues that contribute to radicalisation are similar to studies done by Post, Sprinzak and Denny (2003) as cited in Sikkens *et al.* (2018). the studies were done among 35 incarcerated Middle-Eastern terrorists, most had no family member who was a member of the same terrorist organization. The parents of these incarcerated respondents also supported their children's cause or did not dissuade their sons from active involvement. The sample also included parents that socialized their children in favour of the extremist groups from an early age. From this the influence of the family into radicalisation is evident.

Findings are similar to study by (Cowan & Cowan, 1992) as cited in Sikkens *et al.* (2018) who posit that conflict between parents, for example, could influence the quality of interaction with their children. If conflicts at home become severe, it could lead to a decreased availability towards the child: parents could also miss out on signals their children send because they are caught up in different matters. Bigo *et al.* (2014) also show similarity to the study findings that unstable family situations may fortify the radicalization process, broken families, substance abuse within the family, family violence, and loss of family members are part of the problematic family backgrounds that make individuals vulnerable to radicalization. Borum (2011) further identify that the loss of a family member does not directly lead to radicalization, but it may prompt an individual to become receptive to radical groups.

5.0. Summary of the Study Findings

University students' perception on the influence of family parenting style on vulnerability to radicalisation.

The objective of the study was to determine university students' perception on the influence of family parenting style on vulnerability to radicalisation. The three parenting styles that were considered are authoritative, authoritarian and permissive parenting styles. All the parenting styles had a moderate and significant influence on vulnerability to radicalization. The results of Chi-square test of independence (Likelihood Ratio ($\chi^2 (16) = 37.629, p < 0.05$)) revealed a significant association between authoritative parenting style and vulnerability to radicalisation. Cramer's V = 0.163 at an approximate significance of 0.004 indicates that authoritative parenting style had moderate and significant effect (influence) on the vulnerability to radicalisation among university students in Kenya.

The results of Chi-square test of independence (Likelihood Ratio ($\chi^2 (16) = 53.751, p < 0.05$)) revealed that there was a significant association between authoritarian parenting style and vulnerability to radicalisation. Cramer's V = 0.206 at an approximate significance of 0.000 indicates that authoritarian parenting style had moderate and significant effect on the vulnerability to radicalisation among university students in Kenya.

The results of Chi-square test of independence (The Likelihood Ratio ($\chi^2 (16) = 44.632, p < 0.05$)) revealed that there was a significant association between permissive parenting style and vulnerability to radicalisation. Cramer's V = 0.170 and it is at an approximate significance of 0.001 indicates that permissive

parenting style had moderate and significant effect on the vulnerability to radicalisation among university students in Kenya.

According to peer counsellors' dysfunctional family characterized by disunity and weak family bonds (22.7%) was found to be a major issue that contributes to students' vulnerability to radicalization. Other major issues that contribute to students' vulnerability to radicalization were: being brought up in a radical family environment that supports or holds radical views (18.2%), domestic violence and conflicts in a family (18.2%) and poor parenting styles (18.2%).

According to student counsellors' high levels of poverty (50.0%), dysfunctionality in families (50.0%) and negligence from parents especially non-provision of the basic needs and directions to their children (41.7%) were provided as major three family aspects that contributes to students' vulnerability to radicalization. Physical abuse and sexual harassment at home (33.3%) and poor parenting styles (25.0%) respectively were other family aspects identified.

5.1 Conclusion of findings

Parental participation is indisputably important in prevention of radicalisation. Therapy related to identity, belonging, critical thinking, and family relations can improve the student's life skills and broaden their knowledge on radicalisation. Counsellors supported by both the community and parents need to be engaged in education and sensitization programs against violent extremism.

5.2 Recommendation for further research

Many other factors that cause students to be vulnerable to radicalisation were identified by the peer counsellors and the student counsellors'. These factors include curiosity to know how it feels to be an extremist, abuse of drugs and search for quick and big wealth. Further research should be done to enrich the content of such discussions.

References

- Baumrind, D. (1968). Authoritarian vs. authoritative parental control. *Journal of Early Adolescents*, 3, 255-272.
- Bertelsmann, S, V. (2010). *Strategies for combating right-wing extremism in Europe*. Washington: Brookings Press.
- Bhui, K., Warfa, N., & Jones, E. (2014). *Is violent radicalisation associated with poverty, migration, poor self-reported health and common mental disorders?* <http://dx.doi.org/10.1371/journal.pone.0090718>
- Bloir, K. (1997). Parenting that promotes resilient urban African American families. [Paper presentation]. Annual Conference of the National Council on Family Relations, Arlington, VA.
- Bigo, D., Bonelli, L., Guittet, E. P., & Ragazzi, F. (2015). *Preventing and countering youth radicalisation in the Europe Union policy department: Citizens' rights and constitutional affairs countering violent extremism* [Paper Presentation]. Regional Summit conference 2015, Sydney.
- Blattman, C. & Ralston, L. (2015). 'Generating employment in poor fragile states: Evidence from labor market and entrepreneurship programs. In Figueiras S.M & Ipince A (Eds.), *Countering violent extremism in education and employment*. <https://papers.ssrn.com/sol3/papers.cfm?abstract>
- Borum, R. (2004). *Psychology of terrorism*. Tampa: University of South Florida
- Borum, R. (2011). Radicalization into violent extremism: A review of social science theories. *Journal of Strategic Security*, 4(4), 7-36.
- Cachalia, R. C., Salifu, U., & Ndung'u, I. (2016). The dynamics of youth radicalisation in Africa reviewing the current evidence. *Institute for Security Studies Papers*, 2016(296), 1-32.
- Dalgaard-Nielsen, A. (2008). *Studying violent radicalization in Europe: The potential contribution of social movement theory*. Danish Institute for International Studies (DIIS): Copenhagen.
- Erikson, E.H. (1968). *Identity: Youth and Crisis*. New York: Norton.
- Gay L. R., Mills, G. E., & Airasian, P. W. (2018). *Research competencies for analysis and application*. Pearson Education, Inc.
- Festinger, L. (1957). *A theory of cognitive dissonance*. Row Peterson & Company Ltd

- Figueras, S.M. Ipince, A. (2018). *Countering violent extremism and education and employment*. Centre for Human Rights and Public Policy.
- Global Terrorism Index Report, (2024). *Properties of Terrorism Terrorism and Organised Crime in the Sahel Trends in Terrorism Global Results* Institute for Economics & Peace
- Ghosh, R., Chan, W.A., Manuel, A., & Dilimulati, M. (2017) 'Can education counter violent religious extremism? *Canadian Foreign Policy Journal*, 23(2), 117-133.
- Kimari, B., & Wakesho S. (2017). *The development of CVE research hub & understanding the changing nature of violent extremism in Kenya, Nairobi*. Kenya Center for Human Rights and Policy Studies.
- Marcia J. E. (1993). *Identity in Childhood and Adolescence*. International Encyclopedia of the Social & Behavioral Sciences
- Maskaliunaite, A. (2015). *Radicalisation, recruitment and the EU counter-radicalisation strategy*. www.gdr-elsj.eu/wp-content/uploads/2014/02/doc2-WP4-Del-7.pdf
- Murray, C. (2013). Young people's perspectives of being parented in critical situations: teenage non-offenders and desisters speak out. *Child & Family Social Work*. 18(4), 467-476.
- National Consortium for the Study of Terrorism and Responses to Terrorism, (2014). *Global Terrorism Database*. <http://www.start.umd.edu/gtd>
- Ogada, M (2017). *A policy content evaluation of Kenya's national strategy to counter violent extremism*. Nairobi: Center for Human Rights and Policy Studies.
- Odhiambo, E.O.S., Onkware K., & Leshan M.T. (2015) (2016). Domestic Radicalisation in Kenya. *Global journal of Interdisciplinary Social Sciences*, 4(3), 48-56.
- Okigbo, C., & Okafor, B. E. (2019). *Terrorism as media propaganda: A theoretical approach*. In *Media in the Global Context*. Palgrave Macmillan, Cham.
- Onuoha, F. C. (2013). Boko Haram: Evolving tactical repertoire and state responses. In O. Mbachu, & U. M. Bature (Eds.), *Internal security management in Nigeria: A study in terrorism and counter-terrorism*. Kaduna: Medusa Academic Publishing Ltd.
- Pels, T., Distelbrink, M., & Postma, L. (2009). *Opvoeding in de migratiecontext: Review van recent onderzoek naar de opvoeding in gezinnen van nieuwe Nederlanders, in opdracht van NWO*. [Education in the context of migration: Review of recent research on parenting in families of new Dutch]. Commissioned by Utrecht: Verwey-Jonker Institute.
- Rachmatianto, A. & Freyani, H. L. (2022). *The Relationships of Parenting Patterns and Excellence with the Level of Radicalism in Senior High School Students*. International Conference: Transdisciplinary Paradigm on Islamic Knowledge
- Ran Research Paper, (2016). *Radicalisation research-gap analysis*.
https://ec.europa.eu/homeaffairs/sites/homeaffairs/files/docs/pages/201612_radicalisation_research_gap_analysis_en.pdf
- Ran Research Paper, (2018). *Vulnerable children who are brought up in an extremist environment*. [ran_yf-c_vulnerable_children_who_brought_up_extremist_environment_21-22_06_2018_en.pdf](https://ec.europa.eu/homeaffairs/sites/homeaffairs/files/docs/pages/201806_vulnerable_children_who_brought_up_extremist_environment_21-22_06_2018_en.pdf)
- Sieckelinck, S., Kaulingfreks, F., & De Winter, M. (2015). Neither villains nor victims: Towards an educational perspective on radicalisation. *British Journal of Educational Studies*, 63(3), 329-343.

- Sikkens, E., San, M., Sieckelinck, S., & Winter, M. (2018). Parents' perspectives on radicalization: A qualitative study. *Journal of child and family studies*, 27(7), 2276-2284.
- Tahiri, H. & Grossman, M. (2013). *Community and radicalisation: An examination of perceptions, ideas, beliefs and solutions throughout Australia*. Victoria University.
- Van Bergen, D., & Pels, T. (2013). *Essay: Invloed op radicale jeugd. Goed contact met ouders maakt mild*. [Influence of radical youth. Good contact with parents is mild]. *Jeugden Co*, 7(4), 22-24.
- Youth Justice Board of England & Wales, (2012). *Preventing religious radicalisation & violent extremism. A systematic review of the research evidence*. London Youth Justice Board.
- Zych, I. & Nasaescu E. (2022). *Is radicalization a family issue? A systematic review of family-related risk and protective factors, consequences, and interventions against radicalization*. <https://doi.org/10.1002/cl2.1266>